

Lights, Camera, Literacy!
(Part Two)
Lesson Plan # 35

Topics:
Journal Writing
Etymologies
Chess Notation as Another Language
LCL! 3x3 Story Path-Act III
Production Process

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will examine chess notation as another language.
Students will interpret chess notation.
Students will examine the LCL! 3x3 Story Path-Act III steps a, b, c.
Students will be involved in pre-production and production of Act III of their films.

Materials:

Writing journals
Video cameras
Tripods
Mini-dv tapes or memory cards
Computers with editing software
LCD projector
Chess sets
Chart paper
Post-its
Individual student pocket folders

BOOKS: *A DICTIONARY OF PREFIXES, SUFFIXES, AND COMBINING FORMS*
CHESS FOR KIDS

HANDOUTS: Etymologies and Meaning
Chess Notation
LCL! 3x3 Story Path (in student folders)
LCL! 3x3 Story Path - Act III *AKEELAH AND THE BEE*
LCL! 3x3 Story Path - Act III Planning Sheet
Storyboard shells
Shot list shells

New Vocabulary: *chess notation, somnambulism, cacophony, pluviosity, argillaceous, vitrophyre, xanthosis*

Sequence of Events:

I. Journal Writing (15)

1. Today's Prompt:

How do you feel about using the LCL! 3x3 Story Path to develop a story?

II. Etymologies (40)

1. Write the word "etymology" on the board and ask students to recall the meaning. Hold up ***A DICTIONARY OF PREFIXES, SUFFIXES, AND COMBINING FORMS***. Remind students that you had told them they would get an opportunity to use this booklet.
2. Distribute the handout:

HANDOUT: Etymologies and Meaning

Point out that most adults don't know the meanings of these six words and if they learn to use them, they are going to impress, not only their parents, but teachers, and every other adult they meet. Explain that these six words are from the ***AKEELAH AND THE BEE*** script. (*Have scripts available nearby if students are motivated to look for them AFTER the worksheet is completed.*)

3. Direct students to:
 - 1) Break the words into word parts (*as Dr. Larabee showed Akeelah*).
 - 2) Look for the word parts in ***A DICTIONARY OF PREFIXES, SUFFIXES, AND COMBINING FORMS***.
 - 3) Write the page number where a word part is found.
 - 4) List the oldest language of origin (the last abbreviation in the first list of abbreviations).
 - 5) Guess the meaning of the word.

4. Allow approximately twenty minutes for students to complete as many words as they can. (As long as students are on task, even if they complete only three of these words, allow them to be considered finished, so that they may join the discussion that follows.)
5. Review the answers together (see teacher's answer key).

III. Chess Notation (40)

1. Ask students to recall how many languages exist. **(6,912)**
Mention that this number only reflects spoken languages.
2. Pose this question for groups to discuss:
**Is there any language that is not spoken,
yet still used to communicate?**

Allow a few minutes for groups to ponder this.

(Likely answers: music, pictographs, graphs, mathematical equations, sign language)

3. Tell students they are going to learn about one more language.
Ask if anyone knows a "chess language?"
4. Read together about **CHESS NOTATION** in *CHESS FOR KIDS* page 13.
Make sure to point out the difference between a piece's symbol and its notation.

HAND OUT: Chess Notation

Direct students to complete the Chess Notation column by looking again at page 13. Check answers together..."K,Q,B,N,R, (empty)"
Ask if anyone read on p.13 why the knight does not begin with "k?"
(The king already took the letter **K**.)

5. Turn to page 25. Tell students they are going to use recorded chess notation to recreate a famous chess game called "Bolden's Mate" played in London in 1853. (Explain that the red pieces are considered "white" in the book.)

6. Students play this game with partners. If they would like to try the challenge at the bottom of the page, they may do so.

IV. Act III (35)

1. Direct students to the LCL! 3x3 Story Path.

HANDOUT: LCL! 3x3 Story Path (in student folders)

2. Focus on the Act III part of the story path and explain that Act III is when the main character returns to their usual life (III.a), then shows or announces how they have changed, their "character arc" (III. b.), and finally demonstrates the direction of their future (III.c.).

HANDOUT: LCL! 3x3 Story Path-Act III Planning Sheet

3. Examine Act III for *AKEELAH AND THE BEE*.

HANDOUT: LCL! 3x3 Story Path-Act III *AKEELAH AND THE BEE*

4. Direct student groups to complete the Act III planning sheet, next sketch their Act III storyboards, and finally create an Act III shot list.

V. In Production/Post-Production (55)

1. Student groups film Act III.
2. Next they work on editing their production.

VI. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

How does chess notation help players improve their chess skills?

2. Hand out Post-its on which students write their response to post on the chart.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.