

# Lights, Camera, MEDIA Literacy!

Lesson Plan # 8

## Topics:

**Journal Writing**  
**Transitioning to Print**  
**Calligraphy**

## Outcomes:

Students will follow organizational procedures.

Students will see, hear, and use applicable vocabulary.

Students will identify key information about a world without print by watching and listening to a documentary

Students will write their grandparent story using calligraphy.

## Materials:

Writing journals

LCD projector

Chart paper

Post-its

Hole punch

String or Yarn

Calligraphy pens ( one set per student)

Practice paper

Calligraphy paper (for their book)

Individual student pocket folders

***PRINTING TRANSFORMS KNOWLEDGE* Teacher Guide**

**BOOKS:** class set of...*Calligraphy for Kids* by Eleanor Winters

**HANDOUTS:** *PRINTING TRANSFORMS KNOWLEDGE* Study Guide (in students' folders)

*PRINTING TRANSFORMS KNOWLEDGE* Quiz #2

**YouTube:** A MATTER OF FACT: PRINTING TRANSFORMS KNOWLEDGE Parts Four & Five

**New Vocabulary:** *no new vocabulary*

## **Sequence of Events:**

### **I. Journal Writing (15)**

1. Prompt:

What do you think of life without print?

### **II. Printing Transforms Knowledge Quiz #2 (30)**

1. Ask students if there are any questions about Parts Two and Three of the documentary and # 9 -36 on the study guide.
2. Allow time for students to complete Quiz #2.

**HANDOUT: PRINTING TRANSFORMS KNOWLEDGE Quiz #2**

3. Review answers to the quiz.

### **III. Printing Transforms Knowledge (40)**

1. Tell students that today they will be viewing two more parts of the documentary and they will need to place their study guide in front of them to fill in the blanks.

***Important!***

***Refer to separate Teacher's Guide  
for teaching procedures with this documentary.***

2. After viewing, review the study guide for Parts 4 & 5, so students can study the correct answers for next session's quiz.

### **IV. Calligraphy (100)**

1. Students continue to work on their Grandparent's books.
2. As these are completed, students can bind the books by punching holes and lacing the books with string or yarn.

**V. Reflection: (15)**

1. Direct students to the hanging chart paper labeled:

**What did you learn about how mistakes  
sometimes can turn into opportunities?**

2. Hand out Post-its on which students write an item 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.