

NLMUSD Model Integration Technology Pilot

Technology Integration Unit/Lesson Plan Template (modified from MTS Lesson Plan Template)

Lesson title: Video Production of a Newscast; Newsletter

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Subject area: Language Arts

Grade level: 6-8; Language and Social Skills Development class and functional academic skills training

Time frame: 12 days

Brief lesson/unit Summary/Description

In this lesson, students will produce a news broadcast of an important event at school (Adapted Physical Education Spring Dance). Most of the students in the class will have a role in the planning, production, filming, and editing of the newscast. In the process of planning their segments, students will study news broadcasts; learn how to address the 5Ws in newscasts, learn how to create a T-script for their audio and visuals; develop scripts; and utilize production and film techniques such as setting, presentation, props, interview techniques, and editing.

Students will also create a newsletter of the Spring Dance.

State Content Standard/Benchmark addressed <http://www.cde.ca.gov/be/st/ss/index.asp>

Sixth Grade Reading:

RC 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

RC 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

RC 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

First grade reading comprehension: RC 2.1 Identify text that uses sequence or other logical order. RC 2.2 Respond to who, what, when, where, and how questions.

CAPA: Reading comprehension 6.1.1 Read a simple four-to-five word sentence composed of high-frequency words. Writing strategies 6.1.1 Select a focus and an organizational structure based upon purpose (e.g., letter, report, list, story). Listening and speaking strategies: 6.1.3 Execute two- or three-step oral instructions and directions.

Educational Technology Standard/Benchmark addressed <http://www.iste.org/standards.aspx>

Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

1. Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

1. Plan strategies to guide inquiry

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2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
3. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
4. Process data and report results

Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

1. Understand and use technology systems
2. Select and use applications effectively and productively
3. Troubleshoot systems and applications
4. Transfer current knowledge to learning of new technologies

Integration into NLMUSD Curriculum Maps (If applicable in Language arts or Math)

Unit 4 for Grades 6-8 Special Education Modified Unit of Study

Students will understand (lesson/unit objectives):

Students will use structural features to obtain information and make meaning of a newscast by answering the 5Ws questions (who, what, when, where, why).

Students will use technology to write, produce, and edit a newscast that answers the 5Ws questions about the APE Spring Dance.

Students will use technology to write and edit a newsletter that answers the 5Ws questions about the APE Spring Dance.

Essential Questions to guide this unit/lesson and focus teaching and learning:

How do I continue to use text features to help me understand as I am reading?

How do we use structural features to prepare and understand multi-step applications?

How do I figure out the main idea of the whole text?

How do we connect main ideas and find their relationships across different sources and topics?

How do we gather and use information to clarify and understand expository text (i.e., note taking, outlines, summaries, etc...)?

Technology & Web 2.0 resources needed (hardware and software, websites)

iPad 2 (camera)

iMac

iMovie

Pages

iPhoto

tripod

<http://abcnews.go.com/GMA/video/best-show-westminster-kennel-club-dog-show-2012-15627731?tab=9482931§ion=1206833>

Projector, Document camera, computer connection

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Procedure (learning activities)/ lessons of unit

Day 1 (6th grade Unit 4, Day 3)

Objective: Students will use structural features to obtain information and make meaning of a newscast by answering the 5Ws questions about the Westminster Kennel Club Dog Show.

Opening: (Link-Purpose-Expectation): Introduce Unit 4 Chart B. Readers learn about the world by reading a variety of popular media (forms), including magazines, newspapers, internet websites and informational books. Today we will identify and use structural features of a newscast to help make meaning and differentiate among the various forms. Shared Reading: Model how to use the structural features of a Newscast to obtain and use information. Model how readers gather important ideas on charts and graphic organizers to make meaning (notes, questions, quotes, key ideas, etc.) of an informational text. Remind students that using graphic organizers is one way readers capture their thinking —readers collect thoughts before, during, and after reading. . Practice partner and group discussions

Day 2

Students identify and discuss features of a newscast (anchor people, interviews, close-up camera shots, action shots) and brainstorm how these features can be used in their newscast of the Spring Dance.

Day 3

Students role play how to conduct interviews with people for the newscast.

Day 4 (Day of the Dance)

Students conduct interviews on camera.

Day 5

Students discuss the dance and answer the 5Ws questions about the dance. Co-create a chart during shared reading. Students transfer information to a graphic organizer.

Day 6

Show students how to create a T-script with Video and Audio outlined in order of the newscast. A T-script is a two column script, shaped like a "T". In the left vertical column, have students put the audio, what will be heard at any given moment. In the right column, students should put a description of what will be seen. (Or vice versa.)Brainstorm with students what they can say. Finish any additional interviews.

Days 7-12 (and any additional)

Students work with teacher and paraeducators to edit the newscast using iMovie and film the anchor segment. Additionally, students work with teacher and paraeducators to complete newsletters using Pages, iPhoto, and the paragraph from the cloze activity about the Spring Dance.

Assessment Method

Cloze activity about the Spring Dance that includes the answers to the 5Ws questions.

Notes: (this area may list accommodations, differentiation, as well as other key information that may not fit into the categories above)

All activities and materials were differentiated and modified as necessary based on individual students' needs and abilities. All students completed their technology projects as independently as possible.