

Hey Man...Wuz Goin' On?

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Central High School, Keysville. VA

Grade Level:

9-12

Time Allotment:

2-90 minute blocks

Overview:

Students will pay close attention to the details of a visual only story (picture story). Groups of students will retell the story from the point of view of one of two characters. Students will first organize their ideas using a graphic organizer. Students will then individually write the story. Stories will be submitted for evaluation as well as presented orally to class members.

Subject Matter:

English – Writing and Oral Presentation

Learning Objectives:

- The student will record and discuss details from an exciting event.
- The student will understand and discuss the meaning of point of view of a character within a story.
- The student will take notes of specific details of a visual only story (video).
- Students will organize their ideas and details using a graphic organizer.
- Students will write the story in the specified point of view.
- Students will proofread, edit and prepare a final draft of the story to be submitted for evaluation.
- Students will present the final draft to their fellow class members.

Standards:

English 9.1 a-d, 9.3 d, f, 9.6 a-h, 9.7 a-b, English 10.7 a-f, English 11.7 a-h, 11.8 b-c, English 12.7 a-g - <http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>

Media Components:

- *A Boy, A Dog, and A Frog* – United Streaming Video – <http://www.unitedstreaming.com>
- Windows Media Player or Real Time Player
- Inspiration or another graphic organizer program

Materials:

Per Class

- Computer with LCD projection device and speakers
- 1 large pocketbook (For male teachers, a large personal object can take the place of the pocketbook.)

Per Student:

- Computer with Inspiration
- Notebook paper
- Pencil/pen
- 1 note card for each student. Half of the note cards should have “frog” written on them and the other half should have “boy” written on them.
- Oral Presentation rubric example (attached)

Prep for Teachers:

For the Introductory Activity, the teacher must preengage someone to play the “thief” role. Arrange the exact time the thief should enter the classroom. This time should be approximately five minutes after the start of class. Have the large pocketbook or personal item on the desk in open sight. Prior to teaching the lesson, the teacher must download and preview *A Boy, A Dog, and A Frog* from United Streaming. The video should be cued and ready to play. Students must already know how to use the Inspiration Software or another graphic organizing tool. Note cards (enough for each student to have one) should have the word “frog” written on one half of the total and the word “boy” recorded on the other half of the note cards. They should be folded, and placed in a hat.

Introductory Activity:

Before the students enter the classroom make sure that the pocketbook or personal item is out in plain sight. As the students enter the classroom, instruct them to take out a piece of notebook paper and a pencil or pen. Act as though you are looking for something on your desk. Tell students that we will get started in just a few minutes. Have the thief character burst into the classroom, look wildly around the room, make a lot of racket, and grab the pocketbook. Grab either the pocketbook or the thief’s arm and pretend to have some tug-of-war action. The thief should then run frantically out of the room with the pocketbook. Tell one half of the students to write down exactly what happened as they saw it, making sure that they include all of the details. Tell the other half of the students to write down exactly what they saw as if they were looking through the eyes of the “thief” character who entered the classroom. Give students five minutes to complete the task.

After the five minutes, have student volunteers from both halves to discuss what happened noting the different details that each recorded. Discuss how the different points of view provided an amazing difference in details.

Learning Activities:

Day One:

Say: “Students, this semester we have really been concentrating on writing complete sentences, using the correct punctuation, staying on topic, and composing solid essays, reports, and letters. For the next two days, we will concentrate on details and point of view as well as all the other grammar issues.”

Say: “Students, a hat is being passed around the classroom. I’d like for you to take one note card out and just hold on to it. You’ll need it in a few minutes.”

Say: “To complete this writing assignment, you will watch a story portrayed to you on a video without the use of words. As the story progresses we will pause to check for understanding as well as take time to make necessary notes. Remember that you will write the story from the point of view of the character you selected from the hat. The notes that you take may vary because of the different point of views as well as your perception of the story.”

Say: “Let’s take a few minutes to review “point of view” to make sure everyone has the same understanding. First, what do I mean when I say “point of view” of a story? (*Point of view is the vantage point from which a story is told.*) There are three points of views. Can anyone name those points of views? (*First person, second person, and third person*) Good, let’s quickly go over what each of these mean. Let’s start with the first person point of view. Can anyone give me a definition or either an example of first person point of view? (*In the first-person point of view, the narrator is a participant in the story.*) Good, how about second person point of view? (*The second-person point of view in which the narrator addresses the protagonist directly as "you."*) Great, this point of view is rarely used for writing stories. Finally, tell me about the third person point of view. (*A story told by a narrator who is not one of the story's participants is called third-person point of view.*)”

Say: “We are about ready to begin watching the video story. Glance again at your note card. Remember that you will be retelling the story through the eyes of the character written on that card. Your character may not even enter the story until a little later, so be patient and mindful of what is going on in the story.”

Provide students with a focus for media interaction: **Say:** “In the first part of the story, you are going to be introduced to the three main characters. I want you to watch this first segment and be able to tell me the names of the three characters. One of the characters is looking for something. Be able to tell me what he is looking for.” **START** *A Boy, A Dog, and A Frog* at the beginning. **PAUSE** video at 1:27 where the dog looks up at the smiling boy. **Ask:** “Can anyone name the three main characters? (*the boy, the dog, the frog*) Great! Can anyone tell me what the boy was looking for? (*his boots*) Very good! Now, take a minute to write down a few notes about the story. Just a few words or phrases that will help you remember the important details.”

Say: “In the next part of the story, the boy and his dog get two items from the barn. Be able to tell me what these two items are by the end of this segment.” **Resume Play** at 1:27 and **PAUSE** at 2:02 where the dog barks while looking up at the boy. **Ask:** “What items did the boy get from the barn?” (*a net and a bucket*) “What do you think the boy will do with these items?” (*accept student responses*) **Say:** “Take a minute to record any details about the story.”

Say: “The boy and his dog will use several strategies to accomplish their task. Watch this next portion of the video and be able to describe to me their first strategy.” **Resume Play** at 2:02 and **PAUSE** at 4:01 where the boy is holding the bucket. **Ask:** “Were our predictions correct about what the boy and his dog were going to do?” (*They were trying to catch a frog.*) **Ask:** “What was the boy’s first strategy for catching the frog?” (*putting the bucket on top of the frog*) **Ask:**

“Did this strategy work?” (*No, the frog got away*) **Say:** “Take a minute to add any details about the story to your notes.

Say: “The boy will now employ a second strategy. Watch this next segment and be able to describe his next method for catching the frog.” **Resume Play** at 4:01 and **PAUSE** at 5:20 when you see a close up of the frog. **Ask:** “Who can describe to me the boy’s second method of catching the frog?” (*he tried to catch him with the net*) **Ask:** “What happened? (*He missed him and only got mud and leaves in the net.*) **Say:** “Take a minute to make additions to your notes.”

Say: “In the next segment the boy tries to catch the frog with his hands and again with the net. Think about this for a second. You have a boy at a frog pond, a dog running around in the water, and a frog being very elusive, what would you predict might happen to the boy.” (*accept student responses*) **Ask:** “Do you think he will catch the frog?” (*accept student responses*) **Resume Play** at 5:20 and **PAUSE** video at 7:17 where the boy crosses the bridge and there is a close up of the frog.

Ask: “Were our predictions correct? (*yes*) What happened to the boy? (*he fell in the water*) Did he catch the frog?” (*no*) **Ask:** “How do you think the boy feels after trying this last time? Why?” (*accept student responses*) **Say:** “Take a minute to add some details about the story to your notes. Remember that these notes will help you remember specific details about the story that you will be writing in your own words.”

Say: “In the last part of the story, something surprising happens. Watch the last minute or so of the story and be ready to describe to me what happens to the boy and his dog.” **Resume Play** at 7:17 and **STOP** at the end of the story. **Ask:** “How does the story end?” (*They boy goes home to take a bath and the frog follows him home.*) **Ask:** “Did you like the story? What part or parts did you like the best?” (*Accept student responses and discussions*) Take a minute to finish writing a few words or phrases in your notes to remind you of specific details of the story. Do you have any questions about what happened in the story? (*accept responses*) Do you need to rewind the video and watch a certain segment again to get a clearer picture? (*Accept responses and REWIND the video if necessary.*)

Say: “Students, you are now going to take the notes that you recorded and generate a basic outline of the story using Inspiration. Remember that you must retell the story from the point of view of either the boy or the frog, whichever card you drew from the hat. Let’s now go to the computers, open Inspiration and take the remainder of the class completing an outline of the story’s events. As you finish your outlines, raise your hand so that I can come to your computer station and discuss your entries. We will then print out the final product for you to take home to help you compose the rough draft of the story. Please remember to put your name on the graphic organizer as well as which point of view you drew from the hat. Also remember to complete your homework! It will be very necessary for tomorrow’s assignment.”

Note: Students should already be familiar with Inspiration and/or another graphic organizing program. An example Inspiration sample of the story has been included in the attachments. Escort students to the computer stations. Continually monitor students as they complete the Inspiration portion of the lesson. It may be helpful to print two copies of the graphic organizer, one for the student to take home and one for the teacher to keep.

Culminating Activity:

Day Two:

Say: “Let’s take out the stories that you wrote last night. I’d like you to pair up with someone who wrote from a different point of view than you did. I’d like for you to read your own story silently to yourself correcting any grammatical errors as you go. Then I’d like one of you to read your story to your partner. The partner should be very attentive to the details of the story. After you finish reading the story, the partner should provide you with constructive criticisms in order to help you revise and make your story even better. Your partner will then read his/her story to you and you will provide constructive criticisms about their story. After all discussions, make the necessary adjustments to your writing. I’m going to allow you to have forty minutes to complete this phase of the writing process.”

Say: “Now that you’ve had time to edit your paper, take several minutes to practice reading them. When I call time, we will read your stories orally.” Provide students with three minutes to practice reading their own selections.

Say: “As you read your selection, I will be critiquing your oral language skills using the rubric that I’m passing out to you now. Please read over the rubric and write your name on the paper. You will notice that it is very similar to all the oral language rubrics we have used in the past. When I call your name please hand me your rubric sheet and begin your selection.” Allow each student to read his or her selection.

Say: “Tonight for homework, I’d like you to take your story and prepare a final draft to be submitted to me tomorrow for evaluation.”

Note: Depending on the size of the class, you may need to continue the oral portion of the lesson to the third day.

Cross-Curricular Extensions:

Science:

1. For an experiment, students could use the graphic organizer to illustrate the steps used to complete the process. Using the graphic organizer, students could then write the process in paragraph format.
2. Student could orally present explanations of science topics or how outcomes were reached during science experiments.

Math:

Students could take a particular math process and rewrite it in story format. Students could orally present these mathematical stories.

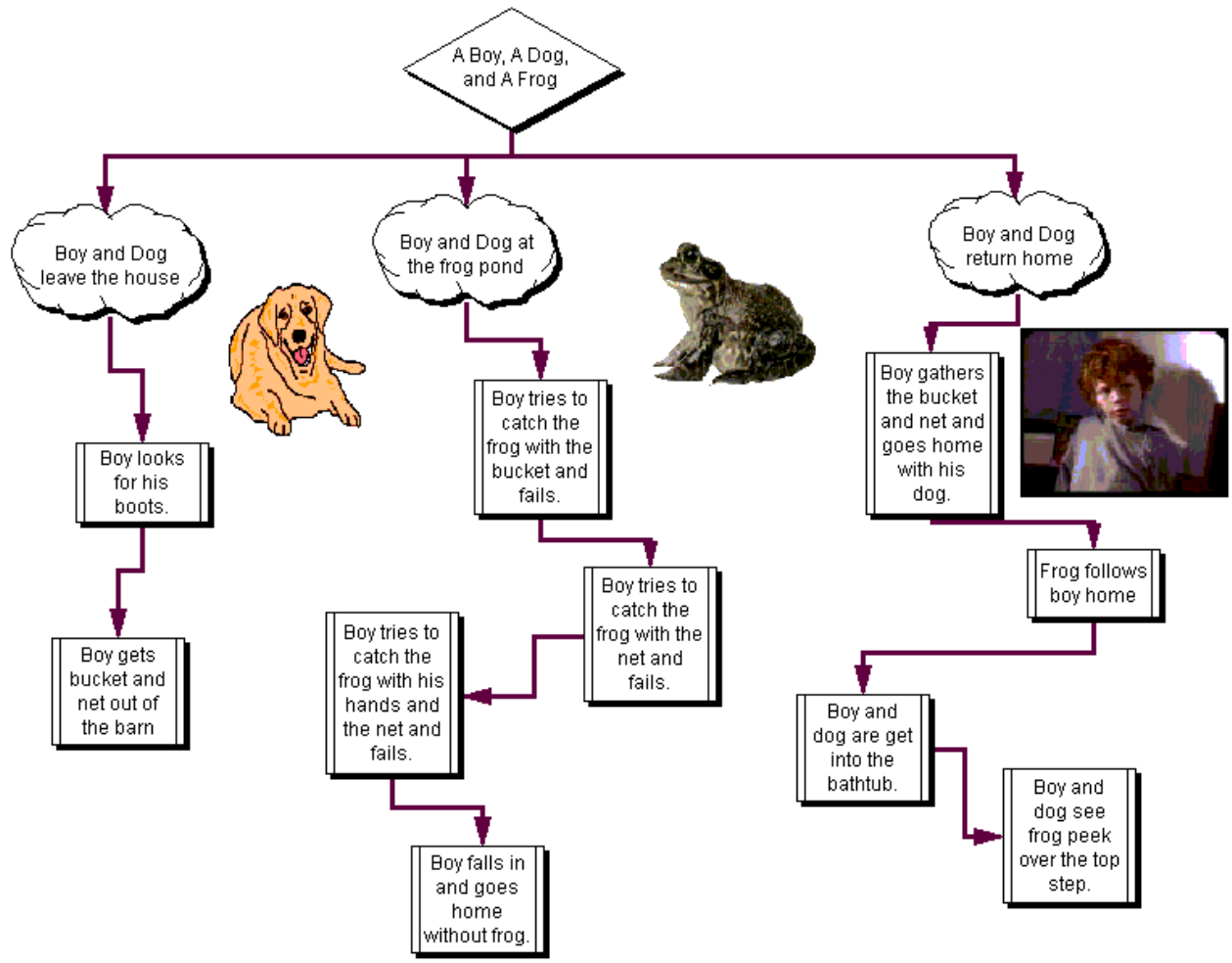
Technology/Theatre/History:

Students could use a published story, a historical story, or a class written story and present it without the use of text. These stories could be videotaped. Using i-Movie or any other movie publishing software, student editors could create a compilation of all the stories to view by other classes.

Community Connections:

- Classrooms could invite local authors to visit their English classes or Creative Writing classes to discuss how they developed ideas for writing, how they organized their ideas, and how they produced the finished product.
- Students could visit a local publishing company or newspaper printing office to see how the book or newspaper is printed.
- Students could visit the local theatre to visualize how oral presentation is enhanced by the mannerisms of the actors and actresses.
- Students could invite local storytellers to visit the classroom to tell stories but also explain how mannerisms, voice quality, clarity, etc. make a difference in how well the audience responds to their story.
- Helpful websites might include:
 1. <http://www.ucalgary.ca/UofC/eduweb/writing/> - Way to Write is a interactive guide to writing created by the University of Calgary.
 2. <http://www.factmonster.com/homework/writingskills1.html> - Homework Center created by Fact Monster provides easy to follow writing hints and writing skill practice examples.
 3. <http://kidswriting.about.com/?once=true&> - About.com has created a website entitled Creative Writing for Teens
 4. <http://www.storyplace.org/storyplace.asp> - The Story Place created by the Charlotte Mecklenburg County public library provides students with a virtual library.
 5. <http://rubistar.4teachers.org/> - Rubistar allows users to easily create their own rubrics for a wide range of activities. Excellent site!

Graphic Organizer Example:



Oral Presentation Rubric:

Oral Presentation Rubric : A Boy, A Dog, and A Frog

Teacher Name: **Mrs. Bolan**

Student Name: _____

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Pauses	Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact.	Pauses were effectively used once to improve meaning and/or dramatic impact.	Pauses were intentionally used but were not effective in improving meaning or dramatic impact.	Pauses were not intentionally used.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.