

<b>IS THAT MOVIE OK?</b>		<b>Student/Class Goal</b> To interpret movie review information to determine appropriate movies.
<b>Outcome</b> <i>(lesson objective)</i> Students will use comprehension reading strategies to interpret text and chart reading skills to locate information within a movie review document, and then determine suitable movies for their families and themselves to view.		<b>Time Frame</b> 90 minutes
<b>Standard</b> <i>Read with Understanding</i>		<b>NRS EFL 3-4</b>
<b>COPS</b> Determine the reading purpose.	<b>Activity Addresses Components of Performance</b> Students are aware that movies may contain both appropriate and inappropriate content depending on the viewer. In order to make an informed decision about viewing a particular movie, students must read about the content and quality of the film.	
Select reading strategies appropriate to the purpose.	Students will use previously learned reading strategies to locate needed information. They will use the format of the text (bold or underlined headings) or chart reading to locate information relevant to their questions. They will skim to quickly locate needed information. They will also use key words to determine suitability of the movie.	
Monitor comprehension and adjust reading strategies.	Students will use highlighters or note taking to provide a visual image in locating pertinent information. If needed, students may use comprehension fix up strategies such as rereading, asking questions, vocabulary clarification, self-questioning, slowed reading rate, or making past and present connections.	
Analyze information and reflect on its underlying meaning.	Students will use the pieces of information given to determine if the film is suitable for viewing by themselves or their families. They will make connections between unfamiliar vocabulary and common expressions.	
Integrate it with prior knowledge to address reading purpose.	Students will use class discussion information about movies and how they currently choose which one to watch to help set the tone for reading. They will integrate previous knowledge of chart reading to locate needed information within the document. They will use dictionary skills or context clues to determine new word meanings.	
<b>Materials</b> Computers with Internet or copies of movie reviews from Screen It website <i>Is That Movie OK?</i> Comprehension Worksheet		
<b>Learner Prior Knowledge</b> Learners need to be familiar with using the Internet. They also need background knowledge about charts and how they are organized and labeled.		
<b>Instructional Activities</b> Step 1 - Open with a class discussion using leading questions. <i>What type of movies do you enjoy watching? What type of movies do your families enjoy watching? How do you choose what movies you and your families watch?</i>  Discussion will help activate prior knowledge about the topic and set the purpose for reading movie reviews. Record responses to the last question on the board. Examples: advertisements, friends, family members, previews, etc.  Step 2 - Determine if anyone has ever used a movie review to help them make an informed decision about what to watch. Ask students what kind of information might be found in a movie review. Record answers. Explain that this lesson will help them in choosing appropriate viewing material for their families and themselves.  Step 3 - Distribute a sample copy of a movie review from the <a href="#">Screen It</a> website. An overhead copy can be used as you walk through the parts of the review.  <b>TECHNOLOGY NOTE</b> Websites move from time to time. If The Screen It website is not available, try using a Google search with the words Movie Reviews. Even if students are familiar with using the Internet they may have difficulty maneuvering through a site to locate the information needed.  Stress the different sections of the chart and how they are marked. Point out how topic headings are marked- bold print, underlined, etc. Discuss any unfamiliar vocabulary, for example Plot, Rating, Cast, and Parental Information. Explain that later in		

the review these topics are discussed in detail in written text. *(At this point you might want to step out of the lesson to reinforce chart reading skills or reading strategies that will be used)*

Step 4 - When students are comfortable with the review format, ask them to choose a movie that they would like more information about. If students are comfortable using the Internet, let them access the Screen It website and print a movie review of their choice. If some are unfamiliar with the Internet assist them in obtaining the review.

**TEACHER NOTE** This lesson focuses on reading skills not computer skills.

Step 5 - When the students have a movie review, give them the *Is That Movie OK?* Comprehension Worksheet. Let them look over the questions and answer any questions they might have.

Step 6 - Give students some time to individually read their film reviews and answer the questions. Provide support for students who need it. Then ask pairs of students to share where they found the information used to answer the questions.

Step 7 - Conclude with a group discussion about the activity. Go over questions: What was difficult, and why. Clear up any questions. Finally, let students share if they would view the film they researched.

**WRITING STANDARD EXTENSION** Students could write their own movie reviews. They could also create a chart and write appropriate information in relevant categories.

**Assessment/Evidence** *(based on outcome)*

Participation in discussion will demonstrate prior knowledge of topic.

Teacher observation

Students will possess copy of movie review.

Students will demonstrate their understanding of the text by answering comprehension questions on a teacher generated worksheet and report either in written form or verbally about the suitability of the film with information from the text.

**Teacher Reflection/Lesson Evaluation**

*I have used this lesson in a group setting as well as an individual assignment. Both have worked well. If students are unfamiliar with the Internet the lesson time increases greatly. Everyone has enjoyed learning about the films they have chosen. Many went back to read others. Some disagreed with what was written and then expressed their reasons. At the end, every student used what s/he already knew about the film and the new information to make a decision regarding whether to view the movie or not.*

**Next Steps**

**Technology Integration**

Screen It [http://www.screenit.com/search\\_movies.html](http://www.screenit.com/search_movies.html)

**Purposeful/Transparent**

Students are interested in making good judgments regarding movie viewing. They do not want negative influences to affect their children. They want to take personal and parental responsibility.

**Contextual**

Reading is important in all areas of life. Using real life information text demonstrates reading in both the context of testing and personal use.

**Building Expertise**

Students will use information they already know about movies, making decisions, computers, and reading to complete this activity. They will apply new vocabulary and new strategies to locate information with in written materials. When this information is combined informed decisions can be made.

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Is That Movie OK?**

How many categories are on the rating chart? \_\_\_\_\_

What special markings let you know it was a topic heading?

\_\_\_\_\_  
\_\_\_\_\_

What section would you look under to determine how much inappropriate language was in the film? \_\_\_\_\_

According to the review, what is meant by the term “**plot**”?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What rating has been given to the film you have selected to read about?

\_\_\_\_\_

What are some reasons why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Give two examples from the movie that might be considered rude or impolite. (*Hint- Look under a specific heading in the movie review that might be similar to the words rude or impolite.*)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

