

Is That Movie OK?				Student/Class Goal To interpret movie review information to determine appropriate movies.	
Outcome (lesson objective) 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.				Time Frame 90 minutes	
Standard Read with Understanding				NRS EFL 3-4	
Purpose	Benchmarks	Word Knowledge	Benchmarks	Comprehension	Benchmarks
Purpose for reading	3.1, 4.1	Decoding skills		Strategy use	3.11, 4.11
Select text		Word parts		Text structural elements	3.12, 4.12
		Context clues	3.5, 4.5	Genres	
		Reference materials		Literary analysis	
		Word relationships	3.7, 4.7	Drawing conclusions	3.15, 4.15
		Content vocabulary	3.8, 4.8	Making connections	3.16, 4.16
		Figurative language			
		Fluency			
Materials Computers with Internet or copies of movie reviews from Screen It website Is That Movie OK? Comprehension Worksheet					
Learner Prior Knowledge Learners need to be familiar with using the Internet. They also need background knowledge about charts and how they are organized and labeled.					
Instructional Activities Step 1 - Open with a class discussion using leading questions. 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? 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 Screen It website. An overhead copy can be used as you walk through the parts of the review. TECHNOLOGY NOTE 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

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.*)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.