**Lesson Plan**

**Student Samantha Little-Benitez Professor Sheehan**

**Course EDU 3460-03 Date: December 4, 2019**

**Grade: 4th Topic: Media Literacy**

**Content Area: Comparing and Contrasting media sources**

**Objective**: After reading the book Arthur’s TV trouble, students will compare and contrast different sources on the same topic and think about what makes one source more reliable than another by correctly filling out the “Our Reliability Checklist”.

**ELA Standard:** New York State Next Generation English Language Arts Learning Standard

Reading Standards (Literary and Informational Text)

Key Ideas and Details

RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

**Indicator:** This will be evident when the students analyze both youtube videos.

**Social Studies Standards**

Key ideas and details:

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**Indicator:** This will be evident when the students compare and contrast similar videos.

**Inquiry Standards :** Use information from the text to come up with an answer and use prior knowledge and experience to answer the question.

**Developmental Procedures**

**Motivation:** 2 Lies and 1 Truth, a reversal of the game, Two Truths and a Lie. Teacher will select 2 volunteers to think of 2 lies & 1 truth about themselves to share with the class. The class votes for the statement they think is the truth. a. Once the votes are tallied, reveal results and compare with the correct answer. b. Have students discuss why they voted the way they did. (What swayed them? Physical appearance? Culture? Speech? Age? Teacher writes the 2 lies & a truth about each. Share with the class. (Why they voted the way they did? What swayed them? Physical appearance? Culture? Speech? Age?)

1.The teacher will show the class the prologue from Beauty and the Beast using the youtube link and then discuss the information provided about him.

(How does the information helps us learn more about his character?)

2. The teacher will then show the story of the Beauty and the Beast as told from Belle’s perspective.

(How would the story be different if it was told by the Beast?)

3. Using the information from the videos in class, students will be grouped in 4’s they will work on storyboarding the traditional tale into a story from the Beast’s perspective, re-creating the story on a large post it. Teacher will display each groups storyboard.

(How would the story be different from Beast’s eyes, feelings? What does he see? What does he do? How does he feel? How is the story different from the traditional one?)

4. When students finish their storyboards, have students think about the following

question, using their meta-cognitive skills:

(Does writing about a story after seeing the movie or DVD give you new ideas about what you saw?)

5. Teacher will transition in a discussion on reliability and credibility. Teacher will explain that not all information is created equal and that a credible source is unbiased and backed up with evidence facts.

6. After reading the book Arthur’s TV trouble, students will compare and contrast different sources on the same topic and think about what makes one source more reliable than another by correctly filling out the “Our Reliability Checklist”.

7. **Closure:** Students will stand in a circle and a ball will be passed around, the student holding the ball will share one thing they learned from the lesson.

**Strategies:**

**Cooperative Learning:**

Indicator: This will be evident when the students work together on the storyboarding activity.

**Discussion:**

Indicator: This will be evident when the students answer questions on credibility and reliability.

**Direct Instruction:**

Indicator: This will be evident when the students are given instructions on how to check reliability by using the checklist.

**Assessment:** Ask students to write a monologue from the Beast’s perspective or from any of the other characters’ perspectives, to share how the characters felt and what they thought. Students can then perform the monologue, in role as the character.

**Independent Practice:** Have students write about a school rule or family rule they have issues with. Now have them write about it from the parent or administrator’s point of view.

**References:**

Brown M. (1999) Arthur’s TV Trouble. Boston : Little, Brown & Company

Panda, H. (2017, July 25) Beauty and the Beast Ballroom Dance. Retrieved from

https://www.youtube.com/watch?v=jZAYgGhvBEc

ThisGirlDiz. (2009, April 11) Beauty and the Beast Learn to control your temper! Retrieved from https://www.youtube.com/watch?v=tt2rBRu3lkg

