

**ED 630**

**Media Production Plan**

3/9/2013

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## **1.0 Project Purpose and Goals**

**Background:** The instructional need has been triangulated through Grade Level Team analysis, parent interviews/conferences, and student surveys of third grade students reading gaps. Concerns about reading at home or lack of concern to read outside of school at all, is an issue of concern that has been inhibiting growth of students to meet benchmark goals. Third graders, on average develop in their reading skills with transitioning from reading easy reader picture books to chapter books and non-fiction books during this grade level.

### **1.1 Problem Statement**

Students and their home support group need guidelines and modeling to assist students in their fluency and comprehension skills, to ensure the student is making targeted progress to reach academic and life-long literacy goals.

### **1.2 Proposed Solution**

In addressing the issue of reading support outside of the school setting, a 'How to' video on 'Reading with a Purpose' is a source of support to empower parents and grandparents/guardians with the tools and skills to parallel strategies used in our school for all to use. When applying these methods it will likely increase quantity and quality of time spent reading with and by students

outside of the school setting. By using the same vocabulary, guided support practices, modeling strategies, appropriately locating reading material, and ‘Reading With A Purpose’ we will bridge the gap to fully support the literacy growth of our students.

By demonstrating through a comparing and contrasting methods used with and without skills and strategies at school and mock ups of home, using ‘Story Star’ formatting.

<b>School</b>		<b>Home</b>
<input type="checkbox"/> independent/silent reading	➡	<input type="checkbox"/> independent/silent reading
<input type="checkbox"/> one-on-one buddy reading	➡	<input type="checkbox"/> one-on-one buddy reading
<input type="checkbox"/> small group support	➡	<input type="checkbox"/> immediate family support
<input type="checkbox"/> large group reading	➡	<input type="checkbox"/> extended family/friends reading

### **1.3 Contextual Analysis**

At the beginning of the year this could be shown at Open House for the whole school or in classrooms. As the year progresses, this video can be easily accessed by a link to one of the viable and district supported media sites: possibly YouTube. This availability by an internet link would save space on the district/school webpage. This friendly informative instructional video can open the insight to expectations of parents/guardians needed support to enhance the literacy needs of their child. This demonstrates the challenges and

solutions for students and families to use to make this fun, enlightening,

entertaining, and educational then will enhance memory and student

performance in reaching benchmark goals and lead to 'Reading for Purpose' in

third grade and beyond.

## **2.0 Orienting Context (Learner Analysis)**

### **2.1 Learner Knowledge**

The parents and guardians are very familiar with their children's personality, interests, and confidence levels. But not all know these things. Parents are most often unaware of where their child should be with respect to level and independence skills to read effectively and how to support them with fluency and comprehension. They often have forgotten or do not know at what speed or comprehension levels of content their child should be.

Each student is unique in their grade level abilities to fluently read and comprehend the content of various reading material. Different skills and strategies are used in the school settings and outside settings than most parents are aware of. All parents seem to comment on students can improve their ability to read and comprehend by doing their personal best.

### **2.2 Learner Skills**

Students expect parents to know the skills and strategies that are used in current class settings. Frustration frequently arises when pre-conceived ideas of the parent's 'old style' and child's school based skills and strategies are presumed to be the same and miscommunication strains the reading relationships.

## **2.3 Learner Attitudes**

Most all families are in agreement that students need to read outside of the school setting. Many families of third grade students are confident that they just need to tell the students to read and all is well. On a continuum they are just beginning to establish reading comprehension skills and strategies as fluency progresses at the third grade reading level. The lack of support is often from not having clear expectations and modeling available and is not from disgruntled perspectives. The other factor in these difficult economic times and changes in family dynamics some families feel the schools should solve all of the reading needs of students. Some of these attitudes arise from those that need the reading support at home the most. There is a real likelihood that some families are not implementing successful reading skills and strategies outside of school because they are not prepared to but are willing to.



## **3.0 GOALS**

Families will prioritize reading as an essential part of each day and will use common approaches to ensure reading habits are established and supported for the life time of their child by using methods, skills, and strategies used in their child's school days. Students will practice to improve their baseline of reading fluency and comprehension; at school and outside of the school settings with others. Ultimately, this will lead to student's independent choice reading.

## **3.1 OBJECTIVES**

After viewing 'Reading for a Purpose' video, parents/guardians will be able to:

- Work with the school community in educating their child in language arts curriculum
- Apply needed questioning strategies from the Story Star approach for comprehension purposes
- Perform successful reading fluency support strategies using connective language for their third grade student
- Establish a positive environment
- Set the tone of value in reading purposes
- Follow through to make sure it happens

After viewing 'Reading for a Purpose' video students will:

- Make connections with parents/guardians by using similar and complementary skills and methods to enhance reading outside of the school setting
- Be supported others in time spent making reading a priority
- Improve in reading literacy
- Improve in reading comprehension
- Capture the reasons for reading
- Make connections will be made in reading and writing

## **3.2 Mager Style Instructional Objectives Plan**

**Objective 1:** Parents/Guardians will perform 'Buddy Reading' using the child's (student's) grade level strategies and skills common to their school approach using levels identified by school staff

**Condition:** Given child's grade level reading material and physical setting

**Performance:** Buddy Reading and discussions using skills and strategies to enhance reading performance

**Criteria:** Common skills and strategies comparable to those used in large class and buddy reading at school are accurately used 100% of the time at home.

**Objective 2:** Parents/Guardians will question and communicate common terms and strategic methods to enhance reading comprehension of student grade level reading passage (ie. 5W's + 1H questioning approach).

**Condition:** Parent/Guardian approved student setting, time read (30 minutes daily) by, to, and with student using reading fiction and non-fiction material

**Performance:** Communication between Parent/Guardian and child before, during, and after child's independent reading.

**Criteria:** Comprehension check and demonstration of locating and

identifying character traits and inference skills while reading using

related school skills and strategies 100% of the time.

## **4.0 Creative Approach**

### **Overall Approach:**

This exercise is created to support Parents of third grade students in their efforts to join the educational team which works with their child. It is designed to enhance the reading activities between parents/guardians. This provides common reading approaches used in school that can be adapted for home use, with reference to applied skills and strategies familiar with students. This depicts the various purposes we read for: testing comprehension skills, large group participation techniques, buddy reading models, and independent search methods for fiction and non-fiction books in the library. These highlights hopefully create a window into the purposes in which children read for in school. This video offers ideas of how to improve the teamwork approach between school and home in effort to improve young reader's comprehension abilities. This video begins with assessment as that is often all that is perceived by some families and students as to the purpose for reading in school. Even though this is a crucial component it is only a small part of the reasons we want student to develop reading skills for. Our goal is to impact literacy for entertainment, shared experiences, and gaining knowledge through various topics found in our Dewy Decimal Systems of library organization. This presentation portrays humorous scenes shared by great story tellers (Mr. Guill and Third Grade Students from Room 6) reading adopted curriculum genre, humorous fiction. By viewing this video parents should be able to implement

supportive measures that unite the instructional support given by school staff members. Families will be assured that using common strategies in reading with third graders will benefit young readers by improving their confidence and comprehension abilities.

## **Title Screen: Tip # 1 Read For Specific Reasons!**

### **Opening Scene**

The opening scene is the most common vision of parent concern during conferences. The TESTS and ASSESSMENTS that are thought to be the entire reading comprehension concern of every teacher and lesson target from a parent point of view. It is true that there are skills and strategies that should be used by students to make this process less stressful and more successful. As the teacher, Ms. Llewellyn, is passing out an assessment to the class one student is overwhelmed about the assessment before even beginning the task. With the comforting strategy reminders given by another student and the teacher, relief of testing anxiety is confirmed by the nervous student. With recall of practiced strategies skills can be evaluated with less worry. This reassuring scene targets testing strategies recalled and advised for students to identify needed information when answering assessment questions. Since, reading assessment skills are not focal point of comprehension, the rest of the video concentrates on more of the students time spent improving the overall

reading comprehension, practices, and identification of a variety of materials to be read.

## **Title Screen: *Tip #2 Read With Voice and Character Inference***

### **Scene 2**

The scene opens with Mr. Guill envisioning himself as an outside observer, bombing the lesson. When preparing for his Language Arts lesson after school, he worries how he will get the students to read this long passage and understand new vocabulary including character traits and imagery. As he simply reads the story, he bores his students and sees that all they really hear is distracting noises that grab their attention.

The video then focuses on him planning at his desk while he continues to think aloud, about how he will get the core concepts across to his students. It dawns on him that implying character traits while reading with the words using voice with character traits is the way to proceed.

The lesson unfolds with him reading Turtle's dialogue, as he reads from this story in the Third Grade Treasures Curriculum (McMillian/McGraw-Hill). The Teacher creates an entertaining story when he uses unique voices for Turtle, Iguana, and Pig while students follow along in their own text. In modeling appropriate voices for the three friends of Rooster he grabs their attention using the context clues and schema known by the kids, he creates imagery of

Pig's, Iguana's, and Turtle's character traits. He models and practices with the students in Room 6 showing them that practicing together improves a good story and their skills. They practice their inference skills understood easier when identifying character traits.

Students beg to read the rest to the class for him trying out their version of voices for each character. The time runs out and they are dismissed to lunch, but students move to line practicing their favorite characters voice and traits.

### **Title Screen: Tip #3 Buddy Reading: *Practice with Support***

#### **Scene 3**

Two students are meeting to buddy read near a corner in the room. They are going to take turns reading an informational text that is at one student's reading level and much too hard for the other student. Everything is not how it should be. The weaker reader insists on reading first. He makes mistakes reading the word and the strong reader does not respectfully assist him. They have been taught a great number of expectations about 'Buddy Reading' but are not applying those skills and strategies. Finally, a classmate approaches the buddy reader duo and asks to join them. He politely asks, encourages, and implements reading strategies they should be using. They use the side by side sitting/viewing position, three second whisper help to assist with word identification, and sharing the view of the text as they read.



## **Title Screen: *Tip #4 Identify the 5W's and 1H in your Reading***

### **Scene 4**

One student, Jim, is busy working at his desk doing seat work and when another student, Sue, returns from working with in a group in another classroom and likes what she sees. Jim doesn't look up. Sue scoots her chair closer, with all of her favorite colored markers in hand and the matching work sheet with her name and date already on it. He reassures her that she already did her work with her group and this is his. Reading can be fun especially in colorful in text.

## **Title Screen: *Tip #5 Get Involved with Different Genres***

### **Scene 5**

The Librarian is playing a game with the students and they are earning points for their group when they can locate the correct location in the library to for the correct non-fiction genre topic listed on her 'Library Mystery Card', which only tells the title of the book. Students discuss their ideas amongst themselves and help each other locate the books.

When the students are successful using the Dewey Decimal System, they get to play *Heads Up! Dewey-Up!* a rendition of the infamous *Heads Up! Seven-Up!*, game played often over the years in schools. Those sitting with their eyes

concealed (the players) are given a Dewey Decimal identification strip with a category by the seven students (librarians) that have been given information strips. The players then get to identify the librarians who gave it to them. The librarians are then positioned near where the book would be shelved. The players become librarians when they can locate the place to shelve the book they have been given. Variations of this game can make learning the Dewey Decimal System lots of fun. This is a great reminder for families to discuss favorite topics and make library use appealing and easy.

Still in the library setting students gather to participate in the Oregon Battle Of the Books. We have many teams of third, fourth, and fifth grade students that are battling. This is a scene that determines the second team to face the team who is in the finals. That team went to state last year. This is a battle that is in the final rounds. This scene is to inform students and parents what the school wide competitions are like.

## **Sequel Ideas:**

The following scenes were relocated and pushed out of the video presentation due to actors' illnesses, lengthy current video production, and priority needs of learners.

## **Title Screen: *Tip #6 Journaling and Choice Reading***

## **Scene 6**

The class is busy making their own Journal Booklets, when Frank freaks out. He makes rude comments about hating to read and writing is even worse. Tim states that it won't be that bad and explains it is more about the reading and he wants to find out more about how to draw faces. Frank looks up and asks about Tim's drawing. Tim reminded him that they had to go to lunch before he could finish it. Lucy bounces over to shown her design on the front cover of her journal and says she just checked out a new Geronimo Stilton book and can't wait to read it. The boys look at each other shrugging and rolling their eyes. Then continue with making their journals.

This tutorial approach is made as a reference to empower families to join our game plan to create the life-long goals in our young readers and support them to 'Read, For A Purpose' beyond assessments and criticism that turns into critique supportive environment.

## **Title Screen: *Tip # 7 Family Reading Videos***

## **Scene 7**

Families can record and share their videos of reading occurring with a variety of genres and their adventures in locating books or choosing special settings. Students will be able to receive opportunities to shoot special ideas to for great reading strategies within school if they are not able to do so outside of school.

Then taking clips for a highlight video can be put together with the help of volunteers for a Spring conferencing open house celebration.

## **5.0 Reading For A Purpose Script**

### **Title Screen: Tip # 1 Read For Specific Reasons!**

#### **OPENING SCENE**

Third grade class taking an assessment of reading comprehension over the unit study of the week.

FADE IN:

Center focus between target students teacher passing out assessments two students.

MS. LLEWELLYN: Here you go. One for you and here is yours.

PAIGE: Uggg...another test.

MS. LLEWELLYN: Oh, you are going to do great. Do you remember the strategies?

MS. LLEWELLYN: Do you remember the strategies? Can you tell them to page?

RILEY:

(Nods her head yes)

If you do not know the word, Chunk it. Read the questions, then the story, and ...

CUT:

**FADE IN:** *DO YOUR BEST POSTER* with voice over: Review the plan and review the 5W's and 1H.

MS. LLEWELLYN: Paige can you repeat what Riley told you?

PAIGE:

If you don't know the words chunk them. Read the question then look for the answers in the story. Match the words in the story with to the words in the questions.

MS. LLEWELLYN: Sounds like you can do it. Give it a try and do your best.

DISSOLVE OUT:

## **Title Screen: Tip # 2 Read With Voice**

SCENE 2

TRANSITION IN:

From a student point of view watching Mr. Guill teaching in a monotone uninvolved reading fashion to his class. A few students are appearing bored. They are focused on everything else happening around them.

FADE OUT:

INT. [COLOR]: CLUSTERED DESK, LAYERED WITH TEACHERS TEXTS, FILES, AND PAPERS TO CORRECT

Drained Third Grade Teacher, Mr. Guill, ponders over the day's events as he looks over his desk and scans the classroom. With his planner in hand, he looks at tomorrow's lesson. He sits back in his chair and talks out loud confirming his approach to the lesson he will facilitate in the given curriculum. Then he quickly sits back with a smile.

CUT TO:

A close-up of the Treasures Text, shows dialogue and illustrations of Rooster's Friends.

[MR. GUILL: TO SELF]

This is humorous fiction, after all. I got it!

FADE OUT:

TRANSITION IN WITH READ WITH VOICE (SLIDE AND DIALOGUE) AND HUMOROUS FICTION SLIDE:

INT. [COLOR AND BACKGROUND NOISE]: MR. GUILL'S CLASSROOM, MIDWAY MEDIUM ZOOM OF MR. GUILL READING

He is in view holding the text while seated in front of the classroom at his teaching table, Mr. Guill reads *Cook-A-Doodle-Do*. He begins using body language while he reads and explains character traits. He cleverly reads the story using his interpretation of each character's voice that reflects their characteristics with appropriate tone in the storyline. Students giggle and are attentive nothing else can be heard. Students can be heard at appropriate times laughing.

FADE OUT:

Upon a scan of the room from the opposite side of the classroom, now focused on the attentive students can be seen with many raising hands raised to be called upon by Mr. Guill. Students practice choral reading from the text with Mr. Guill. When told they could read the story to the class like Mr. Guill the students begin interjecting with the characters voices, echoing story line with excitement.

MR. GUILL:       Who would like to read like I did?

STUDENTS:       Can I...I want to try...Please give me a turn next...

MR. GUILL:       Maybe tomorrow, it's time to go to lunch!

CLASS:            Ohhhh! Can we do it tomorrow?

#### STUDENTS

Students heard talking using their versions of their version of Pig's, Iguana's, and Turtle's voices, while they get ready and line up for lunch. They are laughing and commenting on each other's 'style'.

[All students get up and practice their various favorite parts as they begin to line up. Then Mr. Guill dings the silent bell and the class is quietly ready for lunch in line.] [Scan class preparing for lunch and students practicing character voices]

DISSOLVE OUT:

FADE IN:

**Title Screen: *Tip #3- Practice with Support***

**SCENE 3**

INT. [COLOR AND BACKGROUND NOISE OF OTHER ‘BUDDY READING GROUPS’]: MRS. MESSMAN’S CLASSROOM, MIDWAY DISTANCE ZOOM OF CHALLENGED BUDDY READING PARTNERS TOGETHER. THEN ZOOMING IN ON THE BOOK’S COVER: *OOPS*, KEEP THREE STUDENTS OFF SET TO THE RIGHT]

Teachers eye view while standing looking in on the ‘Buddy Team’, which appears to be struggling and their comments grow louder, they sit facing each other.

FADE IN:

STUDENT 1: Let me hold the book.

STUDENT 2: But I want to read first.

Student 1 hands the book over reluctantly. Student 2 begins to read and suddenly stops trying to figure out the ‘tough’ word. Student 1 says the word that seems to start with the same sound but guesses the wrong word. Student 2 gives a rude glare to Student 1 and tries again but still can’t figure it out. Student 1 is growing very frustrated and starts to look around at the other groups then back again. Student 2 notices and sighs as Student 1 speaks.

STUDENT 1: You read first last time. It  
is my turn.



STUDENT 2: Fine.

STUDENT 1: I can do it! If you just let  
let me try. Ma.. mang..  
maggot surprise.

STUDENT 2: That is GROSS man.  
That's just gross.

STUDENT 1: Yeah, it really is...

[PAUSE SLIDE FOR CAPTION SCRIPT: Reading the wrong words can change  
the meaning.]

[Implying that is not what was supposed to be in the story by look from student 2]

STUDENT 2: Just let me read the book.

STUDENT 1: I can do it. I CAN DO IT!

If you just let me try!

Student 2 sits up looking for another group to join. As they continue to make  
critical comments to each other, student 3 comes to join their group.

STUDENT 3: Hey, guys, I need a group  
to read with. My Buddy  
had to leave? So, can I?

STUDENT 1: Sure.

STUDENT 2: Ya...

Student 3 sits next to Student 2 and motions for Student 1 to scoot over on the other side of Student 2.

STUDENT 3: Here sit beside me and let me hold the book please.

Student 2 begins again and gets stuck again. Student 1 rolls their eyes and starts to open their mouth, when Student 3 puts their finger up to their lips and then counts silently to 3. After counting, Student 3 whispers in Student 1's ear the correct word. Student 3 takes his turn and then Student 2. He rushes through the text and is purposely hard to hear.

[Pause this scene and add caption that states: Even if you are a fast reader, read so we can understand. Insert slide that states: One Strategy...Remember to give three seconds then whisper the word.]

FADE OUT:

#### SCENE 4

DISSOLVE IN:

Title Screen: *Tip #4- Identifying the 5W's and 1H in your Reading*

FADE OUT:

INT. [COLOR AND BACKGROUND NOISE OF OTHER 'BUDDY READING GROUPS']: MRS. MESSMAN'S CLASSROOM, SIDE ANGLE VIEW WITH DESK OFF CENTER RIGHT]

Students are returning from five other small instruction groups back to their classroom. They are aware that the group in the classroom is finishing up their work. They all know they are only responsible for doing the work assigned to ‘their’ group during this time. But as Jim is still working on his assignment in the room Sue shows an interest in what he is doing.

GIRL:       What ya doing?

BOY:        Finding the 5W’s &1H in this story.

GIRL:       Looks fun. Did you have to pick those  
                  colors?

Then before he knows it she has put her name on an extra worksheet she grabs from the side table and has six of her favorite colors in her hand and gets to work.

BOY:        You don’t have to do this, you know?

GIRL:        Uhha, but it looks so cool when the  
                  questions match the parts in the story.

FADE TO:

[Add caption: Can you highlight the fact to match the best answer for the question?

(Dialogue is voiced over)

[TOP DOWN VIEW WITH DIM BACKLIGHTING AND SPOT LIGHT ON

CENTER OF TEXT AND FADED FRAME] CLOSE-UP SHOT OF THE 5W'S

AND 1H PAPER COMPLETED]

FADE OUT:

## SCENE 5

**Title Screen: *Tip #5 - Get Involved with Different Genres***

DISSOLVE IN:

[SLIDE: FICTION...NON-FICTION, CAPTION: KNOW THE GENRE]

FADE TO: Dewey Decimal Game Cards then FADE to the librarian and children

LIBRARIAN: Uggh...Uggh...  
Heart Attach, Heart  
Attach! I think I'm having  
a heart attach.

Students stop and turn away from the library shelves where they had been looking in library while holding the Dewey Location Cards.

LIBRARIAN: You are in the  
picture book section and  
you must go to the non-

FADE OUT:

FADE IN:

[DISTANCE SHOTS OF LIBRARY AND CLASS]

The librarian works with students in locating Non-Fiction Books with students,  
then plays, Heads Up! Dewey Up!, and then part of the battle of OBOB.

DISSOLVE OUT:

ADD IN BLOOPER SHOTS.

### **Forecasted Sequels:**

[This scene was in the draft, but had to be cut because of time constraints.]

## **SCENE 6**

Title Screen: *Tip # 6 - Journaling and Choice Reading*

DISSOLVE IN:

INT. [LOW BACKLIGHT AND SIDE LIGHT LEFT INDIRECTLY ON  
'TRAVELING JOURNAL' FROM LOW POINT OF VIEW] DESK IS SHOWS

THE JOURNAL AT AN ANGLE, WITH A BOTTLE OF GLUE, TAPE,  
PENCIL, ERASER, MARKERS, SCISSORS, AND YARN.

Background noise can be heard of students talking, working, walking, sharing ideas, and helping each other create their own personal journals. Then the teacher asks students to summarize what the ‘Traveling Journal’ is. She asks the Student to call on students using the can of name sticks.

JENNY: I am reading, *Little House In The Big Woods* by Laura Ingles Wilder, and I am going to draw pictures ... illustrations about the chapters I read.

(The rest was omitted for now.)


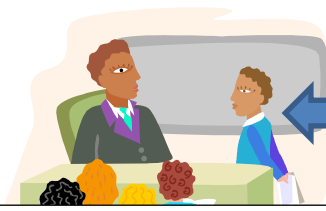
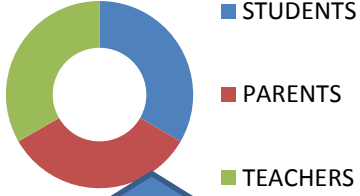

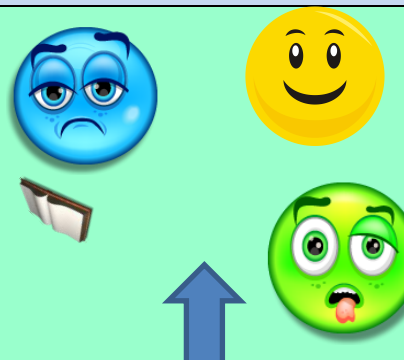

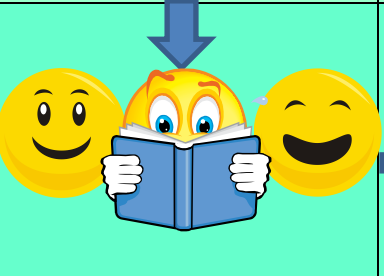

## SCENE 7

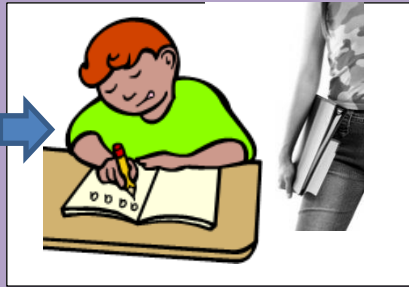
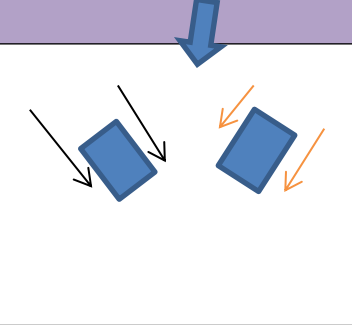

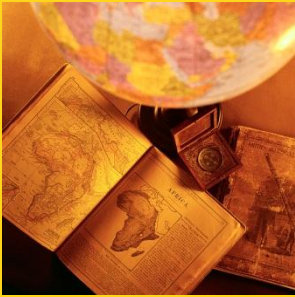
**Title Screen: Tip #7 – Students and Family Demonstrations**

**Title Screens: GO! READERS! GO! READ TOGETHER!**

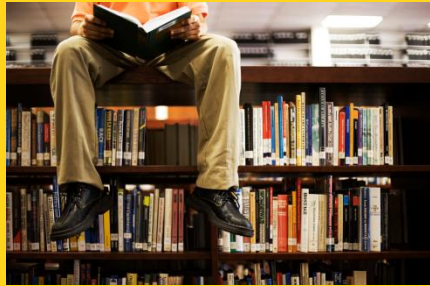
**COMMUNICATE FOREVER!**

# 6.0 Storyboard

		<p>Reading Partners</p>  <ul style="list-style-type: none"> <li>■ STUDENTS</li> <li>■ PARENTS</li> <li>■ TEACHERS</li> </ul>
<p>Open to classroom of kids high top distant view of students with hands raised. Students asking to read with character's voices in voice, fade</p>	<p>Shot of teacher, med., with teacher right side with students on left side. Whiteboard background and digital camera center, low lights.</p>	<p>Snapshot of graph</p>
<p>Scene 3</p> <p>Tip #3</p> <p>Practice With Support</p>	 <p>Birds Eye View of two students. Focus on frowning faces in lower 1/3 of screen, off centered, dim lighting. Cut</p>	 <p>Shoot from upward new student approaching from, upper right. cut</p>
<p>Buddy Reading</p> 	 <p>Fade in Birds Eye of trio reading after dialogue starts. Students in top 3<sup>rd</sup> of screen, legs out of scene lower. Books center at angled top out. Focus on smiles. Fade out</p>	 <p>Distant, Mid-level scan down on students then slowly around 'Buddy Reading Groups' in classroom. Fade Out.</p>

<p>Title Screen</p> <p>Tip #4</p> <p>Identifying the Fab Five</p> <p>(5W's and 1H)</p>	 <p>Mid level shot of student in top left quadrant at work, desk centered with pencil box on right side of desk</p>	 <p>Same angle kept as student #2 walks in.</p>
 <p>Shoot side view face of Student #2 in distant right of frame FADE OUT</p>	 <p>Birds Eye view of both students in left side of frame work centered arms angled framing work.</p>	 <p>Snap shot of papers color coded with hands holding markers of different color schemes.</p>
<p>Snap Shot of 5W's and 1H Booklet</p>	<p>Scene #5              Screen Tip # 5              Navigate Through Your Library</p> 	 <p>Students looking for the non-fiction on left, near Easy Readers section and Librarian right facing</p>





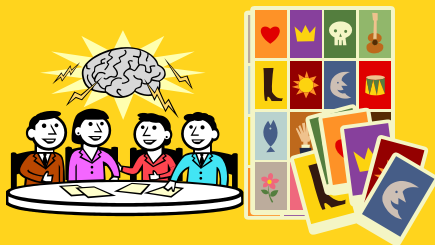
Students looking throughout the library, can from a distance their searching process. Student's heads and tops of shelves need to be in focus with occasional students moving between areas of the library.



Librarian sitting complements a student's success in locating a book. Then she directs the child to help and another. Fade



Non-Fictional topics are listed on with Dewey Decimal Numbers and need to be shot in a close-up for the students to locate books for searching and games.

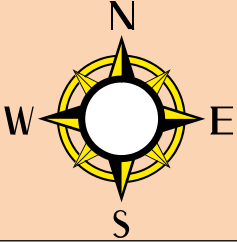
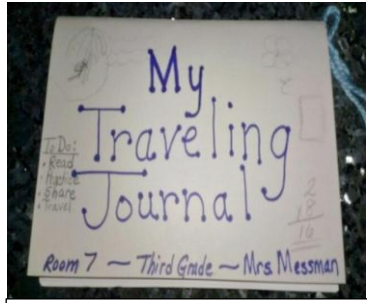



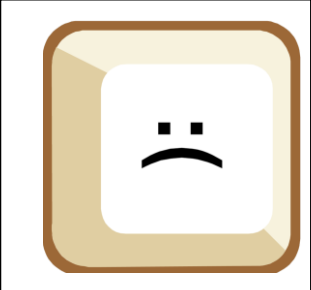





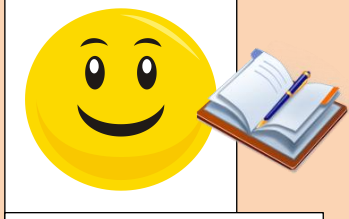
Students are shown playing Heads Up! Dewey Up! Distant view shot of players at tables and 'librarians' roaming the library.

Read with A Team



Scene of OBOB students battling in the library with the script: The traveling through books can lead our students in many places.

<p>Title Screen: Future Scenes</p> <p>Tip # 6</p> <p>Journaling And Choice Reading</p>	 <p>Narrative Script: Traveling Journal can map out communicate to and from school and home. Reading logs can be supported by both.</p>	 <p>Shot of Camera on teacher's table with big screen projecting model of traveling journal #1</p>
 <p>Close-up side view of Frank with horried look on his face thinking of making journal while seated in desk</p>	 <p>Expand shot to include both Frank's and Tim's expressions</p>	 <p>Close in on Tim only cut FADE out</p>
 <p>Cut to Tim's drawing</p>	 <p>Shot of Lucy with her papers in hand.</p>	<p>Geronimo Stilton Book By Scholastic</p>  <p>Snap shot of Geronimo Stilton Book as in a thought bubble</p>

 <p data-bbox="203 443 548 562">Close shot of Frank. Cut</p>	 <p data-bbox="652 422 998 562">Med angle shot of Frank showing his New Journal</p>	
<p data-bbox="186 583 576 772"><b>Possible Scene #7</b> Students presenting their videos of reading with their families in a variety of places and for many reasons.</p>		

## **7.0 Shot Plan**

Shot plans were included in the script and story board to assist and guide me in filming. Since this entire project was filmed only by myself I made adjustments with angles, distance, and lighting plans. I filmed all of this using my iPad, iMovie, and school props, lighting (mostly limited to florescent lights), and stabilizers available. A check list of helpful hints and YouTube references will be given as suggestions to consider for families if they add to this project. One frustration is limited space and inability to improve lighting on the second scene, since the digital projector wouldn't show the text the teacher was reading from with any other alterations in lighting made.

## 8.0 Timeline

Tasks	Weeks							
	1	2	3	4	5	6	7	8
Identification Statement/ Selection of Learning Gap/Need								
Learner Analysis and Contextual Analysis								
Write Problem Statement								
Write Objectives								
Write, Review, and Edit Objectives								
Evaluate Creative Treatment								
Write Scripts								
Develop Storyboard								
Review Storyboard								
Begin Shot Plan								
Select Format and Delivery Options								
Review Production Techniques								
Evaluate Media Choices								
Begin Shooting Video								
Implement Production Plans								
Write Supplementary Material								
Compile Video Production Plan and Timeline								
Review and Edit Video Production Plan								
Edit Rough Cut on iMovie Video								
Work on rough cut incorporating music, sound FX, titles, and overlays								
Work on rough cut incorporating music, sound FX, titles, and overlays								
Review and Edit Supplementary Material								
Work on Editing Video Production								
Plan, Write, and Distribute: Formative Feedback Evaluation Forms								
Collect and Integrate Formative Feedback								
Complete Final Editing								
Complete Final Project Submission								
Project Plan Presentation Submission								
Evaluate Peers								
Instructor Review								

## **9.0 Distribution Plan**

The educational training/support video will be available for families to view during open house in September, conferences, and website link to YouTube will be listed in brochures and newsletters for anytime access for families to use. I will send link to those I am seeking evaluation and support from.

## **10.0 Budget**

This production will need the following:

### **Equipment:**

iPad (digital recording device used)

Battery Charging Cord

iMovie software application

tri-pod or stabilizing device

document camera

projection screen

digital projector (newer version suggested to be used which does not require lights to be turned off so that subject (teacher) could be lit with side and top lighting for video clarity.)

**Personnel/Actors:**

teachers (three adults)

educational assistants(two adults)

class of third grade students

**Other Resources:**

**Sets:** Classroom Use

**Props:**

teacher desk

desk top supplies

bell ringer (student attention getter)

reading texts on level

curriculum based leveled readers

student desks

tables

**Time:**

Preparing, writing, and editing script and storyboard

Practicing with Actors

Filming of the acted scenes

Creating Video of Screen Shots

Editing Video

Executing Final Video Format

Distribution/Collection of Evaluations

Distribution/Demonstration/Reminders of YouTube Links

Follow-Up Verification of Reading Improvement/Interactions



## **11.0 Evaluations**

### **11.1 Formative Assessment**

To assess the parents and students knowledge, application, and impacting results will be viewed through on-line surveys and hard copies to obtain the results and effects on student performance of comprehension tasks. The instruction in the class will be assessed and compared to the student's goal and aim-line of achievement. Students will model lesson goals and role play comprehension questioning strategies. They will work with pair and share partners and small groups to practice comprehension skills. They will identify fiction and informational (non-fiction) material and learn to analyze main ideas and details of both. Then students will share the notes and assessments with parents. They may even role play, performing practiced tasks as a peer or teacher with their parent role playing the buddy student. The weekly Unit Selection Test, Easy CBM reading comprehension assessments, DIBELS and DAZE assessments, Constructive Response Evaluations, Interviews/Observations in small group and large group studies, and through the students Traveling Journal entries recorded by themselves and family members. These sources of input should give plenty of data to readdress lessons or topics not mastered. By sending OAKS sample comprehension tests, scored assessments, Scholastic Weekly Reader Magazine, homework, and choice reading materials home parents can assist their child in areas that require review and re-teaching. Communication and ongoing reminders to use

common language, skills, and strategies incorporating the 5W's and 1 H will

bridge need to more individual instructional support.

## **11.2 Summative Evaluation Summary Plan**

I plan on utilizing all Four of Kirkpatrick's Evaluation Levels: reaction, learning, transfer, and results to assess my project. I have already touched on these levels while making the instructional video with my student's involvement. When my production is complete, I will be able to finish the evaluation levels from the student's families.

### LEVEL 1 – REACTION

Established baseline reading fluency rates and comprehension levels for third grade students will be done prior to the open house showing of the video. By this time these baselines are presented to the students and families with notifications of third grade expectations. The first survey of *Reading, For A Purpose* will be requested, to identify a correlation of families involvement, background, and ideals.

In the making of the video: Students were thrilled to be present and agreed in the discussion the goals of practicing and showing their families what we did at school will help their families understand.

### LEVEL 2 – LEARNING

Students and families will be presented with the multiple ways using skills and strategies to assist the student's improvement of reading comprehension. The

prerequisite to third grade success is that the strong correlation to reading fluency be address simultaneously if not along with. Families will be able to identify genres of books, assist student success in reading, and have purpose to increase their involvement their child's reading experiences.

In the making of the video: They were eager to add input to the different aspects of helping students improve their reading comprehension. The students were willing to help actors improve their roles and thrilled that they could be on film. The third grade class was extremely helpful to model improved and ideal skills and strategies. Their confidence grew.

#### LEVEL 3- Transfer

Uniting school and home support for student's reading success. This video will model key components needed to ensure student growth and support the families to use learned strategies. The focus on reading projects and homework will be less daunting as parents will know their role as a buddy reader. The use of the Traveling Journal will keep current vocabulary and content focus of informational studies relevant.

In the making of the video: The students were able to transfer learned information to add to my scripts, the ideals of 'chunking' words for example and the Three Second Rule for whispered assistance. I am amazed that in just making the video, the students involvement created buy in showing pride to teach their parents what skills and strategies work for them. I feel that this will transfer to parental pride in seeing how important reading is for their child.

Students are asking their peers the 5W's (Who?, What?, Where?, When?, and Why?) plus 1H (How?) about the story. These questions are not implemented using higher order cognitive skills as listed in Bloom's Taxonomy. They love the role of directing (playing teacher) and acting. Their community member respect skills are very evident and they are applying these behavioral management skills to their reading skills and strategies. This has been fun to see already, their Purpose, For Reading. With this involvement by the students I think the transfer in discussion with their parents will create buy in to view the video with a less judge mental and more accepting means to practice these ideas for support.

#### Level 4 – Results

There are many ways to evaluate the results of this video. A survey regarding the skills and knowledge acquired will be given to evaluate the benefits of the video by staff and families. The goal in meeting third grade common core state standards in reading can be measured individually and on a class average to verify a home to school involvement correlation. Parents will be able to associate the third graders fluency and comprehension needs to meet common core state standards on the parent survey. This can be done from the student perspective also. Throughout the year record keeping will reveal that the third graders are near, on, or above our aim line with respect to fluency and comprehension expectations and how they are making progress. A mid-year evaluation survey could be implemented and the Traveling Journal can be kept

to record specific goals and accomplishments between home and school, mostly kept by students prompted by adults in both places.

Parents will be able to question their child's comprehension using the 5W's (Who?, What?, Where?, When?, and Why?) plus 1H (How?) for any assessments of content read or to be read by the student.

## Appendix A

### Room Seven News

Dear Families,

I would like to extend the invitation from our Principal, Ms. Johnson to attend our Open House. After the whole school meet and greet, please come to Room Seven to view a video that is intended to assist your family with third grade reading skills and strategies.

By teaming up together, we can make this an amazing adventure for our third grade students. We will explore classroom expectations, curriculum, and samples of work since the beginning of the year your child has done.

Please note this is not a conference time for individual student's assessments or concerns. My contact information is included in this letter. I welcome you to get in touch with me through these means. Our teamwork will help your child achieve goals set before them.

Sincerely,

Corinne Messman

Third Grade Teacher

Veneta Elementary Teacher

Fern Ridge School District

541-935-8113

[cmessman@fernridge.k12.or.us](mailto:cmessman@fernridge.k12.or.us)



## Appendix B

Student Survey: [www.surveymonkey.com/s/VGZ9D9S](http://www.surveymonkey.com/s/VGZ9D9S)

Web Page Link: <a href="http://www.surveymonkey.com/s/VGZ9D9S">Click here to take survey</a>

### Student Survey

#### 1. How much do you like to read aloud in class?

- How much do you like to read aloud in class? Never
- Sometimes
- Occasional
- Often
- Always

#### 2. Do you think you are meeting third grade reading fluency goals?

- Do you think you are meeting third grade reading fluency goals? Do not know
- Read really slow
- Read as fast and easily as a third grader should
- Read faster than most third graders
- Read faster and better than most third graders

#### 3. Do you read at home when it isn't homework

- Do you read at home when it isn't homework Yes
- No

#### 4. Did you know any reading strategies to try when you do not know a word before third grade?

- Did you know any reading strategies to try when you do not know a word before third grade? Yes
- No

#### 5. Do you read with anyone in your family?

- Do you read with anyone in your family? Mom
- Dad
- Sister
- Brother

- Grandma
- Grandpa
- Aunt
- Uncle
- Caregiver
- Other
- Caregiver

**6. Do people you live with read books, newspapers, or magazines?**

- Do people you live with read books, newspapers, or magazines? Never
- Sometimes
- Often

**7. Why do you read?**

- Why do you read? Homework
- Parent/Guardian Decides You Should
- You found a good book
- To Learn
- To Be Entertained

**8. Do you think kids should practice reading outside of school?**

- Do you think kids should practice reading outside of school? Yes
- No

**9. Do the adults in your life think you need to practice reading outside of school?**

- Do the adults in your life think you need to practice reading outside of school? Yes
- No

**10. Why should third graders read?**

- Why should third graders read? To Please the Teachers
- To Please Parents
- To Learn
- To Do Tests
- To Gain Knowledge



Parent Survey: [www.surveymonkey.com/s/V3DQZZK](http://www.surveymonkey.com/s/V3DQZZK):

Web Page Link: [Click here to take survey](http://www.surveymonkey.com/s/V3DQZZK)

## Parent Survey

### 1. How much does a busy schedule prevent you from becoming involved with your child's current school?

- How much does a busy schedule prevent you from becoming involved with your child's current school? Not at all
- A little bit
- Somewhat
- Quite a bit
- A tremendous amount

### 2. How much effort does your child put into school-related tasks?

- How much effort does your child put into school-related tasks? Almost no effort
- A little bit of effort
- Some effort
- Quite a bit of effort
- A tremendous amount of effort

### 3. On average, how well does your child work independently on learning activities at home?

- On average, how well does your child work independently on learning activities at home? Not well at all
- Mildly well
- Fairly well
- Quite well
- Extremely well

### 4. In general, how well does your child learn from feedback about his or her work?

- In general, how well does your child learn from feedback about his or her work? Not well at all
- Mildly well

- Fairly well
- Quite well
- Extremely well

**5. How often do you use the school's phone tree to communicate with other parents with children at this school?**

- How often do you use the school's phone tree to communicate with other parents with children at this school? Extremely often
- Very often
- Moderately often
- Slightly often
- Not at all often

**6. How regularly does your child read for fun?**

- How regularly does your child read for fun? Almost never
- Once in a while
- Sometimes
- Frequently
- Almost all the time

**7. Is your child required to do too much homework, too little homework, or about the right amount of homework?**

- Is your child required to do too much homework, too little homework, or about the right amount of homework? Much too much
- Somewhat too much
- Slightly too much
- About the right amount
- Slightly too little
- Somewhat too little
- Much too Little

**8. How confident are you in your ability to support your child's learning at home?**

- How confident are you in your ability to support your child's learning at home? Not confident at all
- Slightly confident

- Somewhat confident
- Quite confident
- Extremely confident

Next

Powered by **SurveyMonkey**  
Check out our [sample surveys](#) and create your own now!

## **Appendix C**

### **Links to supportive web sites:**

<http://www.thecurriculumcorner.com/2012/12/03/i-can-common-core-standards-k-5/>

<http://www.thecurriculumcorner.com/2012/08/18/common-core-checklists/>

<http://www.oercommons.org/courses/ms-bannon-full-lesson-on-finding-the-main-idea/view>

<http://www.livebinders.com/play/play?id=51119>

[www.uen.org/3-6interactives/science.shtml](http://www.uen.org/3-6interactives/science.shtml)

<http://thinkexist.com/quotation/tell-me-and-i-forget-teach-me-and-i-remember/154986.html>

[www.uen.org/3-6interactives/science.shtml](http://www.uen.org/3-6interactives/science.shtml)

<http://www.youtube.com/playlist?list=PLC02CFDE5690E4010&feature=plcp>

<http://www.brainpop.com/>