



4.9: Using a Video Camera & Video-Recording Other Students

Prerequisite Skills and Knowledge

- ∞ Students should have read a literature book prior to the lesson and should be familiar with Microsoft Word, opening a New Blank document, and typing a paragraph.

Time Required

- ∞ Mini-lesson and guided practice: 15-20 minutes. This lesson may carry over into 2-3 days depending on availability of equipment and class size, the first day should be devoted to teaching students how to record video, and then actual taping of other students can be done in consecutive classes.

Materials

- ∞ Computer lab, printer, copy paper, video camera, more than one if possible, lcd projector, diagram (if possible) of video camera

Intended Learning

- ∞ Students will use a video camera to record each other taking turns reading their work.

District Technology Standards Uses Technology Effectively

- ∞ Devices
- ∞ Uses Video Camera

Big Ideas from Literacy Guide - Unit 1, Reading

- ∞ Use classroom rituals and routines to work independently and with others.
- ∞ Listen and discuss stories
- ∞ Read Literature and compare themes from various cultural perspectives
- ∞ Read books of different genres
- ∞ View themselves as readers

Mini-Lesson

Connection - preparing students' thinking
How can we record our writing to share with others in a video format?
How does a video camera work?

Notes

Connection - preparing students' thinking

How can we record our writing to share with others in a video format?

How does a video camera work?

Teaching - Mini Lesson

Tell students that today they will be creating a response to a literature book that they have read, and learning how to use a video camera to record their book reviews.

Active Engagement - Guided Practice

Begin as whole group, and explain to students that they will choose one of the literature books they have read to write a book review.

They need to write a short summary of the book, and state their opinion/response to the literature. Tell students that you will divide the class into two sections, and while half are writing their reviews, the other half will be learning how to use a video camera. If possible display a diagram of the parts of a video camera, or write the following parts on the board: power (on/off) view window, zoom/focus microphone record/pause/stop playback. These are the most common parts of a camcorder, depending on the model you choose.

Model with students how to find these parts and how to properly hold the camera. Take half of the group to a workspace and let them take turns finding the parts, turning the camera on/off and taking short clips of each other.

The rest of the class will be working at their computers.

Link

As students take turns learning the parts of the video camera, help with individual questions/and have them name the parts of the camera and how to change the lighting, or position of students they record.

Independent Practice

Teacher

∞ Help individuals with focusing/using camera. while insuring that

- ∞ Come back together as a whole group and share out what worked for students, what didn't work, and what questions they may have about the lesson. Ask a few students to share any ideas for using the camcorder in other activities.

Assessment

Progress monitor students while they are using the video camera/or writing their book reviews for daily participation on a class spreadsheet to determine proficiency/individual progress, or students needing additional help. Use a rubric 1-4 for their book review with a "4" being given for writing a short summary of the book, along with their opinion/response to the literature, in paragraph format, and clearly stating the main idea of the book.