

PCSB ITV Elementary Lesson Plan: *The Basics of Good News Anchoring*
I. Basic Information:

Name: Michael Robertson Angela Price

Position: Teachers

School: North Lakeland Elementary School of Choice

Grade Level focus: 4-5

Lesson title: *The Basics of Good News Anchoring*

Subjects:
(List areas that the lesson addresses)

Sunshine State Standard Addressed:
(Benchmark, strand, brief explanation)

Language Arts	LA.C.1.2.1 listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, and informational speeches.
	LA.C.1.2.2 identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations
	LA.C.1.2.3 carries on an extended conversation with a group of friends.
	LA.C.1.2.4 listens attentively to the speaker, including making eye contact and facing the speaker
	LA.C.1.2.5 responds to speakers by asking questions, making contributions, and paraphrasing what is said.

II. ISTE/NETS Objectives Addressed: (Minimum of two listed in any area.)

Administrator: If applicable to plan.

<p>1. II. LEARNING AND TEACHING. Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:</p> <ul style="list-style-type: none"> A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement. B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning. C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners. D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills. E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.
<p>2. VI. SOCIAL, LEGAL, AND ETHICAL ISSUES. Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:</p> <ul style="list-style-type: none"> A. ensure equity of access to technology resources that enable and empower all learners and educators. B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology. C. promote and enforce privacy, security, and online safety related to the use of

- technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Teacher:

- IA- demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
- IIB- identify and locate technology resources and evaluate them for accuracy and suitability
- IIIC-plan for the management of technology resources within the context of learning activities
- IIIB-apply technology to develop students' higher order skills and creativity.

Student:

- 1. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- 2. Students use technology tools to enhance learning, increase productivity, and promote creativity.
- 3. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- 4. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

III. Overall description of the project:

The students will learn the basics of good news anchoring which includes good eye contact with camera, voice clarity, enthusiasm, the ability to ad-lib, and poise.

IV. Materials and Resources required for lesson plan implementation:

Video camera, tripod, microphone

V. Any special accommodations: i.e. ESE/ESOL

Pair students, help with ESOL teacher to translate

VI. Assessment/ evaluation of the lesson: see attached Rubric

VII. Timeline and procedures of the lesson: (daily specific plans for implementation including anticipatory set, student-centered activities, student assessment strategy)

- Anticipatory Set:** Allow students to imagine they are reporting news on a real news show.
- Background Knowledge:** Students will have viewed advanced student anchors, and professional news reporters. Students have experience in using cameras, tripods, and microphones.
- Procedure:**
 - 1. Students will talk about their favorite fruit before a studio audience of other students.
 - 2. Students will be critiqued and given direction for improvement by teacher.
 - 3. Teacher will model a good example of anchoring by reporting about a favorite fruit.
 - 4. Students will work in pairs to practice for next presentation.
 - 5. Videotape the presentation.

6. Students will view video of their presentations for final critique and recommendations.

VIII. Unit Outcomes or Product Produced:

Students will learn that anchoring basics include: eye contact with camera, voice clarity, enthusiasm, ability to ad-lib, and poise.

VIX. Write a summary which address how the integration of the technology in this lesson is relevant and increases student achievement.

This lesson uses technology to help students become not only good news anchors but better speakers.

Name: _____

Date: _____

The Basics of Good News Anchoring



Elements of News Anchoring	Below Avg.	Satisfactory	Excellent
1. Eye Contact	1, 2, 3	4, 5, 6	7, 8, 9
2. Voice Clarity	1, 2, 3	4, 5, 6	7, 8, 9
3. Enthusiasm	1, 2, 3	4, 5, 6	7, 8, 9
4. Ability to adlib	1, 2, 3	4, 5, 6	7, 8, 9
5. Poise	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Teacher(s) Comments: