

# Create & Refine a News Broadcast (4th Grade)

## Summary

Students practice prepared scripts, film a broadcast, critique the clips, and create a criteria for improving broadcasts. Teacher creates rubric from student generated criteria. Class then critique the original broadcasts using the rubric, practice using the criteria, refilm and critique looking for improvements.

## Main Core Tie

Elementary Library Media (K-5)

[Strand 13 Standard 2](#)

## Additional Core Ties

Elementary Library Media (K-5)

[Strand 13 Standard 1](#)

Elementary Library Media (K-5)

[Strand 13 Standard 3](#)

## Time Frame

4 class periods of 30 minutes each

## Group Size

Small Groups

## Life Skills

Communication

## Materials

Recording device (tablet, laptop, camera) that will connect to projection device, Projection device, Prepared scripts, Dry erase board & markers, large paper and markers, or paper and document camera for recording and refining criteria. Protocol for critiquing other's work

## Background for Teachers

Groups of 4 students will practice prepared scripts then be recorded reading/presenting their scripts. Whole group will critique each recording and create a criteria for improve future recording.

Same groups will be recorded a second time using the same scripts and class created criteria to improve their performance.

Whole group compares and critiques both recordings for improvements based on the application of their previously determined criteria.

In my situation this is a very authentic unit because I run a live news broadcast with students each morning and this is in preparation for being a reporter on the broadcast.

## Student Prior Knowledge

This is authentic in my teaching situation because we produce and broadcast a live news show to all the school classrooms each morning.

You may want to change the purpose of your students filming or view some news type broadcasts ahead of time to set your purpose.

## Intended Learning Outcomes

Students will understand that it takes practice and attention to voice, body language and behavior to produce a quality media production.

Students will be able to evaluate their news broadcast performance, create criteria to improve their performance, and apply created criteria to create a second, improved broadcast.

## Instructional Procedures

### Lesson #1

Explain to students that they will practice scripts in small groups, then they will be filmed presenting their scripts. Next time we will critique them. Hand out scripts to groups, they practice, then film each group. I don't do any coaching at this point because it is a discovery lesson. In my library, student move to checking out books or reading after I film them.

### Lesson #2

#### Key Vocabulary

critique

presentation

posture

body language

voice

enunciate

project

Start the lesson by reviewing the last session where we recorded presentations. Explain that we are going to watch our recordings and make a list of what is best in the presentations. Then, we'll use that list next time to improve our presentations.

As part of the setup for the session, discuss positive critiquing, make connections to how this is similar to coaching as a coach wants to preserve what someone is doing well, while improving on what is not being done well.

Spend time critique the recordings as a whole group. Use phrases like, "I noticed" or "As an audience I noticed" followed by a description of the behavior good or bad as it helps to prevent hurt feelings.

As students share, the teacher writes down student comments. When the list is finished, group and combine the list into about 5 criteria to focus on during practice for the next filming (e.g., guide towards areas of eye contact, voice, body language and attitude if needed). Be sure to save the class created list of criteria for next lesson. In preparation for lesson 3, the teacher needs to create a rubric using these criteria.

### Lesson #3

Review the last session where we viewed the recorded presentations and created a criteria for making good presentations. Re-post and review the criteria connect to, view, and discuss the rubric.

Use the rubric with the students to critique each clip. (Optional: small group to share whole group with evidence to justify scores if needed using laminated rubrics and vise-a-vise markers.)

Save a copy of each group's scored rubric with comments. Direct the students to use the criteria created rubric to practice and improve their performance, explaining that the class will critique each group's new clips and compare the old scores to the new scores looking for the improvements next time. Conduct retakes of their recordings.

### Lesson #4

Review the rubric and the scoring procedure. Have students watch and critique each group's second recording. Compare each group's two scores and focus on the areas of improvement. Wrap up with a summary of the key points to pay attention to when speaking to an audience.

## Strategies for Diverse Learners

ELL/SP.ED. be sure the student in need gets the easiest script and that group is sensitive and supportive, simplify a script or add a small part if necessary \*props can be added \*gifted can modify script

### Assessment Plan

Student assessment is incorporated into the lessons.

### Authors

[Carol Boissonnault](#)