



PICTURE IT: TURNING A BOOK INTO A MOVIE SCRIPT

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TEXT TYPE: Non-fiction: Procedure—Instructions
GUIDED READING LEVEL: U

SUMMARY: This step-by-step instructional text details the process for adapting a book to create a movie script. The author does this using excerpts from the book, ‘Catch That Stomach,’ and creating a corresponding script and storyboards that clearly demonstrate the conversion to a format suited to a movie production. The text also provides tips on how to plan, shoot, and edit a movie.

Note: You may want to focus only on a spread or a specific feature of the text rather than covering this non-fiction text in its entirety.

TEXT FEATURES

- introduction page
- headings/subheadings
- selected passages from ‘Catch That Stomach’
- script instructions and text
- labels
- bulleted lists
- tips and credits pages

VISUAL LITERACY

- illustrated tables and instructions
- labelled and illustrated camera shots, storyboards

TEXT SUPPORTS

- labelled and illustrated camera shots, storyboards
- tables organize and illustrate different camera shots and frame transitions
- headings and font choice make directions clear and easy to follow

POSSIBLE TEXT CHALLENGES

- dense multi-step instructions
- specialized vocabulary: ‘interior,’ ‘exterior,’ ‘subplot,’ ‘dissolve’

FOCUS COMPREHENSION STRATEGY

- sequencing

FURTHER COMPREHENSION STRATEGIES

- making connections: text to self, text to world
- evaluating

ORAL LANGUAGE OPPORTUNITIES

- Ranking Ladder strategy
- discussing with a partner
- discussing with a group
- dramatic presentation of selected text (option 3 in Focused Rereading)

WORKING WITH WORDS

- word solving and building: uses a range of strategies to read multi-syllabic words, including noticing a familiar word embedded within the longer word

ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- retell events in sequence
- analyze text and illustrations to confirm comprehension
- make connections to what they know about movies
- make accurate predictions that fit the story

ASSESSMENT TOOLS

Select from the following:

- Sequencing Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 2–3)

Predicting and Visual Literacy Features

Making Connections: Text to Self and Text to World and Evaluating

Visual Literacy Features

Sequencing

BEFORE READING

Activate and build prior knowledge

- Hand out copies of the book and have students look at the front and back covers. Ask students to predict what information they will learn from this book based on the title and pictures. Encourage students to analyze the pictures carefully to help them make detailed predictions about what they think the book will be about.
- Tell students that the instructions in this book tell us how to convert a book into a movie script. Ask students to think of other books they know were converted to movies. List their responses on an anchor chart. Ask students what these books on their list have in common. As a Ranking Ladder activity (see Oral Language Strategies in the *Grade 4 Literacy Support Guide*), ask students to form small groups and think of some criteria for what type of book makes a good movie. Their list might include interesting characters, action, interesting problem and solution, and so on. Students list their ideas and choose their top two or three. The small groups can then share with the larger group.

Introduce supports and challenges

- Ask students to look at the table on page 3 and explain that they will be reading about how to use camera shots effectively in making a movie. Explain that when reading the table, the picture on the left corresponds with the explanation and heading on the right.

Set a purpose for reading

- Give students a blank table with two columns and seven rows. Have students choose a simple image and create their own table replicating the different camera shots. Students should copy the heading used on page 3 but use their selected image and write the text information in their own words.

Provide for early finishers

- Early finishers can add short captions to their camera shot sketches. If students are unaware of what captions are, explain they are short text items that can describe a picture or illustration.

DURING READING

Monitor reading

- Ask students to read pages 2–3 on their own. Encourage students to stop at the end of each paragraph to reflect on the important criteria to consider when writing the script and creating the storyboard.

Observe

- Observe and listen to students as they read the ‘Camera Shots’ text and look at the corresponding illustrations in the table. To check understanding, offer prompts such as, *Why would you use a high-angle shot? How does the picture help you understand what the shot would look like?* Note students’ successful use of reading strategies and any difficulties they encounter.

AFTER READING

Revisit the purpose for reading

- Ask students to share and discuss their camera shots table with the group.

Check on outstanding challenges

- Revisit any challenging words students encountered and discuss the strategies they used to figure them out. Have all of the students find the word in the book and discuss which strategies they found most successful to solve unfamiliar words.

Note successful strategy use

- Point out reading strategies you observed during reading, e.g., *I noticed how Liam sounded out the word ‘adaptation’ on page 2 by breaking it up into smaller chunks and syllables.* Commend students for choosing those strategies they felt comfortable with and that worked for them.

Sequencing

Optional Approach

Sequencing

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 8). It is recommended that you do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

Setting a Purpose

Instruct students to read the rest of the text independently. Ask students to summarize the story as if they were the scriptwriter. Remind students that a good summary includes the main ideas, main characters, problem/solution and important vocabulary in the order they occur.

Second Session (pages 4–11)

BEFORE READING

Evaluating

Activate and build prior knowledge

- Explain to students that even though this is a non-fiction book, the story ‘Catch That Stomach’ is fiction. Ask students to explain the difference between non-fiction and fiction texts. Discuss what they might expect to see in the fiction portion of the book and what they might find in the non-fiction portion.

Text Features

Introduce supports and challenges

- To help students understand its format, explain that this book is almost like four books in one. Take students on a book walk and explain that the first section of the book (pages 2–3) outlines the steps necessary to turn a book into a movie script. This part of the book is non-fiction and includes the information necessary to write the script, create the storyboard, and position the camera effectively for filming. The second section of the book is the excerpt from the first two chapters of the fiction story ‘Catch That Stomach.’ The third section of the book is the corresponding script and storyboard for each page of the chapter book. The final section of the book is non-fiction and explains how to plan, shoot, and edit a movie.

Word Solving and Building

- Review with students some of the strategies that they can use when they come to a word they don’t know (rereading the sentence, finding words they know within the larger word, making connections to what they already know, and so on). Invite students to record any unfamiliar words they encounter.

Evaluating

Set a purpose for reading

- Tell students that they are first going to read through just the original version of Chapter 1 from ‘Catch That Stomach.’ Then, they are going to reread the chapter and look at conversion from the text to the accompanying script and storyboard. Ask students to reflect on the criteria discussed for writing a script and storyboard. Give students sticky notes and have them evaluate whether they would have chosen the same information to include in the script and storyboard. Have two different colours of sticky notes for students to use. They can use one colour in the places where they agree with the author and a different colour when they disagree. Ask students to flag places where they agree with the author’s choices and places and where they would have made a different choice.

ESL NOTE: As an alternative to agreeing or disagreeing with the author, have students use a Venn diagram to show the differences and similarities between the script and the book.

Provide for early finishers

- Encourage students who finish early to reread the script and storyboard portion of Chapter 1 and check that they have placed their sticky notes where they agree with the author’s suggestions and where they might have made changes. Tell students they will explain their choices later.

DURING READING

Monitor reading

- Tell students to read through the book version of Chapter 1 independently and then reread the chapter looking at both the story and the corresponding script and storyboard notes.
- Have students turn to page 5 of the text. Explain that authors use different headings and styles of print, called font, to identify different parts of the text. In partners, ask students to find the different headings and text types on this page and to discuss why they think the author chose to use that font. Note that the headings identify the information in that column, the capitalized bolded print identifies the speaker, setting, and camera instructions, and the italicized text identifies the actions.

Observe

- Observe and listen to students as they read the text, assisting with word-solving strategies, vocabulary, and fluency. Provide prompts encouraging students to look for word parts they know (or words within words), reread for meaning, and use context clues to help solve unfamiliar words.

AFTER READING

Revisit the purpose for reading

- In partners, ask students to share the scenes they flagged where they agree with the author’s script and storyboard instructions. Then ask them to share the scenes where they didn’t agree with the author. Ask students to explain to their partner what they would have done instead. As the partners are talking, you can make notes on students’ evaluations and explanations. Once the partnered discussions are complete, invite students to share how they would have written the script or storyboard differently with the group. Encourage students to explain why their idea would be more effective.

Evaluating

Check on outstanding challenges

- As a group, discuss any unfamiliar vocabulary words students encountered. Use the strategies identified in the first and second sessions, context clues, known words, and group feedback to clarify meaning and confirm understanding.

Note successful strategy use

- Commend students for expressing their evaluation of this text, e.g., *Rudy said that if he were adapting the book 'Catch That Stomach,' he'd have chosen the scene with the green swimming pool as an example of an interesting part of the story to make into a script and storyboard. He said the camera shots and angles would be great to watch. I agree with Rudy, I think it would be fun to see this part of the book written as a script and illustrated as a storyboard.*

Third Session (pages 12–24)

Sequencing

BEFORE READING

Activate and build prior knowledge

- Start this third session by reviewing with students the steps that they should follow to write a script and create the storyboard when adapting material from a book. Encourage students to retell the steps you need to take to convert a book into a movie script in the order outlined, e.g., choosing a book to adapt, simplifying the content, converting to script format, and creating storyboards that illustrate the scenes to be shot from the script.

Text Features

Introduce supports and challenges

- Instruct students to turn to page 22 and look at how the information on this page is organized. If not stated, tell students that the information is presented in bulleted lists. Explain that each bullet is used to highlight or draw your attention to each new point in a list. In this case, each bullet identifies one of the steps in planning, shooting, or editing a movie. The author has chosen to provide the instructions using complete sentences, but sometimes a bulleted list consists of a single word or short phrases. Ask students whether they think a bulleted list needs to be completed in the order it is written. Sometimes this is not the case, but in the lists on page 22, the author has used bullets to explain the procedures to follow, and they appear to be written in sequence. Ask, *Why is this important? What kind of bulleted lists can you think of? (numbered, alphabetical)*

Sequencing

Set a purpose for reading

- Students should pay attention to how the sequence of text for the chapter, script, and storyboard all correspond to each other and are different versions of the same sequence of events.

Provide for early finishers

- Early finishers can write a quick response about why the ‘Dissolve’ shots are called that name.

DURING READING

Monitor reading

- Ensure students understand the sequence of events of what happens to a movie being adapted from a book during the script writing and pre-production stage. Be sure to provide supportive prompts to students requiring them. You might say, *This book does a good job in breaking this process down into step-by-step directions, with three main parts: reviewing the original text, keeping the points that best communicate the text when writing the script, and using the script to illustrate through storyboards what the director wants the audience to see.*

Observe

- Make observations on your assessment tools. (See the *Sequencing Strategy Checklist* and the *Comprehension Strategies Anecdotal Record* in the *Grade 4 Literacy Support Guide*.)

AFTER READING

Revisit the purpose for reading

- Ask students to revisit their purpose for reading. Ask, *Does the way the pages are organized help you understand the importance of sequencing the information in its proper order? Does it make it easier to understand the process of adapting text for movies?*

Check on outstanding challenges

- Review your observations made during the reading to determine any areas students still have difficulties with.

Note successful strategy use

- Highlight a student who successfully reads the text, e.g., *I thought Ramón did a terrific job sequencing. I liked how he mentioned he had never thought there were so many connected steps to making a movie like ‘Harry Potter.’ He said he would go home and watch those DVDs and think about the steps mentioned in this book while watching the movie.*

Sequencing

Optional After Reading

Making Connections: Text to Self

If students have completed the text independently, use the following After Reading Discussion and activity suggestions to support comprehension, word-solving, and good reader strategies.

Have students list movies they have seen that have been adapted from books. Have them discuss the differences between the movie and the book. Given what they have read in 'Picture It...' can they explain possible reasons for the differences between text and film?

Evaluating

Have students discuss challenges a film production of 'Catch That Stomach' would face. How would a stomach show emotions, walk, and so on? Would this be a difficult book to capture on film?

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 4 Literacy Support Guide*.

Written

Self-monitoring

- Have students write the first two pages of an adapted script for their own movie. The script need not be related to 'Catch That Stomach' but should contain appropriate content and should focus on applying some of the strategies and information learned in this lesson to another text.

Artistic

Sequencing and Predicting

- Have students create a set of three storyboard illustrations (as seen in 'Picture It'), including camera shot directions, showing what they think will happen next in 'Catch That Stomach.' Remind students that they need to maintain the flow of the story and ensure that the images reflect the camera shots chosen (e.g., a long shot would have more items in the screen with less detail, and so on).

Oral/dramatic

Synthesizing

- Have students cast characters and practise acting out one of the chapters from the book. Students will need to practise reading the text in a manner that conveys the emotions called for in the script. They should also ensure that their reading is fluent and loud enough to be heard clearly and that their words are enunciated properly.