

Title: Hunger Games the movie

Grade Level: 6<sup>th</sup> grade

Subject Area: Language Arts

Concept: Review & viewing

Target Audience: whole class

Time Frame: 1-60 minute period

I. Preparing to Teach

A. Goals:

- CC.6.R.L.7 Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- CC.6.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

B. Objectives:

- Students will be able to recall past chapters and remember certain facts, scenes, quotes, etc. during the review game.
- Students will be able to think about the book and anticipate/predict what will be the same and/or different in the movie.

C. Materials:

- Hunger Games by Suzanne Collins
- Hunger Games review PowerPoint game
- Most Anticipated movie worksheet
- Hunger Games DVD

D. Resources:

- Collins, S. (2008). *The Hunger Games*. New York: Scholastic Press.
- Ross, G. (Director). (2012). *The Hunger Games* [Motion picture].
- Orman, T. The Hunger Games Resources. *School Lesson Plans*. Retrieved April 9, 2012, from <http://teachersshare.scholastic.com/resources>

II. Instructional Sequence

- A. Focusing Activity: “Today we are going to start by reviewing the entire book with a quick little review game. This is just a fun game to get everyone to remember certain parts of the story and everyone is just playing for themselves. If you have an answer

raise your hand and I will call on you.” (Play the game for approximately 10-12 minutes).

B. Purpose:

- It is important for students to have some type of review whether formal or informal to get them thinking and remembering about main and important parts of a story.
- It is also important for students to view the movie and be able to compare and contrast the novel with the movie. Making these comparisons helps develop the students thinking and helps them recall parts of the novel.

C. Instruction:

- After playing the review game the teacher will explain that in about another 10 or 15 minutes they will be watching *The Hunger Games*, the movie.
- “Class, before we watch the movie I want us to think about a few things. I want us to think about what we are most looking forward to seeing in the movie, what characters are we most excited to see, and what we think might be different in the movie compared to the novel.”
- The teacher will hand out the Most Anticipated worksheet to each student.
- The teacher will write on the board what she is most looking forward to seeing, what character she is most excited to see, and what she thinks will be the most different in the movie compared to the novel.
- Once the teacher has shared their ideas with the class, they will allow the students approximately 5 minutes to fill out their worksheet.
- The teacher can call on a few students to share what they wrote on their worksheets about what they are anticipating the most.
- After the students have completed the worksheet and had a small and quick discussion the teacher will collect the worksheets and hold on to it so the students can look back after the movie and see if their ideas were right.
- Then the teacher will put in the DVD and for the last 45-50 minutes of the period the students will watch the beginning of *The Hunger Games*.

D. Modeling:

- The teacher will model how to fill out the worksheet by answering the three questions themselves and writing their answers on the board.

E. Checking for Understanding:

- The teacher will check for understanding during the review game making sure that the questions are being answered and getting a sense if all the students kept up on their readings.
- The teacher will look over the students’ Most Anticipated worksheets while they are watching the video and make sure that all the students completed each question.

F. Guided Practice:

- The review game, lead by the teacher, was the guided practice of this lesson.

G. Independent Practice:

- The students completing their worksheets before viewing the movie was the independent practice of this lesson.

III. Conclusion: "I hope you all enjoyed the first part of the movie. Tomorrow we will finish the movie and then have a discussion on your Most Anticipated worksheets and work on comparing and contrasting the book with the movie."

IV. Evaluation

A. Student Evaluation

- Students were informally evaluated on the completion of their Most Anticipated worksheets.

B. Teacher Evaluation

- Was the review game effective for all students in reviewing the important parts of the book?
- Were all the students interested in watching the movie?
- Were the objectives of the lesson met? What evidence is there that they were?