

Adult Education Lesson Plan
for
In the Woods: Who's Been Here? and A Tree for Me

Name of Activity:

Using a Graphic Organizer to Critically Observe
Televised News Broadcasts

Students Participating; size of group:

Individuals in small or large groups

Lesson Goal: Learners will successfully compare two TV news broadcasts using a Venn diagram.

Learning Objectives/Skills: The learners will be able to:

- a) Attend to visual and oral information presented in two different televised news segments.
- b) Monitor comprehension and adjust viewing strategies to gather information by use of a Venn diagram.
- c) Analyze the accuracy, bias, and usefulness of the TV news segments through discussion with peers and teachers.

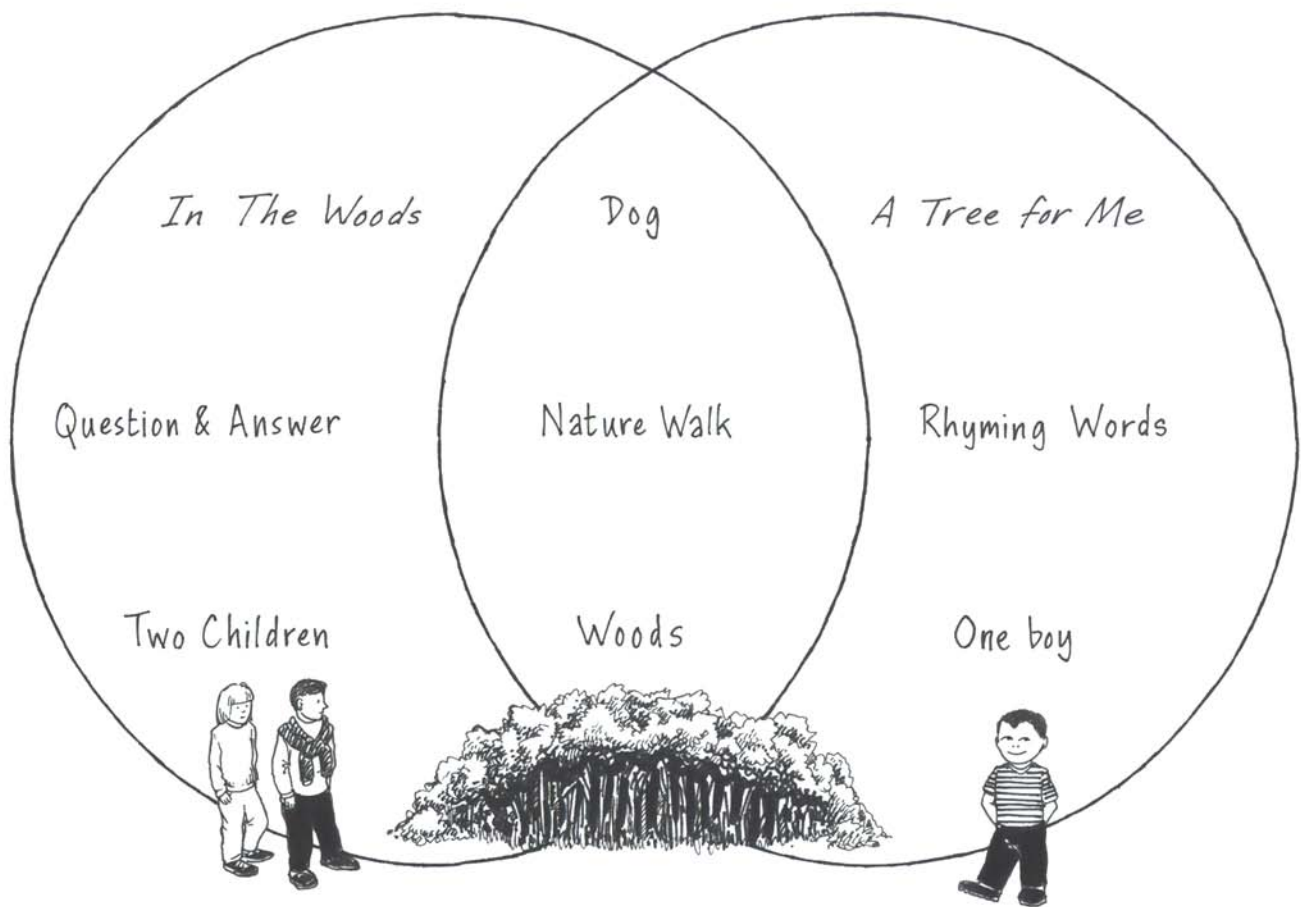
Environmental Adaptations, Time & Materials Needed:

The following activities can be adapted to different situations. Students can work individually or with partners. Feedback can be given from peers or from the instructor(s). The activities will take approximately **30-40 minutes** depending on students. If video equipment is not available, the same exercise can be done with newspapers or articles in news magazines. The following materials will be needed:

- TV monitor with video player.
- A videotaped recording of two broadcast news segments. For variety, try a local station and a national network.
- Paper and writing instruments for learners.
- Whiteboard, chalkboard, or chart paper with appropriate writing implements.
- Overhead projector.
- An overhead transparency of a blank Venn diagram.
- [Venn diagram sample](#).
- Books: *In the Woods: Who's Been Here?* and *A Tree for Me*.
- Optional: Individual copies of Venn diagram sample as a [worksheet](#) for each participant.

Procedure/Description of the Activity:

1. Introduction: Discuss the value of observation and visual analysis as skills. Point out the unconscious use of these skills in every day routines. Examples: compare the doneness of a cooking dish, the color of water filter, the growth of a child. Tell the learners that they will be learning to use a specific technique to visually organize their thoughts. They will learn to compare items by graphically separating them into things that are the same and different. This method is called a Venn diagram.
2. Explain that Venn diagrams are useful for helping children make comparisons too. For example their children are reading two books that can be analyzed using a Venn diagram. Read the two books to the learners, making sure they can see the pictures: *In the Woods: Who's Been Here?* and *A Tree for Me*.
3. On an overhead projector show the [Venn diagram sample](#) that compares the two books. Explain that the titles of the books are in their own circles with individual characteristics of each book under the appropriate title. Then explain that any characteristics that describe both books are placed in the middle where the circles intersect. Encourage the class to add other similarities and differences to the diagram. Affirm their ideas and add them to the overhead with a marker.



4. Explain that a Venn diagram can be used in comparing other kinds of information. For example we can analyze news sources using this technique. Show learners the two previously videotaped news segments on the same topic. Encourage note taking and other current language arts strategies for remembering information. If necessary view the video segments again in order for learners to gather enough details to analyze and discuss their observations.

5. Guide the learners as they work in pairs to diagram the information from the news stories. Use questions regarding accuracy, bias, and usefulness of the information provided in order to prompt learner analysis of the content. For example: "Are the facts in both news stories the same? If not what are the differences?" While learners are working on this activity, affirm vocabulary words that clearly distinguish similarities and differences. Instructors can also review and reinforce current language arts goals such as separating the main point from supporting details in expository writing or recognizing persuasive language by asking questions like: "What was the point of view of the reporter? How do you know?"

6. Then ask pairs to report the findings from their small group work. As they report, create a class Venn diagram on board or overhead. Provide guidance to keep the Venn diagram categories clearly distinct from one another. Continue to praise learners for focusing on characteristics that are alike and those that are different.

7. Wrap-up: Discuss how separating information in this fashion helps us organize thoughts and make decisions. Ask what new ideas occurred after viewing and sorting the information. Discuss how this activity might influence the learners as they seek news information in the future. Praise the learners for their ideas and accomplishments. Discuss other situations in which a Venn diagram might be useful. Suggest that parents use this Venn diagram technique with their children after reading books on similar topics such as *In the Woods: Who's Been Here?* and *A Tree for Me*.

Resources:

George, Lindsay Barrett. *In the Woods: Who's Been Here?* Greenwillow: New York, 1995.

Assessment:

For Informal Assessment

Objective	Participant's Names	Comments
a) Attends to visual and oral information in two different TV news segments.		
b) Uses Venn Diagram approach to monitor and adjust viewing strategies.		
c) Analyzes the accuracy, bias, and usefulness of the TV news segments through discussion with peers and teachers.		

Reflect on the Activity:

1. What worked well?
2. What didn't work?
3. What might have made the activity more successful?
4. Did you notice any potential for follow-up activities based on what the students said or did?

Transfer Home/Extension Ideas: Compare the labels of two brands of a commonly purchased item (e.g., cereal or a cleaning product) in a Venn Diagram in order to determine which brand better serves the family's needs.

Visually compare a child's photographs from infancy to toddlerhood, or toddlerhood to preschooler. Discuss how organizing this information graphically helps to describe where their child is developmentally.

Literacy Area(s)* Addressed (check all that apply):

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|---|---|--|
| <input checked="" type="checkbox"/> <i>The Power and Pleasure of Literacy</i> | <input checked="" type="checkbox"/> <i>The Literate Environment</i> | <input type="checkbox"/> <i>Language Development</i> |
| <input type="checkbox"/> <i>Phonological Awareness</i> | <input type="checkbox"/> <i>Phonemic Awareness</i> | <input type="checkbox"/> <i>Types of Text</i> |
| <input type="checkbox"/> <i>Letters and Words</i> | <input type="checkbox"/> <i>Vocabulary</i> | <input type="checkbox"/> <i>Knowledge of Print</i> |
| <input checked="" type="checkbox"/> <i>Building Knowledge & Comprehension</i> | <input type="checkbox"/> <i>Reading Comprehension</i> | <input type="checkbox"/> <i>Motivation</i> |
| <input type="checkbox"/> <i>Fluency</i> | <input checked="" type="checkbox"/> <i>Multiple Literacy</i> | |