Scene to Screen

Connect drama details with an actual classroom oral presentation and a video plan.

CCSS.ELA-Literacy.RL.4.7 "Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three descriptions or stage directions in the drama. Number them 1, 2, and 3, then write each number beside a matching detail in the video presentation plan to show how the video follows the text.

The Lost Seed

1. At sunrise, Lena hurries into the town garden carrying a small, cracked pot. [Stage direction: She kneels beside a dry sunflower and brushes soil from its leaves.] "The heat took all the water," Lena says softly. Her neighbor Mr. Ibarra enters through the gate with a watering can. He points toward the dark clouds gathering above the hill.

2. [Stage direction: A strong wind bends the sunflower's tall stem.] Lena grips the pot with both hands. "We can save it before the storm," she says. Mr. Ibarra sets the watering can down and holds a garden cloth over the plant. Together, they pour water slowly around the roots. The first raindrops tap the cloth, and Lena smiles.

3. For the class video presentation, the opening image shows Lena kneeling near a drooping sunflower, with a cracked pot beside her. A narrator says, "The heat took all the water," in a quiet voice. In the next shot, a fan makes the sunflower bend while Lena holds the pot. Sound effects of raindrops begin as both characters water the roots beneath a cloth.

2 ANSWER WITH EVIDENCE

Use the passage

1. The opening image includes a cracked pot. Which detail from the drama does this image reflect?

2. How does the narrator's line in the video presentation match Lena's words in the drama?

3. In the video, a fan makes the sunflower bend. Which stage direction does this visual action reflect?

4. What two drama details are reflected when raindrop sounds begin and both characters water the roots beneath a cloth?

3 YOUR TURN

Your own words

Teacher first presents paragraph 2 aloud: narrate the stage directions, read Lena's line with urgency, and softly tap to represent raindrops at the end. Listen, then reread paragraph 2. Write two connections between what you actually heard and specific words or directions; name the heard choice and matching text detail. Then retain the video-plan extension: choose an unshown detail from paragraphs 1–2 and write exactly two sentences, one image/action and one words/sound. Use a separate sheet if needed.

Scene to Screen

PART 1 · READ AND MARK

Underline three descriptions or stage directions in the drama. Number them 1, 2, and 3, then write each number beside a matching detail in the video presentation plan to show how the video follows the text. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	The opening image includes a cracked pot. Which detail from the drama does this image reflect?	**It reflects the detail that Lena hurries into the garden carrying a small, cracked pot.**
2	How does the narrator's line in the video presentation match Lena's words in the drama?	**The narrator says, "The heat took all the water," which is the same line Lena says in the drama.**
3	In the video, a fan makes the sunflower bend. Which stage direction does this visual action reflect?	**It reflects the stage direction, "A strong wind bends the sunflower's tall stem."**
4	What two drama details are reflected when raindrop sounds begin and both characters water the roots beneath a cloth?	**They reflect the first raindrops tapping the cloth and Lena and Mr. Ibarra pouring water around the roots while the cloth covers the plant.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Observed connections: I heard soft tapping at the end, matching raindrops tapping the cloth. The urgent voice on "We can save it before the storm" matched Lena's effort to act quickly.
Two-sentence video-plan extension: The video could show Mr. Ibarra entering through the garden gate with a watering can and pointing toward dark clouds above the hill. A narrator could say, "Mr. Ibarra arrives to help," while a low thunder sound begins.

Accept any accurate connection between a text detail and a visual or oral choice in the video plan. For Part 3, accept two sentences that present an unshown passage detail through an appropriate image, action, words, or sound. Teacher actually performs the specified paragraph with narrated directions, urgent line and soft tapping; replay if needed. Require two observed text-to-oral connections before the original two-sentence planning extension. Accept accurately heard alternatives and use a separate sheet for connections; no actual film is claimed.