**Post-Activities Grade 5: Shaun the Sheep**

In the days following the movie:

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| **Grade** | **Curriculum Expectations** | **Activities** |
| **5** | **Language: *Media Literacy***  **1.2** use overt and implied messages to draw inferences and construct meaning in media texts  **1.3** express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions  **1.4** explain why different audiences mightrespond differently to the same mediatext  **1.5** identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate, suggest how a more balanced view might be represented  **2.2** identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience  **3.1** describe in detail the topic, purpose,and audience for media texts they planto create  **3.2** identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, andexplain why it is an appropriate choice  **3.3** identify conventions and techniquesappropriate to the form chosen for amedia text they plan to create, andexplain how they will use the conventions and techniques to help communicate their message  **3.4** produce a variety of media texts for specific purposes and audiences, usingappropriate forms, conventions, andtechniques  ***Writing***   * 1. identify the topic, purpose, and audience for a variety of writing forms   **1.4** sort and classify ideas and informationfor their writing in a variety of way  **2.1** write longer and more complex textsusing a variety of forms  **2.2** establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences (e.g., use a serious tone in a letter to the editor, a humorous tone in a letter to a friend)  **2.3** use some vivid and/or figurative language and innovative expressions to add interest  **2.5** identify their point of view and otherpossible points of view, and determine,when appropriate, if their own view isbalanced and supported by evidence  **The Arts: *Visual Arts***  ***D1.3*** use elements of design in art works to communicate ideas, messages, and understandings  ***D 1.1*** create two and three dimensional works of art that express feelings and ideas inspired by their own and others’ points of view | **Activity 1: Post Movie Questions**  \*Discuss as a class or have students answer the **Post Movie Questions Grade 5: Shaun the Sheep** independently.  **Activity 2: Claymation**  \*Have students create their own short Claymation film! You can decide whether you would like students to include just character movement or talking as well  \*If IPads are available this website gives a list of different apps to create your own Stop Motion Video: <http://www.educatorstechnology.com/2013/03/8-great-ipad-apps-for-creating-stop.html>  \*If IPads are unavailable there are stop motion apps available for smartphones  \*Have students create their own Claymation story—brainstorm their ideas for their story using the **Bare Bones Story Map**  \* Once they have their general ideas written down, use the **Story Board Panel** handout—this will give students the opportunity to sketch out their ideas and write what is happening below each scene and plan out their film in more depth  \*Finally have them construct their scenes from plasticine and film it with one of the IPad or Smartphone Apps  **Activity 3: Point of View Writing**  **\***Get students into the mindset of someone else from film besides Shaun—ask them how they know the story is from his point of view, what parts of the film show this?  \*Ask them to pick another character from the movie (suggestions: the animal control man who acts like the “Villan,” the pigs, the dog).  \*Rewrite the movie from that characters perspective, how would their story be different? How would the movie have gone if it were from that characters point of view? Maybe the storyline will be totally different from that characters perspective. What adventures would that character have? |