**Post-Activities Grade 4: Shaun the Sheep**

In the days following the movie:

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| **Grade** | **Curriculum Expectations** | **Activities** |
| **4** | **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 (e.g.,“I think this documentary about lions is one-sided because it only shows them as predators”)  **1.4** explain why different audiences mightrespond differently to specific mediatexts  **1.5** identify whose point of view is presented or reflected in a media text, citingsupporting evidence from the text, andsuggest how the text might change if adifferent point of view were used  **2.2** identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning (e.g., movies and videos use camera closeups to show details, medium and long shots to put people and objects in perspective, high and low camera angles to create illusions of size or artistic effects, environmental sounds for realistic effects, background music to suggest a mood)  **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 fora media text they plan to create  **3.3** identify conventions and techniquesappropriate to the form chosen for amedia text they plan to create  **3.4** produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques  **Language: *Writing***   * 1. identify the topic, purpose, and audience for a variety of writing forms   **1.2** generate ideas about a potential topicusing a variety of strategies andresources  **1.4** sort and classify ideas and informationfor their writing in a variety of ways  **2.1** write more complex texts using a variety of forms  **2.2** establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood  **2.3** use specific words and phrases to create an intended impression  **Language: *Oral Communication***  **2.2** demonstrate an understanding ofappropriate speaking behaviour in avariety of situations, including pairedsharing and small- and large-group discussions  **2.3** communicate in a clear, coherent manner, presenting ideas, opinions, andinformation in a readily understandableform  **2.7** use a variety of appropriate visual aids  **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 interests and experiences | **Activity 1: Post Movie Questions**  \*Discuss as a class or have students answer the **Post Movie Questions Grade 4: 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? |