Learning with Stop Animation

3-12 Grade Language Arts

Developed by:

Lisa Galpin

Tri-County North School District

Summer 2016

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1. STOP ANIMATION (3-12)

Primary Resource: Stop Animation Platform

Adapted from: Read Write Think

1.1. INTRODUCTION

Student engagement is an important part of education and the learning process for students. Research has shown it helps students become more involved, retain information, take ownership of their learning, think more metacognitively as well as stay focused. This lesson provides one exciting component to capture the imagination, investment, and memory of students of all ages: stop animation. Stop animation can be extremely versatile and can be as complex or as simple as needed for the creators and/or audience.

In this lesson, a Language Arts example is provided, but any content area can use stop animation to help students engage the subject matter. For example, science can use stop motion to engage students about moon phases, life cycles, and food webs. Mathematics can use place values, fractions, or word problems. Language Arts can use word families, spelling, letter combinations or re-enactments of favorite stories in literature. Social Studies can use timelines or re-enactments of events from a historical figure's life such as Lewis and Clark. The topics to be explored and used with stop motion are endless.

The content provided for this example language arts lesson is about figurative language. Students will learn how words or phrases have double meaning literally and figuratively. They will actively seek and determine the meaning of unknown words/phrases to deepen their understanding of literary text.

By the end of this project, students will create a stop animation film to demonstrate their learning of the content: figurative language. Students will have an option of developing an educational stop animation film or applying figurative language to their script and create a short film. Finally, logical thinking, problem solving, and presentation skills will be developed.

1.2. MATERIALS

Language Arts Lesson
- *The King Who Rained* by Fred Gwynne
- *Owl Moon* by Jane Yolen
- [Picture Book with Figurative Language](#)
- [Figurative Language Chart](#)
- [Figurative Language Exit Ticket](#)

Stop Motion Animation
- Proposal Worksheet
- Movie Planning Chart Worksheet
- Plot diagram worksheet or Interactive plot diagram;
  http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html
- Sample script (Read Write Think or Reader's Theater);
  http://www.readwritethink.org/files/resources/30683_script.pdf
- Figurative Language Assessment for Script
- Storyboard Worksheet; http://www.eslstudentpublications.com/storyboards/
- Stop Motion Platform: Zing StikBot Studio App, GoPro Cameras, or Movie Maker
- Computer, phone with camera, iPad (pick one)
- iMovie Cheat Sheet
- Movie Maker (If you are using a computer);
  https://www.youtube.com/watch?v=JNKRCaiox4E
- iMovie (If you are using a phone or ipad);
  https://www.youtube.com/watch?v=GKu5p4e4CbY

1.3. CONTENT FOR STOP ANIMATION

1.3.1. CONTENT FOR THE FILM

The content the students will learn in this lesson will be about figurative language but the content can be altered to any content area (e.g., science, social studies, mathematics, and language arts.) For example, students could create a stop motion film illustrating specific concepts in science (solar system, ecosystems, rock cycle).

1.3.2. LANGUAGE ARTS CONTENT (EXAMPLE) 4-5 GRADE

Goal: The goal of this lesson is for students to locate figurative language in a text by looking for double meaning words and phrases. (NOTE: Figurative Language has been previously introduced in the course)

Assess Prior Knowledge: Teacher will read aloud *The King Who Rained* by Fred Gwynne, a great jumping point to discuss multiple meaning words with the students. Discuss with students what the term figurative language means, examples of figurative language, and any background knowledge or previous learning they might have gathered previous to this lesson.

New Knowledge: Figurative Language Scavenger Hunt through a Text: Looking for double meaning words and phrases.

Teacher will read *Owl Moon* by Jane Yolen or a text of their choice straight through in order for the students to enjoy the text and to make comprehension of the text solid. If reading a chapter book, the teacher will read an excerpt of the text that will be used for the lesson.

The teacher and students will go back through the text to see if they can find places where the author used figurative language to explain something. Teacher will model how to fill out the chart below (see Figure 1). Students will make the chart in their reading journal and write in their example. The teacher and students will go through the text together and complete the chart.

Differentiation: Students in low readiness will do this with the teacher's help and the students with high readiness will do this more independently.

What is the word or phrase?	Literally	Figuratively	Type of Figurative Language
Trees standing like giant statues.	The trees are big statues.	The trees did not move. They were very still.	Simile

Figure 1 Figurative Language Chart "Owl Moon"

Apply New Knowledge: Students work individually or in pairs to complete the same task as above with a different picture book. The students will fill in the chart (see Figure 2) for another picture book.

What is the word or phrase?	Literally	Figuratively	Type of Figurative Language

Figure 2: Figurative Language Chart

The books below are texts that feature figurative language within the text naturally.
- *The Little House* by Virginia Lee Burton
- *Locomotive* by Brian Floca
- *Where the Sidewalk Ends* by Shel Silverstein
- *Seven Blind Mice* by Ed Young
- *Two Bad Ants*
- *White Snow, Bright Snow* by Alvin Tresselt

- *Pigsty* by Mark Teague
- *Amelia Bedelia* by Peggy Parish
- *Fireflies* by Julie Brinckloe
- *The Polar Express* by Chris Van Allsburg
- *Roller Coaster* by Marla Frazee

Generalize: Students will complete the exit ticket below.

Word or Phrase	Literally	Figuratively	Figurative Language **Word Bank:** Metaphor, Simile, Personification, Hyperbole, Idiom
It is raining cats and dogs.			
The sun threw his hat away.			
He is a knight in shining armor			
I have tons of homework.			
Nick is tall as a giraffe.			

Figure 3: Figurative Language Exit Ticket

1.4. PROBLEM

Lights, camera, action! The AFRL Motion Pictures Studios has hired you to produce and direct the next hot stop animation film. Your task is to create a stop animation film that will explain figurative language or the content provided by the teacher for an audience of your choice. What phrases and words will you choose to put into your script? What scenes will you create? How creative will you be?!

Pick from one of the following two goals:

1.4.1. GOAL 1

The first option is to create an educational stop animation film by directly teaching the content to an audience. For example, students could create a stop animation film on figurative language. They will pick one figurative language example such as simile, metaphor, hyperbole, idiom, or personification. The stop animation film will explain what the word means and provide examples.

1.4.2. GOAL 2

The second option is to create a stop motion film integrating the content. For example, students could create a stop motion film using figurative language for the dialogue of their script. Students will have to use at least one simile, metaphor, hyperbole, idiom, and personification in their film. The stop animation film will incorporate figurative language in the dialogue to make the movie more interesting. After showing the film, the students will have to explain to the teacher and/or audience the figurative language they used. Another option is for the students to have the audience members pick out the figurative language used in the film to incorporate peer-teaching.

1.5. STOP MOTION

1.5.1. IDEAS/BRAINSTORMING (DAY 1)

- In small group discussions, students will share their ideas about what their movie will include:
  - Share ideas on an idea web, white board, or a piece of chart paper.
  - Choose either Goal 1 or Goal 2; if option 1 is chosen, students need to narrow their topic.
  - Discuss why each group chose their particular option.
  - Students will fill out the proposal/ contract for their project (see Figure 4).

AFRL Motion Pictures Studios
Proposal
Project Name: Stop Animation Film   **Group Member Names**: _____
Check which goal will be accomplished for this project.

☐ Create an educational stop animation film by directly teaching the content to an audience. Pick one figurative language example such as simile, metaphor, hyperbole, idiom, or personification. The stop animation film will explain what the word means and provide examples. List the topic below.

_____

☐ Create a stop motion film integrating the content. At least one simile, metaphor, hyperbole, idiom, and personification in the film. After showing the film, your group will explain to the teacher and/or audience the figurative language used or have the audience pick out the figurative language used in the film.

Stop Motion Animation Film Guidelines: Stop Motion Video will be added to editing movie software. It will also contain voices, music, and it must be _____ in length.

We **propose**, to create a stop animation film either using figurative language or directly teach figurative language to an audience. We will be creative, collaborate, and show perseverance during this project.

Member Signatures: _____

_____

Acceptance of Proposal: _____
(Teacher Signature)

Figure 4: Proposal Template

- The teacher will model and demonstrate for students how to fill in the following Movie Planning chart (see Figure 5). Students will fill out the chart in their reading journals or the teacher can print out and distribute a copy from *Let's Make Movies* in the Resources section.

| **Date**:	**Project** (Working Title):
Group Members:	

Subject: (Describe your movie in one or two sentences, so that someone who has no other information would have an idea of what your movie will be about.)
Audience: (Who do you want to watch your movie? For example, you might be making this movie for your friends, for your parents, or for yourself. You may want it to appeal to a wide audience or to a very narrow audience.)
Purpose: (Why are you making this movie? What do you want this movie to accomplish?)
Project deadline:

<div align="center">Figure 5: Movie Planning Template</div>

- o Students will work in their groups to plan their scripts using the Movie Planning Chart above.

1.5.2. STORY PLANNING (DAY 2)

- Students will need their ideas from the day before.

- Students will develop a plot diagram by drawing in their reading journal, filling out a ready-made worksheet, or accessing an interactive plot diagram tool online.
- Students work in their small groups to create their movie plots using a plot diagram (see Figure 6).
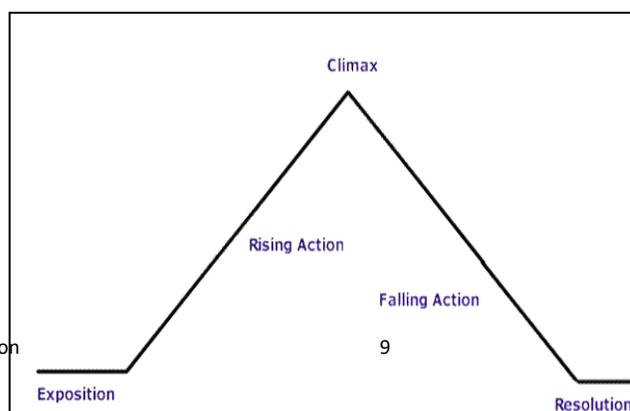
<div align="center">Figure 6: Plot Diagram</div>

1.5.3. SCRIPTWRITING (DAY 3)

- Distribute copies of a sample script to serve as a model (see Resources section)
- Using their Movie Planning Chart and Plot Diagram from previous days, have a shared writing session with students, working together to create one page of their script.
- Discuss the script/page ratio: One page is approximately one minute of film. Explain ideally their film should be 1-2 minutes long, which means their script should be maximum of 2 pages in length. (**Note**: Depending on student readiness films could be longer.)
- Students will work in their groups to draft a script for their movie. Teacher will circulate among groups to offer suggestions and guidance when needed.
- Students will fill out one of the charts below to assess their script about figurative language. Below are two different templates to assess the students' script for their content goals. The template will assess to make sure students are on the right track before the making of the movie.
    - Figure 7 will be given to students who are creating an educational stop animation film by directly teaching the content to an audience.
    - Figure 8 will be given to students who are creating a stop motion film integrating the content.

Title of Film: _____
Group Members: _____
Goal 1: Figurative Language Term: _____ What does this term mean? _____ _____ What examples were provided for this script? 1.) _____ _____ _____ 2.)

_____

_____

_____

3.)

_____

_____

Figure 7: Directly Teaching the Content to an Audience

Title of Film: _____

Group Members: _____

Goal 2: Quote at least one simile, metaphor, hyperbole, idiom, and personification in the script.

1.)

_____

_____

_____

2.)

_____

_____

_____

3.)

_____

_____

_____

4.)

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_____

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_____

5.)

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Figure 8: Integrating the Content

- Students will decide the characters for their film and which characters will have speaking parts. Next, students will decide who will play each character and practice reading their scripts.

1.5.4. STORYBOARD WRITING (DAY 4)

- Make sure students have their figurative language information or the content the students are making the movie about. Review the content and remind students to refer to this information as they work on their storyboards.
- Print and distribute Storyboard forms (see Resource section) and teacher will demonstrate storyboard planning by projecting a blank storyboard and demonstrating how to fill it in (see Resource section for completed storyboard examples).
- Students will work in their groups to create a storyboard for their movie.

1.5.5. FILMING (DAY 5)

- Students should gather any props and materials they wish to use in their movie. They are to have their scripts and storyboards during their filming.
- Students will use Zing StikBot Studio App, GoPro, or similar stop animation software to create their stop animation film.
  - o For this example lesson, Zing StikBot app will be the application used.
    - Students can go to the StikBot website (http://stikbot.com/) to read about how to make movies, watch the tutorials, and see other examples already made.
    - If students have zero to little experience with this technology, please allow 1-2 days for students to research, play, and understand how it works.

- Students will work in their groups to film their scripts. While students are working, the teacher will facilitate their work. Reinforce vocabulary when you hear it and suggest using specific academic vocabulary.

1.5.6. DIGITAL EDITING (DAY 6-8)

(This could take place over two to three days depending if the teacher wants students to peer edit their rough drafts.)

The following lesson will be working with iMovie software.

Teacher will give students guidelines and expectations for their movie.

- o Stop Motion Animation Film Guidelines:
    - Stop Motion Video Added
    - Voices from their script
    - Music or sound effects in the film
    - Time Limit (Depending on student readiness level)

Next, teacher model how to use iMovie software on the projector. Also students will get a cheat sheet with steps for iMovie.

iMovie Cheat Sheet
- Step 1- Importing the stop animation video into iMovie   - Open iMovie and create a new project   - Click the film strip; this will take the student to video and photos library.   - Click the video that will need to imported and tap the down arrow.
- Step 2- Cutting and Editing   - Tap your film and a yellow bar will appear around the movie.   - Drag the yellow bar to cut parts of the film.   - Click duplicate for the film to be copied.

- Click delete to get rid of the film in the yellow box.

- Add transitions: Click on the triangle box in-between parts of the film. Click the desired transition.

- Add an image: Click the camera to take a picture or click the filmstrip to add a picture from the photo library. Click the arrow to insert.

- Step 3- Audio Editing

  - Add a voice over by moving to the place in the film the voice is supposed to be. Click the microphone, record the voice, and click insert.

  - Add sound effects and music by clicking film strip and click audio. Click the category of audio that is needed such as sound effect. Choose a sound and click the arrow to insert into film.

- Step 4- Titles

  - Titles are any words that are placed in the film.

  - Click film and yellow box will appear around the film.

  - Tap T and pick a font

  - Type in the text.

  - Pick where the text will appear on the film.

- Step 5- Play film for Review

  - Click the triangle play button to review while it is in edit mode

  - Click done and the play button to review full screen

Figure 9 iMovie Cheat Sheet

- Students with zero or little experience with editing software and needs more guidance can watch and work through the following tutorials.
  - iMovie Tutorial https://www.youtube.com/watch?v=GKu5p4e4CbY
  - Movie Marker Tutorial https://www.youtube.com/watch?v=JNKRCaiox4E

If students have more questions, they can click the help button on the software or research online.

- Students will work in their groups to edit their films. They can add voices, pictures, music, sounds, etc. Students will use their scripts and storyboards to help with editing.
- Peer Review (Optional): When students finish their rough draft, have groups swap movies and provide feedback about possible improvements, errors, or places where meaning needs to be clarified. Students can also quiz each other to try and find the figurative language included in their movies. Students will return to their rough draft movie and continue editing using the feedback from their peers to create their final draft.

1.5.7. PREMIERING THE MASTERPIECES (DAY 9)

- Show each completed video to an audience; possible audiences might include:
  - Class
  - Upload to YouTube
  - Share with another class
  - Put on teacher or school Webpage
  - Show during parent conferences

1.6. RUBRIC

Category	Cut! Need Improvement 1	Action! Getting There 2	That's a Wrap! Accomplished 3	Score
Stop Motion Film	Stop Motion was not complete because it does not have voices or music. Also, it did not meet time limit expectations.	Stop motion film is on the right track because it contains voices but it does not have music and does not meet time limit expectations.	Stop motion film accomplished because it contains voices and music along with having appropriate time limit.	
Stop Motion Content	Goal 1: The figurative language term is explained correctly but it only has 1 example used accurately. Goal 2: Only 2 different kinds' figurative language quotes were used accurately in the script.	Goal 1: The figurative language term is explained correctly but only has 2 examples used accurately. Goal 2: Only 3-4 different kinds of figurative language quotes were used accurately in the script.	Goal 1: The figurative language term is explained correctly and has 3 examples used accurately. Goal 2: 5 different kinds of figurative language quotes were used accurately in the script.	
Collaboration	Ignores and distracts others. Shows no understanding of project and has a negative attitude during work time. Argues with others and does not ask or answer any	Listens respectfully and follows directions. Shows understanding of project and sometimes will argue with others. Asks and answers questions.	Listens respectfully and engages in discussion. Shows understanding of project and has a positive attitude during work time. Never argues with others.	

	questions.		Asks and answers questions and provides evidence to support answers.	
Creativity/ Elaboration	Very little details and does not embellish ideas.	Adds details, expands or embellishes ideas with assistance.	Expands, develops and embellishes ideas by adding details without assistance.	

1.7. RESOURCES

- Movie Project Planning Sheet
  - Let's Make Movies! http://fcit.usf.edu/lmm/pdfs/ProjectPlanning.pdf
- Story Planning: Plot Diagrams
  - *Read Write Think* Interactive Plot Diagram: Students can map out their story online and print out a copy when they are done. http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html
  - Englishlinx: Many plot diagram templates to choose
  - http://englishlinx.com/plot/
- Scriptwriting:
  - Sample scripts: *Read Write Think*: http://www.readwritethink.org/files/resources/30683_script.pdf
  - Reader's Theater: http://www.teachingheart.net/readerstheater.htm
  - Examples of figurative language that could be used in their script.
    - Literary Devices: http://literarydevices.net/figurative-language/
    - Your Dictionary: Simile examples for kids: http://examples.yourdictionary.com/simile-examples-for-kids.html
    - This Reading Mama: List of books that teach figurative language http://thisreadingmama.com/books-figurative-language/
- Storyboards:
  - Eslstudentpublications.com has many samples of filled out storyboards along with blank storyboards.
  - http://www.eslstudentpublications.com/storyboards/
- Education World: Blank storyboard template
  - http://www.educationworld.com/tools_templates/template_strybrd_8panels.doc
- Stop Animation Software Help
  - StikBot website has tutorials/information on Zing Stikbot App:
    - http://www.stikbot.com/
  - iMovie Tutorial https://www.youtube.com/watch?v=GKu5p4e4CbY

- o Movie Marker Tutorial https://www.youtube.com/watch?v=JNKRCaiox4E