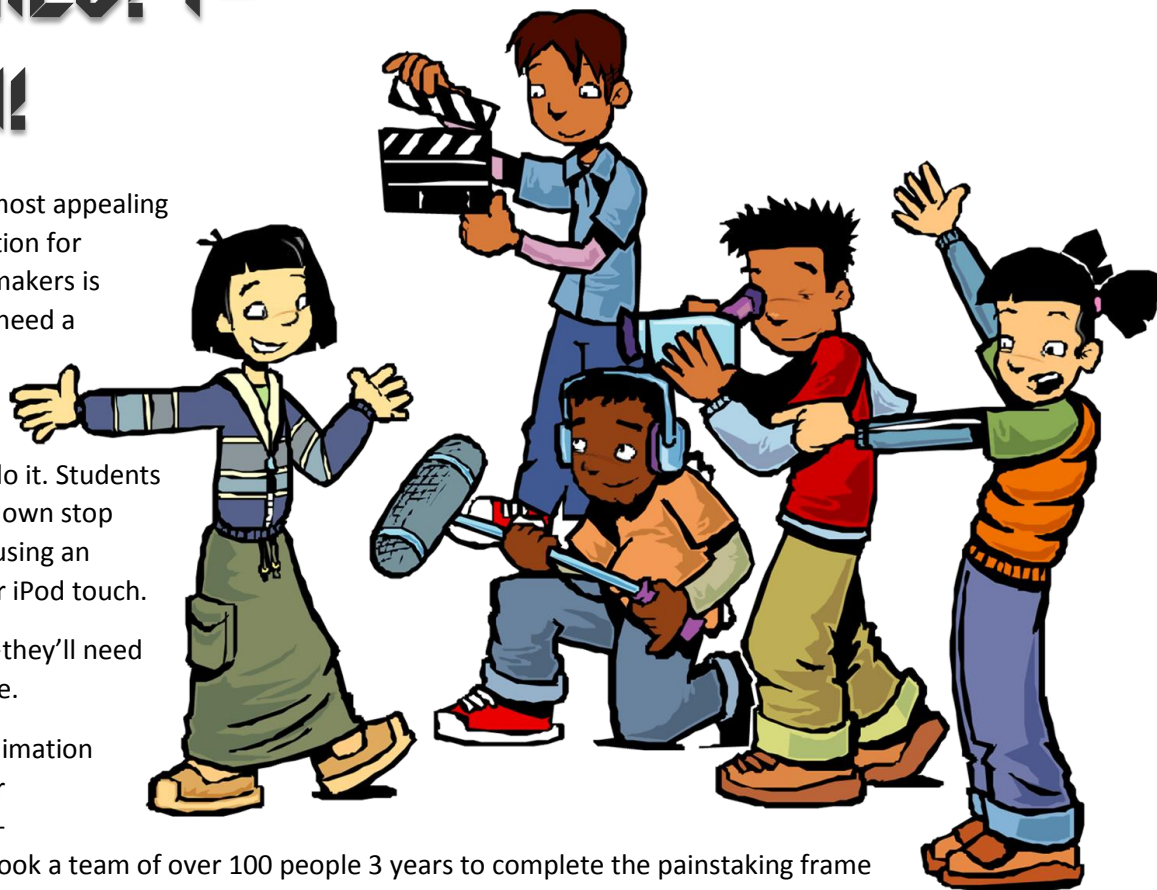


DAYS TWENTY-ONE AND TWENTY-TWO! I-BUILD! I- FILM!

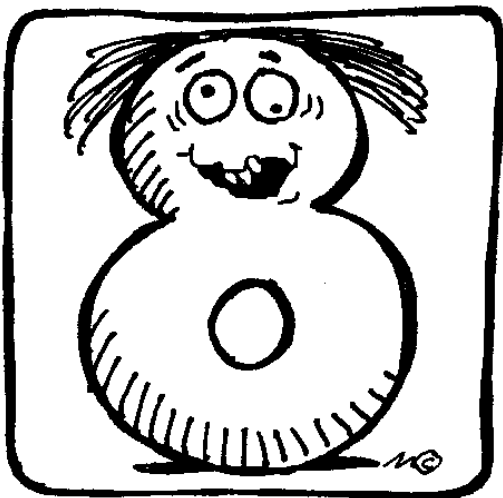
What is often most appealing about stop motion for beginning filmmakers is that you don't need a Hollywood budget or expensive equipment to do it. Students can make their own stop motion movie using an iPhone, iPad, or iPod touch.

And patience—they'll need a bit of patience.

Stop motion animation can be short, or incredibly time-consuming (It took a team of over 100 people 3 years to complete the painstaking frame by frame animation for *the Nightmare Before Christmas*). But for kids...it's totally easy to do, if you can plan ahead.



CRAZY EIGHTS (5 MINUTES)



Everybody folds a blank sheet of paper in half four times, then unfolds it, so they get eight panels. Then you have five minutes total to draw eight sketches, one in each panel, **from the story that you've created**. Yes, you did the math correctly, that's about 40 seconds per sketch, which is crazy...but it's a great way to crank out variations of ideas quickly. And since these aren't shared with the group, there's no need to worry about making them pretty.

Since students (and the teacher too! Yep, we'll lead by example on this one.) have only 40 seconds for each drawing, you'll need to turn off the self-editing and just get your ideas on paper. Crazy Eights will also help

loosen up your creative muscles and make you more productive in subsequent sketching exercises. If

you get stuck, try repeating an earlier sketch with a small variation— this type of exploration is useful and it keeps you moving.

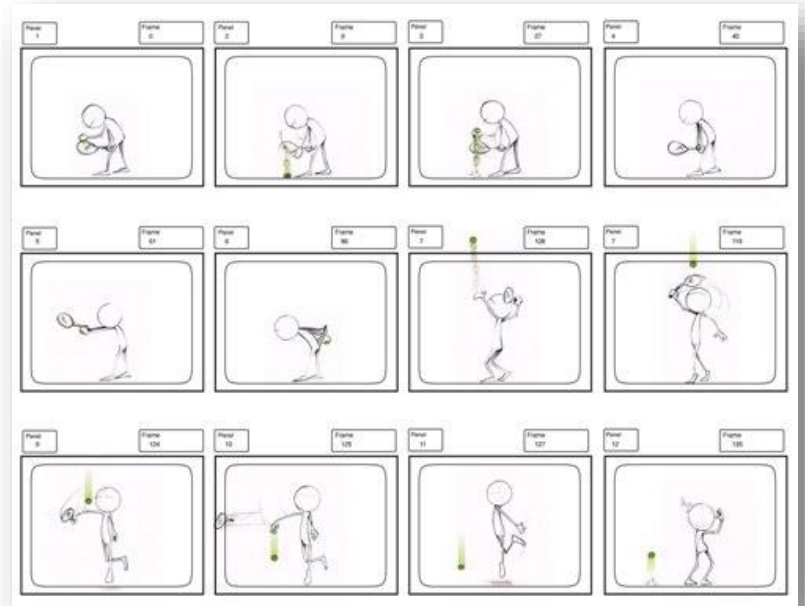
Tip: For best results, do two (or more) rounds of Crazy Eights. On the second (and any subsequent) round, everyone will have the hang of it. You're scraping the bottom of the barrel, which makes it more painful to come up with new ideas, but often this is where the most interesting solutions come from.

LET'S FLIP! STORYBOARDING

Materials:

- Completed stories
- Completed Crazy Eights sheets
- Pencils/markers
- Completed settings & characters for inspiration
- Sticky Note Pads
- Optional: Poster board sheets for organizing storyboards

A storyboard is a series of still images (also called a graphic organizer) that depict the different scenes of a story and form a visual script for an animation that outline the events and actions. Traditionally, storyboards have been used in the film industry to plan the different events in a plot, decide how best



"We edit the entire movie first in storyboard form"

Bonnie Arnold co-producer Toy Story

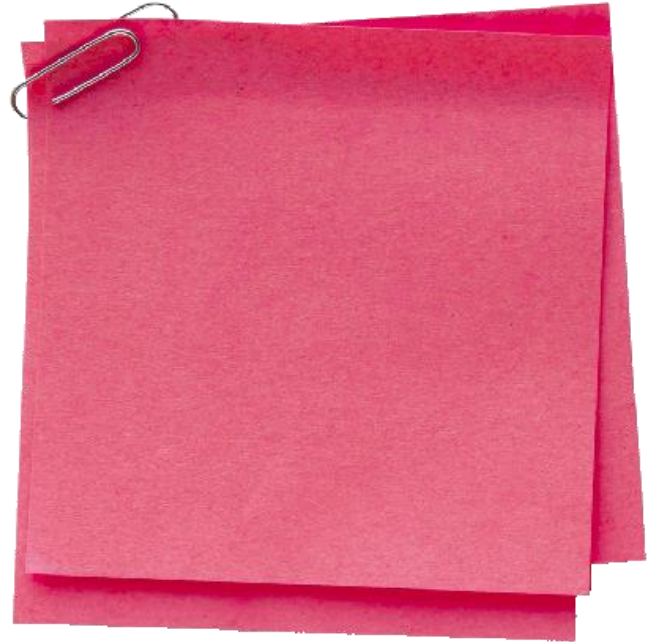
to film each scene, and plan what is required for each aspect of creating the movie.

Walt Disney is attributed as the creator of the use of storyboards. Even before he created the Disney Company, Walt used storyboards to rough out his animated, short cartoons. By the time he created Snow White, his company was using storyboards to represent the complete, full-length movie. By 1939, storyboards made the transition from animate to live

action, and *Gone with the Wind* was the first live action film to utilize this technique. Since then, most movies have relied on the storyboarding technique as a pre-production tool.

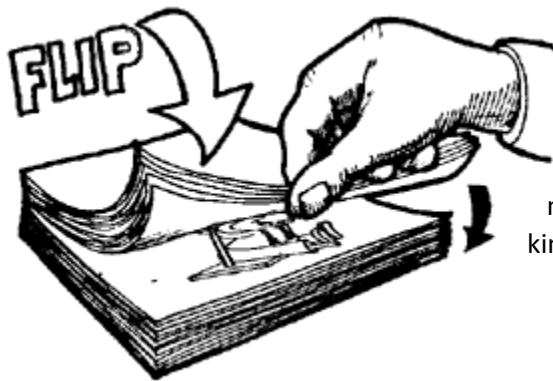
Now we're going to make that user story diagram more concrete. Look back at your story and your Crazy Eights and find the best ideas. Think of your stop motion film as a 'movie preview' or 'book trailer' for your story. What do trailers do? They build excitement for the story by highlighting the most interesting, funny, or best parts of a film or story.

Each sticky note is one frame in the storyboard/one shot or picture/still for your stop-motion film. It's kind of like a comic book that you're going to fill in by mapping out every scene along with the voiceover and/or sound effects to be added.



Try to keep an overall view of the whole storyboard and how it is working. Every time you finish a drawing place it with the other drawings and evaluate how it is all taking shape.

Note: It's okay if student movies turn out a bit different than their original story. It can be one of those 'based on...' kind of movies that takes artistic liberties with the original tale. Students may be inspired as they go through the creative filmmaking process, just like 'real' filmmakers are. After all, haven't we all watched a movie based on a story and thought, "I don't remember that!" or "Where did that come from?"



Tip: Putting your sticky notes together and creating a flipbook sketchbook of your story plot might come in really handy as a storyboard for figuring out what adjustments you need to make (and figuring out the math of how far characters need to move & how many motions you want to fit within your timeframe!) and what kinds of movements you want to have happen in your film).

DAYS 21 AND 22 K-8 STANDARD ALIGNMENT

K

- SL.K.4. Describe people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5. Add drawings or other visual displays to descriptions and stories to provide additional detail.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

1

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions and stories when appropriate to clarify ideas, thoughts, and feelings.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

2

- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- SL.2.5.b. Include multimedia components (e.g., graphics & images, notations about elements of music, dialogue, & sounds, etc.) and visual displays, e.g., in presentations and story outlines, to clarify ideas, thoughts, and feelings

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

3

- W.3.5. With guidance and support from peers and adults, develop and strengthen writing (e.g., story development) as needed by planning.

- SL.3.5. Include multimedia components (e.g., graphics & images, notations about elements of music, dialogue, & sounds, etc.) and visual displays, e.g., in presentations and story outlines, to emphasize or enhance certain facts or details.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

4

- W.4.5. With guidance and support from peers and adults, develop and strengthen writing (e.g., story development) as needed by planning.
- SL.4.5. Include multimedia components (e.g., graphics & images, notations about elements of music, dialogue, & sounds, etc.) and visual displays, e.g., in presentations and story outlines, to enhance the development of main ideas or themes.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

5

- W.5.5. With guidance and support from peers and adults, develop and strengthen writing (e.g., story development) as needed by planning.
- SL.5.5. Include multimedia components (e.g., graphics & images, notations about elements of music, dialogue, & sounds, etc.) and visual displays, e.g., in presentations and story outlines, to enhance the development of main ideas or themes.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

6

- W.6.5. With guidance and support from peers and adults, develop and strengthen writing (e.g., story development) as needed by planning.
- SL.6.5.. Include multimedia components (e.g., graphics & images, notations about elements of music, dialogue, & sounds, etc.) and visual displays, e.g., in presentations and story outlines, to clarify information.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

7

- W.7.5. With *some* guidance and support from peers and adults, develop and strengthen writing (e.g., story development) as needed by planning.
- SL.7.5. Include multimedia components and visual displays, e.g., in presentations and story outlines, to clarify and emphasize salient points.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

8

- W.8.5. With *some* guidance and support from peers and adults, develop and strengthen writing (e.g., story development) as needed by planning.
- SL.8.5. Integrate multimedia and visual displays, e.g., in presentations and story outlines, to clarify information.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students plan their films (getting initial ideas out and narrowing their story line down through Crazy 8s) using sticky notes (with drawings, descriptions, notes, etc.) to craft (and adjust and tweak and redraft) story boards. Students may then put their storyboards into 'action' by turning them into flip books to get the ideas of how many movements they'll need and how long their film might be.

DAYS TWENTY-THREE THROUGH TWENTY-EIGHT

Now that you have the perfect station, they have explored how to use all of the equipment, and you have (once again) plenty of space on your iPad or stop motion recording device, and a storyboarded plan for each tale each of your students should be ready to create an amazing Stop Animation Film that will make their friends swoon.



Though films will be made of individual's stories, the filming process will be a group effort, as students will work together (as film crews, item movers, etc.) during the following process to help each other be successful. Remember to back-up your films & files often!

Also, students need to know that this is for a larger audience than just their teacher. Remind them that these will be shown publicly, on the website, to families, etc.

ONE ONE THOUSAND...PAGE IT OUT!

Starting off with a storyboard and revised text, the author will read aloud the part they want to put on film, while a peer times it. Now the math.

Since the animation is shot at, ex. 12 frames-per-second, a lot of planning has to go into it to make it just right.

"Okay my narration took 18 seconds."

"18 rounded to the nearest 10 is 20."

"20 times [5] frames per second equals 100 pictures."



“Let’s do 20 pictures of “Champ” the mythical lake monster swimming across the screen. That will be 2 pictures per swim move, 10 times. Then let’s...”



To capture a frame, take a picture. Then move the object(s) in your scene slightly. And tap the shutter button again. Repeat anywhere between twenty to thousands of times.



click !
click !
click !

For that reason, one of the top considerations before filming is finding a location that offers consistent lighting. Sunlight streaming through a window can be stunning when shooting normal video or still photos, but it’s unreliable for stop motion (especially if you’re

filming on different days). While you’re adjusting the elements of a scene, the sun continues to travel without regard for your mini-masterpiece. When your movie is played back, shadows will jump and speed across the scene in a distracting way. So find a location where you can control every aspect of the light.

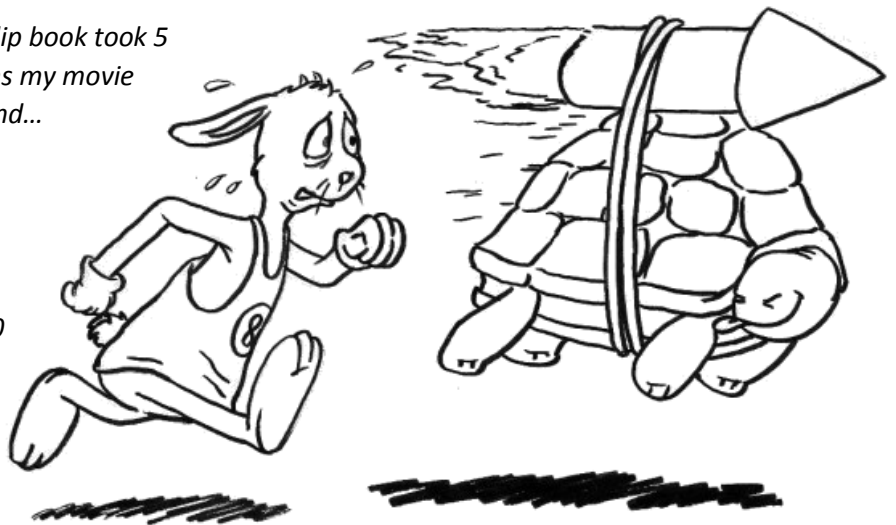
And figure out your timing! Ex. *Okay, my flip book took 5 seconds...and I had 25 pictures...that means my movie version might need 5 movements per second...*

Or...

*“Okay my narration took 18 seconds.”
“18 rounded to the nearest 10 is 20.”*

“20 times 12 frames per second equals 240 pictures.”

“Let’s do 100 pictures of “Champ” the mythical lake monster swimming across the screen. That will be 10 pictures per swim move, 10 times. Then we’ll...”



ACTION!

IT’S TIME FOR FILM!

IDEAS FOR SUPPLIES FOR STOP MOTION ANIMATION

- Two pieces of foam core—this makes for an easy and convenient place to set up their ‘setting’ and their characters. You’ll want your ‘stage’ to be controllable.
- Any heavy object should do the trick to hold up your back piece of foam core

- Set pieces
- Characters
- A flipbook version of the 'plot outline' as their story board (or a post-it note storyboard) to help plan motions & action sequences as well as title sequences and end credits.

LIGHTS! CAMERA...

Choose a well-lighted area and set up your camera and tripod/recording device so that it will not be moved. It is essential that your camera stays in the exact same position and level of zoom throughout the entire snapshot process.

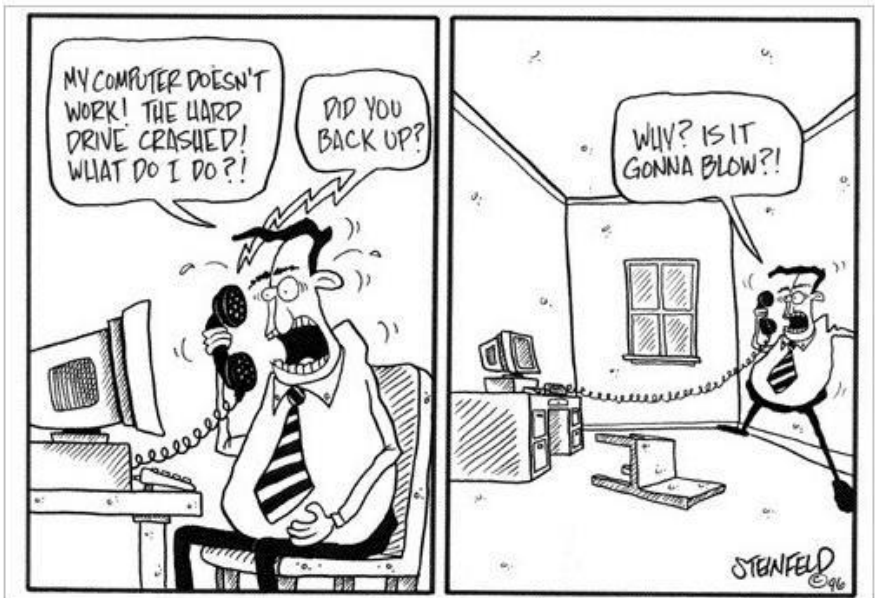
FOR EVERY FILM: Set up your setting/scene, gather all props & characters prior to beginning snapshots.

Always remember **The Golden Rule of Stop Motion: EVERY NEW POSITION REQUIRES A NEW SNAPSHOT.** Example: If you are illustrating lava flowing out of a volcano, you may take the following snapshots: the volcano, lava bubbling to the top, lava rising over the rim, lava beginning to flow over the rim, lava flowing down the side (many shots as it flows down), etc.

SETTING THE STAGE: Have student author's/filmmakers (and their teams of helpers) build their first scene (first shot)—under the 'filmmaker's/author's' direction, and take a snapshot. Move the scene *slightly* for the next scene and then take a snapshot. **Repeat for all scenes, for all films.**

GIVING CREDIT: Make sure to include a title (and/or title sequence) and end credits for each film!

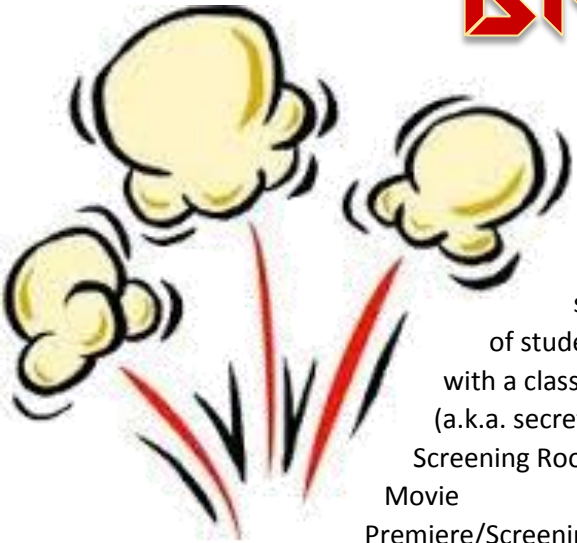
BACK IT UP! We all know we should back up the information and files. We think about it, we wonder about it, then eventually plan to do it later. **It bears repeating, remember to back-up your films & files often!**



gupshup.org

WELCOME TO OUR STOP MOTION FILM FESTIVAL!

MOVIES 'POP' ON THE BIG SCREEN!



After all students' films are completed have a lively screening of students' work with a classroom (a.k.a. secret Screening Room)

Movie Premiere/Screening

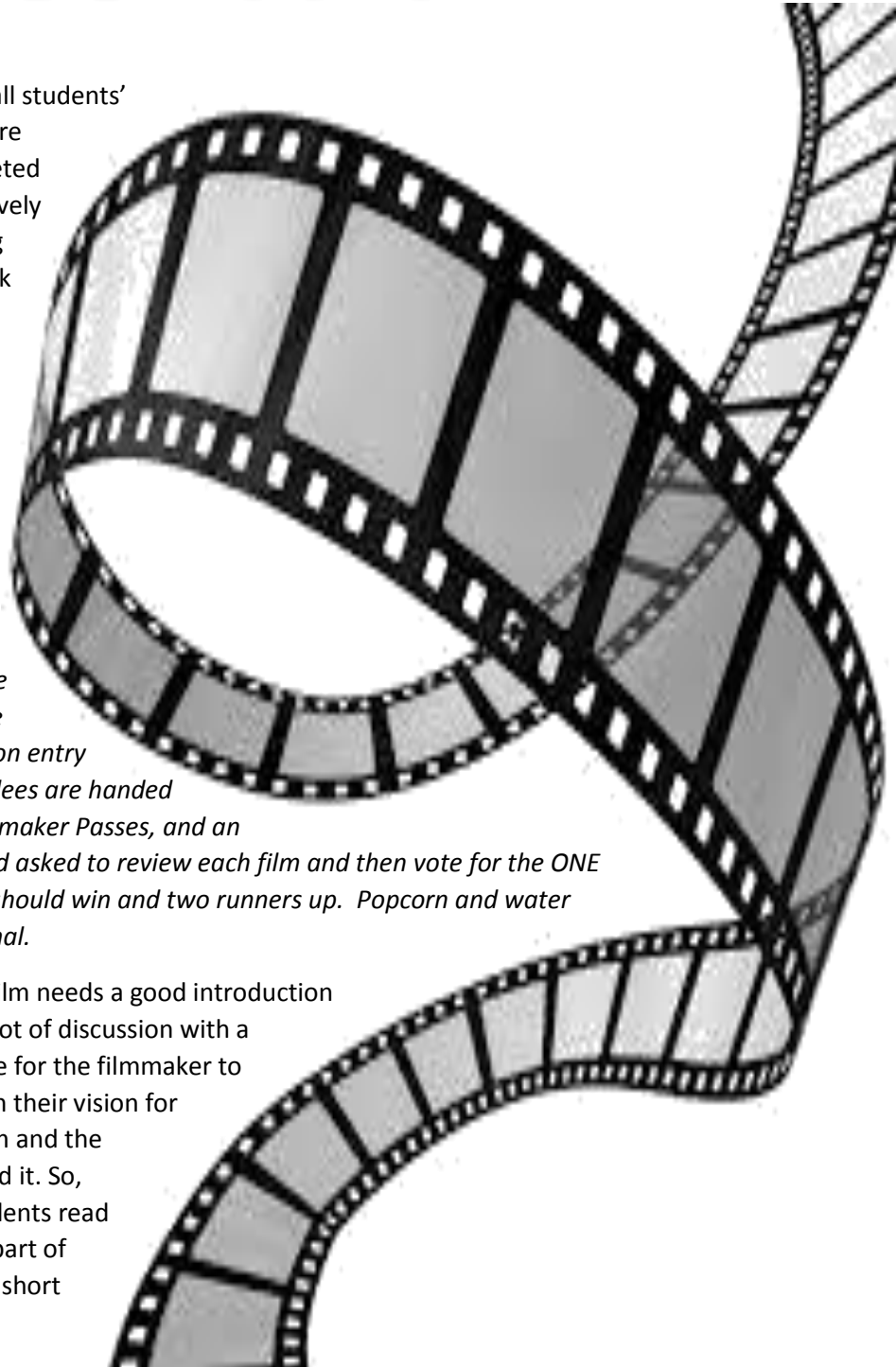
Session where students watch their work on the big screen for the first time combined with a 'Meet the Filmmakers!' panel event. *Tip: It's fun to try to create the whole film screening/film premiere experience. Make a program of films to be shown—with the filmmaker & title of the film included. Upon entry at all participating venues, festival attendees are handed a Voting Card, Movie Review Sheets, Filmmaker Passes, and an*

Official Program and asked to review each film and then vote for the ONE Film they feel should win and two runners up. Popcorn and water are optional.

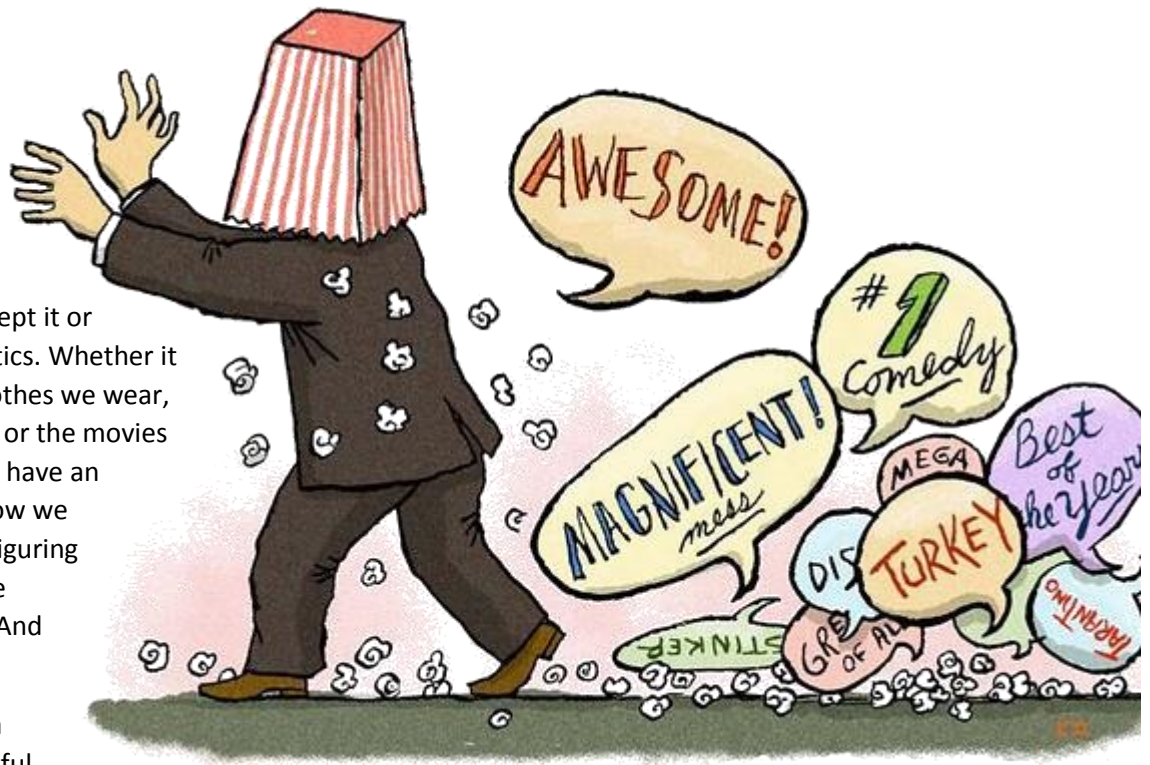


the story they filmed and then watch the short film versions of their stories.

Every film needs a good introduction and a lot of discussion with a chance for the filmmaker to explain their vision for their film and the story behind it. So, first, have students read their stories/the part of



Then we'll practice our film analysis skills. After all... whether we accept it or not we're all critics. Whether it be about the clothes we wear, the food we eat or the movies we watch we all have an opinion. And now we get to practice figuring out what it is we think we think! And why we think it!



Film should be a topic of thoughtful discussion. (Remember we're looking at elements like characters, what is shown, camera shots, message/purpose, sounds, narration, etc.) *Remember to approach the film like text by analyzing and discussing the films in the same way they would approach writing. Wondering, questioning, imagining beyond the written text or shown film is how we come up with alternative endings, come up with questions to explore, or talk about things we wish the author/filmmaker would have written or described in greater detail.* **How was watching the stop motion version of the story similar/different than hearing the written version? What is effective about the movie?**



Have a 'Q&A' session wherein you encourage student filmmakers to take 1 to 3 minutes or so and expound on the choices they made as filmmakers. They can answer questions and describe and analyze how the different parts, images, etc. work together and were put together to create their story. (ex. Why did they choose to film that particular section of/the whole story?) and the reasonings behind them, ex. talk the class through why they chose the shots and angles of the scenes, the mood of the story they were going for, character choices, settings, action, whether their story changed when they tried to go from text to film, etc.

Materials:

- Completed films
- Some way to show them: For a larger crowd, you'll want a projector, screen, dvd player (can be a DVD player on a laptop), and the cords to connect everything.
- If the space is large or if you have a softspoken host or guest speaker, consider using a microphone to welcome people, introduce the film, and answer questions at the end.
- Movie Review Forms for every student for every film

- Voting Cards
- Copies of the official program (filled out and photocopied)
- Optional: Brown Paper Bags of Popcorn with 'Official Pop! Pop! Popcorn!' labels affixed
- Optional: Official VIP Filmmaker Pass for each student

NOTE: Several variations of Movie Review Forms and Templates are Included. One may work better for younger children who can't yet fully write on their own yet, another may be most appropriate for mid-grades, and the other may be more appropriate for older children. Use the one(s) that will be most appropriate for the standards and skill levels of the grades you work with.

PICKING FAVORITES!

Have students choose their top three films/stories (out of everyone's). Tally up the votes and the top choices will be your 'Official Selections' to be screened (and voted on) at the Film Festival.



Movie Review!



Student Film Critic Name: _____ Date: _____

Name of Filmmaker(s): _____

Title of Film: _____

1. As you viewed the film, what emotions/feelings struck you? Why?
2. What was the setting of the film?
3. Who were the main characters?
4. Were there any extras or bit players? Who were they?
5. List particular camera shots, techniques, angles, etc. that you found effective in the film.
6. What did you learn or take away from the film? What was the message?
7. What changes would you make to the film? Why?
8. Mark how many stars you would give this film with five being the highest/best possible.

Why did you give it that rating?



Name: _____ Date: _____

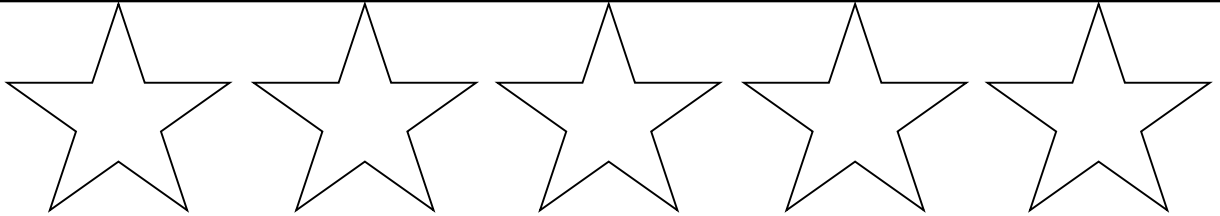
My Movie Review

Title:

Main Characters:

Setting:

Movie
Rating:



Summary: _____

What I liked (and why): _____

What I disliked (and why): _____

My favorite part (and why): _____

(illustrate on back)

MY MOVIE REVIEW FOR:

MOVIE TITLE:

FILMMAKER'S NAME:

THE MOVIE WAS ABOUT:

I LOVED:

**WATCHING THIS MOVIE MADE ME
WONDER ABOUT:**

**MY FAVORITE
CHARACTER WAS:**

OVERALL THIS MOVIE WAS:

I GIVE THIS MOVIE ★ ★ ★ ★ ★ STARS!

Please write the titles of your three favorite films below and submit your votes.



1st Place:

2nd Place:

3rd Place:

Please write the titles of your three favorite films below and submit your votes.



1st Place:

2nd Place:

3rd Place:

Please write the titles of your three favorite films below and submit your votes.



1st Place:

2nd Place:

3rd Place:



FILM TITLE

FILMMAKER

FILM TITLE	FILMMAKER



Just for Fun: Premiere Event Popcorn Bag Labels. Simply tape them or glue them (using stick glue) onto brown paper bags for each 'Film Critic.'



The Inaugural
Stop Motion Film
Festival

FILMMAKER

Title of Film:

VIP PASS



Pass # 6548125
Ticketing by TOPS



The Inaugural
Stop Motion Film
Festival

FILMMAKER

Title of Film:

VIP PASS



Pass # 6548125
Ticketing by TOPS

Premiere Event Official Filmmaker VIP Passes. Have the students fill in their names (as Filmmakers) and the title of their film. This VIP pass lets them gain entry into the Stop Motion Film Festival World Premiere Screening Event.

SAMPLES OF STOP MOTION APPS

WITH ANY OF THE FOLLOWING OPTIONS: ALWAYS DO A DEMO RUN TO SHOW THE KIDS HOW IT WORKS AND BE FAMILIAR WITH THE SOFTWARE APP BEFORE YOU TRY TO USE IT IN CLASS.

Option shoot the movie using the 99 cent app, **Stop Motion Studio**, which is made by Cateater. The pictures are saved to a photo stack in the **iPad**. Open iMovie, which is made by Apple and costs \$4.99, and edit the movie and add voiceovers and sound effects, and then publish it directly to YouTube. There are several other apps available, such as iStopMotion for iPad from Boinx Software, the Lego Movie Maker app, or one of the following.

Stop Motion Recorder



StopMotion Recorder is toy video camera enable you to make stunning stop motion video like claymation. And you can edit, share movie via Mail, 'Facebook', 'Twitter (Twitvid)', Twitter (yFrog) & 'Youtube' from your iPhone.

Animation Creator HD



Animation Creator HD allows your creativity to come to life on your iPad or iPad Mini! You are the director. With simple, yet powerful drawing tools, color options, and easy to use frame management, you're only limited by your imagination! Your animations will look smooth and life-like with the high frame rate playback of Animation Creator HD.

FlipBook



FlipBook has everything you need to get started animating, from an eraser to onion skinning (which lets you see a faint image of the previous and next frames) to layered drawing. Load images from your photo library, including images taken with your iPhone's camera, and draw on top of them.

iMovie



Make beautiful HD movies anywhere with iMovie, the fast and fun moviemaking app that puts everything you need to tell your story at your fingertips. Browse and play projects in the Marquee view. Create Hollywood-style trailers or sophisticated home movies in minutes.* And share your finished projects with the world – right from iMovie.

My Stop Action



Your movies are made up of a series of photos - take each photo in turn, with a semi-transparent overlay (onion skin) of the previous frame to guide you. Alternatively, use the time lapse mode to capture a changing scene over time, or choose photos from your library.

Smovie



The 'must have' app for making stop motion animations on iPad. Loved by families and educators around the world, Smovie is the only stop motion animation app to combine precision editing and multiple scenes with instant playback.

Animation Creator



Animation Creator allows your creativity to come to life on your iPhone and iPod Touch. You are the director! With simple, yet powerful drawing tools such as brush styles, color palettes and sliders, layers, shake to undo, and easy to use frame management, there's no limits holding back your imagination! Your animations will look smooth and professional when played back at Animation Creator's life-like

high film speed Frame Rate*

DAY 23 TO 28 K-8 STANDARD ALIGNMENT

K

- W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish print and digital writing and stories, including in collaboration with peers.
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story a scene or snapshot in a film depicts).
- RI.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what person, place, thing, or idea from the story an illustration depicts).

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students (working to assist each other in turn) to animate their written stories/segments of their written stories through stop motion films. Though films will be made of individual's stories, the filming process will be a group effort, as students will work together (as film crews, item movers, etc.) during the stop motion filmmaking process to help each other be successful.

We will watch and discuss our films after they are finalized, write reviews, discuss elements, and describe and analyze how the different parts, images, etc. work together and were put together to create the

filmed story. Students will discuss what choices they made as filmmakers and the reasonings behind them and explore how the written story was illustrated through the film.

1

- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish print and digital writing and stories, including in collaboration with peers.
- RL.1.7. Use illustrations and details to describe a print or digital story's characters, setting, or events.
- RI.1.7. Use the illustrations and details in a text to describe its key ideas.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students (working to assist each other in turn) to animate their written stories/segments of their written stories through stop motion films. Though films will be made of individual's stories, the filming process will be a group effort, as students will work together (as film crews, item movers, etc.) during the stop motion filmmaking process to help each other be successful.

We will watch and discuss our films after they are finalized, write reviews, discuss elements, and describe and analyze how the different parts, images, etc. work together and were put together to create the filmed story. Students will discuss what choices they made as filmmakers and the reasonings behind them and explore how the written story was illustrated through the film.

2

- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish print and digital writing and stories, including in collaboration with peers.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students (working to assist each other in turn) to animate their written stories/segments of their written stories through stop motion films. Though films will be made of individual's stories, the filming process will be a group effort, as students will work together (as film crews, item movers, etc.) during the stop motion filmmaking process to help each other be successful.

We will watch and discuss our films after they are finalized, write reviews, discuss elements, and describe and analyze how the different parts, images, etc. work together and were put together to create the filmed story. Students will discuss what choices they made as filmmakers and the reasonings behind them and explore how the written story was illustrated through the film.

3

- W.3.6. With guidance and support from adults, use technology to produce and publish print and digital writing and stories as well as to interact and collaborate with others.
- RI.3.7. Use information gained from illustrations in a print or digital text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- RL.3.5. Refer to parts of stories and films when writing or speaking about a print or digital text, using terms such as scene; describe how each successive part builds on earlier sections.

These standards will be met and reinforced (and used as a guide for discussion points as well as expectations of student outputs) as students (working to assist each other in turn) to animate their written stories/segments of their written stories through stop motion films. Though films will be made of individual's stories, the filming process will be a group effort, as students will work together (as film crews, item movers, etc.) during the stop motion filmmaking process to help each other be successful.

We will watch and discuss our films after they are finalized, write reviews, discuss elements, and describe and analyze how the different parts, images, etc. work together and were put together to create the filmed story. Students will discuss what choices they made as filmmakers and the reasonings behind them and explore how the written story was illustrated through the film.

4

- W.4.6. With some guidance and support from adults, use technology to produce and publish print and digital writing and stories, including interacting and collaborating with others.
- RL.4.7. Make connections between the text of a story or drama and a visual presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.5. c) Refer to the structural elements of drama and film (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a print or digital text.

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5

- W.5.6. With some guidance and support from adults, use technology to produce and publish print and digital writing and stories, including interacting and collaborating with others.
- RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., multimedia presentation of fiction).
- RL.5.5. Explain how a series of scenes fit together to provide the overall structure of a particular print or digital story.

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6

- W.6.6. Use technology to produce and publish print and digital writing and stories, including interacting and collaborating with others.
- RL.6.7. Compare and contrast the experience of reading a story to listening to or viewing a video or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen and/or watch.
- RL.6.5. Analyze how a particular scene fits into the overall structure of a print or digital text and contributes to the development of the theme, setting, or plot.

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7

- W.7.6. Use technology to produce and publish print and digital writing and stories, including interacting and collaborating with others.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the format affects the impact).
- RI.7.5. Analyze the structure an author (including themselves as authors) uses to organize a print or digital text, including how the major sections contribute to the whole and to the development of the ideas.

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2

- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- W.8.6. Use technology to produce and publish print and digital writing and stories, including interacting and collaborating with others.
- RI.8.5. Analyze in detail the structure of a specific paragraph, scene, or section in a print or digital text, including the role of particular elements, ex. Sentences, movements, structure; in developing and refining a key concept.

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SAMPLES OF ACADEMIC VOCABULARY TO REINFORCE DAYS 21-28

K

- Author
- Illustrator
- Beginning
- Ending
- Story
- Speech
- Title
- Read

L

- Character
- Setting
- Illustrate
- Sequence
- Predict
- Question

M

- Discussion
- Main idea
- Edit
- Publish
- Plot

N

- Character
- Setting
- Summarize
- Supporting details
- Opinion

O

- Audience
- Author's purpose
- Compare
- Contrast
- Making inferences
- Outline
- Prediction

P

- Main ideas
- Narrative
- Personification
- Point of view
- Onomatopoeia

Q

- Imagery
- Inference
- Personification
- Point of view
- Relevant
- Relevancy
- Sequential order
- Symbolism

R

- Interaction with texts
- Stress
- Juncture
- Onomatopoeia
- Repetition
- Mood
- Foreshadowing
- Flashback
- Tone
- Inferences
- Viewpoint
- Nuance
- Climax

S

- Bias
- Coherent order
- Mood/tone
- Debate
- Composition
- Sequence
- Tension

SAMPLE SUPPLY LIST WEEKS 6 AND 7

DAYS 21 AND 22

Materials:

- Paper
- Pencils
- Stopwatch
- Completed stories
- Completed Crazy Eights sheets
- Markers
- Completed settings & characters for inspiration
- Sticky Note Pads
- Optional: Poster board sheets for organizing storyboards

DAYS 23-28

Materials for Filming:

- Completed stories
- Completed storyboards
- Completed characters
- Completed settings
- Stop Motion Recording Devices, ex. iPads, & a way to hold them in position
- Steady lighting source
- App for creating stop motion films
- White Foam Tri-Fold Presentation Boards
- White Foam Board (for base)
- A method to back-up files

Materials for Film Screening Event/Film Festival:

- Completed films
- Some way to show them: For a larger crowd, you'll want a projector, screen, dvd player (can be a DVD player on a laptop), and the cords to connect everything.
- If the space is large or if you have a softspoken host or guest speaker, consider using a microphone to welcome people, introduce the film, and answer questions at the end.
- Movie Review Forms for every student for every film
- Voting Cards
- Copies of the official program (filled out and photocopied)
- Optional: Brown Paper Bags of Popcorn with 'Official Pop! Pop! Popcorn!' labels affixed
- Optional: Official VIP Filmmaker Pass for each student.