I. ESTABLISHING GOALS AND STANDARDS

Subject Area(s)

Language Arts

Goals

In the first lesson in this series, students will be exposed to the vocabulary related to animation. Beginning with a pre-assessment will help the teacher know how familiar the students are with animation terms and the vocabulary words. Many of these words are multiple-meaning words in academic vocabulary and used across curricular areas. As the students become more familiar with how the words are used in the context of animation they will gain a greater understanding of multiple-meaning words in general.

Concepts and Skills

Students must become familiar with both the vocabulary and language used in animation and the skills required to create an animation. In this lesson, they will explore vocabulary terms and engage in collaborative conversations with a peer by asking and responding to questions about animation.

Standards

Common Core Standards

English-Language Arts, Grade 3

Language Standards | Vocabulary Acquisition and Use

- Standard 4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a) Use sentence-level context as a clue to the meaning of a word or phrase. b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

Language Standards | Vocabulary Acquisition and Use

- Standard 5: Demonstrate understanding of word relationships and nuances in word meanings. a) Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Language Standards | Vocabulary Acquisition and Use

- Standard 6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
English-Language Arts, Grade 4
Speaking and Listening Standards | Comprehension and Collaboration
- Standard 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions and carry out assigned roles. c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Speaking and Listening Standards | Comprehension and Collaboration
- Standard 2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Speaking and Listening Standards | Comprehension and Collaboration
- Standard 3: Identify the reasons and evidence a speaker or media source provides to support particular points.

Technology Standards

NETS (National Educational Technology Standards), Grades K-12
NETS for Students | 1. Creativity and Innovation
- Standard a: Students apply existing knowledge to generate new ideas, products, or processes.

NETS for Students | 1. Creativity and Innovation
- Standard b: Students create original works as a means of personal or group expression.

NETS for Students | 2. Communication and Collaboration
- Standard a: Students interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

NETS for Students | 2. Communication and Collaboration
- Standard b: Students communicate information and ideas effectively to multiple audiences using a variety of media and formats.

NETS for Students | 5. Digital Citizenship
- Standard d: Students exhibit leadership for digital citizenship.

NETS for Students | 6. Technology Operations and Concepts
- Standard b: Students select and use applications effectively and productively.

Grade/Level
3, 4, 5, 6

Content Objective
Students will listen to and be able to describe and define terms and vocabulary used in animation. They will view video presentations that will help them develop an understanding of the animation vocabulary and demonstrate their understanding by using the vocabulary in conversations with peers.

Language Objective
Students will listen and respond to questions from peers about animation terms. They will share their ideas orally and explain their understanding to their peers.

Reading, Listening, Speaking

II. LEARNING ABOUT STUDENTS

Class Information
All types of learners can be successful with animation. Technology enhanced instruction will make animation especially
Considerations

EL Learners, Linguistic Background, Special Needs, Academic Language, Prior Knowledge, Gifted, Interests and Aspirations

Anticipated Difficulties

Technology based instruction will require a robust access to wifi and the ability to navigate between a webpage and Youtube. Students may need assistance with navigation and technology skills. The reading content may pose a challenge to students with limited reading fluency. Reading comprehension should be aided by the visual nature of animation and the embedded videos. Some students who are not familiar with the academic vocabulary may need to be supported.

III. MAKING ADAPTATIONS

Adaptations

Grouping, SDAIE, Oral Assessment, Technology

Adaptation Details

Within this lesson there are opportunities for students to think-pair and share. Oral language development should be supported by having the students collaborate and communicate. They should be encouraged to engage in responding to the embedded questions with a peer partner. Teachers should frequently check for understanding by asking questions about the vocabulary and clarifying meanings.

Incorporation of 21st Century Skills

Collaboration, Communication, Critical Thinking, Creativity

IV. EVIDENCE OF STUDENT LEARNING

Assessment

Formative, Informal, Traditional: Recall/Recognition (Response: True/False, Multiple Choice, Fill in)

Description of Assessment

In this lesson, a pre assessment is administered in a Google form survey. This information will be helpful to the teacher to determine the level of support students might need with the academic vocabulary related to animation. Formative assessment will be used during the lesson to determine if the students are able to understand the vocabulary related to animation. The students will demonstrate their understanding orally by sharing their knowledge with a peer. The teachers should circulate and check for understanding and provide clarification for students who are not able to orally explain or define the vocabulary terms.

V. PROCEDURE
Models of Instruction
Direct Instruction, Unguided Inquiry, Concept Formation, Collaborative Learning

Materials

Students will need the following:

iPads or Chromebooks
Access to the internet via wifi
A peer partner (elbow partner)
Teacher feedback

INSTRUCTIONAL STRATEGIES

Open

The teacher provides access to the website, "What is Animation?" (https://sites.google.com/a/calstateteteach.net/what-is-animation/)

This lesson can be taught as a whole class activity with the teacher projecting the website in the classroom or by using individual chromebooks or iPads. The instruction begins with brief preassessment of terms and concepts related to animation. The teacher will provide a brief introduction to the lesson explaining in a few sentences about what the students will do to learn more about animation. The content and language objective should be stated to students. As an anticipatory set, draw the students attention to the picture of Mickey Mouse in the first lesson and ask the students if they recognize the figure. Most students will be familiar with Mickey Mouse but may not know the name of his creator Walt Disney. Read aloud and/or have the students read the first paragraph under the picture of Mickey Mouse. Ask the students about the academic vocabulary words in the paragraph that might be related to animation. Spend a few moments allowing the students to discuss the words aloud as a group. The students will be viewing videos later in the lesson that will help them solidify their understanding of the academic vocabulary terms related to animation.

Body

In the second part of the lesson, the students will work with an elbow partner to view short video segments that explain the vocabulary of animation through animation. The students will stop after each video and discuss the terms in the video describing their meaning and relationship to animation. This process will build background knowledge about animation and help the students become familiar with the vocabulary and concepts related to animation.

Close

At the end of the lesson, students will have viewed the video segments and discussed the vocabulary and content with their elbow partners. The teacher should return to the box with the vocabulary words and asked the students for brief examples or definitions of the words. The students then complete the post assessment using the link on the webpage to demonstrate their level of mastery of the animation vocabulary and concepts.

VI. ANALYSIS AND REFLECTION

Analysis and Reflection