Grade: 4th
Strategy: Visualizing
Technique: Mind Mapping
Text Type: Media Literacy

How an Animated Movie is Made

Aims of the lesson:

- Guide students in visually organizing the steps of creating an animated movie using a mind map.
- Enhance comprehension by identifying key elements such as characters, background, and scenes in an animated film.
- Foster creativity and discussion on how technology helps in making animations.

Text for lesson:

An animated movie consists of many individual images. These images are shown quickly, one after another, to create the illusion of movement.

To create an animated movie, you need: a story, a camera, paper, pens, scissors, a computer, or a mobile phone. Here's how it's done:

- **Think of a story.** Decide on the main characters, where the movie takes place, and what happens. Divide your story into small scenes, like chapters in a book.
- **Draw your characters and background on paper.** Cut them out. Characters can be people, animals, or fantasy creatures. The background can be a landscape, a house, or a room.
- **Place the figures on the background and take a picture.** Move the figures slightly and take another picture. Repeat this process until all the scenes are captured. Many pictures are needed to make the animation smooth.
- **Finally, put the pictures together to create a movie.** You can also add music and sounds. There are computer and mobile applications to help with this process.

Process Phase 1: Planning (Teacher's Perspective)

- **Identifies 3 key words and explains them to students:**
  - **Movie:** A story shown on a screen with moving pictures and sound
  - **Landscape:** A big view of nature, like mountains, forests, or the ocean. It is often used as a background in stories and movies.
  - **Mobile Application:** A special program on a phone or tablet that helps people do things, like play games, edit pictures, or make animations.

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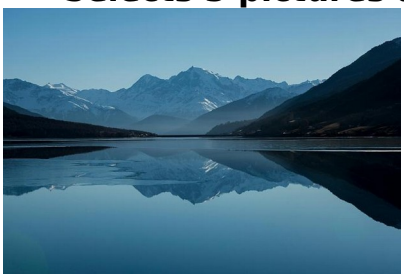
- **Selects 3 pictures and asks students what they see.**



- **Prepares mind map template.**

Animated Movie			
Story	**Characters**	**Scenes**	**Technology**

- **Explains the purpose of mind mapping and how it helps in understanding the text.**
- **Writes keywords, vocabulary, or concepts on the board and distributes handouts.**
- **Provides guiding questions:**
  - What do we need to make an animated movie?
  - How do images turn into movement?
  - Why is storytelling important in animation?
  - How does technology help in making animated movies?
- **Instructs students to brainstorm ideas and create a preliminary mind map based on prior knowledge.**

Cognitive Stage 1: Pre-Reading (Student's Perspective)

- **Observes keywords and visuals provided by the teacher and uses them to create a mental image of the text.**
- **Uses these visualizations to predict what the text will be about.**

Process Phase 2: Teaching (Teacher's Perspective)

- **Divides students into four groups, assigning each group a specific section of the mind map:**
  - **Group 1:** Story – Planning the animation and its main idea.

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  - **Group 2:** Characters – Drawing and creating figures for the movie.
  - **Group 3:** Scenes – How different parts of the movie come together.
  - **Group 4:** Technology – How computers, cameras, and mobile apps help in animation.
- **Guides students to read the text and fill in their assigned section of the mind map.**
- **Monitors student progress, ensuring they make logical connections.**
- **Asks guiding questions to help students think critically:**
  - How do you create a character for an animated movie?
  - What steps do you need to follow to make an animation?

Cognitive Stage 2: During Reading (Student's Perspective)
- Reads the assigned section of the text carefully.
- Works in groups to fill out the mind map with relevant details.

Process Phase 3: Feedback (Teacher's Perspective)
- **Organizes a gallery walk activity:**
  - Each group selects a presenter to explain their mind map.
  - Other students observe, ask questions, and make additions to other maps.
- **Leads a whole-class discussion:**
  - How do animated movies make characters move?
  - What do you need to create your own animated story?

Cognitive Stage 3: Post-Reading (Student's Perspective)
- Participates in the gallery walk, either as a presenter explaining their group's mind map or as a visitor observing and asking questions.
- Reflects on how the mind mapping technique helped in understanding the text.

Modes of Communication (Skills):
- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words **(movie, landscape, mobile application)** and read the text. After reading, they listen to their peers and review their mind maps to make modifications or additions.
- **Interpersonal (Mixed):** Students collaborate in groups to categorize information into story, characters, scenes, and technology. They discuss and negotiate the structure of their mind maps, ensuring logical sequencing.

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- **Presentational (Productive)**: Students present their completed mind maps to the class, explaining how animated movies are made. They summarize key details and reflect on how technology plays a role in the animation process.

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