

## SEE • HEAR • FEEL • FILM ALIGNMENT WITH PA CORE STANDARDS

**See • Hear • Feel • Film** is designed to support the work that elementary educators are doing to help students meet the following PA Core Standards and Assessment Anchors. All the activities meet one or more of the third-grade standards for English Language Arts. Please refer to the attached **SHFF Core Standards/Assessment Anchor Index** for full descriptions.

### FILM UNIT ONE

#### VIEWING

##### WARM-UP ACTIVITIES

- Activity One: Writing Exercise  
Standards: CC.1.4.3. A, B, C, M/ Eo3.C.1.3.2
- Activity Two: Comparing the tools of a writer and a filmmaker  
Standards: CC.1.5.3. A

##### VIEWING THE FILMS

- Describe *My Life with the Wave* and the 11-year-old, Jairo, who created it
- First Viewing of *My Life with the Wave*
- Gather students' reactions to the film. (How did the boy feel?)
- Review the concepts of scene/shot/frame
- Second Viewing of *My Life with the Wave*
- Describe *Trompe l'oeil*
- View *Trompe l'oeil* for the first time
- Gather students' reactions. (Did the filmmaker trick us?)
- View *Trompe l'oeil* for the second time
- Discuss the effect of the film's music and sound on the viewer

Standards: CC.1.3.3. A, B, C, D, I/ CC.1.5.3. A, B, C/ Eo3.A-K 1.1.1, 1.1.3/ Eo3.B-K 1.1.1, 1.1.2, 1.1.3

#### CREATING

##### POST-VIEWING ACTIVITIES

- Activity One: Creating and Presenting a Group Poem  
Standards: CC1.4.3. A, E
- Activity Two: Creating and Presenting a Group Story  
Standards: CC 1.4.3. A, B, D, M, P/ CC1.5.3. D, F/ Eo3.C 1.3.2, 1.3.3., 1.3.4

##### CLASSROOM ACTIVITIES

- Activity One: Remembering *My Life with the Wave*  
Standards: CC.1.3.3. A, B/ E.o3.B-K 1.1.2b
- Activity Two: Writing a Prequel  
Standards: CC.1.4.3. A, C, M, N, O/ Eo3.C 1.3

- Activity Three: Writing a Sequel  
Standards: CC.1.4.3. A, C, M, N, O/ Eo3.C 1.3

## **FILM JOURNAL EXERCISES**

- Activity One: Creating New Characters/Film Journal Exercise  
Standards: CC.1.4.3. M, N, O, P/ Eo3.C 1.3
- Activity Two: Imagining a Creature and its World/Film Journal Exercise  
Standards: CC.1.4.3. M, N, O, P/ CC.1.5.3. D/ Eo3.C 1.3

## **FILM UNIT TWO**

### **VIEWING**

#### **WARM-UP ACTIVITIES**

- Activity One: Comparing Cultures  
Standards: Eo3.A-K 1.1.2
- Activity Two: Introducing Subtitles  
Standards: CC1.1.3. E
- Activity Three: Empathizing With a Blind Character  
Standards: CC1.3.3. D/ Eo3.B-C.2.1.1
- Activity Four: Writing About a Best Friend  
Standards: CC1.4.3. B, C/ CC1.5.3. A/ E.o3.C 1.2.1, 1.2.2

#### **VIEWING THE FILMS**

- Introduce Live Action Films, Subtitles, Dialogue, and Conflict
- First Viewing of *Going Back Home*. Gather students' reactions
- Review what Alice wants and discuss the obstacles in her way
- View *Going Back Home* clip
- Discuss what Alice is feeling and not saying
- Describe *The Color of Paradise* segment
- First viewing of *The Color of Paradise*
- Explain the power of sound and touch for the blind. Gather reactions!
- Review what Mohammad wants and discuss the obstacles in his way
- View *The Color of Paradise* clip
- Gather reactions to what Mohammad is feeling but not saying  
Standards: CC.1.2.3. A, G/ CC.1.3.3. B, C/ CC.1.5.3. A, B, C/ Eo3.A-K 1.1.1, 1.1.3/ Eo3.B-K 1.1.1, 1.1.2

### **CREATING**

#### **POST-VIEWING ACTIVITIES**

- Activity One: Communicating Feelings without Words  
Standards: CC.1.4.3. C/ CC.1.5.3. D/ Eo3.C 1.3.2

- Activity Two: Creating and Presenting Collaborative Dialogue  
Standards: CC.1.4.3. M, N, O, Q/ CC.1.5.3. D, E/ Eo3.C 1.3

### **BECOMING CREATORS AND ACTIVE LISTENERS**

- Activity One: Group Character Portraits of Alice and Mohammad  
Standards: CC.1.3.3. B, C/ CC.1.4.3. O, P/ CC.1.5.3. A/ Eo3.A-K 1.1.3/ Eo3.C 1.2.1./ Eo3.C 1.3.2, 1.3.3
- Activity Two: Empathy Exercise  
Standards: CC.1.3.3. F

### **FILM JOURNAL EXERCISES**

- Activity One: Dealing with Disappointment
- Activity Two: Dealing with Conflict, Obstacles and Problems

Standards: CC.1.4.3. A, B, C/ Eo3.C 1.1.1.

## **FILM UNIT THREE**

### **VIEWING**

#### **WARM-UP ACTIVITIES**

- Activity One: Brainstorming Adjectives
- Activity Two: Writing Exercise

Standards: CC.1.4.3. E/ Eo3.C 1.2.1., 1.2.2.,

#### **VIEWING THE FILMS**

- Describe *Rocks and Chocolate* and the filmmaker, Teddy Sharkova, who wrote, produced and directed it
- Read first two paragraphs of *Rocks and Chocolate* screenplay
- First viewing of *Rocks and Chocolate*
- Viewing of *Rocks and Chocolate* clip
- First viewing of *Kitchen Katastrophe*
- Gather students' reactions to the film
- Second viewing of *Kitchen Katastrophe*
- Introduce the concept of mise-en-scene
- Discuss the lighting, the mood, the place, the costumes, all the details
- Compare the kitchens in *Rocks and Chocolate* and *Kitchen Katastrophe*

Standards: CC.1.2.3. I/ CC.1.3.3. A, B, C/ CC.1.5.3. A, B, C/Eo3.A-K 1.1.1., 1.1.2., 1.1.3./ Eo3.B-K 1.1.1.

### **CREATING**

## POST-VIEWING ACTIVITIES

- Activity One: The Longest Descriptive Sentence on Earth  
Standards: CC.1.4.3. E/ EO3.D.2.1.1.
- Activity Two: Describing the Details  
Standards: CC.1.2.3. J/ CC.1.3.3. B/ CC.1.4.3. A, E/ EO3.D 2.1.1

## BECOMING VISUAL THINKERS AND ACTIVE VIEWERS

- Activity One: Creating a Prequel and Storyboard
- Activity Two: Creating a Sequel and Storyboard

Standards: CC.1.4.3. M, N, O, P/CC.1.5.3. A, D, E, G/ EO3.A-K 1.1.1, 1.1.3./ EO3.C 1.3.2, 1.3.3

## FILM JOURNAL EXERCISES

- Activity Three: Was the protagonist of *Rocks and Chocolate* wrong?
- Activity Four: Writing about blame

Standards: CC.1.3.3.A/ CC.1.4.3. A, B, W/ CC.1.5.3. A, D/ EO3.A-K 1.1.2/ EO3.C.1.3

## FILM UNIT FOUR

### VIEWING

#### WARM UP ACTIVITIES

- Activity One: Deep Listening  
Standards: CC.1.4.3. V, X
- Activity Two: Family Tree  
Standards: CC.1.4.3. V, W/CC.1.5.3. D
- Activity Three: Map and Research  
Standards: CC.1.4.3. V

#### VIEWING THE FILMS

- Describe *The Teacup* and the filmmaker, Matthew Pristave
- Review the different kinds of sound in films
- First viewing of *The Teacup* without sound
- Gather students' thoughts about the sound they imagined in the film
- Identify the main character and the obstacles that get in his way at the beginning, middle and end of the film
- Second viewing of *The Teacup*, this time with sound. Discuss how sound builds the story
- First viewing of *El Caminante* without sound
- Gather students' thoughts about the sounds they imagined in the film

- Identify the main character and the obstacles that get in his way at the beginning, middle and end of the film
- Get ready for second viewing, identifying all the sounds that move the story along in this film and create its evolving mood
- Second viewing of *El Caminante*, this time with sound. Gather students' reactions  
Standards: CC.1.3.3. B, C/ CC.1.5.3. A,C/ Eo3.A-K 1.1.1, 1.1.2, 1.1.3

## **CREATING**

### **BECOMING CREATORS AND ACTIVE LISTENERS**

- Activity One: Using Sound to Express Mood  
Standards: CC.1.5.3. B, D
- Activity Two: Building a Story and Creating a Place Using Sound  
Standards: CC.1.2.3. C/ CC.1.3.3. E/ CC.1.4.3. C, O/ CC.1.5.3. A/ Eo3.A-K 1.1.1/ Eo3.B-C 3.1.1/ Eo3.B-K 1.1.3/ Eo3.C. 1.3.2, 1.3.3
- Activity Three: Creating Storyboards with Sound Activity  
Standards: CC.1.2.3. C/ CC.1.3.3. C/CC1.4.3. P/ Eo3.B-K 1.1.3/ Eo3.C 1.3.3

### **FILM JOURNAL EXERCISES**

- Activity One: Celebrating a Cherished Object  
Standards: CC.1.4.3. V, W/CC.1.5.3. D
- Activity Two: Reflecting on Courage  
Standards: CC.1.4.3. M, N, O, P/ Eo3.C 1.3.2

## **SEE • HEAR • FEEL • FILM CORE STANDARDS/ASSESSMENT ANCHOR INDEX**

### **PA CORE STANDARDS**

#### **1.1. Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions (Grade 3)**

CC.1.1.3 E

Read with accuracy and fluency to support comprehension:

- Read on-level text with purpose and understanding
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

**1.2. Reading Informational Text: Students read, understand, and respond to informational text - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence (Grade 3)**

CC.1.2.3 B

Ask and answer questions about the text and make inferences from text; refer to text to support responses

CC.1.2.3 C

Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect

CC.1.2.3. G

Use information gained from text features to demonstrate understanding of a text

CC.1.2.3. I

Compare and contrast the most important points and key details presented in two texts on the same topic

CC.1.2.3. J

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships

**1.3. Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence (Grade 3)**

CC.1.3.3. A

Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text

CC.1.3.3. B

Ask and answer questions about the text and make inferences from text; refer to text to support responses

CC.1.3.3. C

Describe characters in a story and explain how their actions contribute to the sequence of events

CC.1.3.3. D

Explain the point of view of the author

CC.1.3.3. E

Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections

CC.1.3.3. I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools

**1.4. Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content (Grade 3)**

CC.1.4.3. A

Write informative/ explanatory texts to examine a topic and convey ideas and information clearly

CC.1.4.3. B

Identify and introduce the topic

CC.1.4.3. C

Develop the topic with facts, definitions, details, and illustrations, as appropriate

CC.1.4.3. D

Create an organizational structure that includes information grouped and connected logically with a concluding statement or section

CC.1.4.3. E

Choose words and phrases for effect

CC.1.4.3. M

Write narratives to develop real or imagined experiences or events

CC.1.4.3. N

Establish a situation and introduce a narrator and/or characters

CC.1.4.3. O

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations

CC.1.4.3. P

Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure

CC.1.4.3. R

Choose words and phrases for effect

CC.1.4.3. V

Conduct short research projects that build knowledge about a topic

CC.1.4.3. W

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

CC.1.4.3. X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences

**1.5. Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions (Grade 3)**

CC.1.5.3. A

Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly

CC.1.5.3. B

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally

CC.1.5.3. C

Ask and answer questions about information from a speaker, offering appropriate detail

CC.1.5.3. D

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate pacing, and clear pronunciation

CC.1.5.3. E

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate pacing, and clear pronunciation

CC.1.5.3. F

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details

CC.1.5.3. G

Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content



## **ENGLISH LANGUAGE ARTS ASSESSMENT ANCHORS**

### **E03.A-K 1.1 Key Ideas and Details: Demonstrate understanding of key ideas and details in literature**

E03.A-K 1.1.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

E03.A-K 1.1.2

Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text

E03.A-K 1.1.3

Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: "Story" means narration of events told through the text types of story, drama, or poem

### **E03.B-C 2.1 Craft and Structure: Demonstrate understanding of craft and structure in informational texts**

E03.B-C 2.1.1

Explain the point of view from which a text is written

### **E03.B-C 3.1 Integration of Knowledge and Ideas: Demonstrate understanding of connections within, between, and/or among informational texts**

E03.B-C 3.1.1

Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence)

### **E03.B-K 3.1 Key Ideas and Details: Demonstrate understanding of key ideas and details in informational texts**

E03.B-K 1.1.1

Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

E03.B-K 1.1.2

Determine the main idea of a text; recount the key details and explain how they support the main idea

E03.B-K 1.1.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in

technical procedures in a text, using language that pertains to time, sequence, and cause/effect

**E03.C 1.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons**

E03.C 1.1.1

Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose

**E03.C 1.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly**

E03.C 1.2.1

Introduce a topic for the intended audience, and group related information together to support the writer's purpose

E03.C 1.2.2

Develop the topic with facts, definitions, and/or details

**E03.C 1.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences**

E03.C 1.3.2

Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations

E03.C 1.3.3

Use temporal words and phrases to signal event order

E03.C 1.3.4

Provide a sense of closure

**E03.D 2.1 Knowledge of Language: Use knowledge of language and its conventions**

E03.D 2.1.1

Choose words and phrases for effect