



### ***Shorts: A New Point of View* | Education Screening | Grades 1-3**

Dear Educators,

We're grateful for your decision to bring your students to experience Milwaukee Film's Education Screening of *Shorts: A New Point of View*. It's with great anticipation that we welcome your group to the historic Oriental Theatre, presenting the unique opportunity for our youngest audiences to see movies on the big screen in such a fantastical and awe-inspiring space.

The Spring selection for 1st-3rd Graders features a captivating collection of short films from around the world, showcasing whimsical perspectives in both live-action and various animation styles. These films provide a diverse array of storytelling that entertains, educates, and inspires young minds. From magical animations to thought-provoking narratives, our selection aims to spark curiosity and broaden horizons, inviting children to explore the world in exciting new ways.

With an overarching theme of experiencing a fresh perspective and seeing the world around you in a new way, the selected shorts take viewers on imaginative journeys where everyday objects come to life, expressing their own voices, emotions, and perspectives. Through interactive lessons and activities, students are prompted to embrace a variety of viewpoints and immerse themselves in the imaginative realms depicted within the films. Additionally, a few of the shorts in our collection serve as inspiration for exploring cultural backgrounds and heritage through lenses like food or family heirlooms. Our hope is that these films hearten students to reflect on their own cultural identity while appreciating the diverse perspectives portrayed on screen.

We hope you enjoy the collection of short films and the activities we have carefully planned to ensure your students create meaningful lasting connections while having fun doing so.

Elisa Ribeiro  
Education Coordinator  
Milwaukee Film



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## Curriculum At-A-Glance

### **Before the Screening**

**Film Detectives at Work:** This activity prepares students for the Education Screening by introducing the theme and content of the short films beforehand. It helps students become familiar with the films, understand their common theme, and engage actively while watching by discussing predictions and concepts.

**ELA Wisconsin Standards:** RF.1.4, RF.2.4, RF.3.4, R.1.1, R.2.1, R.3.1, W1.3, W1.5, W2.3, W2.5, W3.3, W3.5, SL1.1-6, SL2.1-6, SL3.1-6

**An Introduction to ASL and "Charlie and the Hunt" Script:** Within this program, there's a short film spotlighting a deaf character. This introductory video serves to familiarize students with deafness and American Sign Language (ASL), offering essential background knowledge to enhance their comprehension of the short film. Additionally, educators have access to an ASL script to facilitate discussions with students as needed.

### **At the Screening**

**Scavenger Hunt:** This activity is an excellent way to keep students engaged and observant upon arriving at the Oriental Theatre.

**Wisconsin Model Academic Standards: Social Studies:** B.4.1, B.4.4, B.8.1, B.12.7

**Bingo:** During your initial visit to the Oriental Theatre, engage students in a game of BINGO by finding examples around the venue that match provided descriptions. After the screening, discuss the discoveries made by students along the way.

**ELA Wisconsin Standards:** SL.1.2, SL.2.2, SL.3.2, SL.1.3, SL.2.3, SL.3.3

### **After the Screening**

**The Reel Deal:** The Education Screening showcases short films under the theme "A New Point of View," each diverse in format, genre, and more. Students are prompted to reflect on their favorite



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films, those that raised questions, and the emotions they felt while watching. This activity encourages discussion and lets students share their reactions to each film.

**ELA Wisconsin Standards:** W.1.1, W.1.5, W.1.8, W.2.1, W.2.5, W.2.8, W.3.1, W.3.5, W.3.8, SL.1.1-6, SL.2.1-6, SL.3.1-6, SL.1.4, SL.2.4, SL.3.4, SL.1.5, SL.2.5, SL.3.5

**We're Gonna Scoot:** This review activity encourages students to recall and connect with the short films they've watched.

**ELA Wisconsin Standards:** W.1.1, W.2.1, W.3, W.1.8, W.2.8, W.3.8

**The Secret Life of Things:** Inspired by *Blueberry*, students will creatively personify inanimate objects, transcending conventional storytelling. This exercise prompts imaginative narratives where everyday objects express voices, emotions, and perspectives.

**ELA Wisconsin Standards:** R.1.6, R.2.6, R.3.6, R.1.7, R.2.7, R.3.7, W.1.1, W.2.1, W.3.1, W.1.2c, W.2.2c, W.3.2c, W.1.3, W.2.3, W.3.3, W.1.8, W.2.8, W.3.8, SL.1.4, SL.2.4, SL.3.4, SL.1.5, SL.2.5, SL.3.5, L.1.3, L.2.3, L.3.3

**Wisconsin Social & Emotional Learning Standards:** S-C.9.1-3, SC.13.1-3, SC.14.1-3, SC.18.1-3, SC.19.1-3

**Nom Nom Narratives: Food Creatures-** Students will craft a unique food "creature" inspired by *Cold Lunch* and their family's culinary customs. This creation will embody a beloved dish from their heritage, accompanied by a recipe and a brief narrative explaining its origins and importance.

**ELA Wisconsin Standards:** R.1.9, R.2.9, R.3.9, W.1.1, W.2.1, W.3.1, W.1.2c, W.2.2c, W.3.2c, W.1.3, W.2.3, W.3.3, W.1.4, W.2.4, W.3.4, W.1.7, W.2.7, W.3.7, W.1.8, W.2.8, W.3.8, SL.1.4, SL.2.4, SL.3.4, SL.1.5, SL.2.5, SL.3.5

**Wisconsin Social & Emotional Learning Standards:** S-C.9.1-3, SC.13.1-3, SC.14.1-3, SC.18.1-3, SC.19.1-3



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### **Pre-Screening Activity (Shorts: A New Point of View): Film Detectives at Work**

#### **Teacher Resources:**

- Activity Sheet: "Film Detectives at Work"
- [Projected Stills and Synopses for discussion](#)

**Teacher Note:** This activity is intended to be done prior to attending the Education Screening of *Shorts: A New Point of View*. This pre-screening activity introduces the theme and content of the short films to students. Engaging students in a discussion of the films before seeing the entire program allows students to gain familiarity with the films, understand the common theme that unites the films, learn about the concept of short films, view a variety of animation and live action formats, make predictions, and raise their engagement level as active thinkers while viewing the films.

#### **Directions:**

1. Lead a discussion to get your students ready to make the most of your experience with the Education Screening by actively thinking about storytelling on film, specifically using the short films you'll be seeing in *Shorts: A New Point of View*. Gather students together, and guide the discussion:

- Explain to your students that they will be attending a Milwaukee Film Education Screening! Activate background knowledge and connections regarding the festival, film festivals in general, seeing a movie in a theater vs. at home, or watching movies in general.
- Share that this is a unique opportunity to see films from all over the world that normally are not screened at big movie theaters. The program they will be seeing is a collection of short films from the United States and all over the world! They represent many different identities and life experiences. Some films may be in English and others may be in another language (subtitled). Allow students to share background knowledge.
- Discuss the program's theme, "A New Point of View." Ask students:
  - Can you describe what "point of view" means in a story or movie?
  - Can you think of a time when you saw something happen, but someone else saw it differently? How did you both have different points of view?



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- Why is it important to consider other people's points of view, even if we don't agree with them?
- How does understanding different points of view help us learn about the world around us?

2. Use the film stills and synopses that accompany them in this curriculum packet, to lead the next part of the activity:

- a. Share that students will be getting a sneak peek into the films they will see in their Education Screening.
- b. Show the film stills/descriptions to students, ensuring they each have visual access (project images via PDF file, utilize a document camera with a hard copy, make copies and pass out to students, etc.).
- c. Explain that students are going to be “film detectives” to try to make their best predictions of what each short film will be about.
- d. Together, go through each film, revealing the title of the film and the film stills attached on the next page, and allow students to make predictions. Tell students to look for clues in the image that would give them an idea as to what the film’s story might be. Feel free to also reveal some details of the plot (character names, setting, etc) that will help them get closer to the real description. They can jot down their predictions on the accompanying Activity Sheet.
- e. After discussing each film or all of the films, encourage students to share their predictions. These can be a turn-and-talk with partners or as a whole group. Once all have been discussed, project the linked “Stills and Synopses” page to reveal what the films will actually be about!
- f. Then revisit these predictions after the field trip for reflection, discussion, and insight!



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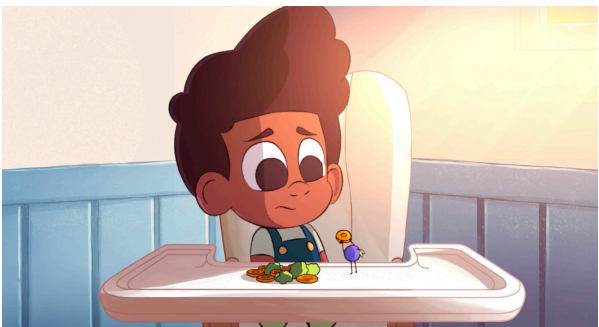


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FILM TITLE & PICTURE	YOUR PREDICTION
<b>BEANBOY</b> 	
<b>TOWN HALL SQUARE</b> 	
<b>BLUEBERRY</b> 	



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FILM TITLE & PICTURE	YOUR PREDICTION
<p><b>COLD LUNCH</b></p> 	
<p><b>AN ARAB FAMILY</b></p> 	
<p><b>THE GIRL WITH THE RED BERET</b></p> 	



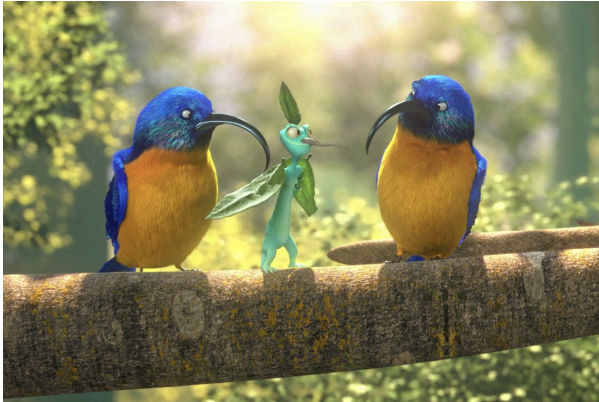

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FILM TITLE & PICTURE	YOUR PREDICTION
<p>THE SOCIAL CHAMELEON</p> 	
<p>THREE TREES</p> 	





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FILM TITLE & PICTURE	YOUR PREDICTION
<p>CHARLIE AND THE HUNT</p> 	
<p>A TINY VOYAGE</p> 	



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### **An Introduction to ASL and “Charlie and the Hunt” Script**

**Teacher Note:** Prep students before the screening by explaining the short film “Charlie and the Hunt” that features a character (Charlie’s Mom) that is deaf and uses American Sign Language (ASL) to communicate. Below you will find resources to help dive into the use of ASL and what it means to those that cannot communicate through audible speech. Then, because the film will feature subtitles that not all students will be able to keep up with, share with them either the summary of what will be said in the short film, or even read through all of the dialogue that they will see on screen.

#### **Teacher Resources:**

- Intro to ASL Video: [Kids Meet A Deaf Person | Kids Meet | HiHo Kids](#)
- Resources: Kiddle Dictionary [Sign Language Facts for Kids](#)
- Quick Activity: [Sign Language Alphabet](#) - have students practice finger spelling their names
- [Charlie and the Hunt Trailer](#) - show students what the film will look like

#### **Charlie and the Hunt - Summary of ASL Conversations**

##### *First Conversation - When Charlie Comes In From Outside:*

Charlie’s Mom stops her and tells her she knows better than to run inside the house, and that she smells from being outside. Charlie explains that she is a superhero and is saving the world. She asks her mother to play with her, but her mother explains that she’s busy looking for Granny Ruth’s bracelet. She asks Charlie if she took it, and Charlie says she hasn’t. Charlie’s mom explains how much the bracelet means to her and how sad she would be if it was lost. Charlie says that she’s always getting blamed for things getting lost, and her mom tells her she usually *is* the reason things get lost. Once Charlie leaves the room, she asks a plant if *it* has seen the bracelet, either.

##### *Final Conversation - After Charlie Returns from Her Adventure*

After not finding the bracelet on her treasure hunt, Charlie comes back in and asks her mom not to be mad, but that she did take Granny Ruth’s bracelet for a treasure hunt. She didn’t tell the truth at first because she was scared that Charlie’s mom would be mad at her, and she apologizes for making her cry. Charlie’s mom explains that it will be okay because she still has a connection to Granny Ruth because of Charlie. They have the same eyes, and Granny might have had the same superhero cape! Then Shirly the dog comes back in with the bracelet, and Charlie’s mom says no more tears and they should all go out to play.



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### **Charlie and the Hunt - ASL Captions Seen On-Screen**

*First Conversation - When Charlie Comes In From Outside:*

**Mom (looking through couch):** Eck. Hmmm. Ah! Gross!

**Mom:** Slow down! You know better than to run inside the house. Can't you see I'm trying to do something?

**Charlie:** *Sorry, mommy.*

**Mom:** Whew girl. You smell like outside.

**Charlie:** *I'm a superhero saving the world from evil creatures. I can give you powers with the wave of my hand. Wanna see? Wanna play with me?*

**Mom:** No... Maybe your dad will when he's home from work.

**Charlie:** *You never play with me anymore.*

**Mom:** Honey, have you seen my bracelet? You know, Granny Ruth's bracelet... the sparkly one that I love so much.

**Charlie:** *No.*

**Mom:** You are always taking my things!

**Charlie:** *I'm innocent this time, I didn't take it!*

**Mom:** I left it on my dresser. It's really important to me. I can't imagine it being gone. It's all I have left of her since she passed away.

**Charlie:** *You're always blaming me for things.*

**Mom:** You are usually to blame.

**Mom (talking to plant):** Okay, have you seen my bracelet?



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**Charlie and the Hunt - ASL Captions Seen On-Screen**

*Final Conversation - After Charlie Returns from Her Adventure*

**Charlie:** Mommy.

**Mom:** What's up baby?

**Charlie:** *You promise you won't be mad at me?*

**Mom:** I promise.

**Charlie:** *I took your bracelet.*

**Mom:** Why didn't you tell me? You can always tell mommy the truth.

**Charlie:** *I hid it for my treasure hunt. I was afraid you would be mad at me. I'm sorry I made you cry. I know that bracelet belonged to Granny and it's the only thing you have.*

**Mom:** No... You know, I was upset earlier. That's not true. I still have what is really important... You. You have eyes just like Granny's. And... your Granny might have had the same cape!

**Charlie:** Mommy. Shirley found the buried treasure!

**Mom:** You short-legged adventurer. I should have interrogated you first. All done, sweeties. No more tears! Let's go out and play!



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### **Scavenger Hunt**

#### **Teacher Resources:**

- [Linked Worksheet](#)

**Teachers Note:** This is a great activity to keep students busy and observing everything around them upon your arrival at the Oriental Theatre.

#### **The Oriental Theatre: A Historic Milwaukee Landmark**

The Oriental Theatre was built in 1927 on Milwaukee's East Side, and it is the only remaining movie palace in Milwaukee. The mood of the Oriental Theatre is created by its original East Indian décor, including murals, lions and packs of elephants, and even giant Buddhas in the main theater. Another original feature of the Oriental Theatre is the Wurlitzer Pipe Organ in the main theatre that sometimes rises from the orchestra pit and plays a tune to introduce the film!

Although there is a lot to see and take in when you first visit the Oriental Theatre, see if you can find these prominent features:

1. How many porcelain lions line the Grand Staircase?
2. Look up! How many chandeliers hang from the ceiling in the lobby? What colors are in the stained glass chandeliers?
3. Can you spot the 6 larger-than-life Buddhas around the Theatre? Where did you find them?
4. There are hundreds of elephants scattered around the Theatre. Can you find 5 elephants? Where are they?



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5. Compare and Contrast (back in the classroom): Describe the similarities and differences between the Oriental Theatre and newer movie theaters you have been to.

Oriental Theatre	Other Movie Theaters
1.	1.
2.	2.
3.	3.
4.	4.



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### **Bingo:**

#### **Teacher Resources:**

- [BINGO SHEET](#)

**Teachers Note:** When you first visit the Oriental Theatre, work with your students to play BINGO below, finding examples around the theater that fit the following descriptions. We welcome you to pause and discuss what the students find as you go. Example: "Find a movie poster that looks like an adventure. What do you see that tells you it's an adventure story?" or "A figure sacred to Buddhists, in the posture of teaching or meditating—The Buddha is a symbol in a religion where the Buddha represents the journey to enlightenment. Where do you see them? Why do you think they were placed here?" Have fun and good luck!



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# BINGO

Something you haven't seen in any other movie theatre before	Something popping	A movie poster that looks like something scary	At least two places in the theatre where you could buy a movie ticket	A plaster decoration that looks friendly
A projection	A whale made of squares	An animal not native in Wisconsin (Bonus: where is this animal found in the wild?)	A movie poster that looks like an adventure	Something you might see on the outside of a building, inside
A movie poster that looks dramatic	The name "Baumgartner."		Something with stained glass.	Something that looks ancient
Something modern	Something with a pattern taken from nature	6 Buddha statues, in the posture of teaching or meditating	5 elephants (there are hundreds in the theatre!)	Something larger than life
An image that looks like a long journey	An animal made of porcelain, in a color you wouldn't expect (count them!)	A movie poster that looks like something delightful	Something that helps keep a big room quiet	An object that looks bold



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### **The Reel Deal: My Favorite Short Film**

#### **Teacher Resources:**

- [Activity Sheet](#): “The Reel Deal: My Favorite Short Film” (An example writing/illustrating sheet is included—please adapt length to reflect your students’ needs.)
- [Stills of shorts for reference](#)

**Teacher Notes:** The short films shown at the Education Screenings were united by a theme of “A New Point of View”, but they were enormously diverse in many other ways, namely: format, genre, animation style, subject, storyline, length, and tone. We encourage students to think about each film and how they received it. Which films appealed to them? Which films left them with questions? What emotions did they experience watching each film? Students are likely to share their opinions about their “favorite” films, and this activity provides the opportunity to express their responses to a particular film. *Feel free to modify this activity to better suit your current teaching and learning environment.*

#### **Directions**

1. Gather as a whole group to discuss each film that was a part of the shorts screening. It may help to provide a visual (as provided in the Program Guide contained in this packet, for example) and/or write down the names of each film, so students can easily refer to particular films. Run a discussion as best fits the needs of your classroom. Here are some discussion ideas to get you started:

- Discuss personal reactions to each film (what they liked, didn’t like, comprehension)
- Discuss animation styles (CGI, hand-drawn, mixed media) and live-action
- Review each short film briefly, divide students into partners or small groups to discuss each film, practice listening and responding to each other
- Students ask questions or voice what they are still wondering about, have other students respond with their ideas and feedback
- Discuss by emotion: “Which films made you feel happy? Which made you feel sad? Were any surprising? Scary? Humorous?”



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2. Ask students to pick one film with which they connected. This may be their favorite film, one that appealed to them for any reason, or engaged them in an emotion or experience that was memorable.

3. Using the included activity sheet ([“The Reel Deal: My Favorite Short Film”](#)), ask students to identify that film and to write about why that film speaks to them. Why was it their favorite or why was it so memorable? Encourage students to support their opinion by writing about specific elements and aspects of the film, such as:

- Characters
- Setting
- Plot/Events
- Animation Style (CGI, hand-drawn, mixed media)
- Cinematography (art and technology of using movie cameras and lighting in film)
- Tone/Atmosphere/Ambience
- Music/Score
- Beginning/Ending

Students should write on topic, appropriate for grade level writing expectations. If needed, students may continue on an additional piece of paper and attach it to the activity sheet.

4. Have students complete an accompanying illustration for their writing to show a favorite scene, a character, or something else memorable to the student about that particular film.



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## THE REEL DEAL: MY FAVORITE SHORT FILM

### ILLUSTRATION

A large, empty rectangular box with a black border, intended for a student to draw an illustration related to their favorite short film.

### MY FAVORITE SHORT FILM'S TITLE:

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### **We're Gonna Scoot**

**Teacher Note:** This review activity focuses on engaging in recall and making connections to the short films watched, students not only reinforce their comprehension but also deepen their appreciation of the content. As they move around the classroom, there is a refreshing change of pace, invigorating their learning experience and promoting active engagement. *Feel free to modify this activity to better suit your current teaching and learning environment*

#### **Teacher Resources:**

- [Scoot 30 task cards](#)
- [Scoot answer sheet](#)

#### **Scoot Setup:**

Place a task card on each student desk in numerical order. Make it easy for students to move through the cards by arranging them neatly. Give each student a recording sheet and a pencil to carry with them.

**Scoot Directions:** Start by having each student complete the card on their desk. They will write their answer **in the blank** on their recording sheet that corresponds to the number on the task card. After about a minute (use a timer), the teacher says "Scoot" (or uses another signal) and the students quickly stand up, **leave the card at their desk**, take their recording sheet with them, and scoot over to the next seat with the next number and get started on the problem *right away*. Play continues until all cards have been completed or until time is up!



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## Scoot Task Cards

<b>1</b> <b>DRAW A PICTURE OF YOUR FAVORITE CHARACTER</b>	<b>2</b> <b>WHICH SHORT WAS YOUR FAVORITE?</b>	<b>3</b> <b>WHAT IS CHARLIE'S MOM MISSING IN CHARLIE AND THE HUNT?</b>
<b>4</b> <b>WHAT HAPPENS TO BEAN BOY IN THE END?</b>	<b>5</b> <b>MAKE A LIST OF ALL YOUR FAVORITE LUNCH FOODS</b>	<b>6</b> <b>WRITE ONE WORD THAT DESCRIBES HOW YOU FEEL ABOUT THE SHORT THE SOCIAL CHAMELEON</b>
<b>7</b> <b>IF YOU COULD MAKE YOUR OWN TINY FOOD FRIEND WHAT WOULD IT BE?</b>	<b>8</b> <b>DRAW A PICTURE OF A SPECIAL RECIPE YOUR FAMILY MAKES</b>	<b>9</b> <b>HOLD YOUR PENCIL WITH BOTH HANDS AND DRAW BEAN BOY</b>
<b>10</b> <b>IN WHAT WAYS ARE YOU DIFFERENT FROM YOUR FRIENDS?</b>	<b>11</b> <b>WHO IS IN YOUR FAMILY?</b>	<b>12</b> <b>WHAT WERE THE THREE DIFFERENT TREE'S NAMES?</b>
<b>13</b> <b>WHAT WAS THE NAME OF CHARLIE'S DOG?</b>	<b>14</b> <b>DESCRIBE A TIME WHEN YOU FELT SCARED OF BEING DIFFERENT</b>	<b>15</b> <b>WHAT IS A FOOD YOU THOUGHT YOU HATED BUT ACTUALLY LIKED WHEN YOU TRIED IT?</b>



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<p><b>16</b> WHAT IS YOUR SECRET SPECIAL SKILL?</p>	<p><b>17</b> WHAT IS A SHORT FILM?</p>	<p><b>18</b> WHAT DID THE TIGER BREAK IN TOWN HALL SQUARE?</p>
<p><b>19</b> WHAT DOES THE DAD DO IN "AN ARAB FAMILY" THAT UPSETS HIS SON?</p>	<p><b>20</b> WHY DOES TITI NOT LEAVE HIS CAGE?</p>	<p><b>21</b> DRAW A TREASURE MAP TO THE PLAYGROUND AT YOUR SCHOOL</p>
<p><b>22</b> HAVE YOU EVER HAD A HARD TIME FITTING IN? EXPLAIN.</p>	<p><b>23</b> WHAT SPECIAL SKILL DOES THE CHAMELEON HAVE?</p>	<p><b>24</b> IN "AN ARAB FAMILY," WHAT SPORT WAS THE BOY PLAYING?</p>
<p><b>25</b> WHO STOLE THE COIN PURSE IN THE GIRL WITH THE RED BERET?</p>	<p><b>26</b> HOW CAN YOU MAKE SURE EVERYONE FEELS LIKE THEY BELONG IN YOUR CLASS?</p>	<p><b>27</b> DRAW A PICTURE OF TITI</p>
<p><b>28</b> IF YOU COULD BE A CHARACTER IN ONE OF THE FILMS, WHO WOULD YOU BE AND WHY?</p>	<p><b>29</b> CAN YOU IMAGINE BEING FRIENDS WITH ONE OF THE CHARACTERS IN THE STORY? WHICH ONE WOULD YOU CHOOSE AND WHY?</p>	<p><b>30</b> WHICH FILM MADE YOU LAUGH THE MOST? WHY DO YOU THINK IT WAS FUNNY?</p>



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<div>31</div> <div>DID ANY OF THE FILMS HAVE A SURPRISE ENDING? HOW DID THAT MAKE YOU FEEL?</div>	<div>32</div> <div>DID YOU LEARN ANYTHING NEW FROM WATCHING THESE FILMS? WHAT WAS IT?</div>	<div>33</div>
<div>34</div>	<div>35</div>	<div>36</div>



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## Scoot Task Cards

1	2	3
4	5	6
7	8	9
10	11	12
13	14	15



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16	17	18
19	20	21
22	23	24
25	26	27
28	29	30



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31	32	33
34	35	36



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## **The Secret Life of Things**

### **Teacher Resources:**

- [Comic Strip Template](#)
- [Essay Template](#)
- [Diary Template 1](#)
- [Diary Template 2](#)
- [Photo Series Example & Template](#)

**Teacher Note:** *Feel free to modify this activity to better suit your current teaching and learning environment*

Inspired by the evocative narrative of the short *Blueberry*, students will embark on a creative journey delving into the realm of storytelling from a unique perspective: that of an inanimate object brought to life through personification. This literary exercise encourages students to transcend the boundaries of conventional storytelling and venture into the imaginative terrain where everyday objects possess voices, emotions, and perspectives.

### **Introduction:**

- Begin by asking students if they know what the word "personification" means. Write the word on the whiteboard or chart paper.
- Explain that personification is when we give human traits or characteristics to things that are not human, like objects, animals, or even the weather.
- Engage students by discussing examples of personification in familiar stories or nursery rhymes. For example, "The sun smiled down on the flowers" or "The wind whispered secrets through the trees."

### **Reading and Identifying Examples:**

- Read a selected picture book that contains examples of personification, such as [The Day the Crayons Quit](#) by Drew Daywalt. Video linked if the book is not easily accessible.



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- As you read, pause to identify instances of personification and discuss why the author might have chosen to use it.
- After reading, ask students to point out examples of personification they noticed in the story.

#### Brainstorming Session:

- Have a brainstorming session with the class, where students can shout out ideas for objects they would like to personify in their stories.
- Write down their ideas on the whiteboard or chart paper, creating a list of potential characters for their stories.
- Examples: pencil sharpener, cat, grilled cheese sandwich etc.

#### Story Planning:

- Provide each student with a blank sheet of paper and drawing materials.
- Instruct students to choose one of the objects from the brainstorming list and begin planning their story.
- Encourage students to think about the personality and characteristics they will give to their object character, as well as the setting and plot of their story.

#### Possible End Products:

- Comic Strip - [Template](#)
- Essay - [Essay Template](#)
- Diary - Ask students to decorate the front cover how they think the object would decorate it.
  - [Diary Template 1](#)
  - [Diary Template 2](#)
- Photo Series - [Photo Series Example & Template](#)

Remind students to include details about how their object character interacts with other characters or objects in the story, using personification to bring them to life.

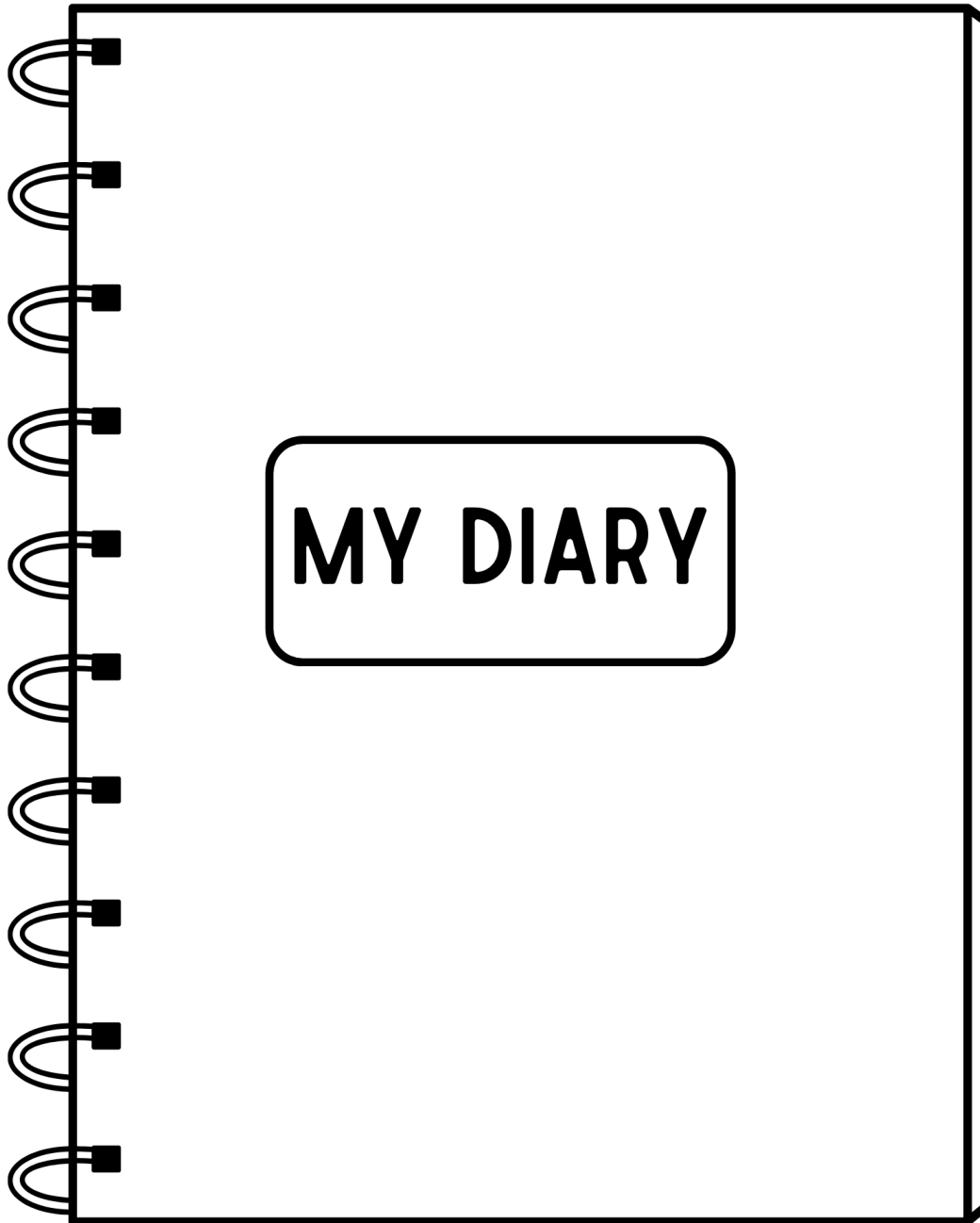
#### Sharing and Reflection:

- After students have finished crafting their stories, allow time for them to share their creations with the class.
- Encourage students to reflect on how personification helped them create interesting and engaging stories.
- Provide positive feedback and praise for their creativity and storytelling skills.



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A black and white illustration of a spiral-bound notebook. The notebook is open to a page that features a large, empty rectangular box at the top, intended for a drawing. Below this box, the text "Dear Diary..." is written in a bold, sans-serif font. Underneath the text are five horizontal lines for writing. The notebook's spiral binding is visible on the left side.

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## LUNA THE CAT ALMOST MISSES



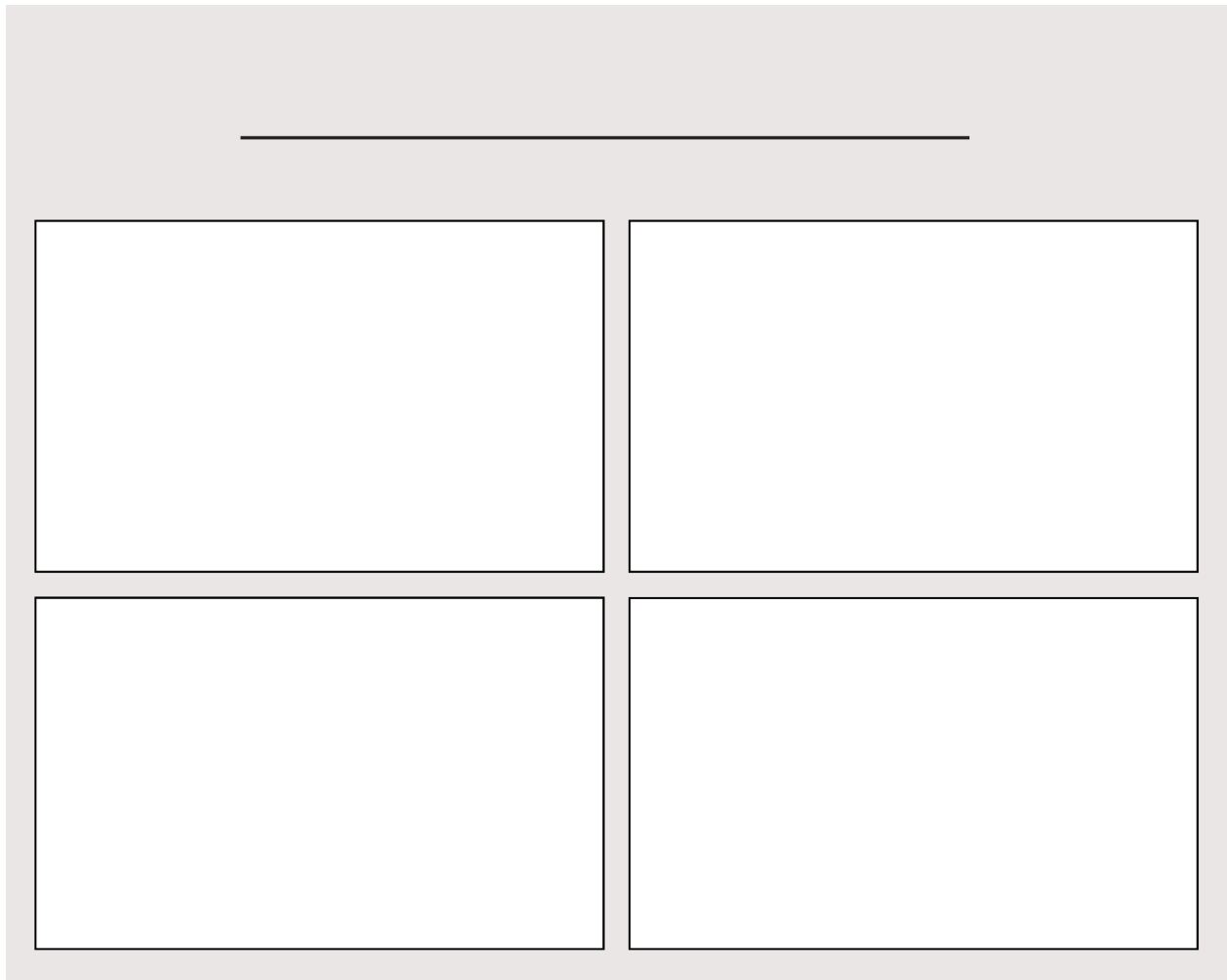
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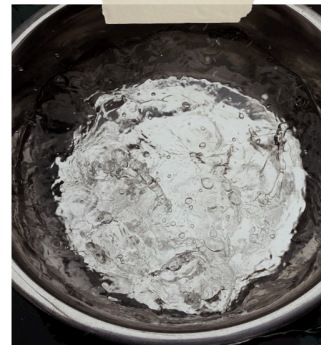
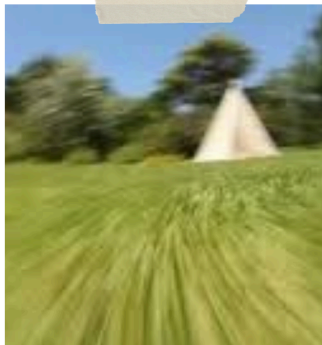
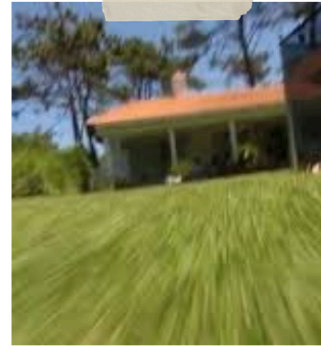
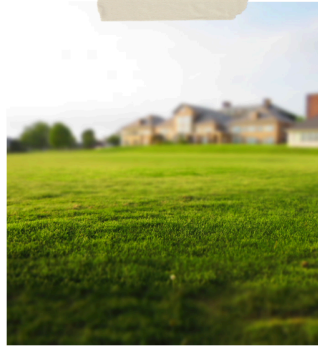
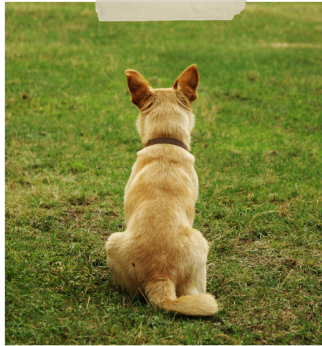

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## Example Photo Series



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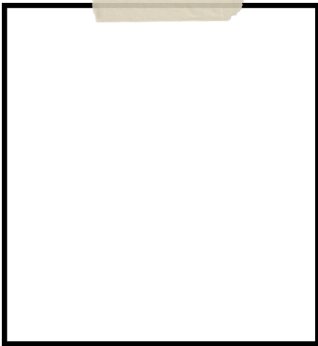
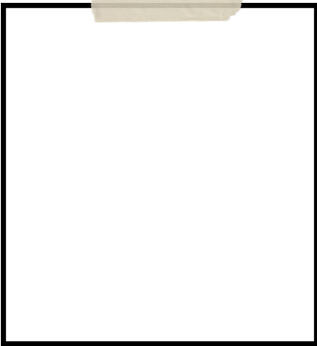
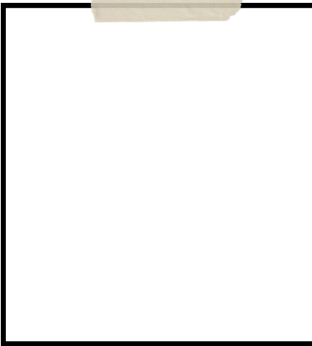



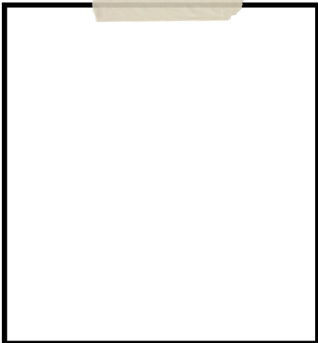
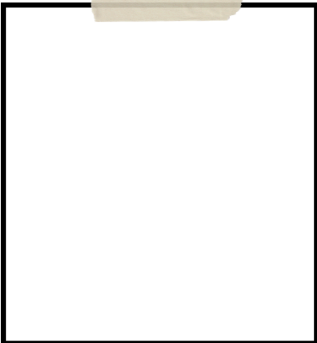
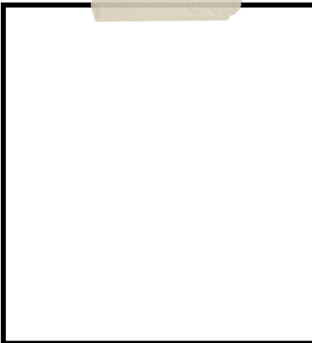
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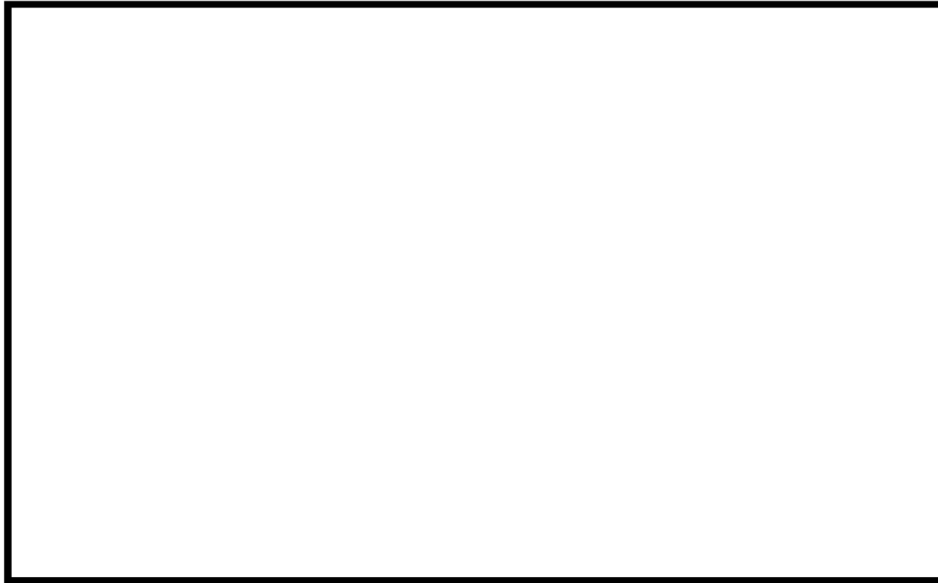


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## **Nom Nom Narratives: Food Creatures**

### **Teacher Resources:**

- Rewatch [Cold Lunch](#)
- [Homework worksheet](#)
- [Essay Template](#)
- [3rd Grade Essay Template](#)

### **Teacher Note:**

*Feel free to modify this activity to better suit your current teaching and learning environment*

Students will create their own unique food "creature" inspired by the short film *Cold Lunch* and their family's culinary traditions. These creatures will embody the essence of a cherished dish from their family's culinary traditions. Students will compose a recipe detailing the preparation of their dish and write a brief narrative recounting the origins and significance of this beloved family recipe.

### **Introduction:**

- Begin by introducing the concept of family culinary traditions. Discuss with students how food is often tied to memories, family gatherings, and cultural heritage.
- Rewatch the short film [Cold Lunch](#) together as a class. Encourage students to pay attention to how food plays a role in the story and how different characters interact with food.
- After watching the film, facilitate a brief discussion. Ask students questions such as:
  - How did the characters feel about the food in the film?
  - Did any specific foods remind them of their own family meals?
  - What do they think makes a meal special or memorable?

### **Family Homework & Brainstorming:**

#### **Homework:**

- Before sending the family homework home, take time to show students various recipe examples.
  - [Pancake Recipe for kids](#)
  - [Mac n Cheese Recipe](#)
  - [Tomato Butter Spaghetti Sauce](#)



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- Send students home with the family recipe worksheet: [Homework worksheet](#)
- Request parents' assistance in guiding students to select a family recipe and outline the steps to prepare it. Parents will also support students in sharing why this recipe holds significance for their family, including anecdotes, stories, and traditions associated with the dish.

#### Brainstorm:

- Ask students to think about their family recipe from the homework sheet.
- Have students brainstorm ideas for turning their favorite dish into a "food creature."
  - Encourage creativity and imagination.
- Examples if you want to share them with the class: [Example 1](#), [Example 2](#), [Example 3](#)
- Students can sketch their ideas, drawing inspiration from the appearance and ingredients of their chosen dish.

#### Crafting the Food Creatures:

**Teacher Note:** Creatures could be a 3D model, drawing, digital art, collage, papier-mâché, etc.

- Once students have finalized their ideas, allow them to create their food creatures using the art supplies provided.
- Encourage students to incorporate elements of their chosen dish into the appearance of their food creatures. For example, if their favorite dish is spaghetti, their food creature could have noodle-like appendages.
- Circulate around the classroom to provide guidance and support as needed.

#### Writing Activity:

- [Essay Template](#) , [3rd Grade Essay Template](#)
- After completing their food creatures, students will write a brief narrative about the origins and significance of their family recipe.
- Encourage students to reflect on why their chosen dish is important to their family and any special memories associated with it.
- Provide writing prompts or sentence starters to scaffold the writing process for younger students.

#### Sharing and Reflection:



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- Invite students to share their food creatures and narratives with the class.
- Encourage classmates to ask questions and provide positive feedback.
- Facilitate a brief reflection discussion, asking students to share what they enjoyed most about the activity and what they learned about their classmates' family traditions.



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## OUR FAMILY RECIPE

## Ingredients

[illegible]

## Directions

[illegible]

**Please share story/reason this recipe is important to your family.**

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