Fantastic Mr. Fox

Curriculum Package

Grades 1 - 6

A complete curriculum, assessment and evaluation package for educators in Ontario and Alberta.

Created by Lindsay Flute HBA, ED. and Bryan Goldmintz HBA, ED.

created exclusively for AlliedIM - @ 2009 all rights reserved The Director’s Cut
Dear Teachers,

Thank you for choosing the Director’s Cut, we are looking forward to working with you and your class!

The following curriculum package is based on one of Roald Dahl’s most classic stories, and the highly anticipated film from Wes Anderson, Fantastic Mr. Fox.

The curriculum package includes four lesson plans that will accommodate both primary and junior grade levels. Each lesson plan will provide you with an overview of the activity, step-by-step.

The following curriculum package will prepare you and your class for either the Claymation or More Than Words workshop. Each lesson will be accompanied with a list of the curriculum expectations that each lesson meets, which will be taken from both the Ontario and Alberta Curriculum for your convenience.

We have also provided directions on how to conduct the lesson, and have provided specific modifications so that you can meet various curriculum expectations for your grade level and for students with an IEP.
WHAT YOU NEED TO KNOW BEFORE WE ARRIVE:

MORE THAN WORDS: (GRADE 1-3)

Overview: In groups of 4-5, each group of students will collaboratively create an interactive story book based on Fantastic Mr. Fox. Throughout the 5 hour workshop, each group will learn how to take digital pictures from different angles, import pictures into the computer and edit them using various iMac software. Their final product will be composed of digital photographs, a soundtrack, recorded voices, sound and visual effects that will be compiled on a DVD that will be delivered to the school a few days after the day of the workshop.

Please make sure you visit www.thedirectorscut.ca and watch the 2 minute video on what to expect when we arrive.

IMPORTANT: IN ORDER TO MAKE THE WORKSHOP RUN AS SMOOTHLY AS POSSIBLE, THE STUDENTS SHOULD BE PUT INTO GROUPS OF 4-5 BEFORE WE ARRIVE. EACH GROUP SHOULD ALREADY HAVE A STORYBOARD AND STORY IDEA READY UPON OUR ARRIVAL.
In groups of 4-5, each group of students will collaboratively construct their own characters (using clay), and create their own background scene(s) for their animation film based on Fantastic Mr. Fox. When we arrive, the students will learn how to manipulate these prepared materials in order to animate and create their films using our stop motion and editing iMac technology.

IMPORTANT: IN ORDER TO MAKE THE WORKSHOP RUN AS SMOOTHLY AS POSSIBLE, THE STUDENTS SHOULD BE PUT INTO GROUPS OF 4-5 BEFORE WE ARRIVE. EACH GROUP SHOULD ALREADY HAVE A STORYBOARD AND STORY IDEA READY UPON OUR ARRIVAL, AS WELL AS THEIR BACKGROUNDS AND CLAY CHARACTERS COMPLETED.

*NOTE: CLAY WILL BE DELIVERED TO THE SCHOOL BEFORE THE WORKSHOP. CLAY CHARACTERS SHOULD BE NO MORE THAN 4 INCHES TALL, AND BACKGROUNDS SHOULD BE AT LEAST 11 X 15.

ONLINE IN 48 HOURS

48 hours after the in-class workshop is complete, your student`s work will be posted on our website www.thedirectorscut.ca/screeningroom under the title of their work. From our website, your students will be able to tag their work and upload it to various social networking websites, such as Facebook, YouTube and Twitter.

You can also access the Screening Room directly from our website.

www.thedirectorscut.ca/SCREENING-ROOM
Welcome to the Fantastic World of Mr. Fox

Lesson 1: Novel in an Hour

**Curriculum Expectations:** Grade 1-6 (Ontario and Alberta)

See pages (p.7-17) for a complete list of curriculum expectations that this lesson meets. (Organized by grade and subject)

**Lesson Modifications:**

Note: The “Novel in an Hour” Activity is appropriate for grades 1-6. Students from grade 4-6 will be able to read the chapters by themselves. If you teach grades 1-3 you may want to read the book aloud, and then summarize each chapter as a group.

See Primary instructions on page (6).

---

**Required Resources**

**Materials:**

- One copy of Roald Dahl’s novel *Fantastic Mr. Fox*
- 6 photocopies of each group’s assigned chapters (E.g. Chapter 1, 2, 3 should be photocopied for group 1, chapter 4,5,6 should be photocopied for group 2 and so on). (*Only for Junior grades)*
- Chapter summaries for primary grades (completed as a class after the read aloud)
- Chart paper
- Large blank paper, and markers, crayons or pencil crayons (For primary grades to draw a picture that summarizes each chapter)
- BLM

---

FANTASTIC MR FOX CURRICULUM PACKAGE ALL RIGHTS RESERVED © 2009 THE DIRECTOR’S CUT
Lesson Overview and Teaching Instructions

In this activity the entire class will work together to read and present Roald Dahl’s novel *Fantastic Mr. Fox* in just one hour. The students will work cooperatively in small groups to retell the story of *Fantastic Mr. Fox* by using drama or visual arts. This lesson encourages students to practice their listening and storytelling skills, while learning how to respect others while working in a group both collaboratively and creatively.

**Story Synopsis:**

Someone has been stealing from the three meanest farmers around, and they know the identity of the thief— it’s Fantastic Mr. Fox! Working alone they could never catch him; but now fat Boggis, squat Bunce and skinny Bean have joined forces, and they have Mr. Fox and his family surrounded. What they don’t know is that they’re not dealing with just any fox—Mr. Fox would rather die than surrender. Only the most fantastic plan can save him now. (Dahl, 2007)

**Step-by-step Instructions:**

**Junior: (Grade 4-6)**

1) Divide the 18 chapters of *Fantastic Mr. Fox* into 6 groups of 3. (E.g. Chapter 1, 2, 3 will be assigned to one group of students).

2) Divide the class into 6 groups.

3) Describe the structure and process of Novel in an Hour to the class:
   - That the novel has been divided into sections. Each group will be in charge of reading, summarizing and presenting their chapters to the rest of the class.
   - Each group will act out their chapters in sequence, so that the rest of the class can watch what happens before or after their own chapters.
   - Once all groups have presented their chapters, the whole story of *Fantastic Mr. Fox* will be known by all students in just one hour!

4) Hand out the photocopied chapters to the appropriate group.

5) Give the students an appropriate amount of time to read aloud each chapter in their groups, and summarize each chapter. (Use your discretion).
6) Once they have summarized each chapter, give them time to plan how they are going to act out, and present their chapters to the class.

7) When each group is done, start the presentations!

**Primary: (Grade 1-3)**

1) Show the book and discuss the title, author and the front cover. Invite the students to predict what they think the story is about and what they think will happen in the story.

2) Read aloud Roald Dahl`s novel *Fantastic Mr. Fox* to the students.

3) As a group, summarize what happens in each chapter and write the students responses on a piece of chart paper. (To make this less time consuming you may want to summarize the chapters in groups. (E.g. Ask the students what happened in chapter 1, 2, 3 then 4, 5, 6, then, 7, 8, 9, etc.) This will make it easier for the students to draw a visual summary of each of their chapter’s assigned chapter when they are divided into their groups).

4) Divide the students into 6 groups. Assign 3 chapters per group. (i.e. Group 1 will visually summary chapters 1, 2, 3, etc)

5) Hand out a large piece of blank paper, and art supplies to each group so they can draw their interpretation of their chapters.(Encourage them to draw a story map if they can)

6) Once all groups have completed their drawings, get them to present their chapters to the rest of the class.
Curriculum Expectations and Lesson Modification

Grade 1:

Language Arts:

Ontario

Oral Communication

• 1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea.

• 1.5 Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions.

Reading

• 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.

Writing

• 1.2 Generate ideas about a potential topic, using a variety of strategies and resources.

• 1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns.

Media Literacy

• 1.3 Express personal thoughts and feelings about some simple media works.

Alberta:

• 1.2 Identify the main idea or topic of simple narrative and expository texts

• 2.2 Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons

• Illustrate and enact stories, rhymes and songs
• Retell interesting or important aspects of oral, print and other media texts

**Visual Arts:**

**Ontario:**

**Overall Expectations**

• Produce two-and three dimensional works of art that communicate ideas for specific purposes.

• Describe how the ideas in a variety or art works relate to their own knowledge and experience.

**Specific Expectations:**

• Produce two- and three dimensional works of art (i.e. works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts and feelings.

• Identify, in a plan, the subject matter and the tools and materials they will use to produce an art work.

**Alberta:**

**Expression:**

PURPOSE 2: Students will illustrate or tell a story.

**Concepts**

• A narrative can be retold or interpreted visually.

• B. An original story can be created visually

**Drama:**

**Ontario:**

• Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama techniques.

**Alberta:**

*See Storytelling or Story Theatre expectations*
**Grade Two:**

**Language Arts:**

**Ontario:**

*Oral Communication*

- 1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details.

- 1.5 Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions, and support their inferences with evidence from the text.

*Reading*

- 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.

*Writing*

- 1.2 Generate ideas about a potential topic, using a variety of strategies and resources

- 1.5 Identify and order main ideas and supporting details, using graphic organizers and organizational patterns.

*Media Literacy*

- 1.3 Express personal thoughts and feelings about some simple media works and explain their responses.

**Alberta:**

*Respond to Texts*

- 2.2 engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts.
• Retell the events portrayed in oral, print and other media texts in sequence

**Visual Arts:**

**Ontario:**

**Overall Expectations**

• Produce two-and three dimensional works of art that communicate ideas for specific purposes.

• Describe how the ideas in a variety or art works relate to their own knowledge and experience and to other works they have studied.

**Specific Expectations:**

• Make artistic choices in their work, using at least two of the elements of design specified for this grade for a specific purpose.

• Produce two- and three dimensional works of art (i.e. works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts and feelings.

• Identify, in a plan, the subject matter and the tools and materials they will use to produce an art work.

**Alberta:**

Expression:

PURPOSE 2: Students will illustrate or tell a story.

**Concepts**

• A narrative can be retold or interpreted visually.

• B. An original story can be created visually

**Drama:**

**Ontario:**

• Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama techniques.

**Alberta:**

*See Storytelling or Story Theatre expectations*

FANTASTIC MR FOX CURRICULUM PACKAGE ALL RIGHTS RESERVED © 2009 THE DIRECTOR’S CUT
Grade Three:

Language Arts:

Ontario:

Oral Communication

• 1.4 Demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details.
• 1.5 Distinguish between stated and implied ideas in oral texts.

Reading

• 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.

Writing

• 1.2 Generate ideas about a potential topic, using a variety of strategies and resources.
• 1.5 Identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers.

Media Literacy

• 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.
• 1.3 Express personal thoughts and feelings about some simple media works and explain their responses.

Alberta:

• 2.2 Summarize the main idea of individual oral, print and other media texts

Visual Arts:

Ontario:

Overall Expectations
• Produce two-and three dimensional works of art that communicate ideas for specific purposes.

• Describe how the ideas in a variety or art works relate to their own knowledge and experience and to other works they have studied, and how the artists have used at least one of the elements of design.

Specific Expectations:
• Use art tools, materials, and techniques correctly to create different effects.

• Make artistic choices in their work, using at least two of the elements of design specified for this grade for a specific purpose.

• Produce two- and three dimensional works of art (i.e. works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings about specific topics or themes.

• Identify and explain the specific choices they made in planning, producing, and displaying their own art work.

Alberta:

Expression:

PURPOSE 2: Students will illustrate or tell a story.

Concepts

• A narrative can be retold or interpreted visually.
• B. An original story can be created visually.
• C. Material from any subject discipline can be illustrated visually.

Drama:

Ontario:

• Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama techniques.

Alberta:

*See Storytelling or Story Theatre expectations*
Grade 4:

Language Arts:

Ontario:

Oral Communication

• 1.4 Demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details.

• 1.5 Make inferences using stated and implied ideas in oral texts.

Reading

• 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

Writing

• 1.2 Generate ideas about a potential topic, using a variety of strategies and resources.

• 1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers.

Media Literacy

• 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.

• 1.3 Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.

Alberta:

• 2.2 explain how language and visuals work together to communicate meaning and enhance effect
• 2.3 identify various ways that information can be recorded and presented visually

**Visual Arts:**

**Ontario:**

**Overall Expectations**

• Produce two-and three dimensional works of art that communicate ideas for specific purposes.

**Specific Expectations:**

• Produce two- and three dimensional works of art (i.e. works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences.

**Alberta:**

**Expression:**

PURPOSE 2: Students will illustrate or tell a story.

Concepts

• A narrative can be retold or interpreted visually.
• B. An original story can be created visually.
• C. Material from any subject discipline can be illustrated visually.

**Drama:**

**Ontario:**

• Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama techniques.

**Alberta:**

*See Storytelling or Story Theatre expectations*
Ontario:

Oral Communication

• 1.4 Demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details.

• 1.5 Make inferences about oral texts using stated and implied ideas in the texts as evidence.

Reading

• 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

Writing

• 1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose.

• 1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies.

Media Literacy

• 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.

• 1.3 Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.

Alberta:

• 2.2 Write or represent the meaning of texts in different forms

• 2.4 use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts

Visual Arts:
**Ontario:**

Overall Expectations

- Produce two-and three dimensional works of art that communicate a range of ideas for specific purposes.

Specific Expectations:

- Produce two- and three dimensional works of art (i.e. works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences.

**Alberta:**

PURPOSE 2: Students will illustrate or tell a story.

Concepts

- A narrative can be retold or interpreted visually.
- B. An original story can be created visually.
- C. Material from any subject discipline can be illustrated visually.
- D. Slogans, causes and promotions can be told visually.

**Drama:**

**Ontario:**

- Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama techniques.

**Alberta:**

*See Storytelling or Story Theatre expectations*
Grade 6:
Language Arts:

Ontario:

Oral Communication
• 1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.
• 1.5 Interpret oral texts by using stated and implied ideas from the texts.

Reading
• 1.6 Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

Writing
• 1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose.
• 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraphed piece of writing, using a variety of strategies.

Media Literacy
• 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.

Alberta:
• 2.2 Write or represent the meaning of texts in different forms
• 2.4 use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts

Visual Arts:

Ontario:

Overall Expectations
• Produce two-and three dimensional works of art that communicate a range of ideas for specific purposes.

Specific Expectations:

• Produce two- and three dimensional works of art (i.e. works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences.

**Alberta:**

PURPOSE 2: Students will illustrate or tell a story.

Concepts
• A narrative can be retold or interpreted visually.
• B. An original story can be created visually.
• C. Material from any subject discipline can be illustrated visually.
• D. Slogans, causes and promotions can be told visually.

**Drama:**

**Ontario:**

• Interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama techniques.

**Alberta:**

*See Storytelling or Story Theatre expectations*

*All expectations have been taken from the Ontario and Alberta Provincial Curriculum Documents*
Lesson 2: You know, you really are...Fantastic!

Curriculum Expectations and Lesson Modification

**Curriculum Expectations:** Grade 1-6 (Ontario and Alberta)

See pages (22-28) for a complete list of curriculum expectations that this lesson meets. (Organized by grade and subject)

**Lesson Modifications:**

The vocabulary used in this lesson has been modified for both the primary and junior divisions. Each division has their own worksheet that is appropriate for their grade level. (See the BLM section of the curriculum package for the primary and junior BLM).

Required Resources

**Materials:**

- One copy of Roald Dahl’s novel *Fantastic Mr. Fox*
Overview:

Character education and development plays an important and integral role in our student’s education. This lesson will encourage students to recognize both positive and negative character attributes in the characters from both the book and the film *Fantastic Mr. Fox*. By being able to recognize which characters have positive attributes, and which ones have negative attributes, they will be able to recognize and discuss what makes a person have “good character”, and what makes a person have “bad character”.

Introduction: Character Descriptions

**Mr. Fox:** There is only one word to describe Mr.Fox, and that word is ‘FANTASTIC’. Though he writes for the local newspaper, he also has a secret hobby (stealing food from the three farmers that can only end in trouble for everyone. He may want to be fantastic everything, but he is going to need a little help from his friends and family if he wants to save the day.

**Mrs. Fox:** A fantastic wife, mother and painter, Mrs. Fox does her best to keep the family happy and together, but even she can’t totally tame Mr. Fox’s wild side.

**Ash:** A comic book fan with a unique view of the world, Ash wants to be an athlete like his father Mr. Fox was, unfortunately he has two left feet- but this problem is nothing that a great adventure can’t overcome.
Kris: Kris is Ash`s cousin who is staying with the Fox family. Kris is great at everything: diving, whackbat, martial arts, school and even catches the eye of female admirers. Ash`s jealousy of his cousin`s ability will test both of them to their limits.

Badger: A lawyer and advisor to Mr. Fox, Badger has a more practical view of the world, which Mr. Fox rarely listens to. He may be just a lawyer, but he has a few explosive skills that rise to the surface in a crisis.

Kylie: Easily distracted and with a fear of thunder Kylie is Mr. Fox`s loyal accomplice. He does what he is asked to the best of his ability- and even when he thinks it is wrong he supports Mr. Fox to the end.

Coach Skip: Fast talking and honest to the core, Coach skip tells it how it is and if you can keep up you might even figure out how to play Whackbat.

Boggis (farmer): Boggis is a chicken farmer and about the same size as a rhino. When he isn`t eating he is busy being a nasty and selfish old man.

Bunce (farmer): Bunce is a duck and goose farmer. He is small in stature, and what he loses in height he makes up for by being the rudest little man in the village.

Bean (farmer): Mr. Bean is a turkey and apple farmer. He is tall, skinny, violent, angry and drinks far to much from his cider cellar. Unfortunately there is no-one in the world he can`t stand more than Mr. Fox.

Rat: Rat is the protector and heavy drinker of Mr. Bean`s cider cellar, which he will defend no matter what it takes. Even though Rat work`s for Mr. Bean, the fact that he and Mr. Fox have history together makes them even greater enemies.

(Retrieved from www.fantasticmrfoxmovie.com)
**Character Traits:**

**Primary:**

List of positive character traits:

Polite, Helpful, Responsible, Honest, Nice, Caring, Strong, Hard Working, Brave, Happy, Loving.

List of negative character traits:

Rude, Harmful, Irresponsible, Dishonest, Mean, Weak, Lazy, Scared (Timid), Sad, Hateful.

**Junior:**

List of positive character traits:

Respectful, Co-operative, Responsible, Team Player, Honest, Kind, Caring, Empathetic, Honourable, Fair, Persistent, Courageous and Optimistic

List of negative character traits:

Disrespectful, Rebellious, Irresponsible, Unreliable, Dishonest, Cruel, Unfriendly, Hateful, Conceited, Dishonourable, Unfair, Lazy, and Pessimistic.

**Step-by-step Instructions:**
1) Watch the 20th Century Fox theatrical trailer of *Fantastic Mr. Fox* with your students (Available at [www.fantasticmrfoxmovie.com](http://www.fantasticmrfoxmovie.com) under ‘Video’)

*You may want to watch the other videos available as well so that the students get familiar with the personality of each character as much as possible*

2) Review the characters with the students from both the trailer, and the book. Ask the students what characters they know or remember from the book and the trailer. Do they know anything about these characters from reading the book or watching the trailer?

3) Hand out the Character profile sheet to each student (See BLM section)

4) Read, or have the students read out each character profile from the *Fantastic Mr. Fox*.

5) Explain the instructions on the worksheet (choose the appropriate handout depending on whether you teach primary or junior).

6) Hand out one worksheet for each student.

**Suggestion:** Discuss the character traits of Mr. Fox especially. Although the trailer and the book make him out to be ‘fantastic’, do the students really think Mr. Fox is fantastic, considering he steals from the farmers?
Curriculum Expectations and Lesson Modification

Grade 1:

Language Arts:

Ontario

Oral Communication

• 1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea.

• 1.5 Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions.

Reading

• 1.4 Demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea.

• 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.

• 1.8 Express personal thoughts and feelings about what has been read.

Writing

• 1.2 Generate ideas about a potential topic, using a variety of strategies and resources.

• 1.5 Identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns.

• 3.3 Confirm spelling and work meanings or word choice using one or two resources.
Media Literacy

• 1.2 Identify overt and implied messages initially with support and direction, in simple media texts.
• 1.3 Express personal thoughts and feelings about some simple media works.

Alberta:

• 1.2 Identify the main idea or topic of simple narrative and expository text
• 2.2 Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons
• 1.2 group ideas and information into categories determined by an adult
• 2.3 tell what characters do or what happens to them in a variety of oral, print and other media texts
• 4.1 identify and use an increasing number of words and phrases related to personal interests and topics of study
• 4.1 experiment with letters, sounds, words and word patterns to learn new words

Grade Two:

Language Arts:

Ontario:

Oral Communication

• 1.4 Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details.
• 1.5 Use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions, and support their inferences with evidence from the text.

Reading

• 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.
• 1.8 Express personal thoughts and feelings about what has been read.

Writing
• 1.2 Generate ideas about a potential topic, using a variety of strategies and resources
• 1.5 Identify and order main ideas and supporting details, using graphic organizers and organizational patterns.
• 3.3 Confirm spellings and word meanings or word choice using a few different types of resources.

Media Literacy
• 1.2 Identify overt and implied messages in simple media texts
• 1.3 Express personal thoughts and feelings about some simple media works and explain their responses.

Alberta:
Respond to Texts
• 1.2 record ideas and information in ways that make sense
• 2.2 engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts
• 2.2 express thoughts or feelings related to the events and characters in oral, print and other media texts
• 4.1 develop categories of words associated with experiences and topics of interest

Grade Three:

Language Arts:

Ontario:

Oral Communication
• 1.4 Demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details.

• 1.5 Distinguish between stated and implied ideas in oral texts.

Reading

• 1.4 Demonstrate understanding of a variety of texts by identifying important ideas and some supporting details.

• 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.

• 1.8 Express personal opinions about ideas presented in texts.

Writing

• 1.2 Generate ideas about a potential topic, using a variety of strategies and resources.

• 1.5 Identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers.

• 3.3 Confirm spelling and word meanings or word choice using several types of resources.

Media Literacy

• 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.

• 1.3 Express personal thoughts and feelings about some simple media works and explain their responses.

Alberta:

• 1.2 experiment with arranging and recording ideas and information in a variety of ways

• 2.2 make inferences about a character's actions or feelings
Grade 4:

Language Arts:

Ontario:

Oral Communication

• 1.4 Demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details.

• 1.5 Make inferences using stated and implied ideas in oral texts.

Reading

• 1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.

• 1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

• 1.8 Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.

Writing

• 1.2 Generate ideas about a potential topic, using a variety of strategies and resources.

• 1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers.

• 3.3 Confirm spelling and word meanings or word choice using different types of resources appropriate for the purpose.

Media Literacy

• 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.
• 1.3 Express opinions about ideas, issues, and/or experiences presented in media
texts, and give evidence from the texts to support their opinions.

**Alberta:**

• 2.3 describe and compare the main characteristics of a variety of oral, print and
other media texts

**Grade 5:**

**Language Arts:**

**Ontario:**

*Oral Communication*

• 1.4 Demonstrate an understanding of the information and ideas in oral texts by
summarizing important ideas and citing a variety of supporting details.

• 1.5 Make inferences about oral texts using stated and implied ideas in the texts
as evidence.

*Reading*

• 1.4 Demonstrate understanding of a variety of texts by summarizing important
ideas and citing supporting details.

• 1.6 Extend understanding of texts by connecting the ideas in them to their own
knowledge, experience, and insights, to other familiar texts, and to the world
around them.

• 1.8 Make judgements and draw conclusions about the ideas and information in
texts and cite stated or implied evidence from the text to support their views.

*Writing*

• 1.2 Generate ideas about a potential topic and identify those most appropriate for
the purpose.

• 1.5 Identify and order main ideas and supporting details and group them into
units that could be used to develop several linked paragraphs, using a variety of
strategies.
• 3.3 Confirm spelling and word meanings or word choice using a variety of resources appropriate for the purpose.

**Media Literacy**

• 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts.
• 1.3 Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.

**Alberta:**

• 2.2 describe characters’ qualities based on what they say and do and how they are described in oral, print and other media texts
• 4.1 extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus

**Grade 6:**

**Language Arts:**

**Ontario:**

**Oral Communication**

• 1.4 Demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways.
• 1.5 Interpret oral texts by using stated and implied ideas from the texts.

**Reading**

• 1.6 Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.
• 1.8 Make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views.

**Writing**

• 1.2 Generate ideas about a potential topic and identify those most appropriate for the purpose.
• 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraphed piece of writing, using a variety of strategies.

• 3.3 Confirm spelling and word meanings or word choice using a variety of resources appropriate for the purpose.

**Media Literacy**

• 1.2 Use overt and implied messages to draw inferences and make meaning in simple media texts

**Alberta:**

• 2.2 describe characters’ qualities based on what they say and do and how they are described in oral, print and other media texts

• 4.1 extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus

*All expectations have been taken from the Ontario and Alberta Provincial Curriculum Documents*
Lesson 3: From the Page to the Silverscreen

Curriculum Expectations and Lesson Modification

Curriculum Expectations: Grade 1-6 (Ontario and Alberta)

See pages (22-28) for a complete list of curriculum expectations that this lesson meets. (Organized by grade and subject)

Lesson Modifications:

This lesson is more geared at the junior divisions in terms of content regarding “film adaptation”, but can still be taught to the primary grades at your discretion. The primary grades do not have to focus on ‘film adaptation’ but can still complete the activity of sorting events and characters of Fantastic Mr. Fox by whether they appear in the film, the book or in both.
**Required Resources**

**Materials:**

- One copy of Roald Dahl`s novel *Fantastic Mr. Fox*
- 20th Century Fox Theatrical of *Fantastic Mr. Fox* (Can be accessed online at [http://www.fantasticmrfoxmovie.com](http://www.fantasticmrfoxmovie.com))
- Post-It notes
- Chart paper
- Each student will need a pen or paper
- BLM
Overview:

The following lesson will explore the topic of film adaptation, and why film director’s adapt books to make them more ‘film worthy’. As there are various possible answers to that question, it will be up to the students to discuss and determine why an event or character may be present in a book, but not in the film adaptation; or why an event or character is in the film, even though they were not they do not appear in the book.

In this lesson, students will be asked to recall events or characters that they remember from both the book and the theatrical trailer of, *Fantastic Mr. Fox*. They will have to categorize their recollection in order to determine if they remember it from the book, the trailer or both.

Step-by-step Instructions:

1) Before the lesson begins prepare a piece of chart paper, with the following headings:

<table>
<thead>
<tr>
<th>In the Book</th>
<th>In Both</th>
<th>In the Film</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) If needed, re-watch the 20th Century Fox theatrical trailer of *Fantastic Mr. Fox* with your students (Available at [www.fantasticmrfoxmovie.com](http://www.fantasticmrfoxmovie.com) under ‘Video’).

3) Ask your students

   * What they think a ‘Film Adaptation’ is? (Use words like adapt, adjustment, alteration, transform, ect to probe their responses).

   **Define ‘Film Adaptation’ as:** the transfer of a written work to a feature film.


   *Don’t give all these example away- just give a few and see if the students can come up with some on their own*
Why do they think film adaptations are created or made?

Some possible responses could be:

- Because the book was very popular, and there would be a lot of people who would go and see the movie.
- Because some people would rather go see a movie, than read a book.
- Because the story is loved or favoured by the director, and it was a dream of his/hers to turn it into a movie.

4) In order to exemplify to the students how film adaptations are similar, but yet different from the books they were derived from, get them to complete the following activity:

- Hand out a post-it note to each student
- Ask them to remember any detail, event, or character from the STORY Fantastic Mr. Fox (do not ask them to pick a detail from just the movie, or just the book, get them to focus on the story, whether it be from either the film or the book).
- Get them to write their response on their post-it note.
- Explain that each person will be able to share their response and place it in one of the categories on the chart paper.

5) After each student has presented their response and placed it under a category on the chart paper, discuss the results as a class:

Some questions you may want to ask are:

- Is the film similar to the book? If the film different from the book?
- Did the director (Wes Anderson) stay true to Roald Dahl`s novel Fantastic Mr. Fox?
- Did the director leave out any important information from the book, in the movie?
- Did the director add anything to the movie that wasn`t in the book?
- Why do you think the director added/removed some details, events or characters when making the movie?
- Do you think the director of Fantastic Mr. Fox should of changed Roald Dahl`s story? Do you think this is right?
Lesson 4: Storyboarding

Curriculum Expectations and Lesson Modification

Curriculum Expectations: Grade 1-6 (Ontario and Alberta)

See pages (35-36) for a complete list of curriculum expectations that this lesson meets. (Organized by grade and subject)
Materials:

• One copy of Roald Dahl’s novel Fantastic Mr. Fox
• 20th Century Fox Theatrical of Fantastic Mr. Fox (Can be accessed online at http://www.fantasticmrfoxmovie.com)

*The book and trailer can be used as a reference for students, if they need to use them for guidance when creating their own stories based on Fantastic Mr. Fox*

• Storyboarding worksheet (p.40)
Lesson Overview and Teaching Instructions

Overview:

Now that students are familiar with the story of *Fantastic Mr. Fox*, they are now ready to start planning their story adaptations for their claymation film or digital storybook.

This lesson will ask students to work in groups (4-5 students) to plan a story, that they will star in (based on *Fantastic Mr. Fox*) using the provided storyboarding tool. By completing this storyboard they will be prepared for when we come in to conduct the workshop you class is participating in.

Instructions:

1) First, photocopy the BLM storyboard for each group (x2 so there are 6 frames in total). The storyboards should be photocopied onto 11 x 17 paper for primary students.

2) Review story writing concepts such as, brainstorming, setting, character development, and plot in order to remind students what their story should incorporate.

Suggested Story Idea:

At the end of the book Mr. Fox and the rest of the animals have a feast of all the food they have stolen from the three farmers. They decide to stay underground where they can steal food under the farmer’s noses for the rest of their lives. Imagine that Mr. Boggis, Mr. Bunce and Mr. Bean find out what Mr. Fox and the rest of the animals are doing and how they will react. The farmers will want revenge on the trick that Mr. Fox has played on them. Create a sequel to the story of *Fantastic Mr. Fox*, and tell the story of the farmer’s revenge on Mr. Fox. Do the farmers outwit Mr. Fox, or does Mr. Fox yet again, outwit the farmers?
3) **Storyboarding:** Should be completed by all students, for both the Claymation and More than Words Workshop.

Hand out **two storyboards** to each group. When explaining the storyboard, encourage the students to draw simple pictures of the scenes they want to recreate (I.e. Stick figures). Each scene counts as 1 picture. Also, encourage the students to develop simple story lines. This will allow for greater creativity and imagination when using the digital camera.

![Storyboard Diagram](image)

4) **More Than Words (Primary):**

After the student have completed their storyboards, ask the students to brainstorm possible costumes or props that they could each bring in from home on the day of the workshop. (Not mandatory, but highly suggested).

**Claymation (Junior):**

After the students have completed their storyboards, ask the students to create their clay characters, and draw or create their backgrounds for their films.

**Reminder:** Clay character should be no more than 4 inches tall, and backgrounds should be at least 11 x 15.
Curriculum Expectations and Lesson Modification

**Grade 1:**

**Language Arts:**

**Ontario**

*Media Literacy*

- 3.1 Identify the topic, purpose, and audience for media texts they plan to create.
- 3.4 Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.

**Grade Two:**

**Language Arts:**

**Ontario:**

*Media Literacy*

- 3.1 Identify the topic, purpose, and audience for media texts they plan to create.
- 3.4 Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.
Grade Three:

Language Arts:

Ontario:

Media Literacy

• 3.1 Identify the topic, purpose, and audience for media texts they plan to create.

• 3.4 Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.

Grade 4:

Language Arts:

Ontario:

Media Literacy

• 3.1 Identify the topic, purpose, and audience for media texts they plan to create.

• 3.4 Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.
Grade 5:

Language Arts:

Ontario:

Media Literacy

• 3.1 Describe in detail the topic, purpose and audience for media texts they plan to create.
• 3.4 Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions and techniques.

Grade 6:

Language Arts:

Ontario:

Media Literacy

• 3.1 Describe in detail the topic, purpose and audience for media texts they plan to create.
• 3.4 Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions and techniques.

*All expectations have been taken from the Ontario and Alberta Provincial Curriculum Documents.*
Lesson 2: You Know You Really Are...Fantastic! Primary Worksheet

Instructions:
From the word bank below, choose the most appropriate personality traits that you think fit the personality of each character from the *Fantastic Mr. Fox*. Write each personality trait in the column below each character.

Lesson 2: You Know You Really Are...Fantastic! Junior Worksheet Instructions:
From the word bank below, choose the most appropriate personality traits that you think fit the personality of each character from the *Fantastic Mr. Fox*. Write each personality trait in the column below each character.
Lesson 4: Storyboarding

Group Members: __________________________

Movie title: ______________________________________

---

SCENE DESCRIPTION/ACTIONS

STICK FIGURE IMAGES

SOUNDTRACK/SOUND FX

---

FANTASTIC MR FOX CURRICULUM PACKAGE ALL RIGHTS RESERVED © 2009 THE DIRECTOR'S CUT
George CLOONEY  Meryl STREEP

DIG THE LIFE FANTASTIC

FANTASTIC MR. FOX

BASED ON THE BOOK BY THE AUTHOR OF "CHARLIE AND THE CHOCOLATE FACTORY"

COMING SOON
Lesson 2: You Know You Really Are...Fantastic!

**PRIMARY Worksheet Instructions:**

From the word bank below, choose the most appropriate personality traits that you think fit the personality of each character from the *Fantastic Mr. Fox*. Write each personality trait in the column below each character.

### Word Bank

- Polite
- Helpful
- Responsible
- Honest
- Nice
- Caring
- Strong
- Hard Working
- Brave
- Happy
- Loving
- Rude
- Harmful
- Irresponsible
- Dishonest
- Mean
- Weak
- Lazy
- Scared
- Sad
- Hateful

### Fantastic Mr. Fox Characters

<table>
<thead>
<tr>
<th>Mr. Fox</th>
<th>Mrs. Fox</th>
<th>Ash</th>
<th>Kris</th>
<th>Badger</th>
<th>Kylie</th>
<th>Coach Skip</th>
<th>Boggis</th>
<th>Bunce</th>
<th>Bean</th>
<th>Rat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2: You Know You Really Are...Fantastic!
Junior Worksheet Instructions:

From the word bank below, choose the most appropriate personality traits that you think fit the personality of each character from the *Fantastic Mr. Fox*. Write each personality trait in the column below each character.

**Word Bank**

Respectful, Co-operative, Responsible, Team Player, Honest, Kind, Caring, Empathetic, Honourable, Fair, Persistent, Courageous and Optimistic

Disrespectful, Rebellious, Irresponsible, Unreliable, Dishonest, Cruel, Unfriendly, Hateful, Conceited, Dishonourable, Unfair, Lazy, and Pessimistic.

<table>
<thead>
<tr>
<th>Fantastic Mr. Fox Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Fox</td>
</tr>
</tbody>
</table>

| | | | | | | | | | | |

| | | | | | | | | | | |

| | | | | | | | | | | |

| | | | | | | | | | | |

| | | | | | | | | | | |

| | | | | | | | | | | |

FANTASTIC MR FOX CURRICULUM PACKAGE ALL RIGHTS RESERVED © 2009 THE DIRECTOR’S CUT