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Activity Sheets

# WELCOME!

We are delighted to welcome you and your students to The Walt Disney Family Museum for your upcoming visit. Our mission at the museum is to celebrate the life, work, and legacy of Walt Disney, using Walt’s story to inspire others to discover their own resilience, creativity, and imagination.

This lesson prepares students for their visit to the museum by introducing important terms and concepts while reinforcing basic literary skills. The lesson is designed to meet the Common Core State Standards for English/Language Arts, specifically Language: Vocabulary Acquisition and Use (CCSS.ELA-Literacy.L.1.4, 1.5, 2.4, 2.5, 3.4).

Vocabulary instruction can be very individualized, and this lesson plan offers a range of activities for students at different reading levels. We encourage teachers to pick and choose the activities most appropriate for their students. The various tasks can be combined to take 30 to 50 minutes of class time or more.

## Advance Preparation

- This lesson is designed to introduce students to vocabulary terms they will hear during their visit to The Walt Disney Family Museum. A list of 20 vocabulary words is provided. The list is flexible: use it in its entirety or select only some of the words, tailoring it to your students’ needs.
- Review the suggested activities and determine which ones are most appropriate for your students. Prepare the appropriate hand-outs from the materials provided.

## Your visit to The Walt Disney Family Museum

Your class is going on a visit to The Walt Disney Family Museum in San Francisco. Walt Disney invented Mickey Mouse and Disneyland. He was very good at telling stories and making movies.

At the museum, you will see special things from Walt’s life called artifacts. Walt was very patriotic. He cared about his country. In World War I, he was too young to fight, but he still wanted to help. So he drove an ambulance. The museum has pictures from Walt’s life and even an old ambulance like the one he drove. Walt always loved movies. When he was young, he got his own movie camera and played around with “trick” photography. You can see these early films at the museum.

When Walt grew up, he started working first as an animator, a person who draws the pictures for animated cartoons and movies. Later, he was in charge of his own movie studio. The Studio team was good at thinking of new techniques for making animated cartoons and movies. They invented a special camera called a Multiplane. It made animated movies look more like real life. They tried to give animated characters personality. They wanted each character to be unique.

When you are at the museum, you will have your own movie-making experience. You will meet in the museum’s theater. There your class will make a movie with pixilation. Pixilation is a type of animation that uses live actors. You and your class will be the actors. You will also be the audience. You can watch your own movie!

## Pixilation Glossary

**actor:** a person who plays a part in a movie, TV show, or play

**ambulance:** a vehicle that helps move sick or injured people

**animation:** a film made from a series of drawings

**animator:** person who makes an animated cartoon

**artifact:** something important that is saved and protected, usually in a museum

**audience:** a group that listens or watches

**camera:** a tool that can take photographs or record a video

**character:** a person in a story, novel, movie, or play

**experience:** actually living through an event or activity

**Multiplane:** a special camera that makes animation look more realistic

**patriotism:** love of your country

**personality:** how a person feels, thinks, and acts; what makes you unique

**photography:** using a camera to take pictures

**pixilation:** a technique where live actors are used as a frame-by-frame subject in an animated film

**studio:** a place where movies are made or art is created

**technique:** a way to do something

**theater:** a room for showing movies

**unique:** being the only one of its kind

## Task Descriptions

### Task 01 / Vocabulary Introduction

Explain to students that they will be visiting The Walt Disney Family Museum. Describe the Pixilation School Experience and answer any questions.

Tell students that they will hear some new vocabulary words while they are visiting the museum, and today is their opportunity to get comfortable with those words.

Introduce the selected vocabulary words to your students in the same manner you would introduce normal school vocabulary. If you have students keep a vocabulary journal or post words on a word wall, incorporate the Pixilation vocabulary into your normal routine.

### Task 02 / Word Sort

*Note: This worksheet is designed to use all the words. Make adjustments to reflect the vocabulary words you are using with your students.*

Divide the class into groups and give students copies of the Word Sort handout (p. 6). Ask students to work together to sort the words into groups that make sense to them. Possible answers include:

- Grouping words by their first letter
- Grouping words by their part of speech (nouns, adjectives, etc.)
- Grouping words by use (words that are used primarily about animation vs. words frequently used in other contexts)

Give students time, and then have them share how they grouped the words as a class. This activity increases sight familiarity with these words and can also demonstrate comprehension of the definitions, depending on how students sort them.

### Task 03 / Word Grid

Before class, make enough copies of the Word Grid handout so that each student can complete one grid for each vocabulary word.

Distribute the handouts. Explain that this is a method that helps students to remember new words. Review the example, then give students time to fill out the word and definition. You may need to help them with the antonyms section or provide dictionaries. Finally, have students draw a picture to help them remember each word.

If this activity is successful, consider making a visual dictionary of the terms that includes pictures your students have drawn.

### Task 04 / Words in context

Provide students with copies of the reading, “Your Visit to The Walt Disney Family Museum.” Depending on student reading levels, you could:

- Read it aloud and ask students to follow along.
- Read it aloud and ask students to circle or highlight when they see one of the words from the list.
- Have students read it alone, in pairs, or in small groups.

Work with students to use context to predict the words’ meaning. Compare their predictions to a dictionary or the provided glossary.

### Task 05 / Dictionary Practice

Use these words to teach students how to look up words in a dictionary. Depending on students' comfort level with dictionaries, you could:

- Look up the words together as a class.
- Have students work in groups to look words up in a dictionary.
- Have students look up the words in a dictionary and then compare those definitions to the ones in the provided glossary, which can lead to a discussion about jargon and subject-specific context.

### Task 06 / Shades of Meaning Game

The Pixilation School Experience involves students following directions to do physical activities (walking, jumping, standing still). These physical activities are photographed and combined to create a type of animation. In this task, students practice following directions while also refining their understanding of verbs with different nuances of meaning (see CCSS.ELA-Literacy.L.1.5 and 2.5, specifically). It's a lot of fun, too!

Before beginning this activity, print and cut out the Shades of Meaning cards and place them in a bowl or basket.

Explain that there are many different words to describe common activities like walking, running, or jumping. Today students will learn some of those different words while also practicing how to follow directions.

Call on a student volunteer to come to the front of the room and draw a Shades of Meaning card from the bowl. Ask the student to read the word or read it for the student, if necessary. Each card also lists the common verb it is related to; for example, march is related to walk.

Ask students if they can explain how marching is different from walking. Based on student explanations, the student volunteer should demonstrate marching in the classroom. Thank the volunteer, have him or her sit down. Call on another volunteer to draw a card.

After three or four words have been introduced, announce “pop quiz!” Call out one of the actions students just learned, and have all the students do it. Repeat this process until all the actions have been reviewed. Then go back to looking at new cards.

### Task 07 / Preparing for the Museum Visit

Review any specific instructions you have for your students prior to their visit to The Walt Disney Family Museum.



## Word Sort

*Instructions: Group the words into categories that make sense to you.*

actor

pixilation

experience

Multiplane

animation

personality

patriotism

technique

animator

ambulance

unique

theater

camera

artifact

photography


studio

character

audience

## Word Grid

*Instructions: Complete each grid for one of the vocabulary words.  
An example is provided.*

WORD happy	DEFINITION feeling, showing, or expressing joy
ANTONYM sad	PICTURE 

WORD	DEFINITION
ANTONYM	PICTURE

WORD	DEFINITION
ANTONYM	PICTURE

WORD	DEFINITION
ANTONYM	PICTURE

WORD	DEFINITION
ANTONYM	PICTURE

## Shades of Meaning Cards



march

*word: walk*

pace

*word: walk*

stroll

*word: walk*

stomp

*word: walk*

trudge

*word: walk*

hobble

*word: walk*

limp

*word: walk*

prance

*word: walk*

strut

*word: walk*

swagger

*word: walk*

lurch

*word: walk*

shuffle

*word: walk*

stagger

*word: walk*

creep

*word: crawl*

slither

*word: crawl*

wriggle

*word: crawl*

crouch

*word: crawl*

squat

*word: crawl*

inch

*word: crawl*

sneak

*word: crawl*

tiptoe

*word: crawl*

dash

*word: run*

gallop

*word: run*

jog

*word: run*



float

*word: fly*

flap

*word: fly*

flutter

*word: fly*

rocket

*word: fly*

catapult

*word: jump*

bound

*word: jump*

hop

*word: jump*

leap

*word: jump*

spring

*word: jump*

vault

*word: jump*

bounce

*word: jump*

hurdle

*word: jump*

skip

*word: run*

race

*word: run*

pivot

*word: turn*

spin

*word: turn*

twirl

*word: turn*

twist

*word: turn*

whirl

*word: turn*

glide

*word: fly*

scamper

*word: run*

sprint

*word: run*

trot

*word: run*

canter

*word: run*

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Task Descriptions

# WELCOME!

Thank you for joining us on your field trip to The Walt Disney Family Museum. This lesson allows students to build on what they learned during their museum visit while developing their Speaking and Listening skills. The lesson is designed to meet the Common Core State Standards for English/Language Arts, specifically Speaking and Listening: Presentation of Knowledge and Ideas (CCSS.ELA-Literacy.SL.1.4, 2.4, 3.4).

The timing of this lesson is flexible, depending on teacher preference and the complexity of the assignment.

## Advance Preparation

Determine the scope and length of the assignment that best suits student needs. Develop a project handout, assignment sheet, rubric, or other materials in accordance with usual classroom procedures.

## Task Descriptions

### Task 01 / Museum Visit Recap

Review your museum visit with students to help them remember the important details they may wish to refer to during their oral report. Consider asking students to finish one of the following sentences:

- My favorite part of the museum trip was...
- One thing I learned at the museum was...
- One thing I enjoyed at the museum was...

Make a list of student answers on the board for students to refer back to as they prepare their oral reports.

### Task 02 / Museum Oral Report

Explain that students are going to give an oral report on their visit to The Walt Disney Family Museum.

Set appropriate guidelines for your students based on their grade level and familiarity with oral reports.

Students will need time to write the script of what they are going to say and to prepare any visual aids. For example, students could draw a picture of themselves visiting the museum, or they could create a collage or multimedia presentation about animation and Walt Disney, depending on their skill with technology.



### Task 03 / Sharing Student Work

When students have finished preparing their notes or scripts for their oral report, determine how you will have students share their reports with the class. Options include:

- Have each student give the report in front of the class.
- Have students give their reports to a small group of peers, with several groups operating simultaneously.
- Have students video record their presentations, either in class or at home.

Determine which approach is best suited for your class. However students share their work, take time to celebrate their creativity and the shared experience of visiting The Walt Disney Family Museum.