Animation
Discussion Guide
Grades 3-8

Before Reading: to activate schema, build background knowledge, and set a purpose.
• What do you think is easier to make - a live action movie or an animated movie? Why?
• Do you have any favorite animated movies? What do you like about them?
• What kinds of movies are better if they are made with animation?
• Frontload vocabulary

During Reading: to engage students, check for understanding, and make connections. Prompt students to provide support for their answers from the text.
• What is an animated movie? How is The Incredibles an example of an animated movie?
• How do frames turn into animated moving pictures?
• What skills do you think you need to have to be an animator?
• How has animation changed from early animation devices?
• How did Disney change animation?
• Why do you think most animated films in the US are now made with 3D animation instead of 2D?
• How would including virtual reality in animated films change the movie watching experience?
• What makes animated films special?

After Reading: to summarize, question, and reflect.
Try to make your own stop-motion animation using a stack of sticky notes. Pick a simple action (like someone riding a bike across the bottom of the sticky note). Try to draw one frame on each sticky note. Flip through the stack to see if your animation works!

Compare 2D and 3D animation. What kinds of stories would be better in 2D animation or 3D animation?

If your students enjoyed this book...
• Encourage them to continue to discuss it and refer to it in other lessons and conversations.
• Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.