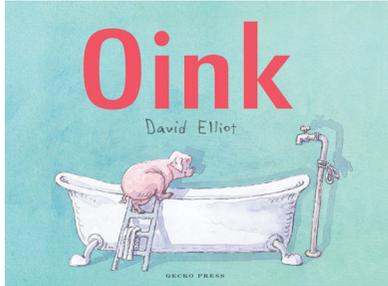


## Teaching Notes: *Oink* by David Elliot



### *Oink*

Author and Illustrator: David Elliot

Published: 2018

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#### **Curriculum Links**

##### **English**

###### **Purposes and audiences**

- Show some understanding of how texts are shaped for different purposes and audiences.

###### **Language features**

- Show some understanding of how language features are used for effect within and across texts.

##### **Visual Arts**

- Investigate visual ideas in response to a variety of motivations, observation, and imagination.
- Share the ideas, feelings, and stories communicated by their own and others' objects and images.

##### **Drama**

###### **Understanding drama in context**

- Identify and describe how drama serves a variety of purposes in their lives and in their communities.

###### **Developing practical knowledge**

- Explore and use elements of drama for different purposes.

###### **Developing ideas**

- Develop and sustain ideas in drama, based on personal experience and imagination.

###### **Communicating and interpreting**

- Share drama through informal presentation and respond to elements of drama in their own and others' work.

## Learning Intentions and Success Criteria

We are learning:

- To use expression, intonation, inflection and facial expression to convey meaning and feeling
- To explore messages and intentions of the author and illustrator
- To investigate ways that we could add to or enhance our understanding of the story

## We will know we have achieved this when we can:

- Use expression, intonation and facial expressions to retell the story *Oink*
- Use sound effects to enhance the story-telling
- Pose questions for the author/illustrator and the characters
- Share ideas about what the characters might be thinking and feeling and give reasons for this
- Create our own responses to the book through the mediums of music/artworks/technology/drama

## Resources:

- Copies of *Oink* for small groups of students or content projected on to a screen for the class
- Musical instruments
- Large sheet of paper and pens
- Water containers, straws or other items for making bubbles sounds

## Lesson Plan

#	Purpose	Learning Sequence & Activity
1	Tuning in	To set the scene, give a copy of <i>Oink</i> to small groups of students to read through together or show images of <i>Oink</i> on a large screen and have children discuss each page as you flick through.
	Understand how voice and body language can be used to enhance story-telling	<p>Whole class activity: go through each page, students share with each other what characters might be thinking and feeling.</p> <p>David Elliot talks about how the same words (or in <i>Oink</i>'s case, animal noises) can mean different things depending on how they are said.</p> <p>Discuss and clarify the meanings of the terms below in blue. List students' ideas on sheets of paper.</p> <p><b>Intonation:</b> patterns of rising and falling of pitch in sound. A rising intonation can signal a question. A falling intonation can signal a person has finished speaking.</p> <p><b>Inflection:</b> the rise and fall in pitch of the voice.</p> <p><b>Body language:</b> communication that uses gestures, posture and facial expression instead of or as well as words.</p> <p><b>Mood:</b> the emotional feeling of a play, scene or moment in the action.</p>

#	Purpose	Learning Sequence & Activity
		<p><b>ACTIVITY: BREAD AND BUTTER</b></p> <p>Using only the words ‘bread’ and ‘butter’, have the students work with a partner to convey that they are:</p> <ul style="list-style-type: none"> <li>• Asking a question</li> <li>• Confused</li> <li>• Answering a question</li> <li>• In a hurry</li> <li>• Happy</li> <li>• Angry</li> <li>• Surprised</li> <li>• Sad</li> <li>• Hurt</li> <li>• Emotional</li> </ul> <p>Ask some groups to model to the class and have students guess what feeling or mood is being portrayed. Give feedback (what went well) and feedforward (tips for enhancing their work) to those who present.</p> <p>Students discuss how these things enhance story-telling.</p> <p>Have them go through the book again and respond as each character, using body language, intonation and inflection to create the desired mood.</p>
	<p>Understand the roles of characters</p> 	<p>Students share what they know about these terms.</p> <p><b>Protagonist:</b> the first, the principal character; originally the only character who stood out from the chorus in ancient Greek drama.</p> <p><b>Antagonist:</b> the character who provides an obstacle or opposing force to the protagonist which the protagonist must work out.</p> <p>Who are the protagonist and antagonist characters in this story?  How do you know? What actions, images or words tell you this?  How old are the characters in this story? What makes you think that?  What theme song would each character have and why?</p>
2	<p>Use drama techniques to respond to the content of <i>Oink</i></p>	<p>Discuss and clarify what the term soundscape means.</p> <p><b>soundscape:</b> a sequence of sounds shaped to enhance action and mood in a drama.</p> <p>Groups works together to decide how to create the most effective sound effects to accompany the story.</p>

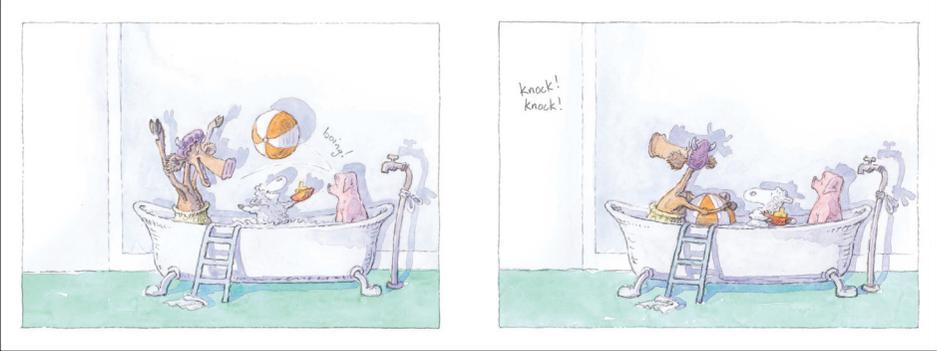
#	Purpose	Learning Sequence & Activity
		<p>Watch DIY Sound Effects  <a href="https://www.google.com/search?q=creating+sound+effects&amp;oq=creating+sound+&amp;aqs=chrome.1.69i57j0l5.7362j1j7&amp;sourceid=chrome&amp;ie=UTF-8#kpvalbx=1">https://www.google.com/search?q=creating+sound+effects&amp;oq=creating+sound+&amp;aqs=chrome.1.69i57j0l5.7362j1j7&amp;sourceid=chrome&amp;ie=UTF-8#kpvalbx=1</a></p> <p>Students could use musical instruments, classroom objects, their bodies, water, straw or any other object available to create the best sounds.</p> <ul style="list-style-type: none"> <li>• Splashing</li> <li>• Knocking</li> <li>• Slamming</li> <li>• Fart in bath</li> <li>• Any others?</li> </ul> <p>Create sound effects for each image.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div data-bbox="427 711 1364 1066" data-label="Image"> </div> <div data-bbox="1485 711 1955 1066" data-label="Image"> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div data-bbox="689 1145 1128 1477" data-label="Image"> </div> <div data-bbox="1189 1168 1612 1477" data-label="Image"> </div> </div>

#	Purpose	Learning Sequence & Activity
3	Use expression, intonation and facial expressions to retell the story <i>Oink</i>	<p>Form groups of 5 students and assign characters/roles:</p> <ul style="list-style-type: none"> <li>- Pig</li> <li>- Sheep</li> <li>- Cow</li> <li>- Donkey</li> <li>- A sound effects person</li> </ul> <p>Students work in groups to voice the characters and sound effects in the story with the use of appropriate expression, intonation and facial expressions to match what is happening in the story.</p> <p>Once groups have prepared, go through the book as a class, page by page, and have students do characters and sound effects simultaneously. This will be done as a chorus.</p> <p>Students then take turns presenting to the class. Other students provide feedback (what worked well) and feedforward (suggestions for improvements). If there are a lot of groups, have them present to each other—this will give the teacher a chance to go around and feed in too.</p> <p>Once everyone has presented, students work in their groups to adjust or modify their presentation.</p>
4	Share ideas about what the characters might be thinking and feeling and give reasons for this	<p><b>Speaking thoughts aloud:</b> The action freezes and a character speaks their thoughts aloud in order to add tension, provide information, or for some other purpose; these can also be called <b>spoken thoughts</b>.</p> <p>Ask the students to become the characters in the bath and freeze. Talk about the importance of focussing and staying in character. Have the sound effect person make the noise to show what is happening in the bath. As the teacher names a character in the story, students share their spoken thought to show what the character is thinking or feeling. The teacher could also move around the room and tap some characters individually. Students feedback about the spoken thoughts.</p> 

#	Purpose	Learning Sequence & Activity
5	Other drama techniques that could be used	<p><b>Hot seating:</b> a process convention in which class members question or interview someone who is in role (for example, as a character from a play, a person from history) to bring out additional information, ideas, and attitudes about the role. The class members may or may not be in role.</p> <p><b>Role on the wall:</b> a process convention in which an important role is represented in picture form “on the wall” (usually on a large sheet of paper) so that information can be collectively read or added to as a drama progresses.</p>

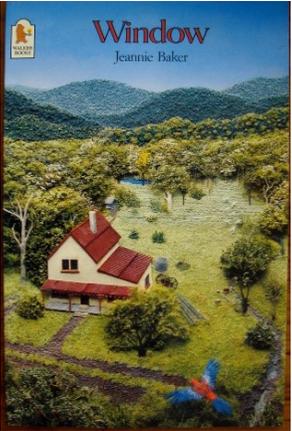
6	<b>Other Ideas</b>	
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**Artworks for the walls**  
 Choose a page from the book. Imagine you were asked to create a piece of artwork to go on the wall in this picture. What would you create and why? Would it be in the style of an artist and if so, why? What would you include in the image? What colours would you use?



**Design a bath**  
 Create a plan for a bath that would suit all the characters in the story. Share these and discuss the benefits and pitfalls of the designs.



#	Purpose	Learning Sequence & Activity
		<p><b><u>Create a radio show</u></b>  Present the story as a radio show by recording and playing it back or with the audience looking away while groups present.</p>
		<p><b><u>Live news item or Talk back interview</u></b>  Have a camera crew arrive at the scene to interview characters and assess the situation while they are all in the bath. Alternatively, create a live talk back studio and characters are interviewed together.</p>
		<p><b><u>Paper bag publishing</u></b>  Create a book review using a paper bag. Design a cover-image on the front. Place your review on the back. Create items to go in the bag that inform the reader about the book.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
		<p><b><u>Comparisons with other texts</u></b>  Look at the book <i>Window</i> by Jeannie Baker. Like <i>Oink</i>, this is also set in one constant frame. Are there any features or decisions made by the author that make these books similar in any way? What are the differences?</p> <p><i>Window</i> by Jeannie Baker  Published April 26, 1991, by Greenwillow Books  ISBN 0688089186 (ISBN13: 9780688089184)</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

#	Purpose	Learning Sequence & Activity
		<p><b>Shadows</b>            Look at the shadows created by the illustrator throughout the story. Talk about where you think the light is coming from to create these shadows. Use lights to recreate similar shadows. Work out how to lengthen and shorten the shadows.</p> 
		<p><b>Postcards</b>            Use the postcard template (attached) to write a postcard to the author or to one of the characters from the book. This could be to share opinions, ask questions or make suggestions. Postcard template and stamps below.</p>
<p>Please note definitions of art terms and drama ideas in blue and bold throughout the lesson plan have been sourced from <a href="http://artsonline.tki.org.nz/Teaching-and-Learning/Pedagogy/Drama/Glossary">http://artsonline.tki.org.nz/Teaching-and-Learning/Pedagogy/Drama/Glossary</a></p>		



POSTCARD TEMPLATE AND STAMP

