

Directed by Tsuneo Goda (Japan/ 5"/ 2005)

One sunny day, little Domo races cheerfully through the meadows. Suddenly, he stumbles upon a strange egg at the foot of a large tree. Had it fallen out of its nest? When Domo takes the egg home, his godfather, Usaji, disapproves of keeping it. But Domo's determination finally wins out and Usaji allows him to keep it.

Domo dreams of a little baby bird hatching and learning to fly – After all, isn't that what Domo saw on TV? Day after day, he keeps the egg warm. Finally, the day comes when the egg starts to crack. But when the cute baby emerges, it is a baby... lizard! Innocent Domo is overjoyed. He believes he can teach the lizard how to fly. Although the flying lesson doesn't go very well, Domo remains optimistic. "One day, you'll be able to fly." Domo and the baby lizard look happily into the sky.

Note to Group Leaders: This film has subtitles. The DVD includes an option to view the film with a recorded reading of the subtitles. Alternatively, an adult can be assigned to read the subtitles live during a screening. The reader should prepare by viewing the film in advance; use a microphone for larger groups.

**What's THAT Word?**  
**Look for it in the film:**  
lizard

## Questions for "FILM TALK!"

- WHO is in the film?
  - WHO ARE THE CHARACTERS in the film?
  - WHAT KIND OF film is this?
  - Is this film in the LIVE-ACTION STYLE, or Is it in the CARTOON/ ANIMATION style?
  - WHERE do the events of the film take place?
  - How would you describe the SETTING?
- WHEN do the events of the film take place — in the present time? in a past time?
- in a future time? in what seasons?
- WHAT HAPPENS in the film?  
Summarize/ shorten your ideas to explain:
    - WHAT HAPPENS in the beginning of the film?
    - WHAT HAPPENS in the middle of the film?
    - WHAT HAPPENS at the end of the film?
  - WHAT is the PROBLEM/ the CONFLICT in the film?
  - WHY do you think the filmmaker made this film?
    - What ideas was he trying to SHOW?
    - Do you think the filmmakers had a MESSAGE or LESSON or THEME?
  - HOW did the filmmaker show his ideas?
  - HOW did he use VISUAL PICTURES?
  - HOW did he use MUSIC to tell the story?

## ACTIVITY 1 *Film Review!*

The activity opens with the word, review, which means, "to look again." Ask children to think again about the film as they complete their film review. In the first part, children choose a number from 1 (the best) to 4 (the worst) to describe the way they think and feel about the key parts of the film. In looking back on the film for their review, children consider: Who is in the story, What happens in the story, When does the story take place, Where does the story take place, Why do they think the filmmaker made the film? By drawing a recalled image, children consider How the filmmaker used pictures to tell the story. Finally, children draw their own original response inspired by the film.

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## ACTIVITY 2 | Know Cartoon Animation

Use the film as a springboard for a discussion of the cartoon animation style. Use webs and timelines to help children categorize and classify their ideas. Younger children may draw their responses.

### Cartoon Animation

Cartoon I watched at different ages:

Age 6: \_\_\_\_\_

Age 5: \_\_\_\_\_

Age 4: Clifford the Dog

Age 3: Blues Clues

Age 2: Teletubbies

**VIDEO/DVD**  
SHREK  
LION KING  
LITTLE MERMAID

**HOW MADE?**  
COMPUTERIZED  
DRAWINGS  
OBJECTS

**TV CARTOONS**  
SPONGE BOB  
SIMPSONS  
FUTURAMA

## ACTIVITY 3 My Own Animated Film

Children can plan their own animated film. They can use the Activity Sheet to draw a picture from the beginning, the middle and the end of their film. Example:

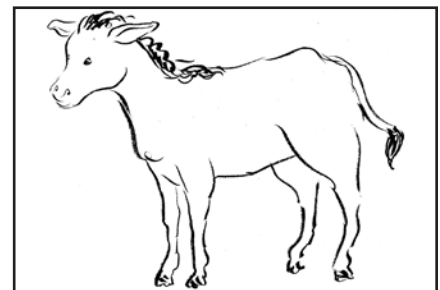
My Animated Film: *Party Piñata Comes to Life!*



One day, we had a party.



Maria hit the piñata.



It turned into a real donkey!

## FIND OUT MORE!

### Investigate with research

Birds, lizards and reptiles – especially how they hatch from eggs  
Japan – the country, the culture, the language

## RELATED VIDEOS

American Cultures for Children Video Series: individual titles include:

African American, Arab American, Central American, Chinese American, Irish American, Japanese American, Jewish American, Korean American, Mexican American, Native American, Puerto Rican, Vietnamese American, Grades K-4.

Your Name \_\_\_\_\_

**ACTIVITY 1** *Film Review! What do you think?*

*What's that Word? Review – a verb, an action word that means, "to look again"*

Choose a number from 1 (the best) to 4 (the worst) to describe the way you think and feel about these parts of the film:

- \_\_\_\_ A. THE CHARACTERS WHO WERE IN THE FILM.
- \_\_\_\_ B. WHAT HAPPENED IN THE FILM.
- \_\_\_\_ C. THE PROBLEM OR CONFLICT IN THE FILM.
- \_\_\_\_ D. HOW THE FILM MOVED FROM THE BEGINNING, TO THE MIDDLE, TO THE END.
- \_\_\_\_ E. WHERE AND WHEN THE FILM TOOK PLACE.

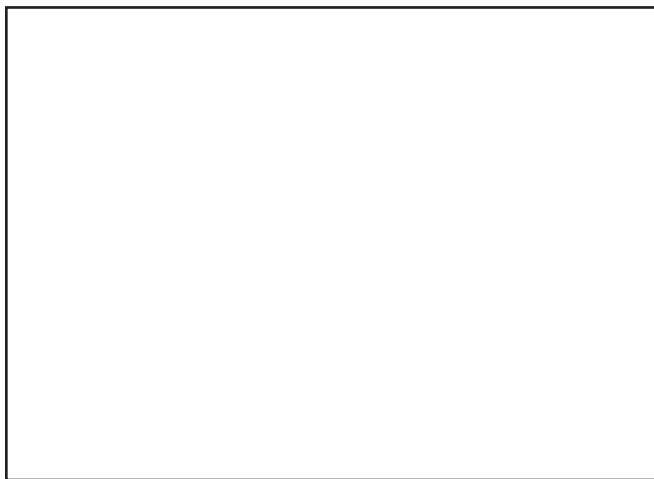
WHY DO YOU THINK THE FILMMAKER MADE THIS FILM?

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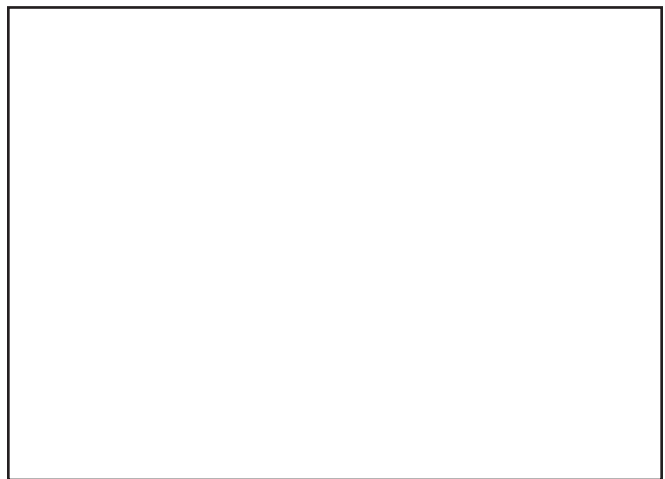
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**Draw a shot, a picture, you remember:**



**Draw your own film idea:**



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Your Name \_\_\_\_\_

**ACTIVITY 2** *What other cartoon animations do you know?*

*I Know Cartoon Animation*

*Cartoons you watched at different ages:*

Age 2: \_\_\_\_\_

Age 3: \_\_\_\_\_

Age 4: \_\_\_\_\_

Age 5: \_\_\_\_\_

Age 6: \_\_\_\_\_

Age 7: \_\_\_\_\_

<b>TV CARTOONS</b>

<b>DVD/VIDEO CARTOONS</b>

A cartoon I like now: \_\_\_\_\_

**ACTIVITY 3** *My Cartoon Animation*

Plan your own animated film. Draw a picture from the beginning, the middle, and the end of your film. Write words underneath to explain your ideas.

The Title of My Film is: \_\_\_\_\_

**Beginning:**

**Middle:**

**End:**




\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

**Dear Family Members,**

Today, your child attended the “Best of the Fest Film Festival”! While the films are great, you should know that the program was put together by experts in child development. We’re sending you a film description so you can talk about the film with your child. It is important to help children understand film and media. The most important person who will help them to understand the messages of media are parents and guardians. We’re including an activity sheet so you can continue film activities with your child. Adapt the activities for your child. All they need is a pencil and paper. *Enjoy!*

**ACTIVITY 1**

Ask your child to tell you about the film, *Domo-Kun and the Egg*

- What did they like best about the film?
- Why do they think the film was picked to be in the film festival?

**ACTIVITY 2**

Read the description of the story to your child. As you read, ask your child to explain how the different parts of the story looked in the film.

**DOMO-KUN AND THE EGG**

*Directed by Tsuneo Goda (Japan/ 5"/ 2005)*

One sunny day, little Domo races cheerfully through the meadows. Suddenly, he stumbles upon a strange egg at the foot of a large tree. Had it fallen out of its nest? When Domo takes the egg home, his godfather, Usaji, disapproves of keeping it. But Domo’s determination finally wins out and Usaji allows him to keep it.

Domo dreams of a little baby bird hatching and learning to fly – After all, isn’t that what Domo saw on TV? Day after day, he keeps the egg warm. Finally, the day comes when the egg starts to crack. But when the cute baby emerges, it is a baby... lizard! Innocent Domo is overjoyed. He believes he can teach the lizard how to fly. Although the flying lesson doesn’t go very well, Domo remains optimistic. “One day, you’ll be able to fly.” Domo and the baby lizard look happily into the sky.

**ACTIVITY 3**

After reading the film story description, be sure to ask your child the more important questions about the film—

- Why do they think it was made? and
- How do they think the filmmaker made it?

Here are some sample questions to ask:

- WHY do you think the filmmaker made this film?
- Do you think the filmmaker had a MESSAGE or LESSON or THEME?
- HOW did the filmmaker show his ideas?
- HOW did he use VISUAL PICTURES?
- HOW did he use SOUND to tell the story: music, sound effects, words?

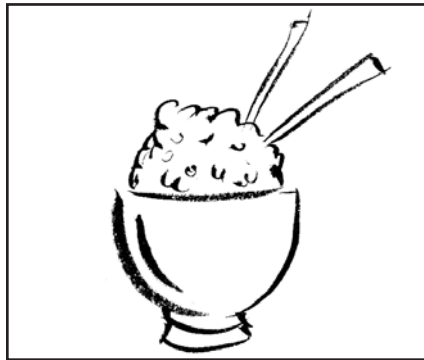
**ACTIVITY** *Heritage shown in film*

The film shows several aspects of Japanese culture. That makes sense – the filmmaker is Japanese!

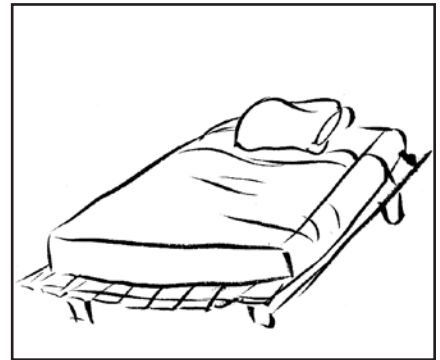
*Scenes of Japanese Culture shown in the film*



*Drinking tea*



*Eating rice*

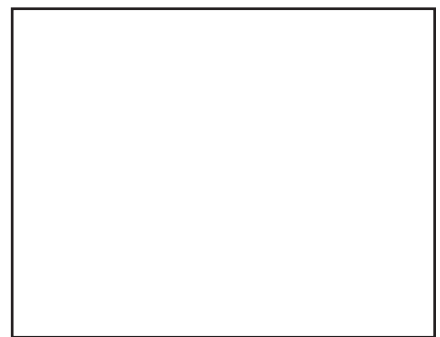
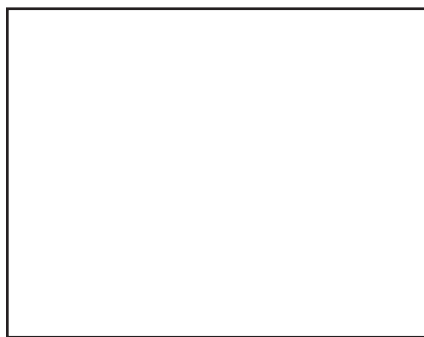
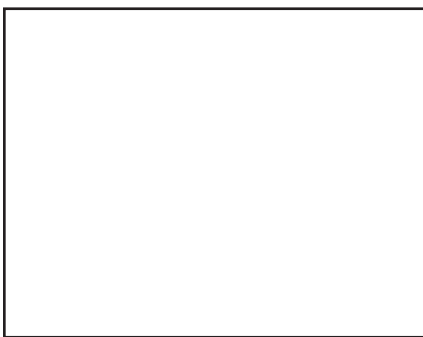


*Sleeping on a futon*

Speak with your child about their own heritage and culture – Does your family have a particular national, or language, or religious, or ethnic heritage? How do you celebrate special holidays? Do you eat any special foods? Are there any special objects or clothes that are part of your culture?

Ask your child to draw 3 “scenes” about their own heritage or culture. They can explain in words underneath.

*3 Scenes of My Own Heritage*



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