ArtsforLearning Online Curriculum

Unit 2 **Graphic Story Adventures**

Part 2 Exploring

Unit 2: Lesson 12

Create Graphic Story Sequels for My Father's Dragon

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Create Graphic Story Sequels For My Father's Dragon

LITERACY OBJECTIVE

By the end of this lesson students will be able to revise a story map based on feedback and communicate stories using graphic story elements.

LITERACY "I CAN" STATEMENTS

"I can revise my story map based on feedback. I can communicate my story using graphic story elements."

LESSON OVERVIEW

Steps	PACING: 1-2 HOURS
Step 1: Introduce Lesson 12 **Step 2:** Return A4L Student Notebooks & Groups Revise Sequel Story Maps	**10 Minutes**
Step 3: Prepare Students to Create Graphic Story Sequels & Introduce Graphic	

Step 4: Author's Choice - Sketch Ideas for Events, Point of View, and Panels **Step 5:** Author's Choice - Select and Place Panels, Sketch Inside, and Add Text **Step 6:** Review Graphic Story Panel Pages and Provide Feedback Using Graphic **Step 7:** Close Lesson 12	**60-90 Minutes**

STANDARDS ALIGNMENT

TARGETED CCSS

Writing & Language
W 3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W 4.9a: Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
W 5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W 5.9a: Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

L 3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L 3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L 4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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SECONDARY CCSS

Reading: Literature
RL 3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
RL 4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL 5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Writing & Language

W 3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose

W 3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

SL 3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL 3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL 3.1d: Explain their own ideas and understanding in light of the discussion.

SL 3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL 3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SL 4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 4.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL 4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL 4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL 5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL 5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

TEACHING RESOURCES

A4L STUDENT NOTEBOOKS

-Graphic Story Sequel Story Checklist
-Graphic Story Sequel Story Map

ASSESSMENT

-Graphic Story Sequel Story Map Rubric

-Graphic Story Sequel Rubric

ART MATERIALS

-Blank paper and pencils

LIFE & LEARNING SKILLS

Unit 1 includes the following Life & Learning Skills:
-Reflective thinking
-Creative problem-solving
-Critical and analytic thinking
-Collaboration Communication

☀ **DIFFERENTIATION OPTIONS**

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.

☀☀☀ Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.

☀️☀️   Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.

☀️   Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.

LM
▼   **LEVERAGING MOMENTS**

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with LM ▼. Smaller leveraging moments also occur throughout the lessons.

STEP 1: INTRODUCE LESSON 12

Process: Give an overview of the lesson objectives. Create graphic story sequels for *My Father's Dragon*.

☀️   **Differentiation Options: Creating Graphic Story Sequels**

☀️☀️☀️   **Whole Class:** Teacher leads the class through a brainstorm of one graphic story sequel. Select from the two options below:

Put students into groups of five or six. Each student creates 2-3 panels for one event in the story.
OR
Each student creates his or her own graphic story (up to 20 panels).

☀️☀️   **Groups:** Groups brainstorm their own graphic story sequel. Select from the two options below:

Each student creates 2-3 panels for one event in the story.
OR
Each student creates his or her own graphic story (up to 20 panels).

☀️   **Students work independently.** Each student brainstorms his or her own graphic story sequel and creates graphic story panels (up to 20 panels).

Suggested Dialogue

Introduction To Creating A Sequel Graphic Story

"Today we're going to use all our graphic story elements and drawing techniques and create graphic story sequels for *My Father's Dragon*."

"By the end of today's lesson, you will be able to say, 'I can revise my story map based on feedback. I can communicate my story using graphic story elements.'"

STEP 2: RETURN A4L STUDENT NOTEBOOKS & GROUPS REVISE SEQUEL STORY MAPS

Process: Hand back A4L Student Notebooks and Graphic Story Sequel Story Map Rubrics. Groups spend time reviewing the feedback using the rubric and make revisions. Circulate to conference with groups or individual students.

STEP 3: PREPARE STUDENTS TO CREATE GRAPHIC STORY SEQUELS & INTRODUCE GRAPHIC STORY SEQUEL RUBRICS

Process: Set students up for how they'll work while creating their graphic stories. Make a decision about how many events or panel pages each student will create. See menu below for **Creating Graphic Story Sequels**. Students keep their Graphic Story Sequel Story Maps open for reference (A4L Student Notebooks, page 33). Have blank paper and pencils ready for students. Students will not use markers until Lesson 13 when they are instructed on inking. Arrange a way for students to store their work. Have examples of graphic stories and comics available for students to reference.

Review the graphic story process with students. Tell students how many events, or panel pages, they are responsible for (based on Options for Creating Graphic Story Sequels). Hand out the Graphic Story Sequel Rubric, or your own version of this. Students will use this rubric as they make choices about panels, point of view, and text.

Encourage students to talk with their group about how to show what Elmer is like, how he tries to solve the problem, and which parts to show for each event.

Classroom Charts & Graphic Organizers: Graphic Story Process

1. Sketch
Sketch ideas for events the story. Sketch in pencil.

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2. Decide Point of View
Decide what point of view to show in your panels. What do you want your reader to see? Use zooming to help you choose bird's-eye view, landscape view, and close-up view to show these ideas.

3. Choose Panel
Select the size and shape of your panel based on what you want to tell in your story. After selecting the panel size, trace the panel in pencil.

4. Sketch inside the Panel
Sketch the event inside the panel using the drawing techniques of shape and value.

5. Add Text
Add text to your panel to communicate what is happening in the scene. Use voice bubbles, thought bubbles, embedded text, and narrative text.

6. Inking
Revise in pencil until satisfied with the above. Check in with the teacher before going over your sketch with a black marker. Use hatching and cross-hatching to show value.

STEP 4: AUTHOR'S CHOICE—SKETCH IDEAS FOR EVENTS, POINT OF VIEW, AND PANELS

Process: Students sketch ideas for their graphic story sequels. These sketches can include characters, different viewpoints, and the setting. Students exercise author's choices by deciding how to tell the sequel visually using the graphic elements.

After students individually sketch ideas, have them share with their groups to see different styles, points of view, and use of drawing techniques.

STEP 5: AUTHOR'S CHOICE—SELECT AND PLACE PANELS, SKETCH INSIDE, AND ADD TEXT

Process: Students solidify their choices, placing panels on the page for events, sketching their ideas inside the panels, and finishing by adding text types to tell the story. Students self-check their work using the Graphic Story Sequel Checklist on page 36 in their A4L Notebook.

Have students join their groups and share their event pages. Have them review their stories to make sure they are communicating their sequels effectively to the reader.

STEP 6: REVIEW GRAPHIC STORY PANEL PAGES AND PROVIDE FEEDBACK USING GRAPHIC STORY SEQUEL RUBRIC

Process: Gather students' graphic story panel pages. Use the Graphic Story Sequel Rubric to provide feedback on how students have used graphic story elements to communicate their stories to the reader.

STEP 7: CLOSE LESSON 12

Process: Close the lesson with a look forward describing the next lesson.

Suggested Dialogue

Looking Forward
"In our next lesson, you will publish your graphic story and get it ready to share with an audience."

Performing The Closing Ritual (Optional)
"To close our theater lessons, we'll appreciate our work and each other with a unified clap. On three we'll all clap once and say, 'Huh!' 1-2-3 (clap) Huh!"

CONGRATULATIONS ON COMPLETING LESSON 12! YOU ARE NOW READY TO MOVE ONTO LESSON 13 OF UNIT 2.

Is this Lesson Public or Members only?:
Members Only