



# ArtsforLearning Online Curriculum

Unit 2 **Graphic Story Adventures**

Part 3 Sharing

Unit 2: Lesson 15 **Perform & Inform**

## Unit 2: Lesson 15 Perform & Inform

### LITERACY OBJECTIVE

By the end of this lesson students will be able to state how understanding story elements supports the creation of a graphic story and how has sketching and creating panels for stories helped them develop this understanding.

### LITERACY "I CAN" STATEMENTS

"I can state how understanding story elements supports the creation of a graphic story and how has sketching and creating panels for stories helped me develop this understanding."

### LESSON OVERVIEW

Steps	Pacing: 1 Hour
<b>Step 1:</b> Introduce Lesson 15 <b>Step 2:</b> Perform & Inform for an Audience	<b>45 Minutes</b>
<b>Step 3:</b> Close Unit 2	<b>15 Minutes</b>

### STANDARDS ALIGNMENT

**TARGETED CCSS**

None for this Lesson.

## SECONDARY CCSS

### 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

## STUDENT MATERIALS

-Graphic Story Adventures (created by students)

## 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.



## LEVERAGING MOMENTS

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

# STEP 1: INTRODUCE Lesson 15

**Process:** Give an overview of the lesson objective. Share **Graphic Story Adventures** with an audience and reflect on learning.

# STEP 2: PERFORM & INFORM FOR AN AUDIENCE

**Process:** Read Graphic Story Adventures with an audience. Use one of the **Perform & Inform Audience** options in the menu below. After the whole class performs, engage the audience in a question and answer session. As they respond to audience questions, students should share what they've learned about visualizing while reading and telling stories in the graphic story format, as reflected in their final TRAIL Marker.

## STEP ALTERNATIVES: PERFORM & INFORM AUDIENCES

Students could perform for many types of audiences, such as the following:

- Another class (younger, buddy, grade level team)
- Whole school assembly
- Friends and family (day or night)
- Family Fun Art Night
- Expeditionary Night

# STEP 3: CLOSE UNIT 2

**Process:** Close Unit 2 with a final class discussion about the process. Sit in a circle to create a sense of community and to allow students to see each other as they reflect. First, each student reflects on his or her experience, and then opens the discussion to talk about the connections he or she has made among visualization, story elements, and graphic stories.

## REFLECTION PROCESS AND QUESTIONS

- Each student responds to the direction, "Share something you liked, learned, or something you are proud of from this experience." (Students can say "pass," but let them know you will come back to them.)
- Move on to the unit objectives and ask questions like, "How does understanding story elements support the creation of a graphic story?" and "How has sketching and creating panels for stories helped you with this understanding?"

-To close, do a final 1-2-3 (clap) Huh!

**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 UNIT 2! CLICK HERE TO RETURN TO THE UNIT 2 LANDING PAGE.**

Is this Lesson Public or Members only?:  
Members Only