



## ArtsforLearning Online Curriculum

Unit 2 **Graphic Story Adventures**

Part 1 Learning

Unit 2: Lesson 2

### Read Chapter 2, Practice Visualization & Sketch to Show Emotion

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#### LITERACY OBJECTIVE

By the end of this lesson students will be able to use visualization to understand the story and support their drawing choices with evidence in the text.

#### LITERACY "I CAN" STATEMENTS

"I can use visualization to help me understand the story and support my sketching choices with evidence from the text."

#### LESSON OVERVIEW

<b>Steps</b>	<b>Pacing: 60 Minutes</b>
<b>Step 1:</b> Introduce Lesson 2 <b>Step 2:</b> Read Chapter 2, Excerpt 1 and Revise Sketches of Wild Island	<b>30 Minutes</b>

<b>Step 3:</b> Read Chapter 2, Excerpts 2 & 3, Practice Visualization	
<b>Step 4:</b> Instruct on the Drawing Techniques of Line & Shape to Show Emotion <b>Step 5:</b> Use Text Clues & Drawing Techniques to Sketch the Dragon	<b>20 Minutes</b>
<b>Step 6:</b> Read Aloud to the End of Chapter 2 Visualize, and Make Predictions <b>Step 7:</b> Close Lesson 2	<b>5-10 Minutes</b>

## STANDARDS ALIGNMENT

### TARGETED CCSS

#### Reading: Literature

**RL 3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL 3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**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 4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RL 4.3:** 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).

**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 5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

### SECONDARY CCSS

#### Reading: Literature

**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).

#### 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 3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**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 4.3:** Identify the reasons and evidence a speaker provides to support particular points.

**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 5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**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

- Sketch Tangerina & Wild Island
- Using Lines & Shapes to Show Emotion
- Sketch the Dragon 1
- What's in Elmer's Knapsack? Making Predictions

### Texts

- My Father Runs Away, Chapter 2



### 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.

### ELL Support Comprehensible Input

Support ELL language development and comprehension by starting with a short vocabulary lesson using Vocabulary Snapshots to provide multi-sensory pre-learning for words that may be unfamiliar to culturally diverse students. Click for a sample lesson plan.

Vocabulary Snapshots are in the students' Unit Texts before each reading.

Recommended vocabulary to pre-teach with Vocabulary Snapshots for LESSON 2:

Muddy -- Crocodiles -- Moody  
Bruised -- Twist -- Stake  
Docks -- Knapsack -- Compass  
Jackknife -- Knots

Click for Vocabulary Snapshot activities for Lesson 2 using visual icons. Teachers should click here for resources.



### 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 2

**Process:** Give an overview of the lesson objectives. Read chapter 2 of *My Father's Dragon*, visualize the text, make predictions, and learn how to draw to show emotion.

## Suggested Dialogue

### Introduce Lesson 2

"Today we are going to read chapter 2 of *My Father's Dragon*, by Ruth Stiles Gannett, and practice visualizing. Then, we'll learn how to draw to show emotion."

"By the end of today's lesson, you will be able to say, 'I can use visualization to help me understand the story and support my sketching choices with evidence from the text'"

# STEP 2: READ CHAPTER 2, EXCERPT 1 & REVISE SKETCHES OF WILD ISLAND

**Process:** See the **Differentiation Options: Reading Chapters 1-4** in the menu below for options on how to scaffold students' reading. Read chapter 2, Excerpt 1 in Unit 2 Texts. Then, guide students to revise their sketches of Wild Island by going back to page 6 in their A4L Student Notebooks. Since they drew using pencil, students can erase to revise their sketch. Do the activity with students on the document camera, white board, or large Post-it™.

Timing for reading and drawing is 5-8 minutes.

### Connecting Literacy & Art

Sketching visualizations using drawing techniques makes the process of creating mental pictures active. It is a way for students and teachers to check how accurately mental pictures reflect the text.

### DRAWING DEFINITIONS

**Line**—The path of a point in motion, which includes a dot. Lines can be straight, curved, wavy, or jagged.

**Shape**—The border (or perimeter) of line that encloses a flat (2-dimensional) space. Line can enclose space to create a shape. Five main shapes include a circle, semi-circle, square, rectangle, and triangle. If these are joined they can create other shapes, such as symbols, and objects.

**Value**—How light or dark something is.

**Depth**—The third dimension. Show depth by adding value.

**Hatching**—Repeated strokes of an art tool producing clustered lines, usually parallel, that create values.

**Cross-hatching**—Similar lines passing over the hatched lines, following a different direction and usually resulting in darker values.



### Differentiation Options: Reading Chapters 1-4

**Chapter 1:** Read aloud to class to kick-off the unit & instruct on visualization.

**Chapters 2-4:** Guided reading with literacy and arts instruction

Select one of the options listed below or structure the reading in a way that appropriately meets students' needs and fosters engagement. Read More...



Read aloud. Read chapters aloud to the class as students follow along. Allow ELL to use native language and/or picture dictionaries as vocabulary and concept clarifiers.



Read in pairs. Students read each excerpt in pairs with class discussion following. Some students read in pairs while others read with support from the teacher.



Independent reading. Students read each excerpt independently with class discussion following.

## Suggested Dialogue

### Revise Sketches Of Wild Island

"Open your Unit 2 Texts to page 12 and open to page 6 in your A4L Student Notebooks. Let's begin by reading Excerpt 1." (Read aloud or have students read silently.)

"Let's stop here because we just received more information about Wild Island and need to revise our first visualizations. What do we know now that we didn't know before? What in the text made you say that? (Students respond.) Right! Now we know there is a river in the middle of the island, so let's revise our visualization by picturing an island with a river running from one end to the other."

"Make a mental picture of the crocodiles carrying passengers and mail across the river. Pair-share your visualization." (Students pair-share.)

"Let's share out." (2-3 students share.)

"Go to page 6 in your A4L Student Notebooks and look at the drawing you did in our last lesson of Tangerina and Wild Island. Let's use what we now know to revise our sketches of Wild Island. Since you drew with your pencil, you can erase part of Wild Island to add in the river. Go back to the story if you need to check on the details. Don't draw the animals in, just focus on revising your drawing of Wild Island. Add value by shading with your pencil. Do you think the river and the ocean have the same value or a different value? Let's share a few of our drawings." (If time permits, have 1-2 students share drawings on document camera.)

# STEP 3: READ CHAPTER 2, EXCERPTS 2 & 3 & PRACTICE VISUALIZING

**Process:** Read chapter 2, Excerpts 2 and 3, starting on page 12. Stop after each excerpt and prompt students to make mental pictures. Feel free to make notes in Unit 2 Texts for the stopping points below.

## Suggested Dialogue

### Practice Visualizing

"Let's continue reading chapter 2. We'll stop after each excerpt and talk about what we've read and the mental pictures we created."

(Read Excerpt 2.)

"Turn to a partner and talk together about what you just read." (Students pair-share.)

"Make a mental picture of the dragon falling out of the sky. Pair-share your visualization." (Students pair-share.) "What clues in the text that help you make a mental picture? Circle or underline the clues." (2–3 students respond.)

"Read Excerpt 3. Stop and visualize."

"We just got a lot more information about the dragon.

"Turn to a partner and pair-share your mental picture of the dragon using the description we just read." (Students pair-share.)

"What was different about your first mental picture of the dragon and the one you just made?" (2–3 students respond.)

"What is happening to the dragon? (Students respond.) Think about how he's feeling, how hard he works, and that he's tied up. He's pretty miserable, which means he's really unhappy and uncomfortable. What do you think his face looks like? Share your ideas with a partner" (Students pair-share.) "Let's share out." (2–3 students respond.)

"Next we're going to practice using our drawing techniques to show emotion so that we can sketch the dragon."

# STEP 4: INSTRUCT ON THE DRAWING TECHNIQUES OF LINE & SHAPE TO SHOW EMOTION

**Process:** Guide students to engage in an activity using lines and shapes to show emotion in their A4L Student Notebooks on page 7. The Using Lines & Shapes to Show Emotion activity has students practice drawing facial expressions. Do the activity with students on the document camera, whiteboard, or large Post-it™.

Timing for drawing emotions is 8-10 minutes.

### **TEACHING TIP: TEACHING DRAWING**

As students work, roam the room and:

- Look at drawings and make encouraging comments and reactions that are based on the criteria of “basic shapes” and “emotions.”
- Make the face that the student has sketched to validate their choices.
- Tell students the lines and shapes you see on the face; for example, “The lines and the half circle really show a scared face.

### **Suggested Dialogue**

#### **USE DRAWING TECHNIQUES TO SHOW EMOTION**

"We're going to learn how to use the drawing techniques of line and shape to show emotion. Turn to page 7 in your A4L Student Notebook."

"We see lines and basic shapes. Look at the first face. Do you see the thought bubble saying, 'I am sad?' Do we need those words to know that face is sad?" (Students respond.)

"Just by using a circle, a line, two dots, and a curved line, the artist has shown an emotion. Even if we cover up the word, we know it is a sad emotion. Look at the mad, happy, and scared examples. Can you see they are all basic shapes, too? What basic shapes do you see?" (Students respond.)

"On the bottom of the worksheet are some circles. Let's take a minute or two to sketch some emotions. What are some other emotions we could sketch? (Students respond and sketch.)

"Share your sketches with a partner." What shapes did you use to show your emotions? (Students

share.)

## STEP 5: USE TEXT CLUES & DRAWING TECHNIQUES TO SKETCH THE DRAGON

**Process:** Guide students to use their drawing techniques to show their visualizations of the dragon in their A4L Student Notebooks on page 8. Talk aloud while sketching with students on the document camera or white board.

Timing for sketching the dragon is 10 minutes.



### Differentiation Options: Sketching The Dragon



To provide students with the highest level of support sketching and using the drawing techniques, follow the think-aloud scaffolding in the Suggested Dialogue.



Give students the option of sketching independently or joining the teacher in the reading area for more support.



Students sketch independently. Select this option if students have are confident in their ability to sketch the dragon applying what they have learned about line, shape, value, and depth, and in using clues from the text.

## Suggested Dialogue

### Introduce Sketching Exercise

Now we know a lot more about how graphic artists use shapes and value to show the images they see in their imaginations. We also know they use lines, shapes, and value to show emotions, or how a character feels. We will need all these things to draw the dragon.

Turn to page 8 in your A4L Student Notebooks. I'll guide you through using line, shape, value, and depth to sketch the dragon. Sketch along with me.

### Guide Students To Sketch The Dragon

"Let's go back to the text. The author says, 'The dragon is about the size of a black bear.'"

"How many of you have ever seen a black bear?" (Students respond.) "While we are thinking about it, how many have seen a dragon?" (Students respond.) "The bear is something many of you have seen,

either at the zoo or on TV, because it exists in the real world. Dragons, on the other hand, only exist in stories or our imagination. But I bet you have seen pictures of dragons! We are going to use what we know and what we imagine to help tell our story about the dragon."

"Knowing the dragon is the size of a black bear helps, but how can we show how big this is in a sketch? What if we draw a tree? Everyone knows a tree is big and by drawing the dragon next to it, we all can see the dragon is not as big as tree, but bigger than a cat or dog. Sketch a tree." (Students sketch.)

"Let's begin our sketch of the dragon. Once we are happy with our drawing, we can go over the lines to make them darker and add value. What shape should we use for the dragon's body?" (Students respond. An oval is a good shape for a dragon.) "Sketch your shape for the dragon's body." (Students sketch.) "How about some curvy lines for wings? Should they look like bat wings or butterfly wings? Sketch the wings." (Students sketch.) "How about its arms and legs? Should it have toenails?" (Students respond.)

"We know it has a long tail, so I'll draw a long line, with another long line and make them come to a point. Let's add some stripes. Sketch the tail." (Students sketch.) "We can use a smaller oval for the dragon's head. Sketch its head." (Students sketch.) "Before we sketch its face, how is the dragon feeling?" (Students respond.) "We know it feels 'miserable,' which means he is very sad. How can we show sad with his mouth?" (Students sketch.) "Let's sketch the rope. Where is the rope tied?" (Students sketch.)

Now that we have the tree, the dragon, and the rope sketched in, let's go over them with darker lines. (Students sketch.)

### **Guide Students To Add Value To The Sketch**

"Remember our values chart. We have to make some decisions because we know the dragon has lots of colors, but we are only using pencils. What did the text say about the colors in the tail?"

(Students respond.) "How can we show yellow and blue stripes if we can only make dark and light shades? Let's make the yellow stripes light, like a #3 value, and the blue much darker, maybe a #8 from our values chart. Go ahead and add value to show the stripes." (Students add value.)

"Is there anything else we need to add to our sketch?" (Students respond.) "What about the horn? The text says that the horn and eyes are red. What value should we make them?" (Students respond and add value.) "I don't have a gold pencil for the wings, but since gold is yellow, let's make them a little darker than the wings. Maybe we can draw some wavy lines around the wings, to make it look like they are glowing and shiny. Go ahead and add value to the wings." (Students add value.)

"Now we have a beautiful but sad dragon. Let's read on to find out if things get better for him."

## **STEP 6: READ CHAPTER 2, EXCERPT 4, VISUALIZE AND MAKE PREDICTIONS**

**Process:** Read chapter 2, Excerpt 4, page 14. Prompt students to circle the items that Elmer brings in his knapsack. Clarify vocabulary as needed. Have students visualize Elmer hiding in the ship. After reading the chapter, ask students to predict how Elmer will use the strange items in his knapsack. If desired, direct students to page 9 in their A4L Notebook to record their predictions.

### Suggested Dialogue

#### Visualize And Make Predictions

"Let's read the rest of chapter 2 and find out what happens next. As we read, let's pay careful attention to the things that Elmer packs in his knapsack. Circle or underline as you find them." (Clarify vocabulary, such as "knapsack" and "hold.")

"Pair-share your mental picture." (Students pair-share.) "Who would like to share their visualization?" (2–3 students respond.)

"The cat has Elmer pack strange things in his knapsack. Open your A4L Notebooks to page 9. Record the items you circled. What do you think he will use them for? Talk together with a partner and record your predictions on the chart." (Students pair-share & record predictions.) "Who would like to share their predictions?" (2–3 students respond.)

## STEP 7: CLOSE LESSON 2

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

### Suggested Dialogue

#### Looking Forward

"In our next lesson we'll learn about graphic story elements and practice showing our visualizations of My Father's Dragon like graphic artists."

#### 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 2! YOU ARE NOW READY TO MOVE ONTO LESSON 3 OF UNIT 2.**

Is this Lesson Public or Members only?:  
Members Only