



ArtsforLearning Online Curriculum

Unit 2 **Graphic Story Adventures**

Part 1 Learning

Unit 2: Lesson 4

Read Chapter 3, Instruct on Story Elements & Summarizing, TRAIL Marker #1

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LITERACY OBJECTIVE

By the end of this lesson students will be able to identify the basic story elements of setting, characters, plot, conflict and resolution and write a summary that includes the most important information.

LITERACY "I CAN" STATEMENTS

"I can identify the basic story elements of setting, characters, plot, conflict and resolution. I can write a summary that includes the most important information."

LESSON OVERVIEW

STEPS	PACING: 60 minutes
Step 1: Introduce Lesson 4 Step 2: Review Chapters 1 & 2 and Record Story Elements	10 minutes
Step 3: Read Chapter 3, Visualize, and Sketch	15 minutes

Step 4: Discuss Chapter 3 & Record Story Elements Step 5: Instruct on Summarizing	20 minutes
Step 6: TRAIL Marker #1: Visualizing from Text Step 7: Close Lesson 4	15 minutes

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 3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL 3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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

RL 5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL 5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL 5.6: Describe how a narrator's or speaker's point of view influences how events are described.

SECONDARY CCSS

Reading: Literature

RL 3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RL 4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL 4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

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

- Sketch Tangerina & Wild Island
- TRAIL Marker #1

Texts

- My Father is a Dragon*, Chapter 3

Samples & Templates

- Sample Class Story Map for Chapters 1 & 2
- Sample Class Story Map for Chapter 3

Assessment

- TRAIL Marker #1 Passages
- TRAIL Marker #1 Progress Chart

Art Materials

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.

**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 4

Process: Give an overview of the lesson objectives. Read chapter 3, visualize the text, and instruct on story elements.



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 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

Introductory Dialogue

"Today we will read another chapter in *My Father's Dragon*, visualize the story, and discuss what's happened in the story so far by thinking about what we know about Elmer and his journey."

"By the end of today's lesson, you will be able to say, 'I can identify the basic story elements of setting, characters, plot, conflict and resolution. I can write a summary that includes the most important information.'"

STEP 2: REVIEW CHAPTERS 1 & 2 AND RECORD STORY ELEMENTS

Process: Engage students in a discussion of chapters 1 and 2 of *My Father's Dragon* by focusing on three of the five main story elements—characters, setting, and problem. Create a Class Story Map and post on wall for future reference. Click here for Sample Story Map for Chapters 1 and 2.

Suggested Dialogue

Review And Record Story Elements

"Let's take a few minutes to review what has happened so far in *My Father's Dragon*. As we talk, we'll record what we have learned on a whole Class Story Map."

"Think back to the beginning of the story. What happened at the beginning? Turn and talk with a partner" (Students pair-share.)

"The beginning of a story is often where readers are introduced to the main characters. Who have we met in the story?" (Students respond.) "What are these characters like? What makes you say that?" (Students respond. Record characters and traits on class story map. Guide students to use evidence from the text to support their ideas.) "Knowing what characters are like helps us anticipate what they will do later in the story."

"Where is Elmer at the beginning of this story?" (Students respond.) "This is called the setting. The setting is going to change as Elmer goes on his journey and we'll pay attention to how the setting either helps Elmer or keeps Elmer from solving his problem." (Record setting on class story map.)

"Where did we leave Elmer at the end of chapter 2?" (Students respond.) "What is the problem he is trying to solve?" (Students respond.) "Elmer is going on a dangerous journey to find and save the dragon. This is what we'll call the main problem of the story." (Record problem on class story map.)

"Let's read on to see what happens to Elmer as he gets started on his journey to save the dragon."

STEP 3: READ CHAPTER 3, VISUALIZE, AND SKETCH

Process: Guide students to read and make mental pictures in chapter 3: "My Father Finds the Island" starting on page 16 of their Unit 2 Texts. Decide whether to read the chapter aloud or to have students read independently, in groups, or in pairs. Guide students to stop after each excerpt, make mental pictures, and track Elmer's progress around Tangerina by marking their

original sketch. The purpose of drawing Elmer's progress is for students and teachers to monitor their understanding of the events.

Suggested Dialogue

Visualize And Sketch

Prepare students to read

"Open your A4L Student Notebooks to page 6 for your original sketch of Tangerina and Wild Island. Then open your Unit 2 Texts to page 16 for chapter 3: 'My Father Finds the Island.' As we read, we'll track Elmer's progress by marking little dashes or x's on our sketches of Tangerina to show where he's been."

Read and visualize Excerpt 1.

"Read Excerpt 1. "(Students read.) "Where is Elmer? What did he use from his knapsack to hide from the sailors? Pair-share with a partner." (Students pair-share.) "Make a mental picture of Elmer hiding inside the grain bag. What do you visualize? Pair-share." (Students pair-share. Have 2–3 students share out. Clarify the words "port" and "Cranberry.") "How can we add this information to our sketch of Tangerina? We might draw a boat, write 'Port of Cranberry,' or draw an 'X' for where he lands." (Students draw.)

Read and visualize Excerpt 2.

"Read Excerpt 2." (Students read.) "How did Elmer get off the ship? Where did he go? This part is a bit tricky, and making a mental picture will help us track what is happening. Pair-share with a partner about what you visualized. Go back to the text if you get stuck or can't remember the details." (Students pair-share. Have 2–3 students share out. Clarify the words "merchant," "sailor," and "captain.") "Mark your sketch to show Elmer's path from the ship to the sandy shore." (Students draw.)

Read and visualize Excerpt 3.

"Read Excerpt 3." (Students read.) "What kind of tree was Elmer sleeping under?" (Students respond.) "Has anyone ever seen a tangerine tree? How about an orange tree? You can imagine that a tangerine tree looks very similar to an orange tree. Where is Elmer now? Talk with your partner." (Students pair-share.)

"We got some good clues in the text that helped us make mental pictures. What are some of the clues you used to visualize?" (Students respond.) "Look back to your sketch of Wild Island and Tangerina and mark his progress to show where he is now." (Students draw.)

Read and visualize Excerpt 4.

"Read Excerpt 4." (Students read.) "Where is Elmer now? What has Elmer used from his knapsack to cross the rocks? Did it match your earlier prediction? Talk with your partner." (Students pair-share.) "Mark his progress to show where he is now." (Students draw.)

Read and visualize Excerpt 5.

"Read Excerpt 5." (Students read.) "Elmer came upon his first animal. What was it? Where is he now? Talk with your partner about what you visualized." (Students pair-share.) "Mark his progress to show where he is now." (Students draw.)

STEP 4: DISCUSS CHAPTER 3 AND RECORD STORY ELEMENTS

Process: Create a Class Story Map for Chapter 3 by discussing story elements, including the characters, setting, problem, and events. See Resources, for a Sample Story Map for Chapter 3.

Suggested Dialogue

Discuss And Record Story Elements

"Let's talk about what we just read and as we talk, create a Class Story Map for Chapter 3. For later chapters, you will work on your own story maps in your A4L Student Notebooks. For now, let's work together."

"Just like we did for the beginning of the story, let's start by thinking about the characters in this chapter. Who are the characters? (Students respond.) What did you learn about Elmer? It might be a trait we identified in our earlier discussion or something new. (Students respond.) I'll add these to our story map. Sometimes the author doesn't tell us much about minor characters, like the whale. We can just write "whale" on our character list."

"What is the setting for this chapter?" (Students respond.) "What is important about this island for Elmer?" (Students respond.)

"The main problem of the story is that Elmer needs to find and save the dragon. As Elmer goes on his journey, he will encounter small or mini problems that he must overcome if he is going to get to the dragon. What mini problem or problems does Elmer face in this chapter?" (Guide students to respond that Elmer can't get caught and that he must find the ocean rocks.) "I'll write this under 'Mini problem.'"

"Let's now create a list of events that will help us remember what happened in this chapter. We'll focus on Elmer's mini problems and what he does to overcome these problems. We'll put the events in the order they occur in the chapter. When we write these events, we'll try to use our own words." (Guide students to create a list of events.)

"Tracking story elements helps a reader anticipate what might happen next and make prediction about how the character will solve the problem."

STEP 5: INSTRUCT ON SUMMARIZING

Process: Define summarizing for the class. Model writing a summary for the first three chapters of *My Father's Dragon*. Use the Class Story Map for Chapter 3 as a reference tool to help students focus on the key events that connect to Elmer solving the problem.

Suggested Dialogue

Instruct On Summarizing

"Now that we have completed our Class Story Map for Chapter 3 of *My Father's Dragon*, we can write a short summary."

"When we summarize, we take a big chunk of text, like a chapter, and pull out the most important ideas that are worth remembering. We do not need to include every event or a lot of details. The summary should have only what we think is most important."

"Let's use our Class Story Map as a guide. Let's talk about which events to include in our summary." (Engage class in a discussion of what to include and talk out loud while writing the summary.)

Teaching Tip: Sample Summary

MY FATHER'S DRAGON, CHAPTER 3

Elmer hid on a boat sailing to the Island of Tangerina. To avoid being found by the sailors, he found a grain bag labeled "Cranberry" inside his knapsack and hid inside. He snuck off the boat and ate tangerines as he made his way around the island looking for the rocks that connected to Wild Island. He found the rocks, but they were too slippery so he took the black rubber boots in his knapsack and put them on. He crossed over the ocean rocks at night so the animals would not see him coming

STEP 6: INTRODUCE & GUIDE STUDENTS THROUGH TRAIL MARKER #1

Process: TRAIL Marker #1 is the first formative assessment in the unit. See sidebar and Assessment for more information. Introduce students to TRAIL Markers and how they will be used throughout the unit. Students turn to page 19 in their A4L Student Notebooks and reflect on their learning. Students share their reflections with one another. Sharing TRAIL Marker responses helps students think about what they are learning and helps teachers monitor student progress and reteach or extend based on what they observe.

Select one of the following options to facilitate the activity and discussion:

- Have students work in pairs or small groups to complete the TRAIL Marker notebook page. Have them talk before writing to prompt the flow of ideas. Then, have a whole class discussion.

- Have students complete the TRAIL Marker individually and then share in small groups or whole class.

For TRAIL Marker #1, students will read a new passage about Elmer and sketch their visualization of that text. In Resources, the passage is written at 3 reading levels: 3.0, 4.2, and 5.4. Select the best level for each student and make copies.



About Trail Marker Formative Assessments

Purpose: TRAIL Markers are points in the unit for teachers and students to reflect on learning. During the TRAIL Markers, students stop and do a reflective activity connected to what they are learning with regards to reading, writing, the arts, and what they need to do next. Use TRAIL Markers in the following ways:

1. Take stock of where the group and individuals are with respect to the learning objectives.
2. Engage students in conversation about what they have learned—get them to stop, think, and reflect. This can be whole class, small student groups, and/or individually with students.
3. Use the TRAIL Marker Progress Chart to enter notes for individual students and use to inform future instruction.

Suggested Dialogue



Guide Students Through Trail Marker #1

"Throughout the Graphic Story Adventures! unit, we will reflect on our reading and graphic artist skills using TRAIL Markers."

"How many of you have ever gone on a hike? When you're hiking, you can often see something that's called a trail marker." (Show picture.)

"Do you know why we have trail markers? It's a good way to check to see if you are making progress on your hike and staying on the path."

"Just like a trail marker in hiking, we have TRAIL Markers in our A4L lessons. It's a place in our lessons where we stop to do a quick activity to help us think about what we're learning about reading, writing, and the arts and what we need to do next."

"We're going to read a short passage, visualize from the text, and then sketch our visualization, just like we've done for the beginning of My Father's Dragon. This passage is from a new Elmer Elevator adventure.

In it, he meets something scary and tries to think of a way to save someone, just like he is trying to save the dragon in our story."

1. "First, I'm going to give you a short passage to read." (Pass out passages.) "Read your passage" (or read with a partner or I'll read aloud while you follow along). "Use clues from the text to make a mental picture as you read. You might want to reread parts that are really descriptive."

2. "Talk with a partner – what did you visualize? What in the text helped you create your mental picture? Underline or circle the clues you found."
3. "Open your A4L Student Notebooks to page 19. Pick one thing or moment from this passage to sketch. Use clues in the text to help you sketch."
4. "Share your sketches" (with partner, whole class) "and point to the evidence from the text that helped you visualize and sketch."

STEP 7: CLOSE LESSON #4

Process: Close the lesson with a look forward describing the next lesson and an optional closing ritual.

Suggested Dialogue

Looking Forward

"In our next lesson, we'll learn another graphic story element and use all of our graphic story elements to show what's happening in chapter 3."

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 4! YOU ARE NOW READY TO MOVE ONTO LESSON 5 OF UNIT 2.

Is this Lesson Public or Members only?:
Members Only