



ArtsforLearning Online Curriculum

Unit 2 **Graphic Story Adventures**

Part 1 Learning

Unit 2: Lesson 9

TRAIL Marker #2, Gallery Walk & Read Chapter 10 of My Father's Dragon

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LITERACY OBJECTIVE

By the end of this lesson students will be able to communicate to a reader the most important information about story events, characters, settings, and problem and use evidence from the text to support their ideas.

LITERACY "I CAN" STATEMENTS

"I can communicate to a reader the most important information about story events, characters, settings, and problem. I can use evidence from the text to support my ideas."

LESSON OVERVIEW

Steps	Pacing: 1 Hour
Step 1: Introduce Lesson 9 Step 2: Guide Students through TRAIL Marker #2	15 Minutes

Step 3: Share & Celebrate Work with a Gallery Walk	30 Minutes
Step 4: Read Aloud Chapter 10 of <i>My Father's Dragon</i> - The Resolution Step 5: Close Lesson 9 -Treasure Pile of Books	15 Minutes

STANDARDS ALIGNMENT

TARGETED CCSS

Reading: Literature

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 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).

SECONDARY 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 3.7: 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 3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

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 4.7: 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 4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

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

RL 5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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

TEXTS

-My Father's Dragon, Chapter 10

A4L STUDENT NOTEBOOKS

-TRAIL Marker #2
-Chapter Story Map

ASSESSMENT

-TRAIL Marker #2 Progress Chart

ART MATERIALS

Wall space for Gallery Walk: Space for each group to post its panel pages and gather there

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 9

Process: Give an overview of the lesson objectives. Reflect on the learning students have done, engage in a gallery walk to share work, then finish reading *My Father's Dragon*.

Suggested Dialogue

REFLECTING ON PROGRESS

"Today we will begin with an activity to reflect on the learning your have done. Then we will celebrate our work by sharing what we created in a gallery walk. We will close the lesson by finding out what happens at the end of *My Father's Dragon*. By the end of today's lesson, you will be able to say, 'I can communicate to a reader the most important information about story events, characters, settings, and problem. I can use evidence from the text to support my ideas.'"

STEP 2: GUIDE STUDENTS THROUGH TRAIL Marker #2

Process: TRAIL Marker #2 is the second formative assessment in the unit. Have students turn to page 31 in their A4L Student Notebooks and reflect on their learning. Engage in class discussion or have students share with groups, see options below.

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 get ideas flowing. Then, have a whole class discussion.
- Have students complete the TRAIL Marker individually and then share in small groups or whole class.

TRAIL MARKER: FORMATIVE ASSESSMENTS



Thoughts and
Reflections on
Arts
Integration and
Literacy

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

regard 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

USING SECOND TRAIL MARKER

It's time to stop and do a quick activity to help us think about what we're learning with regard to reading and graphic stories. Open your A4L Student Notebooks to page 31.

1. Look over the panels for your chapter. Select one of the panels you created and explain why you chose this point of view for this panel. (Students can discuss before responding in their notebooks.)
2. Look over the panels for your chapter again. Select the panel with your favorite use of text. Explain why you decided to use the text types that you did on this panel. (Students can discuss before responding in their notebooks.)
3. What is one way that you showed your reader what kind of person Elmer is? Describe what you showed and what you think it tells the reader about Elmer. (Students can discuss before responding in notebooks.)

STEP 3: SHARE & CELEBRATE WORK WITH A GALLERY WALK

Process: Designate wall space for groups to post their panel pages on the wall in the correct sequence for each chapter. Prior to beginning the gallery walk, groups stand by their chapters and read aloud their selected summary from page 27 in their A4L Student Notebook. Then, students go on a gallery walk, reading the panel pages for each chapter.

After the gallery walk, have students sit in front of the wall for each group to talk about the choices they made. The audience can ask questions and make comments as time permits.

Suggested Dialogue

PREPARE FOR GALLERY WALK

"Groups, come to your designated wall space and post your panel pages in the correct sequence.

When you are finished, stand by your panel pages. (Students post panel pages to wall.) Before our gallery walk, let's hear the selected summary from each group so that we can anticipate what we will see in the panels." (Students read summaries out loud.)

CONDUCT GALLERY WALK

"Let's take our time and read the panel pages for each chapter. They are posted in the order of the story." (Students walk and read.)

FACILITATE REFLECTION

"Everyone have a seat in front of the panel pages with enough room for each group to talk about the choices they made. Let's have the chapter 5 group stand next to your panel pages. Tell us about one choice you made in your graphic story representation. You can talk about why you chose to show that part of the chapter, point of view, text, panel placement, shape and size—it's up to you." (Each student shares an author's choice.)

"Let's hear from the audience. Do you have any questions for our graphic artists or positive comments you'd like to make about their choices?" (Audience responds.)

Repeat process for remaining groups.

STEP 4: READ CHAPTER 10 OF MY FATHER'S DRAGON—RESOLUTION

Process: Read chapter 10. Students can follow along in their Unit 2 Texts on page 36 or read independently. Tell students that when Elmer saves the dragon, he has solved his problem—this is the resolution of the story.

TEACHING TIP: READING STRUCTURE & SCAFFOLDING

Read aloud and discuss Chapter 10. Allow ELL to write and practice their responses with a partner before engaging in class discussion.

STEP 5: CLOSE LESSON 9—TREASURE PILE OF BOOKS

Process: Send students to the Treasure Pile to hunt for inspiration for their graphic stories. Have students select books to take home. Close the lesson with a look forward describing the next lesson.

Suggested Dialogue

LOOKING FORWARD & TREASURE PILE OF BOOKS

"In the next part of the unit, you will create your own graphic stories! To close, you'll have time to go to the Treasure Pile and select something to take home and read. Look for ideas on storytelling and style that might inspire you."

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 9! YOU ARE NOW READY TO MOVE ONTO LESSON 10 OF UNIT 2.

Is this Lesson Public or Members only?:
Members Only