



## ArtsforLearning Online Curriculum

Unit 2 **Graphic Story Adventures**

Part 2 Exploring

Unit 2: Lesson 11

### Groups Create My Father's Dragon Sequel Story Maps

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#### LITERACY OBJECTIVE

By the end of this lesson students will be able to identify the basic components of a sequel.

#### LITERACY "I CAN" STATEMENTS

"I can prepare for creating a story by brainstorming. I can discuss my ideas for a story with my peers. I can create a story with characters, a setting, a problem, and events that tie together."

#### LESSON OVERVIEW

Steps	Pacing: 60 Minutes
<b>Step 1:</b> Introduce Lesson 11 <b>Step 2:</b> Groups Discuss Ideas for Graphic Story Sequel <b>Step 3:</b> Review Sequel Guidelines & Introduce Graphic Story Sequel Story Map <b>Step 4:</b> Review Elmer's Character Traits	<b>15 Minutes</b>
<b>Step 5:</b> Guide Groups through the Graphic Story Sequel Story	

Maps

**Step 6:** Review Graphic Story Sequel Story Maps and Provide Feedback**Step 7:** Close Lesson 11**45 Minutes****STANDARDS ALIGNMENT****TARGETED CCSS****Writing & Language**

**W 3.3a:** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

**W 3.3b:** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**W 3.3c:** Use temporal words and phrases to signal event order.

**W 3.3d:** Provide a sense of closure.

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

**W 3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**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 4.3a:** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W 4.3b:** Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W 4.3c:** Use a variety of transitional words and phrases to manage the sequence of events.

**W 4.3d:** Use concrete words and phrases and sensory details to convey experiences and events precisely.

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

**W 4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**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 5.3a:** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W 5.3b:** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**W 5.3c:** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

**W 5.3d:** Use concrete words and phrases and sensory details to convey experiences and events precisely.

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

**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 5.10:** 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.

- 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 3.6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
- L 4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L 4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L 4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- L 5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L 5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L 5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## 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

### A4L STUDENT NOTEBOOKS

- Story Map for *My Father's Dragon*, Chapter 4
- Graphic Story Sequel Story Map

### ASSESSMENT

- Graphic Story Sequel Story Map Rubric

### 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 11

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



### DIFFERENTIATION OPTIONS: GRAPHIC STORY SEQUELS



**Whole Class:** The whole class brainstorms one graphic story sequel plan. Students are put into groups of five. Each student creates panels for one event in the story.

**OR**

Each student creates his or her own graphic story.



**Groups:** Groups brainstorm their own graphic story sequel plan. With this option:

Each student creates panels for one event in the story.

**OR**

Each student creates his or her own graphic story.



Students work independently. Each student brainstorms his or her own graphic story sequel and creates graphic story panels.

### Suggested Dialogue

**INTRODUCTION TO LESSON 11**

"Today we're going to pick up where we left off and create our graphic story sequel story maps for My Father's Dragon using the problem and knapsack items your group selected."

"By the end of today's lesson, you will be able to say, 'I can prepare for creating a story by brainstorming. I can discuss my ideas for a story with my peers. I can create a story with characters, a setting, a problem, and events that tie together.'"

"Get your A4L Student Notebooks out and go sit with your group."

## STEP 2: GROUPS DISCUSS IDEAS FOR GRAPHIC STORY SEQUEL

**Process:** Students open their A4L Student Notebooks to page 33 to review their Graphic Story Sequel Story Maps. Give students five minutes to have a loose discussion about their sequel. They can talk about the problem and items they selected in the previous lesson and share initial ideas.

### Suggested Dialogue

**GROUP DISCUSSION**

"Open your A4L Student Notebook to page 33 to review the problem and knapsack items your group selected. Did you have any ideas for your sequel? (2-3 students respond.) Take a few minutes and talk with your group about any ideas you have. This is a warm-up to get ready to create our stories."

## STEP 3: REVIEW SEQUEL GUIDELINES & INTRODUCE GRAPHIC STORY SEQUEL STORY MAP RUBRIC

**Process:** Review graphic story sequel guidelines. Introduce and talk through the Graphic Story Sequel Story Map Rubric. Feel free to co-construct a rubric with the class or add additional learning objectives to the rubric as appropriate.

## Suggested Dialogue

### REVIEWING GRAPHIC STORY SEQUEL GUIDELINES

Let's review the guidelines for our graphic story sequels:

1. Elmer and the dragon are the main characters
2. They go to a new place
3. They have a new problem to solve
4. They pack four items in Elmer's knapsack that help them solve the problem

To help you construct your graphic story sequels, we'll use this Graphic Story Sequel Story Map Rubric. (Display rubric on document camera or hand out to students.) This rubric contains all the story elements you will use to create your sequel – characters with dynamic traits, a problem, one or more settings, a series of events, and a resolution. As you work on your story maps, think about the sequence of events and ask yourself if it makes sense for each event to lead into the next event. Make sure your characters are acting in ways that match their character traits and that you are thinking about how the setting affects the story.

## STEP 4: REVIEW ELMER'S CHARACTER TRAITS

**Process:** Review Elmer's character traits to help students make choices about the events in the story. Use *My Father's Dragon* Story Map with this activity.

### Suggested Dialogue

#### GETTING STARTED WITH SEQUELS

"To get started with our sequels, we need to remind ourselves about Elmer's character traits. Turn to page 24 in your A4L Student Notebooks and look over the story map. What character traits did you write for Elmer? (Students respond.) Elmer is brave, kind, and clever, and he would never hurt anyone. We need to keep Elmer's character traits in mind because this will help us make choices about the actions he takes to solve his problem."

## STEP 5: GUIDE GROUPS THROUGH THE GRAPHIC STORY SEQUEL STORY MAP

**Process:** Guide students to make author's choices for each event in their graphic story sequels. Groups complete graphic story sequel story maps by brainstorming a setting, characters, character traits, an initiating event, three – four events, and an event that resolves the story. Model for students by brainstorming a story map on the document camera. Circulate the room as students brainstorm and make author's choices about the event in their stories.

This is a highly scaffolded brainstorm activity. Feel free to allow students to work more independently.

## Suggested Dialogue

### GUIDE CHARACTERS AND SETTING

"Let's get started on our sequel plan. Turn to page 33 in your A4L Student Notebooks. I'll guide you through the thinking process. You will use this story map to create your graphic stories. Take a few minutes and talk with your group about the setting of your story. Where will it take place? What about this setting will make solving the problem difficult for Elmer and the dragon? When you have decided on your setting, write it down on the story map." (Students discuss and record.)

"Now think about the characters in this story. Everyone should put Elmer and the dragon on the chart. Who are the other main characters in your story and what are they like? Discuss with your group and record when you have made some decisions." (Students discuss and record.)

### GUIDE INITIATING EVENT

"We now need to get Elmer and the dragon started in their adventure. Discuss ideas with your group about how Elmer and the dragon found out about the problem or how they got into their situation. Write your final idea down under 'Initiating Event—How the adventure begins.' You all need to agree on the initiating event. When you agree, write it down next to 'Initiating event' in your A4L Student Notebooks." (Students discuss and record.)

### GUIDE 3-4 EVENTS

"Second, now that Elmer and the dragon are on their adventure, they're going to experience small problems along the way. Each time this happens, Elmer and the dragon will use one item from their knapsack to help overcome the problem, just like in the story. For example, one of the items I pulled out was a ball of yarn."

"There are two directions I could go. I could follow the pattern of *My Father's Dragon* in which Elmer goes through a series of different events to save the dragon. In my story, when Elmer and the dragon try to save the tortoise, a vulture is pacing in front of the well. I could have Elmer set a trap with the yarn and tie the trap to the dragon's tail. When the vulture steps into the trap, the dragon flies away and takes the vulture with him."

"Or, I could do something different than *My Father's Dragon*. I could have Elmer and the dragon use the yarn to try to save the tortoise and fail. Maybe the yarn falls into the well. They will have to think of another way to save the tortoise using something else from their knapsack. Discuss with your group



some ideas for events and how Elmer and the dragon will use three of the items in the knapsack. Save one item for the end of the story. Write down your ideas under each event. You all need to agree and write down the same information in your A4L Student Notebooks." (Students discuss and record.)

"As you brainstorm, stay true to Elmer's character traits and let those help you make choices about how he tries to solve the problem."

### GUIDE FINAL EVENT

"Finally, you and your group need to figure out how Elmer and the dragon solve the problem. You should have one item left in the knapsack. How will Elmer and the dragon use this item to solve the problem? This will be the end of your story—the resolution."

"Think back to *My Father's Dragon*. Elmer used a jackknife to cut the rope and free the dragon—the problem was solved. With my story, maybe the last item is gummy bears. Elmer and the dragon chew them up and throw them down the well for the tortoise to put on the bottom of his feet and climb his way out."

"Discuss with your group some ideas for a resolution to the story. Write your ideas under the final event. You all need to agree and write the same information down in your A4L Student Notebooks." (Students discuss.)

## STEP 6: REVIEW GRAPHIC STORY SEQUEL PLANS AND PROVIDE FEEDBACK

**Process:** Gather students' A4L Student Notebooks. Review the story maps using the Graphic Story Sequel Story Map Rubric. Provide groups with feedback as to how well the story elements work together to tell a cohesive story.

## STEP 7: CLOSE LESSON 11

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

### Suggested Dialogue

#### LOOKING FORWARD

"In our next lesson, you will turn your sequel plans for *My Father's Dragon* into graphic stories using all

the graphic story elements and drawing techniques we have learned in the unit!"

### **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 11! YOU ARE NOW READY TO MOVE ONTO LESSON 12 OF UNIT 2.**

Is this Lesson Public or Members only?:  
Members Only