



ArtsforLearning Online Curriculum

Unit 2 **Graphic Story Adventures**

Part 2 Exploring

Unit 2: Lesson 13

Revise & Finalize Graphic Story Sequel Panels, Instruct on Inking

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LITERACY OBJECTIVE

By the end of this lesson students will be able to revise their work to better communicate their story to readers.

LITERACY "I CAN" STATEMENTS

"I can revise my work to better communicate the story to my reader."

LESSON OVERVIEW

Steps	Pacing: 1-1.5 Hours
Step 1: Introduce Lesson 13 Step 2: Revise and Finalize Graphic Story Sequels Panels	30 Minutes
Step 3: Instruct on Inking Step 4: Ink Graphic Story Sequel Step 5: Close Lesson 13	30-60 Minutes

STANDARDS ALIGNMENT

TARGETED CCSS

Writing & Language

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

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

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.

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 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 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.

SECONDARY CCSS

Writing & Language

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 4.10: 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 5.10: 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.

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 Sequel Panels

A4L STUDENT NOTEBOOKS

-Value with Marker

-Graphic Story Sequel Story Map

ASSESSMENT

-Graphic Story Sequel Rubric

ART MATERIALS

-Pencils and Black Markers

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 13

Process: Give an overview of the lesson objectives. Revise and finalize graphic story sequels. Ink the panels.

Suggested Dialogue

FINALIZING GRAPHIC STORY SEQUELS

"Today we're going to finish your graphic story sequels by making final revisions and then going over your work in black ink. By the end of today's lesson, you will be able to say, 'I can revise my work to better communicate the story to my reader.'"

STEP 2: REVISE & FINALIZE GRAPHIC STORY SEQUEL PANELS

Process: Hand out students' graphic story sequel panels and Graphic Story Sequel Rubrics containing feedback. Review the rubric with the class. Students incorporate feedback and finalize their panel choices using pencil. Circulate to conference with individual students or with groups.

Suggested Dialogue

Revising Graphic Story Panels

"I am going to hand back your graphic story sequel panels and a Graphic Story Sequel Rubric. I used this rubric to give you feedback." (Hand out panels and rubrics.)

"I will give you about 30 minutes to make revisions to your panels. You don't need to start over. Since you used pencils, just erase to revise a sketch or add in text or more details. During that time, I will come around to check in with you." (Students revise. Circulate.)

STEP 3: INSTRUCT ON INKING

Process: Instruct on a graphic story technique called inking. Inking is going over your sketch with a black marker. Guide students to engage in an activity that uses hatching and cross-hatching to show value with a marker. Students practice showing value with markers on page 37 in their A4L Student Notebooks. Have black markers available for each student. See sidebar Using Markers in the Classroom for tips.

Timing for practicing inking is 10 minutes.

DEFINITION: HATCHING & CROSS-HATCHING

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

Cross-hatching: Similar lines passing over the hatched lines in a different direction and usually resulting in darker values.

TEACHING TIP: USING MARKERS IN THE CLASSROOM

The process of finalizing drawings to share with an audience is different from drawing for creative expression or to illustrate an idea. Here are some tips to support students with inking:

1. Do not use Sharpie markers because they bleed through the paper and make marks on the desks.
2. Use fine point markers that are not permanent markers.
3. Use whiteout correction fluid for mistakes; students may get frustrated if they can't erase a mistake.
4. Big mistakes can be cut out and the correct image pasted over with glue sticks. This helps students edit their images without feeling like they have to start all over again.

Suggested Dialogue**Inking The Graphic Story**

"To finalize the graphic story process, we'll learn a new technique called inking. Inking means going over your sketch with a black marker. Open your A4L Student Notebook to page 37 and I'll pass out markers. (Pass out black markers for each student.)

When artists want to reproduce--or make copies of--their art for posters, books, or graphic stories, they want their copies to be able to show dark and light. One way artists do this is with a method called hatching and cross-hatching."

"We are going to learn a new way of showing value. We all know that we can press down with our pencils lightly to make a light line and press down harder to make a dark line. We can make a range of light and dark by how hard we press down with the pencil."

"Let's learn how to show value with markers. First, take your marker and make a line in the margin. Now make a line pressing down harder. It does not work! Markers don't make darker lines by pressing down harder. If you try, you might just mess up the marker. So we have to find a new way."

"Let's look at the word value at the top of the page. Can you see different shades of light and dark? Look on the sides of the letters. See those lines that are slanting in the same direction? Lines that slant in the same direction are called parallel lines. Showing value by using parallel lines is called hatching. Look under the letters. See what looks like a shadow? Now the lines are crossing each other. This is called cross-hatching. Hatching and cross-hatching are what we are going to learn in order to ink our panels."

"Let's look at the value scale on the left side of the page where the artist has used hatching and cross-hatching to make a range of light and dark, just like what we did with our pencils. Now we are going to use our new tool, a marker, and our new technique. Let's start at the top, and copy what we see in box #2 on the right side. As we go to #3, the lines get closer together. #4, closer still. Keep going for boxes #5 and #6."

"For box #7 we are going to add lines that cross over our lines. Now we are using lines that get closer and are in two directions in # 8. We see the same thing in #9, and by #10 our lines are so close none of the white of the paper shows through. This is our darkest dark with marker and we get it, not by how hard we press down, but by how close we make our lines."

"Now look at the illustrations on the right. Remember the apple from our values lesson? The artist has used just pencil in the first box and added shapes in the next box to show where the apple is in space. We won't shade our drawings in pencil, just outline. In the last box, the artist has added value with marker. That is what we will do with our panels that we are going to show from My Father's Dragon."

STEP 4: INK GRAPHIC STORY SEQUEL

Process: Students ink the panels and sketches inside the panels using hatching and cross-hatching to show value. Crayons, colored pencils, and colored markers are not used in this unit. Students have the tools they need to communicate their stories in the graphic story format with pencils and markers. Coloring significantly extends the time on this exercise and can thus distract from the literacy objectives of the unit.

CLASSROOM CHARTS & GRAPHIC ORGANIZERS: GRAPHIC STORY PROCESS

1. Sketch

Sketch ideas for events the story. Sketch in pencil.

2. Decide Point of View

Decide what point of view to show in your panels. What do you want your reader to see? Use zooming to help you choose bird's-eye view, landscape view, and close-up view to show these ideas.

3. Choose Panel

Select the size and shape of your panel based on what you want to tell in your story. After selecting the panel size, trace the panel in pencil.

4. Sketch inside the Panel

Sketch the event inside the panel using the drawing techniques of shape and value.

5. Add Text

Add text to your panel to communicate what is happening in the scene. Use voice bubbles, thought bubbles, embedded text, and narrative text.

6. Inking

Revise in pencil until satisfied with the above. Check in with the teacher before going over your sketch

with a black marker. Use hatching and cross-hatching to show value.

STEP 5: CLOSE LESSON 13

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

Suggested Dialogue

LOOKING FORWARD

"In our next lesson, you will publish your graphic story and get it ready to share with an audience."

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 13! YOU ARE NOW READY TO MOVE ONTO LESSON 14 OF UNIT 2.

Is this Lesson Public or Members only?:
Members Only