



ArtsforLearning Online Curriculum

Unit 2 **Graphic Story Adventures**

Part 3 Sharing

Unit 2: Lesson 14

Introduce Part 3, Publish Graphic Story Adventures & TRAIL Marker #3

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LITERACY OBJECTIVE

By the end of this lesson students will be able to explain the rationale for their author's choices in their graphic story sequels.

LITERACY "I CAN" STATEMENTS

"I can explain the rationale for my author's choices in the graphic story sequel I created."

LESSON OVERVIEW

Steps	Pacing: 1-2 Hours
Step 1: Introduce Perform & Inform Step 2: Introduce Lesson 14 Step 3: Make Covers for the Graphic Stories Step 4: Bind the Graphic Stories to Make Books	45-90 Minutes
Step 5: Guide Students through TRAIL Marker #3 Step 6: Close Lesson 14	15 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

CLASSROOM CHARTS

-Unit Overview for Students

STUDENT MATERIALS

-Graphic Story Adventures (created by students)

A4L STUDENT NOTEBOOKS

-TRAIL Marker #3

ASSESSMENT

-TRAIL Marker #3 Progress Chart

ART MATERIALS

- Pencils
- Black Markers
- Binding Materials (card stock or construction paper, string or staples or other form of binding)

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 PERFORM & INFORM

Process: Review the Unit Overview for Students to show students their progress so far. Tell students that in the next series of lessons, they will publish their graphic stories and present them to an audience. It's a fun celebration of their work as graphic artists.

STEP ALTERNATIVES: PERFORM & INFORM AUDIENCES

Students could perform for many types of audiences, such as the following:

- Another class (younger, buddy, grade-level team)
- Whole school assembly
- Friends and family (day or night)
- Family Fun Art Night
- Expeditionary Night

STEP 2: INTRODUCE LESSON 14

Process: Give an overview of the lesson objective. Make a cover for their graphic stories, bind the pages to create a book, and engage in the final TRAIL Marker activity.

Suggested Dialogue

BINDING GRAPHIC STORY ADVENTURES

"Today you'll make covers for your Graphic Story Adventures. We'll bind them into a book and reflect back on things you've learned in the process. By the end of today's lesson, you will be able to say, 'I can explain the rationale for my author's choices in the graphic story sequel I created.'"

STEP 3: MAKE COVERS FOR THE GRAPHIC

STORIES

Process: Students select what they think are their most exciting panels. Then, they sketch a larger version of that panel on cardstock or construction paper that will serve as the cover of their graphic story. Students add the title and their names to the cover.

STEP 4: BIND THE GRAPHIC STORIES TO MAKE BOOKS

Process: Combine the sequel pages with the cover using yarn, staples, or spiral binding to create a published book. If small groups have created a sequel, put their pages together for one book.

STEP 5: GUIDE STUDENTS THROUGH TRAIL MARKER #3

Process: TRAIL Marker #3 is the third and final formative assessment in the unit. Students turn to page 39 in their A4L Student Notebooks and reflect on their learning. For this TRAIL Marker, guide students to focus on what they learned about visualizing stories for story elements and how creating graphic stories uses both artistic skills and reading skills. This TRAIL Marker helps students self-assess their choices as readers and graphic artists and prepares them for the question and answer session with an audience.

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 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

REFLECTING ON THE GRAPHIC STORY SEQUEL

"We're going to take a step back and reflect on the graphic story sequel you and your group created with our final TRAIL Marker. This TRAIL Marker will also help when you present your graphic story to an audience. Open your A4L Student Notebooks to page 39."

1. "Look over the panels for your sequel. 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 sequel 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 their notebooks.)"
4. "Think and tell about your favorite part of the unit. This can be something we read, learning drawing techniques, or the graphic story elements—it's up to you." (Students can discuss before responding in their notebooks.)"

STEP 6: CLOSE LESSON 14

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

Suggested Dialogue

LOOKING FORWARD

"In our next lesson, we will share our Graphic Story Adventures with an audience and talk with them about our process. Then we'll reflect on our experiences as graphic artists in this 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 14! YOU ARE NOW READY TO MOVE ONTO LESSON 15 OF UNIT 2.

Is this Lesson Public or Members only?:
Public