



## ArtsforLearning Online Curriculum

Unit 2 **Graphic Story Adventures**

Part 1 Learning

Unit 2: Lesson 5

### Instruct on Graphic Story Element—Text Types—and Sketch an Event from Chapter 3

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### Instruct On Graphic Story Element—Text Types— And Sketch An Event From Chapter 3

#### LITERACY OBJECTIVE

By the end of this lesson students will be able to identify the key information in a chapter and communicate that to a reader using graphic story elements.

#### LITERACY "I CAN" STATEMENTS

"I can identify the key information in a chapter and communicate that to a reader using graphic story elements."

#### LESSON OVERVIEW

STEPS	Pacing: 60 Minutes
<b>Step 1:</b> Introduce Lesson 5 <b>Step 2:</b> Instruct on Graphic Story Element—Text Types—Using <i>Meanwhile</i> , by Jules Feiffer	<b>30 Minutes</b>
<b>Step 3:</b> Apply Graphic Story Elements to Sketch an Event from	

## Chapter 3

**Step 4:** Students Share and Reflect on Sketches**Step 5:** Close Lesson 5**30 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 3.7:** 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 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.

**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 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 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.

**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.

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**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.

**Speaking & Listening**

**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 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 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.

## SECONDARY CCSS

### Reading: Literature

**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).

### 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 3.6:** 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 4.6:** 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 5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## TEACHING RESOURCES

### TEXTS

-*Meanwhile*, by Jules Fieffer

-Chapter 3

**A4L STUDENT NOTEBOOKS**

- Text Type Examples
- Sketch Ideas for Chapter 3
- Panel Tracing Templates, pgs 15 & 17

**CLASSROOM CHARTS**

- Graphic Story Process

**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 5

**Process:** Give an overview of the lesson objectives. Learn a new graphic story element—text types—and then sketch an event from chapter 3.

### Definition: Types Of Text

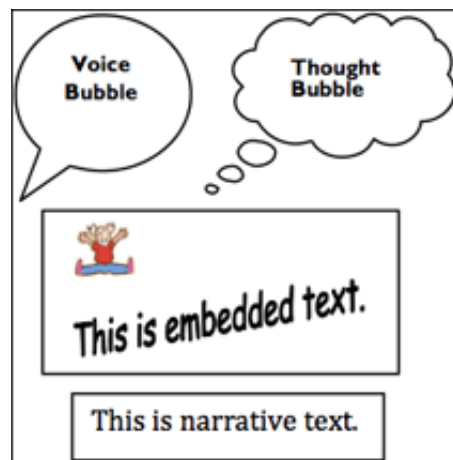
In graphic stories, text tells the story along with the images in the panels and is usually handwritten to show emphasis or typed to show narration. The four types of text used in this unit are:

**Voice bubble:** Shows what a character is saying out loud. A voice bubble is typically a white oval or box with a hook pointed toward the character speaking.

**Thought bubble:** Cloud-like shape that shows what a character is thinking.

**Embedded text:** Can be sounds, actions, or dialogue and is written inside the panel with large, bold letters and lines to show the movement of the sound and to emphasize the mood.

**Narrative text:** Tells the reader what is happening in the story. Narration is typed within or beneath the panel.



## Suggested Dialogue

### Introduce Lesson 5

"Today we will learn another graphic story element and use all our graphic story elements to show what's happening in chapter 3."

"By the end of today's lesson, you will be able to say: 'I can identify the key information in a chapter and communicate that to a reader using graphic story elements.'"

## STEP 2: INSTRUCT ON GRAPHIC STORY ELEMENT —TEXT TYPES—USING MEANWHILE, BY JULES FEIFFER

**Process:** Introduce students to the graphic story element of text and the four text types: voice bubbles, thought bubbles, embedded text, and narrative text. Define each type. Draw an example on a large Post-it™ or the white board to serve as a permanent resource during the unit. Then show how Feiffer uses text types in *Meanwhile* (or other graphic story). Feel free to show the examples on the document camera or have students open to page 21 in their A4L Student Notebooks.

## Suggested Dialogue

### Introduce Text Types

"The final graphic story element we will learn is text types. "

(Record "text type" on a large Post-it™ or white board.)

"There are four types of text that graphic artists use to tell a story. The first is a voice bubble, which shows what a character is saying out loud. A voice bubble is typically a white oval or box with a hook pointed toward the character speaking. When you draw a voice bubble, you write your text first, and then you draw the bubble around it, like this." (Write the words first and then draw a voice bubble.)

"The second type of text is a thought bubble, which shows what a character is thinking. A thought bubble is similar to a voice bubble, but looks like a cloud with circles moving away from the character that is thinking, like this." (Write the words first and then draw a thought bubble.)

"The third type of text is called embedded text, which is written inside the panel and can be sounds, actions, or dialogue. Graphic artists use large, bold letters and sometimes sketch lines around or through the embedded text to show the movement of the sound and emphasize the mood." (Draw a panel with embedded text.)

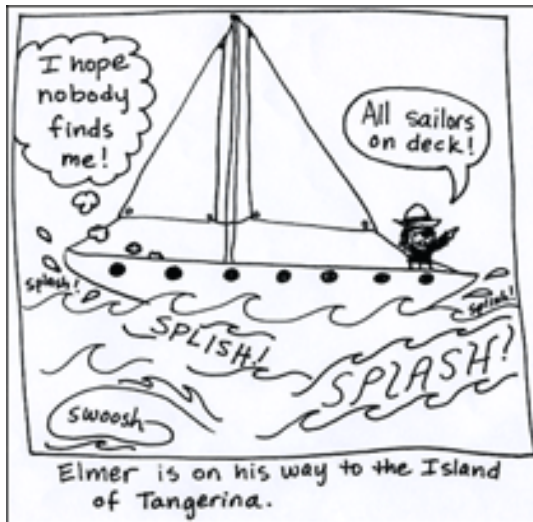
"The fourth type of text is called narrative text, which tells the reader what is happening in the story. It is either in a box in the panel or beneath the panel." (Draw a panel with narrative text.)

(Show examples of text types using *Meanwhile* or a different text)

"Let me show you these four text types using Meanwhile (or different example). What text types do you see?" (Highlight voice bubble, thought bubble, embedded text, and narrative text.)

### Teaching Tip: Example Of Text

Order to read the text:



1. "I hope nobody finds me!"
2. "All sailors on deck!"
3. "splash," "splish," etc.
4. "Elmer is on his way to the Island of Tangerina"

## STEP 3: APPLY GRAPHIC STORY ELEMENTS TO SKETCH AN EVENT FROM CHAPTER 3

**Process:** Guide students to make author's choices about panel, point of view, and text types to sketch an event from chapter 3. Guide students to talk about graphic story element choices. Students open their A4L Student Notebooks to page 22 and Unit 2 Texts to page 16. Students use Panel Tracing Templates. See menu below for the **Graphic Story Process**. Students should only be working with pencils.

Timing for sketching using all graphic story elements is 20–30 minutes.

### Classroom Charts & Graphic Organizers: Graphic Story Process

1. **Sketch** - Sketch ideas for events in 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.

## Suggested Dialogue

### Apply Graphic Story Elements To Sketch An Event

"Now that we know all our graphic story elements and drawing techniques, we're going to make some author's choices on how to put them together to create a panel of something that happened in chapter 3."

"I'll guide you through this process. Let's review our Class Story Map. If you had just one panel to show a reader what's happening in this chapter, which one would you show? Think about ways you can help your reader understand what Elmer is like—his character traits—and what he's facing in this part of the story. Let these things guide your author's choices when deciding what to show. Turn and share your ideas with a partner. (Students pair-share.) For example, I'm going to show Elmer hiding in the hold because it's the beginning of his adventure and shows how sneaky he is to hide from the sailors."

Before creating our panel, let's sketch to work out our ideas. Turn to page 22 in your A4L Student Notebook for space to sketch. As you sketch, think about what you might want to show in your panel. This might help you decide your point of view. Remember that you can use lines and the five main shapes to create images of things in the world." (Students sketch. Sketch along with students.)

"Next, decide the point of view you want to show—bird's eye, landscape, or close up. Then decide a panel shape and size to match this event and the point of view. For example, I'm wondering—do I want to show the whole ship or zoom in on Elmer hiding in the hold? I think I want to use a landscape view and show the whole ship in the ocean because I want to show the reader that Elmer is heading off on his journey. I will trace a large rectangular panel in order to sketch the ship and ocean inside. Turn to pages 15-17 in your A4L Student Notebook. Make your choices and trace your panels." (Students sketch. Sketch along with students.)

"Now we will sketch our event in the panel. Reread the text for descriptions. For example, I know this is a sailboat, but the author did not describe it, so I can sketch a sailboat however I picture it." (Students sketch. Sketch along with students.)



"Now that we have our sketches, we need to consider what our sketches do not tell the reader. What do you know about this event that the reader needs to know? For example, my sketch doesn't show Elmer on the ship. Pair-share your ideas." (Students pair-share.)

"We can let the reader know these things by using text. I'll use a thought bubble coming from the bottom of the ship showing what he is thinking. First, I'm going to write his thoughts, and then I will draw the thought bubble around it. I did this so the words fit inside the bubble. I'm also going to use embedded text to show the sound and motion of the water. What text and text types do you want to add that will help the reader know what's happening? You can use more than one text type. You can use a thought bubble, voice bubble, embedded text, or narrative text. Pair-share and add your text." (Students sketch. Sketch along with students.)

## STEP 4: STUDENTS SHARE AND REFLECT ON SKETCHES

**Process:** Put students into groups to share and discuss their author's choices. Ask students to talk about the choices they made with regard to the event they chose, point of view, panel shape and size, text, and text types. Students can respond to one or more of the questions below.

### Questions To Guide Discussion:

1. Which event did you choose and why?
2. Which point of view did you choose and why?
3. What panel shape and size did you choose and why?
4. What text and text types did you decide to add for the reader?
5. If time permits, allow students to revise their sketches based on the reflection.

### Teaching Tip: Feedback Language For Graphic Stories

Use this language to support your students' creative work without judgment. These are prompts to engage in a conversation about the conceptual thinking of the artistic work.

1. Tell me about what's inside your panel.
2. This seems to be (bird's eye, landscape, close up). Why did you choose that?
3. Tell me about your panel shape and size.
4. How did you decide what kind of text to add?
5. Is this panel reading left to right, top to bottom?

6. Are there any revisions you can make to clarify your idea?

## STEP 5: CLOSE LESSON 5

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

### Suggested Dialogue

#### Looking Forward

"In our next lesson, we'll read chapter 4 and show what happens through our graphic story elements."

#### 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 5! YOU ARE NOW READY TO MOVE ONTO LESSON 6 OF UNIT 2.**

Is this Lesson Public or Members only?:  
Members Only