



ArtsforLearning Online Curriculum

Unit 2 **Graphic Story Adventures**

Part 1 Learning

Unit 2: Lesson 6

Read Chapter 4, Visualize, Record Story Elements, & Write Summaries

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LITERACY OBJECTIVE

By the end of this lesson students will be able to identify the basic story elements of setting, characters, plot, conflict and resolution and write a summary that includes the most important information.

LITERACY "I CAN" STATEMENTS

"I can identify the basic story elements of setting, characters, plot, conflict and resolution and write a summary that focuses on the most important ideas from the chapter."

LESSON OVERVIEW

steps	Pacing: 30-45 Minutes
Step 1: Introduce Lesson 6 Step 2: Read Chapter 4, Visualize and Discuss Step 3: Record Story Elements for Chapter 4	30 Minutes
Step 4: Write Summaries for Chapter 4 & Share	

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 3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL 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.

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).

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 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 4.3e: Provide a conclusion that follows from the narrated experiences or events.

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 5.3e: Provide a conclusion that follows from the narrated experiences or events.

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.

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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

Reading: Literature

RL 3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL 3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RL 4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL 4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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

RL 5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL 5.6: Describe how a narrator's or speaker's point of view influences how events are described.

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 4

A4L STUDENT NOTEBOOKS

-Elmer's Knapsack
-Chapter 4 Story Map

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 6

Process: Give an overview of the lesson objectives. Read chapter 4, visualize the text, and practice recording events, settings, and character traits on the Story Map.

Suggested Dialogue

INTRODUCING BASIC STORY ELEMENTS

"Today we will read another chapter in *My Father's Dragon*, visualize the story, and record what's happening on the Story Map.

By the end of today's lesson, you will be able to say, 'I can identify the basic story elements of setting, characters, plot, conflict and resolution and write a summary that focuses on the most important ideas from the chapter.'"

STEP 2: READ CHAPTER 4, VISUALIZE AND DISCUSS

Process: Guide students to read and make mental pictures in chapter 4, "*My Father Finds the River*" on page 19 of their Unit 2 Texts. See menu below for **Differentiation Options: Reading Chapters 1-4** for ways to scaffold the reading. Have students stop after each excerpt, make mental pictures, and discuss what is happening.

Differentiation Options: Reading Chapters 1-4

Chapter 1: Read aloud to class to kick-off the unit & instruct on visualization.

Chapters 2-4: Guided reading with literacy and arts instruction.

Select one of the options listed below or structure the reading in a way that appropriately meets students' needs and fosters engagement.



Read aloud. Read chapters aloud to the class as students follow along. Allow ELL to use native language and/or picture dictionaries as vocabulary and concept clarifiers.



Read in pairs. Students read each excerpt in pairs with class discussion following. Some students read in pairs while others read with support from the teacher.



Independent reading. Students read each excerpt independently with class discussion following.

STEP ALTERNATIVES: SKETCH VISUALIZATION OF CHAPTER 4

If time permits, have students sketch one or more visualizations while reading Chapter 4. Then, have students share their sketches with partners and point to the evidence from the text that supports their visualization.

Suggested Dialogue**Prepare Students To Read**

"Open your Unit 2 Texts to page 19 for chapter 4, My Father Finds the Island. Where did we leave Elmer at the end of chapter 3? (Students respond.) Today we'll read to find out if he can get closer to saving the dragon. As we read, we'll stop to visualize and think about what is happening."

"I'll guide you to read an excerpt and then stop to visualize and discuss. How would you feel setting foot on Wild Island? (Students respond.) Is there anything in Elmer's knapsack that might keep him safe from the dangerous animals? Look back to page 9 in your A4L Student Notebooks to remember what he has packed and the predictions you made. Talk with a partner." (Students pair-share. Have 2–3 students share with the class.)

STEP 3: RECORD STORY ELEMENTS FOR CHAPTER 4

Process: Engage students in a discussion of the chapter by identifying the story elements. Have students complete their own Chapter 4 Story Map on pages 24–25 in their A4L Student Notebooks. Feel free to have students work more independently to identify story elements.

Suggested Dialogue

Using The Chapter 4 Story Map

"Open your A4L Notebook to page 24. This is the Chapter 4 Story Map. Who were the characters in this chapter? What did we learn about each character? You may work with a partner to fill this in. (Students record characters and traits.) Let's share out. (2-3 students share. Guide students to back up traits with evidence from the text.) Where did this chapter take place? (Students respond.) Record "Wild Island along the beach" under "Setting" on your Story Map. What mini-problem did Elmer face in this chapter? Share your ideas with a partner. (Students pair-share. 2–3 students share out.) Record this on your Story Map. What happened in this chapter? What actions did Elmer take to overcome his problems?" (Students respond. Guide students to notice that Elmer can learn from his mistakes.)

STEP 4: WRITE SUMMARIES FOR CHAPTER 4

Process: Guide students to write short summaries for chapter 4 on page 25 in their A4L Student Notebooks. See menu below for **Differentiation Options: Summarizing for Scaffolding Ideas**. Have several students share summaries on the document camera. Engage the class in a discussion about each summary.

DIFFERENTIATION OPTIONS: SUMMARIZING



Model for Whole Class For students who would benefit from explicit instruction or need guidance and support writing a summary, co-construct a summary as a whole class.



Provide targeted support. Allow some students to work independently or in pairs to write a summary. Pull one or more small groups for more explicit instruction. Have several students/pairs share their summaries on the document camera with whole class discussion.



Students work independently If students are experienced writing short, succinct summaries, allow them to work independently followed by whole class sharing. Invite several students to share their summaries on the document camera and engage in class discussion.

Challenge: Students write progressively shorter summaries throughout the unit. They can pretend they have \$2.00 to spend and each word is worth 10 cents, or go from 3 sentences to 2 sentences to 1

sentence.

Suggested Dialogue

Recording A Summary

"Now that you have recorded story elements for chapter 4, you can write a short summary. Turn to page 25 in your A4L Student Notebook. Focus on the events you recorded that show Elmer's problem and how he is trying to solve it. (Students write summaries.) Who would like to share? (2-3 students share summaries on the document camera. If students are reluctant to share, have several prepared summaries to use for reflection.) What information did this writer think was most important?" (Students respond.)

STEP 5: CLOSE LESSON 6

Process: Close the lesson with a look forward describing the next lesson and an optional closing ritual.

Suggested Dialogue

LOOKING FORWARD

"In our next lesson, we'll split into groups to read the rest of the story. Each group will be responsible for reading a chapter, writing a summary, and creating a graphic story representation of their chapter. When we are done, we will share our work with one another in a gallery walk."

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 6! YOU ARE NOW READY TO MOVE ONTO LESSON 7 OF UNIT 2.

Is this Lesson Public or Members only?:
Members Only