



## ArtsforLearning Online Curriculum

Unit 2 **Graphic Story Adventures**

Part 1 Learning

Unit 2: Lesson 7

### Groups Read Chapters 5–9, Visualize, Record Story Elements & Write Summaries

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#### LITERACY OBJECTIVE

By the end of this lesson students will be able to use visualization to understand the story, identify the basic story elements, and write a summary that includes the most important information.

#### LITERACY "I CAN" STATEMENTS

"I can visualize using evidence from the text, identify the basic story elements of character, problem, setting, events, and resolution and write a summary that includes the most important information."

#### LESSON OVERVIEW

Steps	Pacing: 30-45 Minutes
<b>Step 1:</b> Introduce Lesson 7 <b>Step 2:</b> Assign a Chapter (5, 6, 7, 8 or 9) to Each Group	

<b>Step 3:</b> Groups Independently Read Their Chapter, Visualize, and Discuss	<b>30 Minutes</b>
<b>Step 4:</b> Groups Independently Record Story Elements <b>Step 5:</b> Groups Write Chapter Summaries <b>Step 6:</b> Close Lesson 7	<b>30 Minutes</b>

## 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 4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from 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 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.

**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

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

**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).

### 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

-Table of Contents

-*My Father's Dragon*, Chapters 5-9

### A4L STUDENT NOTEBOOKS

-Elmer's Knapsack

-Open Chapter 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 7

**Process:** Give an overview of the lesson objectives. Groups read a chapter (5, 6, 7, 8 or 9), visualize the text, and record events, setting, and character traits on the story map.

### TEACHING TIP: SUGGESTED STRUCTURE FOR READING MY FATHER'S DRAGON

**Chapters 1–4:** Guided reading with literacy and arts instruction

**Chapters 5–9:** Jigsaw in reading groups

**Chapter 10:** Read aloud and discuss

See Differentiation menus for options and ideas about how to support and challenge students.

### Suggested Dialogue

#### INTRODUCTION TO THE READING

"Today we will split into reading groups. Each group will read a chapter (5, 6, 7, 8 or 9), visualize the story, and record what's happening on our story maps. In our next lesson, we'll put everything we have learned as graphic artists together to create a whole class representation of these chapters from My Father's Dragon. Each group will be responsible for creating a graphic story representation of your assigned chapter."

By the end of today's lesson, you will be able to say, "I can visualize using evidence from the text, identify the basic story elements of character, problem, setting, events, and resolution and write a summary that includes the most important information."

## STEP 2: ASSIGN CHAPTER (5, 6, 7, 8 OR 9) TO EACH GROUP

**Process:** Explain to students that reading chapters 5-9 is designed as a jigsaw activity, in which students will work in groups to read one chapter, record story elements, write summaries, and create graphic story representations. When each group shares the graphic story for its designated chapter, the whole class will learn about all the chapters. If time permits, students may read additional chapters or the entire book. Review the chapter titles and either assign chapters randomly or allow students to self-select.



### Differentiation Options: Jigsaw Chapters 5-9

In a jigsaw, each group is assigned one chapter and is responsible for sharing summaries and graphic story depictions of that chapter with the rest of the class. If time permits, assign all chapters and then have students choose which chapter to depict in graphic story format.

Students will be able to understand each chapter in *My Father's Dragon* even if they do not read all chapters in order. While Elmer is always working to solve the main problem, he encounters and solves mini problems in each chapter.



Guided Reading Prompt groups to stop after each excerpt, share visualizations, clarify if needed, and then continue reading. Provide additional support to students by using sentence stems for visualizations, pre-teaching vocabulary, allowing students to listen to a taped recording of the chapter, or breaking down the excerpts into smaller chunks.



Read in pairs. Prompt groups to stop after each excerpt, share visualizations, clarify if needed, and then continue reading. Pair students up and have them read the chapter together.



Independent reading. Groups read the chapter independently and complete the story elements and summary writing without teacher guidance. Select this option if students are successful reading the text independently and can engage in group discussion without teacher support.

### Suggested Dialogue

#### Set Students Up For Jigsaw Activity

"To read the rest of *My Father's Dragon*, we are going to break up into reading groups. Each group will be responsible for reading one chapter and creating a graphic story representation to share that part of the book with the class."

**ASSIGN READING GROUPS**

"Let's review the titles of chapters 5-9. Open your Unit 2 Text to page 1. (Read chapter titles aloud. Tell students that in chapter 9 "My Father Makes a Bridge" Elmer meets some crocodiles. Either assign reading groups or allow students to choose the chapter they wish to read.) Move to sit with your reading group. Take your Unit 2 Texts, A4L Student Notebooks, and a pencil."

## STEP 3: GROUPS INDEPENDENTLY READ THEIR CHAPTER, VISUALIZE, AND DISCUSS

**Process:** Groups read their assigned chapter. Tell students to mark the text with a star where they make a mental picture and a question mark where they are confused or need help with a word. Periodically prompt groups to stop and discuss their visualizations. Feel free to provide groups with more or less scaffolding depending on reading skills. Some groups will be able to work independently, while others will need more support. For options, see menu above in step 2, titled **Differentiation Options: Jigsaw Chapters 5-9**.

### Suggested Dialogue

**SET STUDENTS UP FOR READING GROUPS**

"As you read, stop and make mental pictures. Put a star next to these spots in the margin so that you can go back find them easily. If there is a spot that confuses you, put a question mark. (Model a star and question mark.) Stop after each excerpt and talk about what you read and visualized with your group." (Students read. Circulate and remind groups to stop after each excerpt to share visualizations and clarify anything confusing.)

## STEP 4: GROUPS INDEPENDENTLY RECORD STORY ELEMENTS

**Process:** Guide groups to complete a story map for their assigned chapter on pages 26–27 in their A4L Student Notebooks. Circulate to check in with each group's progress and understanding of their chapters.

## Suggested Dialogue

### Group Discussion

"In your groups, discuss your chapter. Talk about the characters, character traits, the setting, Elmer's mini problem, and what happens as he tries to solve the problem. Record these story elements on your story map on pages 26–27 in their A4L Student Notebooks as you discuss. Write your chapter number and title in the space provided."

## STEP 5: GROUPS WRITE CHAPTER SUMMARIES

**Process:** Students write summaries for assigned chapters. Groups select the summary they want to share with the class.

### Suggested Dialogue

#### WRITING CHAPTER SUMMARIES

"Just like we did for chapters 3 and 4, use your story map to write a short summary of your chapters. (Students write.) Share your summaries with your group and choose one that you want to share with the class in our gallery walk." (Groups share summaries and select one to share with class.)

## STEP 6: CLOSE LESSON 7

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

### Suggested Dialogue

#### LOOKING FORWARD

"In our next lesson, you will create graphic story representations of the chapter you just read. We will share our graphic story representations with classmates 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 7! YOU ARE NOW READY TO MOVE ONTO LESSON 8 OF UNIT 2.**

Is this Lesson Public or Members only?:  
Members Only