



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 3: Lesson 16

Creating a Graphic Novelette and Peer Critique: Glossary, Citations, and Table of Contents



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write informative texts to examine a topic and convey ideas and information clearly. (W.5.2)

d. I can use precise language and domain-specific vocabulary to explain a topic.

I can use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (W.5.6)

I can create a list of sources. (W.5.8)

I can follow our class norms when I participate in a conversation. (SL.5.1)

Supporting Learning Targets

- I can create an alphabetized glossary of academic and scientific key words for my graphic novelette.
- I can create a citations page with a list of my sources for my graphic novelette.
- I can create a table of contents for my graphic novelette.

Ongoing Assessment

- Glossary page with key terms alphabetized
- Citations page
- Table of contents page



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Homework Review and Engaging the Writer (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Creating a Glossary of Key Terms (20 minutes) B. Creating a Citations Page (15 minutes) C. Creating a Table of Contents (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Review of Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete the table of contents, glossary, citations page, and cover sketch for your graphic novelette. Be prepared to create a cover and bind all pages and the cover together during the next lesson. B. Read all pages of your graphic novelette aloud to someone at home or in front of the mirror to practice fluency skills and prepare for the final performance task presentation of your novelette. 	<ul style="list-style-type: none"> • This lesson follows a pattern similar to Lessons 14 and 15. Again, there are two options for students to create the glossary, citations, and table of contents pages for their novelettes: Option A requires the use of technology, and Option B does not. Review the supporting materials and determine which is the best option for your students. • During the Opening, students use the Novelette Cover rubric (from Lesson 15) to self-evaluate and share reflections with a partner about the cover sketches they completed for homework. • During Work Time A, students review and evaluate an example glossary page using the Glossary rubric, then suggest revisions based on the criteria. After this, they use their vocabulary cards (from Lessons 2–4) to help them choose key terms and create a glossary page for their graphic novelettes. • In Work Time B, students review and evaluate an example citations page using the Citations rubric, then suggest revisions based on the criteria. Students then refer back to their expert texts from Lessons 2–5 to create a basic citations page that includes the title of each text, as well as the author’s name and/or website where it came from. • During Work Time C, students review their novelette pages and titles to create a table of contents for their graphic novelettes. • In advance: <ul style="list-style-type: none"> – Thoroughly review and organize visuals and directions from the supporting materials. – If using Option A, make sure technology is in working order and students have access to the Internet and printers. – Collect and organize the materials students will need to complete the glossary, citations, and table of contents pages for their novelettes. – Help students locate and gather their vocabulary cards (from Lessons 2–4) and their expert texts (from Lessons 2–5). – Review Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix). • Post: Group Norms anchor chart (from Unit 1, Lesson 1); directions for the Peer Critique protocol (from Lesson 12); and learning targets.



Lesson Vocabulary	Materials
alphabetized, glossary, key terms, graphic novelette, citations, sources, table of contents	<ul style="list-style-type: none">• Group Norms checklist (from Unit 2, Lesson 1; for teacher reference)• Novelette pages (from Lesson 14)• Glossary rubric (one per student and one to display)• Glossary example (one per student and one to display)• Document camera• Vocabulary cards (from Lessons 2–4; one set per student)• Creating a Glossary task card, Option A or Option B (one per student)• Computers (one per student; optional; see Option A)• Colored pencils, markers, crayons (for each student; optional; see Option B)• Glue (one per student)• Scissors (one pair per student)• Paper clips (three per student)• Citations example (one per student and one to display)• Citations rubric (one per student and one to display)• Expert texts (from Lessons 2–5)<ul style="list-style-type: none">– Articles about Garrett Morgan’s traffic signal: “Transportation, from the Soapbox Derby to the Jeep: First Automatic Traffic Signal” (from Lesson 2); “Garrett Morgan: Inventor Hero” (from Lesson 3); “The Twofold Genius of Garrett Morgan” (from Lesson 4); “Garrett Augustus Morgan” (from Lesson 5)– Articles about the Wright brothers’ airplane: “Wright Brothers: Inventors of the Airplane” (from Lesson 2); “The Invention of the Airplane” (from Lesson 3); “Airplane” (from Lesson 4); “How Did We Learn to Fly?” (from Lesson 5)• Creating a Citations Page task card, Option A or Option B (one per student)• Table of Contents example (one per student and one to display)• Table of Contents rubric (one per student and one to display)• Creating the Table of Contents task card, Option A or Option B (one per student)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their Novelette Cover rubrics and the cover sketches they completed for homework.• Tell students to find a partner who is a member of the same expert group but not a member of their triad.• Once students are partnered, give these directions:<ol style="list-style-type: none">1. Review the cover sketch you created alongside the cover rubric to identify:<ul style="list-style-type: none">• An area you feel is a strength of your sketch• An area you would like to refine on your sketch to better meet the criteria2. Share your reflections with your partner.• Allow students 2 or 3 minutes to complete these tasks. Circulate to support and use this as an opportunity to informally evaluate their use of criteria described on the Group Norms checklist.• Focus students whole group. Invite a few of them to share out strengths of their partner's cover sketch.• Say something like: "Today you will create the glossary, citations, and table of contents pages for your graphic novelettes. As you may recall from other texts you are familiar with, the glossary is a resource that helps readers understand the meaning of key terms. The citations page establishes credibility for the content of your novelette by naming the reliable sources you used to build knowledge about the invention. And the table of contents helps readers easily locate specific information and pages from various sections of the novelette."	<ul style="list-style-type: none">• Display directions for student reference during partner discussions.



Work Time	Meeting Students' Needs
<p>A. Creating a Glossary of Key Terms (20 minutes)</p> <ul style="list-style-type: none">• Ask students to gather their novelette pages and join their triads.• Ask them to read the first learning target aloud together:<ul style="list-style-type: none">* “I can create an alphabetized glossary of academic and scientific key words for my graphic novelette.”• Underline the word <i>alphabetize</i>. Ask students to think about and briefly discuss in triads what this term means.• After 1 minute, invite a few students to share their thinking with the class. Listen for suggestions such as:<ul style="list-style-type: none">– “<i>Alphabetize</i> has the word <i>alphabet</i> in it, so I think it means to put something in order according the alphabet.”– “Words that start with the letter A would come first, and so forth.”• If students are unable to explain the meaning of this word, define it for them.• Ask students to consider other key terms they are familiar with from previous units—<i>glossary</i>, <i>key words</i>, <i>graphic novelette</i>—and think about how they could restate the target in their own words.• After a moment, cold call a few students to share their thinking whole group.• Distribute the Glossary rubric and read through each descriptor.• Next, distribute the Glossary example and display a copy under a document camera. Ask triads to discuss:<ul style="list-style-type: none">* “In what ways does this glossary meet the rubric criteria?”* “In what ways should this glossary be revised to better meet the criteria?”• Allow students 3 or 4 minutes to review the glossary and discuss their thinking. Then cold call a few of them to share out. Listen for:<ul style="list-style-type: none">– “The example glossary lists and clearly defines five key terms.”– “There is a combination of both academic and scientific terms.”– “The key terms are <i>not</i> in alphabetical order.”• If students struggle to identify how the glossary does and does not meet the rubric criteria, clarify for them.• Ask students to work with triad members to revise the example so the key words are alphabetized in the margin of the glossary page.	<ul style="list-style-type: none">• Consider chunking directions so students complete only one or two steps at a time.• For students who struggle with writing or typing text, consider allowing them to dictate their ideas to an aide or other adult to scribe for them.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After 3 or 4 minutes, cold call a few triads to share out which word should come first, second, and so on, as well as how they determined alphabetical order. Listen for them to say that they considered the first letter of the words and where those letters fall in the alphabet to determine the order. If students don't mention it, point out that in the case of <i>electricity</i> and <i>electron</i>, the first six letters are the same, so the seventh letter determines which comes first: I comes before O in the alphabet, so <i>electricity</i> is first.• If students struggle to alphabetize the glossary terms, model and explain.• Tell them they will now create a glossary page for their graphic novelettes.• Ask students to take out the vocabulary cards they created during Lessons 2–4.• Distribute the Creating a Glossary task card (Option A) or (Option B). Read through the directions and clarify as necessary.• Distribute or ask students to go to their computers (for Option A) or distribute colored pencils, markers, or crayons (Option B), as well as glue and scissors.• Give students 10 to 12 minutes to complete the steps on their task cards. Circulate to support and provide guidance.• If students are able to complete each step, receive feedback, and revise within the time allotted, direct them to go ahead and glue the glossary onto page 9 of their novelette.• If students do not have time to glue in their glossary, distribute a paper clip and ask students to clip it to the top of page 9 of their novelettes. Reassure them that if they are unable to add the glossary page to their novelettes during this part of Work Time, they will be able to complete that step for homework.	



Work Time (continued)	Meeting Students' Needs
<p>B. Creating a Citations Page (15 minutes)</p> <ul style="list-style-type: none">• Read aloud the second learning target:<ul style="list-style-type: none">* “I can create a citations page with a list of my sources for my graphic novelette.”• Underline the words <i>citations page</i> and <i>sources</i>.• Display and distribute the Citations example and ask students to discuss what they think a <i>citations page</i> and <i>sources</i> are.• After 1 minute, invite a few triads to share their thoughts whole group. Listen for ideas such as:<ul style="list-style-type: none">– “We think a <i>citations page</i> is where you list information about the articles you used for your research—information such as the title and name of author or website.”– “We think <i>sources</i> are the names of texts you used for research and the names of authors or websites where you found the text.”• If students are not able to develop a working definition for these terms, clarify the meaning for them.• Display and distribute the Citations rubric and read through each of the criteria as students follow along silently. Clarify as needed.• Give triads these directions:<ol style="list-style-type: none">1. Evaluate the Citations example to determine how it meets the rubric criteria.2. Evaluate the Citations example to determine how it could be revised to better meet the criteria.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Allow students 2 or 3 minutes to review the Citations example and discuss their thinking. Then cold call a few of them to share out. Listen for:<ul style="list-style-type: none">– “The first source is cited correctly because the last name of the author comes before her first name and the names are separated by a comma. <i>The Boy Who Invented TV</i> is a book, and it is italicized.”– “The second source is correct because ‘The TV Guy’ is the name of an article (we read it for the Mid-Unit 2 Assessment) and it is in quotes. The name of the website is listed after the title.”– “I don’t think the third source is correct because it is italicized and has quotes around it; there is no author named, so it’s probably an article and should not be italicized. It does correctly name the website it came from.”– “The fourth source is incorrect because it has the author’s first then last name, instead of vice versa with a comma between. I remember this is an article we read during Unit 2, so it is correct to have quotes around the title.”• If students struggle to identify how the Citations example page does and does not meet the rubric criteria, explain.• Help students gather their expert texts about either Garrett Morgan’s invention of the traffic signal or the Wright brothers’ invention of the airplane, from Lessons 2–5.• Distribute the Creating a Citations Page task card (Option A) or (Option B). Read through the directions and clarify as necessary.• Allow students to begin and circulate to offer support and guidance.• If students are able to complete each step, receive feedback, and revise within the time allotted, direct them to go ahead and glue the citations frame onto page 10 of their novelettes.• After 7 or 8 minutes, pause students in their work. Explain that if they did not have time to glue their citations onto page 10 of their novelettes, they will be able to complete that step for homework. Ask them to paperclip the citations frame to the top of page 10 of their novelettes.	



Work Time (continued)	Meeting Students' Needs
<p>C. Creating a Table of Contents (15 minutes)</p> <ul style="list-style-type: none">• Focus students' attention on the third learning target and ask them to read it aloud together:<ul style="list-style-type: none">* "I can create a table of contents for my graphic novelette."• Display the Table of Contents example and ask students to discuss what they notice about the type of information that is included in a table of contents.• After 1 minute, invite a few triads to share out whole group. Listen for ideas such as:<ul style="list-style-type: none">– "A table of contents lists the name of each chapter and resource, like the glossary and citations pages, that are found in a book."– "The table also names the page number where each chapter begins or each resource page is located."• If students struggle to identify the elements included in a table of contents, use the example to point each feature out to them.• Tell students that now that they have completed each section of their novelette and know the titles and page numbers for each chapter and resource page, they can create an accurate table of contents.• Display and distribute the Table of Contents rubric. Read through the criteria descriptors and provide clarification as necessary.• Distribute the Creating the Table of Contents task card (Option A) or (Option B). Read through the directions and answer any clarifying questions.• Ask students to begin. Circulate to provide support and encourage students to refer to the Peer Critique protocol as needed.• If students are able to complete each step, receive feedback, and revise within the time allotted, direct them to go ahead and glue the table of contents frame onto the blank (unnumbered) page at the beginning of their novelettes.• After 8 to 10 minutes, pause students in their work. Explain that if they did not have time to glue their table of contents onto the first blank page of their novelettes, they will be able to complete that step for homework. Then, ask them to paperclip the table of contents frame to the top of the first blank page of their novelettes.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus students' attention whole group. Ask them to discuss with a nearby partner who is not a member of their triad:<ul style="list-style-type: none">* "How did viewing and evaluating examples of the glossary, citations page, and table of contents support your work?"* "How did the glossary, citations, and table of contents rubrics help you refine your work?"• After 2 or 3 minutes, invite a few students to share their thinking with the class.• Read each of the learning targets aloud and ask students to use Glass, Bugs, Mud to demonstrate their mastery of each target. Note students who show bugs or mud, as they may need more time and support to complete their glossary, citations page, or table of contents.• Tell students they will complete their novelette covers and bind all the pages together in the next lesson, before sharing their completed novelettes with triad members.	<ul style="list-style-type: none">• Provide sentence starters to allow all students access to the conversation: "The examples and rubrics helped me understand _____."
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete the table of contents, glossary, and citations pages of your graphic novelette.• Revise the cover sketch you completed for the previous lesson's homework, based on feedback you received during the Opening of this lesson and the Novelette Cover rubric.• Be prepared to finalize your cover and bind all pages and the cover together during the next lesson, before the performance task.• Read all pages of your graphic novelette aloud to someone at home or in front of the mirror to practice fluency skills and prepare for the final performance task presentation.	<ul style="list-style-type: none">• For students who struggle to complete tasks independently, consider finding another time during the day to help them complete their work or allow someone at home to help.



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 3: Lesson 16

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Glossary Rubric

	4	3	2	1
Glossary	<ul style="list-style-type: none">_Lists and clearly defines at least five key terms from the story_Key terms are in alphabetical order._There is a combination of both academic and scientific terms.	<ul style="list-style-type: none">_Lists and defines four of the key terms from the story_Key terms are in alphabetical order._There is a combination of both academic and scientific terms.	<ul style="list-style-type: none">_Lists and defines three or four of the key terms from the story_Key terms are not in alphabetical order._Includes ONLY scientific or academic terms	<ul style="list-style-type: none">_Lists and defines two or fewer key terms; or terms listed and defined are not key to the story._Key terms are not in alphabetical order._Includes ONLY scientific or academic terms (or no terms)



Glossary Example

Glossary

television: (n.) a device that receives television signals and reproduces them on a screen so that viewer sees images and hears sounds

electricity: (n.) a form of energy created by rubbing two unlike things (like glass and silk) together

electron: (n.) a small particle that has a negative charge and travels around the nucleus of an atom

invented: (v.) created something new

communicate: (v.) share or exchange information or ideas



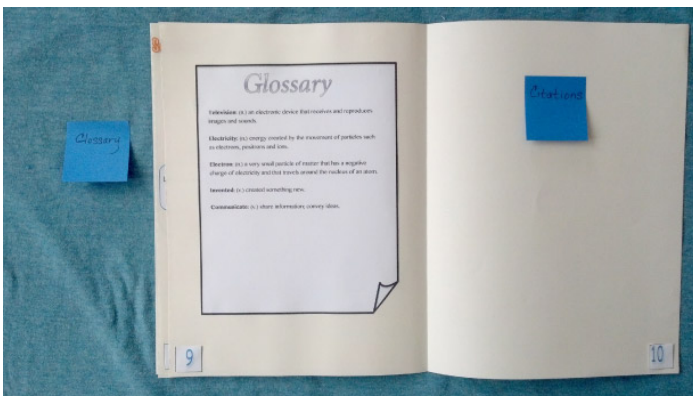
Creating a Glossary Task Card
(Option A)

Part I:

1. Refer to your novelette pages to locate a mix of five key academic and scientific words found in your text (captions or speech and thought bubbles). Make sure you have a vocabulary card already created for word you chose. If you do not have a card for each word, try to locate other words from the text that you do have cards for.
2. Arrange your five vocabulary cards in alphabetical order. Ask a member of your triad to double-check whether you have included both scientific and academic words and that the order of your words is correct. Choose other words and/or rearrange if necessary.
3. Use “autosshapes” to create a frame for your glossary that takes up about two-thirds of the page. Then add a text box inside the glossary frame. Use “wordart” or font to type and add the title “Glossary” to the top of the text box.
4. Type each key word and definition, in alphabetical order, in the text box.
5. Refer back to the Glossary rubric to help you determine whether you have met the criteria described. Revise as necessary.
6. Print the glossary.

Part II:

7. Neatly cut out the glossary frame with key words defined.
8. As time allows, glue the glossary onto page 9 of your novelette. Make sure not to glue past the binding line!





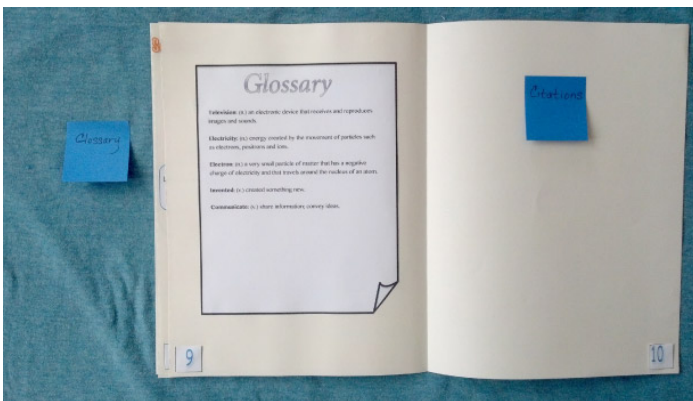
Creating a Glossary Task Card (Option B)

Part I:

1. Refer to your novelette pages to locate a mix of five key academic and scientific words found in your text (captions or speech and thought bubbles). Make sure you have a vocabulary card already created for each word you chose. If you do not have a card for each word, try to locate other words from the text that you do have cards for.
2. Arrange your five vocabulary cards in alphabetical order. Ask a member of your triad to double-check whether you have included both scientific and academic words and that the order of your words is correct. Choose other words and/or rearrange if necessary.
3. On a blank sheet of paper, draw a frame for your glossary that takes up about two-thirds of the page. In large, neat letters, write the title “Glossary” near the top of the frame.
4. Neatly write each key word and definition, in alphabetical order, in the frame.
5. Refer back to the Glossary rubric to help you determine whether you have met the criteria described. Revise as necessary.

Part II:

6. Neatly cut out the glossary frame with key words defined.
7. As time allows, glue the glossary onto page 9 of your novelette. Make sure not to glue past the binding line!





Citations

Krull, Kathleen. *The Boy Who Invented TV: The Story of Philo Farnsworth*.

“The TV Guy,” from
<http://www.ilovehistory.utah.gov/people/difference/farnsworth.html>

“TV Turns On,” from
http://www.livinghistoryfarm.org/farminginthe40s/life_27.html



Citations Rubric

	4	3	2	1
Citations	<p>_Accurately cites all four expert texts from Lessons 2–5:</p> <p>*Last name of author comes before first name and is separated by a comma</p> <p>*Titles of books are italicized (or written in script/cursive)</p> <p>*Titles of articles are in quotes, and NOT italicized or scripted/cursive</p> <p>*If the text came from a website, the name of the website is listed after the name of the text.</p>	<p>_Accurately cites only three of the expert texts; or cites all four expert texts, but inaccurately</p>	<p>_Accurately cites only one or two of the expert texts; or cites two or three of the texts inaccurately</p>	<p>_Does not cite any expert texts accurately; or does not cite expert texts at all</p>

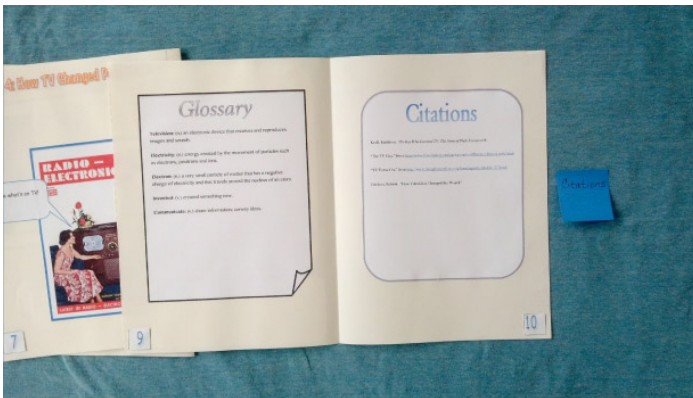
Creating a Citations Page Task Card
(Option A)

Part I:

1. Refer to your expert texts from Lessons 2–5. Locate the title of the text as well as the author's name and/or website the text came from.
2. Use “autoshapecs” to create a frame for your citations that takes up about two-thirds of the page. Then add a text box inside the citations frame. Use “wordart” or font to type and add the title “Citations” to the top of the text box.
3. Type the name of each text, author, and/or website into the text box, using the format described in the Citations rubric.
4. Ask a member of your triad to review your citations and offer feedback based on the Citations rubric criteria to help you determine whether you have met the criteria described. Revise as necessary.
5. Print your citations.

Part II:

6. Neatly cut out the citations frame.
7. As time allows, glue the citations frame onto page 10 of your novelette. Make sure not to glue past the binding line!





Creating a Citations Page Task Card
(Option B)

Part I:

1. Refer to your expert texts from Lessons 2–5. Locate the title of the text as well as the author's name and/or website the text came from.
2. On a blank piece of paper, draw a frame for your citations that takes up about two-thirds of the page. In neat and large print, write the title “Citations” near the top of the frame.
3. Write the name of each text, author, and/or website in the frame, using the format described in the Citations rubric.
4. Ask a member of your triad to review your citations and offer feedback based on the Citations rubric criteria to help you determine whether you have met the criteria described. Revise as necessary.

Part II:

5. Neatly cut out the citations frame.
6. As time allows, glue the citations frame onto page 10 of your novelette. Make sure not to glue past the binding line!

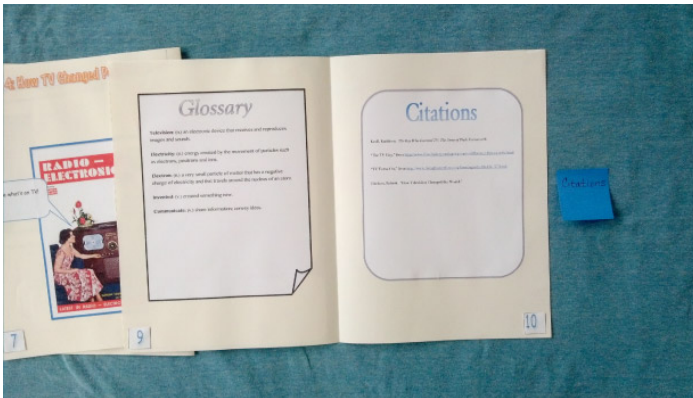




Table of Contents Example

Table of Contents

Section 1: Why TV Was Invented ... p. 1

Section 2: Philo's Early Years ... p. 3

Section 3: Philo's Amazing Invention ... p. 5

Section 4: How TV Changed People's Lives ... p. 7

Glossary ... p. 9

Citations ... p. 10



Table of Contents Rubric

	4	3	2	1
Table of Contents	<ul style="list-style-type: none">_ Includes title (Table of Contents)_ Lists each section in order from 1–4_ Includes the name/title of each section_ Lists the page number where each section begins	Missing one of the criteria listed for a score of 4	Missing two of the criteria listed for a score of 4	Missing three or more of the criteria listed for a score of 4



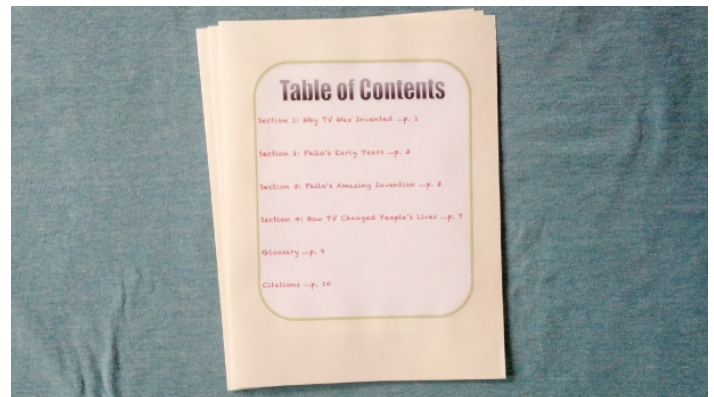
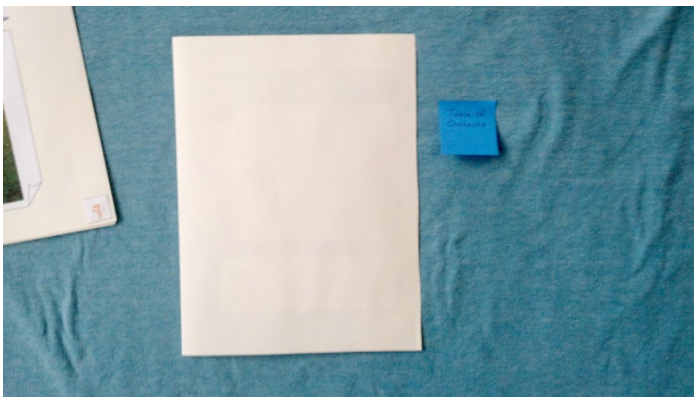
Creating the Table of Contents Task Card
(Option A)

Part I:

1. Refer to your novelette pages to locate the title of each section and resource page, as well as the page each starts on.
2. Use “autosshapes” to create a frame for your table of contents that takes up about two-thirds of the page. Then add a text box inside the table of contents frame. Use “wordart” or font to type and add the title “Table of Contents” to the top of the text box.
3. In the text box, type each section and resource title, as well as the page number where each starts.
4. Refer back to the Table of Contents rubric to help you determine whether you have met the criteria described. Revise as necessary.
5. Print the Table of Contents.

Part II:

1. Neatly cut out the table of contents frame.
2. If time allows, turn to the first blank (unnumbered) page of your novelette, the page that comes before Section 1, page 1. Glue the table of contents onto the blank front page of your novelette. Make sure not to glue past the binding line!



Creating the Table of Contents Task Card
(Option B)

Part I:

1. Refer to your novelette pages to locate the title of each section and resource page, as well as the page each starts on.
2. On a blank piece of paper, draw a frame for your table of contents that takes up about two-thirds of the page. In neat and large print, write the title “Table of Contents” near the top of the frame.
3. Neatly write each section and resource title, as well as the page number where each starts, in the frame.
4. Refer back to the Table of Contents rubric to help you determine whether you have met the criteria described. Revise as necessary.

Part II:

1. Neatly cut out the table of contents frame.
2. If time allows, turn to the first blank (unnumbered) page of your novelette, the page that comes before Section 1, page 1. Glue the table of contents onto the blank front page of your novelette. Make sure not to glue past the binding line!

