



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 3: Lesson 1

Reviewing Visual Elements of a Graphic Novel:

Max Axiom



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

I can analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL.5.7)

I can recognize, interpret, and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.5.11)

- a. I can self-select texts to develop personal preferences regarding favorite authors.
- b. I can use established criteria to categorize, select texts, and assess to make informed judgments about the quality of the pieces.

Supporting Learning Targets

- I can make observations and ask questions during a Tea Party about inventions that have been developed to meet societal demands.
- I can analyze how the visual elements in *Max Axiom* contribute to my understanding of the steps Max takes to solve a problem.
- I can use established criteria to select an appropriate text for independent reading.

Ongoing Assessment

- Visual Element note-catcher
- Reflection in Journal
- Independent Reading Criteria Self-Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Revisiting the Guiding Questions (5 minutes)2. Work Time<ol style="list-style-type: none">A. Introducing the Performance Task: Writing a Graphic Novelette (15 minutes)B. Reviewing Visual Elements: <i>Max Axiom</i> (25 minutes)C. Selecting an Independent Reading Text (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Fluency practice and independent reading.	<ul style="list-style-type: none">• In this lesson, students are introduced to the performance task: writing a graphic novelette about an invention that changed people's lives, either Garrett Morgan's traffic signal or the Wright brothers' airplane.• Students participate in a Tea Party protocol to analyze images and text related to the airplane and the traffic signal, two inventions that were developed to meet the demands of society. These two inventions will serve as research topics, about which students will build expertise throughout the unit. During this lesson, students indicate which invention they would prefer to learn about. Take their preferences into account as you determine expert group triads before Lesson 2. (See the Teaching Note at the end of this lesson, below the Homework section.)• Students then review visual elements found in the graphic novel <i>Max Axiom</i> (from Unit 1) to reinforce their learning about how authors use these elements to support readers' understanding of complex ideas. Prompt students to begin thinking about how they might include a variety of visual elements in their own graphic novelettes.• Students are also asked to choose a new independent reading text based on specific criteria as well as the reflections they recorded in the center square of the Independent Reading Choice Boards from Units 1 and 2.• In advance:<ul style="list-style-type: none">– Review the Tea Party protocol (see Appendix). Note that the Tea Party protocol used in this lesson is a variation of the protocol posted in the Appendix. Review Work Time A so that you can clearly explain the modified protocol to students and offer support as needed.– Prepare the Tea Party images and text, making sure that at least two students have the same image or piece of text (see the supporting materials).– Review the Performance Task Invitation (see Supporting Materials.)– Prepare and tape the Visual Elements Cards under students' seats (see the supporting materials and review Work Time B).– Prepare a selection of independent reading choices from the Recommended Texts List for this unit.– As needed, review the Visual Elements of a Graphic Novel reference page (from Unit 1, Lesson 1) about visual elements found in a graphic novel.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Post: Learning targets.

Lesson Vocabulary	Materials
novelette, make observations, ask questions, analyze, visual elements, contribute, quotes, explicitly, inferences, established, criteria, appropriate, expert, research	<ul style="list-style-type: none">• Chart paper (one piece; to record big ideas)• Tea Party cards (one per student, with at least two students receiving the same card)• Performance Task Invitation (one to display)• Index cards (one per student)• Visual element cards (one per student)• Journals (begun in Unit 1, Lesson 1; one per student)• <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i> (book; from Unit 1; one per student)• Sticky notes (three per student)• Visual Element note-catcher (one per student)• Visual Elements task card (one per student)• Independent Reading Criteria Self-Assessment (one per student)• Independent reading texts (various)• Independent Reading Choice Board (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Revisiting the Guiding Questions (5 minutes)</p> <ul style="list-style-type: none"> Recognize students for their thoughtful and cooperative work throughout Units 1 and 2 and congratulate them on their ability to craft a well-organized, informative Painted Essay about how Philo Farnsworth's invention of television changed people's lives. Then, explain that today's lesson marks the beginning of the third and final unit of this module. Say something like: <ul style="list-style-type: none"> * "Today you will learn more about the criteria for the performance task you will complete during this unit and revisit your understandings about the types of visual elements found in graphic novels. But first let's take some time to reflect on the questions that will continue to guide our work." Ask students to read the first guiding question aloud with you: <ul style="list-style-type: none"> * "How do authors structure text and use visual elements to engage and support readers' understanding of complex ideas?" Remind students that this guiding question helped focus their work during Unit 1. Then ask them to consider and discuss with a partner: <ul style="list-style-type: none"> * "How did our work with the graphic novel about Max Axiom in Unit 1 help you understand the way authors use structure and visual elements to support a reader's understanding of the process Max used to solve a problem for society?" After 1 or 2 minutes, invite a few students to share their thinking. Listen for responses such as: <ul style="list-style-type: none"> – "We learned that authors sometimes structure their book by breaking it up into sections. This makes it easier to understand complex ideas because you can focus on ideas in smaller chunks." – "We analyzed the way the authors and illustrators of <i>Max Axiom</i>, Donald B. Lemke, Tod Smith, and Al Milgrom, used visual elements such as thought and speech bubbles, colors, close-up images, information boxes, diagrams, and so forth to help us understand what Max did to solve the mayor's problem." Ask students to consider and discuss with a nearby partner what they think one of the big ideas of this module might be, based on their work with this guiding question during Unit 1. After 1 or 2 minutes, invite several students to share their thinking whole group. Listen for: <ul style="list-style-type: none"> – I think a big idea might be that authors use structure and visual elements to help readers understand complex ideas." Ask students to read the second guiding question aloud with you: <ul style="list-style-type: none"> * "How do new or improved technologies meet societal needs?" 	<ul style="list-style-type: none"> To give all students access to the discussion, offer sentence frames: "When we studied the graphic novel in Unit 1, I understood authors use structure to _____ and visual elements to _____," "I think one of the big ideas of this module might be _____ because _____," and "_____ is an invention we learned about that met a societal need by _____." Display the word <i>novelette</i> and a student-friendly definition to support all students, especially ELLs.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind them that this guiding question focused their work during Unit 2. Then prompt them to consider and discuss with a partner:<ul style="list-style-type: none">– “Explain how one of the inventions we have learned about met the needs of society.”• After 1 or 2 minutes, invite a few students to share. Listen for:<ul style="list-style-type: none">– “The TV gave people a new form of entertainment and made it easier for them to learn about and explore things that were happening far away.”– “The electric motor was invented because people needed an affordable, reliable way to generate electricity. It met people’s needs because it led to the development of things like power plants, refrigerators, and washing machines.”– “The windshield wiper and paper bag machine made people’s lives safer and easier.”– “Basketball was invented so people would have a sport to play indoors during the winter. It provided them with entertainment and exercise.”• Ask students to consider and discuss what they believe the second big idea for this module may be.• After 1 or 2 minutes, cold call several students to share their thinking whole class. Listen for:<ul style="list-style-type: none">– “I think the second big idea could be that new or improved technologies are developed to meet people’s needs.”• Synthesize students’ thinking to record the big ideas of this module on chart paper:<ul style="list-style-type: none">– “Text structure and visual elements can support our understanding of complex ideas.”– “New or improved technologies are developed to meet societal demands.”• Students should refer to these big ideas throughout the unit to help focus their thinking on how to create their own graphic novelettes about how an invention was developed to meet societal demands.• Write the word <i>novelette</i> where all students can see. Ask them to use their vocabulary strategies to think about what this word might mean. Encourage them to recognize and discuss parts of the word they already know with a nearby partner.• After 1 minute, invite a few students to share their thinking whole group. Listen for ideas such as:<ul style="list-style-type: none">– “I know the word <i>novel</i> means a story. I think the last part of the word, <i>-ette</i>, means small. Therefore, a graphic novelette is probably a small version of a graphic novel.” If students are not able to determine the meaning of this word, define it for them.	



Work Time	Meeting Students' Needs
<p>A. Introducing the Performance Task: Writing a Graphic Novelette (15 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and ask them to read the first one aloud together:<ul style="list-style-type: none">* "I can make observations and ask questions during a Tea Party about inventions that have been developed to meet societal demands."• Ask students to Think-Pair-Share what it means to <i>make observations</i> and <i>ask questions</i>.• After 1 minute, invite a few students to share their thinking aloud with the class. Listen for:<ul style="list-style-type: none">– "<i>Make observations</i> means to notice (and discuss) specific details about something."– "We <i>ask questions</i> about things we don't understand or wonder about."• Then tell students they will participate in a new activity called the Tea Party protocol to make observations and ask questions about two inventions that were developed to meet the demands of society.• Explain that each student will receive a card with a quote, phrase, or image about an invention that was developed to meet people's needs. Distribute the Tea Party cards. (Make sure at least two students receive the same card.)• Give directions to prepare for the Tea Party:<ol style="list-style-type: none">1. On your own, review the text or image on your card.2. Then think about an observation or question about the text or image that you would like to discuss with a partner.3. Write your observation or question on the back of your card.• Give students 3 or 4 minutes to read their cards and record an observation or question.	<ul style="list-style-type: none">• Provide a sentence starter for the Think-Pair-Share: "Making observations means _____ and asking questions means _____."• To support students who struggle with the physical act of writing, offer to scribe their observations or wonders on the back of their Tea Party cards.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Next, give directions for the Tea Party: Tell students that they will mingle around the room, reading to each other and sharing observations and questions.<ol style="list-style-type: none">1. First find the person who has the same text or image.2. Then discuss your observations and/or questions (2 or 3 minutes).3. Next, find a partner who has a different text or image related to the <i>same invention</i> that is on your card.4. Discuss your observations and/or questions (2 or 3 minutes).5. Finally, meet with at least one other peer who has text or an image about a <i>different invention</i> than the one on your card.6. Discuss your observations and/or questions (2 or 3 minutes).• Once students have met with at least three peers, ask them to return to their seats and turn and talk with a nearby classmate:<ul style="list-style-type: none">* “What observations or questions did you have about the text and images related to these inventions?”• Ask several students to share out their observations or questions (ideas will vary, but listen for them to make specific references to the Tea Party quotes, phrases, and details from images.)• Collect students' Tea Party cards, and then explain that they will begin working in expert groups during the next lesson. One set of expert groups will focus on learning about the Wright brothers' invention of the airplane, and the other expert groups will focus on Garrett Morgan's invention of the traffic signal. Each group will conduct research and use the information they collect to create a graphic novelette about how the airplane or the traffic light met the needs of society. Tell students that their graphic novelettes will need to include information about what people needed, how the invention was developed to meet people's needs, and how the invention changed people's lives, as well as a variety of the visual elements found in a graphic novel.• Display the Performance Task Invitation, to help ground students' learning for this unit. Ask students to read the invitation aloud with you then tell students to consider and discuss with a nearby partner: How could you describe this task, in your own words?• After 1 minute, invite a few students to share their ideas whole group.• Distribute an index card to each student.• Ask students to consider the Performance Task Invitation as well as the tea party images and text they found most interesting, and then indicate on their index card which invention and inventor they would prefer to learn and write a graphic novelette about.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • It is important to clarify that their preferences will be taken into consideration, but not all students will be able to have their choice. • Give students 1 minute to write their name on one side of their index cards then record their preference on the other side. • Collect students' index cards. 	
<p>B. Reviewing Visual Elements: <i>Max Axiom</i> (25 minutes)</p> <ul style="list-style-type: none"> • Explain that during this part of Work Time, students will work with peers in larger groups to consider and discuss what they recall about the ideas presented in the graphic novel about <i>Max Axiom</i>. • Direct students to look under their chairs for a visual element card. Explain that this card indicates which group they will work with for today. • Ask students to quickly collect their journals and books, <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i> and move to join classmates who have the same visual element cards. • Write these questions where all students can see them: <ul style="list-style-type: none"> * "What problem does Max Axiom need to solve?" * "How is Max going to solve the problem?" • Distribute three sticky notes to each student. • Ask students to work in their groups to review the Splash Page, pages 4 and 5 of <i>Max Axiom</i>, and use their sticky notes to flag the details and visual elements that help them answer these questions. • After 2 or 3 minutes, cold call several students to share their thinking whole class. Encourage them to refer to specific details and visual elements that helped them answer the question. Listen for responses such as: <ul style="list-style-type: none"> – "The problem is that the city might flood during the rainy season, and they need to build a levee from a material that can keep the rainwater out. The detail on the Splash Page that helped me understand this is a close-up picture of the mayor's eye showing that she is really worried. In the text, she is asking Max for help to build a levee using local materials to protect the city from flooding." – "Max is going to use a scientific process to find a solution to the problem. I know this because on page 5, he says he is going to solve the problem 'the scientific way,' and then there is a close-up image of his tablet showing steps of the scientific method that he will use." 	<ul style="list-style-type: none"> • Consider directing students to reread Section 1 of <i>Max Axiom</i> with group members before answering the questions. • As students share out the thinking they did with their groups, display the Splash Page under the document camera and point to elements as they are discussed. • To help all students have access to the discussion, offer a sentence frame: "Max's solution met the needs of the people by _____."



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask groups to discuss:<ul style="list-style-type: none">* “What can you infer about how Max Axiom’s solution met the needs of society?”• After 1 or 2 minutes, cold call several students to share out whole class. Listen for:<ul style="list-style-type: none">– “Max Axiom’s solution probably helped people in the city stay safe because if the city had flooded, people could have been trapped and injured.”– “His solution probably changed people’s lives by protecting their homes and belongings. If the river had flooded the city, their things could have been damaged.”• Direct students’ attention back to the posted learning targets and read the second one aloud:<ul style="list-style-type: none">* “I can analyze how the visual elements in <i>Max Axiom</i> contribute to my understanding of the steps Max takes to solve a problem.”• Draw students’ attention to the terms <i>analyze</i>, <i>visual elements</i>, and <i>contribute</i>. Review definitions if necessary.• Invite a few students to restate the learning target in their own words.• Tell students that revisiting how visual elements can support readers’ understanding of a complex idea, such as how Max Axiom uses a “process” to solve a problem, will support their ability to infuse various visual elements into their own graphic novelettes in a meaningful way.• Then say something like:<ul style="list-style-type: none">* “You and your group members will become the class experts on your visual element. You will work together to analyze how your visual element contributes to readers’ understanding of the ideas presented in <i>Max Axiom</i>.”• Distribute the Visual Element note-catcher and Visual Elements task card.• Read the task card directions aloud to students then answer any clarifying questions. When students are ready, ask them to begin and circulate to probe students’ thinking and offer guidance.• As students work, consider asking questions such as:<ul style="list-style-type: none">* “Why do you think the author chose to use your visual element in this way?”* “How does this example of your visual element help you understand what Max is doing to solve the problem?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • After 8 to 10 minutes, refocus students whole class. • Cold call students from each group to share how their visual element adds to their understanding of the process Max Axiom uses to solve a problem. Responses will vary, but encourage students to explain their thinking by referring to specific pages and examples from the text. • Reiterate to students that as they begin developing their own graphic novelettes, they should think about how they can incorporate visual elements that will support their readers' understanding of the ideas they are trying to convey. 	
<p>C. Selecting an Independent Reading Text (10 minutes)</p> <ul style="list-style-type: none"> • Tell students they will now select a new independent reading text for this unit. • Read the final learning target aloud: <ul style="list-style-type: none"> * "I can use established criteria to select an appropriate text for independent reading." • Draw students' attention to the terms <i>established</i> and <i>criteria</i>, which have been discussed in previous lessons. Review definitions as needed. • Distribute the Independent Reading Criteria Self-Assessment. • Ask students to refer to this document as they consider, then discuss with a nearby partner: <ul style="list-style-type: none"> * "What does it mean for an independent reading text to be <i>appropriate</i>?" • After 1 or 2 minutes, cold call a few students to share their thinking whole class. Listen for responses such as: <ul style="list-style-type: none"> – "An appropriate independent reading text is one that is interesting to you." – "An appropriate independent reading book is a book that is challenging but that you can still understand." • Give students 1 or 2 minutes to reflect on their previous independent reading choices by completing the first column on the Independent Reading Criteria Self-Assessment. • Give them 5 or 6 minutes to reflect on the criteria and select a new independent reading text from the choices available. • Once students have selected a new text, ask them to complete the second column on the Independent Reading Criteria Self-Assessment. 	<ul style="list-style-type: none"> • Offer a sentence frame to provide ELLs access to the independent reading discussion: "An independent reading text is appropriate when _____." • Offer a peer, aide, or yourself as a scribe for students who struggle with the physical act of writing when filling in their independent reading self-assessment.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Have students share their book selection and reflection with a classmate. Ask partners to also consider and discuss: <ul style="list-style-type: none"> * “Why do you think the book you selected is an appropriate independent reading choice for you?” As time allows, cold call several students to share their thinking whole class. Distribute the Independent Reading Choice Board. Review the directions and prompts/questions in each box, as needed. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Direct students to: <ol style="list-style-type: none"> Set aside their new independent reading books and choice boards. Gather their journals and <i>Max Axiom</i> books and quickly find and sit with a partner who was <i>not</i> in their visual element group during today's lesson. Ask partners to consider and discuss: <ul style="list-style-type: none"> * “How do the visual elements in <i>Max Axiom</i> support your understanding of the ideas presented in the text?” After 1 or 2 minutes, cold call several students to share their thinking aloud. Encourage them to use specific examples from the text to explain their thinking. Listen for ideas such as: <ul style="list-style-type: none"> – “The images in <i>Max Axiom</i> helped me understand the process Max used to solve a problem for the mayor. For example, the image of the tablet on page 5 clearly outlines the steps he will use to solve the problem, and the images of the library helped me understand what Max meant when he said you have to gather information.” Give students 1 minute to record their response to the reflection question on a clean page in their journal. Read each of the learning targets aloud and ask students to use Fist-to-Five to demonstrate their progress toward each one. For students who are showing only one or two fingers, consider pulling a small group for a review of Unit 1 content before Lesson 6. 	<ul style="list-style-type: none"> Offer a sentence frame to support ELLs in the discussion: “The visual elements in <i>Max Axiom</i> support my understanding of _____. For example, _____.” Consider providing access to a word processor for students who struggle with the physical act of writing to capture their response to the reflection question.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read independently for at least 30 minutes. Complete one box on your new Independent Reading Choice Board.• Choose one page from the graphic novel <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i> to practice reading aloud with fluency (focus on “Accuracy” and “Expression and Tone”). Be prepared to read this page aloud to group members during the Opening of the next lesson. <p><i>Note: Before the start of Lesson 2, determine heterogeneous groups of three for students to work in throughout this third unit of the module. Expert group triads will study either the Wright brothers' invention of the airplane (airplane expert groups) or Garrett Morgan's invention of the traffic signal (traffic signal expert groups). Final selection of groups should take student preferences from the Tea Party into account; however, do note that the texts selected for the airplane expert groups have a higher level of complexity than the texts about the traffic signal.</i></p>	<ul style="list-style-type: none">• Consider providing struggling readers with access to a Phonics Phone to practice with at home and return the next day. This will help them hear their articulation more clearly to more accurately self-assess their fluency.



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Supporting Materials

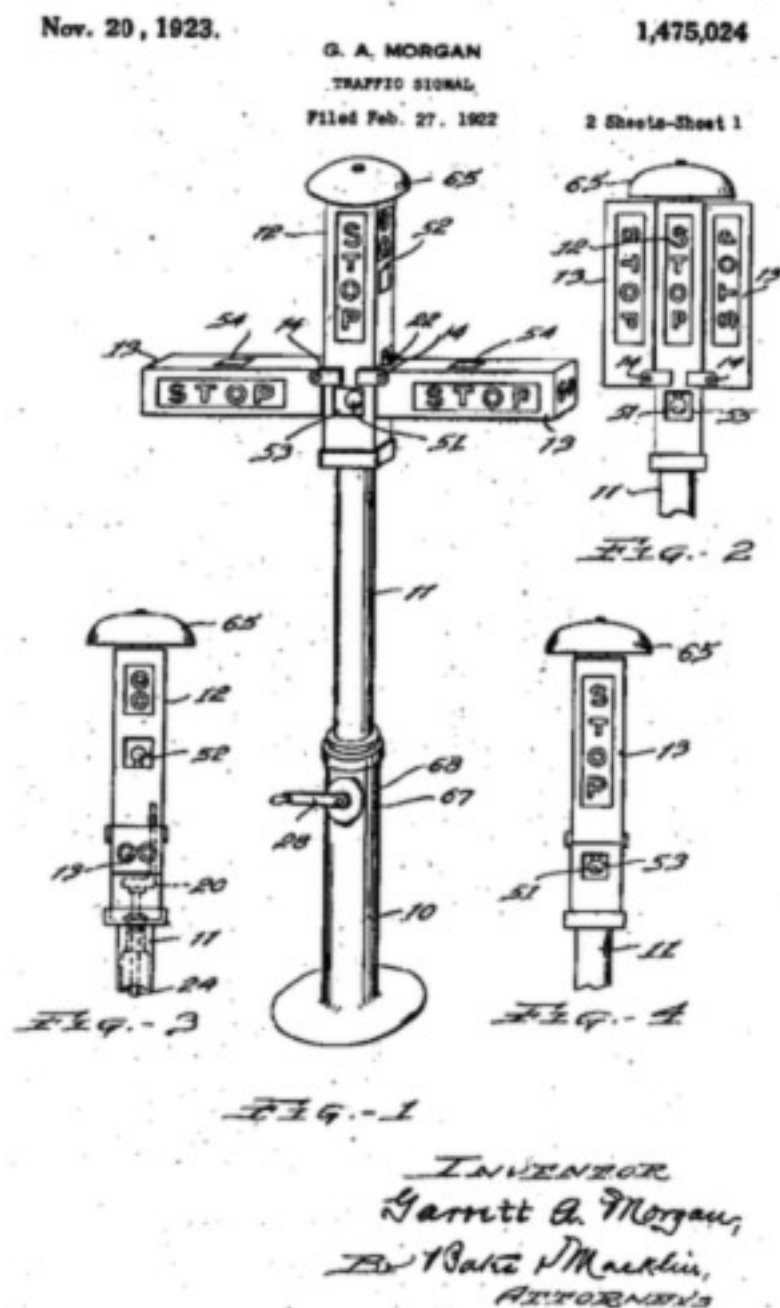


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Tea Party Cards:

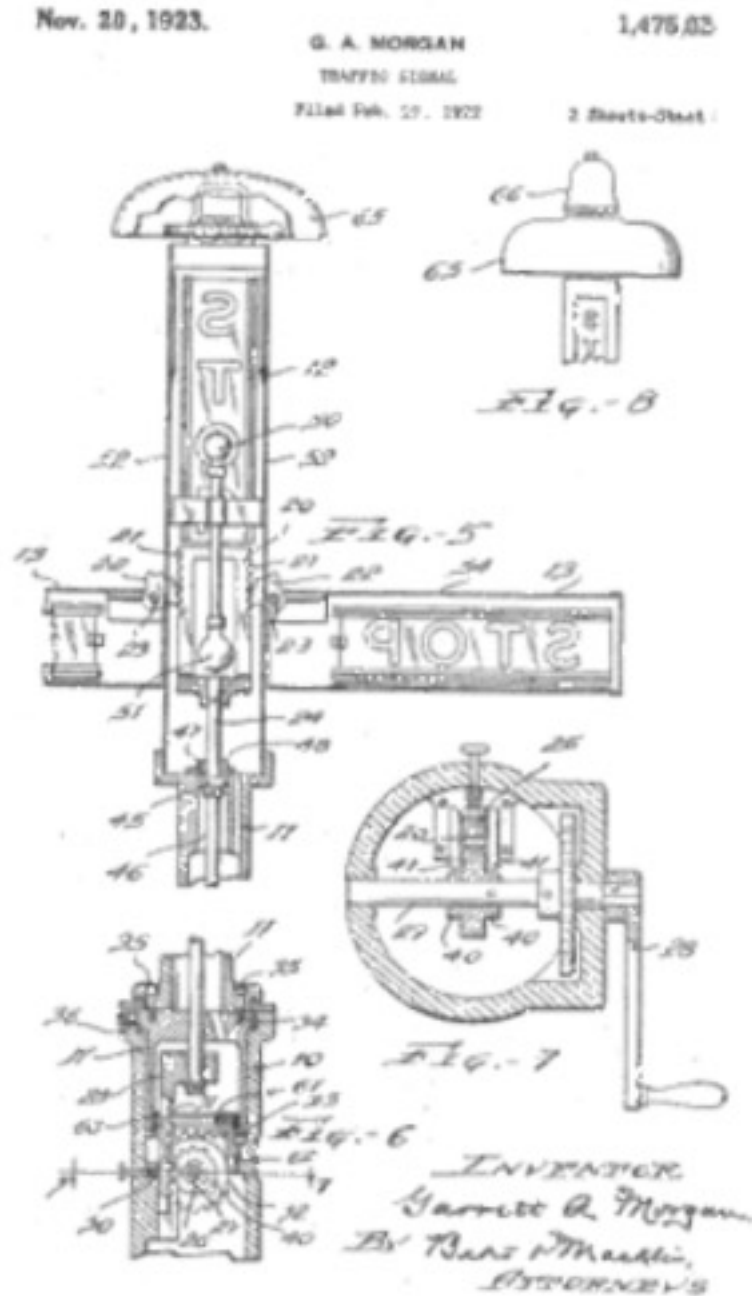
Garrett Morgan Traffic Signal Patent #1



Public Domain.



Tea Party Cards:
Garrett Morgan Traffic Signal Patent #2



Garrett Augustus Morgan - Traffic Signal Patent #1,475,024 on 11/20/1923.



Tea Party Cards:
Garrett Morgan



Garrett A. Morgan was an inventor and businessman—a man whose lifetime achievement is a model of dedication to public service, safety, and technological innovation.

Tea Party Cards:

Garrett Morgan, Congressional Record (Excerpts)

**Congressional Record
110th Congress (2007–2008)**

HONORING AFRICAN AMERICAN INVENTORS—(House of Representatives—February 13, 2008)

[Page: H893] *GPO's PDF*

Whereas Garrett Augustus Morgan made outstanding contributions to public safety;

Whereas firefighters in the early 1900s wore the safety helmets and gas masks that he invented, and for which he was awarded a gold medal at the Second International Exposition of Safety and Sanitation in New York in 1914;

Whereas 2 years later, he himself used the mask to rescue men trapped by a gas explosion in a tunnel being constructed under Lake Erie;

Whereas following the disaster which took 21 lives, the City of Cleveland honored him with a gold medal for his heroic efforts;

Whereas in 1923, he received a patent for a traffic signal to regulate vehicle movement in city areas, and this device was a direct precursor to the modern traffic light in use today;



Tea Party Cards:

Garrett Morgan, Traffic Signal Museum Artifact



Traffic signal invented by Garrett Morgan

Currently on display

Not a part of the official Smithsonian Collection

Garrett Morgan, an African American inventor, demonstrated this manually operated, illuminated traffic signal in Cleveland, Ohio. In addition to “Stop” and “Go,” it had a signal that stopped traffic in all directions, providing a safe crossing for pedestrians.



Tea Party Cards:

Garrett Morgan, “Ohio Inventions” Excerpt

Garrett Morgan

After witnessing a crash between an automobile and a buggy, Cleveland entrepreneur Morgan was inspired to develop a traffic signal. The 1923 patent Morgan received for his traffic light was not his first. Earlier, during World War I, Morgan received a patent for his version of a gas mask.



Tea Party Cards:

Link to Historical Photos of Wright Brothers' Flight at Kitty Hawk

Photos of flight at Kitty Hawk, N.C. (32 images total; in advance, choose two to three for the Tea Party protocol)

<http://www.loc.gov/resource/mwright.04003#seq-3>



Tea Party Cards:
Telegram about First Flight at Kitty Hawk

Form No. 168.

THE WESTERN UNION TELEGRAPH COMPANY.
INCORPORATED
23,000 OFFICES IN AMERICA. CABLE SERVICE TO ALL THE WORLD.

This Company TRANSMITS and DELIVERS messages only on conditions limiting its liability, which have been accepted to by the sender of the following message. Errors can be guarded against only by repeating a message back to the sending station for comparison, and the Company will not hold itself liable for errors or delays in transmission or delivery of Unrepeated Messages, beyond the amount of tolls paid thereon, nor in any case where the claim is not presented in writing within sixty days after the message is filed with the Company for transmission.
This is an UNREPEATED MESSAGE, and is delivered by request of the sender, under the conditions named above.

ROBERT C. CLOWRY, President and General Manager.

RECEIVED at

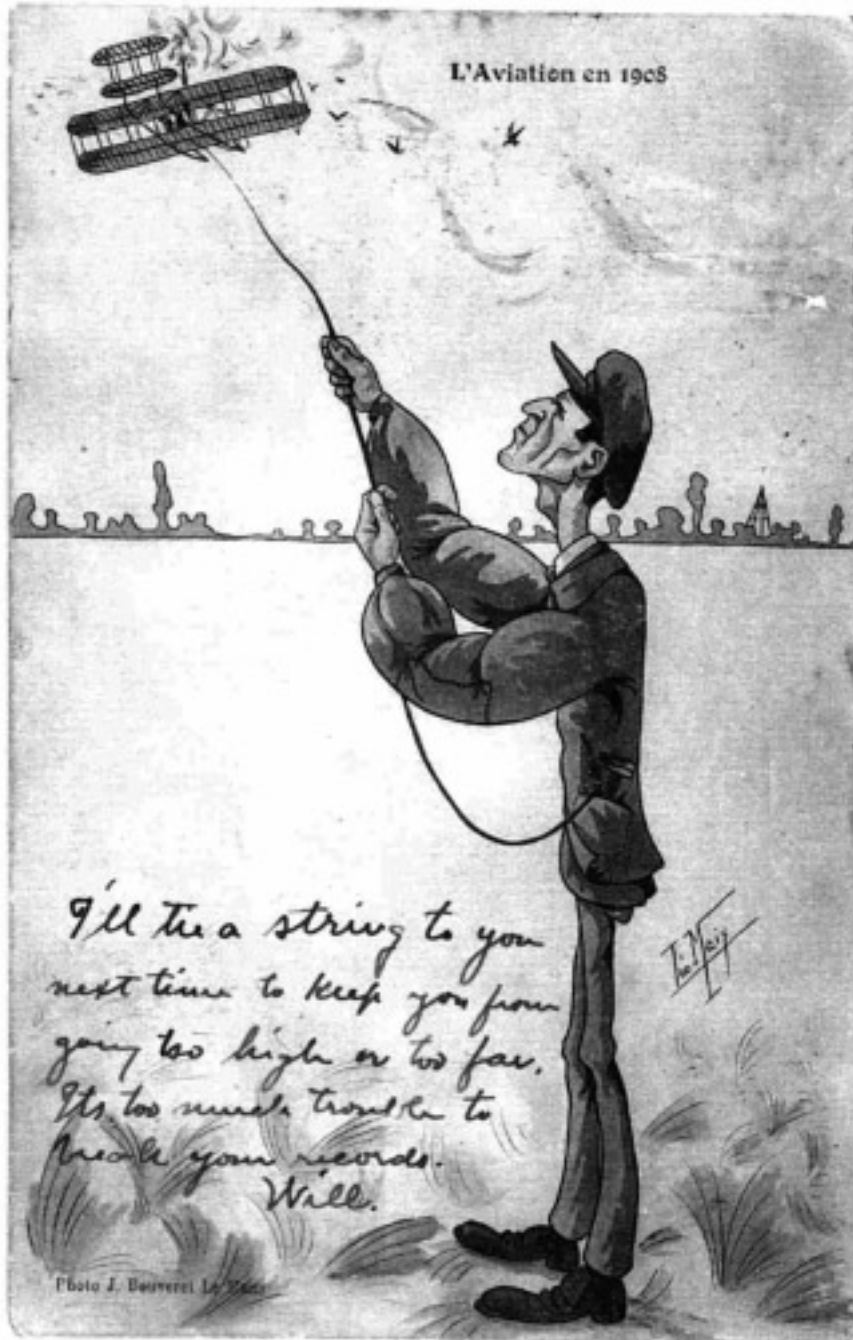
176 C KA GS 33 Paid. Via Norfolk Va
Kitty Hawk N C Dec 17
Bishop M Wright
7 Hawthorne St

Success four flights thursday morning all against twenty one mile
wind started from level with engine power alone average speed
through air thirty one miles longest (57) seconds inform Press
home Dec 17 Christmas .
Orville Wright 535P

170

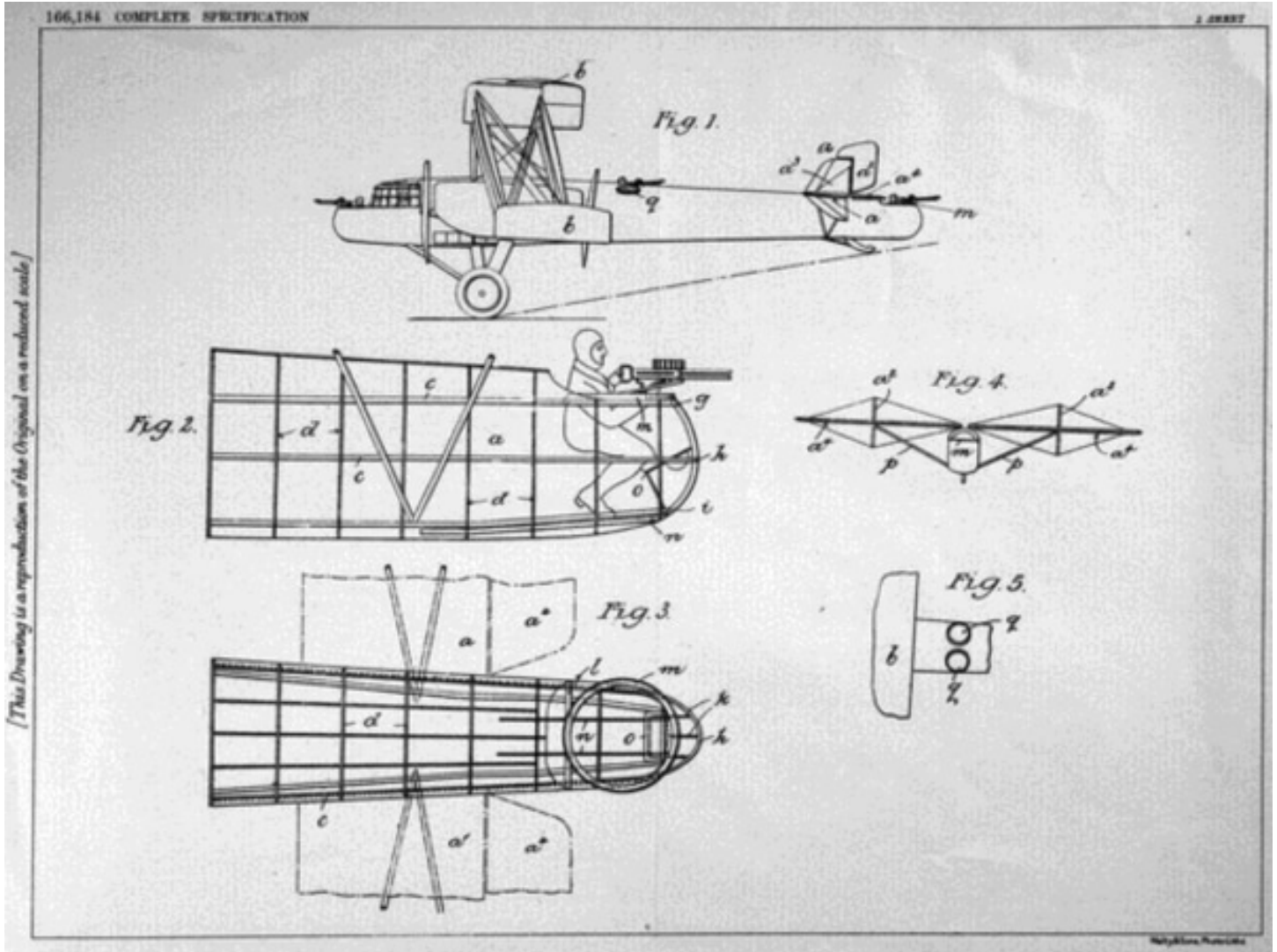


Tea Party Cards:
Postcard from Wilbur to Orville Wright





Tea Party Cards:
Airplane Design





Tea Party Cards:
Quotes about Flight

Quote from Leonardo da Vinci:

from <http://www.goodreads.com/quotes/tag/flying>

“Once you have tasted flight, you will forever walk the earth with your eyes turned skyward, for there you have been, and there you will always long to return.”

Quotes from Orville Wright:

from <http://wrightbrothers.info/quotes.php>

“If birds can glide for long periods of time, then ... why can't I?”

“The desire to fly is an idea handed down to us by our ancestors, who, in their grueling travels across trackless lands in prehistoric times, looked enviously on the birds soaring freely through space, at full speed, above all obstacles, on the infinite highway of the air.”



Performance Task Invitation

You have been researching one of two different inventions that changed people's lives. You also have learned about the style and structure of a graphic novel, and how graphic novelists use visual elements to help readers understand important ideas in their stories. Now you will have a chance to share what you have learned by writing a graphic novelette about either Garrett Morgan's invention of the traffic light, or the Wright Brother's invention of the airplane. Your novelette will tell the story of what needs or wants inspired the development of the invention; discuss the inventor(s) background; the inventor(s) process for developing a solution that would meet people's needs; and how the invention changed people's lives. Make sure your novelette incorporates factual information from your research, key terms as well as visual and narrative elements found in graphic novels, in order to convey ideas clearly to your audience.



Visual Element Cards

Frames/Panels	Diagrams/Information Boxes
Thought Bubbles/Speech Bubbles	Images/Photos
Font Size, Color, Style	Colors



Visual Element Note-catcher

Name: _____

Date: _____

Name of visual element: _____

Example 1

Page number: _____

How does this example support your understanding of the text?

Example 2

Page number: _____

How does this example support your understanding of the text?

Example 3

Page number: _____

How does this example support your understanding of the text?

Reflection question: How does this visual element add to your understanding of the process Max uses to solve the problem?



Visual Elements task card

- Locate two or three examples of your group's visual element in *Max Axiom*.
- Discuss how each example adds to your understanding of the ideas in that section of text.
- Record your thinking on the Visual Element note-catcher.
- Think about and then discuss the reflection question on your note-catcher with your group members.
- Record your response to the reflection question on your note-catcher.
- Be prepared to share your thinking with the class.

Independent Reading Criteria Self-Assessment

Learning target: I can use established criteria to select an appropriate text for independent reading.

Criteria

Interest	Some ways to tell if you're interested in a book: <ul style="list-style-type: none">• You talk about your book without being asked.• You become really animated when you answer questions about your book.• You're fascinated by the topic and/or characters.
Understanding	Some ways to tell if you understand what you're reading: <ul style="list-style-type: none">• You can accurately summarize what you have read.• You can make connections between the text and other books you have read or experiences you have had.• You remember new ideas from your book without a lot of effort.
Readability	Some ways to determine if you can successfully read a book: <ul style="list-style-type: none">• You know most but not all of the words.• You find yourself using words from your book when you speak or write.• You make some mistakes, but you can usually identify and correct them without help.• You are challenged, but you still understand what the text is mostly about.



Independent Reading Criteria Self-Assessment

Self-Assessment

Directions: Use the criteria above to help you respond to these questions and prompts. For **yes** or **no** questions, circle one response.

My Last Independent Reading Text	New Independent Reading Text
Did my last independent reading text interest me? Yes No	Do I think my new independent reading text will interest me? Yes No
Was I able to understand all, or most, of the ideas in my last independent reading text? Yes No	Do I think I will be able to understand all, or most, of the ideas in my new independent reading text? Yes No
Was my last independent reading text readable for me? Yes No	Do I think I will be able to read my new independent reading text? Yes No
Was my last independent reading choice an appropriate choice for me? Why or why not?	Do I think my new independent reading text will be an appropriate choice for me? Why or why not?



Independent Reading Choice Board

Name: _____

Date: _____

Title of Independent Reading Book/Author's Name: _____

After reading independently (silently and/or aloud) for at least 30 minutes, write a response to any ONE question from the board *except* the center square. Complete the center square once you have answered each of the other eight questions.

VISUAL ELEMENTS	CONNECTIONS	STRUCTURE
What visual elements (pictures, text) do you notice in this book?	What connections were you able to make between your independent reading book and other texts, topics explored, or experiences you have had?	How is this book structured?
How do the visual elements support your understanding of the text?		How does the structure support your understanding of the text?



Independent Reading Choice Board

<p>BOOK SELECTION</p> <p>Why did you choose this independent reading text?</p> <p>Do you think you made a good choice? Explain. Use specific examples from the text to support your reasoning.</p>	<p><i>*Complete this square last</i></p> <p>What qualities will you look for in the next book you read? (e.g., same author, similar visual features, more/less challenging, etc.)</p>	<p>RECOMMENDATION</p> <p>Would you recommend this book and/or this author to someone else? Explain. Use specific examples from the text to support your reasoning.</p>
<p>VOCABULARY</p> <p>Which three words from this text do you find most descriptive? Explain. Please copy the sentence in which the word was found and record a page number for each term.</p>	<p>READABILITY</p> <p>Is your independent reading book too hard, just right, or too easy? Explain. Use specific details from the text in your explanation.</p>	<p>INTEREST</p> <p>Do you find this book interesting? Explain. Give reasons and use specific examples from the text to support your opinion.</p>



Visual Elements of a Graphic Novel Reference Page

Visual Element	Description
Splash Page	<i>First two pages; gets the reader's attention; uses large and close-up images</i>
Frames/Panels	<i>The boxes that contain scenes and/or information; some are larger than others; can be arranged sequentially or in a more random order</i>
Gutters	<i>The space between the frames/panels; moves from one scene to another to show changing actions, the passage of time, or to make changes in locations</i>
Ambient Sounds	<i>Words that show sounds</i>
Thought Bubbles/Speech Bubbles	<i>What the characters think/what the characters say</i>
Font Size, Color, Style	<i>Text, captions, information, or dialogue in the story that uses different styles of type and/or different colors</i>
Images/Photos	<i>Drawings/pictures of characters, settings, actions, important details, and information</i>
Colors	<i>Blue, green, red, black, white, brown, etc.; bright, dull, dark, light</i>
Diagrams/Information Boxes	<i>Drawings of technical equipment, displays, documents, graphs, definitions, and other ideas or objects</i>