# Title of Book

*The Unsinkable Walker Bean and the Knights of the Waxing Moon*

# Title of Unit

*Reading and Comprehending a Graphic Novel*

# Grade level (interest)

<table>
<thead>
<tr>
<th>Grade level (interest)</th>
<th>Reading Grade level</th>
<th>Lexile Level</th>
<th>Guided Reading level</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>4-9</td>
<td>GN 100L</td>
<td>N/A</td>
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# A. Purpose for Instruction/ Essential Questions/ Theme

- **Purpose:**
The purpose of this mini unit is to introduce students to the new genre – graphic novels.

- **Essential Questions:**
  - What are the main aspects in a graphic novel?
  - How do we interpret the pictures in graphic novels without having words in every frame?
  - How important is the choice of color, font, and style in graphic novels?
  - What is the benefit to reading a graphic novel? How can we connect it to our own lives?

- **Theme:**
The theme of this lesson is working with graphic novel and learning how to read it, analyze it, and draw connections to oneself.

# Resources


# B. Alignment to the depth of the Common Core – Standards addressed and assessed

<table>
<thead>
<tr>
<th>CCSS ELA Standards [Reading, Writing]</th>
<th>Lesson One:</th>
<th>Lesson Two:</th>
<th>Lesson Three:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 required, you may identify up to 6 if you are writing six lessons</td>
<td>CCSS.ELA-LITERACY.L.7.6</td>
<td>CCSS.ELA-LITERACY.RL.7.6</td>
<td>CCSS.ELA-LITERACY.RL.7.3</td>
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<td>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
<td>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</td>
<td>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</td>
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</tbody>
</table>
Lesson Four:
Standard: CCSS.ELA-LITERACY.L.7.3.A
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

C. Student Learning Outcomes – Targeted unit goals

Webb’s Depth of Knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking

- **Lesson 1**: Students will acquire knowledge of different terms related to graphic novels and will be able to differentiate between different emotions of the characters. Students will be able to complete graphic organizer with notes about elements of a graphic novel and verbally explain how each element enhances the story.

- **Lesson 2**: Students will sequence the events from the story to demonstrate understanding of the chain of events and summarizing skills.

- **Lesson 3**: Students will analyze the characters’ behavior and evaluate the factors that affect it. Students will be able to analyze the character by filling out a chart and matching words of emotions with the characters.

- **Lesson 4**: Students will create sets of comics to demonstrate their inferencing skills and their understanding of the structure of a graphic novel. Students will work collaboratively in small groups to create a set of comics and present it to class.

D. Text Sections to be read closely with plans to support reading and discussion – identify pages

Lesson 1: pp. 7-25
Lesson 2: pp. 28-42
Lesson 3: pp. 43-53
Lesson 4: pp. 54-63

Academic Language to be supported at word, syntax and discourse levels

Tier 3 words:
panel, frame, gutter, bleed, foreground, midground, background, graphic weight, captions, speech/thought balloons, interjection, dialogue

Vocabulary
Bloom’s Levels Addressed: (Check all that apply)

- Analyzing
- Understanding
- Remembering
- Evaluating
- Applying
- Creating

E. Instructional Lessons

**Research Based Strategies [Tied to STW & standards]**

**Lesson Day 1:** Analyzing infographics: Understanding and Interpreting Visual and Text Features (Harvey & Goudvis, 2017, 170)

**Lesson Day 2:** Recognizing plot and inferring themes (Harvey & Goudvis, 2017, 173)

**Lesson Day 3:** Reading to Build Content Knowledge About Important Concepts (Harvey & Goudvis, 2017, 110)

Surfacing Big Ideas with Personal Connections (Harvey & Goudvis, 2017, 107)

**Lesson Day 4:** Understanding Graphic Novels: Inferring and Visualizing for Deeper Comprehension (Harvey & Goudvis, 2017, 176)

**Brainstorming for Lessons**

Interactive activities for each lesson

- Collaborative group work,
- Writing word definitions and drawing visual representations underneath,
- Student-volunteers - instead of the teacher - in front of the class,
- Writing down definitions of words that the class comes up with,
- Creating a set of comics from personal lives.
Plans for four instructional lessons, including examples of text dependent questions, graphic organizers and technology based original interactive materials
(assuming that the class period is 50 minutes long)

**Objective:**
- Students will acquire knowledge of different terms related to graphic novels and will be able to differentiate between different emotions of the characters.

**Procedure**

**Lesson One:**

1. Teacher asks the class if anyone knows what a graphic novel is: What are its characteristics? Why is it a unique kind of literature? Who in class likes to read it?
2. Teacher presents the book to class – *The Unsinkable Walker Bean and the Knights of the Waxing Moon.*
3. Teacher passes out a graphic organizer (see Appendix A) for students to fill out while he/she presents a Power Point with elements of a graphic novel: panel, frame, gutter, bleed, foreground, midground, background, graphic weight, captions, speech/thought balloons. The presentation contains words, definitions, and examples of each term from any set of comics (not from the book).
4. Teacher divides the class into groups and asks students to create their own sets of drawings of the terms on the back of the graphic organizer. Students collaborate with each other and draw visual representations of each term.
5. Teacher demonstrates how to read the graphic novel by reading pages 7-11.
6. Teacher demonstrates how to look at pictures and interpret characters’ behavior and actions based on the elements of a graphic novel learned earlier in class.
7. Teacher continues to read the graphic novel - pages 12-17 and this time asks for volunteers to interpret what is going on in the story.
8. Then students read pages 18-25 in their small groups and when teacher calls time, everyone discusses.
9. Then the class engages in the technology activity – Slides 2-5
10. In the exit slip (see Appendix B) students write what they learned and what lingering questions they still have.

**Technology pages:**

(Insert image of a graphic organizer page showing a green background with yellow and orange text and graphics, titled **LESSON 1**. The page contains columns for Activity, Strategy, and Objective. The Activity section reads: **Match characters’ behavior and facial expressions with the facial expressions of Mr. Face**. The Strategy section reads: **Analyzing Infographics: Understanding and Interpreting Visual and Text Features**. The Objective section reads: **Students will acquire knowledge of different terms related to graphic novels and will be able to differentiate between different emotions of the characters.**)


Objective:

- Students will sequence the events from the story to demonstrate understanding of the chain of events and their summarizing skills.

Procedure

Lesson Two:

1. As a whole group, students will discuss what they had learned during the previous class.
2. The teacher will read pages 28-33 and demonstrate how to analyze the text. The teacher will think-aloud and ask for students’ responses as well. The questions will include: What is going on in the plot? What lesson are the two main characters teaching us in this section? (*hint* page 32 is the one that teaches the most explicit lesson worth the emphasis)
3. In their small groups, students will engage in reading pages 34-39 and analyzing the text independently (see Appendix C).
4. The class will engage in the technology activity – slides 5-12. The teacher will demonstrate organizing only one half of the first set of pictures. Then volunteers will come up to the board and the class will help the volunteer at the front to put pictures in order (in the meantime the teacher will only be observing and stepping in only when students will seem to need guidance). Students in front of the class will be changing to give others an opportunity to participate.
5. Students will not only tell the order the pictures should be in, but also what was going on in the plot.
6. The teacher will pass around a worksheet (see Appendix D) in which pictures from pages 34-36 will be scrambled (only the first and last will be correct). Students will have to work collaboratively and use inference skills to figure out in what order should the pictures be.
7. In the exit slip (see Appendix B) students write what they learned and what lingering questions they still have.
A Sayed LUC

[Comic panels with speech bubbles]

Panel 1: "Be careful! You're walking on the edge of a cliff!"

Panel 2: "Don't bite the hand that feeds you. You'll be back in very dirty water!"

Panel 3: "Crazy!"

Panel 4: "Can it be?"

Panel 5: "Is it one of those shadow creatures?"

Panel 6: "It's a monkey for opening doors. It's not for swimming and little boys."

Panel 7: "If you need help, you have me. I'll help you, and if you don't, I'll leave."

Panel 8: "Save the story for the ARE 20!"

Panel 9: "I told you it's REAL, real!"
**Objective:**

- Students will analyze the characters’ behavior and evaluate the factors in the novel that affect it (i.e. setting, people the character interacts with, etc.).

**Procedure**

**Lesson Three:**

1. Students learn about various emotional states. The teacher passes out a table (see Appendix F) with emotional states to fill in their definitions. Volunteers from the class tell the teacher what the definitions are based on their opinions and/or any examples they can think of. In the meantime, the teacher fills out a document on the computer with the students’ definitions.
2. Then the class engages in a technology activity – slides 13-17, choosing the words that represent the emotions of the characters and connecting them together.
3. Students will read pages 43-53 and discuss in their small groups, what has happened.
4. Teacher introduces to students a new activity:
   The students are to pick a character about which they have read in the previous section and to complete the Character Analysis Grid (see Appendix G).
   The teacher demonstrates how to fill out the chart by projecting it on the board and doing the think-aloud. The character the teacher will choose is Walker, so the teacher will think-aloud about what Walker’s character is like.
5. Students then analyze characters in their small groups, filling out the chart and turning it in for participation points.
6. Students fill out an Exit Tweet (see Appendix E)

**Technology pages:**

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**Activity:**

Circle all the words that describe the emotional states of the characters in the section. Then summarize what is going on the page and why you circled a particular word.

**Strategy:**

- Reading to Build Content Knowledge: About Important Concepts
- Surface Big Ideas with Personal Connections

**Objective:**

- Students will analyze the characters’ behavior and evaluate the factors that affect it.
<table>
<thead>
<tr>
<th>Brave</th>
<th>Cheerful</th>
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</thead>
<tbody>
<tr>
<td>Cheerful</td>
<td>Bored</td>
</tr>
<tr>
<td>Confused</td>
<td>Surprised</td>
</tr>
<tr>
<td>Curious</td>
<td>Proud</td>
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<tr>
<td>Disappointed</td>
<td>Frustrated</td>
</tr>
<tr>
<td>Embarrassed</td>
<td>Silly</td>
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<tr>
<td>Excited</td>
<td>Uncomfortable</td>
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<td>Fantastic</td>
<td>Worried</td>
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<td>Friendly</td>
<td>Stubborn</td>
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<td>Generous</td>
<td>Shy</td>
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<td>Ignored</td>
<td>Satisfied</td>
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<td>Impatient</td>
<td>Safe</td>
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<tr>
<td>Important</td>
<td>Relieved</td>
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<tr>
<td>Interested</td>
<td>Peaceful</td>
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<td>Jealous</td>
<td>Overwhelmed</td>
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<tr>
<td>Lonely</td>
<td>Loving</td>
</tr>
<tr>
<td>Confused</td>
<td>Tense</td>
</tr>
<tr>
<td>Angry</td>
<td>Calm</td>
</tr>
</tbody>
</table>

http://www.upcyclededucation.com/2012/10/nurturing-emotional-intelligence.html
### Objective:
- Students will create sets of comics to demonstrate their inferencing skills and their understanding of the structure of a graphic novel.

### Procedure
#### Lesson Four:
1. Teacher will read the first section of the day's reading – p. 54-55 – to the class and demonstrate how he/she will use inferencing skills to predict what may happen next with the characters.
2. On a lose leaf paper the teacher will demonstrate how he/she writes what is going on, then what he/she thinks may happen next.
3. The teacher then reads pages 56-57. The teacher will write what he/she read and whether it matches his/her initial predictions. And then the teacher will ask the class to predict what will happen to the characters.
4. Students write their own predictions on their lose leaves (or in notebooks) and volunteers share out what they wrote.
5. Then the teacher lets students work independently or in their small groups. Students read in their small groups - pages 58-61. Students decide in their small groups if their predictions about the previous section matched the plot. Either way, they take notes on whether their prediction was right or not.
6. Then again students write their inferences about the next section they will read later on or for homework.
7. The class regroups and discusses how the inferencing went.
8. Students fill out the exit slip and reflect on their lesson (see Appendix B).
9. Th class completes the technology activity slides 18-20 even though the class hasn't read that part, yet, but they are practicing inferencing skills.
10. During/for the following class students read pages up until that page form the Power Point and will discuss how accurately they inferenced.
### Plans for Formative and Summative Assessment linked to standards and learning outcomes (objectives)

#### Formative Assessments:
- The teacher monitors every day that students are actively participating in mini group discussions/work and are volunteering during the whole-group discussions;
- Graphic organizers;
- Exit slips from all four days.

#### Summative Assessment:
- Students will be assigned to talk with their family member, a relative, or a friend and ask them about any kind of memorable experience that chosen person lived through. Students will only converse with that individual and jot down notes after their conversation.
- In class students will recall on the experience that their family member shared and share it with their small groups. Students will engage in an independent activity of creating a comic strip and writing out and drawing their family member's, relative's, or friend's story in 8 frames (see Appendix H) – can be typed or handwritten.
Appendices

Appendix A:

Vocabulary Overview Guide

Category: __________________________

Topic: __________________________

Clue: __________________________
Definition: __________________________

Clue: __________________________
Definition: __________________________

Clue: __________________________
Definition: __________________________

Appendix B:

Ticket Out The Door

The most important thing I learned today...

_________________________________

_________________________________

_________________________________

Ticket Out The Door

One question I have about what I learned today...

_________________________________

_________________________________

_________________________________
### Appendix C:

**Knowledge/Question/Response Chart**

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<tr>
<th>Knowledge</th>
<th>Question</th>
<th>Response</th>
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### Appendix D:

**Oh-oh! The pictures got scrambled!**

Put them in the right order! Some pictures may be missing, so carefully read the speech balloons and examine the pictures. Write the numbers in the boxes.

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*Note: Adapted from strategies that work: Teaching comprehension for understanding and engagement (2nd ed.), by S. Harvey and A. Goudvis, 2007, Portland, ME: Stenhouse. Copyright © 2007 by Stenhouse.*
Appendix E:

Lesson Tweet Slips

Today's Lesson Tweet
@ ___________________
# ___________________

Today's Lesson Tweet
@ ___________________
# ___________________

Today's Lesson Tweet
@ ___________________
# ___________________

Appendix F:

Vocabulary in Context

1. Write each word from the chapter vocabulary list in the first column.
2. Read each word as it is used in the above novel before you look it up.
3. Write your guess for the meaning of each word in the column on the right.
4. Look up the word in the dictionary.
5. In the middle column, place the definition of the word which best matches the use of the word in the book.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Guess</th>
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Appendix G:

Character Analysis Grid

1. What does the character do?

2. What does the character say or think?

3. How do others feel about the character?

4. How does the character change?

5. Author’s Theme or Point of View:

(Buskell, 1994)

Appendix H (photocopy front and back of to have 8 boxes for each student to draw in):

Graphic Memoir About Someone I Love

Bibliography


