

Reading Lesson 1 – Felipe Sequeira

Grade	5	Topic	Reading – Hugo Cabret Ch.1
Date	-	Allotted Time	75
Cite sources used to develop this plan: BC English Language Arts Curriculum			

1. **Rationale:** *Why is this lesson relevant at this time with these students?*

To encourage more imagination and curiosity, using graphic novels allows students to think about what is happening in the story and interpret it in their own way. With short interspersed written text, the reader is kept in context and guided through the story. Many children like pictures in books, a graphic novel gives much guided imagery.

2. **Provincial Learning Standards:** *What competencies and concepts and content does this lesson develop?*

Big Idea: Making meaning and connecting with story and text through curiosity and inquiry deepens understanding of self, identity, and others.

Curricular Competencies:

- Explore a rich variety of texts, including story, to deepen learning and develop a broader understanding of self, family, community, and the world.
- Think critically about ideas and information to deepen, extend, and transform understanding.

Creating and Communicating

- Apply oral language to explore and express ideas, communicate with others, and contribute as a member of a classroom community.
- Express ideas, thoughts, feelings, and opinions through various forms of communication

Concepts and Content

- Understand the impact of literary elements and devices.
- Use the writing process to enhance communication.

3. **Assessment**

Lesson Outcome What will students learn?	Sources of Evidence What product or action will show what students have learned?	Criteria What will you look for in this evidence?
<p>Pre-reading 1 Students will be able to create a visual representation of a story.</p> <p>Pre-reading 2 Students will be able to create meaning from a series of pictures in a graphic novel in order to predict what is happening in the story.</p> <p>Pre-reading 3 Students will be able to brainstorm and share opinions in response to questions</p> <p>Lesson Students will be able to describe</p>	<p>Illustrating short stories</p> <p>A group discussion about the pictures to predict what is coming next.</p> <p>Group conversation and reporting of group consensus</p>	<p>Do the illustrations capture the essence of the story?</p> <p>Use supporting evidence from the text to base their predictions.</p> <p>Participation in group discussion</p> <p>Connect the pictures to a personal experience, event or</p>

<p>the pictures in detail by making connections to the story and their feelings.</p> <p>Students will be able to read selected passages of the text</p> <p>Post-reading Students will be able to use information gained to form a prediction of what is to come.</p> <p>Closure Students will be able to relate a part of the story to their life</p>	<p>Students relate the pictures to experiences or feelings they've had</p> <p>Students take turns reading</p> <p>Students discuss what they know so far to make their prediction</p> <p>Students put themselves in the shoes of the character to explain how they would have reacted.</p>	<p>thought</p> <p>Support prediction with connections</p> <p>Support reasoning and connect to their life.</p>
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4. Resources, Material and Preparation: *What resources, materials and preparation are required?*

The Invention of Hugo Cabret – set of 8
Pictures for Pre-reading activity 2

5. Lesson Development	Pacing
<ul style="list-style-type: none"> Introduction: <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i> <p>Pre-reading Activity 1 warm up. (Used to get students into the idea of telling a story through pictures)</p> <ul style="list-style-type: none"> - In groups of 4, students create a one-page story using a comic book style with very few to no words. Stories should be appropriate for class and not excessively violent. - Students are divided into roles: <ul style="list-style-type: none"> o Director is responsible for taking group ideas and creating a logical set of 8 scenes to tell the story o Illustrator is responsible for drawing the pictures o Coloring is responsible for adding color to the pictures o Presenter is responsible for presenting their comic to the class - Students are given 15 minutes to plan and prepare. Emphasize that the drawing and coloring does not have to be meticulous, but think of it as a sketch of the story. <ul style="list-style-type: none"> Teaching/Learning Sequence: <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i> 	<p>20 Minutes</p>
<p>Pre-reading Activity 2</p> <ul style="list-style-type: none"> - Using pictures related to chapter 1 (train parts, person hiding, thief, broken wind-up mouse) - Have students organize them into an order to predict a possible story. 	<p>10 Minutes</p>
<p>Pre-reading Activity 3</p> <ul style="list-style-type: none"> - In groups of 3-4, students respond to question “What would it be like to 	<p>5 Minutes</p>

<p>be an orphan living in a train station?</p> <ul style="list-style-type: none"> - Each group shares their favourite answer. <p>Reading</p> <ul style="list-style-type: none"> - Books are handed out, 3 students to 1 book. <p>Introduce the idea of a graphic novel</p> <ul style="list-style-type: none"> - Mostly pictures - Great for encouraging creative thinking in terms of storyline and potential dialogue. - Guided imagery <p>Lesson</p> <ul style="list-style-type: none"> - Teacher reads the first page introduction. - For the first set of pictures in the chapter, each group discusses how it relates to the information in the introduction and one person reports their group's thoughts to the class. - For the second set of pictures in the class, each group discusses what is happening and what might happen in the next picture. - Choral read pages 46-47 then discuss. <ul style="list-style-type: none"> o What do you think the importance of the pocketbook is? o Who is the girl? o Why is Hugo nervous? o Who do you think the thief is? - Read pages 50~51 (student volunteers / rotation) then discuss. <ul style="list-style-type: none"> o Describe what just happened (ask for answers) o What do you think was on the page that caught the old man's eye? o Look at the next four pictures, what do you think it is? o Why is the old man interested in it? - Read pages 60~61 (Teacher) <ul style="list-style-type: none"> o What do you think the old man means by "Ghosts..." o What do you think will happen next? Will he burn the book? <p>Post Reading Activity</p> <ul style="list-style-type: none"> - Students are asked to discuss their predictions in their group. - One student from each group presents their best answer. <ul style="list-style-type: none"> • Closure: <i>How will you solidify the learning that has taken place and deepen the learning process?</i> <p>In their writing notebooks, students answer the following question: "‘What would you have done if you were Hugo when the old man grabbed your arm?’"</p>	<p>30 Minutes</p> <p>5 Minutes</p> <p>5 Minutes</p>
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6. **Accommodations** (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment?*

Provide scribing for those who need writing support. Encourage equal participation in groups. Reinforce listening manners and respect when sharing ideas in small groups.