General Information

Lesson Parts & Duration

Total Duration: 1 to 1½ hours

• "Brog and the Rainbow"; Graphic Novel: Close Reading

Subject(s)

- ELA; Literature; Myth: "Brog and the Rainbow," by Janna Duffy
- Close Reading, Key Details, Plot, Sequence, Character Traits, Inference, Theme/Lesson, Visualization RL.3.1-3.3) (RL.4.1-4.3)

Objective

- <u>Students will</u> create a graphic novel to show their understanding of main events and sequential order.
- Students will analyze a character and their qualities and defend the quality by using text supports.
- <u>Students will</u> identify and defend the lesson or moral of the myth using text supports.
- Students will identify words or phrases that help with visualizing the myth.

Materials

- **Required:** copies the myth, "Brog and the Rainbow" (page7) (1 copy per student)
- blank piece of paper (1 per student)
- pencil
- crayons/markers/colored pencils
- dry erase board, chalkboard, document camera or similar device to share with class
- Optional: printable "Break Up Your Day" brain/movement break ideas (page 9)

Protocols (page 8)

- Used throughout lesson be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

Throughout this lesson, you will find:

- Scripted Text indicates things that need to be said directly. Bullets starting with a "T" followed by italicized type indicate scripted text
- Clarifiers within scripted text are in orange
- Teacher Directions indicate things you should be doing
- * Side notes provide helpful hints, ELL strategies, differentiation and information
- * Break Up Your Day (Brain/Movement Breaks) are in green boxes (at the end)

Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.





Distribute myth to students, students write name in top right corner.

- T Once you have your myth, "Brog and The Rainbow", please write your name in the top right corner.
- *T* A myth explains nature or human nature.
- **T** Today we are going to discover how human nature is explained in a myth by notating key details from the text that support the central message.
- *T* First I would like you to read the myth independently.

Pass out a blank piece of paper to each student.

Setting up Paper

- Take the piece of paper I have just given you and fold it in half twice, dividing it into fourths. see example
- T Label the four sections 1-4 and put your name on it. Model this on the document camera so that students have a visual model.
- T Stories have an order of events.
- **T** This order can be sequential: first, next, then, last, before, after.
- T I would like you to look through your myth looking for these sequential words. You may want to list these sequential words on the board or document camera for students to reference.
- *T* Put smiley faces next to any sequential words that you can find. Possible answers: one, first, before

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* Discuss with a buddy the sequential words that you found in the text.
- **T** After discussing with your shoulder buddy, you may make modifications/changes to your own answers.

Give time to complete this task. Monitor students and provide assistance as needed.

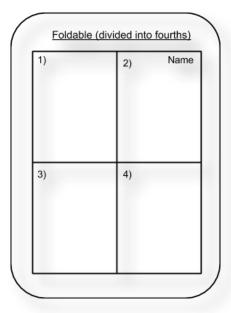
- T Good stories have main events that drive the plot and make you want to read more of the story.
- *T* The plot is basically all the main details that make up the story.
- T We are going to create a graphic novel based on four main events that drive the myth.
- *T* What are the four main events in the myth?
- **T** You are going to read the myth again and you are going to place stars by four events that drive the story.

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* Discuss with a buddy your four main events.
- **T** After discussing with your shoulder buddy, you may make modifications/changes to your own four main events.

Give time to complete this task. Monitor students and provide assistance as needed.





ELA



You may want to review the Give one & Get one before they go and find a new partner.

On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a "new" partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher



Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

.

On your feet/ Get ready to meet/ Go and Greet

with a new partner (with the myth, a pencil, and foldable) then...

Give one & Get one

- **T** Now we are going to have some partner discussions.
- T We will find our partner by putting a hand up in the air and finding another student that has their hand up.
- *T* You will then ask that person, "Would you like to be my partner?"
- T If their hand is also up, they will respond with "yes".
- T You are not allowed to say no so that you can pick someone different.
- *T* Once you have found your buddy put your hands down and face me.
- T So, when I say, "On your feet/ Get ready to meet/ Go and Greet" you will put your hand up and find your partner.
- *T* Then, I will say "Give one & Get one" and you will share information with your partner.
- T The purpose of Give one & Get one is for you to share your information and your partner will write
- Then they will share their information with you and you will write it down.
- So, you each are giving an answer and getting an answer!
- *T* Let's try this now!
- T On your feet/ Get ready to meet/ Go and Greet
- *T* What are the four main events you chose?
- T Discuss with your new partner your four main events.
- \boldsymbol{T} Once you have finished please return to your original seats.
- Remember to copy down new ideas from your partner.

Give time to complete this task. Monitor students and provide assistance as needed.

- T After talking to 2 buddies, you should have a good idea of what you would like your four main events
- T Write each of the four main events as complete sentences at the bottom of sections #1-4 in the Graphic Novel. Possible answers: 1) Brog tells young man he only takes gold as payment. 2) The young man secretly follows Brog to rainbow. 3) Brog hides gold in a pot, he tries to make sure no one sees him.. 4) The young man tries to find the end of the rainbow, but it always slips away.

Give time to complete this task. Monitor students and provide assistance as needed.

On your feet/ Get ready to meet/ Go and Greet

with a new partner (with the muth, a pencil, and foldable) then...

Give one & Get one

Note: Allow 10 to 15

minutes for

illustrations.

- *T* With a new partner, you need to read and revise your four main events.
- T Make sure each of your sentences is complete and explains a major event.

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* Once you have finished please return to your original seats.
- *T* Next, we will be illustrating the four main sections of your graphic novel!
- *T* Your illustrations should include specific details from the myth.

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* Eyes on me in 5...4...3...2...1...0. Thank you!
- *T* Reread paragraphs #4, #5, and #6 of the myth.
- T What qualities does the young man portray? Possible answers: laziness, greed, persistence
- *T* Discuss with your buddy what quality you see in the young man.

Give time to complete this task. Monitor students and provide assistance as needed.

T After discussing, write the young man's quality at top of the myth and draw a circle around the quality.

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* What words or phrases in the myth demonstrate the young man's quality?
- T Go through the myth and draw boxes around any words or phrases demonstrate the young man's qualities. Example: greed is shown through Brog saw greed in the young man's eyes; the young man got excited over the word "gold"; the young man kept chasing a rainbow to get gold

Give time to complete this task. Monitor students and provide assistance as needed.

On your feet/ Get ready to meet/ Go and Greet
(with the myth, a pencil, and Graphic Novel then...)
Back to Back and Face to Face

T Discuss with your new partner what phrases you boxed and how these phrases demonstrate a quality in the young man.

Give time to complete this task. Monitor students and provide assistance as needed.

T Once you are finished discussing, please return to your original seat.

Students will need these papers for the next segment.



Now is a great time to take a break and get students re-energized. See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 9)

- Take the piece of paper that you divided into fourths for the last lesson and flip it over. see example
- T Since you have already folded it, you can see the fourths on the backside as well.
- T Label the four sections 5-8. Model this on the document camera so that students have a visual model.
- **T** What moral is the author trying to teach us? How do you know?

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T Discuss with your buddy the moral of this myth.

Give time to complete this task. Monitor students and provide assistance as needed.

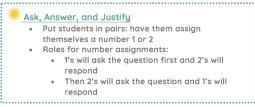
- T Which paragraph(s) demonstrates the author's intent or moral? Call on 2-3 students to explain which paragraph(s) explains the moral and why.
- **T** In the section #5 you are going to restate the moral of the myth and use exact language from the text to support your statement.
- *T* You will write your opinion sentence in section #5 using sentence frame:

In my opinion the moral is		because the author states
<u> </u>	"	

T Read paragraphs #9-11 with a buddy.

Give time to complete this task. Monitor students and provide assistance as needed.

- *T* In paragraph #11 why was Brog shaking his head?
- *T* Discuss this with your shoulder buddy and then write your answer in section #6. Answer: Brog was amazed at the young man's foolishness.



- *T* Now, I would like you to read paragraph #8 with your buddy.
- T Please alternate sentences as you read.

Give time to complete this task. Monitor students and provide assistance as needed.

- T Why was the young man amazed? Answer: The young man was amazed because Brog magically pulled a pot of gold out of the rainbow.
- *T* Write your answer in section #7.

Give time to complete this task. Monitor students and provide assistance as needed.

T Discuss this with your shoulder buddy. You may make changes to your answer.

On your feet/ Get ready to meet/ Go and Greet (with the myth, a pencil, and Graphic Novel then...) Back to Back and Face to Face

- T A good author uses words or phrases to "paint pictures" in your mind.
- T As you read the myth, was there a word or phrase that made you "see" the story? Example: "in the blink of an eye" could make you picture Brog instantly disappearing.
- Turn to your partner and discuss what words or phrases "painted a picture" in your mind.
- T You may refer to your graphic novel.

Give time to complete this task. Monitor students and provide assistance as needed.

T Write an opinion sentence in section #8 using sentence frame:



<u>-(</u>	THIRD GRADE FOURTH GRADE	-
-	ELA	/-

The word/phrase "	" in paragraph #	helped me draw
	details in the frames	for my graphic novel."

Call on 3 to 5 students to share their sentence frames.

T After hearing other answers, you may make changes to your own sentence.

If time... students may finish illustrations in graphic novel or illustrate section #8.

Brog and the Rainbow

- (1) In the mists of time dwelt a hardworking soul named Brog. Neither young nor old, neither wise nor foolish, he was an untiring sprite who lived only to create sturdy shoes and amass his gold in a hidden cache.
- (2) Brog had been industrious all his life, selling his wares to the occasional traveler but only accepting pure gold as payment.
- (3) One fine spring day after a stormy night a young man seeking his fortune came across Brog's cottage hidden among the green, green hills. At first, he saw only a child playing with scraps of leather, but as he drew closer he saw that the child was actually a man with a wrinkles etched into the corners of his hard steady eyes. The young man noticed Brog was crafting shoes and asked if he would make a pair for him.
- (4) Brog cast his eyes up and down the young man. He saw ambition, a strong-will and a hint of greed. Brog narrowed his eyes and replied, "I only accept gold for the fine shoes I make."
- (5) The young man's eyes lit up at the word "gold," but because the young man had no coin to offer the tiny man bade him to be on his way.
- (6) Before the young man had rounded the first turn of the road he noticed Brog glancing up and down, right and left before hurrying toward the hills behind his small home.
- (7) The young man quickly followed the little man remembering what the shoemaker had said about accepting only gold as payment.
- (8) Just past the first group of hills, the young man saw Brog stop and look up at the sky. Within moments a luminous rainbow appeared touching two of the hills. Brog, glancing one more time, this way and that, hither and yon, ran to the end of the rainbow. To the young man's amazement, the squat man pulled out a blackened pot between the red, green and blue arc and carefully placed gold in its depths.
- (9) In the blink of an eye the little man was gone and the young man, not believing his good fortune, crept to where the rainbow ended.
- (10) Before the young man could reach the rainbow it slipped away to the next hill. And before the greedy young man could reach the next hill the rainbow appeared on the following knoll.
- (11) Brog watched the young man run from hill to hill and with a shake of his head returned to his weathered abode to make more fine shoes.





Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
 - 1's will ask the question first and 2's will respond
 - Then 2's will ask the question and 1's will respond
 - The next time 2's ask the question first

On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a "new" partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons

Make sure to "Break Up Your Day!"

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!

Break Up Your Day: Common Classroom!



- Students states three objects in the classroom.
- Their shoulder buddy tries to discover what these three things might have in common (compare).
- Shoulder buddy then finds three objects in the classroom and first buddy discoveries comparisons.
- Have several teams share their commonalities.

Break Up Your Day: The Wiggles!



- Let's get our wiggles out before we continue!
- Stand up and shake out your arms (4-5 seconds to shake) Remember! No one should get hurt! ...now FREEZE!
- Now shake the wiggles out of your right leg...FREEZE!
- Now shake the wiggles out of your left leg...FREEZE!
- Now shake all the wiggles out of your whole body....FREEZE!

Break Up Your Day: Comparisons Outside!



• Students take a scratch paper/pencil outside and make a list of objects on the playground they can see that share a theme. (Example: Movable: swings, basketball hoop, tetherball chain, etc.)

Break Up Your Day: <u>Thumbs Up!</u>



- Student is called on (use name cards or equity cards if available) to state a quality they see in themselves (kindness, honesty, hard work, humor).
- Other students signify whether they see that quality in themselves.
- Tally their responses.
- The quality with the most votes or Thumbs Up is the theme for the