

# Gotta Go

by Frank Viva

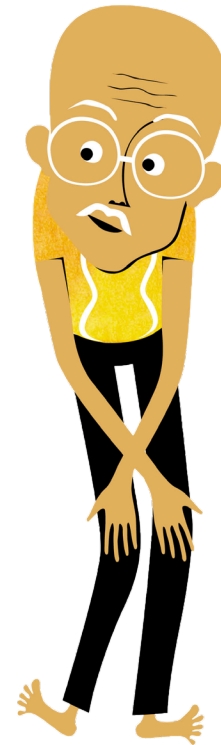
TOON Level Two

Grades = 1-2

F&P Reading Level = J

ISBN = 978-1-6626-6507-3

FOR VISUAL READERS  
**TOON BOOKS**<sup>®</sup>



Richard Kutner, New York, NY

**Richard Kutner** is the head of the TOON Educational Team. He is a translator of both prose and graphic literature with a forty-year background in education. He holds degrees from New York University and Yale and was the 2014 recipient of a Hemingway Translation Grant for his work with TOON.

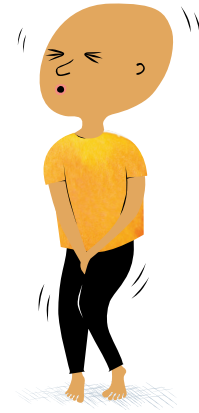
## CCSS-aligned Guided Reading Lesson Plan

Standards indicated for grades K and 1

<b>Overview</b>	What do you do when you need to pee and there's no bathroom around? Find out what Owen's grampa does.
<b>Subject</b>	Literature
<b>Grade Level</b>	1-2
<b>Suggested Time</b>	40 minutes
<b>Materials</b>	
<b>Objectives</b>	To have fun with a book and learn how some conventions of comics reflect or enhance the meaning of the text.  To find out what you can do when you gotta go!
<b>BEFORE READING</b>	
	Who is the author and artist of this book? Have you read any books by him before? What were they about?  Ask children, "Have you ever had to pee when there was no bathroom around? What did you do?"  Are you good at holding it in? What helps you?

## DURING READING

Look at the cover or the title page. How can you tell how much the boy needs to go?



RL.1.1, RL.1.3, RL.1.7,  
RL.2.1, RL.2.7

What is the boy doing on pages 5-6? Is he listening to his mother? How about on page 32?



RL.1.1, RL.1.3, RL.1.7,  
RL.2.1, RL.2.7

Why do you think the boy didn't go when he first needed to?

RL.1.1, RL.1.3, RL.2.1

## VISUAL EXPRESSION

What do you remember about the text?

RL.1.1, RL.1.2, RL.2.1, RL.2.7

How do the illustrations help you to remember?

RL.1.7, RL.2.7

Why do you think there is so much yellow in the book?

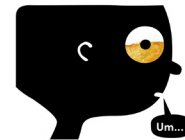
RL.1.1, RL.1.3, RL.1.7,  
RL.2.1, RL.2.7

Pages 5-7:  
How does the author/artist use different fonts (styles and sizes of print) for the noises made by the tablet? Why do you think he did this?



RL.1.1, RL.1.7, RL.2.1, RL.1.7

Page 7: Look at the boy's eye in the last small panel. What is the artist trying to show?



RL.1.1, RL.1.3, RL.1.7,  
RL.2.1, RL.2.7

Pages 12-13:  
Why do you think the boy's face takes up the whole two pages?



RL.1.1, RL.1.3, RL.1.7, RL.2.1,  
RL.2.7

RL.1.1, RL.1.3, RL.1.7,  
RL.2.1, RL.2.7

Page 13: Why does the speech balloon have jagged edges? How about the one on page 5? What do they tell you?



RL.1.1, RL.1.2, RL.1.7,  
RL.2.1, RL.2.7

Page 17: Notice how the trajectory of the ball crosses from one panel to another.



RL.1.1, RL.1.2, RL.1.7,  
RL.2.1, RL.2.7

Pages 19-27:

What is happening to the length of the line of people waiting? What do you think they're waiting for? When do you find out?

How does the way the people waiting in line change? Why do you think the way they are standing changes? Where did they perhaps get the idea? Could there be another reason?

RL.1.1, RL.1.7, RL.2.1, RL.2.7

What happens to the birds on pages 20 to 27?



RL.1.1, RL.1.7, RL.2.1, RL.2.7

Look carefully: When is the first time you see a bird in the book? [page 10, upper left] How about the last time? [page 27, top and bottom right]

RL.1.1, RL.1.7, RL.2.1, RL.2.7

Look at the RESTROOM sign on page 27. Why is it funny?



RL.1.1, RL.1.7, RL.2.1, RL.2.7

What color is the moon on page 32?

RL.1.1, RL.1.3, RL.1.7,  
RL.2.1, RL.2.7

Why is there a big yellow spot at the beginning and end of the book?

RL.1.1, RL.1.3, RL.1.7,  
RL.2.1, RL.2.7

Discuss the use of gray in the book. What ideas can you come up with about why and how the author/artist used it?

## Emanata

Lines and squiggles emanating from a character to represent something about the character are called emanata. They can be used for objects, too.



RL.1.1, RL.1.7, RL.2.1, RL.2.7

What do you think the emanata in the following panels tell us?

Page 3, panel 1

Pages 5-6: the emanata coming from the boy's tablet (also page 32)

Pages 6-7: the pointy emanata coming from the car and inside it

The little curved lines on page 16, panels 2, 4, and 5

Pages 18-27: the little curved lines



## AFTER READING

You've probably figured out why the author/artist uses so much yellow in this book. If you were making a book about each of the following, which color(s) would you use a lot? Draw and color one page from your book.

Sunburn  
Chocolate  
Forests  
A day at the beach  
Halloween  
Skiing  
Bananas  
Your favorite dessert (what is it?)  
Cotton candy  
Elephants  
Eggplants

Act out the parts of Owen and Grampa, speaking in a different voice for each.

Invent your own Gotta Go! dance and perform it for the class.

RL.2.6

Below are the ELA Common Core State Standards for Reading for Information addressed in this book by grade level.

	<b>Key Ideas and Details</b>	<b>Craft and Structure</b>	<b>Integration of Knowledge and Ideas</b>
<b>1</b>	<p>CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>		<p>CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>
<b>2</b>	<p>CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-Literacy.RI.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>CCSS.ELA-Literacy.RI.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>