

TOON INTO READING!™



LEVEL 3

CHAPTER-BOOK COMICS FOR ADVANCED BEGINNERS

- 800–1000+ WORDS IN LONG SENTENCES
- LONG STORY DIVIDED INTO CHAPTERS
- BROAD WORLD AS WELL AS SHIFTS IN TIME AND PLACE
- READER NEEDS TO MAKE CONNECTIONS AND SPECULATE

ALL LEVEL 3 LESSON PLANS

TITLE	AUTHOR	F&P	LEXILE	GUIDED READING LEVEL	WORD COUNT	SUBJECT OF LESSON PLAN	PAGE
Flop to the Top!	Eleanor Davis and Drew Weing	M	130L	O	470	<i>Character Development Analysis</i>	2
Otto's Backwards Day	Frank Cammuso with Jay Lynch	M	GN/180	M	974	<i>Vocabulary</i>	6
Otto's Orange Day	Frank Cammuso with Jay Lynch	M	GN/230	K	1030	<i>Retelling a Story</i>	10
Zig And Wikki in Something Ate My Homework	Nadja Spiegelman and Trade Loeffler	M	GN/230	K	829	<i>Identifying Story Elements</i>	13
Zig and Wikki in The Cow	Nadja Spiegelman and Trade Loeffler	M	GN/270	P	1003	<i>Story Arcs and Conflict/Resolution</i>	20
Mo and Jo Fighting Together Forever	Jay Lynch and Dean Haspiel	N	GN/240	L	1055	<i>Heroes, Villains, and Conflict</i>	23
Written and Drawn by _____ Henrietta	Liniers	N	290L	P	545	<i>Characters, Symbols, and Storytelling</i>	26
Ape and Armadillo Take Over the World	James Sturm	P	GN 300L	N	1081	<i>Creative Collaboration</i>	32
The Shark King	R. Kikuo Johnson	R	GN/150	N	570	<i>Setting and Research for a Story</i>	37

Lesson Plan for *Flop To The Top!*

by Eleanor Davis and Drew Weing



LESSON PLAN BY FRANCISCA GOLDSMITH

Francisca Goldsmith wrote *The Readers' Advisory Guide to Graphic Novels* (ALA Editions) and has served on the Eisner, Alex, and Odyssey Award juries. An experienced frontline librarian, Francisca was the Director of Halifax (N.S.) Public Library and managed collection development for Berkeley (CA) Public Library.

TOON LEVEL 3
LEXILE LEVEL 130L
GUIDED READING LEVEL O
READING RECOVERY LEVEL 18-20

TOON Level	3: Chapter-book Comics for Advanced Beginners
Lexile Level	130L
Guided Reading Level	K-P
Reading Recovery	18-20
Grades	K-2
Common Core Standards	<p>CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
Summary:	Wanda is shocked to learn that her seemingly impassive pet, rather than her outgoing and personality-driven self, has attracted the attention and interest of thousands. As Wilbur's stardom expands, Wanda comes to understand that taking part in activities in which others are interested can be as fulfilling as promoting oneself.
Characters	Wanda Wilbur, her dog Jade, Wanda's sister James, Wanda's brother Sassy Cat Fans

Flop To The Top!
by Eleanor Davis and Drew Weing
 HARDCOVER, 40 PAGES, 6" x 9", \$12.95
 ISBN: 978-1-935179-89-4



Character Development Card

Name _____

Date _____

As the story unfolds, Wanda makes realizations about herself and about others. Her character *develops*. Use this playing card to note the “new Wanda” development you discover on the following pages. **Bonus:** How does Wilbur develop?

1. page 8-9	2. page 14-15
3. page 17-18	4. page 27
5. page 29	6. page 33-35

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Reading Pictures

Name _____

Date _____

List the pages where you find the picture that tells you information that isn't given to you in words in this story.

page	The Picture Tells Me...
	How "The Star Show" first learns about Wilbur
	How Wilbur's first fans feel about discovering him
	How Wanda feels about realizing the fans want Wilbur, not her
	Where Wilbur first meets Sassy Cat
	Where Wilbur and Sassy eat dinner together
	What Wanda does once she learns to balance her own interests with those of others
	How Wanda feels about sharing others interests after Wilbur comes home

Bonus: Wilbur's face doesn't give away how he feels. Wanda's face shows how she feels. How would you draw Wilbur to show how he might feel when...

- Wanda uses him as furniture (pages 7-11)
- Wilbur meets the first news crew when he's been discovered (pages 15-17)
- Wanda scolds him because she is angry (page 18)

At the very end of the story (pages 33-35), how does Wilbur show his feelings?

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What's Your Superstar Power?

Instructions

Work in partners to draw your star powers.

1. Each of you starts with a blank sheet of paper. Fold it in half both ways and then unfold. Your sheet now has four boxes.
2. Each of you, working *alone*, draws what you think makes you a superstar in the box on the upper left of the paper.
3. Now fold the paper back in half so that the picture you have drawn of yourself is out of sight, behind the two blank boxes along the page's bottom. (The fold should be across the top now.)



4. Switch sheets of paper with your partner. Don't peek at what your partner drew of what makes her a superstar!
5. In the lower right box, draw what you see as *your partner's* superstar power.
6. In the lower left box next to your drawing, write two sentences about why you chose this superstar power for your partner.
7. Switch sheets of paper with your partner so you both have the sheet you started with.
8. Both of you now open your original sheets of paper. Take a look at what your partner wrote and drew as your superstar power.
9. Check how the picture you drew at the top of your superstar characteristic compares with your what your partner drew and wrote.
10. In the final empty box, draw a picture of how you feel about what you learned from the comparison.

Flop To The Top!

by Eleanor Davis and Drew Weing

HARDCOVER, 40 PAGES, 6" x 9", \$12.95

ISBN: 978-1-935179-89-4

Otto's Backward Day

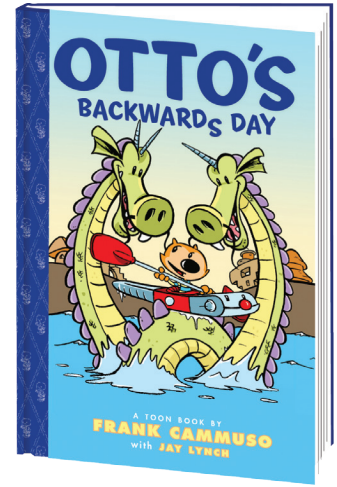
by Frank Cammuso

ISBN: 978-1-935179-33-7

Guided Reading Level = M

Lexile Level = GN 180

by Alexa Rosselli,
 Editorial Assistant



ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS	
When does this story occur? Where does Otto go? Who does he meet? What are the other characters like?	RL.2.1, RL.3.1
On page 30, Otto invites Evil Olive to his birthday, after Evil Olive stole it from him. Why does he do this?	
On pages 6 and 31 Otto talks about what is "important" for his birthday. To what is he referring each time? How does Otto learn that friends and family are more important than cake and presents?	RL.2.2, RL.3.2
On pages 10-11, Professor Backwards shows Otto the Palindrome? How does the idea of a palindrome relate to the Backwards world? Explain how both work. Why does Evil Olive steal Otto's birthday in the first place? Why must Otto go to the backwards world to get it back?	RL.2.3, RL.3.3

INTEGRATION OF KNOWLEDGE AND IDEAS	
When Otto realizes his birthday has been stolen, what does he do? Look at the illustration on page 8. How thoroughly does he look for his stuff?	RI.2.7, RI.3.7
How does Otto get to the Palindrome? Look at page 9. What leads him there?	
On page 11 Otto asks, "Will I be backwards?" Will he? What is the logic behind the backwards world? Cite another example that demonstrates this.	RI.2.8, RI.3.8
We see the set-up for Otto's birthday three times: at the beginning (pages 5-6), in the backwards world (pages 26-30), and at the end (page 31). How is it different each time? Which specific aspects change?	RI.2.9, RI.3.9

CRAFT AND STRUCTURE	
The word "backwards" is used on pages 6 and 27. Does it mean the same thing both times? Explain the definition of backwards in each context.	RL.2.4, RL.3.4
On page 27, when Evil Olive says, "Surprise!" Otto thinks it is a trap. Is it? Look at the next panel to explain the intention.	
How is the bottom-left panel on page 31 a direct response to the beginning of the story?	RL.2.5, RL.3.5
Otto travels to a new place at the beginning of chapters 2 and 3. Why does he go to each of these places? How do these transitions drive the story forward?	
On pages 22-23 the 2 heads of Ogoopogo are both talking. How can you tell which one is talking each time?	RL.2.6, RL.3.6
What does the author think is the most important part of birthdays? Which characters agree with him? Identify the pages that show this.	

SPEAKING AND LISTENING / WRITING	
Have students write an account of their own day if it instead took place in a backwards world. Have them write an additional paragraph detailing what things are backwards, what things are the same, and why.	W.2.2, W.3.2, W.2.3, W.3.3, W.2.4, W.3.4, W.2.5, W.3.5
After reading the story, split students into groups and have them discuss birthdays. Have them recount their own recent birthdays, describing what happened and who was there, allowing their peers to ask questions. What do they think is important on birthdays? Do they empathize with Otto?	SL.2.1, SL.3.1, SL.2.2, SL.3.2, SL.2.3, SL.3.3, SL.2.4, SL.3.4, SL.2.6, SL.3.6

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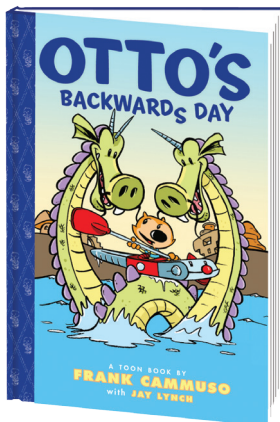
FOR VISUAL READERS
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Lesson Plan for *Otto's Backwards Day*
 by Frank Cammuso with Jay Lynch

BY ALEXA ROSSELLI

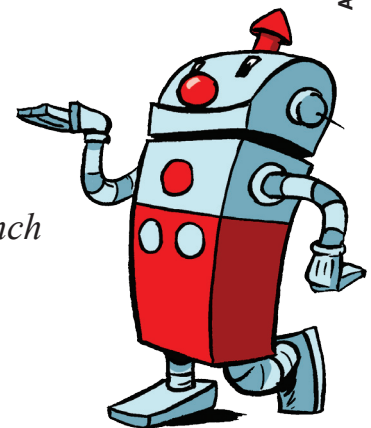
Overview	<i>Otto's Backwards Day</i> is a great book to use for a vocabulary lesson because of its focus on palindromes, backwardness, and appreciating the true meaning of things. This book looks for opportunities to put a new spin on words you already know, and encourages readers to think deeply and imaginatively.
Subject	English Language Arts
Grade Level	3-4
Suggested Time	45 minutes
Materials	Pens, pencils, notebook paper.
Objectives	Students will learn about the importance of vocabulary, participate in an interactive read aloud, and write palindromes and illustrate backwards things.
Before Reading:	<p>Explain to students: One of the things you will be looking for in reading this week is vocabulary. Look for words you haven't seen before or don't know. You can often glean what these words mean from the context. In comics the pictures provide great context for understanding new words.</p> <p>Vocabulary does not exclusively refer to words you do not yet know. Have students look for words that have multiple meanings. They may find words they knew in contexts that they did not expect to find them in. Additionally, combinations of words and phrases can have meanings that are entirely different from the words themselves.</p> <p>Surely, this is not the only time you have done vocabulary lessons in this class. The main reason for vocabulary acquisition is to increase the sophistication of writing, speech, and organization of thinking. After 2nd grade, readers need to add about 1500 new vocabulary words to their repertoire yearly. That's a lot of words. The only way to do this is to read books that have a lot of new words in them and to figure out what they mean as you read. By focusing on the vocabulary in the TOON Books you are reading in this unit, you can teach students the habit of seeking out new words in all of the reading that they do, which will make them stronger readers and thinkers overall.</p> <p>If you are looking closely at the words in a book, you may come to appreciate how carefully chosen each word is. When you write, it is up to you to choose the right words to say exactly what you want to say. Different characters will say things in different ways, and you will use different words to describe the same thing depending on whether you are conveying that thing through dialogue, captions, or sound effects.</p>

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Otto's Backwards Day
 by Frank Cammuso with Jay Lynch

Hardcover ISBN: 978-1-935179-33-7
 Guided Reading Level = M
 Lexile Level = 180



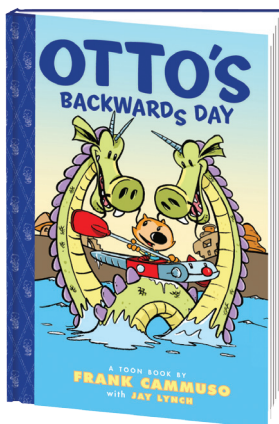
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OTTO'S BACKWARDS DAY LESSON PLAN (PAGE 2)



<p>Reading:</p>	<p>Make this an interactive read aloud, allowing students time to stop and jot when they notice vocabulary words. When you finish the read aloud, have students share the words they found. Write these all on the white board. Then, try to define them as a class. Ask students to volunteer definitions. If a student is unsure what a word means, revisit the moment in the text where the word occurred. Display this page using the Elmo or document projector. Examine the panel it appears in. Are there any clues in the picture that help determine what the word means? Do this for one or two words only. Here are some examples of moments to look at for vocabulary:</p> <p>The word “backwards” is used on pages 6 and 27. Does it mean the same thing both times? Explain the definition of backwards in each context.</p> <p>On pages 6 and 31 Otto talks about what is “important” for his birthday. To what is he referring each time?</p> <p>On pages 10-11, Professor Backwards shows Otto the Palindrome? How does the idea of a palindrome relate to the Backwards world? Explain how both work.</p> <p>On page 27, when Evil Olive says, “Surprise!” Otto thinks it is a trap. Is it? Look at the next panel to explain the intention.</p>
<p>After Reading:</p>	<p>Have students turn and talk with partners to do this creative writing project. Now that they have read a whole book on palindromes and backwards things, you will have students create their own. Encourage them to come up with palindromes, or rewrite words they know backwards and try to figure out what these backwards words would mean (or look like). Encourage students to doodle their backwards creations to share with other students.</p>

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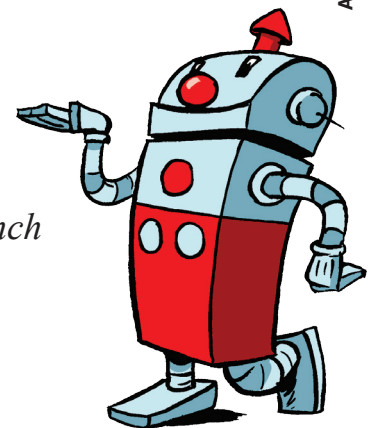


Otto's Backwards Day by Frank Cammuso with Jay Lynch

Hardcover ISBN: 978-1-935179-33-7

Guided Reading Level = M

Lexile Level = 180



FUN WITH PALINDROMES!

Professor Barkwords told us that “a **palindrome** is a word that is the same spelled forward and backwards, like **TOOT!**” How many other palindromes can you find in this book?

Here are a few to get you started:

O T _ _

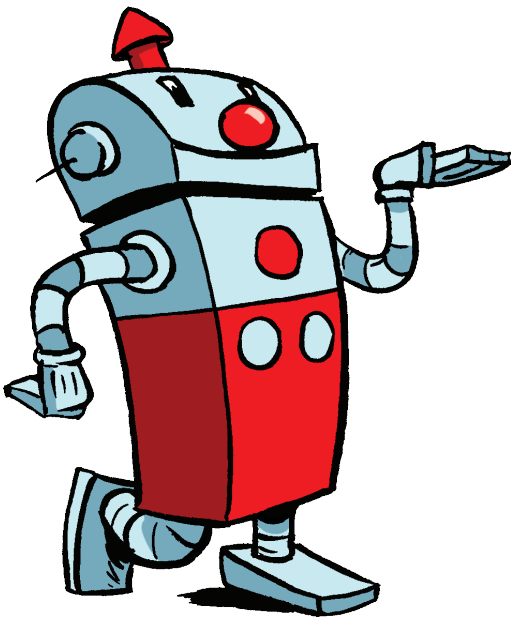
R _ D A _

_ A C E _ _ R

O G O _ _ _ _

K _ Y _ _

E V _ _ O L _ _ _



Palindromes can even make whole sentences, like “**Yo! Banana Boy!**” and “**Sit on a potato pan, Otis!**” Check out this poem made entirely from palindrome phrases:

“Tuna Nut”

Was it a hat I saw?

Was it a rat I saw?

Was it a bar or a bat I saw?

Was it a vat I saw?

Was it a mat I saw?

Was it a car or a cat I saw?

Can **you** make a palindrome poem of your very own?





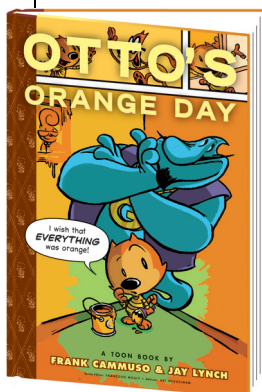
Submitted by *KATHRYN KAVLICK*
INDIAN HEAD ELEMENTARY SCHOOL
Indian Head, MD

Lesson Plan for *Otto's Orange Day*
 by Frank Cammuso & Jay Lynch

Overview	<p>Through a cross curricula lesson students will graph colors, predict outcomes, draw conclusions, summarize and utilize specific language using adjectives.</p> <p><i>Otto's Orange Day</i> is suitable for Back to School Week. Objectives would allow teambuilding, getting to know classmates' favorite colors, and valuing the similarities and differences among diverse student populations through a self-portrait.</p>
Subject	Language Arts
Grade Level(s)	Second grade
Objectives	<ul style="list-style-type: none"> • Recognize the main idea or message of the text • Retell the text or part of the text • Summarize the text • Identify personal connections to the text
Materials	<p><i>Otto's Orange Day</i> by Frank Cammuso & Jay Lynch</p> <p>Chart paper</p> <p>Activity Sheet</p>
Introduction – Before Reading	<p>Introduce <i>Otto's Orange Day</i> to the class. Lead a discussion related to title and illustration on front cover. Students should notice the genie and predict events that might occur in <i>Otto's Orange Day</i>.</p> <p>Before reading the story, collect data to determine each student's favorite color. Distribute a sticky note to each student. Students record their name on the sticky note. On a piece of chart paper record a pictograph. See example below. Students place their sticky note on the pictograph to note their favorite color.</p>

Our Favorite Colors	
Blue	
Red	
Yellow	
Orange	
Brown	
Green	
Purple	

During Reading	<p>Chapter One: My Favorite Color!</p> <p>After reading Chapter One, discuss and summarize the events. Using the class pictograph compare and contrast students' favorite colors with Otto's favorite colors. Assign students to meet in small groups with other students with similar favorite colors. Ask, "What would happen if the entire world turned (<u>insert color word</u>)?" Lead students in a discussion of positive and negative outcomes pertaining to their favorite color.</p>
	<p>Chapter Two: Be Careful What You Wish For!</p> <p>Before reading Chapter Two, have students predict what might happen in Otto's orange world.</p> <p>After reading, discuss at least three of Otto's negative outcomes or problems in an orange world.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Most foods did not look appetizing. • Traffic lights were dangerous. • Criminals could not be easily identified because they all had the same orange characteristics. • Homes in the neighborhood were difficult to distinguish. • It was difficult to locate toys in Otto's bedroom. <p>Using a Venn Diagram help students compare positive and negative outcomes from their chart with positive and negative outcomes in Otto's world in Chapter Two.</p>
	<p>Chapter Three: A New Wish</p> <p>Lead a discussion as to why Aunt Sally needed to purchase the lamp from Otto. The genie and Aunt Sally began a discussion on wording their wishes in a more specific way. Compare the illustrations between the all orange pages, all blue pages, and multi-color illustrations.</p> <p>Introduce adjectives as words that describe a noun. Adjectives can tell what kind, how many, or which one. An adjective usually comes before the word it describes.</p> <p>Students will create a self-portrait, and record adjectives to describe their personal appearance.</p> <p>Students can then make a wish for this school year using specific language. See activity sheet.</p>



Otto's Orange Day
by Frank Cammuso & Jay Lynch
 (RAW Junior/TOON Books,
 ISBN: 978-0-9799238-2-1, \$12.95)



Name _____

Date _____

My Self Portrait

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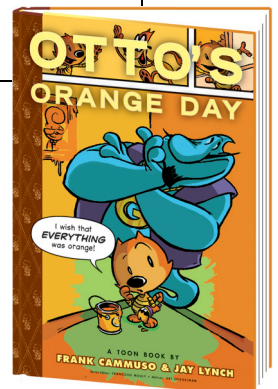
Adjectives that Describe Me

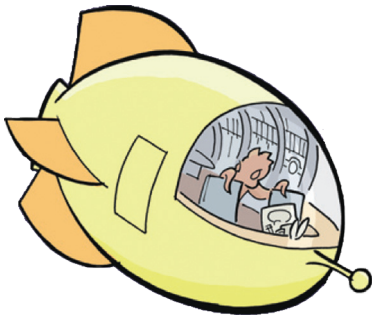
My wish for this school year



Otto's Orange Day
by Frank Cammuso & Jay Lynch
(RAW Junior/TOON Books,
ISBN: 978-0-9799238-2-1, \$12.95)

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FOR VISUAL READERS
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Lesson Plan for *Zig and Wikki in
 Something Ate My Homework*
 by Nadja Spiegelman and Trade Loeffler

BY ALEXA ROSSELLI

Overview	<i>Zig and Wikki in Something Ate My Homework</i> is a story with two main characters
Subject	English Language Arts
Grade Level	2-3
Suggested Time	45 minutes
Materials	Pens, pencils, notebook paper.
Objectives	Students will learn about and discuss story elements including character and setting, and identify and describe character and setting with a partner and with the whole class.
Before Reading:	<p>Today we are going to start talking about the basic elements of a story. Two of the key parts of any story are setting and character. Review what these terms mean with students.</p> <p>There are different kinds of characters: main characters and supporting characters. Some characters introduce problems or obstacles, and it is up to the main character to overcome these. Similarly, there can be more than one setting in a story. Settings too can supply some of the obstacles that characters need to overcome. What elements make up a setting? Have students supply examples of characters and settings that they know, and describe what makes these unique. Write these on the white board for later reference.</p>
Reading:	Distribute copies of <i>Zig and Wikki in Something Ate My Homework</i> to all students. Have students follow along, looking closely at characters and setting, as you read the story aloud. While you are reading, students should stop and jot notes when they notice characters, settings, or traits of characters and settings. Pause at the end of each chapter for 1 minute to facilitate this.
After Reading:	<p>Distribute Characters Worksheets. Have students pair up to complete these worksheets, drawing each character with specific details of the character design.</p> <p>Review these sheets by calling 2 students to describe characters they identified: What do they look like? What do they sound like? What other characters did you notice in the text? What do they look like? What do they sound like? Look at the characters and traits you noted earlier (on the white board). How are these characters similar or different?</p> <p>Provide helpful feedback on how to add to these sheets, and ask questions that inspire students to think beyond the text. For example: Wikki is an interesting name. What do you think inspired this character's name? Why do you think this? Note character traits that back up your reasoning.</p> <p>Then, distribute Settings Worksheet. Have students complete these with their partners. Review the Settings Worksheets: What is the setting of Zig and Wikki? Is there more than one setting in the story? How does the setting affect the plot of the story?</p>

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*Zig and Wikki in
 Something Ate My Homework*
 by Nadja Spiegelman and Trade Loeffler

Hardcover ISBN: 978-1-935179-02-3

Paperback ISBN: 978-1-935179-38-2

Guided Reading Level: K

Lexile Level: 230

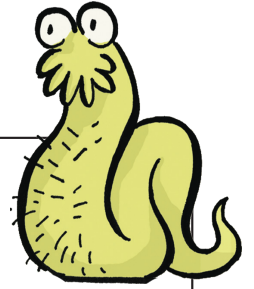
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ZIG AND WIKKI ACTIVITY SHEET

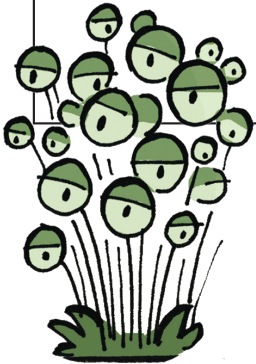
Who are the characters in this story? Draw them! Be sure to include details such as what they are wearing, what they carry with them, and what sort of facial expressions they demonstrate in the story.

Main Characters



Other Characters

By _____



Zig and Wikki in Something Ate My Homework
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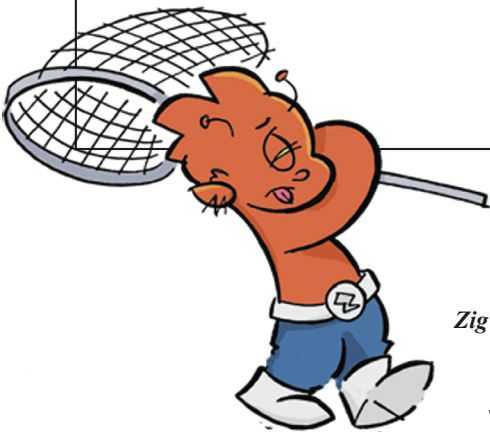
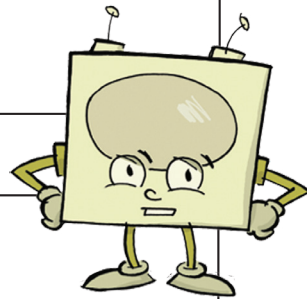
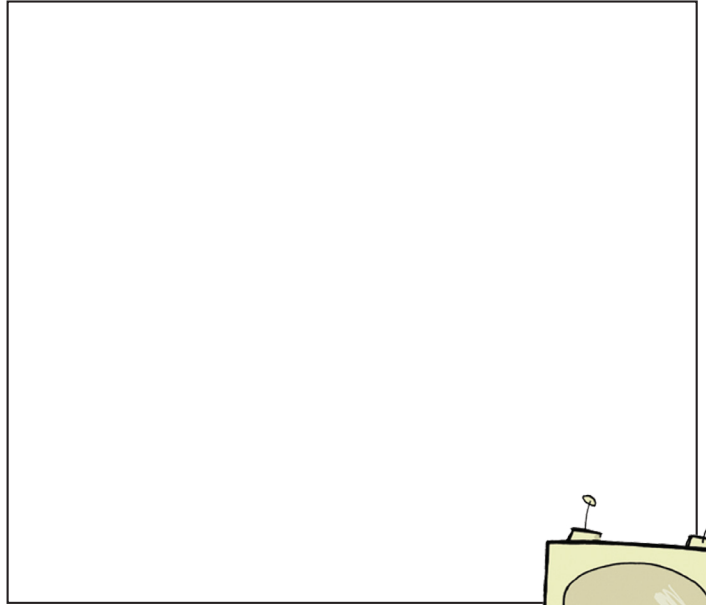
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TOON Books Level 3 All Lesson Plans pg. 14

ZIG AND WIKKI ACTIVITY SHEET

Where are we going? Zig and Wikki go on quite the adventure in their attempt to find a pet for Zig's homework. Draw a few of these settings. Be sure to include key details such as scale (How are you going to show how big something is?), plants, and objects.



By _____

Zig and Wikki in Something Ate My Homework

Hardcover ISBN: 978-1-935179-02-3

Paperback ISBN: 978-1-935179-38-2

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FOR VISUAL READERS
TOON BOOKS[®]



TERRI ROSEN
PUBLIC SCHOOL 54, SAMUEL C. BARNES
NEW YORK CITY, NEW YORK

Lesson Plan for *Zig and Wikki* in *Something Ate My Homework* by Nadja Spiegelman and Trade Loeffler

ELEMENTARY
(TECHNOLOGY, ART)

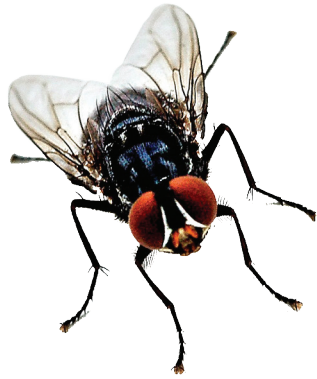
Overview	For a number of years, I have been considering the idea of student research reports, written in the manner of a nature/adventure show. The format of <i>Zig and Wikki</i> showed me the means to realize the idea. Students who love comics, drawing, technology or all three can use presentation software to adapt the format of this title in their own books that combine fiction and nonfiction.
Subject	Writing, Information Fluency, Technology and Art Extension
Grade Level	Various Upper Elementary Grade Levels
Objectives	Students will use a combination of research results, fiction narrative, art and presentation software to create an electronic picture book that combines fiction and nonfiction.
Before Reading	<p>As this project is more involved than a typical report or presentation, it may be best to present it as an enrichment activity to students who show a particular inclination to comics and/or technology.</p> <p>Introduce the design features—pinpointing in particular the different functions of the speech bubbles and information boxes—before assigning the book for independent reading.</p>
After Reading	<p>Follow with a discussion about graphic and text features. Brainstorm possibilities that the student(s) can use to adapt these features into a book of their own. A report on animals or volcanoes, for instance, could feature the student as the adventurer host of a mock documentary. Following the premise of <i>Zig and Wikki</i> more closely, aliens could have a misadventure with a skunk.</p> <p>I chose PowerPoint as the medium to construct the project because the students in my school become familiar with it by third grade. The major difference here is that they will not be using bullet points. The books are assembled from background images resized to fit an entire slide, scanned drawings, speech bubbles and text boxes.</p> <p>I tested it on one hard-to-motivate student. The project suddenly had him formulating search terms, thinking about information and meaning, formatting text and images and searching for ways for his text to make sense and be funny!</p>



Zig and Wikki
in Something Are My Homework
(RAW Junior/TOON Books,
ISBN: 979-0-9799238-4-5, \$12.95)

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TERRI ROSEN
PUBLIC SCHOOL 54, SAMUEL C. BARNES
NEW YORK CITY, NEW YORK



Lesson Plan for
Zig and Wikki
in Something Ate My Homework
by Nadja Spiegelman and Trade Loeffler

KINDERGARTEN
(SCIENCE)

Overview	This book provides a wonderful segue into investigations about animal diet, food chains and anatomical adaptations at various grade levels.
Subject	Science and Information Fluency
Grade Level	Kindergarten
Objectives	Students will use simple text, images, video resources or live observation to identify, in broad terms, the diets of various animals.
Before Reading	Because the format of this book—with varying numbers of panels per page—is complex, it is advisable to familiarize students with the conventions of the graphic genre through Level 1 TOON Books.
Reading	It is recommended that you project the e-version of <i>Zig and Wikki</i> (www.toon-books.com/rdr_three.php#zig) when reading aloud to young students. This will make it easier for them to see the details and interpret the image-dependent elements of the plot. Due to the length of the story, many may want to break up the initial reading into chapters, of which there are three.
After Reading	<p>Connect to science through reexamining the points at which the animals that <i>Zig and Wikki</i> are trying to catch end up as the lunch of a successively larger animal. Wonder aloud if each animal really eats what the author claims. Does it eat anything else?</p> <p>The rest of the project has been left open ended. Students may investigate the animals mentioned in the book or other common animals to find out what they eat. Provide books with simple text, images or videos. (One excellent site for images and video is www.arkive.org.) Another possibility for exploration is direct observation of a classroom pet. In this case, permit students to smell and touch the pet food to try to determine whether it is plant-based or animal-based. Read the ingredients to your students.</p> <p>The final product can take a variety of forms, such as paper-and-pencil drawing and writing, class charts, VoiceThread (www.voicethread.com), etc.</p>



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Lesson Plan for *Zig and Wikki* in *Something Ate My Homework* by Nadja Spiegelman and Trade Loeffler

3RD GRADE
(SCIENCE)

Overview	This book provides a wonderful segue into investigations about animal diet, food chains and anatomical adaptations at various grade levels.
Subject	Science and Information Fluency
Standards	Visit www.toon-books.com/edustandards for more details
Grade Level	Third grade
Objectives	Using <i>Zig and Wikki</i> as a starting point, students will investigate and compare and contrast body structures that enable animals, including humans, to eat and to sense their surroundings.
Reading	The manner of reading is entirely a matter of preference to the instructor. Students may pursue it individually or in small groups, sharing several hard copies or referring to the e-book. This title can also be used as a shared, whole-group reading when projected. Teachers may even opt to assign roles to the students to practice their oral fluency (as is recommended for <i>Luke on the Loose</i> by Harry Bliss). The bottom line is that they should read it in another forum so that they can transition more readily into the research activities.
Before Launching the Connection	In order to succeed in the inquiry extension, students must have prior exposure to the concept of physical adaptations in animals. One easy way to accomplish this is to compare the form and function of the mouths of various well-known animals, including humans.
After Reading	<p>Connect to science through examining facts related to body structures used for eating and sensing surroundings. Teachers and students may choose to investigate adaptations in other animals. Launching directly from the facts in the text, however, presents a great opportunity to develop questioning skills because these facts are so brief. Just the information about the housefly is the kind of stuff that kids love to go, “E-w-w-w-!” over. It’s a good point to approach the topic of formulating questions.</p> <p>Confirming information and extending knowledge from the snippets in <i>Zig and Wikki</i> can also help to lead students away from the encyclopedic projects that mark their early years in school. In the investigate and construct phases of their project, the narrow topics and defined questions will help them determine what information is necessary.</p>



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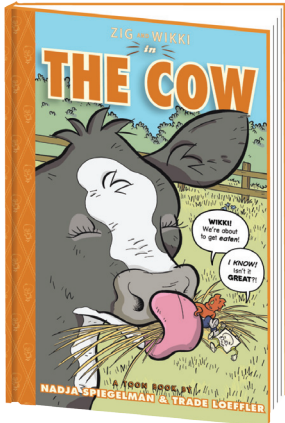
4TH & 5TH GRADE
(SCIENCE)

Overview	This book provides a wonderful segue into investigations about animal diet, food chains and anatomical adaptations at various grade levels.
Subject	Science and Information Fluency
Grade Level	Fourth and fifth grade
Objectives	Students will verify facts regarding animal diet presented in <i>Zig and Wikki in Something Ate My Homework</i> and identify additional relevant information in order to construct a diagram of a food chain or a food web.
Reading	The manner of reading the title is entirely a matter of preference to the instructor. Students may pursue it individually or in small groups, sharing several hard copies or referring to the e-book. This title can also be used as a shared, whole-group reading when projected. Teachers may even opt to assign roles to the students to practice their oral fluency (as is recommended for <i>Luke on the Loose</i> by Harry Bliss). The bottom line is that they should read it in another forum so that they can transition more readily into the research activities.
After Reading	<p>Connect to science through reexamining the points at which the animals that Zig and Wikki are trying to catch end up as the lunch of a successively larger animal. If the term food chain has not yet been introduced in science class, do so now. Wonder aloud if each animal in the text really eats what the author claims. Use these animals as models to practice the formulation of search terms, identifying relevant sources, and using sources to verify and expand information. The narrow scope will keep students focused on relevant information. An advantage of teaching these skills through an animal-related project is that much of the information they locate will be intellectually accessible to them. Once they have practiced with the animals in the book, you may direct them to an independent project involving local flora and fauna.</p> <p>This text also presents fifth graders and those ready for more challenging work to expand the practice food chain into a food web. Even more challenging (and perfect for group work) is the concept of a Muir web that combines food chains with habitat needs. See the following website for instructions and an example: www.themannahattaproject.org/download/curriculum/</p>



Zig and Wikki
in Something Are My Homework
(RAW Junior/TOON Books,
ISBN: 979-0-9799238-4-5, \$12.95)

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**ZIG AND WIKKI
in “The Cow”**
*Written by Nadja Spiegelman and
Illustrated by Trade Loeffler*
Hardcover: 978-1-935179-15-3

LESSON PLAN WRITTEN BY DR. KATIE MONNIN
ASSISTANT PROFESSOR OF LITERACY AT
THE UNIVERSITY OF NORTH FLORIDA



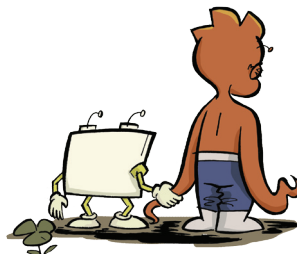
Lexile Level = GN 270
Guided Reading Level = P

Elements of Story in *Zig and Wikki in “The Cow”*

Plot	Zig and Wikki have lost their spaceship. Inside of a cow! Life and learning put together in an engaging story about cows, bugs, aliens, and maybe most importantly to kids, poop, this story is more than just a good read. It’s educational with a charismatic, storytelling twist.
Characters	Zig, Wikki, flies, cows, beetles
Setting	space, a farm, inside a cow
Themes	scientific discovery, friendship, life and life cycles, cause and effect
Suggested Literary Pairings	<i>Zig and Wikki in Something Ate My Homework</i> by Nadja Spiegelman and Trade Loeffler, <i>This is Your Life Cycle</i> by Heather Miller and Michael Chesworth, <i>Life Cycles</i> by Michael Ross and Gustav Moore

**Alignment to Applicable IRA/NCTE Standards for
Teaching Reading and Writing to Early Readers**

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.



ZIG AND WIKKI IN "THE COW" PAGE 1

Name: _____

Date: _____



Step 1 Focus: Characters

Read **pages 5–7** and keep notes in the column on the right.

- Who are the characters?
- What is their conflict / problem?

Step 2 Focus: Life and Life Cycles

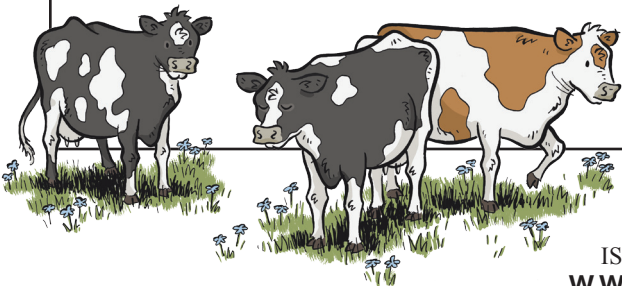
Read **pages 8–9** and keep notes in the column on the right.

- On page 8 what do you learn about **ecosystems**?
- On page 9 what do you learn about **farms**?

Step 3 Focus: Friendship and Scientific Discovery

Read **pages 10–14** and keep notes in the column on the right.

- On these pages, how are Zig and Wikki getting along? How do you know?
- What do you learn about **ruminants**?



ZIG AND WIKKI
in "The Cow"

ISBN: 978-1-935179-15-3, \$12.95

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TOON Books Level 3 All Lesson Plans pg. 21

ZIG AND WIKKI IN "THE COW" PAGE 2

Name: _____

Date: _____



Step 4 Focus: Scientific Discovery

Read **pages 15–24** and keep notes in the column on the right.

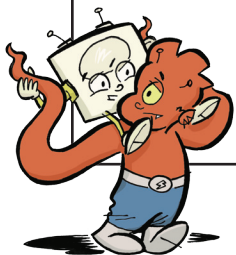
- What is a cow pattie? And how is a cow pattie related to **energy**?
- What do dung beetles do? What is the role of a **decomposer**?

Step 5 Focus: Friendship, life and the life cycle

Read **pages 25–38** and keep notes in the column on the right.

- How are Zig and Wikki getting along now?
- What are **microorganisms**?

Step 6 : Draw how Zig and Wikki escape from their adventure with the cow...



*ZIG AND WIKKI
in "The Cow"*

ISBN: 978-1-935179-15-3, \$12.95

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TOON Books Level 3 All Lesson Plans pg. 22



FOR VISUAL READERS
TOON BOOKS®

Lesson Plan for *Mo and Jo Fighting Together Forever*
 by Dean Haspiel & Jay Lynch

CONCEIVED BY PETER GUTIERREZ

Overview	The continuous conflict-resolution dynamic between Mo and Jo and their conflict with a common antagonist provide many vivid examples of how authors engage readers and keep them invested in story outcomes.
Subject	English Language Arts
Grade Level	3-4
Suggested Time	45 minutes
Materials	Pens, pencils, notebook paper.
Objectives	Students will identify conflicts and problems in a plot and explain how the solutions in turn create new problems that move a plot forward.
Before Reading:	<p>Review what students already know about plot. Reinforce, or introduce, the concept of problems and conflict-driven dramatic structure with a simple question: “What makes you want to keep reading your favorite books or other works of fiction? What are some events in plots that made you want to find out ‘what happened next?’” Clarify for students that the pleasurable anticipation of plot development is the result of authors intentionally setting up conflicts that intrigue readers.</p> <p>Explain that usually there is a problem or a conflict that the main character(s) must resolve, and that the reader wants to learn how this will be done. In well-structured plots, the solution itself often leads to new problems. If you are using this lesson as a quick-teach review of these concepts, pre-assign reading Mo and Jo and use class time to help students work through the activity sheet and then share results.</p> <p>For an in-class reading of Mo and Jo, be sure first to activate prior knowledge. One approach is to discuss superheroes or the action-adventure genre more broadly. Have students provide examples of heroes and villains (i.e., protagonists and antagonists) and to summarize the various problems the former typically face. What inherent weaknesses do some superheroes have, and how do villains seek to exploit them? Invite students to share what they know about superhero groups, either duos (Batman and Robin) or larger teams (the X-Men). What kind of conflicts do they have internally? You can supplement such a genre-study approach with thematic and character development elements: why might being siblings be a good, or bad, basis for a crime-fighting team?; what are some things that siblings commonly fight about? Guide students to understand that the choice of main characters in Mo and Jo already contains the ingredients for an effective problem-solution (or conflict-resolution) plot.</p>

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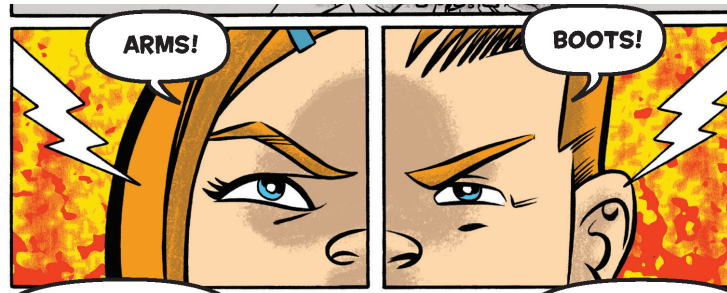
Mo and Jo Fighting Together Forever
 by Dean Haspiel & Jay Lynch

Hardcover ISBN: 978-0-9799238-5-2
 Paperback ISBN: 978-1-935179-37-5
 Guided Reading Level = J
 Lexile Level = 170

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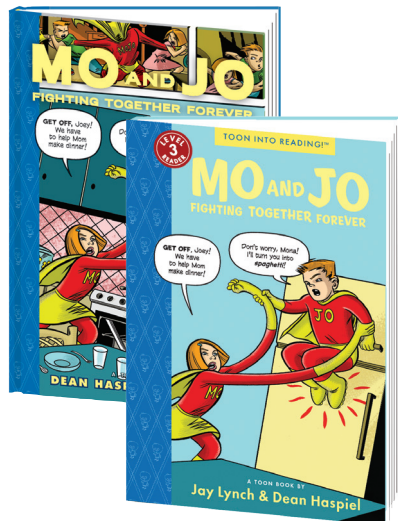


MO AND JO LESSON PLAN (PAGE 2)



<p>Reading:</p>	<p>Divide students into small groups and provide each group with a copy of <i>Mo and Jo Fighting Together Forever</i>. Explain to students that they will be reading aloud to their groups one at a time (ideally one student per chapter), and that as they read they should be paying attention specifically to conflicts and their resolutions.</p> <p>If students are reading the story for the first time, consider having them pause after identifying a problem to make a prediction about how it will be resolved. Have students stop and jot the problems, solutions, and new problems as they notice them, to be used in classroom discussion later.</p>
<p>Reading (continued):</p>	<p>Examples include small lettering (for the swamp creatures on p. 6), sniffing (p.8), whispering (p. 9 and throughout), whistling (p. 12), and exclamations such as “Oh no!” (p. 13). And since fluency develops with each exposure to text, you may want to invite students to engage in re-reading any given page after you’ve coached them, or have other students revisit the same passage to provide their “take” on it.</p> <p>Chapter 2: Continue to teach graphic text features explicitly and to model expressive reading as necessary. In this chapter, readers will encounter sound effects and balloon shapes that signal: grumbling anger (p. 15); physical effort (p. 16, final panel); exclamations of surprise or anger (pp. 18-19); Wartbelly’s croak (p. 25 and throughout); “sliminess,” possibly the most challenging—and fun—to read (p. 24, panel 1); eating (the same panel); and the frightful/spectral (p. 25, panel 3).</p> <p>Chapter 3: Model expressive reading yourself less frequently, relying on peer modeling instead in order to provide a “gradual release” of the skill. Enhanced fluency should be demonstrated by how readers handle this section’s emotional extremes: sadness and distress (pp. 30-31); panic (p. 33); excitement (p. 34, 38); remorse (p. 35); and gratitude (pp. 34-35).</p>

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Mo and Jo Fighting Together Forever by Dean Haspiel & Jay Lynch

Hardcover ISBN: 978-0-9799238-5-2
Paperback ISBN: 978-1-935179-37-5
Guided Reading Level = J
Lexile Level = 170



MO AND JO ACTIVITY SHEET

Problem and Resolution Organizer

Name _____

As you read *Mo and Jo*, fill in the organizer below to show how problems in the plot are solved... and even how, in some cases, the solutions lead to new problems.

<p>Problem</p> <p>Mo and Jo fight over the costume and rip it</p> <p>Page <u>12</u></p>	<p>Solution</p> <p>Their mother decides to fix it</p> <p>Page <u>13</u></p>	<p>New Problem?</p> <p>Page ____</p>
<p>Problem</p> <p>Page ____</p>	<p>Solution</p> <p>Page ____</p>	<p>New Problem?</p> <p>Page ____</p>
<p>Problem</p> <p>Page ____</p>	<p>Solution</p> <p>Page ____</p>	<p>New Problem?</p> <p>Page ____</p>

MO and JO: *Fighting Together Forever*

(RAW Junior/TOON Books,
ISBN: 979-0-9799238-5-2, \$12.95)

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Lesson Plan for *Written and Drawn by Henrietta* by Liniers

LESSON PLAN BY FRANCISCA GOLDSMITH

Francisca Goldsmith wrote *The Readers' Advisory Guide to Graphic Novels* (ALA Editions) and has served on the Eisner, Alex, and Odyssey Award juries. An experienced frontline librarian, Francisca was the Director of Halifax (N.S.) Public Library and managed collection development for Berkeley (CA) Public Library.

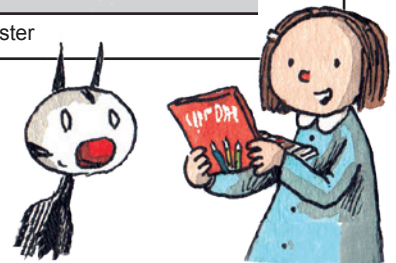
TOON LEVEL 3

LEXILE LEVEL
GUIDED READING LEVEL
READING RECOVERY LEVEL

290L
P
18-20

TOON Level	3: Chapter-book Comics for Advanced Beginners												
Lexile Level	290L												
Guided Reading Level	K-P												
Reading Recovery	18-20												
Grades	2-3												
Common Core Standards	<p>CCSS.ELA-LITERACY.RF.2.3.B Know spelling-sound correspondences for additional common vowel teams.</p> <p>CCSS.ELA-LITERACY.RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.</p> <p>CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>												
Summary:	Henrietta creates a story of her own through drawing, writing text, and talking to her cat Fellini. The story we have then combines Henrietta creating and Henrietta's creation, "The Monster with Three Heads and Two Hats."												
Characters	<p>There are two casts of characters we meet. We can determine the ones Henrietta creates and develops for her own story by the style of art she uses in her storytelling, which doesn't look the same as the style of the art the published book's artist uses.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Liniers' characters</th> <th style="background-color: #e0e0e0;">Henrietta's characters</th> </tr> </thead> <tbody> <tr> <td>Henrietta</td> <td>Emily</td> </tr> <tr> <td>Fellini, Henrietta's cat</td> <td>My Favorite, Emily's stuffed toy rabbit</td> </tr> <tr> <td>Mandelbaum, Henrietta's toy teddy bear</td> <td>Huey, Dewey and Louie Bluie, the three-headed monster</td> </tr> <tr> <td></td> <td>The mouse</td> </tr> <tr> <td></td> <td>The three-hatted monster</td> </tr> </tbody> </table>	Liniers' characters	Henrietta's characters	Henrietta	Emily	Fellini, Henrietta's cat	My Favorite, Emily's stuffed toy rabbit	Mandelbaum, Henrietta's toy teddy bear	Huey, Dewey and Louie Bluie, the three-headed monster		The mouse		The three-hatted monster
Liniers' characters	Henrietta's characters												
Henrietta	Emily												
Fellini, Henrietta's cat	My Favorite, Emily's stuffed toy rabbit												
Mandelbaum, Henrietta's toy teddy bear	Huey, Dewey and Louie Bluie, the three-headed monster												
	The mouse												
	The three-hatted monster												

Written and Drawn by Henrietta
by Liniers
HARDCOVER, 64 PAGES, 6" x 9", \$12.95
English Edition 978-1-935179-90-0
Spanish Edition 978-1-935179-91-7



Characteristics Card

Name _____

Date _____

As both stories unfold, what characteristics do the characters in each cast reveal? How are some of Henrietta's characters the same as the characters in the story about her?

Use this playing card to show who shares characteristics and how each character is unique. Sometimes a characteristic describes a lot of different characters!

Characteristics	Who in the story about Henrietta?	Who in the story by Henrietta?
An imaginative girl		
A stuffed toy		
Artistic		
A speaking animal		
Silent		
Someone with a messy closet		
Hat-wearing		
Doesn't like doors		

V
by Liniers
 HARDCOVER, 64 PAGES, 6" x 9", \$12.95
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Recognizing and Learning New Words

Name _____

Date _____

You may need to look in a dictionary to find out what some words in the book mean. Which ones are new to you? Can you explain their meanings by looking at the pictures around where they are used in the book?

Interesting word	I know what it means already	I looked it up and now I know	Here's another word that means almost the same thing
mysterious			
wardrobe			
terrified			
gigantic			
impossible			
labyrinth			
chaos			
hatology			

Bonuses

Hats: Can you name 16 kinds of hat? Can you name more? Can you draw the one you wore today?



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HARDCOVER, 64 PAGES, 6" x 9", \$12.95
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Rhyming and Spelling: We spell the same and similar sounds differently in different words. How confusing! Which sets of rhyming words can you find in Henrietta's story where the words sound the same but are spelled differently?

Symbolic Language: Figures of Speech and Visual Symbols

Name _____

Date _____

Sometimes we describe a characteristic by calling what has that feature by the name of something else. This is a figure of speech because the name we use helps us to understand the characteristic we are describing. We can do the same with pictures by drawing something to show characteristics or features that are not easily described by words.

Figure of speech	Page number (so you can look at the picture, too!)	What does it mean?
Hats off	Page 9	
The plot thickens	Page 16	
Life is a labyrinth	Page 32	



Visual symbol	Page number (so you can see how it is used in the story)	What does it tell us?
Red jagged lines around Emily's words	Page 41	
Emily seems to have two heads	Page 48	
Emily's facial expression when she says "Wait a second"	Page 49	
Mouse's gesture	Pages 50-51	
Emily's big smile	Page 58	



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Bonus: Do you know why Henrietta mentions Narnia? (p. 29) You might want to listen to *The Lion, the Witch, and the Wardrobe*, by C. S. Lewis, narrated by Michael York (Harper Audio, 2001) to find out why.

Story Structure: Your Own Story

Names _____

Date _____

Henrietta's story has a beginning, a middle, and an end. She includes action, suspense, and lets her characters solve a problem (or two!). Work with a partner to make a written and drawn story that has:

- Four characters: make them look different and have different personalities!
- An event that makes the main character feel a specific emotion: show as much as you can and use your words for conversation!
- An imaginary setting: Ooo, what will you create?!
- At least two rhyming names
- A happy ending



You can write and draw your team story here:



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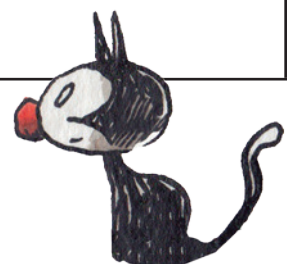
Story Structure: Your Own Story (cont'd)

Names _____

Date _____

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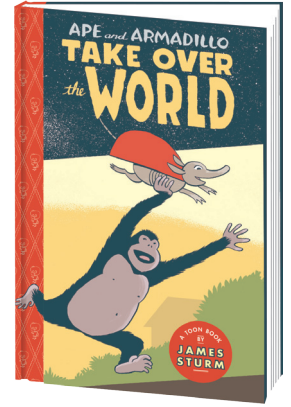


Lesson Plan:

Creative collaboration
**Ape and Armadillo
 Take Over the World**

by James Sturm
 TOON Books Level 3 – Grades 2-4

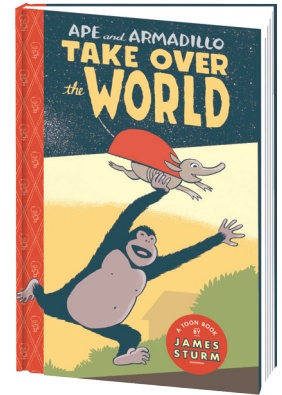
Questions and activities by
 Ala Lee, TOON Books Educational Outreach



**APE AND ARMADILLO
 TAKE OVER THE WORLD**
 by Barnaby Richards
 TOON Books Level 3
 Guided Reading Level = N
 Lexile Level = 300L
 Hardcover ISBN: 978-1-943145-09-6

Overview	Ape and Armadillo allows students to actively engage in the story by providing opportunities for readers to express their own opinions. With its humorous pairing of two very different characters, the story offers an imaginative and entertaining look at teamwork and conflict resolution.
Subject	English Language Arts
Grade Level	2nd – 4th Grade
Objectives	Students will learn how to collaborate with others and resolve conflicts.
Before Reading	Talk to students about the importance of teamwork. Discuss how collaborating can lead to new ideas, faster ways to solve problems, and stronger relationships. Also explain how working with others can lead to conflicts because of different ideas and beliefs. Talk about the importance of listening and communication during a disagreement. Ask students to share their own experiences about working in groups. What do they like and dislike about collaboration?
During Reading	Give students the opportunity to share their own answers to the comic strip prompts (Ex. Do you believe in ghosts?). On p. 30-31 have students name the animals they recognize. Do they know any other stories that feature a griffin, pegasus, etc.?
After Reading	Have a discussion about ways to handle disagreements and arguments. Talk about how arguments can sometimes be good if both people communicate their feelings and try to find a solution. Explain how many great ideas, like Ape and Armadillo's zoo (p.31), are the product of people working together despite their differences. In Class Activity: Have students complete activity sheet 1 individually. After completion, divide students into teams of two for activity sheets 2 and 3. Before activity 3, briefly explain how stories often have a beginning (introduction), middle (conflict or action), and end (resolution). Have the pairs share their comic from activity 3 to the class. Finally, ask students how they felt working alone versus working with another person. Was either experience more difficult than the other?

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Lesson Plan:

Creative collaboration
**Ape and Armadillo
 Take Over the World**

by James Sturm
 TOON Books Level 3 – Grades 2-3

Questions and activities by
 Ala Lee, TOON Books Educational Outreach

**APE AND ARMADILLO
 TAKE OVER THE WORLD**
 by Barnaby Richards
 TOON Books Level 3
 Guided Reading Level = N
 Lexile Level = 300L
 Hardcover ISBN: 978-1-943145-09-6

**ELA COMMON CORE STANDARDS
 (GRADES 2-4)**

KEY IDEAS AND DETAILS		CRAFT AND STRUCTURE	
What kind of animal is Ape? Ask students if they know the difference between an ape and a monkey. What other species belong to the ape group? Ask students if they know any facts about the armadillo.	RL.2.1, RL.3.1	Have students describe the personalities of Ape and Armadillo. How are they different from each other both physically and temperamentally? Is it unexpected that Ape is a gentle giant and that Armadillo is small and feisty?	RL.2.4, RL.3.4
Divide students into two groups. Have one group represent Ape and the other group represent Armadillo. Have both groups re-tell the story from their character's point of view. What does each character want from the game? What makes them upset?	RL.2.2, RL.3.2	What kind of game is Ape and Armadillo playing? Ask students if they have ever played pretend with a friend or was part of a group or team. Discuss the benefits and challenges of working or playing with other people.	RL.2.5, RL.3.5
Ape and Armadillo are good friends despite their differences. Ask students to think about how their differences benefit each other. How can differences be a good thing?	RL.2.3, RL.3.3	Discuss the importance of compromise. How do Ape and Armadillo compromise with each other? Point out in pg. 29-32 how Ape and Armadillo uses the words "We" and "both." What makes Armadillo change his behavior towards Ape?	RL.2.6, RL.3.6
INTEGRATION OF KNOWLEDGE AND IDEAS		SPEAKING AND LISTENING / WRITING	
Have students re-read the comic strips. What kind of story do the comic strips tell? Why did the author use comic strips? How does it affect the reader's understanding of the main story?	RL.2.7, RL.3.7	Ask students to share a positive experience they had while working with another person or a group. What did they accomplish? Were there any difficulties? Did they learn something about the other person/people or themselves?	SL.2.1, SL.3.1
Explain the word "contrast" and have students consider how it applies to Ape and Armadillo. Ask students why they think the author chose to depict two characters that are very different from each other. Are there any other stories involving two contrasting characters? How do they get along?	RL.2.8, RL.3.8	Divide students into small groups and have them brainstorm good ways to resolve a conflict. Have each group write a step-by-step guide on how to work out an argument through compromise.	W.2.1,W.2.2, W.3.1,W.3.2

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APE AND ARMADILLO ACTIVITY SHEET (1 OF 3)

Name: _____

Date: _____

- Make your own comic strip as a response to each question. Use images, text, and speech bubbles.

**WHAT
SUPER
POWER**
WOULD YOU WANT?

--	--	--

**WHAT
IS THE
WORST THING
EVER?**

--	--	--

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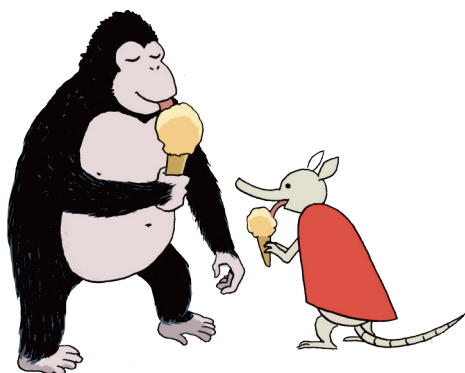
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APE AND ARMADILLO ACTIVITY SHEET (2 OF 3)

Date: _____

- Team up with a partner and take turns writing a short description of how each of you would take over the world.
- Read your partner's response and work together to make a short comic about how you would take over the world as a team.

<p>HOW _____</p> <p>Name _____</p> <p>WOULD TAKE OVER THE WORLD</p>	<p>HOW _____</p> <p>Name _____</p> <p>WOULD TAKE OVER THE WORLD</p>
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FOR VISUAL READERS
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**APE AND ARMADILLO
TAKE OVER THE WORLD**
by Barnaby Richards
TOON Books Level 3
Guided Reading Level = N
Lexile Level = 300L
Hardcover ISBN: 978-1-943145-09-6

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APE AND ARMADILLO ACTIVITY SHEET (3 OF 3)

- With your partner, make a short comic about how you would take over the world together. Talk about what will happen in each box. Take turns drawing and writing.

Name

AND

Name

TAKE OVER THE WORLD

FIRST...

--	--	--

--	--	--

--	--	--

THEN...

--	--	--

--	--	--

--	--	--

FINALLY...

--	--	--

--	--	--

--	--	--

The Shark King

by R. Kikuo Johnson

ISBN: 978-1-935179-16-0

Guided Reading Level = N

Lexile Level = GN 150

by Alexa Rosselli,
 Editorial Assistant



ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS	
Where does this story take place? Who is the man who rescues Kalei? Why does Kalei want Nanaue to wear his father's red cape? How does Nanaue escape from the angry villagers?	RL.2.1, RL.3.1
On page 12, the Shark King says, "Our son won't be safe in this world. I'm going where I can protect him." What "world" is he talking about? How does the Shark King help Nanaue by the end of the story?	RL.2.2, RL.3.2
For Nanaue, what are some of the advantages of having shark traits? What are some of the challenges or dangers?	RL.2.3, RL.3.3

INTEGRATION OF KNOWLEDGE AND IDEAS	
Why can't the fishermen catch any fish? Use specific pages in the book to explain.	RL.2.7, RL.3.7
On page 25, Nanaue asks his mother, "Where's <i>my</i> dad?" Who are the other fathers in this story? What might have prompted Nanaue to wonder about his father?	RI.2.8, RI.3.8
On pages 38, Kalei finds the opihī on the cliff. What do they remind her of? Identify the pages that establish the significance of the opihī, and explain how they take on a new meaning when they appear at the end of the story.	RL.2.9, RL.3.9

CRAFT AND STRUCTURE	
On page 27, the author uses a different panel for each day of the week to show the passage of time. What is the other trend that he depicts across those five panels?	RL.2.4, RL.3.4
How else does the author indicate the passage of days, weeks, and years? Look at pages 10-11, pages 16-17, and page 24. What words or picture clues indicate how much time has passed between panels?	
When do we learn that Kalei's husband is the Shark King? What are the hints at the beginning of the story?	RL.2.5, RL.3.5
On page 11, identify a phrase or a sentence that is echoed later in the book to show a parallel between Nanaue and the Shark King.	
On page 8, the Shark King tells Kalei, "The King doesn't like strangers," as if he were speaking about somebody else. Why does he do this?	RL.2.6, RL.3.6

SPEAKING AND LISTENING / WRITING	
Have students write an account of their own day if they had the ability to transform into an animal of their choice. Have them include the ways in which their family, friends, or neighbors would react or adapt to their animal form.	W.2.2, W.3.2, W.2.3, W.3.3, W.2.4, W.3.4, W.2.5, W.3.5
After reading the story, split students into groups for discussion. Which of their own traits are, like Nanaue's shark traits, both a gift and a curse, or a strength and a weakness? In what ways do these traits make life better? In what ways do they make it more difficult?	SL.2.1, SL.3.1, SL.2.2, SL.3.2, SL.2.3, SL.3.3, SL.2.4, SL.3.4, SL.2.6, SL.3.6

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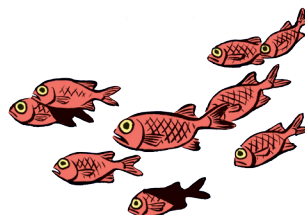
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THE SHARK KING
 Written by R. Kikuo Johnson
 Hardcover: 978-1-935179-16-0

LESSON PLAN WRITTEN BY DR. KATIE MONNIN
 ASSISTANT PROFESSOR OF LITERACY AT
 THE UNIVERSITY OF NORTH FLORIDA

Lexile Level = GN 150
 Guided Reading Level = N



English Language Arts Elements of Story in *The Shark King*

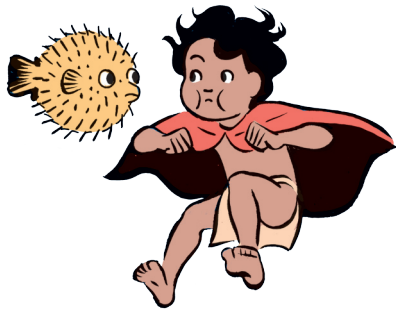
Plot	While fishing for her favorite food, the delicious sea snail, in Hawaii, a young woman named Kalei is threatened by a very large shark. She is rescued by a young man, with whom she falls in love, and soon they are married and expecting a child. Little does she know that her husband is The Shark King, and right before he gives birth he must leave her, to prepare a place for their son at the bottom of the ocean. As she raises her son alone, she finds out that Nanaue has a lot in common with his father. How will Kalei protect him from others who might judge his unique markings? Will she be able to keep him safe?
Characters	Kalei, The Shark King, Nanaue, father and son villager, villagers
Setting	The beaches and ocean in Hawaii
Themes	Identity, Family, Destiny, Transformation, Multicultural Appreciation
Traditional and Contemporary Literary Pairing Suggestions	<i>The Hungry Caterpillar</i> by Eric Carle, <i>The Sissy Duckling</i> by Harvey Fierstein, <i>The Family Book</i> by Todd Parr, <i>Giants Beware</i> by Jorge Acuirre and Rafeal Rosado, <i>A is for Aloha: A Hawai'i Alphabet Book</i> by U'ilani Goldsberry and Tammy Yee, <i>The Hawaii Snowman</i> by Christine Le and Michel Le, Aesop's Fables

Guided Reading Lesson Plan

Because this early reader comic book is rich with cultural learning opportunities it fits well alongside the IRA/NCTE standards that emphasize teaching reading, research, and multicultural appreciation. For those reasons, the following guided reading lesson plan focuses on how teachers and students can read and then conduct research on the foundational themes found in *The Shark King*.

After they finish reading help students to conduct their own research on Hawaii and/or Hawaiian folklore. Provide students with supplemental fiction, nonfiction, and online resources to help them in their research process. Once they have conducted their research, students can fill out a questionnaire.





FOR VISUAL READERS
TOON BOOKS®

Lesson Plan for *The Shark King*
 by R. Kikuo Johnson

BY ALEXA ROSSELLI

Overview	<i>The Shark King</i> is a book that contains an incredible amount of information in the pictures. It serves as a great example of how much preparation work can go into making a book. Today, you will use it inspiration for your students to research Hawaiian climate and culture, to better appreciate the details of this story.
Subject	English Language Arts
Grade Level	3-4
Suggested Time	45 minutes
Materials	Pens, pencils, notebook paper.
Objectives	Students will participate in an interactive read aloud and do additional research to learn about Hawaii and its culture, animals, plants, and people.
Before Reading:	<p>Today you are going to be reading <i>The Shark King</i>. This book has a beautiful setting that your students may not know too much about unless they have been there. Begin by showing the cover of the book and doing a cover talk. What can they tell about the story just by looking at the cover? What do they see in the panels behind the words “The Shark”? Where do they think this book is set?</p> <p>Tell your students that this book is set in Hawaii. The author of this book, R. Kikuo Johnson, grew up in Hawaii, and he wanted to show how beautiful it was in making this book. But he had to do a lot of research in order to get all of the details right. Today, your students are going to learn as much as they can about Hawaii from this book, do research of their own, and get a sense of how much research an author or artist has to do in order to make a book.</p> <p>To facilitate this, make a KWL chart about Hawaii. You can do this on paper or on the white board. Draw three columns. In the Know column, write down what your students already know about Hawaii. Ask your students to supply this information. In the Want column, add any questions your students have about Hawaii, things they want to know. Do not feel obligated to fill the Want column completely now. You will revisit it during reading.</p>

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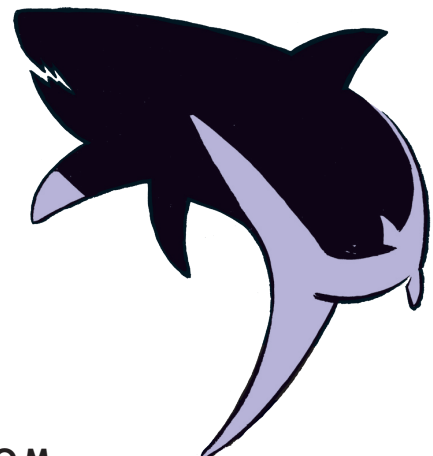
The Shark King

by R. Kikuo Johnson

Hardcover ISBN: 978-1-935179-16-0

Guided Reading Level = N

Lexile Level = 150



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THE SHARK KING LESSON PLAN (PAGE 2)



<p>Reading:</p>	<p>Do an interactive read aloud of <i>The Shark King</i>. Be sure all students can see the illustrations, using the Elmo or document projector to display the pages clearly. There is a lot of information in the pictures of this story. At the end of each chapter, ask students what they learned about Hawaii, or what new questions they have now that they have read a bit of the story. What do they know about Hawaii's people, animals, and plants? What do Hawaiians eat? Update the KWL chart as you go.</p>
<p>After Reading:</p>	<p>Time to Research</p> <p>When you have finished reading the book, review your KWL chart. It should be a lot more full know than it was before. What questions did students have that were not answered by reading the book? What topics are they more interested to learn about having read <i>The Shark King</i>? How much do they think the author/artist had to know in order to make this book?</p> <p>Have students turn and talk with partners to determine three questions that they could do additional research on to learn more about Hawaii and its culture. Then take students to the computer lab or library to do this research. Have each student hand in a sheet on which they explain three things they learned about Hawaii, where they got their information, and provide illustrations relevant to these facts.</p>

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The Shark King

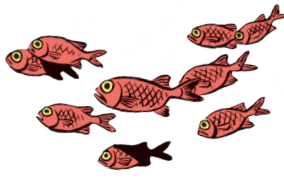
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FOR VISUAL READERS
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 THE SHARK KING ACTIVITY SHEET

Name: _____


Date: _____

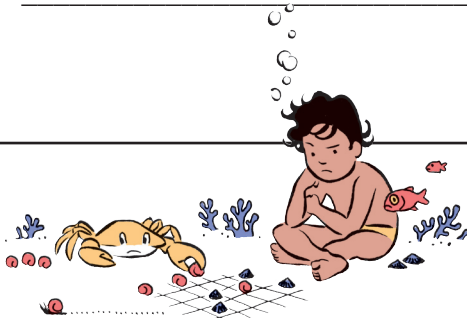
What do I know about Hawaii and its people, animals, and plants?
Make a list on the left, and draw on the right.

<hr/> <hr/> <hr/> <hr/>	
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What did I learn about Hawaii from reading *The Shark King* or my other research?
Examples: What do Hawaiians eat? Does this story remind you of any other story?

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