

FOR VISUAL READERS
TOON BOOKS®

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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Guided Reading Level: K

Lexile Level: 230

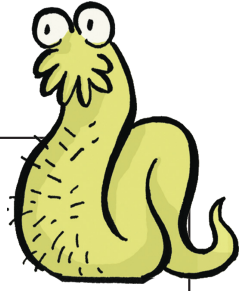
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ZIG AND WIKKI ACTIVITY SHEET

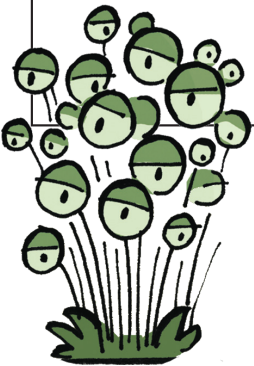
Who are the characters in this story? Draw them! Be sure to include details such as what they are wearing, what they carry with them, and what sort of facial expressions they demonstrate in the story.

Main Characters



Other Characters

By _____



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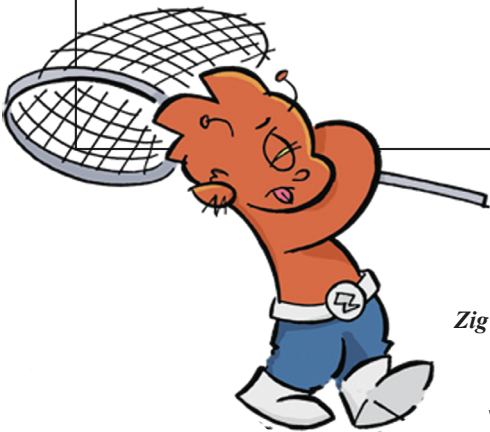
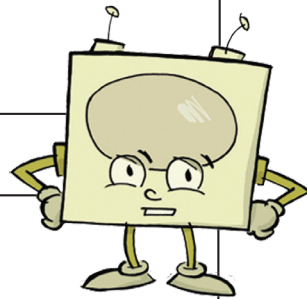
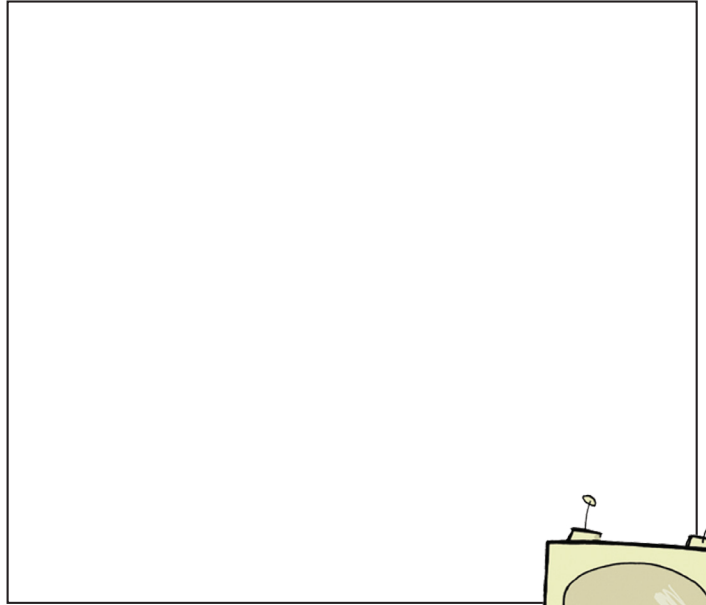
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ZIG AND WIKKI ACTIVITY SHEET

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 _____

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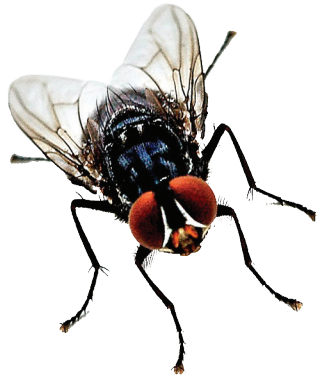
ELEMENTARY
(TECHNOLOGY, ART)

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>



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(RAW Junior/TOON Books,
ISBN: 979-0-9799238-4-5, \$12.95)

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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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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>



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