

FOR VISUAL READERS  
**TOON BOOKS®**

**BLIP!**  
 by Barnaby Richards  
 TOON Books Level 1  
 Guided Reading Level = E  
 Lexile Level = N/A  
 Hardcover ISBN: 978-1-935179-98-6

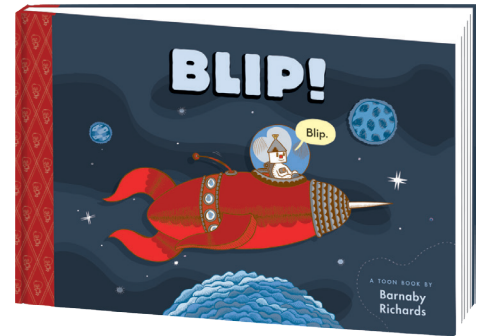
Lesson Plan:

*Finding your place in the world*

**Blip!**

by Barnaby Richards  
 TOON Books Level 1 – Grades K-2

Questions and activities by  
 Ala Lee, TOON Books Educational Outreach



Overview	Using few repeating words and expressive characters, <i>Blip!</i> tells the story of overcoming your initial fears and finding your place. The detailed illustrations of unique environments and creatures in this early reader comic book <i>Blip!</i> demands careful examination of each page. Any student that has had difficulty fitting in will relate to Blip’s misadventures on a new planet and enjoy the satisfying conclusion.
Subject	English Language Arts
Grade Level	Kindergarten – 1st Grade
Objectives	Students will learn how to look closely for important details in text and images. They will learn to pronounce onomatopoeia and read words with the appropriate intonation given context cues.
Before Reading	Ask students about how they felt on their first day of school. Were they worried? Did they have trouble making friends?
During Reading	For the first reading, ask students to pay close attention to the pictures. Have students point out the subtle changes between pages. Ask students what they think an object/shape will turn out to be before turning the page. Have students sound out the sound effects (ROAAR, SPLASH! BANG!).
After Reading	On subsequent readings, conduct a reading aloud with the class. Have students practice intonation when reading out loud as Blip the robot. Have them pay special attention to the context and punctuation of the word before speaking. For example, the “Blip!” when the robot is excited may sound differently from when it is scared and running away.  Ask students how they feel now since the first day of school. Explain how everyone views the world differently. Have them discuss experiences in which people did not act as they expected. Allow students to share their own ideas about how to explore an unfamiliar world. Brainstorm ways to approach potential friends.

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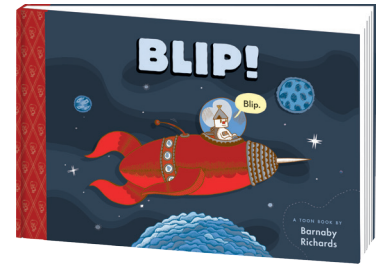
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**ELA COMMON CORE STANDARDS  
 (GRADES K-1)**

KEY IDEAS AND DETAILS		CRAFT AND STRUCTURE	
How does Blip interact with each creature? How do the creatures react to Blip? Are the creatures friendly or dangerous? How does Blip handle rejection from the creatures?	<b>RL.K.1, RL.1.1, RL.2.1</b>	Have students sound out the words said by the robot (Blip! Blip? Bleep! Boo?). Does the “blip!” when the robot is happy sound different compared to the “blip!” when it is scared? Discuss how punctuation is used to convey various expressions.	<b>RL.K.4, RL.1.4 RL.2.4</b>
Ask students to identify and describe Blip’s various facial expressions and what they mean. Have students describe how Blip feels before and after meeting each new creature.	<b>RL.K.2, RL.1.2, RL.2.2</b>	Through Blip’s adventures we see that normal objects turn into monsters and that monsters can be both scary and friendly. Discuss how the author/illustrator shows the same creature first as frightening then less so.	<b>RL.K.5, RL.1.5, RL.2.5</b>
In the full-page map spread (p.25-26), we see all the creatures that Blip encountered. Look closely at the larger creatures that Blip ran away from. Do they seem less dangerous?	<b>RL.K.3, RL.1.3 RL.2.3.</b>	Have students describe each of the five environments that Blip travels through. Then look at the two maps (p. 25-26, p. 27). What does the second map remind you of? Why do you think the illustrator shows us two versions of a map?	<b>RL.K.6, RL.1.6 RL.2.6</b>
INTEGRATION OF KNOWLEDGE AND IDEAS		SPEAKING AND LISTENING / WRITING	
Ask students if they know how to say “hello” and “goodbye” in other languages. Have they ever been to a foreign country where they didn’t know the native language? How would they try to communicate with someone who didn’t understand their language?	<b>RL.K.7, RL.1.7, RL.2.7</b>	Have students talk about a time when they were in a new, unfamiliar setting like Blip. Have them explain how they felt. Scared? Uncertain? How did they overcome their initial fears?	<b>SL.K.1, SL.K.6, SL.1.5, SL.1.6, SL.2.5, SL.2.6</b>
Explain the Home-Away-Home story structure to students and how it applies to <i>Blip!</i> Does the adventure on the strange planet change Blip? What does Blip learn? How does Blip return “home” or to a familiar setting? Have students think of other stories that follow this structure, such as <i>The Hobbit</i> , <i>Finding Nemo</i> , or <i>Where the Wild Things Are</i> ..	<b>RL.K.8, RL.1.8, RL.2.8</b>	Have students write about how they became friends with someone. Have them describe how they would approach a potential friend.	<b>W.K.1, W.K.3, W.K.6, W.1.1, W.1.3. W.1.6 W.2.1, W.2.3. W.2.6</b>

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# BLIP! ACTIVITY SHEET

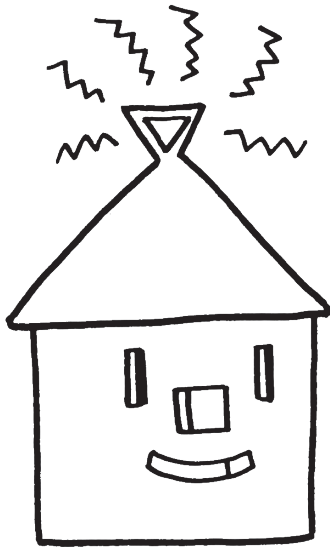
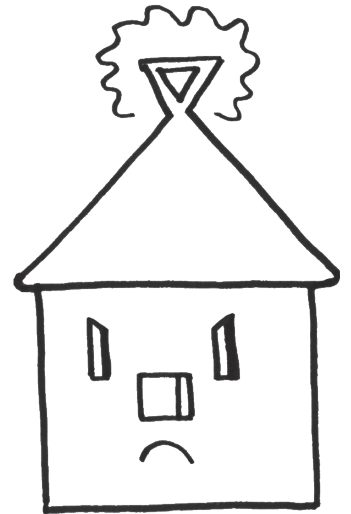
Name: \_\_\_\_\_

Date: \_\_\_\_\_

- How does Blip feel? Match the word to the face.



HAPPY  
SAD  
SURPRISED  
ANGRY



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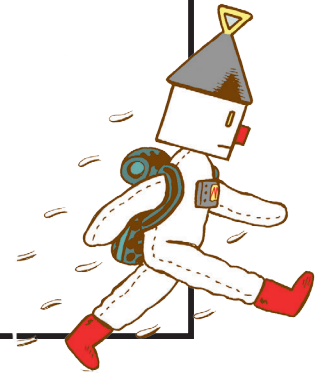
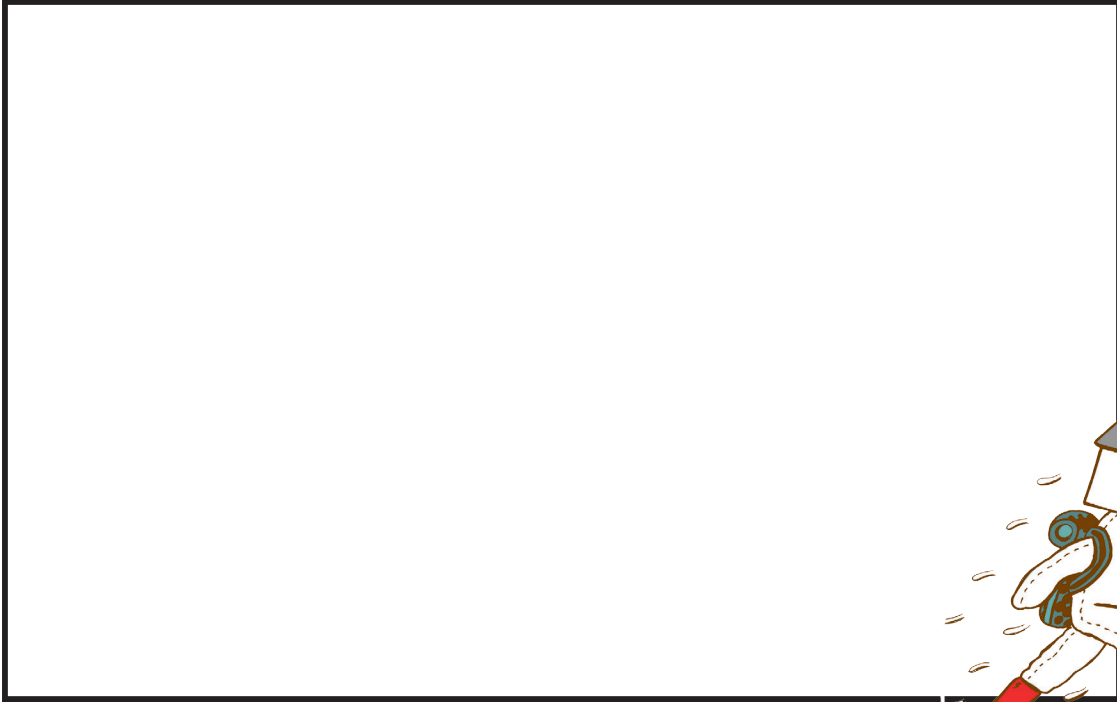
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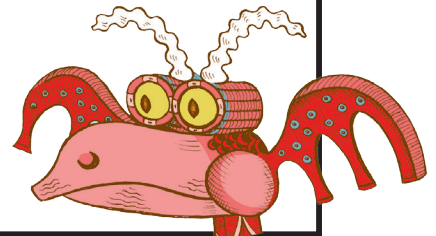
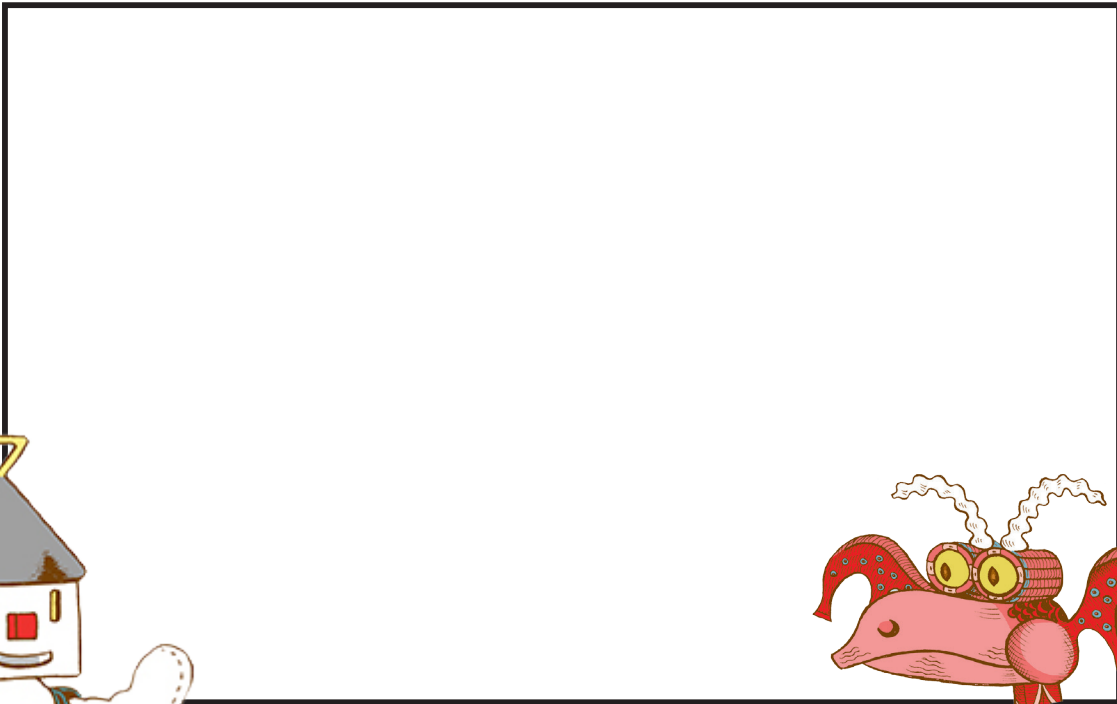
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Draw your own scary creature that Blip is running away from!



Now draw your creature being friendly.



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