

# TOON INTO READING!™



**LEVEL 1**

FIRST COMICS FOR BRAND-NEW READERS

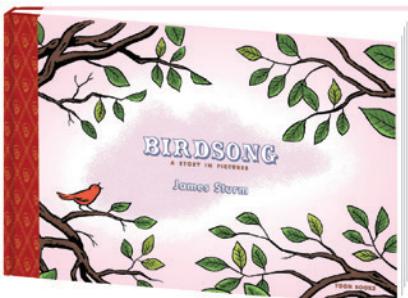
- 200–300 EASY SIGHT WORDS
- SHORT SENTENCES
- OFTEN ONE CHARACTER
- SINGLE TIME FRAME OR THEME
- 1–2 PANELS PER PAGE

## ALL LEVEL 1 LESSON PLANS

TITLE	AUTHOR	F&P	LEXILE	GUIDED READING LEVEL	WORD COUNT	SUBJECT OF LESSON PLAN	PAGE
<a href="#">Birdsong: A Story in Pictures</a>	James Sturm	<b>WB</b>	N/A	WB	N/A	<i>Wordless Storytelling</i>	2
<a href="#">Chick and Chickie</a>	Claude Ponti	<b>F</b>	BR	E	109	<i>Drawing Inspiration From a Book</i>	6
<a href="#">Blip!</a>	Barnaby Richards	<b>H</b>	N/A	E	177	<i>Finding Your Place in the World</i>	9
<a href="#">A Trip to the Bottom of the World with Mouse</a>	Frank Viva	<b>I</b>	BR	E	239	<i>Research for a Book</i>	13
<a href="#">Hearts</a>	Thereza Rowe	<b>J</b>	BR	G	70	<i>Description and Interpretation</i>	18
<a href="#">Jack and the Box</a>	Art Spiegelman	<b>J</b>	GN/100	G	373	<i>Theme of a Book</i>	20
<a href="#">Silly Lilly and the Four Seasons</a>	Agnes Rosenstiehl	<b>J</b>	BR	E	166	<i>Visualization</i>	22
<a href="#">Silly Lilly in What Will I Be Today?</a>	Agnes Rosenstiehl	<b>J</b>	BR	E	295	<i>Sequential Order in Stories</i>	25
<a href="#">Wordplay</a>	Ivan Brunetti	<b>J</b>	BR	J	204	<i>Compound Word Wizards</i>	28
<a href="#">Little Mouse Gets Ready</a>	Jeff Smith	<b>K</b>	GN/160	F	261	<i>Comic Transitions and Story Progression</i>	31
<a href="#">The Real Poop on Pigeons</a>	Kevin McCloskey	<b>K</b>	430L	K	327	<i>Identifying and Observing Birds</i>	34
<a href="#">Tippy and the Night Parade</a>	Lilli Carré	<b>K</b>	GN/240L	J	205	<i>Tracking a Sequence of Events</i>	37
<a href="#">Barry's Best Buddy</a>	Renée French	<b>L</b>	GN/60	J	267	<i>Plot and Subplot</i>	39
<a href="#">Adele in Sand Land</a>	Claude Ponti	<b>M</b>	410L	M	516	<i>Digging into Details</i>	42
<a href="#">We Dig Worms!</a>	Kevin McCloskey	<b>M</b>	340L	L	249	<i>Fun with Drawing</i>	44
<a href="#">Something's Fishy</a>	Kevin McCloskey	<b>M</b>	260L	M	407	<i>Exceptions to Rules</i>	47
<a href="#">A Goofy Guide to Penguins</a>	Jean-Luc & Phillippe Coudray	<b>N</b>	390L	N	324	<i>Visual and Verbal Narrative Elements</i>	49

FOR VISUAL READERS

# TOON BOOKS®



**BIRDSONG**

by James Sturm

Hardcover ISBN: 9781935179948

**TOON BOOKS LEVEL ONE**

Guided Reading Level = WB



Questions and activities 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. Francisca was the Director of Halifax (N.S.) Public Library and managed collection development for Berkeley (CA) Public Library.

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

KEY IDEAS AND DETAILS	CRAFT AND STRUCTURE
<p>Look at the cover and opening pages. What do you think this story will be about? Where will it take place? How do you think it will make you feel?</p> <p>On p. 5, what are the children doing? Talk about their body language and facial expressions. What kind of mood do they seem to be in? Would you want to meet them?</p>	<b>RL.K.1</b> <b>RL.1.1</b>
<p>How do the children end up at the top of the mountain? Whom do they meet there? On pages 9-15, how does the artist use color to focus our attention on the bird? Can you find any visual clues that tell us that the old man and the bird are somehow connected?</p> <p>How do the animals feel when they are threatened by the tiger? What do the hunters do with the animals? Do you think this is the right thing to do?</p>	<b>RL.K.2</b> <b>RL.1.2</b>
<p>What are the two animals doing on p. 37? How do the children use the stick on p. 7? How do they use a stick on page p. 43? What do these details tell us about the ways they have changed?</p> <p>On p. 40, why do you think the bird returns? After the bird returns, how does the mood of the story change? Look for and discuss changes in the artwork that tell us that the story is coming to an end.</p>	<b>RL.K.3</b> <b>RL.1.3</b>
	<p>Talk about the setting on p. 29. Pay close attention to the words on the signs. What do they tell you about the way the "chimp children" are being treated? Do you think this is fair?</p> <p>Define the word <i>empathy</i>. Ask students to describe instances when characters from <i>Birdsong</i> who show empathy. What is the opposite of empathy? Ask students to talk about characters who fail to be empathetic.</p>
	<b>RL.K.4</b> <b>RL.1.4</b>
	<p>Talk to students about the different ways to communicate a story. Discuss oral tradition, written books, illustrated books. Introduce <i>kamishibai</i>, the Japanese method of story telling that uses pictures and spoken word and is performed. Refer to <i>About Kamishibai</i> on p. 54 for more details. Explain that the narrative can change from storyteller to storyteller, and encourage students to be creative while they read.</p>
	<b>RL.K.5</b> <b>RL.1.5</b>
	<p>Compare the <i>kamishibai</i> format of <i>Birdsong</i> to a traditional picture book. You may even want to make the differences explicit by contrasting the two books in a side-by-side manner. In <i>Birdsong</i>, why do you think the author left a blank page in each spread?</p>
	<b>RL.K.6</b> <b>RL.1.6</b>
	<p>On pp. 31 and 33 how do the animals feel about their new home? How can you tell? the animals are looking out. Whom do you think they are looking at? (possible answers include the taskmaster, or the audience of the show or the reader.) How does make one feel when someone looks at you?</p>

## INTEGRATION OF KNOWLEDGE AND IDEAS

The children turn into animals that look like chimpanzees, but have tails like monkeys. (Chimpanzees don't have tails.) Explain this to students, then ask: Why would the author choose to draw an animal that doesn't exist, a mythical creature, for this story?

**RL.K.7  
RL.1.7**

Ask students if they know any other stories that involve a character's transformation from human to animal. Some examples could be *The Princess and the Frog*, *Beauty and the Beast*, or the Greek myth of Arachne. In those stories, why and how do the characters change into animals? How is the story of *Birdsong* different?

*Kamishibai* is not the only storytelling tradition that uses pictures without written words. Another example of a wordless storytelling tradition is African-American quilt stories. In this tradition, scenes are recorded on squares and then sewn together to form a story—and a quilt! For more about story quilts, see Faith Ringgold's "Street Story Quilt" at <http://www.faithringgold.com/ringgold/d36.htm>

**RL.K.9  
RL.1.9**

## SPEAKING AND LISTENING / WRITING

Ask students to discuss in groups: How did they feel when they saw the children's treatment of the bird and the turtle at the beginning of the story? How do they think the bird and the turtle felt? Did the children deserve to be turned into animals? How do you think the animals feel as they build their new home towards the end of the story?

**SL.K.2  
SL.1.2  
SL.K.4  
SL.1.4**

What happens to the children that changes the way they treat the turtle and the bird at the end of the story? Do you think that the animals change into birds once they hear the birdsong? How do we change by listening to others? What do you think the characters have learned?

Revisit pages 9-19, and ask students to tell what is happening through different points of view. How would they tell the story if they were the boy, the girl, the red bird, or the old man? Ask students to choose a character and act out the story from his/her perspective, paying attention to what their character is thinking and feeling.

Ask students to talk about their pets or favorite animals they have met. If they could be any animal themselves, which would they be and why? Ask them to create their own series of pictures about themselves as an animal and perform it for the class.

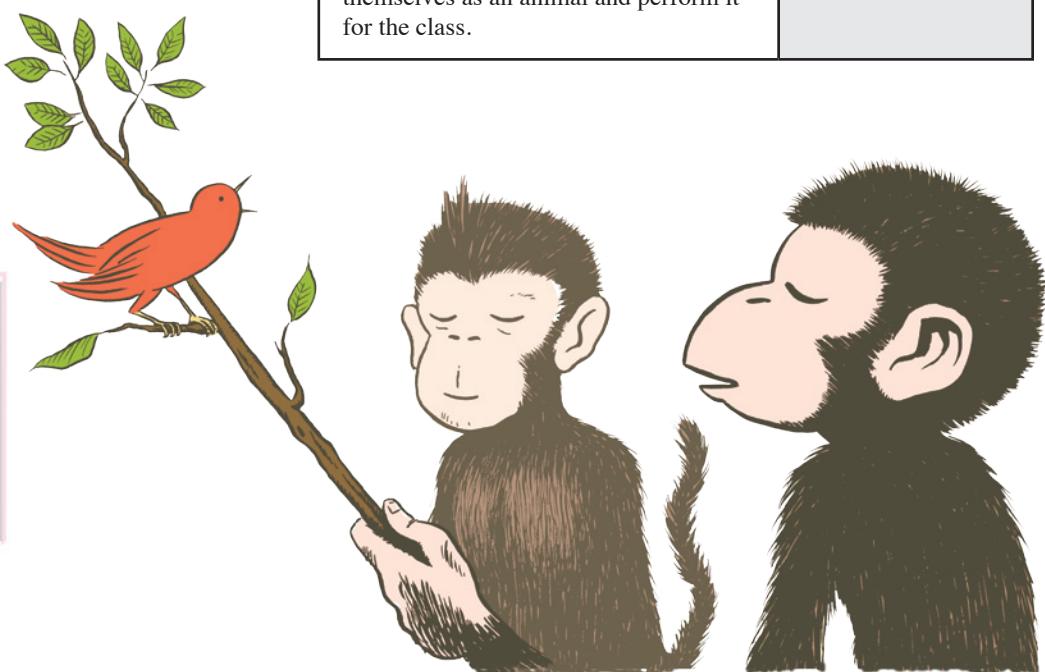
**WK.K.3  
WK.1.3**



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Hardcover ISBN: 9781935179948  
TOON BOOKS LEVEL ONE  
Guided Reading Level = WB

[WWW.TOON-BOOKS.COM](http://WWW.TOON-BOOKS.COM)



## BIRDSONG ACTIVITY SHEET

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

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

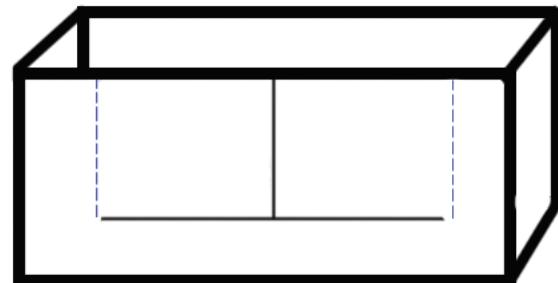


*Kamishibai* is the Japanese storytelling tradition that uses pictures, but no written words, to tell a story. Follow the steps below to build your own *kamishibai* stage from an old shoebox!

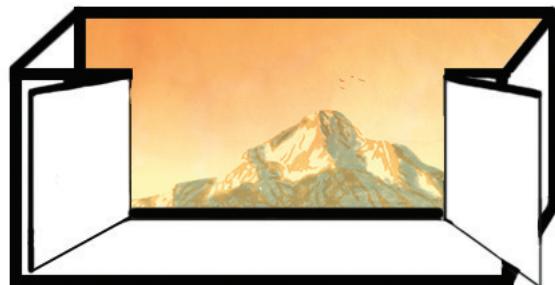
1. Draw your own *kamishibai* cards. Each card should show one scene from your story. Make sure that each card is the same size as the long side of your shoebox.



2. Cut a line down the center of the shoebox. Then cut two lines towards each corner.



3. Fold back the flaps outwards along the dotted blue lines so that they look like two doors.



4. Place your *kamishibai* card on the inside of the "stage" so that your audience can see the image. Now you can perform your story like a real *kamishibai* man!

Bonus: For more about *kamishibai* storytelling, read Allen Say's book *Kamishibai Man* (2005).

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## BIRDSONG ACTIVITY SHEET

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

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



Find each of these characters in the book and make a list of all the details you see. Are their facial expressions important? How about their actions?

page #	the animal children	the turtle	the red bird	the circus trainer

Bonus: Which character would you want to have as a friend? Why? When you explain your answer, be sure to use the details you saw in the pictures!



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**BIRDSONG**

by James Sturm

Hardcover ISBN: 9781935179948

FOR VISUAL READERS

# TOON BOOKS®

## *Chick and Chickie Play all Day!*

by Claude Ponti

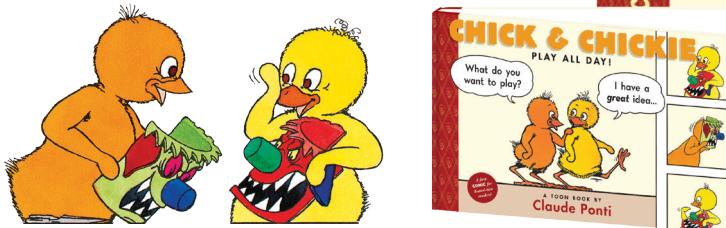
Hardcover ISBN: 978-1-935179-14-6

Paperback ISBN: 978-1-935179-29-0

Guided Reading Level = E

Lexile Level = BR

by Amy Lee,  
Educational Outreach, TOON Books



## ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS	CRAFT AND STRUCTURE
What are Chick and Chickie doing in this story? Why do they have paint, string and paper in the beginning, and what do they make with them?	<b>RL.K.1, RL.1.1</b>
Ask students to retell the story in their own words, listing the activities that take place.	<b>RL.K.2, RL.1.2</b>
Ask students to retell the ‘A’ story. What makes the ‘A’ laugh? Look at page 20, and see if students can predict what will happen on page 21. What makes the ‘A’ afraid? Do the same for page 26.	<b>RL.K.4, RL.1.4</b>
Who are Chick and Chickie and how can you tell the difference between them (hair, color, bottom of their feathers)? Are the two characters friends? What information can you use to figure out their relationship?	<b>RL.K.5, RL.1.5</b>
When is Chick speaking, and when is Chickie speaking? How do you know? Explain how in speech balloons, the tail points towards the person who is speaking.	<b>RL.K.6, RL.1.6</b>
INTEGRATION OF KNOWLEDGE AND IDEAS	SPEAKING AND LISTENING / WRITING
Look at the pages 7 and 9, where Chick and Chickie put on their masks and yell, “BOO!” How does Chick or Chickie feel when the other puts on his mask and yells? How can you tell from the picture? Have students list specific details (hands to face, drops of sweat, etc). On page 12, how have the masks changed?	<b>SL.K.2, SL.1.2, SL.K.6, SL.1.6</b>
Go through the story with the A. How does the A feel after each action Chick and Chickie take? How are they nice to the A? How are they scary?	<b>W.K.3, W.I.3, W.K.8, W.I.8</b>
At the end of the story, the A runs away. Why? Compare his experience playing with Chick and Chickie with their experience.	
	ALL LEVEL 1 LESSON PLANS pg. 6



FOR VISUAL READERS

# TOON BOOKS®



## Lesson Plan for *Chick & Chickie Play All Day!*

by Claude Ponti

LESSON PLAN WRITTEN BY DR. KATIE MONNIN

ASSISTANT PROFESSOR OF LITERACY AT

THE UNIVERSITY OF NORTH FLORIDA

### Elements of Story in *Chick & Chickie Play All Day!*

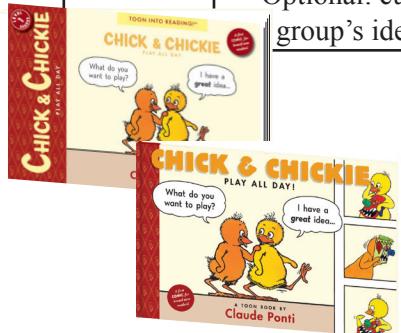
<b>Plot</b>	Chick and Chickie love to play, and, lucky for any emergent reader and their loved ones they love to play with key emergent literacy skills: letters, sounds, letter-sound correspondences, and basic sight words.
<b>Characters</b>	Chick, Chickie, and the letter A
<b>Setting</b>	Chick and Chickie have found an excellent place for playing and exploring their new emergent literacy skills; they could be at home, at school, or anywhere that your emergent reader may imagine them.
<b>Themes</b>	Play, Friendship, Letters and Sounds, Basic Sight Words, Creativity, Imagination
<b>Suggested Literary Pairings</b>	<i>Little Mouse Gets Ready</i> by Jeff Smith, <i>Silly Lilly in What Will I Be Today?</i> and <i>Silly Lilly and the Four Seasons</i> By Agnes Rosenstiehl, <i>Jack in the Box</i> by Art Spiegelman.

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

**Standard #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).

### Guided Reading Lesson Plan

<b>Before reading:</b>	Invite students to make a mask using construction paper, markers, glue, pipe cleaners, felt, cotton balls, etc. (It may be wise to have your own mask made ahead of time so students can see it and use it as an example.)
<b>During reading:</b>	Ask students to keep their masks close at hand. Read pages 5-13 aloud and together. At the end of page 13, ask students to take a minute to share their masks with each other, and ask if the masks are ‘scary’ or ‘scared’. When students are done sharing their masks, like Chick and Chickie did, ask if there are any volunteer who want to share their masks with the entire class.  Then, continue reading pages 14-31. While reading, periodically stop and ask students how Chick and Chickie are playing with the letter A: “What are Chick and Chickie doing as they play with the letter ‘A’?” and “How does the letter A feel about all of this playtime?”
<b>After reading:</b>	In small groups, provide students with materials to finish their activity sheet, by coloring and decorating a letter A of their own. Help brainstorm and write words that begin with the letter a, like “ant” or “apple.”  Optional: cut out the letter A and encourage students to have fun and use it as a prop to act out their group’s idea of playing with the letter A.



### CHICK & CHICKIE Play All Day!

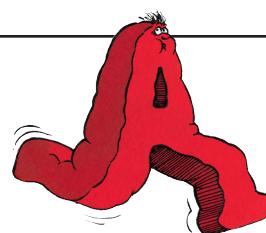
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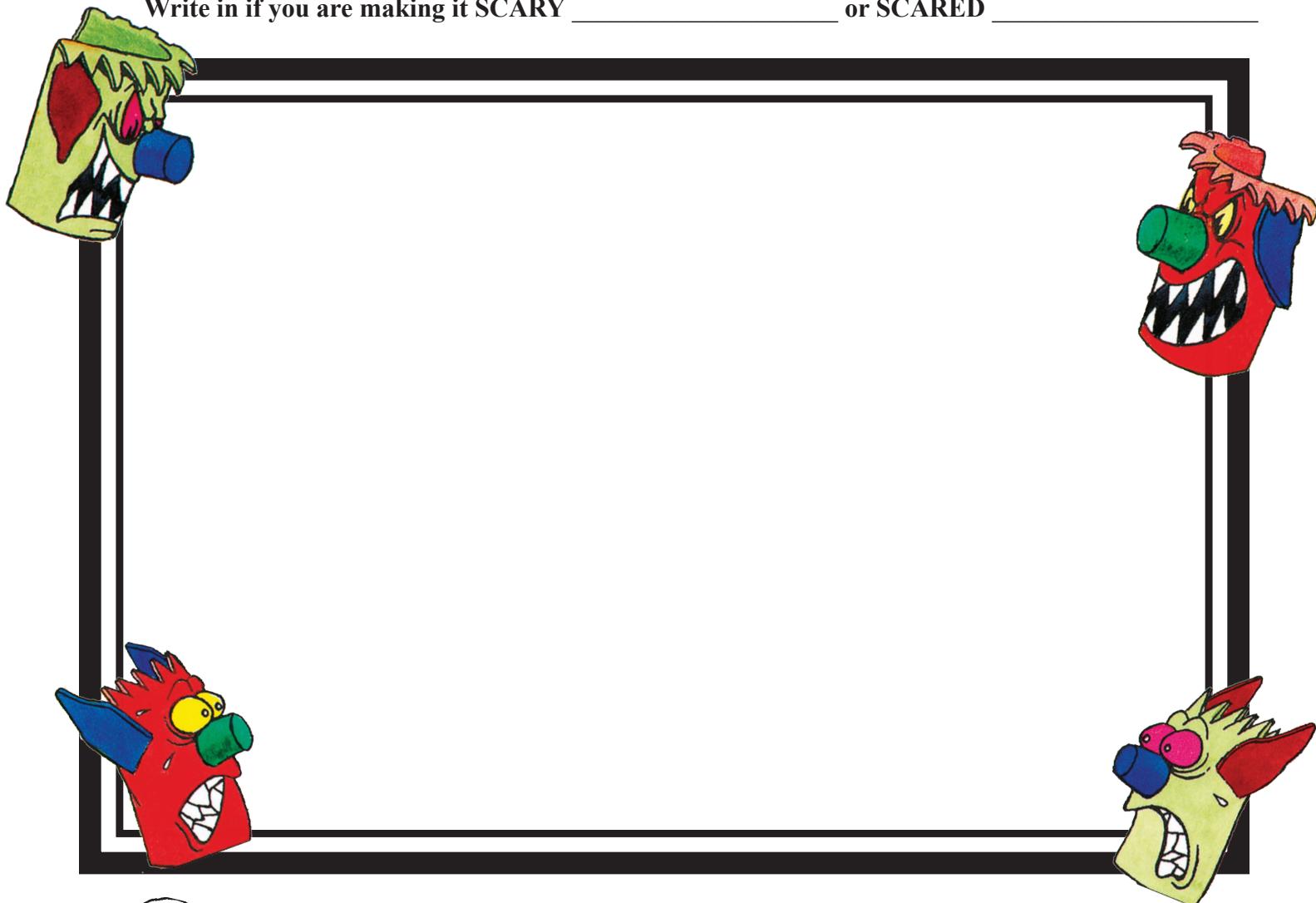
CHICK & CHICKIE PLAY ALL DAY!

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

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

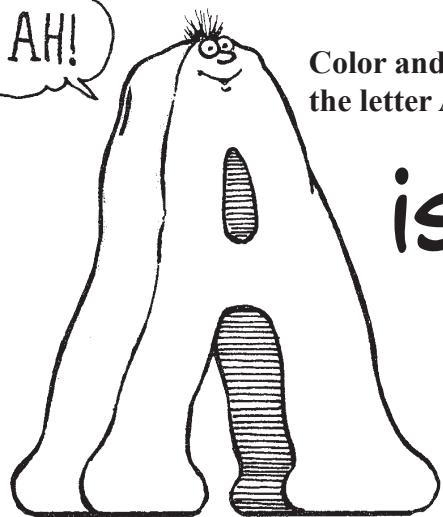
Draw your own mask!

Write in if you are making it SCARY \_\_\_\_\_ or SCARED \_\_\_\_\_



AH!

Color and decorate  
the letter A!



is for

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FOR VISUAL READERS

# TOON BOOKS®

Lesson Plan:

## *Finding your place in the world*

### **Blip!**

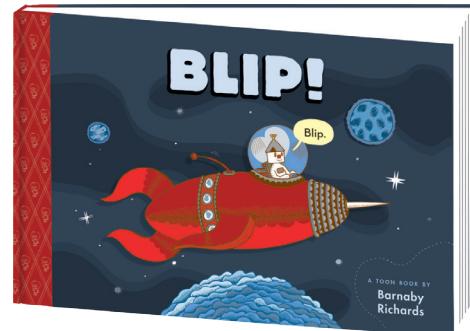
by Barnaby Richards

TOON Books Level 1 – Grades K-2

Questions and activities by

Ala Lee, TOON Books Educational Outreach

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



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.

Lesson Plan:

## Finding your place in the world

### Blip!

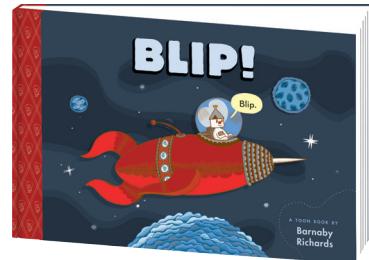
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### ELA COMMON CORE STANDARDS (GRADES K-1)

#### KEY IDEAS AND DETAILS

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>
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>
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>

#### CRAFT AND STRUCTURE

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>
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>
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

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>
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>

#### SPEAKING AND LISTENING / WRITING

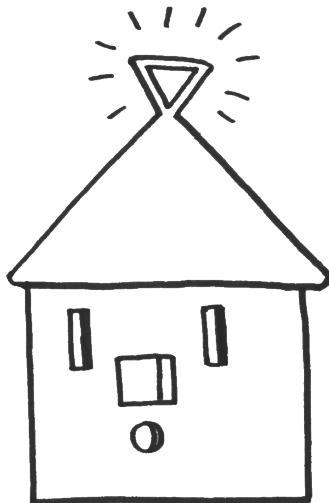
Have students talk about a time when they were in a new, unfamiliar setting like Blip. Have them explain how they felt. Scared? Uncertain? How did they overcome their initial fears?	<b>SL.K.1, SL.K.6, SL.1.5, SL.1.6, SL.2.5, SL.2.6</b>
Have students write about how they became friends with someone. Have 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>

## BLIP! ACTIVITY SHEET

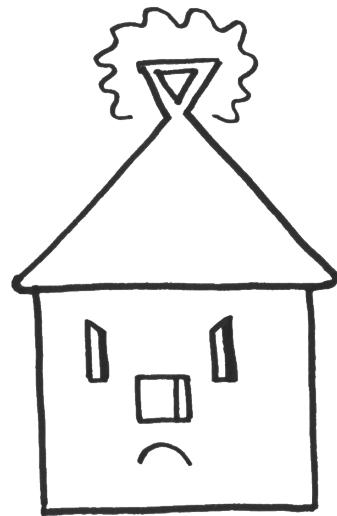
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Date: \_\_\_\_\_

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



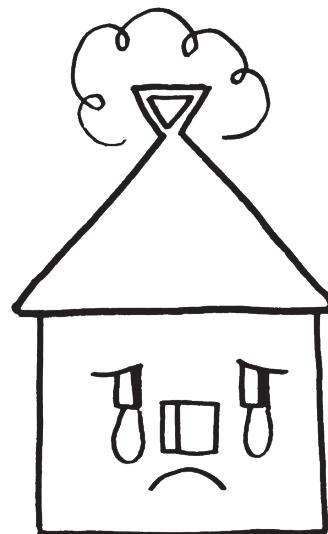
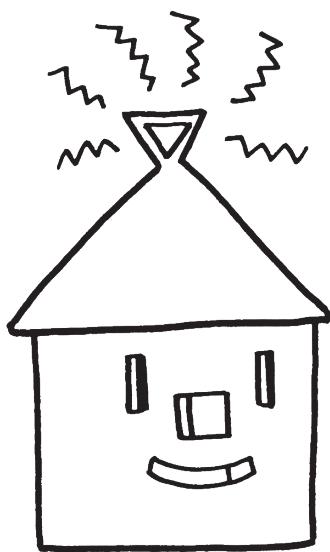
HAPPY



SAD

SURPRISED

ANGRY



**BLIP!**  
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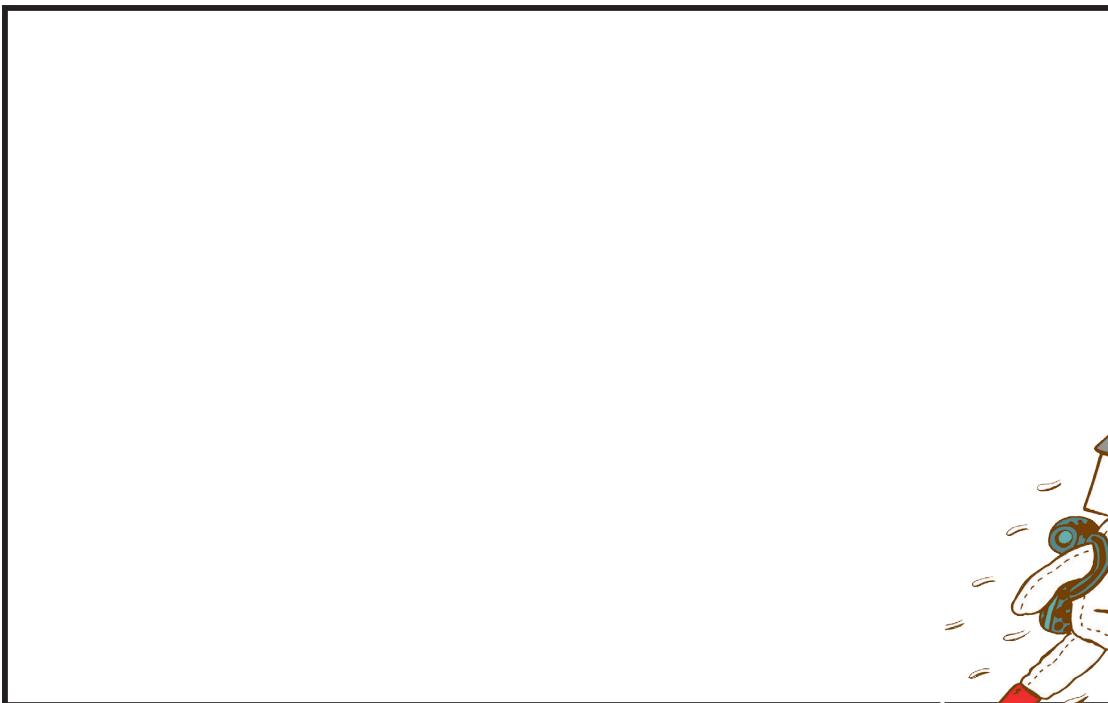
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## BLIP! ACTIVITY SHEET

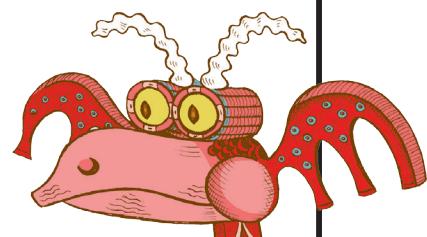
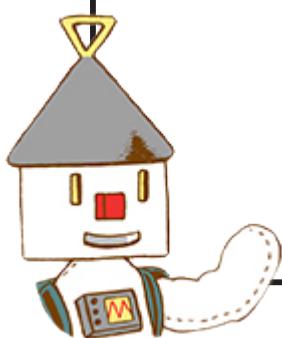
Name: \_\_\_\_\_

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

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



Now draw your creature being friendly.



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ALL LEVEL 1 LESSON PLANS pg. 12

FOR VISUAL READERS

# TOON BOOKS®

## *A Trip to the Bottom of the World with Mouse*

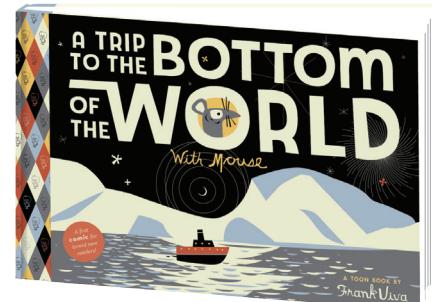
by Frank Viva

ISBN: 978-1-935179-19-1

Guided Reading Level = E

Lexile Level = BR

by Nadja Spiegelman,  
TOON Books' Deputy Editor



## ELA COMMON CORE STANDARDS

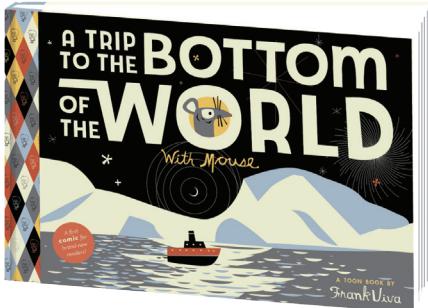
KEY IDEAS AND DETAILS	CRAFT AND STRUCTURE
Ask students: Where did Mouse and his friend go on their journey? How do you know? Why did they put on boots, mittens, hats and scarves?	<b>RL.K.1, RL.1.1</b>
Ask students to retell the story in their own words, listing the animals they see in the book.  Ask students to retell the story from Mouse's point of view. Why did he want to go home at the beginning? What does he ask at the end?	<b>RL.K.2, RL.1.2</b>
Who are the two friends in this story? Is one friend more adventurous and curious? Which friend would prefer to stay home? Is the Bottom of the World their home?	<b>RL.K.3, RL.1.3</b>

INTEGRATION OF KNOWLEDGE AND IDEAS	SPEAKING AND LISTENING / WRITING
On the page where Mouse lists the warm clothes they must put on, what is happening to Mouse as he says each item? On the page where Mouse lists what whales do ("jump, bump, play, dive and splash!") what does mouse do as he says each word?	<b>SL.K.2, SL.1.2, SL.K.4, SL.1.4</b>
Compare how Mouse and the man feel about the journey. Then ask students to share what they know about the North or South Pole, and if they can, list the source (books, movies, etc.) Bring up the different animals living in each environment (penguins are in South Pole; polar bears in the North Pole.)	<b>W.K.3, W.1.3, W.K.8, W.1.8</b>





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*A Trip to the Bottom  
of the World with Mouse*

by Frank Viva

TOON Books, an imprint of Candlewick Press

Hardcover: 978-1-935179-19-1

SUBMITTED BY J.D. Ho

AUTHOR AND CHILDREN'S BOOK REVIEWER

Lexile Level = BR

Guided Reading Level = E

### Guided Reading Lesson Plan

Before Reading	<ol style="list-style-type: none"><li>Ask students what they know about Antarctica. What might you expect to find there? What do you imagine a trip to Antarctica might be like? What would you need to pack for the trip?</li><li>The graphic format of this book is very similar to most picture books, but sometimes a page is broken into panels. Preview the book by looking at the spread with the three panels showing the boat riding the waves. Discuss how the panels should be read left to right to show the progression of the action.</li></ol>
During Reading	<ol style="list-style-type: none"><li>During the opening pages of the book (including the front liner), ask students to point out the direction the boat is facing. What does it mean when the boat changes directions? Is the boat getting nearer or farther away?</li><li>Look at the pictures of the boat on the waves. How does the illustrator show motion? Point out the changing position of the boat and the shape of the waves. Do the lines drawn on the waves help you have a sense of motion?</li><li>On the first page containing 4 panels, we are given a list of things that are difficult to do on a boat. Have students look at this page and the preceding spread to make a connection between the boat's movements and the pictures in the panels. Expand the narrative of each panel to explain exactly what is going on as the characters try to eat, sleep, kiss, or draw.</li><li>We are used to looking at a window and seeing a kind of picture frame around what is outside. Can you find an example of this in the book? What is going on with the spread showing different kinds of penguins? Are we looking out the window? Or are we looking through a spyglass? Are the penguins really as big as they appear? Notice how the pages before and after the penguins help us to know what is going on.</li></ol>
After Reading	Have students draw a short comic about a character looking through binoculars or a spyglass, using a similar method to the one in the book: a panel or picture showing the character using the spyglass to look at something, and then a panel or picture showing what the character sees through the lens.

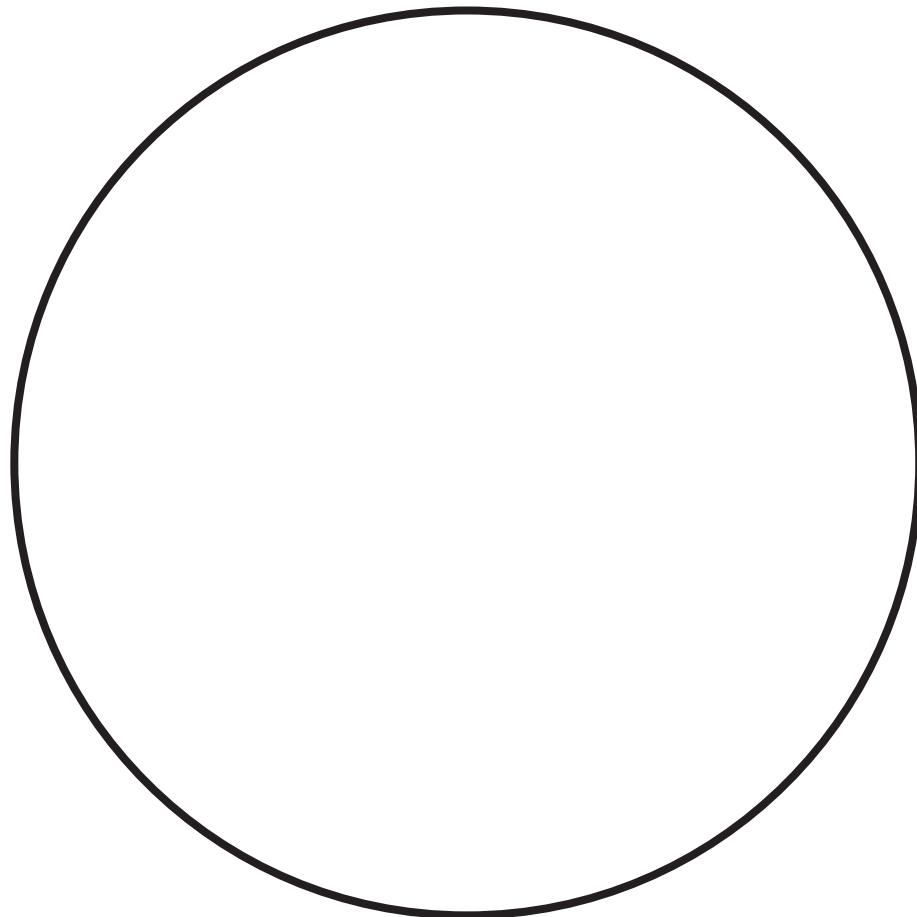
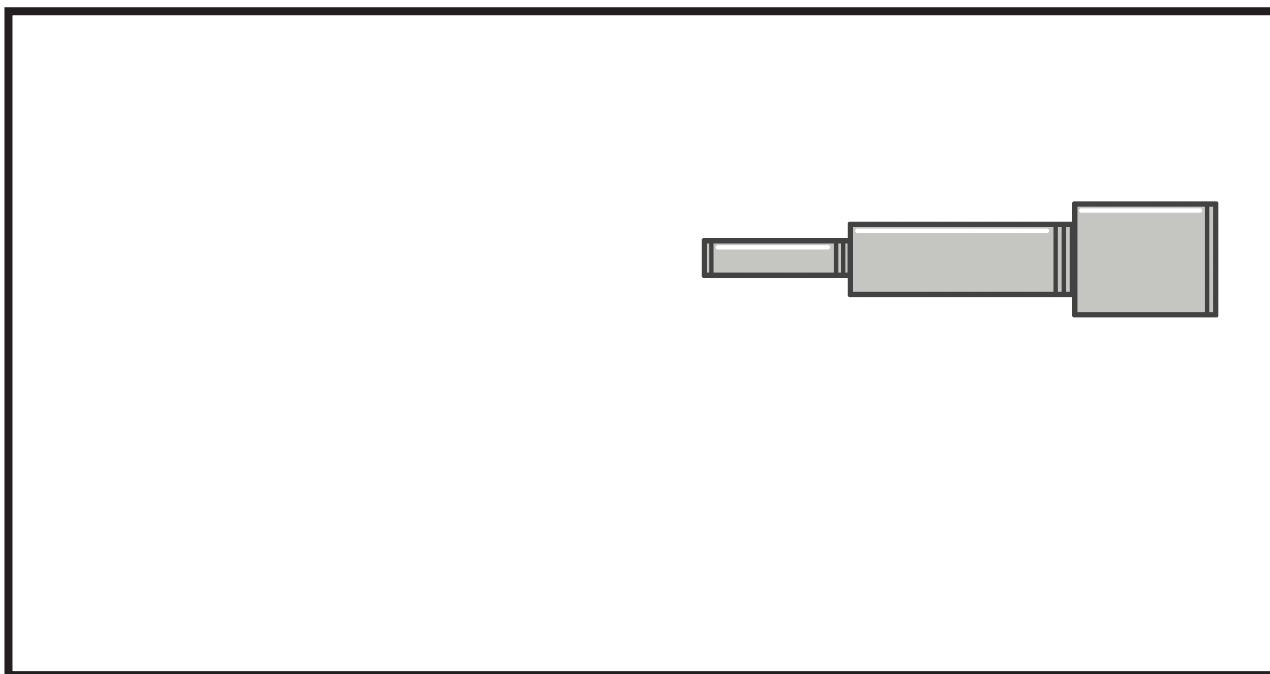


FOR VISUAL READERS



A TRIP TO THE BOTTOM OF THE WORLD WITH MOUSE  
ACTIVITY SHEET

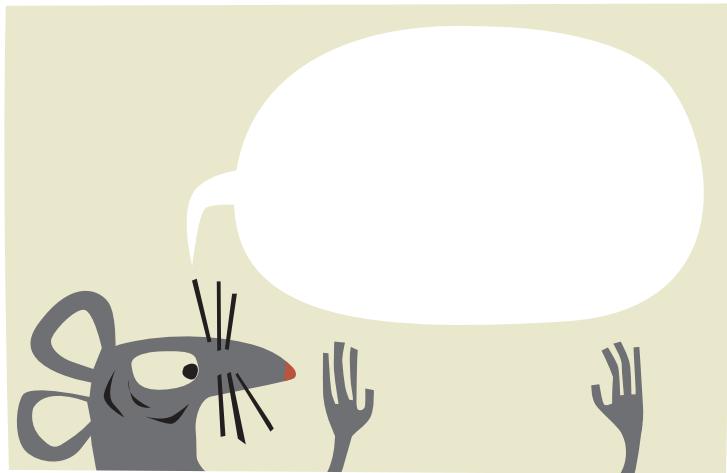
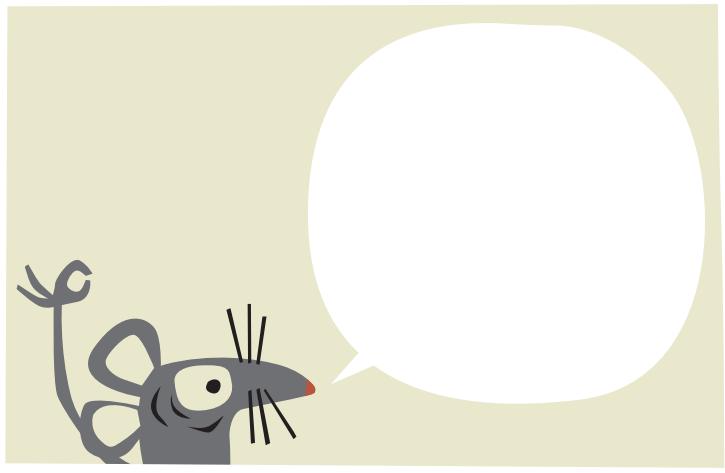
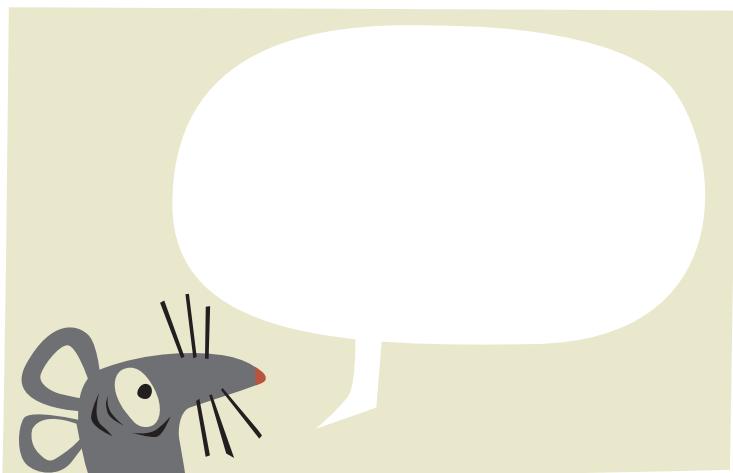
Make a comic! Draw a character looking through the spyglass in the first panel. Then, draw what they see through the lens.



Mouse wants to tell you about the things he saw on his trip.

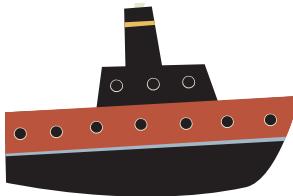
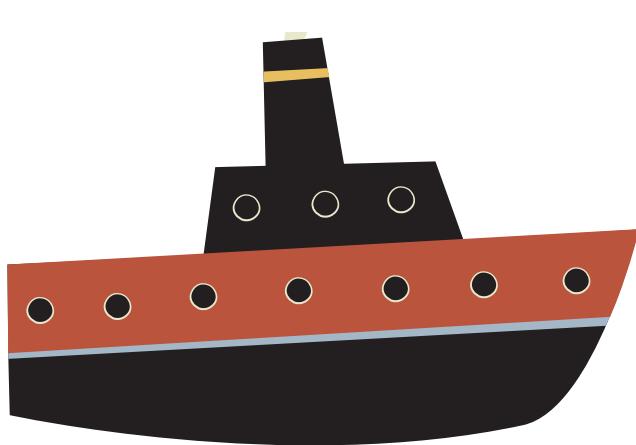
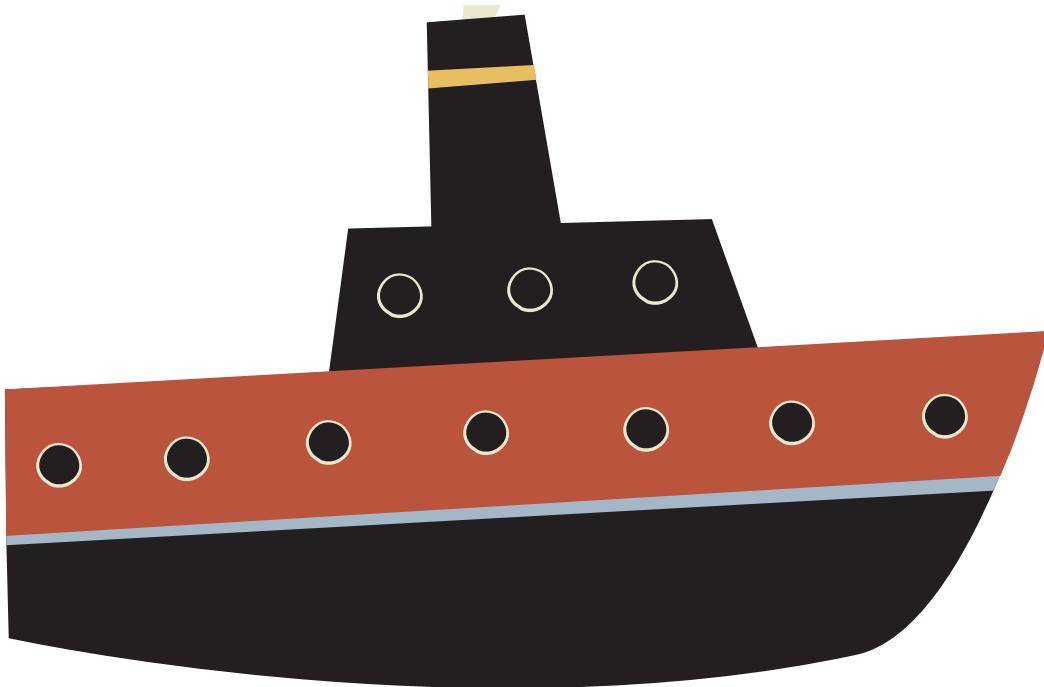
Fill in the speech bubbles with one thing in each bubble.

Write the word for the thing below the drawing.



Cut out these boats and arrange them in the right order  
to show that they are getting farther away.

What if you wanted to show that the boat was coming closer to you?



# FOR VISUAL READERS TOON BOOKS®

## *Hearts*

by Thereza Rowe

Hardcover ISBN: 978-1-935179-59-7

Guided Reading Level = G

Lexile Level = BR

by Alexa Rosselli

Educational Outreach/TOON Books



## ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS	CRAFT AND STRUCTURE
Penelope goes on a journey? What is she looking for? Hint: look at the first three pages.	<b>RL.K.1, RL.1.1</b>
After Penelope drops her heart, it continues to travel further away from her. Why does her heart keep moving? Recount the journey her heart takes, including all of the characters it encounters.	<b>RL.K.2, RL.1.2</b>
Does Penelope find her heart? Does she find something else instead? What might this be?	<b>RL.K.3, RL.1.3</b>

INTEGRATION OF KNOWLEDGE AND IDEAS
Point out how the heart keeps moving further and further away from Penelope as she chases it. What propels the heart? Look at the pictures to see how it moves.
After walking to the right for most of her journey, Penelope starts walking to the left in the garden of lost things. Why does she do this? Where do you think she is going?
Compare this story to <i>I Want My Hat Back</i> by Jon Klassen, or another story in which a character must retrieve something he or she has lost. How are these stories different? How are they similar?

SPEAKING AND LISTENING / WRITING
Though there are some words in this story, for the most part it is told visually. Have students rewrite the story using only words. Notice how many more words it takes to tell a visual story like this verbally.
This story takes readers through many fantastical settings. Have students pair up. One at a time, have each student describe one of the scenes in this story without showing the picture. Have the other student draw the scene based on his or her partner's description.

## HEARTS ACTIVITY SHEET

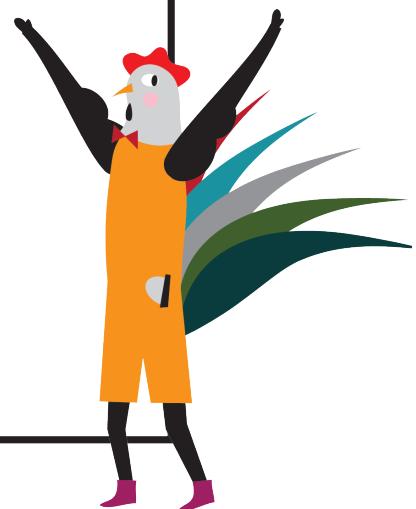
Name: \_\_\_\_\_

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

Describe one scene from the book *Hearts* using only words.

A large empty rectangular box for writing a verbal description.

Now draw a scene based on your partner's verbal description:

A large empty rectangular box for drawing a scene.

FOR VISUAL READERS  
**TOON BOOKS®**

[WWW.TOON-BOOKS.COM](http://WWW.TOON-BOOKS.COM)

***Hearts***

by Thereza Rowe

Hardcover ISBN: 978-1-935179-59-7

Guided Reading Level = G

Lexile Level = BR

ALL LEVEL 1 LESSON PLANS pg. 19



FOR VISUAL READERS

# TOON BOOKS®

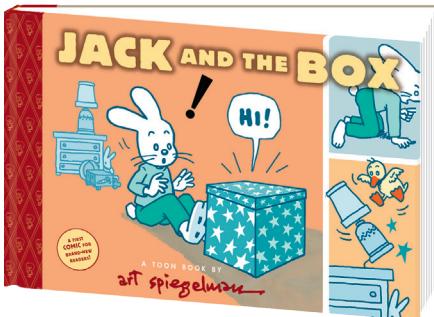
## Lesson Plan for *Jack and the Box*

by Art Spiegelman

*CONCEIVED BY PETER GUTIERREZ*

Overview	On the surface, <i>Jack and the Box</i> is a simple story about a boy and his new toy, but there's a lot going on here. The way Jack feels about the toy changes dramatically over the course of the story, and it speaks to how we all feel about new experiences. You will explore this theme and teach your students about how all stories use theme.
Subject	English Language Arts
Grade Level	K-2nd grade
Suggested Time	45 minutes
Materials	Pens, pencils, notebook paper.
Objectives	Students will learn about theme and how to identify it in a story. They will listen to a read aloud, discuss a new concept with their partners, and write an opinion piece on this book and its theme.
Before Reading	What is theme? Open the floor to discussion in order to activate your students' prior knowledge. Theme is the message that the author is trying to convey to the reader. How do you know what the theme of a story is? One way you might know is if characters learned a lesson or there was a lesson for the reader in what happened to the characters during the story. There are often multiple themes in any given story. If you have evidence for why you think something is a theme, then you are right – it's a theme!
During Reading	Preview the book with students, drawing attention to the graphic format. You may even want to make explicit <i>Jack and the Box</i> 's lack of non-dialogue text by contrasting it with another book (graphic or not) in a side-by-side manner. Explain to students that they themselves will be able to act as the storyteller or narrator.  Model the process by using the splash page and saying, "If I were telling this story, I could say, 'One day when they were all at home, Jack's parents surprised him with a present...'"  When you are finished reading, have students Turn and Talk to their partners. Discuss: What is the theme of the story you read aloud today, <i>Jack and the Box</i> ? Prompt their thinking about the theme of today's book with questions such as: Does Jack's reaction to his toy change over the course of the story? What emotion does a Jack-in-the-box normally inspire? What other things can inspire similar emotions?
After Reading:	Now that you have read through <i>Jack and the Box</i> ask students to identify the theme. Have students turn and talk with their partners to figure out what they think the theme is and why. Then have students write about the theme of this book. Why do they think this is the theme? Do they like the book? How would they play with a jack-in-the-box?  

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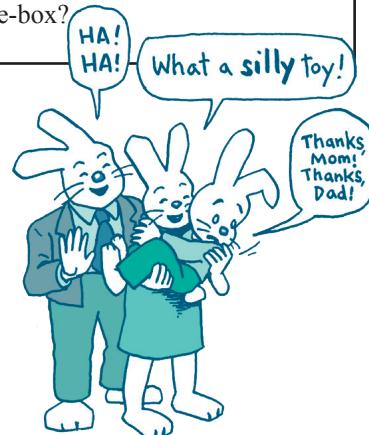
### *Jack and the Box*

by Art Spiegelman

Hardcover ISBN: 978-0-9799238-3-8

Guided Reading Level = G

Lexile Level = 100



## JACK AND THE BOX ACTIVITY SHEET

Name \_\_\_\_\_

In what order do these events take place in the story? Write the number 1 next to the first thing that happens, and 2, 3, and 4 next to the others in the correct order.



Choose the best word to say before each of the pictures then write the word at the beginning of each picture. Use each word only one time. **Then...**    **First...**    **Finally...**    **Next...**



# FOR VISUAL READERS TOON BOOKS®

## *Silly Lilly and the Four Seasons*

by Agnès Rosenstiehl

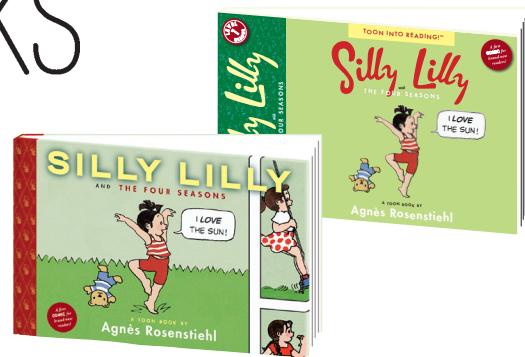
Hardcover ISBN: 978-0-9799238-1-4

Paperback ISBN: 978-1-935179-23-8

Guided Reading Level = E

Lexile Level = BR

by Julia Phillips,  
TOON Books' Deputy Editor



## ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS	CRAFT AND STRUCTURE
<p>After reading, ask students about the illustration on the copyright page. What does this picture show? Have students guess, based on this illustration, why the author included "Spring" stories at both the beginning and the end of the book.</p>	<p><b>RL.K.1, RL.1.1</b></p> <p>Help students identify compound words like "snowball". Can they tell what a snowball is from the pictures? Ask them to look at page 27 and guess what makes a snowball "good" or "great". On page 23, Lilly describes the apple as "not so pretty". What about the apple is not pretty? What does Lilly mean on page 35 when she says, "I'm flying!"</p>
<p>Ask students to retell the story in their own words. What seasons were shown? What did Lilly do in each season?</p> <p>Ask students to retell the story while focusing on Lilly's activities and emotions. Do they like to play in the same ways as Lilly does each season?</p>	<p><b>RL.K.2, RL.1.2</b></p> <p>This book gives information about seasons changing and tells a story about a little girl. Point out that Lilly is not a real person, but the world really does go around. Ask them to point out other facts presented in this book.</p>
<p>Before you read the book, have students predict the different clothes Lilly might wear in different seasons. Then, lead them through the stories and have them describe what she does wear, and why she would be wearing those clothes.</p>	<p><b>RL.K.3, RL.1.3</b></p> <p>Point out that the author and illustrator of this book are the same person. Ask students to look at the last panels on pages 17 and 35. Who is saying "Ha!" in these panels? Why is this word red and outside the speech balloons?</p>
INTEGRATION OF KNOWLEDGE AND IDEAS	SPEAKING AND LISTENING / WRITING
<p>On pages 10-11, what does Lilly do as she says, "I like to dance...I like to jump... And I like to nap!" Can you find other examples of Lilly acting out words?</p> <p>On page 17, the first panel shows Lilly holding a shell and asking, "Hello... Anybody there?" In the second panel, she says, "Ha! Yes there is!" What changed between the two panels?</p>	<p><b>SL.K.2, SL.1.2, SL.K.4, SL.1.4, SL.K.6, SL.1.6</b></p> <p>Pair students up and have them each read either Lilly's lines or the title text. Then have them read it again, switching roles. Ask them to describe their favorite parts.</p> <p>Ask students to describe similar ways they have played in each season. Prompt them for details: have they picked apples? Have they made snowballs?</p>
<p>Ask students to look at Teddy's face throughout the story. Does his expression change? Point out that he is smiling on page 9, serious on page 10, and angry on page 29. Ask students to compare his expressions with Lilly's.</p>	<p><b>W.K.3, W.1.3, W.K.8, W.1.8</b></p> <p>Ask students to compose a comic narrative about their favorite season. Then ask them to label and describe what they have chosen to draw and write about from their favorite season.</p>



FOR VISUAL READERS

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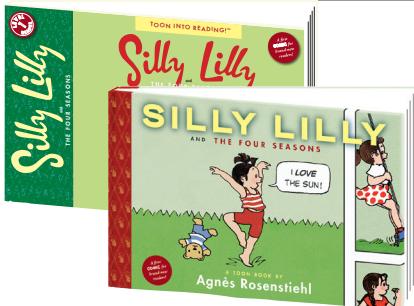
## Lesson Plan for *Silly Lilly in the Four Seasons*

by Agnès Rosenstiehl

SUBMITTED BY MARGIE SANDBERG  
ROSEMARY HILLS PRIMARY SCHOOL

Subject	English Language Arts
Grade Level	1-2
Before Reading	<p>Gain background knowledge of each season by creating separate lists of activities, clothing, and weather (example: the leaves fall in autumn). Conduct a picture walk of the comic you want the group to read. Focus on how this story is set up differently than the other stories they have read. Explain what a speech bubble does. While doing the picture walk have the students predict what Lilly is doing. Then have them find that word in the speech bubble, by using the word's first sound. Have the students point out any word walls they know.</p>
During Reading	<p>Focus on the word wall words for each individual story. Set a purpose for reading by focusing on the structure of the text. This unusual layout can be compared to the layout of regular texts.</p> <p>For "Silly Lilly at the Park": Focus on the word wall word you. Identify the letters in the word and have the students practice saying the word. Then use dry erase boards to have the students practice writing the word.</p> <p>For "Silly Lilly at the Beach": Focus on the word wall word see. Have the students practice writing this word in isolation and in a simple sentence with the word wall word you.</p> <p>For "Silly Lilly and the Apples": Focus on the word wall word one. Again, have students practice writing this word. Create a simple sentence for them to write using all three focus word wall words.</p> <p>For "Silly Lilly Plays in the Snow": Focus on the word wall word let. Have students practice writing and saying this new word using dry erase boards and review other word wall words focused in this book.</p> <p>For "Silly Lilly and the Swing": Focus on the word wall word come. Continue practicing writing all word wall words in this book. Dictate simple sentences for the students to write using the word wall words.</p>
After	<p>Any of these activities can be used with any of the different season stories.</p> <p>Copy a sentence from the story and cut it out into individual words. Have the students put the sentence back together and illustrate it using a speech bubble.</p> <p>Have the students retell the story. Fold a piece of paper into fourths. Each student should also receive four sentences to put in order to retell the story. They are to put a sentence in each box of the paper, so the sentences are in order. Then they can illustrate each sentence. They can retell the story to a friend.</p> <p>Choose one of the activities from the before reading list. Have the group work together to create another version of the story using an event from the list. Each student can create a cell for the story. Use speech bubbles and cell format for group version of the story.</p> <p>Compare two different seasons using comparison circles. In each outer circle the student should draw what was different about the seasons, and write a sentence for their picture. In the inner circle the student should draw what is the same about the two seasons, and include a sentence for their picture.</p> <p>Compare both spring season stories the same way two season stories were compared.</p>

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### *Silly Lilly in the Four Seasons*

by Agnès Rosenstiehl

Hardcover ISBN: 978-0-9799238-1-4

Paperback ISBN: 978-1-935179-23-8

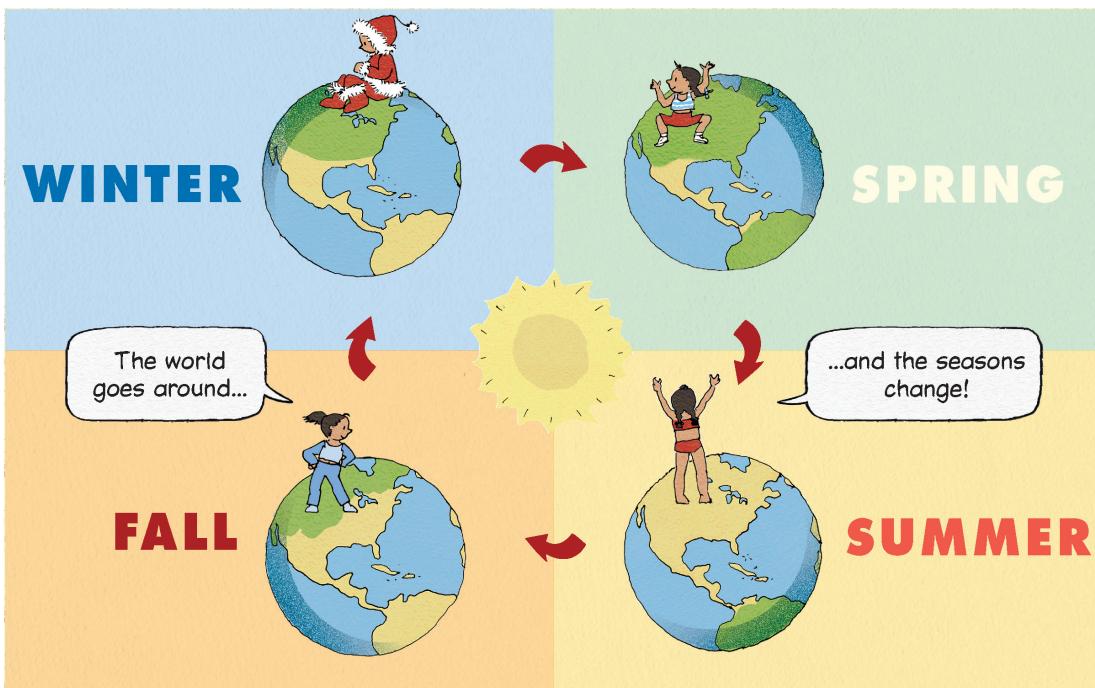
Guided Reading Level = E

Lexile Level = BR

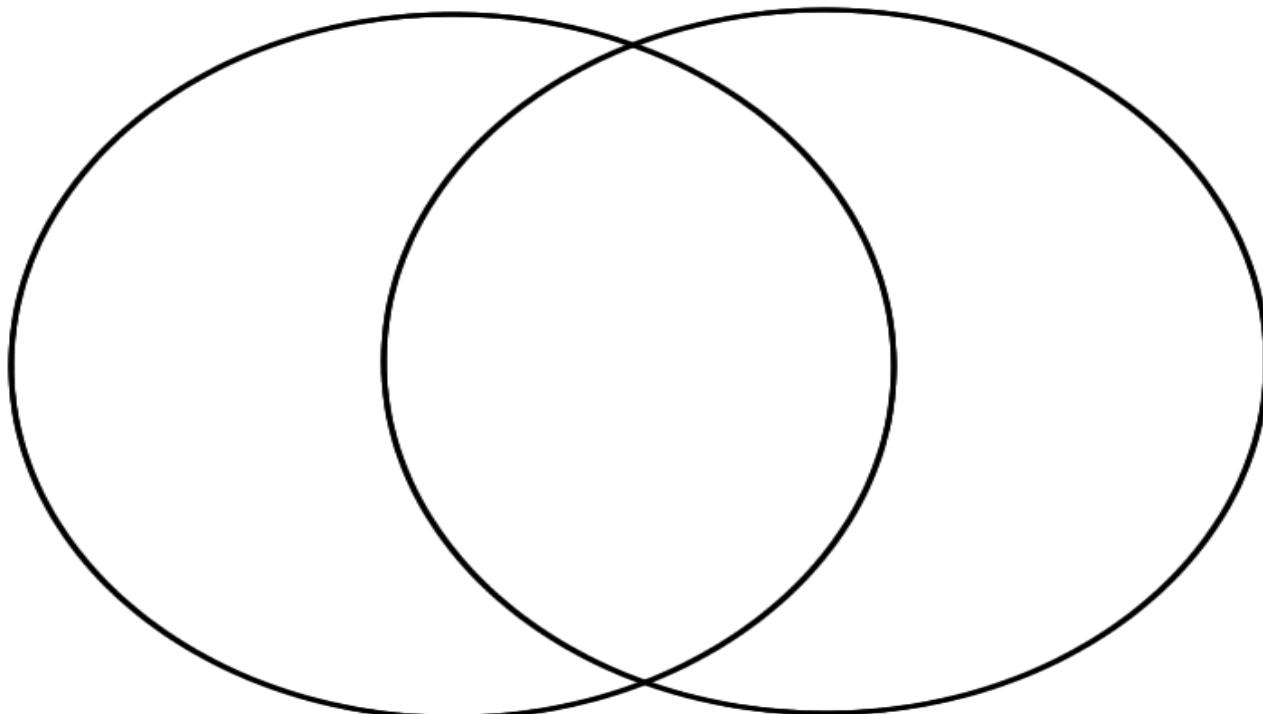
## SILLY LILLY IN THE FOUR SEASONS ACTIVITY SHEET

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

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



Directions: Choose two different season to compare and contrast using the venn diagram belof. Write the name of the season you choose in the circles. In the outer circles, draw what makes the season **different**. In the inner circle, draw something you find in both seasons!



*Silly Lilly in the Four Seasons*

by Agnès Rosenstiehl Hardcover

ISBN: 978-0-9799238-1-4 Paperback

ISBN: 978-1-935179-23-8

FOR VISUAL READERS  
TOON BOOKS®

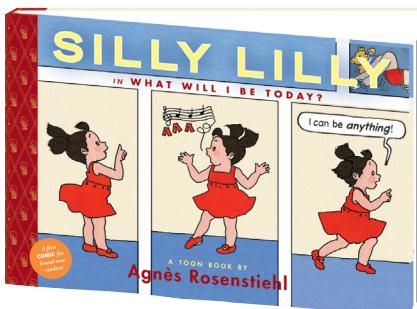


FOR VISUAL READERS  
**TOON BOOKS®**

Lesson Plan for ***Silly Lilly in “What Will I Be Today?”***  
by Agnès Rosenstiehl

SUBMITTED BY J.D. Ho  
AUTHOR AND CHILDREN'S BOOK REVIEWER

Overview	Through Lilly's various "jobs," this book introduces to students the days of the week and the pleasures of role-playing.
Subject	English Language Arts
Grade Level	Kindergarten and 1st grade
Objectives	Students will develop an understanding of sequential order.
Before Reading	Talk about days of the week and what you do on each of them.  Do a picture walk through the book, discussing the step-by-step nature of the panels and Lilly's speech bubbles.
During Reading	Focus on how the panels create a sequence in the story.  In "Silly Lilly is a Cook" (pg. 6), identify the colors and talk about how they create a sequence, i.e. the accumulation of colors on Lilly's hands/apron shows us the progress of Lilly's "painting."  For "Silly Lilly is a City Planner" (pg. 10), follow the positioning of the cinder blocks. How do the blocks show the story progressing? Could you put the panels in sequence without any of the words to give you clues?  For "Silly Lilly is a Vampire" (pg. 22), make a list of the order in which Lilly adds to her costume. Use sequence words such as 'first' and 'then' and 'next' and 'finally' to describe the action of the story.
After Reading:	Talk about similarities and differences between Lilly's school and your own school.  Activity sheet: Calendar template. Have students make a mini-calendar like the one at the end of this book, and illustrate something they did on each of the seven days. Remind them to use speech bubbles to describe what they are doing on each day.



***Silly Lilly in “What Will I Be Today?”***

by Agnès Rosenstiehl

Hardcover ISBN: 978-1-9351-7908-5

Lexile Level = BR

Guided Reading Level = E

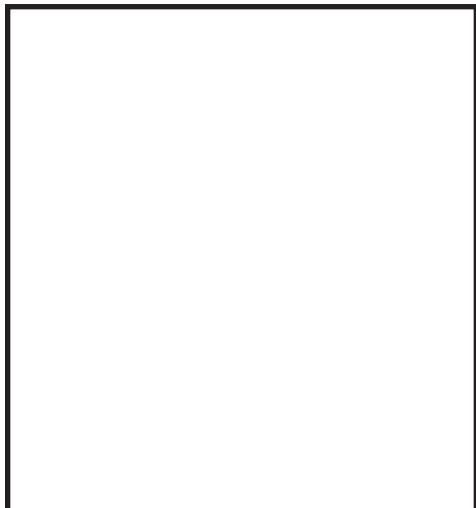
**SILLY LILLY IN "WHAT WILL I BE TODAY?" ACTIVITY SHEET  
MY CALENDAR: WHAT I DO EVERYDAY**

Name \_\_\_\_\_

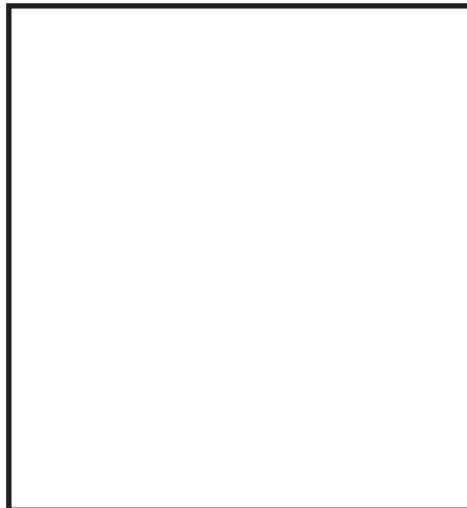
Date \_\_\_\_\_

Illustrate something you did on each of the seven days of the week. Don't forget to leave room for word balloons that are big enough for all your words!

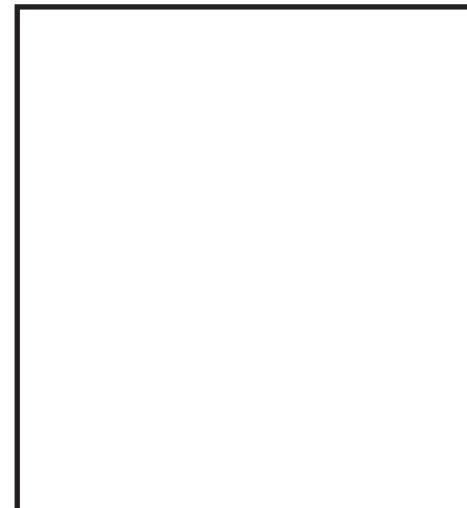
**MONDAY**



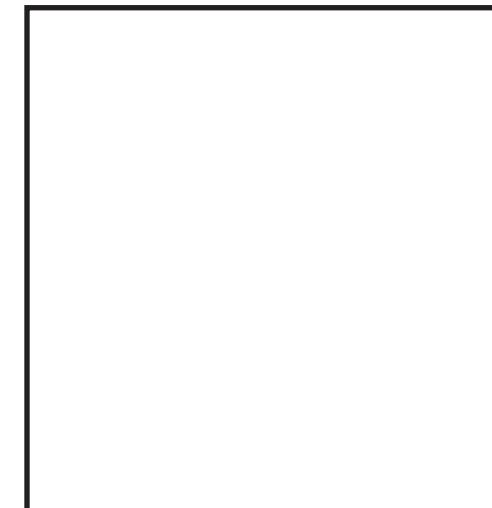
**TUESDAY**



**WEDNESDAY**



**THURSDAY**



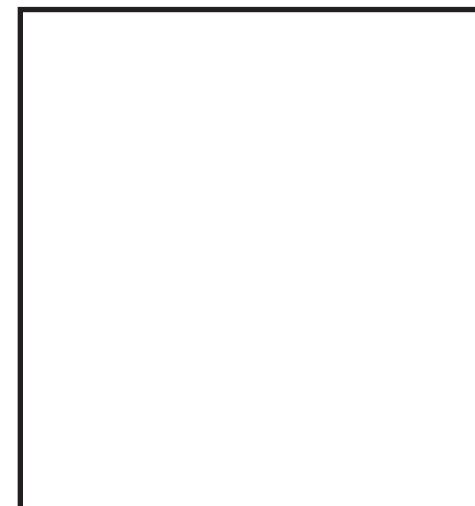
**FRIDAY**



**SATURDAY**



**SUNDAY**



***SILLY LILLY in  
"What Will I Be Today?"  
by Agnès Rosenstiehl  
ISBN: 978-1-935179-08-5,***

*Wordplay*  
by Ivan Brunetti  
*TOON Books Level 1*

ISBN: 978-1-943145-17-1  
Guided Reading Level: J  
Lexile Level: BR

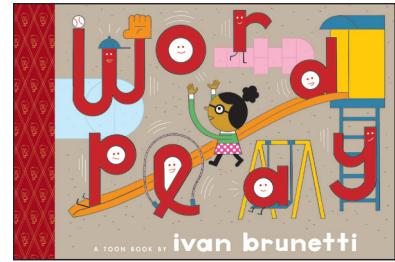
by Maria Walther, EdD  
1st Grade Teacher & Literacy Expert

# FOR VISUAL READERS

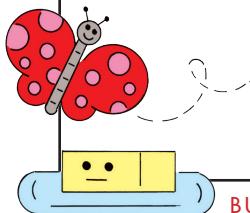
# TOON BOOKS



## Lesson Plan: Compound Word Wizards



Overview	If you're looking for a book to help your students learn about compound words, this is the one. In school, Annemarie and her classmates make a list of compound words. As they say each word, Annemarie imagines the literal meaning of the two words. The compound-word fun continues at home with her family.
Subject	English Language Arts – Language Strand
Grade Level	Grades 1-2
Objectives	Learners will be able to: <ul style="list-style-type: none"><li>Identify a compound word</li><li>Use the meaning of the individual words in the compound word to predict the meaning of the whole word</li><li>Create and share their own compound words [L.2.4.8]</li></ul>
Before Reading	<ul style="list-style-type: none"><li>The title of this book is <i>Wordplay</i>. What do you notice on the front cover? What are the letters doing? Do you like to play with words?</li><li>Today we are going to learn more about one type of word called a compound word. Does anyone already know something about compound words? [Provide time for students to share their prior knowledge.]</li><li>Let's read <i>Wordplay</i> to find out what Annemarie learns about compound words.</li></ul>
During Reading	[As you read the book aloud, clarify the meaning of the compound words and compare Annemarie's literal interpretations of the words to the actual meaning of the words. Here are a few sample questions to get you started:] p. 5: What is Annemarie picturing in her mind when she says the compound word "homework?" How does the author show you that she's imagining houses doing work? [by using a thought bubble] [R.L.2.7] p. 6: What does Annemarie visualize when her friend shares the compound word "housework?" Is that what "housework" really means? What kind of "housework" do people in your family do? [L.2.5.A] p. 7 What does it mean to be "homesick?" Have you ever felt that way? Turn and tell a neighbor about a time you've felt homesick. [L.2.5.A]
After Reading	What did you notice about Annemarie's images of the compound words? How did her images compare to the actual meaning of the compound words? [Use the idea below in your morning message or during word study. You may want to give students cut out letters to manipulate to make it easier for them to make a variety of words.] p. 19: Look at what Ivan Brunetti did here! He played with the letters in the words "word" and "play" to make many different words. I wonder if we could do the same thing.

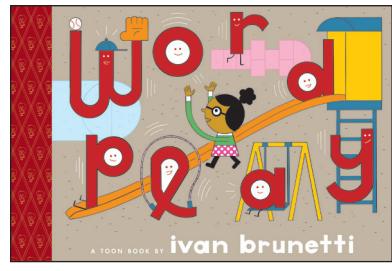
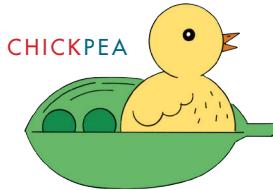


*Wordplay*  
by Ivan Brunetti  
*TOON Books Level 1*

ISBN: 978-1-943145-17-1  
Guided Reading Level: J  
Lexile Level: BR

by Maria Walther, EdD  
1st Grade Teacher & Literacy Expert

FOR VISUAL READERS  
**TOON BOOKS**



## ELA COMMON CORE STANDARDS

### KEY IDEAS AND DETAILS

How did the teacher help her students learn more about compound words?

RL.1.1  
RL.2.1

### CRAFT AND STRUCTURE

Use the following dialogue with your class:  
This time we're going reread this book and take turns being different characters. Who would like to be . . .the teacher?  
Annemarie?

Annemarie's dad?

[Note: Select students who can fluently and confidently read these parts aloud.]  
I'll read the rest of the parts.

[After reading, discuss how readers change their voices as they read different characters' parts.]

RL.2.6

### INTEGRATION OF KNOWLEDGE AND IDEAS

How did the illustrations in this story help you to better understand compound words?

RL.1.7  
RL.2.7

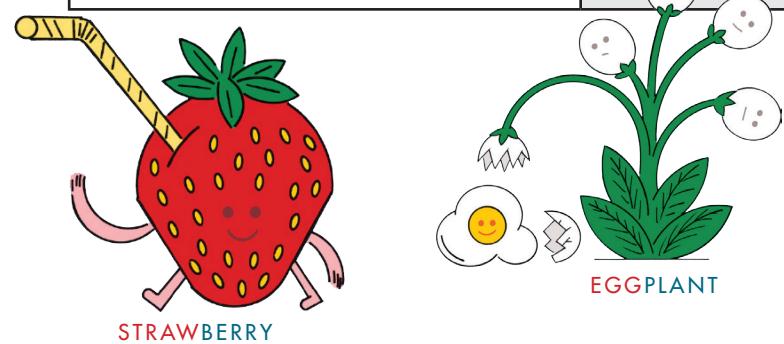
### SPEAKING AND LISTENING / WRITING

Use what you've learned from reading the book *Wordplay* and discussing compound words to create your own compound word (See Activity Sheet).

W.1.8  
W.2.8

After students have completed their compound word, invite them to share with a classmate or two. Say, "When you share your compound word with a friend ask your friend if they can use your word in a sentence. Then do the same with their word." As students are sharing, circulate and facilitate their use of complete sentences.

SL.1.6  
SL.2.6



# Create Your Own Compound Words

Name \_\_\_\_\_

Date \_\_\_\_\_

**STEP 1:** Match a word from the top row to a word from the bottom row to create a compound word that makes sense.

cook	sea	snow	tooth	rain	bird	rattle	door	jelly	grape
------	-----	------	-------	------	------	--------	------	-------	-------

bow	brush	snake	bell	fruit	shell	fish	book	man	house
-----	-------	-------	------	-------	-------	------	------	-----	-------

**STEP 2:** Using the compound word you just made, draw a picture of each word separately and then draw a picture of the compound word. See the example below and then do your own!



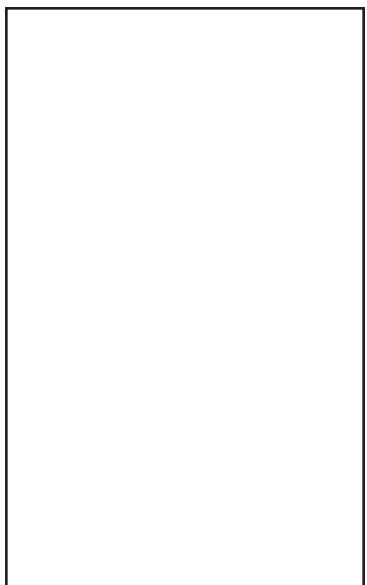
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FOR VISUAL READERS

# TOON BOOKS®

## *Little Mouse Gets Ready*

by Jeff Smith

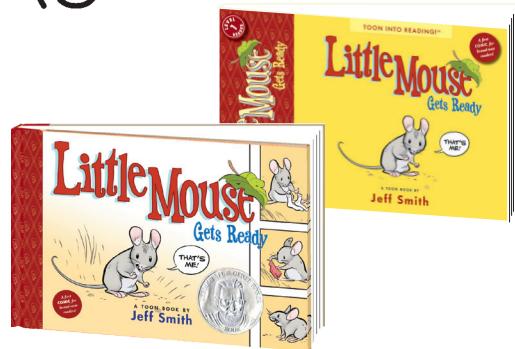
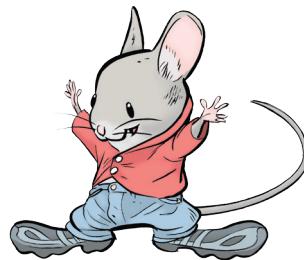
Hardcover ISBN: 978-1-935179-01-6

Paperback ISBN: 978-1-935179-24-5

Guided Reading Level = F

Lexile Level = 160

by Amy Lee,  
Educational Outreach, TOON Books



## ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS		CRAFT AND STRUCTURE
Ask students: What is Little Mouse getting ready to do? How does he get ready?	RL.K.1, RL.1.1	Lead students through the segment where Little Mouse is putting on his shirt, on pages 19 to 23. Is it easy for him to put on the shirt? What are the problems he runs into? How can you tell what Little Mouse is feeling?
Ask students to retell the story in their own words, listing the steps that Little Mouse takes to get ready.  Ask students to retell the story. Why is Little Mouse getting dressed? Why does he get undressed at the end of the story?	RL.K.2, RL.1.2	Tell your students about comic books. Have students identify speech balloons, pointing out that the tail of the balloon points to the person talking.
Who are the two characters in the story? Where is Little Mouse getting ready to go? Why is he excited to go there?	RL.K.3, RL.1.3	Look at the part where Little Mouse is putting on underwear. How are they different from real underwear? How do you know?
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>		In this book, the author both writes and illustrates his work. Explain that one person both creates the words and the pictures. We don't see Little Mouse's mother till the end -- how do you know who's speaking? What clues help you figure it out?
From pages 8 to 21, Little Mouse is getting dressed. Look especially at page 10, on the first panel -- what do you see on the ground? What do you think he will do on page 11? How do you know?  On page 13, second panel, Little Mouse says that "pants are next." Predict the steps he will take on the following pages.	RL.K.7  RL.1.7	Pair students and have one read Little Mouse's lines and the other read Mama's lines. Then have them switch roles and read. Ask them to describe their favorite scenes.
While Little Mouse is getting dressed, his mother is waiting for him. How can you tell what she's feeling (look at page 16)? How does Little Mouse feel when she tells him that mice don't wear clothes, on page 26? What details help you draw that conclusion?	RL.K.9, RL.1.9	Ask students to describe how they get ready in the morning, listing each step in sequence. Have them draw pictures to accompany each item, and label them.
<b>SPEAKING AND LISTENING / WRITING</b>		SL.K.2, SL.1.2, SL.K.6, SL.1.6
		W.K.3, W.I.3, W.K.8, W.I.8

Peter Gutierrez  
Montclair, New Jersey



## Lesson Plan for *Little Mouse Gets Ready*

by Jeff Smith

Overview	Using visuals as prompts for the oral delivery of a first-person narrative can be a powerful way to build vocabulary and speaking skills. <i>Little Mouse Gets Ready</i> , which is essentially a graphic monologue, provides an ideal model for step-by-step/process structure and how visuals can support a speaker's points.
Subject	English Language Arts
Grade Level	Kindergarten
Suggested Time	50-80 minutes (1-2 class periods)
Materials	Crayons, colored pencils, or other drawing implements
Objectives	Students will build vocabulary by reciting new and familiar words, especially transition words used frequently in chain-of-events narratives.
Before Reading	<p>Complete the activity sheet yourself. Choose a process that children will be quick to grasp. You may want to transfer your four-panel strip to an overhead transparency or chalkboard.</p> <p>Preview <i>Little Mouse Gets Ready</i> by using the cover and title to encourage students to predict what the story will be about. Draw attention to the panels and the word balloon, and use them as a springboard to invite students to share what they know about comics and how they tell stories.</p>
During Reading	<p>Explain the uniquely graphic aspects of story by showing how each panel illustrates a specific action. Point out that just as Little Mouse follows a series of steps to get ready, so the cartoonist Jeff Smith tells the story one step at a time. Ask them to identify the action in each panel, Little Mouse's expression or feeling, and how this information connects to the panels that precede or follow.</p> <p>As you read, write the following "order" words on the board: <i>first</i>, <i>then</i>, <i>next</i>, <i>last</i>, <i>new</i>, and <i>almost</i>. Also write the following "content" words and phrases: <i>love</i>, <i>I can't wait</i>, <i>have to</i>, <i>hard</i>, and <i>done</i>. Have volunteers use the items in a similar context as it relates to their own lives. Estimated time for this section: 25-30 minutes.</p>
After Reading	<p>Share your four-panel strip that outlines the steps you take to "get ready" for an activity. Guide students to understand how you use "order" words to link the steps in sequence. Explain to the students that they will create similar "pictures that tell a story in steps." Advise them to choose a simple topic with only a few steps. Emphasize that they should identify the four steps before actually drawing in each panel. Estimated time: 15-25 minutes.</p> <p>Finally, have students use their personal narrative activity sheets to help present what they do to "get ready". Review the vocabulary words listed on the board and explain how using them will help listeners follow their talks. Each presentation should take no more than one minute. Estimated time: 10-25 minutes.</p>

***Little Mouse Gets Ready***  
by Jeff Smith

(RAW Junior/TOON Books,  
ISBN: 978-1-935179-01-6, \$12.95)

# *My Comic About Getting Ready*

Name \_\_\_\_\_

Date \_\_\_\_\_

Draw four pictures in the boxes that show you getting ready to do something you like.

This is what I do when I get ready to

---

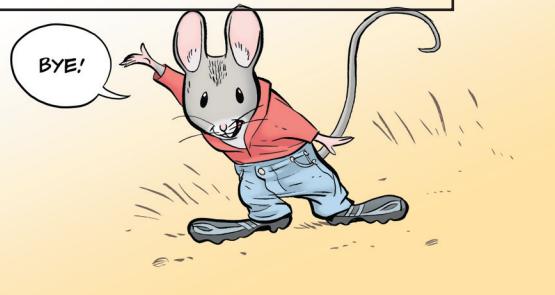
1 Start Here

2

3

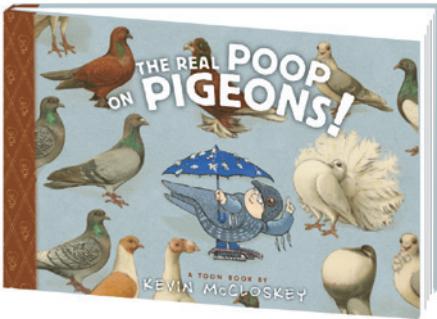
4 The End!

***Little Mouse Gets Ready***  
by Jeff Smith  
(RAW Junior/TOON Books,  
ISBN: 978-1-935179-01-6, \$12.95)



FOR VISUAL READERS

# TOON BOOKS®



## THE REAL POOP ON PIGEONS!

by Kevin McCloskey

Hardcover ISBN: 978-1-935179-93-1

### TOON BOOKS LEVEL ONE

Guided Reading Level = K

ALSO AVAILABLE: WE DIG WORMS!



Questions and activities by:  
Patricia McCloskey, MLS, Librarian  
Berks County Public Libraries, PA  
and Kevin McCloskey,  
Author and Artist

## ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS	CRAFT AND STRUCTURE
In the beginning of the story, how does the man feel about pigeons? How do the children feel about pigeons? What facts do the children give to the man to change his mind?	RL.K.1 RL.1.1
What makes special pigeons different from common pigeons? Describe one of the “fancy” pigeons in the book. List as many visual details as you can.	RL.K.2 RL.1.2
Describe how the children in the story are dressed. Are they the ones learning, or are they the ones teaching? Why do you think this story is set in a park?	RL.K.3 RL.1.3
	RL.K.4 RL.1.4
	RL.K.5 RL.1.5
	RL.K.6 RL.1.6

INTEGRATION OF KNOWLEDGE AND IDEAS
What can you learn from the illustrations that you can't learn from the words? Look at the page about the Victoria Crowned pigeon. Why do you think this pigeon was named after Queen Victoria? Use visual details to support your answer.
Look at the page with the dodo. Do we still have dodos today? What detail gives you a hint?
There are lots of books about pigeons, including Mo Willems' Pigeon series. Explain how those books are different from <i>The Real Poop on Pigeons!</i> ? How are they similar?

SPEAKING AND LISTENING / WRITING
Have students discuss in groups: what are the new facts that you learned about pigeons? What does “pest” mean? Before you read this book, did you agree with the old man that pigeons are pests? How do you feel about them now?
Look at the children on the last page of the story. What kind of animal costumes are they wearing? Why do you think that is? Tell your own story about the squirrel children on the final page.

## THE REAL POOP ON PIGEONS! ACTIVITY SHEET

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

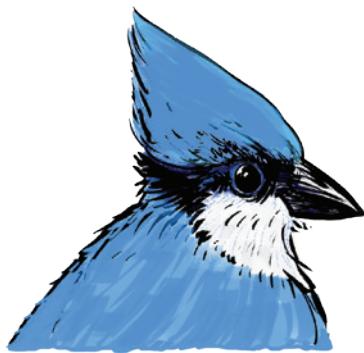
Date: \_\_\_\_\_



Bird-watching is fun! Binoculars are useful, but all you really need is paper and a pencil to write the names of the birds.

Read the paragraph below to help you identify each bird.

Sparrows have black beaks. Starlings have dark feathers. Robins have orange or red breasts. Cardinals and blue jays both have pointy heads called crowns. Cardinals are red. Blue jays are, you know, blue!



ROBIN

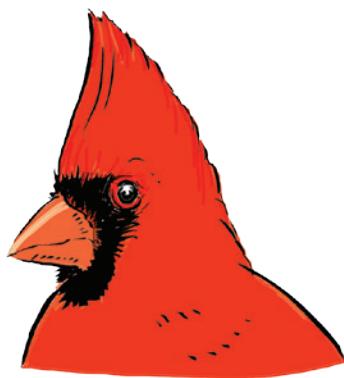
CARDINAL

SPARROW

STARLING

BLUE JAY

PIGEON



THE REAL POOP ON PIGEONS  
by Kevin McCloskey  
Hardcover ISBN: 978-1-935179-93-1

[WWW.TOON-BOOKS.COM](http://WWW.TOON-BOOKS.COM)

ALL LEVEL 1 LESSON PLANS pg. 34

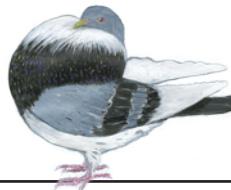
## THE REAL POOP ON PIGEONS! ACTIVITY SHEET

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

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



**BEFORE READING:** What do I know about pigeons?  
Make a list on the left, and draw on the right.



<hr/> <hr/> <hr/> <hr/>	
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**AFTER READING:** What did I learn about pigeons from reading *The Real Poop on Pigeons!*?  
Examples: What do pigeons eat? Where do they live? Which artist was inspired by pigeons?

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FOR VISUAL READERS

# TOON BOOKS®

## *Tippy and the Night Parade*

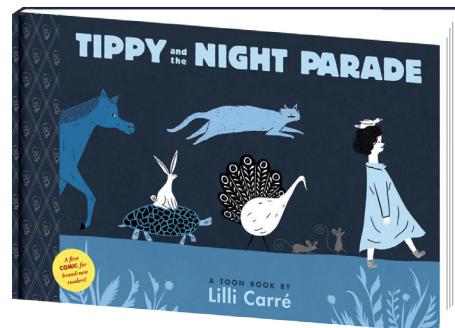
by Lilli Carré

Hardcover ISBN: 978-1-935179-57-3

Guided Reading Level = J

Lexile Level = GN 240L

by Alexa Rosselli,  
Educational Outreach/TOON Books



## ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS	CRAFT AND STRUCTURE
<p>As Tippy sleepwalks a number of animals start to follow her, joining her at different points. Have students retell the stories of individual animals. When does the bear join Tippy?</p>	<p>RL.K.1, RL.1.1, RL.K.2, RL.1.2</p>
<p>The mole that joins Tippy's parade has an affinity for one of the other animals. Which one is it? How can you tell?</p>	<p>RL.K.3, RL.1.3</p>
<p>Pause after you read the balloon "...and the trees." as you read the story aloud to your class. Why are the animals following Tippy? Where do you think they are going? What have you seen so far in the story that might give you a clue?</p>	<p>RL.K.7, RL.1.7</p>
<p>On the first page of the story, the name Tippy is written in all caps, with an exclamation mark, in a spiky balloon with a tail that comes from outside the picture. Point out to students how much information they can get from just that balloon.</p>	<p>RL.K.6, RL.1.6</p>
<p>Do you know of other stories where the characters go on adventures when they are asleep? How is Tippy's journey similar or different?</p>	<p>SL.K.2, SL.1.2, SL.K.3, SL.1.3, SL.K.4, SL.1.4, SL.K.6, SL.1.6</p>
<p>RL.K.9, RL.1.9</p>	<p>W.K.3, W.1.3, W.K.5, W.1.5, W.K.7, W.1.7</p>

## TIPPY AND THE NIGHT PARADE ACTIVITY SHEET

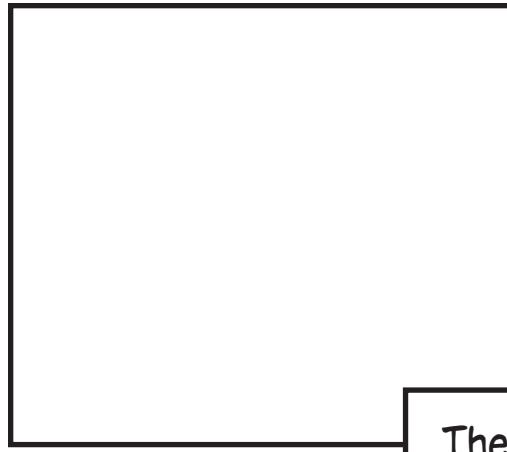
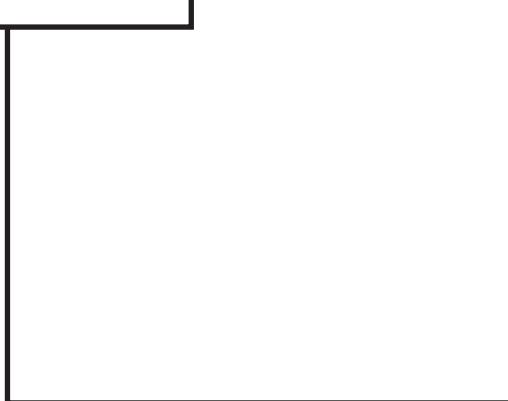
Name: \_\_\_\_\_

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

Oh no! Your room is a mess! Draw your room to show us the mess, and then show us how it got that way.



How it started:



The end!

***Tippy and the Night Parade***

by Lilli Carré

Hardcover ISBN: 978-1-935179-57-3

Guided Reading Level = J

Lexile Level = GN 240L

FOR VISUAL READERS

# TOON BOOKS®

## *Barry's Best Buddy*

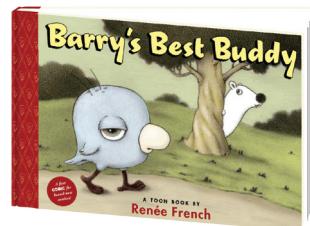
by Renée French

Hardcover ISBN: 978-1-935179-21-4

Guided Reading Level = J

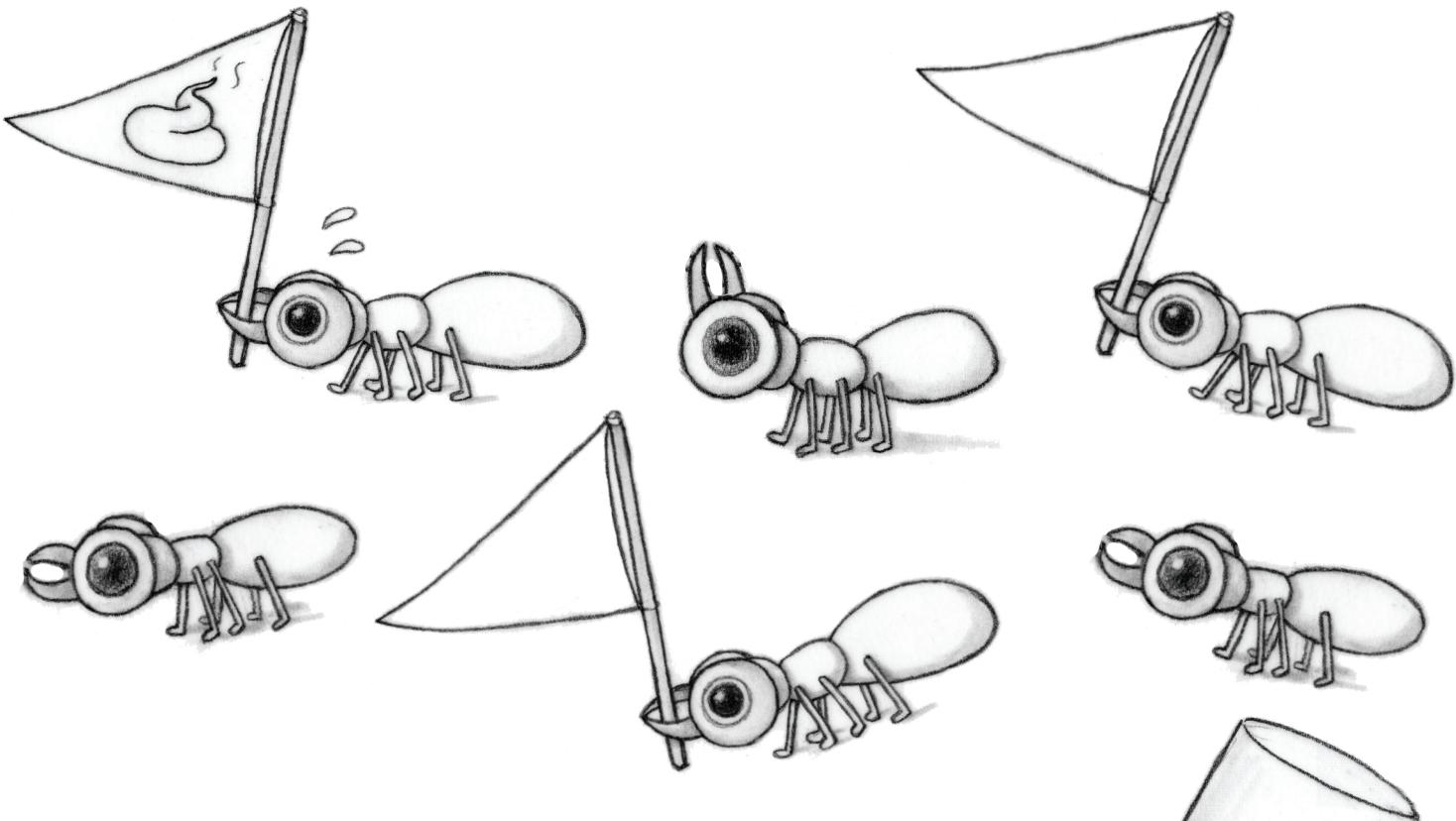
Lexile Level = GN 60

by Amy Lee,  
Educational Outreach



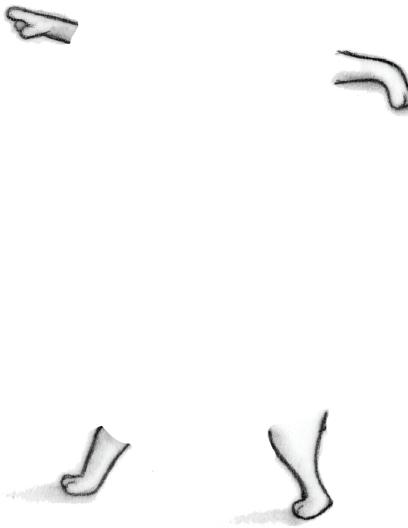
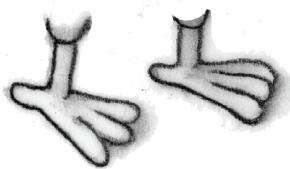
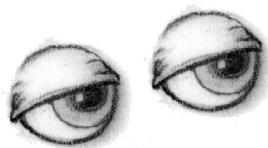
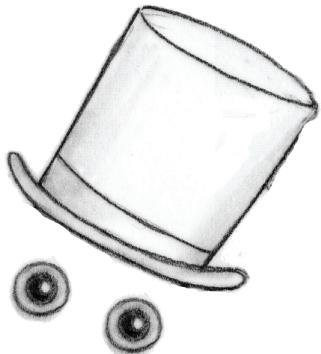
## ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS	CRAFT AND STRUCTURE	
This book is built on a reveal. After Polarhog says, “You’ll see,” have students predict what the surprise is. Let students guess as the story goes on. At the end, have them review those predictions against their initial guesses.  Have students predict where the ants are doing when Polarhog says “LOOK!” Then, go back and review what the ants were doing throughout.	<b>RL.K.1,</b> <b>RL.1.1</b>  What does Barry mean when he says, “Oh tragedy. I must have dropped it”? What is a tragedy? Do you think Barry really dropped the hat accidentally? Why?  There are two overlapping narratives in this story -- Barry and Polarhog, and the ants. The storylines move in opposite directions -- have your students map out how these stories flow, and discuss why an author might choose to have overlapping stories in this way.	<b>RL.K.4,</b> <b>RL.1.4</b>  <b>RL.K.5,</b> <b>RL.1.5</b>
Ask students to retell the events in this story, including both what happens with Barry and Polarhog, as well as with the ants.	 Have students retell the story, paying special attention to Barry’s surprise. When does Polarhog tell him that he has a surprise for him? What kind of hints do we get in the story?	
What does Barry do with the hat he receives? Why? What can you tell about Barry’s personality from this?	 Split students into groups of two and read aloud, assigning roles to Barry and Polarhog. Then have them switch roles.	<b>RL.K.6,</b> <b>RL.1.6</b>
INTEGRATION OF KNOWLEDGE AND IDEAS	SPEAKING AND LISTENING / WRITING	
How does Barry feel when he sees his house? How can you tell? Have students list at least 3 details that help them describe Barry’s feelings.  Barry says he doesn’t like ice cream -- but what does he do with the ice cream, judging by Barry’s face on the following page? What can you infer about Barry’s feelings towards ice cream from this?	 Ants don’t usually decorate houses. But they are able to carry many times their body weight. Discuss some basic facts about ants, comparing it to the ants in the story.  Polarhog comes up with a great birthday gift for Barry -- have students write a description of what they would do for their best friend on his/her birthday.	<b>SL.K.2, SL.K.3,</b> <b>SL.K.4, SL.K.6</b> <b>SL.1.1, SL.1.3,</b> <b>SL.1.4, SL.1.6</b>  <b>W.K.2, W.1.2,</b> <b>W.K.5, W.1.5</b>
Have students retell the story, first from Barry’s perspective, then from Polarhog’s.  Compare the friendship in this book to that in “Frog and Toad,” or another story about friends. How are they different? How are they similar?	 Have students exchange their ideas and comment on each others work. Allow them the opportunity to revise their work afterwards.	



What are the ants above holding? Draw objects in their mouths and pictures on their flags.

Now draw your own best buddies using these feet, hands, eyes, and hat for guidance. Then color your characters and share them with your friends.



*Adele in Sand Land*  
by Claude Ponti

TOON Books Level 1

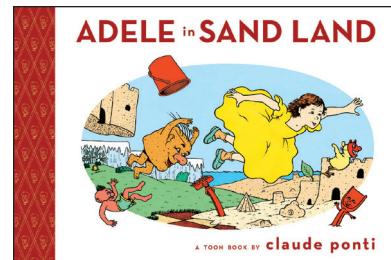
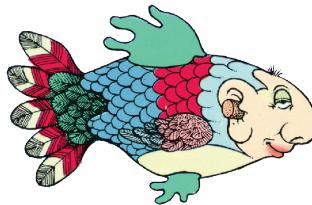
ISBN: 978-1-943145-16-4

Guided Reading Level: M

Lexile Level: 410L

by Maria Walther, EdD  
1st Grade Teacher & Literacy Expert

FOR VISUAL READERS  
**TOON BOOKS**



**Lesson Plan: Digging Into Details**

Overview	Adele and her mother go to the park. Once in the sandbox, Adele taps her pail and out pops Sandy the sandman and the masked Chickie. From hot dog trees to a “DESSERT” island, Adele and her companions trek through an imaginary world brimming with unique creatures. Your students will pour over the fantastical details as Adele explores Sand Land. This book offers so many teaching opportunities including perfect points for predicting, detailed illustrations that enhance to the plot, and much more!
Subject	English Language Arts
Grade Level	Kindergarten – 1st Grade
Objectives	Learners will be able to: <ul style="list-style-type: none"><li>Recognize that <i>Adele in Sand Land</i> is a story.</li><li>Distinguish between real and make believe events and back up their thinking with evidence from the illustrations. [RL.K.5/RL.1.5]</li><li>Tell how the illustrations help the reader better understand the story. [RL.K.7]</li><li>Use illustrations and details in a story to describe its characters, setting, or events. [RL.1.7]</li></ul>
Before Reading	<ul style="list-style-type: none"><li>Put your hand on your nose if you've played in the sand before.</li><li>What things did you use when you played in the sand?</li><li>Close your eyes and picture (visualize) an imaginary place called “Sand Land.” What would you see there?</li></ul>
During Reading	pp. 2-3: Can you find Adele's stuffed doll in the illustration? What clues helped you to know it was her doll? [It is sitting by her mom in the blue dress and curly hair.] pp. 4-5: <ul style="list-style-type: none"><li>Oh look! On this side of the page she's using a pail, just like some of you talked about earlier.</li><li>Wait a second! There are some strange things happening on this side. Turn and share with a friend the details you see in the illustrations.</li></ul> pp. 6-7: Do you think this story is real or make believe? What details in the illustrations help you to decide? pp. 7-8 Oh no! They've been eaten by Sand Dragon! What do you predict will happen next? Turn and tell a friend. pp. 13-14 Hmmm! Why do you think the king calls it a Cage Bird instead of a bird cage? [L.K.5] [As the story unfolds, continue to prompt your students to notice details in the illustrations, look for clues to confirm that it is a make-believe story, and predict what might happen next.] pp. 22-23 Why does the fur ball say, “You helped me. Now we will help you?” Do you remember earlier in the story when we saw a fur ball? Let's look back and see. [Turn back to page 10-11 to notice that Adele crashed into the fur ball's cage and set him free.]
After Reading	Wow! That was quite an adventure? What was your favorite part and why? Who would like to share their opinion with the class?



*Adele in Sand Land*  
by Claude Ponti

TOON Books Level 1

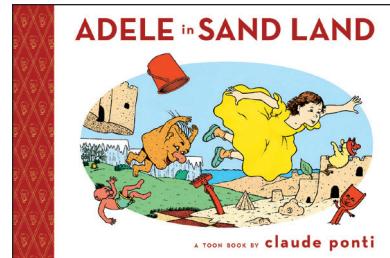
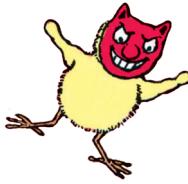
ISBN: 978-1-943145-16-4

Guided Reading Level: M

Lexile Level: 410L

by Maria Walther, EdD  
1st Grade Teacher & Literacy Expert

FOR VISUAL READERS  
**TOON BOOKS**



## ELA COMMON CORE STANDARDS

### KEY IDEAS AND DETAILS

Let's use these helpful words to help us retell the story *Adele in Sand Land*:

Somebody: Adele  
Wanted: to play in the sand  
But: she met Stuffy and Masked Chickie  
So: they went on an adventure together  
Finally: Adele ended up back in the sand box.

**RL.K.2**  
**RL.1.2**

### INTEGRATION OF KNOWLEDGE AND IDEAS

This is the kind of book that you can read again and again because each time you read it you will notice something new in the illustrations.

This time when we read, we'll do a "picture walk" to see if you notice anything you didn't notice before.

Give me a "thumbs up" when you notice something new.

How did rereading *Adele in Sand Land* and looking carefully at the illustrations help you to better understand what was happening?

**RL.K.7**  
**RL.1.7**

**RL.K.4**

### SPEAKING AND LISTENING / WRITING

On the Activity Sheet, draw and write about your favorite part of *Adele in Sand Land*.

**W.K.1**

On the Activity Sheet, draw and write about your own adventures in Sand Land.

**W.K.3**  
**W.1.3**

### CRAFT AND STRUCTURE

One way to boost your students' vocabulary knowledge is to work with them to do the following:

- Recognize and stop when they come to a word they don't understand.
- Try to figure out the meaning of the word using available clues.

Here is a sample of a vocabulary mini-lesson might sound like:

There were a few puzzling words/phrases in this book. Let's go back and see if we can figure out what they mean.

p. 16.

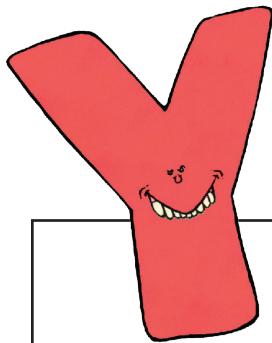
- The author writes, "Adele breaks into a song, an ear-splitting song."
- Let's see if we can use the context clues and the picture clues to help us figure out what the word ear-splitting means. What happens to everything in the picture when Adele sings?
- So, from the clues we found out that ear-splitting means really loud.
- Turn and tell your neighbor some other things that are ear-splitting [firecrackers, thunder, the noise in the lunchroom] Say, \_\_\_\_\_ is/are ear-splitting."

Follow the same procedure detailed above with the following words/phrases:

p. 21 cozy

p. 26 easy as pie





# My Opinion

**DIRECTIONS:** Draw and write about your favorite part of *Adele in Sand Land*.

**My favorite part of Adele in Sand Land was**

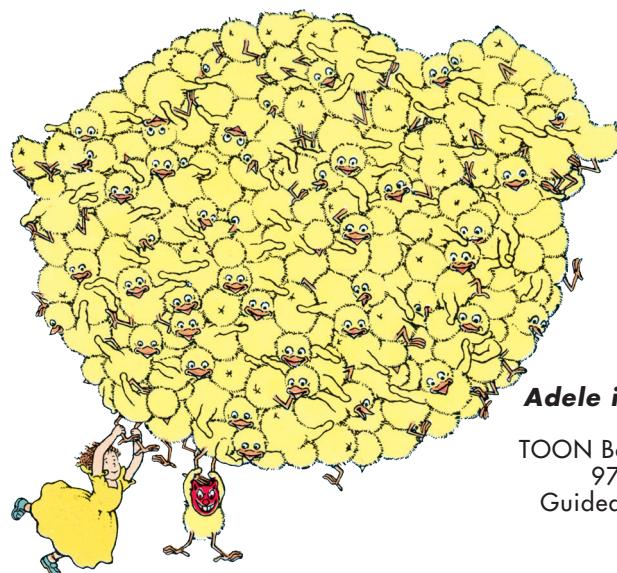
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**because**

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***Adele in Sand Land*** by  
Claude Ponti  
TOON Books Level 1 ISBN:  
978-1-943145-16-4  
Guided Reading Level: M  
Lexile Level: 410L

Draw your picture here!

# in Sand Land: My Own Adventure

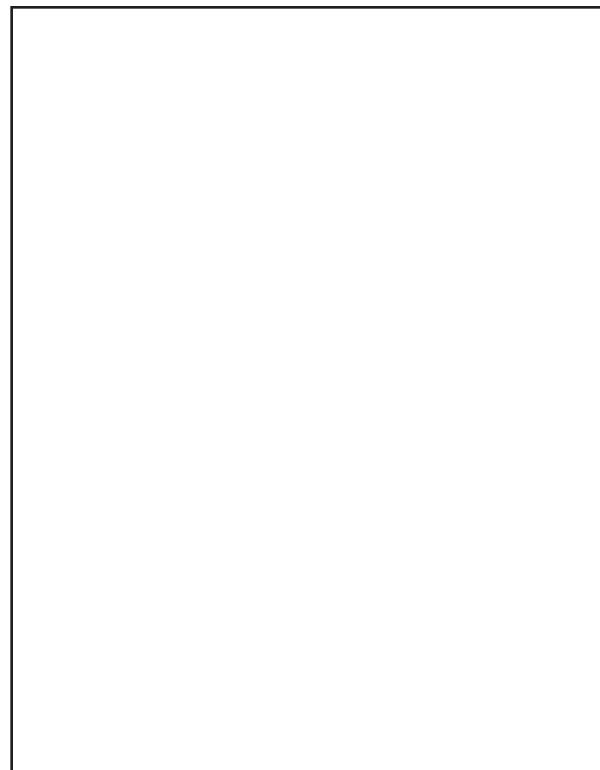
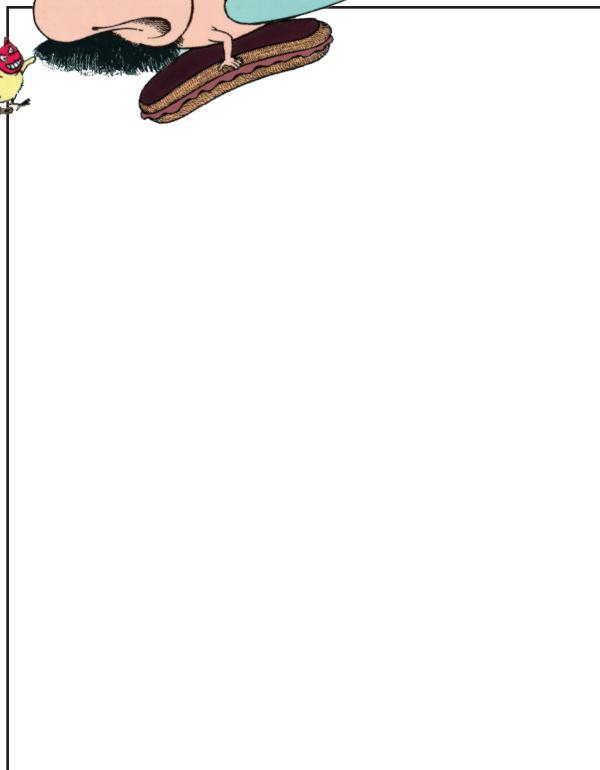
(your name here)



**DIRECTIONS:** If you went to Sand Land what would happen?

Who would you meet? Where would you travel?

Create your own comic strip showing your adventures!

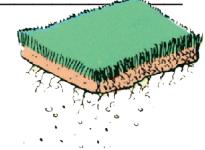
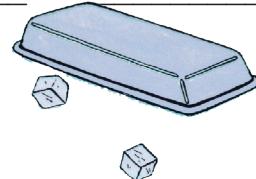
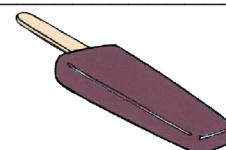
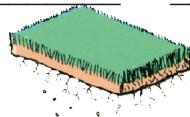


**FIRST,** \_\_\_\_\_

**NEXT,** \_\_\_\_\_

**LAST,** \_\_\_\_\_

**Adele in Sand Land**  
by Claude Ponti  
TOON Books Level 1  
Guided Reading Level:M  
Lexile Level: 410L  
ISBN: 978-1-943145-16-4



FOR VISUAL READERS

# TOON BOOKS®

## We Dig Worms!

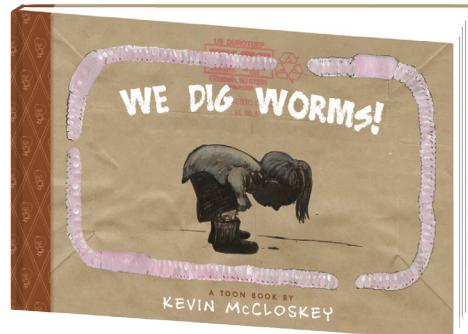
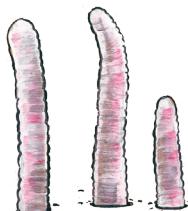
by Kevin McCloskey

Hardcover ISBN: 978-1-935179-80-1

Guided Reading Level = L

Lexile Level = 340L

by Patricia McCloskey, MLS, Librarian  
Berks County Public Libraries, PA



## ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS	CRAFT AND STRUCTURE
What does this book teach you about worms? Can worms see and hear and feel like we do? What do they eat? How do they change the dirt in the garden?	<b>RL.K.1, RL.1.1</b>
What is the message of the book? How does the author want us to feel about worms? How do you know?	<b>RL.K.2, RL.1.2</b>
Besides the worm, who else is in this book? How do the children in the story feel about worms? Do they all agree? Why is the bluebird so interested in the worm? How can you tell?	<b>RL.K.3, RL.1.3</b>

INTEGRATION OF KNOWLEDGE AND IDEAS	SPEAKING AND LISTENING / WRITING
In the <i>Map of the Worm</i> section, how do the pictures help the words and how do the words help explain the pictures? Would it be harder to understand without the illustrations or without the words?	<b>W.K.2, W.1.2, W.K.3, W.1.3, W.K.5, W.1.5</b>
Scientists classify animals as vertebrates if they have bones, or invertebrates if they have no bones. Look at the map of the worm. Which group do worms belong in?	<b>SL.K.2, SL.1.2, SL.K.3, SL.1.3, SL.K.4, SL.1.4, SL.K.5, SL.1.5</b>

## WE DIG WORMS ACTIVITY SHEET

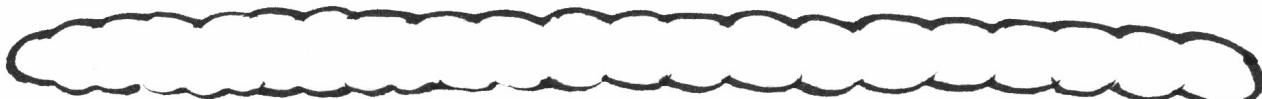
Name:

Date:

### YOU CAN DRAW A WORM



1. ...even if you can't draw a straight line.  
A wiggly line looks more like a worm.



2. Now try to draw an outline with bumps  
to show the segments of a worm.



3. Next time leave a flat area near one end.



4. Add thin lines to show segments and shadows.



5. Lines outside a worm make it look like it's moving.

FOR VISUAL READERS  
**TOON BOOKS®**

*We Dig Worms!*

by Kevin McCloskey

Hardcover ISBN: 978-1-935179-80-1

Guided Reading Level = L

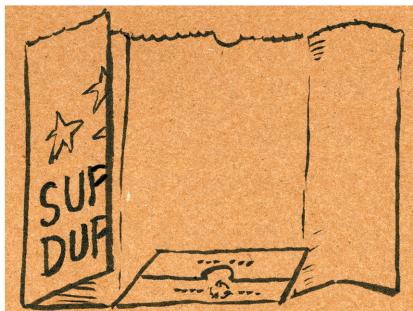
Lexile Level = 340L

## WE DIG WORMS ACTIVITY SHEET

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

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

# YOU CAN PAINT A WORM



### Painted Toy Worms:

Cut open a paper grocery bag.  
You will find lots of brown paper.  
Paint a white worm shape.  
Then add bright colors with paint,  
markers, or crayons.



Cut out the worms to play with them.  
They make cool bracelets or bookmarks!



FOR VISUAL READERS  
**TOON BOOKS®**

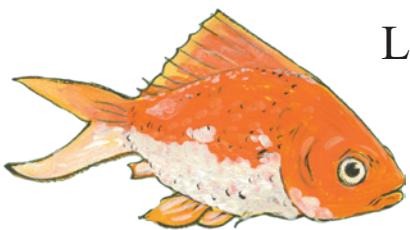
*We Dig Worms!*

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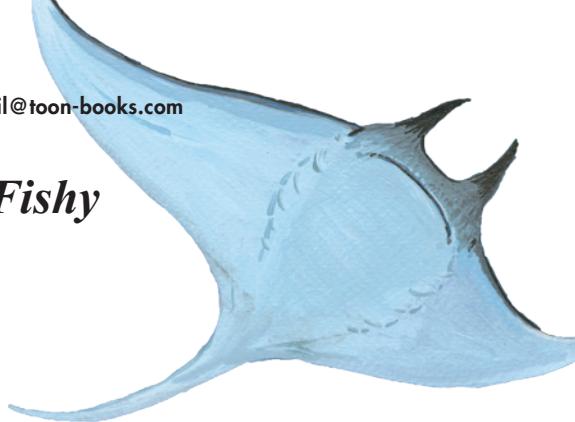
Guided Reading Level = L

Lexile Level = 340L



# Lesson Plan for *Something's Fishy*

by Kevin McCloskey



Lesson plan by Iru Ba,  
TOON Editorial Staff

## TOON LEVEL 1

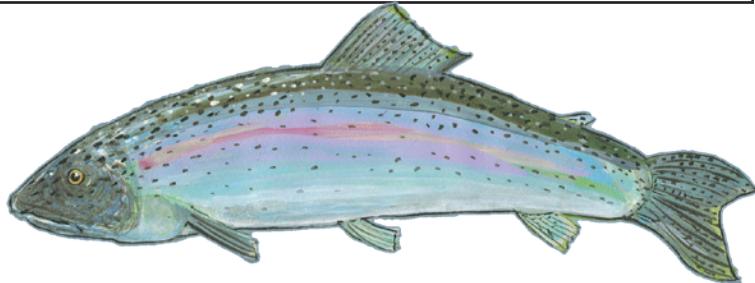
LEXILE LEVEL  
GUIDED READING LEVEL  
READING RECOVERY LEVEL

260L  
M  
TBA

Overview	<p><i>Something's Fishy</i> shares fun facts about fish but the book also offers a greater lesson about rules and exceptions. As McCloskey vividly presents a whole alphabet, giving a sense of the large diversity in the class of fish--he humorously includes jellyfish (which are not fish) and seahorses (which don't look like fish but are). You will guide students as they learn fun facts about fish and explore the idea of rules and exceptions.</p>
Subject	Information Fluency, English Language Arts
Grade Level	1-2
Suggested Time	45 minutes
Materials	Pencils, activity sheet
Before Reading	Tap into your students' prior knowledge by asking if they know what an exception is. Provide the example of apples. Ask students what color an apple is, and they will answer, "Red." Point out that there is the famous green Granny Smith, which is different from the expected norm. Also point out that exceptions apply to ideas as well as objects. For example: Students may have to be in bed by 9 on school nights, except on Thursdays which may be family game night. Staying up late on Thursday night is an exception to the rule.
During Reading	Read the text aloud to the class, giving students time to react to the humor and images.
After Reading	As you pass out the activity sheet, have students turn to their neighbors and briefly discuss any exceptions they may remember.  Redirect the students' attention to the front of the room and, as a class, identify the exceptions in the book by filling out the activity sheet. Some of the words students will fill out on the sheet might be long or unfamiliar because <i>Something's Fishy</i> is a science book.  After completing the activity sheet, ask students to think of examples of exceptions in their own lives and to share them with the class.

***Something's Fishy***  
by Kevin McCloskey

HARDCOVER, 40 PAGES, 9" x 6", \$12.95  
ISBN: 978-1-943145-15-7



# Exceptions

Name \_\_\_\_\_

Date \_\_\_\_\_

**DIRECTIONS:** After reading *Something's Fishy*, match the words in the word bank on the left to the correct sentence on the right.



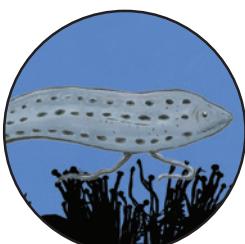
*mudskippers*



*hagfish*



*seahorse*



*lungfish*



*some eels*

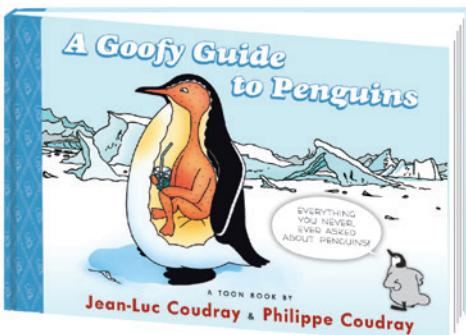


*jellyfish*

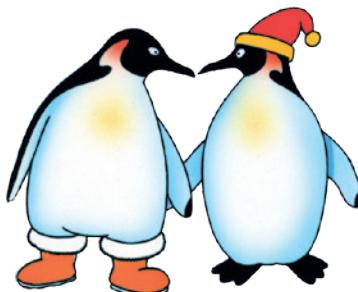


*flying fish*

1. Almost all fish breathe with their gills, but \_\_\_\_\_ also breathe by gulping air.  
\_\_\_\_\_
2. Almost all fish have scales, but \_\_\_\_\_ have none.  
\_\_\_\_\_
3. Almost all fish swim in the water, but \_\_\_\_\_ can fly in the air.  
\_\_\_\_\_
4. Almost all fish are vertebrates, but the \_\_\_\_\_ has no spine.  
\_\_\_\_\_
5. Almost all fish swim in the water, but \_\_\_\_\_ can walk on land.  
\_\_\_\_\_
6. Most fish look like this , but the \_\_\_\_\_ looks very different.  
\_\_\_\_\_
7. Most animals with the word "fish" in their name are fish, but \_\_\_\_\_ are not.  
\_\_\_\_\_



# FOR VISUAL READERS TOON BOOKS®



Questions and activities by:  
Genevieve Bormes,  
TOON Educational Outreach

## A GOOFY GUIDE TO PENGUINS

by Phillippe Coudray

Hardcover ISBN: 978-1-935179-96-2

### TOON BOOKS LEVEL ONE

Guided Reading Level = N

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

KEY IDEAS AND DETAILS	CRAFT AND STRUCTURE
<p>On p. 5, what can you tell about the penguins in the first panel? What changes happen in the second panel? What did you expect to see? What is the source of the humor? (<i>Change in point of view.</i>) What is the smaller penguin holding? (<i>A magnifying glass.</i>) Why is this relevant?</p>	<p><b>RL.K.1</b> <b>RL.1.1</b></p>
<p>Point out to students that every page has two panels. On p. 10, what stays the same in each panel, and what changed? What do the lines above and below the penguins each represent? Do they affect the penguins? Point out that the humor often plays on the relationship of the penguins to their environment.</p>	<p><b>RL.K.2</b> <b>RL.1.2</b></p>
<p>On p. 25, have students cover the second panel, look at the first panel, and predict what happens next. Now uncover the second panel. Is it what you expected? For more activities like this one, visit the penguin prediction game: <a href="http://www.toon-books.com/uploads/1/2/5/6/12564774/2.pdf">http://www.toon-books.com/uploads/1/2/5/6/12564774/2.pdf</a></p>	<p><b>RL.K.3</b> <b>RL.1.3</b></p>
	<p>On p. 18, what does “tide” mean? Point out that penguins are on the edge of the water but the reader can’t tell if they are on the mainland or on an island. What do you learn in the second panel and why? (<i>Talk about perspective and context.</i>) How does the penguins’ point of view prevent them from seeing the tide rising? How about the readers’ point of view?</p>
	<p>Discuss fiction and non-fiction. Does this book teach you about “real” penguins? (<i>Yes and no. The body of the book is fiction. The index is nonfiction.</i>) Talk about different types of humor and how the readers’ expectations shift. Show that on p. 24, the penguin is fishing for food just as a real penguin would, and the joke has to do with the visual humor of the fish. Other penguins are funny because they are unexpectedly human, as on p. 34.</p>
	<p>On p. 8, panel 2, the artist draws a “cutaway” penguin, a convention used in scientific diagrams. What can we see in this panel that we can’t see in the others? Why do you think the artist did this? Look at the penguin on the cover. Are these two “cutaways” different or similar? What can you tell about how the cover penguin feels standing in the cold?</p>

## INTEGRATION OF KNOWLEDGE AND IDEAS

<p>In the first panel on p. 26, what are the penguins doing? What happens in the second panel? Talk about the way the two images are related. Discuss how the second panel shows the inverse, or opposite, of the first panel. Talk about the different pairs of opposites: summer/ winter, ice/ water, inside/outside. Who/what stays the same in each panel?</p>	<p><b>RL.K.7</b> <b>RL.1.7</b></p>
<p>There are many books about penguins, such as <i>Mr. Popper’s Penguins</i> by Richard and Florence Atwater. How are the penguins in this story different from the penguins in other penguin books? Why?</p>	<p><b>RL.K.9</b> <b>RL.1.9</b></p>

## SPEAKING AND LISTENING / WRITING

<p>Ask students to read just the pictures. On p. 22, can they tell what is happening without reading the balloons? Ask them to imagine different balloons for the same image sequences. How does the text change their understanding of what is happening?</p>	<p><b>SL.K.2</b> <b>SL.K.1</b> <b>SL.K.4</b> <b>SL.1.4</b></p>
<p>Read aloud the index at the back of the book. Ask students to list new facts they learned about penguins. Did they know that penguins can’t fly? What can penguins do that most birds can’t do?</p>	<p><b>W.K.7</b> <b>W.1.7</b> <b>W.K.8, W.1.8</b></p>

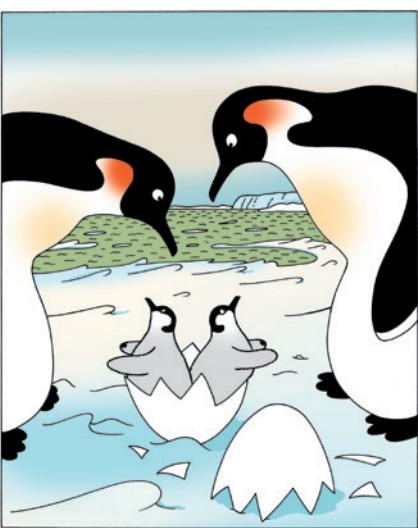
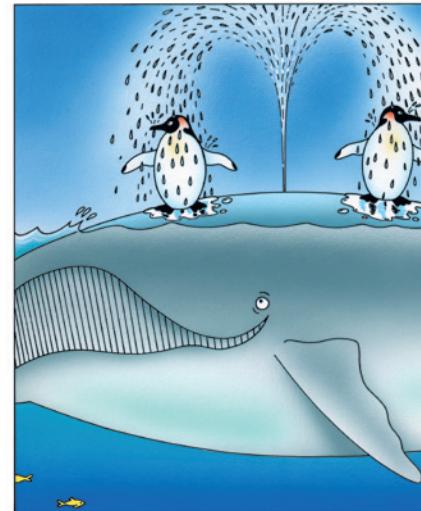
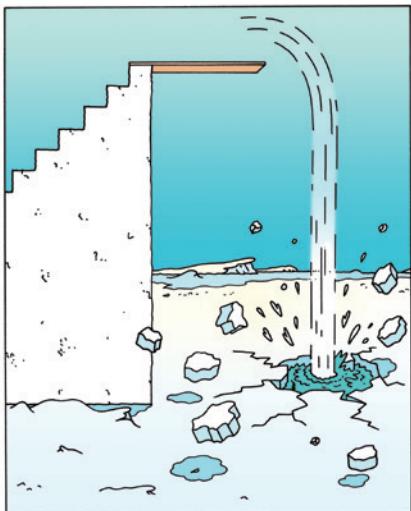
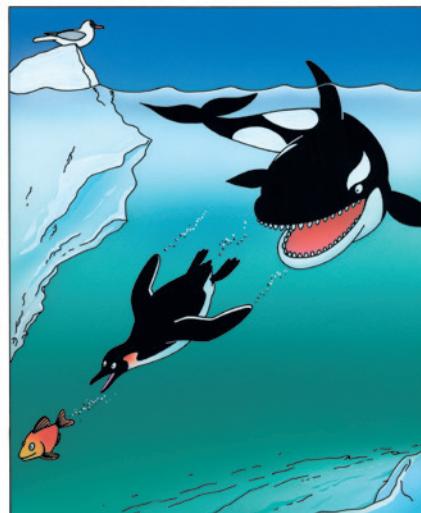
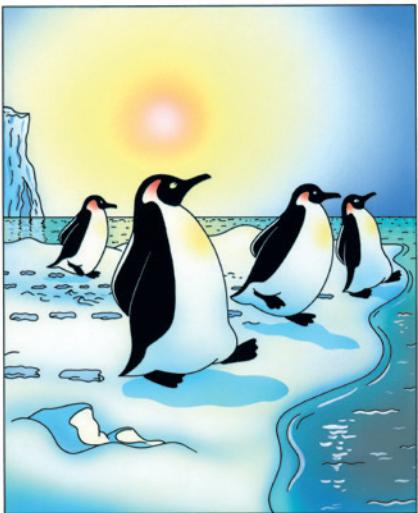
# A GOOFY GUIDE TO PENGUINS ACTIVITY SHEET

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

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

Cut out the panels below and arrange them to create your own story.

Make many stories. You don't have to use all of them in each one.

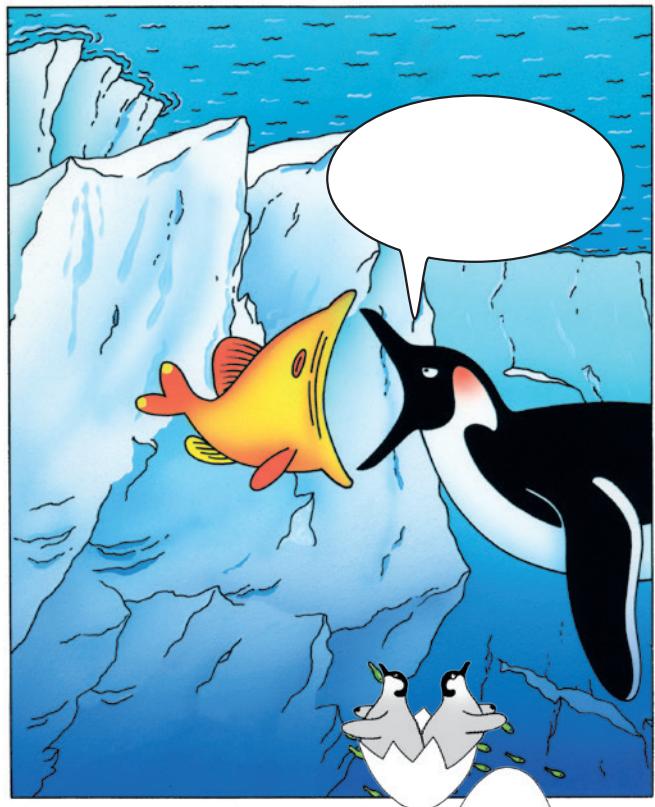
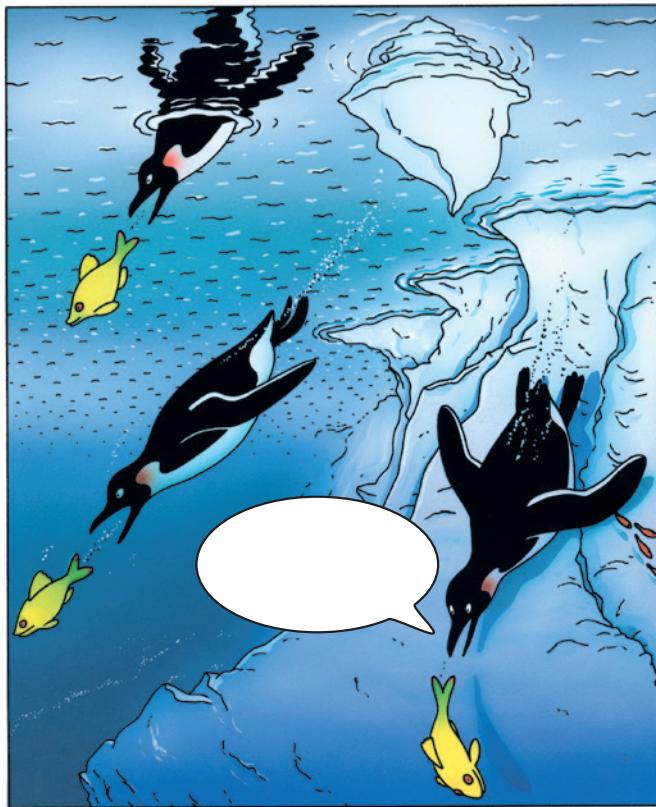
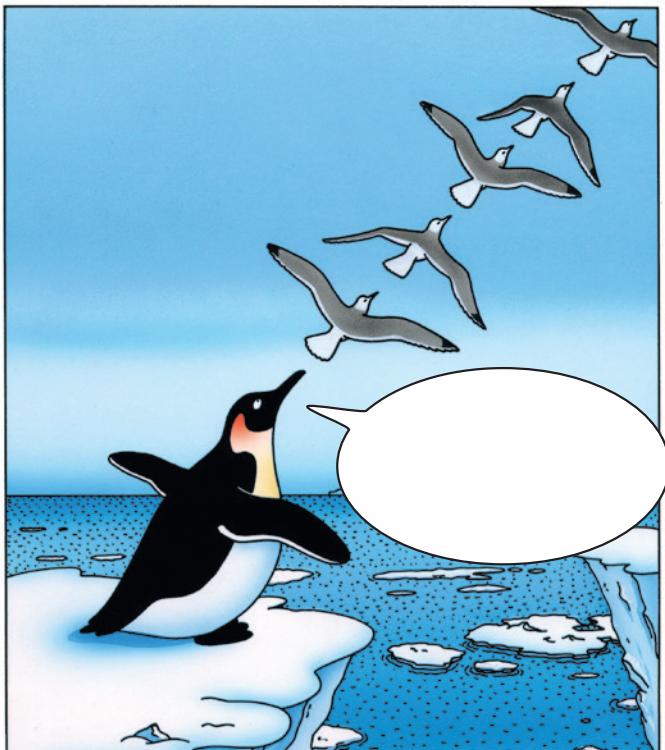


## A GOOFY GUIDE TO PENGUINS ACTIVITY SHEET

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

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

Write your own dialogue inside each balloon. What do you think the penguins are saying?



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A GOOFY GUIDE TO PIGEONS

by Phillippe Coudray

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ALL LEVEL 1 LESSON PLANS pg. 51