

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

LESSON PLAN BY FRANCISCA GOLDSMITH

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

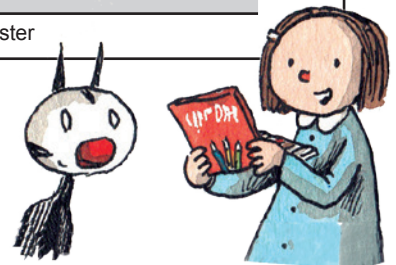
**TOON LEVEL 3**

LEXILE LEVEL  
GUIDED READING LEVEL  
READING RECOVERY LEVEL

290L  
P  
18-20

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

Name \_\_\_\_\_

Date \_\_\_\_\_

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

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

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

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# Recognizing and Learning New Words

Name \_\_\_\_\_

Date \_\_\_\_\_

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

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

## Bonuses

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



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**Rhyming and Spelling:** We spell the same and similar sounds differently in different words. How confusing! Which sets of rhyming words can you find in Henrietta's story where the words sound the same but are spelled differently?

# Symbolic Language: Figures of Speech and Visual Symbols

Name \_\_\_\_\_

Date \_\_\_\_\_

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

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



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



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

# Story Structure: Your Own Story

Names \_\_\_\_\_

Date \_\_\_\_\_

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

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



You can write and draw your team story here:




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# Story Structure: Your Own Story *(cont'd)*

Names \_\_\_\_\_

Date \_\_\_\_\_


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