Lisa Tipton

SLM 552

Thematic Activity

Teacher: Mrs. Matthews Periods: 4A and 4B

Grade Level: Reading Time Frame: 90 minute class

Lesson Dates: 3/19, 3/20 Number of Students: 8, 9

Book Talks: Graphic Novels

**Brief Overview:**

Mrs. Matthews’ class is a group of students who performed poorly in English 9. As freshmen, these students were identified as failing, or close to failing, the reading comprehension sections of all standardized tests. They are therefore taking Reading, along with English 10 this year. Mrs. Matthews focuses on exposing the students to reading across the subject areas as well as reading different genres or formats. She is scheduled to come into the Media Center for book talks for many genres as well as other reading promotion activities.

**A few weeks prior to lesson:**

Students were given an Interest Inventory in class. These results helped the media specialist to select books that would speak to the students’ own lives or interests. The Interest Inventory is attached below.

**Agenda for Lesson:**

\*\*Students will report to the media center for first lunch. Students eat during second lunch. Students will report directly to the media center after lunch (beginning of third lunch).\*\*

Engagement/Hook:

~Introductions/welcome from media specialist. Students will be sitting in groups of 3 or 4 at

 tables in large instructional area.

~ In their groups, have students brainstorm the names of different comics that they know or

 have heard of. Go over student responses as a class.

Prior Knowledge:

~ Pass out comic strip books that the media center owns (Calvin and Hobbes, Peanuts). Also

 hand out the Compare & Contrast worksheet. The worksheet is attached below.

~ Students will fill out the Compare & Contrast worksheet, which asks them to compare the

 comic strip books to other texts that they have read for school (poems, plays, novels, short

 stories, etc.)

~Go over their responses for the worksheet. Some questions to pose to the class include: Did

 you find any dialogue? Even with little dialogue, how did we know that action was being

 carried out by the characters? How were the characters developed? How did the plot move

 along?

~Stress the point that comic strips share many similar features of the ‘normal’ books that they

 are used to reading. In fact, the genre of graphic novels is a perfect fit for students who are

 visual learners. Introduce students to the ‘definition’ of graphic novel genre.

Direct Instruction:

~Mrs. Matthews will hand out the Book Talk form for students to fill out during the

 presentation. She will briefly review expectations for how this should be filled out as it is a

 grade for class. The Book Talk form is attached below.

~Media specialist will begin book talking several books in the media center that fall into the

 graphic novel genre. Books cover a variety of subjects as well as a range of reading levels.

~Students will fill out their Book Talk form during the presentations.

~The media specialists can use the time from both third and fourth lunches or if they feel less

 time is needed, they can use less. Time will be left at the end of class for students to browse

 and flip through titles. During this time, they may also ask the media specialist about other

 titles from the genre or for further recommendations. Students may check out texts.

~End the class with students filling out the assessment form as an exit ticket. The student

 assessment is attached below.

Students will report back to Mrs. Matthews’ room at the end of class to gather materials and be dismissed to fifth period.

**Student Interest Inventory:**

1. What is your favorite subject in school?

2. Name a person you would like to know more about. (historical figure, sports figure, celebrity,

 etc.)

3. Name a time or period/event in history that you would like to know more about. (Ancient

 Egypt, Middle Ages, Holocaust, WWI, WWII, etc.)

4. List activities that you do in your spare time. (Hobbies, sports, extra-curricular activities, etc.)

5. What is your favorite book of all time? Why is it your favorite?

6. What is your favorite television program(s)?

7. What is your favorite movie(s)?

8. What type of music do you like? List a few favorite artists/bands.

9. Do you read magazines? 🞎 Yes 🞎 No If so, what title(s) do you read?

10. Put a check mark by the kinds of books that interest you.

🞎 Folktales/Fairytales

🞎 Western

🞎 Non-fiction (true stories)

🞎 Horror

🞎 Arts/Music related

🞎 Sports

🞎 Real Life/teen problems

🞎 Humor/Comedy

🞎 Plays

🞎 Biography

🞎 Anime/Graphic Novel

🞎 Poetry

🞎 Romance

🞎 How-to Books

🞎 Science Fiction

🞎 Movie-based books

🞎 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

🞎 Action/Adventure

🞎 Travel

🞎 Drama

🞎 Mystery/Thriller

🞎 Historical Fiction

🞎 Supernatural

🞎 History

🞎 War/Military

🞎 Fantasy

11. What is the best way for you to read? Check those that apply.

🞎 read silently to myself 🞎 read aloud by myself or with a partner

🞎 listen to the teacher read in class 🞎 listen to others read in class

🞎 listen to an audio book

12. What do you usually do when you read? Check those that apply.

🞎 I read silently 🞎 I read aloud 🞎 I try to understand words I don’t know

🞎 I try to concentrate 🞎 I put on music/TV 🞎 I ask myself questions or try to

 understand what I am reading

🞎 I have trouble remembering what I read 🞎 I get distracting when I read

🞎 I picture what is happening in the story 🞎 I have trouble remembering what I read

🞎 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. How do you choose a book to read? Check those that apply.

🞎 look at the cover 🞎 look at the book length 🞎 look for a cool title

🞎 look for pictures 🞎 read a few pages or back cover 🞎 look for a certain author

🞎 look for a specific subject 🞎 look for a certain genre

🞎 ask a teacher/friend/family member/librarian, etc.

🞎 look for books that I’ve heard of 🞎 look for books that have been made into movies

🞎 I don’t have a method to choose a book 🞎 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Compare & Contrast WS:

Examine the comic strip book that you have been given. Compare and contrast the features or elements of this text to those that you are more familiar with. Please record your answers on the chart below.

Comic Strips Similarities Other Texts

 between the two? (novels, plays, etc.)

Book Talk Form:

Book Talks for:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(fill in genre above)

**Book #1:**

Book Title: Book Author:

Write one detail about the book:

Do you want to read this book? (Circle one) Yes No

Why do you want to read or not read this book? If you want to read it, what hooked you?

**Book #2:**

Book Title: Book Author:

Write one detail about the book:

Do you want to read this book? (Circle one) Yes No

Why do you want to read or not read this book? If you want to read it, what hooked you?

**Book #3:**

Book Title: Book Author:

Write one detail about the book:

Do you want to read this book? (Circle one) Yes No

Why do you want to read or not read this book? If you want to read it, what hooked you?

**Book #4:**

Book Title: Book Author:

Write one detail about the book:

Do you want to read this book? (Circle one) Yes No

Why do you want to read or not read this book? If you want to read it, what hooked you?

**Book #5:**

Book Title: Book Author:

Write one detail about the book:

Do you want to read this book? (Circle one) Yes No

Why do you want to read or not read this book? If you want to read it, what hooked you?

**Book #6:**

Book Title: Book Author:

Write one detail about the book:

Do you want to read this book? (Circle one) Yes No

Why do you want to read or not read this book? If you want to read it, what hooked you?

Student Assessment:

Please fill out the questions before you leave today. Thanks for your feedback!

1. What part of today’s lesson did you find to be the most fun? Why?

2. What part of today’s lesson did you find to be the most useful? Why?

3. In the future, you will be coming back for book talks on other genres. Do you

 have any ideas, activities, or suggestions to incorporate into the future lessons?

4. Did you feel that you heard enough about graphic novels to select a book today?

 Why/why not?

Bibliography of Sources:

Larson, Hope. Mercury. New York : Atheneum Books for Young Readers, c2010.

Lutes, Jason. Houdini : the handcuff king. New York : Hyperion, c2007.

Lyga, Barry. Wolverine: worst day ever. New York : Marvel Entertainment, 2009.

Neri, Greg. Yummy : the last days of a Southside Shorty. New York : Lee & Low Books, c2010.

Powell, Nate. Swallow me whole. Marietta, GA : Top Shelf Productions, 2008.

Small, David. Stitches : a memoir --. New York : W.W. Norton, c2009.

Storrie, Paul D. Made for each other : or I made my prom date or Hunkenstein or love in stitches or our love's aliiiiiive!!. Minneapolis : Graphic Universe, c2011.

Tan, Shaun. The arrival. New York : Arthur A. Levine Books, c2006.

TenNapel, Doug. Bad island. New York : Graphix, 2011.

Tsang, Evonne. I love him to pieces : or my date is dead weight or he only loves me for my brains. Minneapolis : Graphic Universe, 2011.

Yang, Gene Luen. Level up. New York : First Second, 2011.

Yang, Gene Luen. American born Chinese. New York : First Second, 2006.