



WORD PLAY! WRITE YOUR OWN CRAZY COMICS #1 TEACHER'S MANUAL

The *Word Play #1* Teacher's Manual has been developed to assist in the presentation of Common Core State Standards in an engaging and meaningful way to help students use, apply, and master the skills to be successful.

On pages 2–3, the *Word Play #1* Teacher's Manual provides a correlation of the Common Core State Standards skills that are introduced, practiced, and reviewed in the manual activities.

On page 4 of the manual, the lessons present activities that can be used with each and every page of the book. The Learning Activities begin with Reading exercises to introduce the page, practice the skills, and review the concepts presented. Following the Reading exercises are Speaking/Listening skills and Language skills that present ways to help students practice these key items. After each activity, the Common Core State Standards are listed to identify the skill focus for that section.

On page 5 of the manual, Vocabulary and Writing Activities are presented. After each activity, the Common Core State Standards are listed to assist the teacher in the skill focus for each section. The Vocabulary section integrates academic and domain-specific words that are presented in the activities. The Writing sections engage students in the three key styles of writing found in the Common Core State Standards: Narrative, Informative/Explanatory, and Opinion.



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TEACHER'S MANUAL LESSONS

CCSS

Common Core State Standards

<p>Reading Literature or Informational Text</p>	<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
<p>Foundational Skills</p>	<p>RF.3.4, RF.4.4, RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>
<p>Writing</p>	<p>W.3.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.5, W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.4.1, W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

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<p>Writing, continued</p>	<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
<p>Speaking and Listening</p>	<p>SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 (grades 4 and 5) topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
<p>Language</p>	<p>L.3.1, L.4.1, L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2, L.4.2, L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.4.5, L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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Summary

The book is filled with comic strips for students to complete by adding dialogue to the speech bubbles.

Learning Activities	Introduce the Book <ul style="list-style-type: none">• Display a humorous comic strip from a newspaper. Discuss the comic strip genre and its features with students. Be sure students describe how the story line is sequenced and told through speech bubbles and illustrations. (SL.3.4, SL.4.4, SL.5.4)• Have students read and discuss the Note at the front of the book. Then together with students complete the comic on page 1 after discussing the title and the panels and using that discussion to help generate dialogue for the speech bubbles. (RF.3.4.a, W.3.3.b, RF.4.4.a, W.4.3.b, RF.5.4.a, W.5.3.b)
	Present a Reading Routine <ul style="list-style-type: none">• Have students work with small groups or partners to plan and write the dialogue for the comics. Have groups or pairs take turns displaying and reading aloud one of their comic strips. Remind readers to read with expression. (RF.3.4.b, W.3.3.b, RF.4.4.b, W.4.3.b, RF.5.4.b, W.5.3.b)
	Provide Activities for Reading <ul style="list-style-type: none">• Some of the comics provide comical ideas to a theater (page 35) and a play (page 45) with a story. Ask students to think about a favorite story. Have them retell an exciting event, a key part of the plot, or central message of the story. If time permits, students can read a favorite section of the story. (RL.3.2, RL.4.2, RL.5.2)• Many of the titles for the comics are topics discussed in informational texts. Have students review the titles and choose one, such as Baseball, Computer, Desert, and Eagle, they would like to read about. Have them choose an informational text from the classroom or school library. After students have read the text, have them first summarize the text and then identify its main idea or ideas and explain how key details provide support. (RI.3.2, RI.4.2, RI.5.2)
	Focus on Language Arts <ul style="list-style-type: none">• Speaking/Listening: Choose one of the professions or occupations, such as BBQ on page 6 (chef), Homework on page 29 (teacher), and Moon on page 34 (astronaut), featured in the comics and ask students to do research about the profession or occupation. Encourage them to find information about educational requirements and work responsibilities. Have students draw on their research information as you explore the topic in a classroom discussion. (SL.3.1.a, SL.4.1.a, SL.5.1.a)• Language Skills: Have students work with partners to proofread the copy in the speech bubbles for grammar and spelling. Encourage them to consult dictionaries as necessary to check for the correct spelling of words. (W.3.5, L.3.1, L.3.2.g, W.4.5, L.4.1, L.4.2.d, W.5.5, L.5.1, L.5.1.e)

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Vocabulary	
Summary Have students use the following activity to develop vocabulary by identifying the literal and nonliteral meanings of idioms.	
Vocabulary Activities	<p>Idioms</p> <p>Remind students that an idiom is a phrase or sentence whose meaning cannot be understood by the meaning of the individual words. Provide examples, such as “step on it.” Discuss the literal and nonliteral meanings of the phrase: literal—“put a foot down on something”; nonliteral (idiom)—“speed up.” Have students look for idioms in a partner’s comics and explain their literal and nonliteral meanings. Alternatively, students could suggest idioms that could be used in a comic to add humor. (L.3.5.a, L.4.5.b, L.5.5.b)</p>
Writing	
Summary Have students develop their writing skills by completing the following activities.	
Writing Activities	<p>Narrative Writing</p> <p>Most of the comics provide an opportunity to write dialogue for a short sequence of events. Have students choose one of the comics and extend the story line by developing the plot to include events before and after those depicted in the comic. Explain that students can use a traditional story format that establishes a situation, introduces characters, and organizes a sequence of events through dialogue and descriptions that show characters’ reactions to events. They might choose instead to extend the story using the graphic novel approach that relies heavily on pictures and speech bubbles to relate the events of the story. (W.3.3.a, W.3.3.b, W.3.3.c, W.4.3.a, W.4.3.b, W.4.3.c, W.4.3.d, W.5.3.a, W.5.3.b, W.5.3.c, W.5.3.d)</p> <p>Informative/Explanatory Writing</p> <p>Have students choose one of the titles of the comics, such as Baseball on page 5, Bowling on page 9, Desert on page 18, Fireflies on page 25, and Moon on page 34, and use that title as the topic for a written informational report. Explain that they should introduce and develop the topic, use words and phrases to link ideas, use precise language, and provide a conclusion. Ask students to use at least one print source and one online source of information and to list their sources at the end of their report. (W.3.2.a, W.3.2.b, W.3.2.c, W.3.2.d, W.3.7, W.3.8, W.4.2.a, W.4.2.b, W.4.2.c, W.4.2.d, W.4.2.e, W.4.7, W.4.8, W.5.2.a, W.5.2.b, W.5.2.c, W.5.2.d, W.5.2.e, W.5.7, W.5.8)</p> <p>Opinion Writing</p> <p>Have students review their comics and choose one they believe is particularly humorous. Ask them to write a short opinion paper identifying why they think the comic is humorous. Remind students that they should introduce their topic, state their opinion about it, and provide an organizational structure for listing the reasons that support their opinion. Encourage them to use linking words to connect ideas and to write a concluding statement related to the opinion. (W.3.1.a, W.3.1.b, W.3.1.c, W.3.1.d, W.4.1.a, W.4.1.b, W.4.1.c, W.4.1.d, W.5.1.a, W.5.1.b, W.5.1.c, W.5.1.d)</p>