

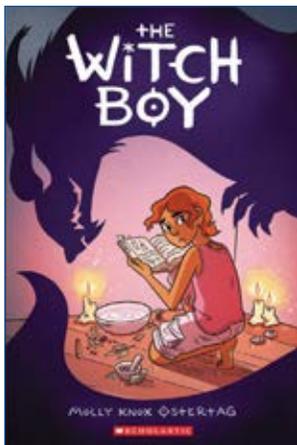
GET STUDENTS ENGAGED AND EXCITED!

- Learn how to incorporate graphic novels into your daily curriculum
- Get creative and have students write and draw their own panels and comics
- Inspire students to share their creations and knowledge with others
- AND MORE!!!



BUILD YOUR GRAPHIC NOVEL COLLECTION TODAY

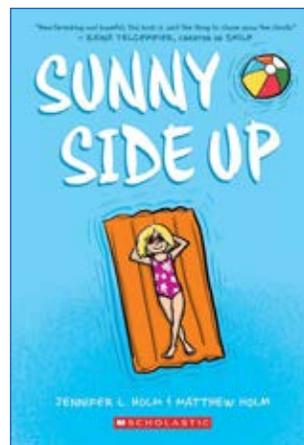
Many educators have reported great success when they have integrated graphic novels into their curriculum. Teachers are discovering that graphic novels—just like traditional forms of literature—can be useful tools for helping students critically examine aspects of history, science, literature, and art.



The Witch Boy
Molly Ostertag



Smile
Raina Telgemeier



Sunny Side Up
Jennifer L. Holm/
Matthew Holm



Cleopatra in Space
Mike Maihack

Find a graphic novel for every reader at [scholastic.com/teachgraphix](https://www.scholastic.com/teachgraphix) with downloadable resources and activities!

PUBLISHING GRAPHIC NOVELS
FOR KIDS SINCE 2005



SCHOLASTIC



TEACH **graphix** WEEK

BENEFITS OF GRAPHIC NOVELS

Graphic novels do not and aren't intended to replace other kinds of reading—it's **not an either-or choice**. Engaging in multiple book formats encourages readers to think critically about how stories work across different types of storytelling.

Graphic novels can be any genre and tell any kind of story, just like their prose counterparts. The format is what makes the story a graphic novel, and usually includes text, images, word balloons, sound effects, and panels. **The benefits of including these texts in your classroom go far beyond getting kids excited**—using graphic novels can increase and support reading comprehension, fluency, confidence, vocabulary building, and critical thinking.

With graphic novels, your students **can compare how they receive and comprehend information** through written narrative versus wordless visuals. They can analyze how information about character is derived from facial and bodily expressions and about **meaning and foreshadowing** from the pictures' composition and viewpoint.

These books require readers to be **actively engaged in the process of decoding** and comprehending a range of literary devices, including narrative structures, metaphor and symbolism, point of view, the use of puns and alliteration, intertextuality, and inference. **Reading graphic novels can help students develop the critical skills** necessary to read more challenging works, including the classics.

Use the following questions, prompts, and activities with your students to get them involved in learning more about graphic novels!



DRAW FROM YOUR OWN LIFE!

Writing stories inspired by your own experiences can be a lot of fun. Here are some tips from Jennifer L. Holm and Matthew Holm, the cocreators of *Sunny Side Up*, on how to craft your own story.

SETTING

In *Sunny Side Up*, Sunny goes to visit Gramps in Florida at Pine Palms on pages 12–13 and finds the retirement community very different from Pennsylvania. Where would you want your setting to be? How would you describe it so that readers would get a sense of place?

PERSONALITY

Buzz's passion for comics helps to define his personality. What are some elements that would help define your personality? Is there an activity you love? A book? A television series?



CHARACTERS

The scene on page 33 with Sunny's grandpa and his friends was inspired by our grandfather and the people he knew in his retirement community. Are there people in your life who would inspire characters in your own writing?

CONFLICT

In this book, Sunny is having a hard time dealing with her older brother. Do you have conflicts in your life that leave you wondering about what to do? Sometimes writing it on the page can help you to sort it out.

DETAILS

On page 93, Sunny is dazzled by all the food choices at the restaurant. This was inspired by a cafeteria-restaurant from our childhood. What are some details in your life that would give color to the story? Favorite foods? Music? Clothes?

Have fun sharing your own story!



TEACH **graphix** WEEK

READ AND DISCUSS

In groups or individually, choose a graphic novel to read and analyze, using the following questions as prompts for discussion or written response:

- Graphic novels typically contain some or all of the following: panels, word balloons, sound effects, motion lines, narration, and background colors. Find examples of as many of these elements as possible in this book.
- How do you read a graphic novel? Panel by panel? Pictures first and then text? Text first and then pictures? There is no single “right” way. Compare your approach with a classmate’s.
- Find examples in the story of an exciting moment, a tense moment, and/or a funny moment. How does the artist encourage the reader to turn the page? What’s different visually when the page is turned? How does the dramatic pause before the page turn and the visual shift once you’ve turned the page affect your sense of what’s happening in the story?
- Find a page in your graphic novel where not all of the panels are the same size. What effect do various sizes and numbers of panels per page have on the pacing of the story in this scene? How would the story feel different if it were told in a different number of panels? Why do you think an artist would choose to use different sizes, shapes, and numbers of panels?
- Each panel in a graphic novel is similar to a single frame or shot in a movie. Find a spread where there are multiple perspectives of an image or scene. From what angle are you viewing each one? What are you seeing in each panel, and what’s not being shown? Are you seeing a close-up or a distant view? How does the perspective of each image add to the events of the story?
- Every element of a graphic novel adds to the story—the amount of white space on the page, the size of the panels, the perspective of the images, even the size and placement of the speech bubbles. In the graphic novel you chose, are some words in bold type? Are some phrases broken into multiple bubbles? How can you tell if voices are coming from outside the panel? What else do you notice about the art and text and how they work together on the page? How do these elements add to your understanding of this scene?

SHARE AND CELEBRATE

ARTISTS ALLEY

At comics conventions across the country, artists and creators have space in what’s called an “Artists Alley,” where they show their art, comic books, and graphic novels, and sometimes create art on-site too! In your group, classroom, grade, or school, plan an Artists Alley showcase—in groups or individually, create stand-alone pieces of art, sketches, drafts of graphic novels, or fully colored images to display on a table in front of your space or on the walls. Invite other students, families, and/or members of your community to tour the space, ask questions about your art, and maybe even get inspired to create some of their own art as well!

GREAT GRAPHIX BOOK CLUB

Start a graphic novel club with fellow students who especially enjoy this literary form. At monthly meetings, encourage members to book talk graphic novels they’ve read since the last meeting. Create “Great Graphics!” forms for students in the club to fill out to recommend individual titles. Post them in the school library for other students to see.





TEACH **graphix** WEEK

RAINA STORY STARTER

Raina started this story. Now you get to finish it by drawing in the empty boxes! What do you think should happen next?



Use these additional titles to inspire you to create even more great artwork and stories!



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Compare your story with the original in *Sisters*, pages 169–191.

www.scholastic.com/teachgraphix

REPRODUCIBLE

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