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# Teacher's Guide for both graphic novels

(Secondary 2)

## MATERIAL NEEDED :

- Student Booklets for each graphic novel
- Teacher's Guide
- Box of books (includes 18 copies of Smile and 18 copies of Bad Island)

**LENGTH :** 8 periods

**EVALUATION :** C2-C3

# BEFORE YOU START

## ***Why graphic novels ?***

*Graphic novels powerfully attract and motivate kids to read. Graphic novels can dramatically help improve reading development for students struggling with language acquisition, including special-needs students, as the illustrations provide contextual clues to the meaning of the written narrative. English-language learners will be more motivated by graphic novels, and will more readily acquire new vocabulary and increase English proficiency.*

Source :<http://www.scholastic.com/teachers/lesson-plan/using-graphic-novels-children-and-teens-guide-teachers-and-librarian>

## ***Summary of the tasks***

<b>Class 1</b>	Introducing both graphic novels with the “ <i>BEFORE YOU READ</i> ” activities
<b>Class 2 -3</b>	Students read chosen novel and answer questions
<b>Class 4-5</b>	Students answer the “ <i>WHILE YOU READ</i> ” activities
<b>Class 6</b>	Students complete the “ <i>AFTER YOU READ</i> ” activities
<b>Class 7-8</b>	Students complete reinvestment task

## ***Teaching Tips :***

- Read novels beforehand and the Teacher’s Guide in order to get a good idea of what the story is about and the tasks your students will have to do. (The length of both novels and activities is approximately the same.)
- Correction Key is included

# DETAILED PROCEDURE

## Class 1 – BEFORE YOU READ activities

- Introducing both novels

**Step 1:** Teacher starts the class by telling students that they will be reading a graphic novel. Teacher shows both novels and reads the titles. Teacher asks students: *What graphic novels have you read in French? Do you prefer reading graphic novels to novels? Why? Have you ever read an English graphic novel? Can you name some of the popular ones? What are the popular ones in French?*

**Step 2:** Teacher distributes novels to students so they can flip through the pages.

**Step 3 :** Teacher teaches vocabulary related to the physical aspect of the book : Back cover – front cover – spine – frames – speech bubbles – title – author

**Teaching Tip :** If you want to teach more technical vocabulary see Appendix.

**Step 4:** Teacher tells students that they will do pre-reading activities for both novels. This will help them decide which book they want to read. The first activity is about exploring the outside of the book to predict the story. (Give each team of two, two novels). Ask students to look at the cover and the back page. Ask them to answer these questions orally.

Bad Island	Smile
<p><u>Cover Page :</u></p> <p>What do you see? What does the island look like? What do the colours say about the mood of the book? What does the title suggest?</p> <p><u>Back Cover :</u></p> <p>Look at the picture: Who do you see? Describe the monsters. What colour is the water? Is this normal?</p> <p><u>Title :</u></p> <p>What could a bad island be? What is a good island in your opinion? What do you find on an island? Do you think that you will find these on the island? Beach, monster, hot sun, tropical fruits, exotic music, strange people</p>	<p><u>Cover Page :</u></p> <p>What does the image represent? Does the image and title fit together? How? What is the story about according to you?</p> <p><u>Back cover</u></p> <p>Who is the main character? Does the back cover give you more clues on the story? What are they? Take a guess on what the story is about.</p> <p>True or False.</p> <ol style="list-style-type: none"><li>1. She has braces because her teeth were crooked. <b>F</b></li><li>2. She only had one surgery. <b>F</b></li><li>3. She had braces for a couple of years. <b>T</b></li><li>4. She has really good friends. <b>F</b></li><li>5. She had different equipment with her braces. <b>T</b></li></ol>

**Step 5:** Students now choose the book they want to read. Teacher distributes Student Booklet that matches their choice. Students complete the BEFORE YOU READ activities.

**Step 6:** Teacher reminds students of reading tips for in their Student Booklet. Students start reading.

## **Class 2-3- READING THE GRAPHIC NOVELS INDIVIDUALLY**

- Students read the book they have chosen individually and in silence.

### **Teaching Tip :**

We suggest that students read the entire novel before answering the questions for the pleasure of the read. However, you can invite them to take notes or impressions on the last page of the Student Booklet.

Take the time to practice pronunciation. Once students have completed their reading, they must find a partner who has the same book as them and read out loud the first 5 pages. Circulate to encourage them and to correct pronunciation.

## **Class 4-5 WHILE YOU READ ACTIVITIES**

- Students answer WHILE YOU READ questions to the different sections or chapters. See correction key.
- **C2 EVALUATION – Decide which activities will count and how many points you will allot.**

**Teaching Tip:** You could decide to do certain sections with your students or ask them to do them in teams.

## **Class 6 AFTER YOU READ ACTIVITIES**

- Ask students to complete the AFTER YOU READ activities.

Activity 1- Hunting for the right page. Ask students to partner up with a classmate. Have them race to find the answers.

Activity 2 – Invent new speech bubbles. Have a vote on who wrote the best dialogue.

Activity 3 – Reinvesting the story. Students choose a final reinvestment task.

## **Class 7-8 REINVESTMENT TASK**

Students complete their reinvestment task. Handout appropriate appendix.

# CORRECTION KEY – SMILE

## BEFORE YOU READ

### Activity 1

1.f 2.a 3.d 4.c 5.b 6.e

Answers will vary for the sentences.

### Activity 2

1. Middle school
2. Secondary
3. Secondary

## WHILE YOU READ

### Chapters 1 and 2

1.10- 6-1-2—9-7-3-5-8-4

2. San Francisco

3. Answers will vary. Smile to make her feel better.

4. They get stuck.

### Chapter 3

1. Answers will vary.
2. Less classes in one day.
3. He wears braces too.
4. Answer will vary: Raina asks her mom what is going on. The table moves. Her mom and her scream: Earthquake and the sheets start moving. Raina hides under the table. Things are shaking. Her mother yells her brother's name. The brother wonders what is going on. Raina and her sister are scared and are hugging. They hide under the table. The earthquake stops.
5. Father arrived late, did homework with a candle, slept together in the living room, didn't go to school the next day

### Chapter 4

1. They laugh, they make fun of her.
2. Shrimp, tiny-tot. Crevette et gamin
3. Answers will vary.
4. Because they won't move.
5. A day dream she makes.
6. Hers is plain and the other ones are sparkly blue and with a picture.

### Chapter 5

	Present	Past	Future	Conditional
P.111	Smile, happens, look, need, wanna			
p.118	Feel, guess, have	found	It'll be, will be, I'll go, you'll be	Should go
p.123	is	Were, wasn't, went	I'll open	

### Chapter 6

1. Answers will vary : Voice changes, pubic hair, smell, acne...
2. Answers will vary.
3. Practice flirting, great tips for video games, don't make comments about her appearance, talk about important issues.
4. Bigger font, capital letters, size and shape of speech bubbles, grey fume around her head.

### Chapter 7

1. They kept laughing at her all the time. They embarrassed her by pulling down her pants in front of everybody.
2. Answers will vary.

## Chapter 8

1. Student council, Japanese club, choir.
2. They would have laughed at her.
3. Answers will vary: She did not feel so good because she did not look so good...
4. Four years and a half.

### WHOLE BOOK

1. Timeline. Answer will vary :  
She loses a tooth / She gets a root canal / She gets her braces / She gets her ear pierced / She gets a headgear / She gets a retainer / She has a crush on a boy/ Teacher reads note in front of the class / She decides to leave her group of friends / She makes new friends...
2. Embarrassing moments. Answers will vary - there are many. Here are a few :  
p.2-19-25-53-57-83-114-128-153-187
3. Answers will vary.
4. Answers will vary.
5. Answers will vary. Possible answers are...

	To do	Not to do
<b>Mom</b>	Prepare soft foods	Serve crunchy foods
<b>Friends</b>	Be encouraging	Laugh at the person
<b>Yourself</b>	Be patient	Eat popcorn

### AFTER YOU READ

1. P. 125
2. P132
3. P. 61
4. P. 95
5. P. 171
6. P.53
7. P135-138
8. P.7 ou 9
9. P.126
10. p. 66 and 67
11. P. 39
12. P.187
13. P.116
14. P.48
15. P.197 or 200

# CORRECTION KEY – BAD ISLAND

## BEFORE YOU READ

Activity 1 1.e 2.g 3.d 4.a 5. B 6.f 7.c  
Answers will vary for the sentences

## WHILE YOU READ

### Section 1 Getting ready for the trip

1. He wants to stay with his friends.
2. She is afraid her plants will die.
3. Only meat.
4. She wants him to put vegetables.
5. Who are the family members?

	Father	Mother	Son	Daughter
Name	Lyle	Karen	Reese	Jamie
Approximate age	thirties	thirties	14	8
Physical description	Tall, skinny, dark hair, dark eyes	Long black hair, big lips	Tall, dark spiky hair. Freckles	Blond hair, short
What are they wearing?	Polo shirt, jeans	Blue shirt, black shorts	Black t-shirt, brown shorts	Purple t-shirt, black shorts
What do they like?	Loves adventure	Loves plants	-	Loves pets
How are they like your father/mother/brother/sister?	Answers will vary	Answers will vary	Answers will vary	Answers will vary

7. Answers will vary

### Section 2 Leaving

1. Sunny with partial clouds
2. Rainy and stormy
3. The mother
4. It slips in the water
5. shipwrecked

### Section 3 Setting in the island

1. The plants
2. Cereal, fruit, hard-boiled eggs and okra.
3. It is a small green vegetable in the shape of a jalapeno pepper.
4. Answers will vary
5. Someone says hiding place and there is a squiggle
6. P.55
7. An animal
8. His purse, his journal.
9. An object made by a human being, typically an item of cultural or historical interest.
10. It changes images.
11. The artefact.
12. When his son was a baby and he did not breathe.
13. Because he knew that his son was running away.
14. Answers will vary.

**Section 4**

1. It explains what happened before.

**Section 5**

1. With his gun.
2. ...he took the flare gun...(p.132)

**Section 6**

1. Answers will vary
2. Yes. Answers will vary

**Section 7**

1. the back of a monster
2. Back to his family
3. Frame 1 – The family is running up the stairs.  
Frame 2 – The father asks the mother if she still had the artefact. They are standing in front of the podium. Jamie is her father's arms. The son answers that he has it.  
Frame 3 – The father gets ready for the artefact.
4. Answers will vary

**WHOLE BOOK**

Activity 1 – Putting the story back in order

8-4-1-3-10-6-5-7-2-9-3

**AFTER YOU READ**

Activity 1 – Hunting for the right page

1. p.16
2. p.44
3. 3. p.63
4. 4. p.65
5. 5. p.69
6. 6. p.79
7. p.122
8. p.179
9. p.205
10. p.37
11. p.92-93
12. p. 129
13. p.136
14. P.163
15. P.105.

### Appendix - Book Review

Title	
<b>Plot Summary</b> (Write ten sentences)	
<b>Characters</b>	
<b>One thing that I liked</b>	
<b>One thing I didn't like</b>	
<b>Recommendation and why.(Age &amp; Gender)</b>	
<b>How many stars and why?</b>	

## Appendix - Letter and Frame

**Make sure to follow the layout of a letter - Use the simple past – Use the checklist.**



(Illustrate your story in this frame. Don't forget to include speech bubbles)

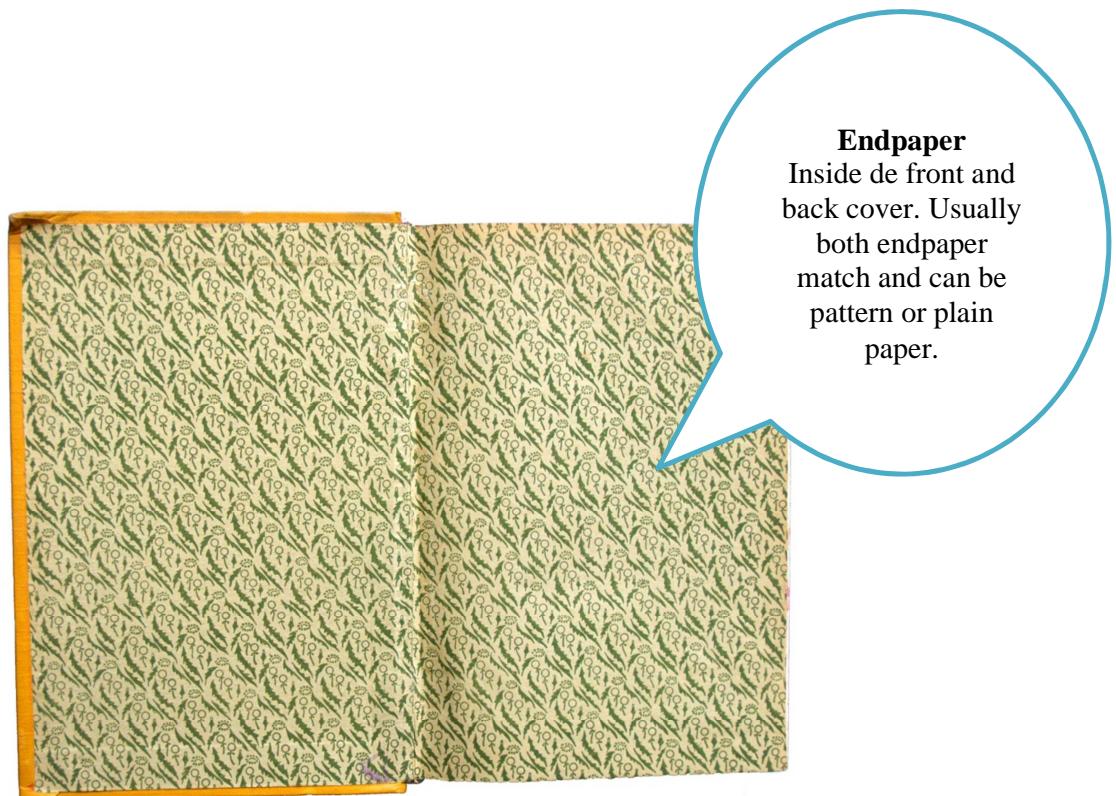
Appendix - Checklist

NAME:			GROUP :	
	WHAT TO DO	Correction Code	Grammar Page	✓
1	“I” always capital	P/C		
2	capital letters at the beginning of a sentence	P/C		
3	period (.) at the end of the sentence	P/C		
4	adjectives : in front of the noun and no “s”	WO		
5	plurals : add “s” (check exceptions)	P		
6	simple present : <ul style="list-style-type: none"><li>• add “s” 3<sup>rd</sup> person singular he, she, it</li><li>• don’t/doesn’t</li><li>• to be: am/ is /are (not)</li></ul>	VT		
7	simple past : <ul style="list-style-type: none"><li>• “ed” or irregular verb (list)</li><li>• “did not”</li><li>• to be : was/were” + not</li></ul>	VT		
8	simple future : will / going to + verb	VT		
9	present continuous : am / is / are (not) + verb + ing	VT		
10	past continuous : was / were (not) + verb + ing	VT		
11	article: a = consonant / an = vowel	AR		
12	spelling : check 3 words in the dictionary	SP		

13	short, simple sentences : subject + verb + rest of sentence	WO		
15	variety of words			
16	required elements			
17	total number of words in text: _____			
	<b>MORE :</b>			
	<b>WHAT NOT TO DO</b>			
	“with” : I am with my friend. “white” : The snow is white.	SP		
	“their” : their book “they’re” : they are “there” : There is a cat.	SP		
	“its” : Its color is blue. “it’s” : it is	SP		
	infinitive: <del>for</del> go to go	VT		
	no French words	FW		

## Appendix – Book Design Vocabulary

<b>Back Cover</b> Usually contains: <ul style="list-style-type: none"><li>• Summary</li><li>• Biography about the author</li><li>• Quotes from other sources praising the book.</li></ul>	<b>Front cover</b> <b>This is the title</b> <b>The author name is The best Author</b>  <b>Edited by Super editor</b>
<b>This is the spine where the title</b>	



## Front matter (First section of a book)<sup>i</sup>

<b>Bastard title</b>	Usually a single line in capital letters, precedes the title page, and only contains the title (as opposed to the author, publisher etc. found on the full title page) with a blank verso.
<b>Title page</b>	Repeats the title and author as printed on the cover or spine.
<b>Colophon</b>	Technical information such as edition dates, copyrights, typefaces and the name and address of the printer. In modern books usually on the verso of the title page, but in some books placed at the end (see Back matter).
<b>Content</b>	This is a list of chapter headings, and nested subheadings, together with their respective page numbers. This includes all front-matter items listed below together with chapters in the body matter and back matter. The number of levels of subheadings shown should be limited so as to keep the contents list short, ideally one page or possibly a double-page spread.
<b>Foreword</b>	Often, a foreword will tell of some interaction between the writer of the foreword and the story or the writer of the story. A foreword to later editions of a work often explains in what respects that edition differs from previous ones.
<b>Preface</b>	A preface generally covers the story of how the book came into being, or how the idea for the book was developed; this is often followed by thanks and acknowledgments to people who were helpful to the author during the time of writing.
<b>Acknowledgment</b>	Often part of the Preface, rather than a separate section in its own right, it acknowledges those who contributed to the creation of the book.
<b>Introduction</b>	A beginning section which states the purpose and goals of the following writing.
<b>Dedication</b>	A dedication page is a page in a book that precedes the text, in which the author names the person or people for whom he/she has written the book.
<b>Half title</b>	A page containing just the book's title (as opposed to the author, publisher etc. found on the full title page) sometimes with ornamentation.
<b>Prologue</b>	A prologue is an opening to a story that establishes the setting and gives background details, often some earlier story that ties into the main one, and other miscellaneous information.

## Back Matter – Contains these elements

Epilogue	Closure
Afterword	Explains how the idea for the book was developed
Postscript	Writing added after the main body of a letter or other body of writing. A postscript may be a sentence, a paragraph, or occasionally many paragraphs. In a book or essay, a more carefully composed addition (e.g., for a second edition) is called an <u>afterword</u> .
Glossary	Definition of important words of the book
Bibliography	Works consulted while writing the book
Index	List of words used in the book with page number
Colophon	This brief description may be located at the end of a book or on the verso of the title page. It describes production notes relevant to the edition and may include a printer's mark or logotype.

<sup>i</sup> Taken from Wikipedia – under Book design