



TEACH **graphix** WEEK

HEY, KIDDO STORY STARTER

Jarrett started this story—now you get to finish it! Feel free to draw any number of panels either free-form or in boxes, or use the full page to create one image or series of images. What do you think should happen next?



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



get drawn in
SCHOLASTIC

Compare your story with the original in
Hey, Kiddo, pages 197–202.

www.scholastic.com/teachgraphix

REPRODUCIBLE

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GET STUDENTS ENGAGED!

- ✓ 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!!!

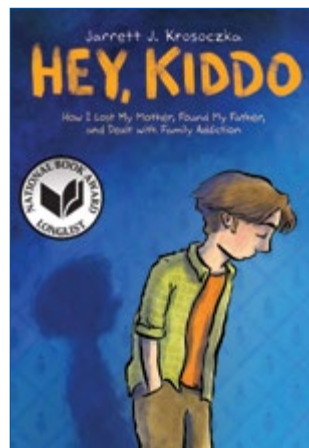


BUILD YOUR GRAPHIC NOVEL COLLECTION TODAY

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.



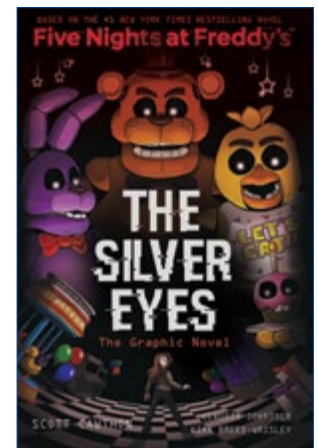
**The Adventures of John Blake:
Mystery of the Ghost Ship**
Philip Pullman/Fred Fordham



Hey, Kiddo
Jarrett J. Krosoczka



Heartstopper #1
Alice Oseman



Five Nights at Freddy's #1
Scott Cawthon
Claudia Schröder
Kira Breed-Wrisley

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





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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!

DISARM THE DETRACTORS!

Some adults may feel that graphic novels are not the type of reading material that will help readers grow. They may cling to the belief that graphic novels are somehow a “bad influence” that undermines “real reading”—or they may dismiss graphic novels as inferior literature, or as “not real books.” At best, they may regard them as something to be tolerated as a means of motivating the most reluctant readers, who, they hope, will eventually move on to “more quality literature.”

There's a long history and legacy of adults banning comic books and graphic novels in an attempt to control what people—especially young people—are reading. Research the history of banned comic books, starting with the Comic Book Legal Defense Fund website (<http://cblddf.org/banned-comic/>) and make notes about what you have learned. Then, take what you now know and write an article or a speech, or create a multimedia presentation (video, slides, website, or something else) sharing information about that history. Conclude by making the case for graphic novels and comic books to be included in school curricula, on book lists, in awards, and on shelves.





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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.

