

# Lesson Plan – Graphic Novels

Name: Kathleen Mataya

Author	Jeff Smith
Title	<u>Bone: Out From Boneville</u>
Publisher	Scholastic
Copyright	2005
ISBN	0-439-70623-8
Target Grade Level	Fifth Grade
Themes	Writing and Dialogue Skills

## Book Summary

This is the first in a series of books about Fone Bone and his two cousins: Phoney and Smiley Bone. Phoney Bone was not a very kind person in Boneville, and he scammed the townspeople one too many times. As a result, Fone and Smiley helped Phoney escape town only to get lost in a desert and eventually separated. Fone finds himself in a peaceful valley where evil lurks on the edges. Needless to say, it is up to him to help ward off evil *and* somehow find his nutty cousins.

## Activity Objectives

Given a page from Bone: Out From Boneville, a pencil and paper, the learners will be able to rewrite the text in a paragraph format including quotation marks, identification of speakers, and the characters' actions.

## Getting Ready

- \*As the teacher, you need to make sure you have a color copy of pages one through eight of Bone: Out From Boneville. The students will be working in small groups during their independent time, and will use one of these pages.
- \*Become familiar with the ELMO projector. When you read aloud the beginning of the book, it is very hard to see the pictures from far away. The ELMO will assist you with this task.
- \*Separate the class into seven groups. If need be, arrange their desks appropriately.
- \*Prior to this lesson, the students should have been taught the function and punctuation of quotation marks. They will put this knowledge to use in this lesson.
- \*Become familiar with the structure of a Graphic Novel. This is an exciting way to read good books, and try to promote this feeling in the classroom.
- \*Become familiar with the vocabulary words – make sure you know what they mean.
- \*Make sure to have a copy of the rubric for each student. (If you have learning difficulties in the classroom, you may want to share this rubric with the Learning Disability teacher in order to make sure that the goals are appropriate for their learning style.)

## Vocabulary

Injustice	Stroke
Reeling	Mangy
Moral	Uncharted Territory
Declared	Worthless
Ingrates	Locusts

## Activities

- I. Who likes cartoons? Who likes comic books? Who likes to draw? (5 mins)
  - A. Ask the class questions like these to open up discussion
  - B. Require examples
  - C. Explain to the students that they will be having fun writing about a character named Bone and his cousins
- II. With a chart paper and marker, write down the ten vocabulary words and have the students help you define them with a dictionary. (10 mins)
  - A. If you have students that have learning difficulties, you may go over these vocabulary words before the lesson in addition to giving other examples of graphic novels to read.
  - B. The students may use their own background knowledge if they already know what the words mean.
- III. ELMO Projector (20mins)
  - A. With the projector, you will read aloud to the class the first eight pages of Bone: Out From Boneville.
  - B. Ask questions or make comments on the style of writing and artistry
    - i. Example: “Oh no! Phone Bone can’t see that cliff! Will he be okay?”
  - C. Reread the first page again, and with a pencil and notebook paper, demonstrate how you would transfer the actions and speech bubbles into paragraph format using the ELMO. Regularly refer back to first page.
 

\*\*EXAMPLE: The demonstration may be different for your class depending on what the student come up with for actions, etc. Also, ask the questions written below as you are writing the text with the class.\*\*

Phoney Bone collapses on a rock with sweat pouring down his face.

“Still no sign of the townspeople,” Phone Bone breathes a sigh of relief.

Smilie takes out his cigar and shouts, “Hey! Ya hear **that**, Phoney? Th’ coast is **clear!**” Frowning in the heat, Smilie quietly says to Phone, “Look at him! We got chased outta Boneville over two weeks ago, an’ he’s still mopin’ around!”

Sighing a smiling once again, Smilie states, “...Oh, well... I guess you can whine all you want. When yer th’ richest guy in th’ whole town.”

There is a loud shout of “AAAH” from Phoney after this comment. “Oops! Silly me. **Ex**-richest!” Smilie grins at his mistake.

- i. Do you see how we had to put in the actions?
- ii. Do you see how the quotation marks are like the outlines of the speech bubbles? They still contain the same information with punctuation and everything!
- iii. Do you remember that we have to make a new paragraph?

- iv. Now don't forget, the book's lettering is in all capitals! Do not let that fool you! Remember your capitalization rules you should have learned when you first learned to write in First Grade!

IV. Group Activity (25 to 30 mins – depending on need)

- A. Explain to the students that they will be split up into seven prearranged groups, and they will be doing their own page just like you did the first page. The pages will eventually be put together into one document and students can read them after the lesson is over.
  - i. Hand each of the groups one of the other pages in the book (pages 2 through 7)
  - ii. Go through the Rubric after you have handed each student a copy. Make sure they understand what is required of them during the assignment.
  - iii. Have one person be the recorder in the group
    - a. Make sure that the recorder is not the *only* person doing the work
  - iv. Walk around at this time to make sure the students are staying on task and understand the main concept of how to transform the speech bubbles.
  - v. When they are finished, have them turn in their final copy, and they may read together with their group a book of their choice.

V. Evaluation

- A. Teacher evaluation – have the student write on an index card one good thing and one improvement for the lesson
- B. Student evaluation – complete the attached rubric for each student in addition to seeing if their writing skills have improved on these concepts in future writing lessons

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Graphic Novel Rubric

Name: \_\_\_\_\_

1. Is the text within the quotations marks the same as the speech bubbles?

0    1    2    3    4    5

2. Are the descriptions of the actions in the frames clearly described in the rewritten story?

0    1    2    3    4    5

3. Did you put as much time and effort as you could into the creation of this story, and try to work as a team?

0    1    2    3    4    5

4. Do you have correct paragraph formations?

0    1    2    3    4    5

5. Is your capitalization and other punctuation marks (besides quotation marks) accurate?

0    1    2    3    4    5

#### Extensions

Once you are completed with this task, you may choose to revisit it in the future with another graphic novel. Additionally, if the students are still confused about quotation mark usage, refer to Write On Track. It is a textbook that thoroughly describes the usage of quotation marks in addition to other grammatical marks.

Briefly respond to each of the Instructional Design areas. Some of these design elements are in the lesson plan, but should be slightly elaborated on in this part. Review the accompanying document “Instructional Design” for more detail. The linked website will take you to even more detail about each area, if you have more questions.

Analyze Learners

State Objectives (Activity Objectives)

Select Methods, Media and Materials (Getting Ready)

Utilize Media and Materials (Activities/ Teacher & Students)

Require Learner Participation (Activities/ Students)

Evaluate and Revise