

Graphic Novels

PM Level 28

Ruby

Text Types Information Report, Interview

Running Words 2465



Preparing for Guided Reading

Prior Knowledge

- Discuss different text types and ask students to describe their favourites. Invite students to share any graphic novels that they are familiar with and what they already know about them.

Orientation to the Text

- From historical connections to cave drawings in ancient times, graphic novels have developed into a popular and respected genre of literature. Learn about the features of graphic novels and the process an author/illustrator goes through to create one.

Building the Balanced Reader

Grammatical Conventions

- Note the use of punctuation in the graphic novel examples throughout the book, particularly in the form of emanata. Discuss how this contributes to both the appearance and the messages within each excerpt.

Vocabulary

Key Vocabulary

action, author, caption, categories, character, combination, comic, compile, designed, dialogue, editor, emanata, entertainment, frames, freelance, genres, graphic, gutters, illustration, illustrator, individual, literature, manga, narrative, novel, panel, personal, portray, quest, science fiction, sequence, series, superhero

Spelling

- Look at the words *combination* and *compile* with students and invite them to suggest what the prefix 'com' means and how this relates to both words. Make a list of other words that students know that begin with 'com' where the prefix has the same meaning.

Visual Literacy

- Read page 4 with students. Ask, *What information does this provide about visual literacy? How could it apply to other types of books?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What information does the front cover give you? What questions do you have after looking at the cover?*

- Read the chapter 'What Are Graphic Novels?' with students. Ask, *What is this section of an information report called? How does the general statement support the reader to know what else might be in the text?*
- Continue to page 7 and introduce the skill of scanning to students. Ask, *What might you scan for if you want to find where manga comes from?*
- Instruct students to scan the upcoming pages to find when graphic novels started to become popular. Ask, *How might you locate the information without reading every word on the page? What could you scan for?*
- Stop on page 18 and discuss the description section of the information report. Ask, *What characteristics did the author choose to describe? How is the information organised?*
- Read page 19 together. Ask, *What is this section of an information report called? How does the author feel about graphic novels? What tells you this?*
- Read to the end of the book. Ask, *What tools in the text can help you locate information quickly? Revise how the contents and index can be used to narrow down where to scan for particular information.*

Comprehension

- How are graphic novels different from comic books? (*Literal*)
- Do you think James Hart was a good student at school? Why or why not? (*Inferential*)
- What qualities does it take to be a good graphic novelist and illustrator? (*Applied Knowledge*)

Follow-up Activities

- Provide some graphic novels for students to read and look for the key features mentioned in the book, such as captions, emanata and gutters. Put students into small groups to compare the different ways that these features appear in each book.
- Ask students to design a character for a graphic novel and write a short biography, including where they are from, what is interesting about them and the kinds of adventures they might get up to. Pair students up and have them talk about what might happen if both their characters met.

Learning Intentions

- We are learning to recognise and analyse the structure of an information report.
- We are learning to scan for information.

• _____

Success Criteria

- I can find and describe the title, general statement, description and evaluation in the text.
- I can evaluate the effectiveness of each section of the information report.
- I can look for specific words and phrases to quickly find answers and information in the book.

• _____

Guided Reading Notes

| Student's name | Reading focus | Observations/notes | For follow-up |
|----------------|---------------|--------------------|---------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |