

BENNY AND PENNY in JUST PRETEND ACTIVITY SHEET

TEXT FEATURES

Name: _____

Date: _____

Directions: Comics use different **text features** to tell a story. After you learn about speech balloons, thought balloons, captions, and sound effects, see if you can find examples in the pictures below from *Benny and Penny*!

SPEECH BALLOON	You can tell a character is speaking by the way their words are shown in a speech balloon. The tail of the balloon points to his or her mouth.
THOUGHT BALLOON	A character's thoughts are shown in a different kind of balloon. Notice how instead of a tail, there is a trail of little bubbles.
CAPTION	A caption describes something that is happening in the story.
SOUND EFFECT	A sound effect is a word to describe a noise.

Beneath each picture from *Benny and Penny*, write all the **text features** you see!



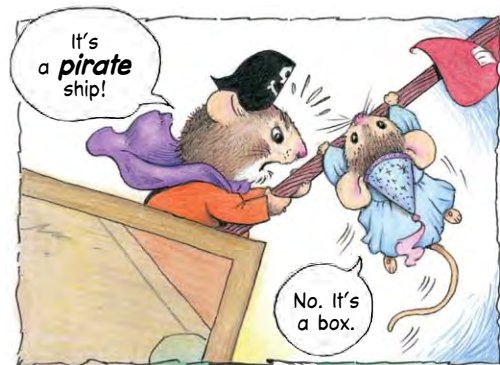
1. _____



2. _____



3. _____



4. _____

Benny and Penny in Just Pretend

by Geoffrey Hayes

Hardcover ISBN: 978-0-9799238-0-7

Paperback ISBN: 978-1-935179-26-9

Guided Reading Level = G

Lexile Level = GN 90



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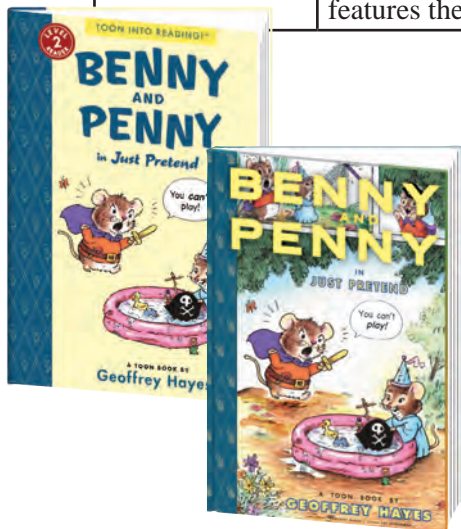
Lesson Plan for *Benny and Penny in Just Pretend*

by Geoffrey Hayes

Submitted by Pattie Phillips
Reading Specialist
Phelps Luck Elementary School

Overview	Students will learn to identify text features used in comics.
Subject	English Language Arts
Grade Level	1-2
Suggested Time	45 minutes
Objectives	Students will be able to identify the parts of a comic as text features and create a comic strip using text features.
Materials	Benny and Penny in Just Pretend by Geoffrey Hayes Paper for each student in your class Drawing materials Copy of Text Feature worksheet Copy of pages 15 and 30 from Benny and Penny in Just Pretend
Lesson	Use the Text Feature worksheet to explain each part of a comic to the students. After reading Benny and Penny in Just Pretend with your class, take a second look at the book to point out and identify the text features you have introduced. Have students complete the worksheet by finding text features in images from the book. Copy pages 15 and 30 from Benny and Penny in Just Pretend and have students work with a partner to identify the text features they see on the pages. Have students share with the class. As a follow-up activity, have students create a comic strip using some of the text features they have learned.

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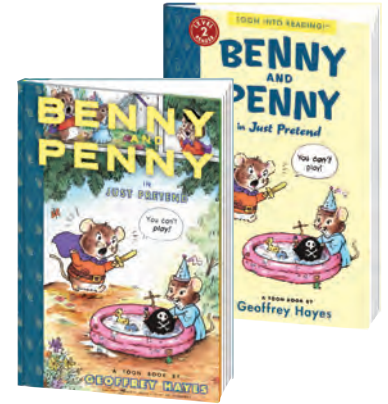
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by Julia Phillips,

TOON Books' Deputy Editor



ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS	
<p>How are Benny and Penny related? Have students look at pages 12-13, and see if they can guess. If they're still having trouble, lead them to the middle panel of page 17.</p> <p>Does Benny want to play with Penny? How can you tell (8-9, 13-15)? Why does he call her a "cry-baby" on page 9?</p>	<p>RL.1.1, RL.2.1</p>
<p>Ask students to retell the story, focusing on moments when one of the characters was upset. Look at page 17 -- after you read the second panel, predict what will happen in the third</p>	<p>RL.1.2, RL.2.2</p>
<p>Ask students to describe the activities that Benny and Penny like and dislike.</p> <p>Ask students to look at pages 27 and 28, where B&P see the dragonfly. What reactions did students expect before reading? How did they actually react? Look at pages 16 and 23 to help draw conclusions.</p>	<p>RL.1.3, RL.2.3</p>

INTEGRATION OF KNOWLEDGE AND IDEAS	
<p>Have students re-read the "hide and seek" sequence. Describe different details of the setting. In the same sequence, what happens over these pages, and how do Benny's feelings toward his sister change?</p>	<p>RL.1.7, RL.2.7</p>
<p>Have students tell the story first from Benny's point of view and then from Penny's point of view.</p> <p>Have students read the story of 'Hansel and Gretel.' What similarities can students find between the two stories? Do they know other stories about siblings?</p>	<p>RL.1.9, RL.2.9</p>

CRAFT AND STRUCTURE	
<p>Have the students look at the red text on pages 15, 17 and 28. Ask them what they notice is different about it. Why do they think this text is colored red?</p> <p>Call students' attention to the repeated phrase "Yo! Ho! Ho!" on pages 6, 19, and 30. Why do Benny and Penny say this phrase?</p>	<p>RL.1.4, RL.2.4</p>
<p>How are the animals in this story different from the ones that students might find in a book that gives information?</p> <p>Have students describe the game Benny is playing, and how it changes from the beginning of the story to the end.</p>	<p>RL.1.5, RL.2.5</p>
<p>Show students the speech balloons and thought balloons. What's the difference?</p> <p>Have students read aloud in groups of three, with students reading different characters.</p>	<p>RL.1.6, RL.2.6</p>

SPEAKING AND LISTENING / WRITING	
<p>Ask students to recount their favorite part of the story. Ask them questions about the details of the story, and let other students ask questions as well.</p>	<p>SL.1.2, SL.1.3, SL.1.4, SL.1.6 SL.2.1, SL.2.3, SL.2.4, SL.2.6</p>
<p>Have students write a description of an imaginary game, including the rules, what kind of equipment is used, what the objective of the game is, how long it goes on, etc.</p> <p>Have students exchange their ideas and comment on each others work. Allow them the opportunity to revise their work afterwards.</p>	<p>W.1.2, W.2.2, W.1.5, W.2.5</p>
<p>Ask students to draw pictures with information about their trip. Who was there? Were there any animals? Ask them to point to and describe identifying details.</p>	<p>SL.K.5, SL.1.5 W.K.2, W.K.3 W.1.7, W.1.8</p>