

# GRAPHIC NOVELS

RESOURCES FOR INSTRUCTION  
IN THE INTERMEDIATE  
CLASSROOM

*Created by:*

THE CURRICULUM CORNER

# Noticings

- LOOKS LIKE A COMIC BOOK
- PICTURES ON EVERY PAGE
- OFTEN HAS MANY PICTURES ON A PAGE
  - WORD BUBBLES
  - LESS TELLING US WHAT A PERSON IS THINKING, MORE SHOWING US WHAT A PERSON IS DOING
- FONTS ARE DIFFERENT THAN IN CHAPTER BOOKS, MIGHT BE ALL CAPITALS OR LOOK LIKE HANDWRITING
- FACIAL EXPRESSIONS TELL US WHAT THE CHARACTERS ARE THINKING

# Noticings

WHAT I NOTICE ABOUT GRAPHIC NOVELS...


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

## GRAPHIC NOVEL OR CHAPTER BOOK?

Sort your stack of books. Record five books that are graphic novels and five that are traditional chapter books.

GRAPHIC NOVELS	CHAPTER BOOKS

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

# BOOK SORT EVIDENCE

One of the graphic novels is...

Title: \_\_\_\_\_

Author: \_\_\_\_\_

I know this book is a graphic novel because:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

One of the nonfiction books is...

Title: \_\_\_\_\_

Author: \_\_\_\_\_

I know this book is a chapter book because:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Date Due: \_\_\_\_\_

# STORY MAP

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Main Character or Characters

Setting

Time

Problem

Important Events

Solution



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

Date Due:  
\_\_\_\_\_

# SETTING

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Show two pictures  
of the setting

Two large dashed-line rectangular boxes are provided for drawing. The top box is positioned above the bottom box, and they are separated by a horizontal dashed line.

List details from the text that  
helped you visualize the setting

A large dashed-line rectangular box contains six solid black circular bullet points arranged vertically, intended for listing details from the text.



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

Date Due: \_\_\_\_\_

# CHARACTERS

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Show two of the  
characters

Share details from the reading and  
pictures about each character

[Empty dashed box for drawing two characters]

- 
- 
- 

[Empty dashed box for drawing two characters]

- 
- 
-

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

Date Due: \_\_\_\_\_

# LOOKING INTO THE CHARACTERS

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Draw an outline of your character's body. Surround the character with words that describe the character on the outside. Fill the character that describe the character on the inside.

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

Date Due: \_\_\_\_\_

# THE MAIN CHARACTER

Title: \_\_\_\_\_

Author: \_\_\_\_\_

The main character is:

\_\_\_\_\_

Share two character traits the character displays. Provide an event from the text that helped you determine the trait.

Character Trait 1:

\_\_\_\_\_

Show the main character:

\_\_\_\_\_

Text Evidence:

\_\_\_\_\_

Character Trait 2:

\_\_\_\_\_

Text Evidence:

\_\_\_\_\_

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

Date Due: \_\_\_\_\_

# PLOT

Title: \_\_\_\_\_

Author: \_\_\_\_\_

What is the problem?

Share details from the reading about the problem

- 
- 
-

What is the solution?

Share details from the reading about the solution

- 
- 
-

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

Date Due: \_\_\_\_\_

# THEME

Title: \_\_\_\_\_

Author: \_\_\_\_\_

What do you think the theme of the book is?

\_\_\_\_\_

Share details from the reading that helped you determine the theme.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Themes

- ACCEPTANCE
  - COURAGE
- PERSEVERANCE
- COOPERATION
- COMPASSION
- DETERMINATION
  - HONESTY
  - KINDNESS
  - LOYALTY
- OVERCOMING

THINK ABOUT IT:

WHAT DID THE CHARACTER OR  
CHARACTERS LEARN?

HOW DID THEY GROW OR CHANGE?

WHAT MESSAGE IS THE AUTHOR  
TRYING TO SHARE?

# Themes

- ACCEPTANCE
  - COURAGE
- PERSEVERANCE
- COOPERATION
- COMPASSION
- DETERMINATION
  - HONESTY
  - KINDNESS
  - LOYALTY
- OVERCOMING

THINK ABOUT IT:

WHAT DID THE CHARACTER OR  
CHARACTERS LEARN?

HOW DID THEY GROW OR CHANGE?

WHAT MESSAGE IS THE AUTHOR  
TRYING TO SHARE?

Chapter/ Pages Read:

Date Due: \_\_\_\_\_

New words or important words in the reading

Important characters I met

The most important events in this section are:

What I've noticed about the pictures / layout:

Questions or predictions I have:



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

## LOOKING INTO EMOTIONS

The facial expressions help us to understand what the characters are thinking or feeling. Choose two pictures in your book to examine. Share your thoughts.

page number:

What I see:

What I can tell about the character's feelings:

page number:

What I see:

What I can tell about the character's feelings:

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

## LOOKING INTO EMOTIONS

The facial expressions help us to understand what the characters are thinking or feeling. Choose five pictures in your book to examine. Share your thoughts.

PAGE NUMBER	WHAT I CAN TELL ABOUT THE CHARACTER'S FEELINGS OR EMOTIONS FROM THE FACIAL EXPRESSIONS

SHARE A CONNECTION YOU MADE WHILE READING. WHAT TYPE OF CONNECTION IS IT?

WHAT IS SOMETHING YOU DID NOT UNDERSTAND? TALK ABOUT IT WITH A PARTNER TO MAKE SENSE OF WHAT YOU READ.

WHAT DO YOU PREDICT WILL HAPPEN NEXT IN THE READING?

WHAT DO YOU THINK HAPPENED BEFORE THE STORY BEGAN?

SHARE A USE OF ONOMATOPOEIA YOU FOUND IN THE BOOK.

ARE THERE ANY FLASHBACKS? SHARE ONE AND TELL HOW IT HELPED YOU UNDERSTAND THE STORY.

SHARE WHAT YOU NOTICED ABOUT THE LETTERING OR FONTS THE AUTHOR CHOSE.

IS THERE ANY NARRATION? SHARE HOW THE AUTHOR CHOSE TO NARRATE THE STORY.

HOW DO THE BUBBLES AN AUTHOR USES FOR SPEECH AND THOUGHTS LOOK DIFFERENT?

WHAT DO YOU THINK WILL HAPPEN AFTER THE STORY ENDS

DOES THE AUTHOR DO ANYTHING UNIQUE THAT HELPS YOU UNDERSTAND WHAT IS HAPPENING?

SHARE A CHARACTER TRAIT THAT FITS THE MAIN CHARACTER. WHAT EVIDENCE CAN YOU FIND IN THE BOOK?

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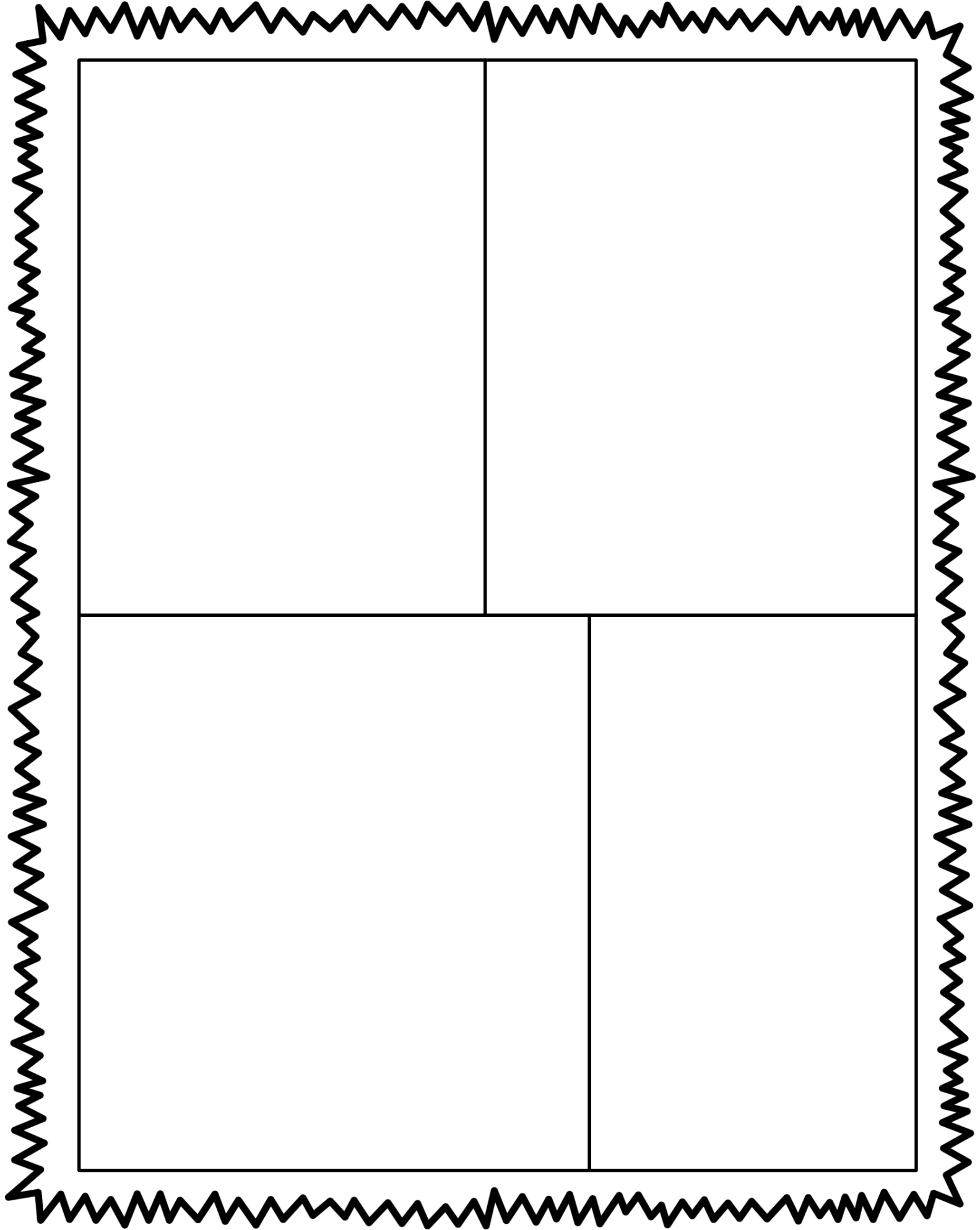
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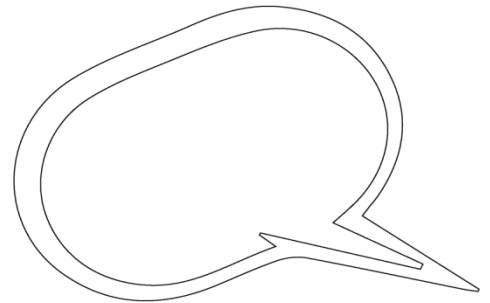
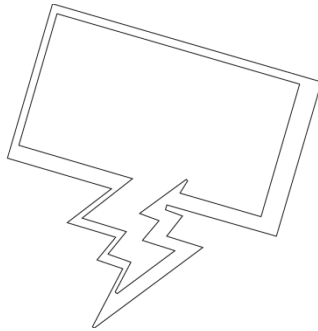
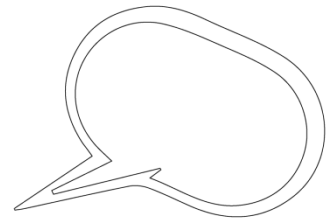
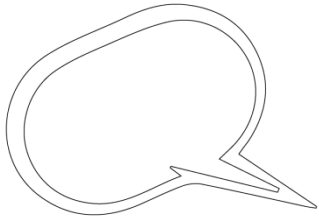
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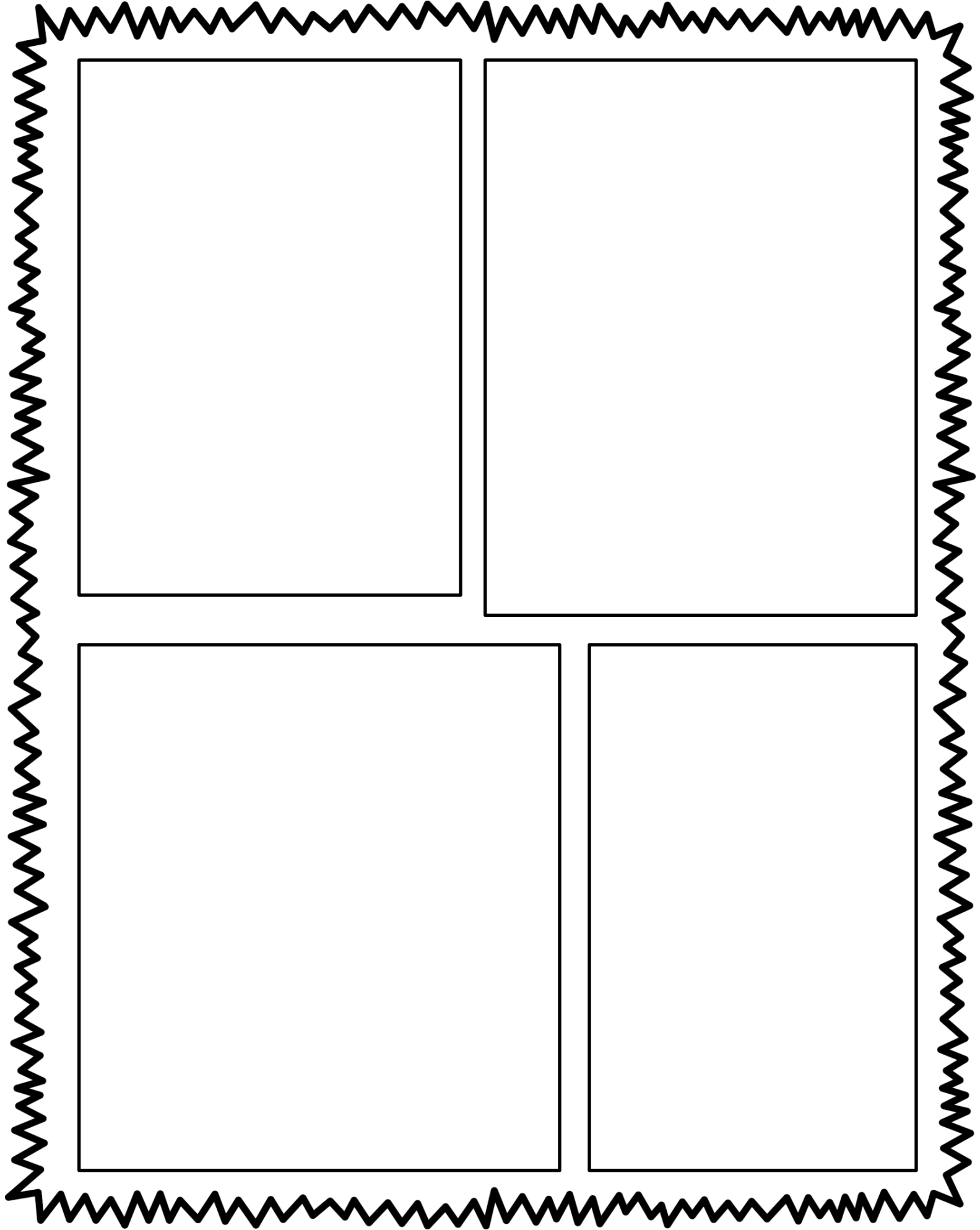
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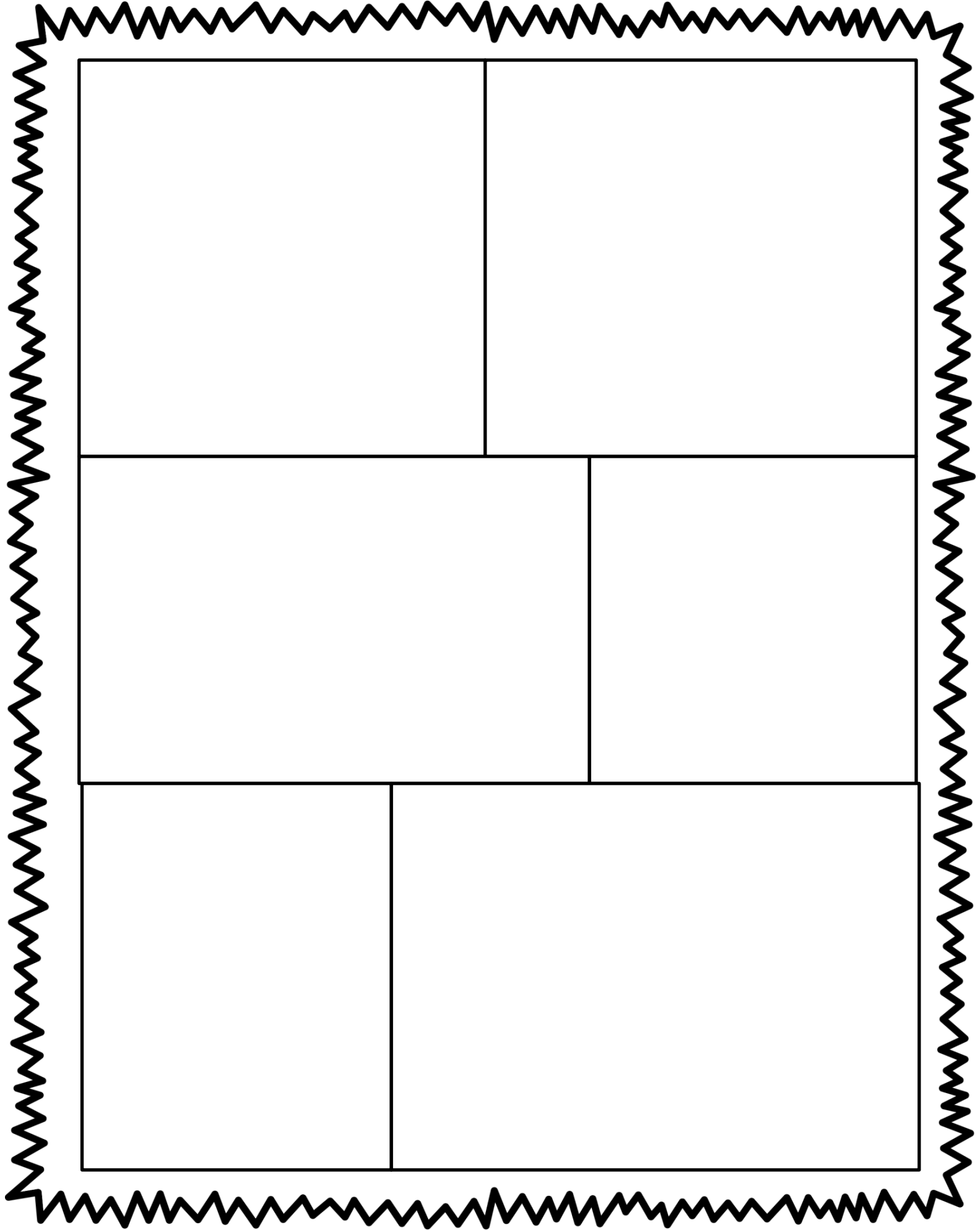
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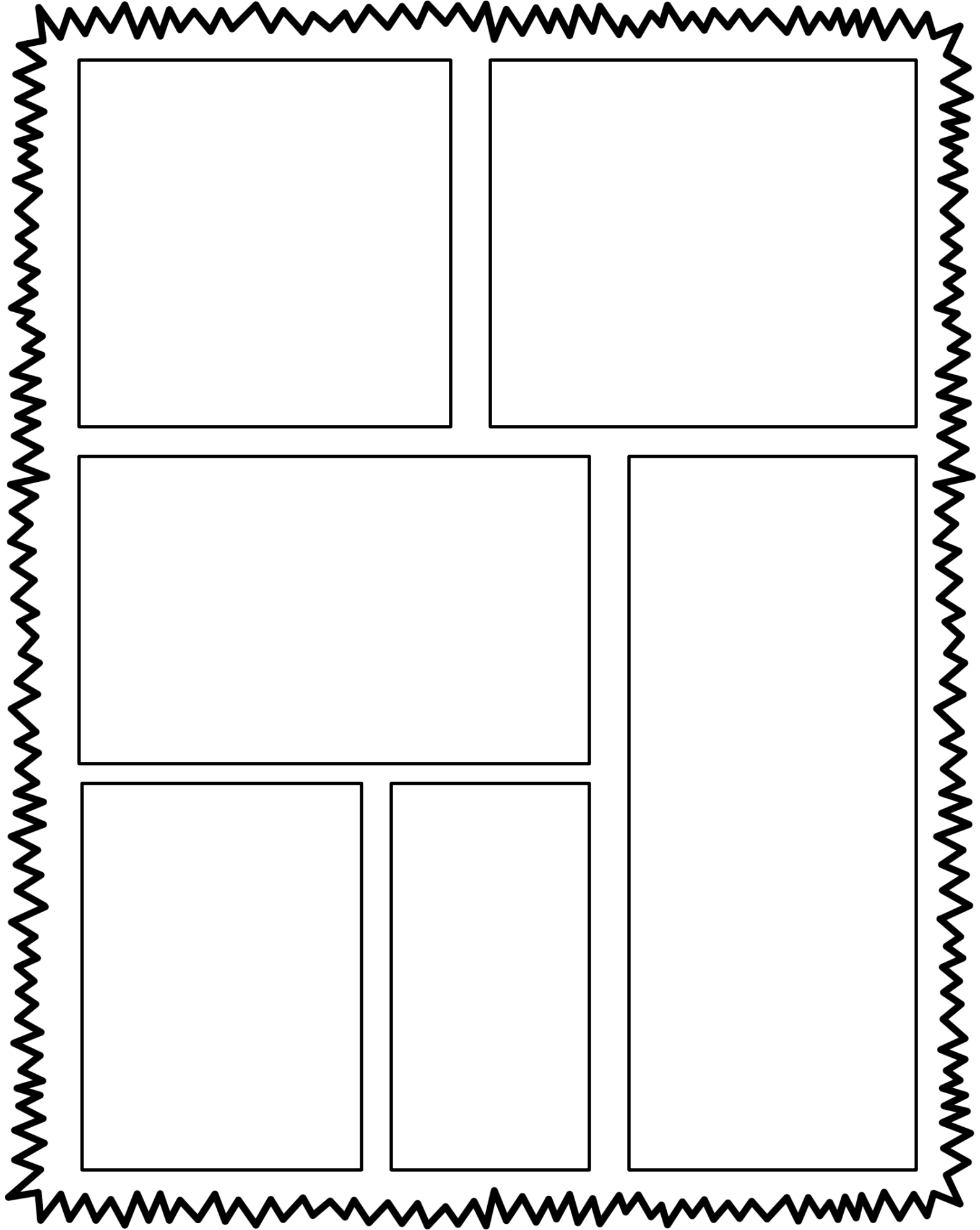


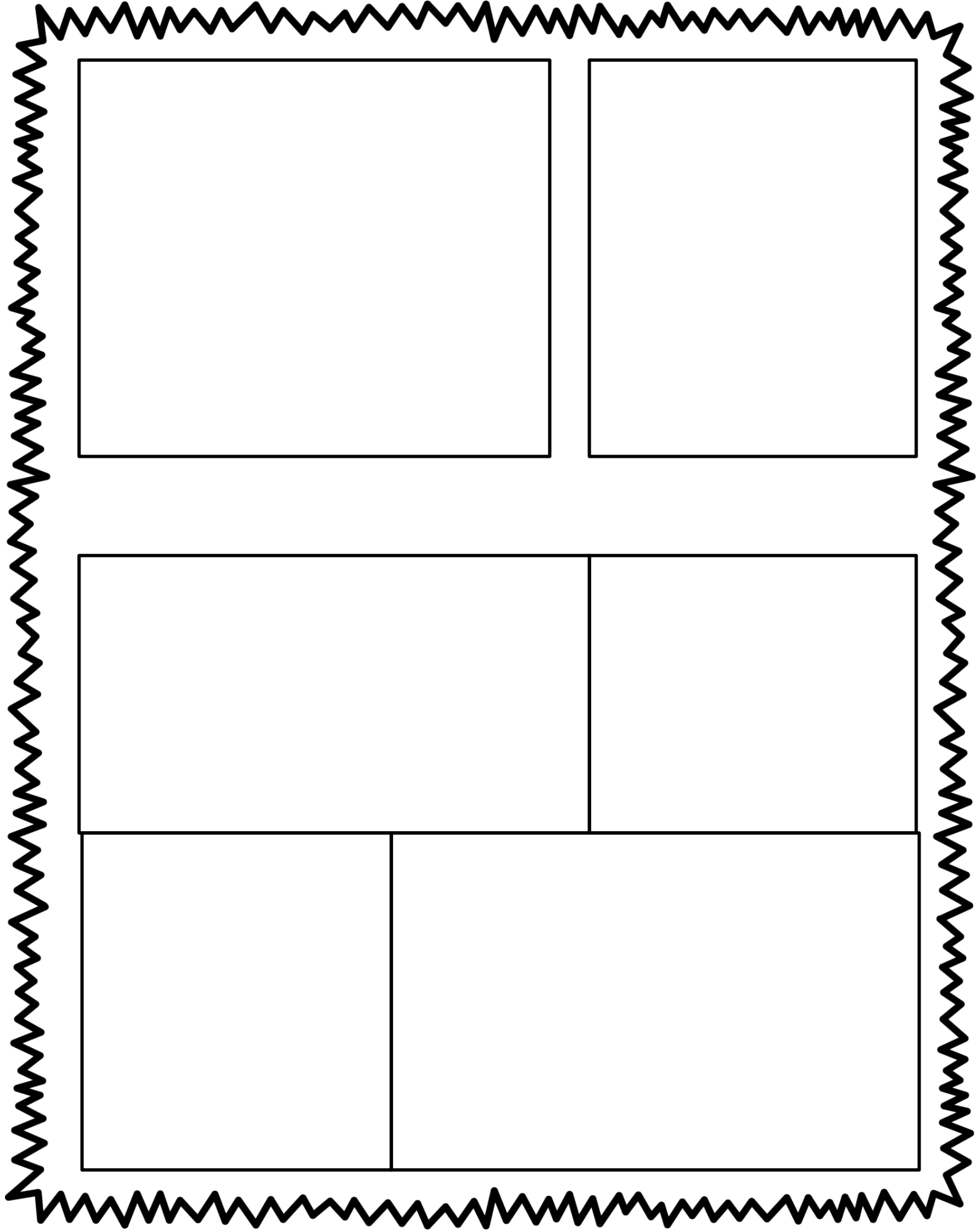


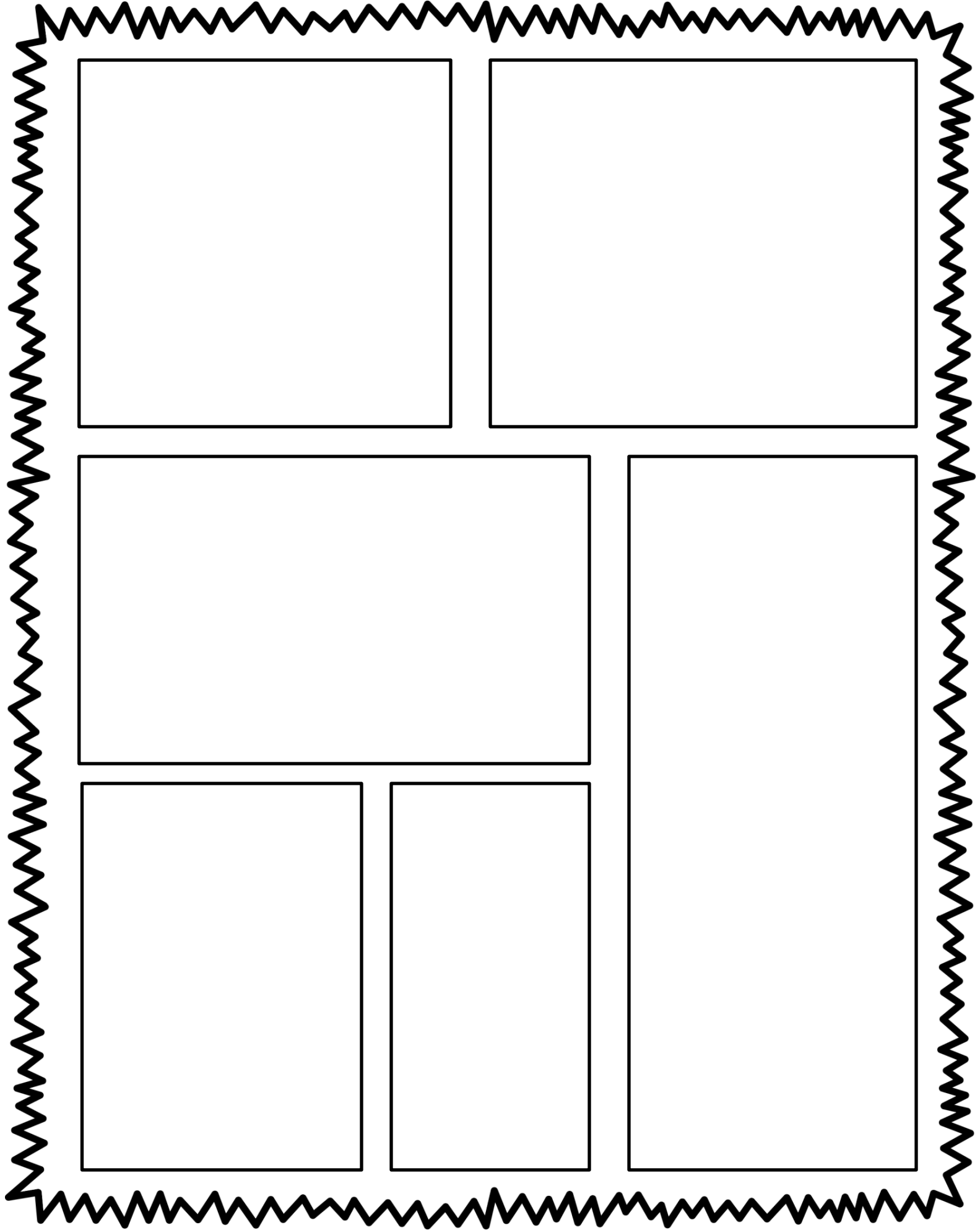














A worksheet with a decorative zigzag border and 15 horizontal lines for writing. The lines are evenly spaced and extend across most of the page width, leaving a small margin on the left and right sides.

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

Date Due: \_\_\_\_\_

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A rectangular writing area with a decorative zigzag border. It contains ten horizontal lines for writing, arranged in a single column.

A second rectangular writing area, identical to the first, with a decorative zigzag border and ten horizontal lines for writing.