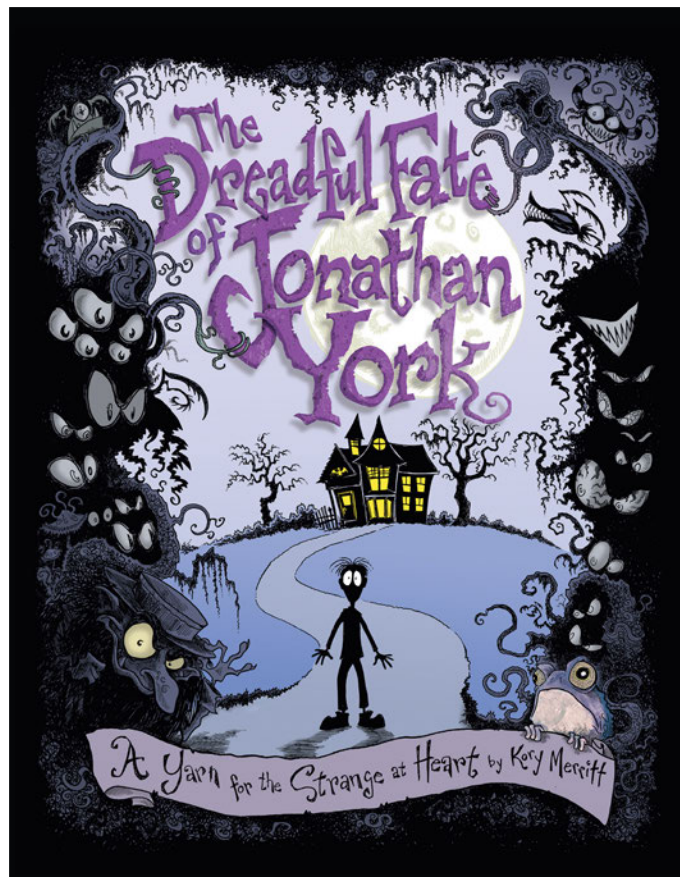




TEACHER'S GUIDE



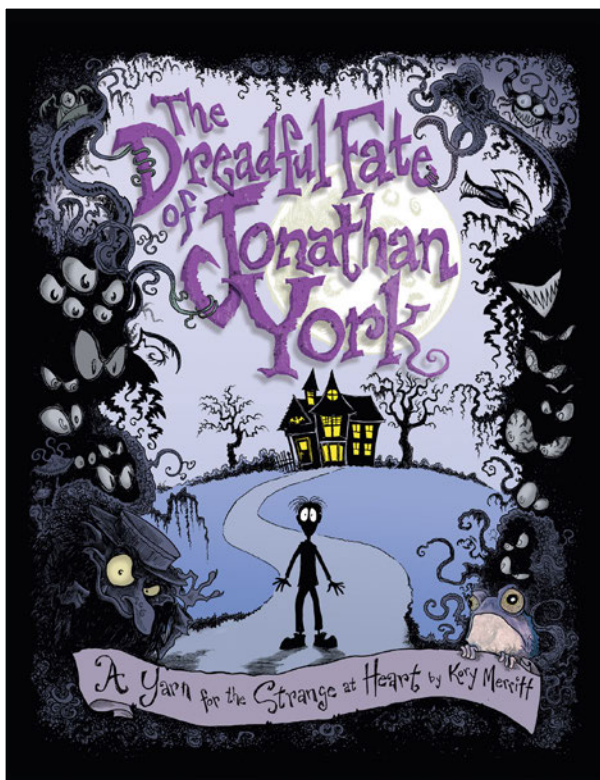
The Dreadful Fate of Jonathan York: A Yarn for the Strange at Heart

Curriculum Connections and Activity/Discussion Guide

The activities in this guide align with Next Generation English Language Arts Standards for grades 3–5.

By Tracy Edmunds, M.A. Ed.
Reading With Pictures





The Dreadful Fate of Jonathan York

Kory Merritt

AMP! Comics for Kids

Andrews McMeel Publishing

ISBN: 9781449471002

GRADE LEVEL: 3–5

CURRICULUM CONNECTIONS:

Language Arts—Reading and Writing

CONTENT STANDARDS:

Language Arts

Common Core State Standards: www.corestandards.org

OVERVIEW:

As students read *The Dreadful Fate of Jonathan York*, they will record unfamiliar or compelling vocabulary, share and discuss the interesting words they find, and utilize a graphic organizer to analyze their favorite words from the text. Then, students will write short narratives using rich and imaginative vocabulary to describe the comic sections of the book.

Grade 3

READING LITERATURE

- * Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [CCSS.ELA-Literacy.RL.3.4]
- * Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). [CCSS.ELA-Literacy.RL.3.7]
- * By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. [CCSS.ELA-Literacy.RL.3.10]

LANGUAGE

- * Choose words and phrases for effect.* [CCSS.ELA-Literacy.L.3.3.a]
- * Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. [CCSS.ELA-Literacy.L.3.4]
- * Use sentence-level context as a clue to the meaning of a word or phrase. [CCSS.ELA-Literacy.L.3.4.a]
- * Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [CCSS.ELA-Literacy.L.3.5]

- * Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). [CCSS.ELA-Literacy.L.3.5.a]
- * Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). [CCSS.ELA-Literacy.L.3.5.c]

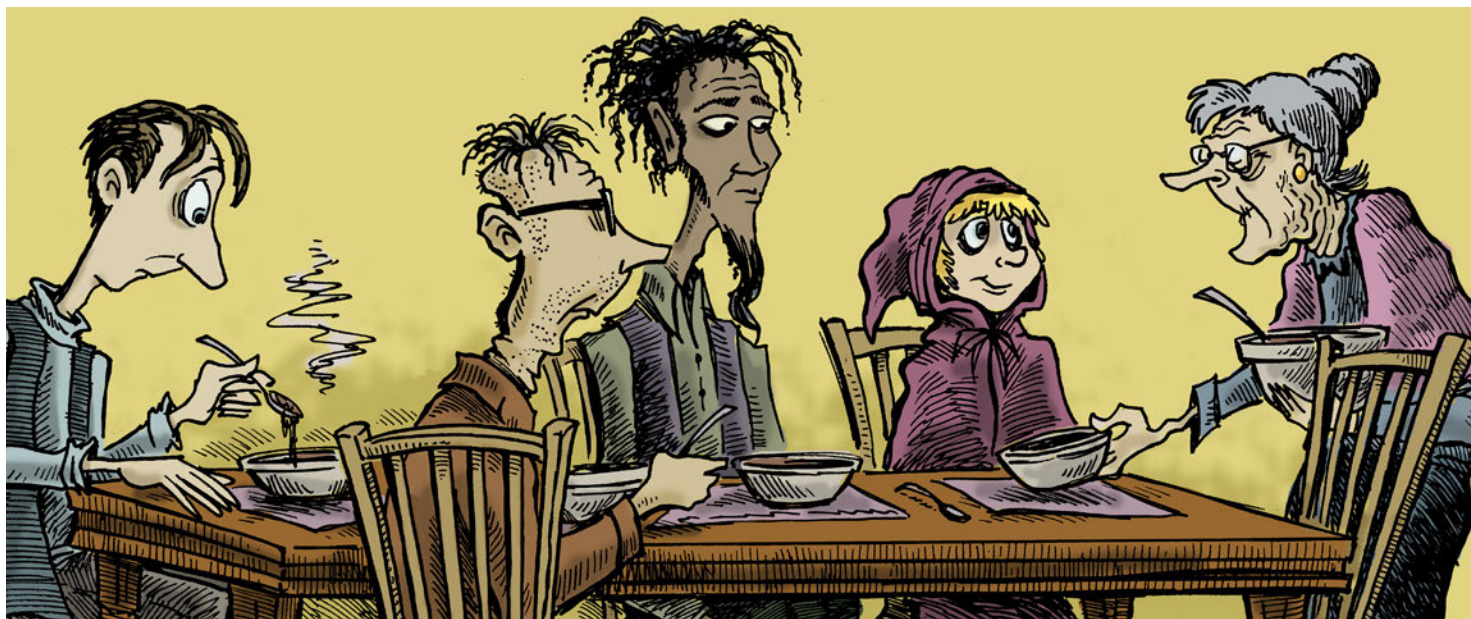
WRITING

- * With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. [CCSS.ELA-Literacy.W.3.4]

Grade 4

READING LITERATURE

- * Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*). [CCSS.ELA-Literacy.RL.4.4]
- * By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [CCSS.ELA-Literacy.RL.4.1]



WRITING

- * Choose words and phrases to convey ideas precisely.* [CCSS.ELA-Literacy.L.4.3.a]
- * Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. [CCSS.ELA-Literacy.L.4.4]
- * Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [CCSS.ELA-Literacy.L.4.4.a]
- * Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [CCSS.ELA-Literacy.L.4.5]
- * Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). [CCSS.ELA-Literacy.L.4.5.c]

WRITING

- * Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. [CCSS.ELA-Literacy.W.4.4]

Grade 5

READING LITERATURE

- * Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [CCSS.ELA-Literacy.RL.5.4]

- * Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). [CCSS.ELA-Literacy.RL.5.7]
- * By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. [CCSS.ELA-Literacy.RL.5.10]

LANGUAGE

- * Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. [CCSS.ELA-Literacy.L.5.4]
- * Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [CCSS.ELA-Literacy.L.5.4.a]
- * Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [CCSS.ELA-Literacy.L.5.5]
- * Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [CCSS.ELA-Literacy.L.5.5.c]

WRITING

- * Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. [CCSS.ELA-Literacy.W.5.4]

Procedure

OBJECTIVES

- * Students will read *The Dreadful Fate of Jonathan York* and record unfamiliar or compelling vocabulary, including imaginative words.
- * Students will share and discuss the interesting words they found with small groups and with the class.
- * Students will use the *My Favorite Words* graphic organizer to determine the meanings of chosen words in the context of the book and record their reactions to and feelings about the words.
- * Students will write short narratives using rich and imaginative vocabulary to describe the comic sections of the book.

TIME FRAME

- * 3-5 class periods

MATERIALS

- * Copies of *The Dreadful Fate of Jonathan York*
- * *Words That Grab You* worksheet
- * *My Mystastical Words* graphic organizer
- * *Jonathan York's Fantabulous Words* mini poster (optional)
- * Pencils



BEFORE READING

1. Introduce students to *The Dreadful Fate of Jonathan York*. Ask them to describe the cover and make predictions about what they think the book will be like.
2. Take students on a quick book walk through a few pages without reading the text. Ask them what feelings they experience while looking at the illustrations.
3. Read the first page of the book aloud using as much creative expression as you can muster. Have students point out unfamiliar or interesting words and talk about what the words might mean and why author Kory Merritt may have chosen to use them.
4. Explain that in addition to words they may be unfamiliar with (e.g., *sidled*, *accursed*, *podunk*), Merritt often uses made-up words like *Squeeveleegs* (page 14) and *mystastical* (page 23). Since they can't look up the meanings of these words in a dictionary, students will have to use the contexts in which the words are used, and their imaginations, to create meanings.

5. Tell students that as they read *The Dreadful Fate of Jonathan York*, they should record any unfamiliar or compelling words that “grab” them. These can be real words or imaginative words. Give each student a copy of the *Words That Grab You* worksheet on which to write the words he or she finds.

DURING READING

6. Have students read pages 1–56, in which Jonathan York finds his companions, they travel together to the inn, and each stranger shares a story. In this section, students will read three types of text: prose, poetry, and wordless sequential images (comics). Direct students to record remarkable and tantalizing words on their *Words That Grab You* worksheets as they go. (If a student runs out of room in the chart, he or she can make additional notes on the back of his or her paper.)

LO! HARK! LISTEN!
...and BEWARE!



AFTER READING

7. Discuss the story:
 - * Describe the characters in the story. What do they look like? How do they speak, move, and act? What kind of people do you think they are?
 - * Discuss the illustrations. How do they make you feel? What do you like about them? Describe the lines, shapes, and colors, as well as the effects they have on you as a reader.
 - * Discuss your feelings about the story (you may find it scary or unsettling). How do you think the author intended for readers to feel? Why?
8. Divide students into small groups have them share the interesting words they recorded on their *Words That Grab You* worksheets. Encourage students to say the words aloud to experience how they feel and to discuss their thoughts about and reactions to each word.
9. Ask each group to select their five favorite words and share them with the class. Record the words on chart paper or on a bulletin board. You can also display the *Jonathan York's Fantabulous Words* mini poster and discuss any words that students have not mentioned.
10. Direct each student to choose his or her two favorite words from the book. Distribute copies of the *My Mystastical Words* graphic organizer to students, and give them time to write about their favorite words. Encourage creative answers!
11. Have students share their favorite words and their creative responses to the *My Mystastical Words* graphic organizer with the class or in small groups.
12. With students, analyze a wordless comic section from the book (pages 25–28, or 44–50). Talk about the plot of the story—what happens?

Have students brainstorm some creative words to describe what happens in the story as well as words to describe the illustrations. For example, on page 44, aliens abduct the man. What color is the light beam? It could be “glowing,” “gaseous green,” or “shocking chartreuse.” How would you describe the spaceship? How about a “menacing mechanical contraption with threatening tentacles and nefarious intent”? What would you call the aliens? Maybe “Bleeglegurks” or “Tentacular Wigglesnarks”? Encourage students to get creative with language.
13. Have each student choose one of the wordless comic sections in the book and write a short narrative about what happens in the tale. Depending on the level of your students and time available, you can have the class write narratives for an entire section or for just a page or two. Tell students to use creative, exciting words in their narratives—both real words and words they make up themselves. For more advanced students, challenge them to write their narratives as poems, using the poems in the book as models.
14. Have students polish their writing through the revising, editing, and publishing processes you have established in your classroom. If you will be using the Imaginative Vocabulary Narrative Rubric (below) for assessment, share it with students so they know what is expected of them.
15. Have students read their completed narratives aloud while the rest of the class looks at the pages being described. Ask the audience to identify words that grab their attention and to describe how the words make them feel.



ASSESSMENT

Assess students' narratives using the rubric below. Be sure to share the rubric with students at the beginning of the assignment so they will understand what is expected.

IMAGINATIVE VOCABULARY NARRATIVE RUBRIC:

	4	3	2	1
LANGUAGE	Uses rich and imaginative language throughout the writing.	Uses rich and imaginative language.	Uses some imaginative language.	Uses little to no imaginative language.
NARRATIVE	The narrative follows the plot of the comic and adds rich detail.	The narrative follows the plot of the comic.	The narrative somewhat follows the plot of the comic.	The narrative has no plot, or it does not follow the plot of the comic.
CONVENTIONS	All spelling, punctuation, and grammar are used correctly.	Most spelling, punctuation, and grammar are used correctly.	Some spelling, punctuation, and grammar are used correctly.	Many errors in spelling, punctuation, and grammar.

DIFFERENTIATION AND EXTENDED LEARNING ACTIVITIES

READERS' THEATRE

Have students stage dramatic readings of sections of *The Dreadful Fate of Jonathan York*. Encourage them to create costumes and props, and to use their voices, faces, and bodies to portray the emotions of the story.

HORROR GENRE

Lead students in a study of the horror fiction genre, reading books such as the Desmond Pucket series by Mark Tatulli, *Coraline* by Neil Gaiman, and the *Goosebumps* series by R. L. Stine. Have students evaluate *The Dreadful Fate of Jonathan York* as a horror tale. How do the setting, characters, plot, and illustrations create a feeling of dread or darkness? How horrifying do students find *The Dreadful Fate of Jonathan York*? Why?

COMPARE AND CONTRAST

Read some Dr. Seuss stories aloud to the class. Have students compare and contrast both the writing styles and art styles of Dr. Seuss and Kory Merritt. You can also read "Jabberwocky" by Lewis Carroll and have students compare and contrast it to the poetry sections of *The Dreadful Fate of Jonathan York*.

NAME(S) _____

DATE _____

WORDS THAT GRAB YOU

Directions: As you read *The Dreadful Fate of Jonathan York*, write down any words that you don't know or that grab your attention because they are cool, crazy, or compelling.

Unfamiliar Words	Words That Grab Me

NAME(S) _____

DATE _____

MY MYSTASTICAL WORDS

Choose your two favorite words from *The Dreadful Fate of Jonathan York*. Try to choose words that really grabbed your attention, puzzled you, or affected your feelings. Fill in each box below. Be creative with your answers!

Word:	Sentence from the book using the word:
Related words (synonyms, antonyms, etc.):	What I think it means from context:
	My own sentence using the word:
How the word makes me feel:	Drawing of what the word means to me:
What the word makes me think of:	

Word:	Sentence from the book using the word:
Related words (synonyms, antonyms, etc.):	What I think it means from context:
	My own sentence using the word:
How the word makes me feel:	Drawing of what the word means to me:
What the word makes me think of:	



Jonathan YORK's

Fantabulous Words

Nouns

brambles	goop
brine	katydid
cavalcade	lichen
cephalopod	nebula
cuttlefish	nightjar
denizen	scoundrels

Verbs

burble	plodded
fizzled	prickled
flailing	promenade
glimmer	recede
gnashing	sidled
lurking	tantalize

Nonsensical Words

accustlimated	Kaloo Kaluk	Shlutherglurk
balderpish	Lacerating Manti	Sineligo
crickity	Lackadiles	skitterish
Gigundopods	midgeweed	Slynderfell
Gluggerslogs	mystastical	Squeeveleegs
Glunklers	periwink	Triggloodytes
inconveen	scrunweed	zimmers

Adjectives & Adverbs

accursed	murky
desolate	podunk
gangly	rasping
guttural	sheepishly
inky	sinister
mousy	zany

