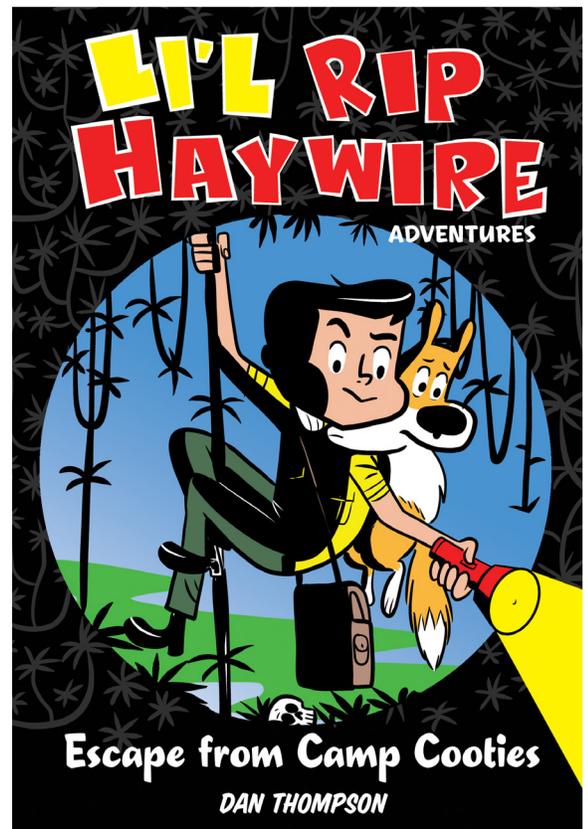




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TEACHER'S GUIDE



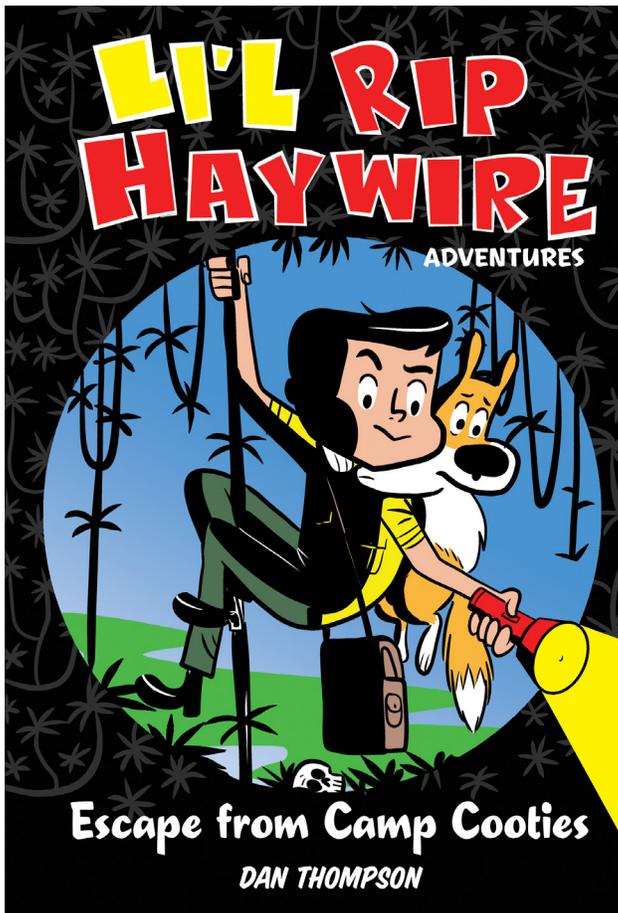
Li'l Rip Haywire Adventures: Escape from Camp Cooties

Curriculum Connections and Activity/Discussion Guide

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

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Reading With Pictures





Li'l Rip Haywire Adventures: Escape from Camp Cooties

Dan Thompson

AMP! Comics for Kids

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GRADE LEVEL: 3–5

CURRICULUM CONNECTIONS

Language Arts—Characters

CONTENT STANDARDS

Language Arts

Common Core State Standards: www.corestandards.org

OVERVIEW

Students will read *Li'l Rip Haywire Adventures: Escape from Camp Cooties* and analyze the main character, noting their impressions of him. Each student will then complete a graphic organizer in which he or she names a character trait and provides text evidence to support it. Finally, each student will analyze the main character's change in attitude over the course of the story and provide text evidence for his or her observations.

Grade 3

READING

- * Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [CCSS.ELA-Literacy.RL.3.1]
- * Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [CCSS.ELA-Literacy.RL.3.3]
- * 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]

Grade 4

READING

- * Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [CCSS.ELA-Literacy.RL.4.1]

- * Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). [CCSS.ELA-Literacy.RL.4.3]

Grade 5

READING

- * Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [CCSS.ELA-Literacy.RL.5.1]
- * 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]





Procedure

OBJECTIVES

- * Students will describe character traits of the main character in *Li'l Rip Haywire Adventures: Escape from Camp Cooties* and provide text evidence for their observations.
- * Students will analyze the main character's change in attitude over the course of the story and provide text evidence for their observations.

TIME FRAME

- * 3–5 class periods

MATERIALS

- * Copies of *Li'l Rip Haywire Adventures: Escape from Camp Cooties*
- * Chart paper, a whiteboard, or other writing display
- * A copy of the *Character Traits* graphic organizer for each student
- * A copy of the *Rip's Change of Attitude* graphic organizer for each student
- * Pencils

BEFORE READING

1. Take students on a quick book walk through *Li'l Rip Haywire Adventures: Escape from Camp Cooties* without reading the dialogue. Ask students what they think the book is about.
2. Tell students that their purpose for reading this book will be to study and analyze the main character, Rip Haywire. Ask students to describe their first impressions of Rip, and make predictions about the character based on visual cues.

DURING READING

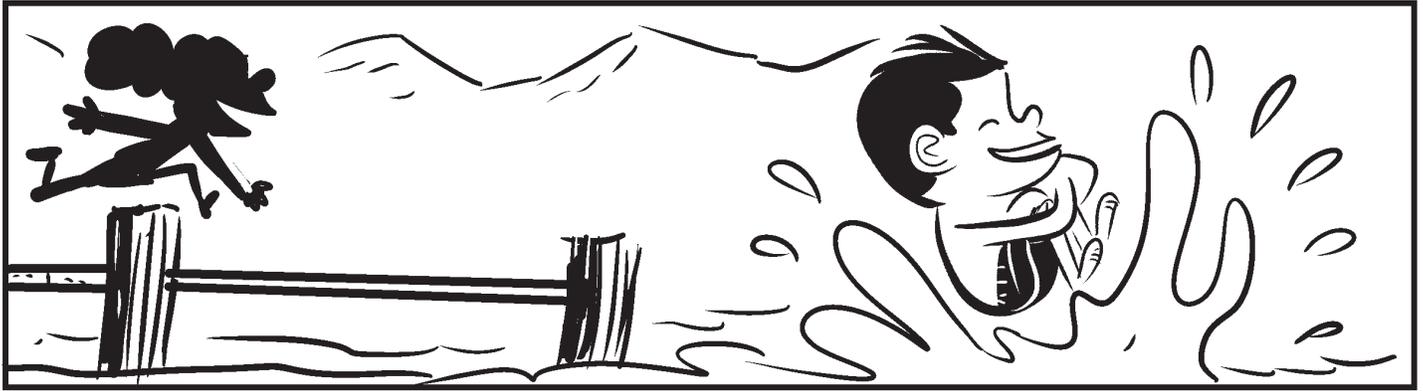
3. As students read, have them make notes about Rip's personality and actions in the story. They should jot down their impressions of him and any quotes or actions they think really exemplify his personality. You may want to have them record page numbers so they can refer back later.

AFTER READING

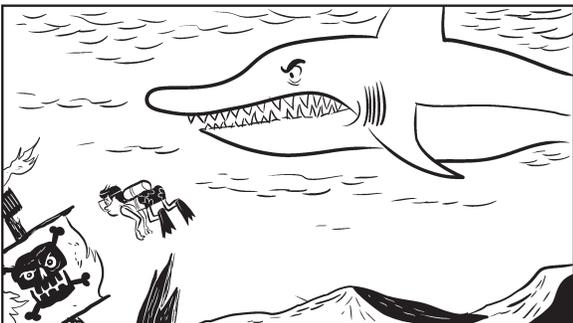
4. Draw On a whiteboard, chart paper, or other display, create a two-column chart. Title the first column, "Rip's Traits," and title the second column "Text Evidence." Have students share their impressions of Rip from their notes, and

as they mention some of Rip's character traits (*brave, foolish, stuck-up, funny*), write a few of them in the first column.

5. Choose one character trait from the list and discuss why it is descriptive of Rip's character. What did students see or read in the book that influenced their thinking? What is their text evidence? Explain that text evidence can be actions the character takes, things the character says, the character's physical appearance, or ways the character describes him or herself. Tell students that, in an illustrated novel, text evidence can be found in the running text, in the dialogue (speech bubbles), and in the pictures. For example:
 - * On page 5, Rip describes himself this way: "But I'm no ordinary kid; my name is Rip Haywire and I'm a soldier of fortune."
 - * In the illustration on page 14, Rip is imagining himself receiving a huge prize as he says, "I have so many people I'd like to thank . . . so I'll start with myself."
 - * On page 73, he says, "I'd have to pretend to be a normal kid."
What does this tell you about Rip? (*He is conceited; he thinks he is better than "normal" kids.*)



6. Divide students into small groups. Have each group choose one trait from the list (the same trait can be selected by more than one group). Ask students to find text evidence for their chosen traits from both the words and the pictures.
7. Have groups share their text evidence with the class. Record it on the chart.
8. Tell students that each of them will now select one of Rip's character traits and find text evidence to support it. Give each student a copy of the *Character Traits* graphic organizer. Review the directions with students and give them time to complete their graphic organizers individually.
9. Have students share their completed graphic organizers in small groups.
10. Have a class discussion about how Rip's attitude toward Pink Powder Puff Summer Camp changed during the course of the story. How did he feel about camp when he got there? How did he feel about it at the end? What made him change his attitude?



11. Give each student a copy of the *Rip's Change of Attitude* graphic organizer. Review the directions with students and give them time to complete the graphic organizer individually or in pairs. Remind students that their text evidence can come from the running text, the dialogue (speech balloons), and the illustrations.

12. Have students share their completed graphic organizers with the class. Discuss how each person or pair's ideas were similar to or different from one another. Was there more than one event that influenced Rip's feelings about camp? Do students feel that Rip's character traits changed as a result of his change in attitude?



ASSESSMENT

As exit slips, have each student answer the following questions.

- * What is a character trait?
- * What is text evidence?

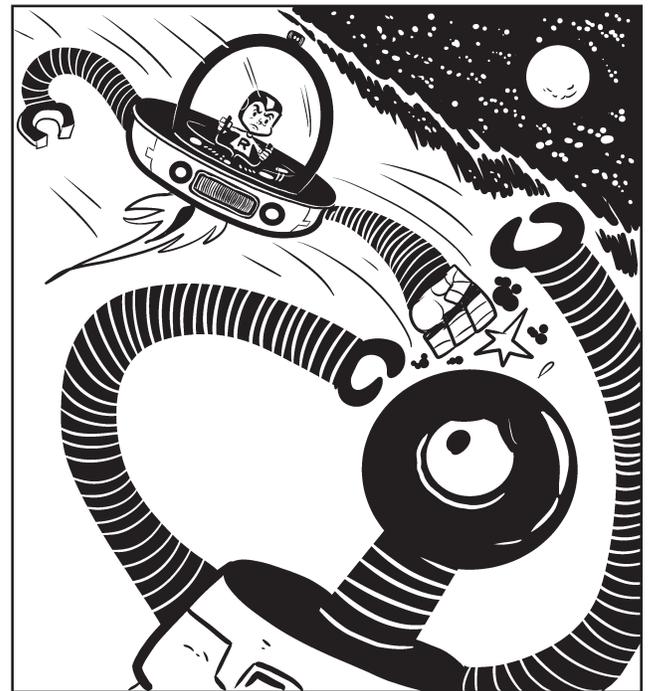
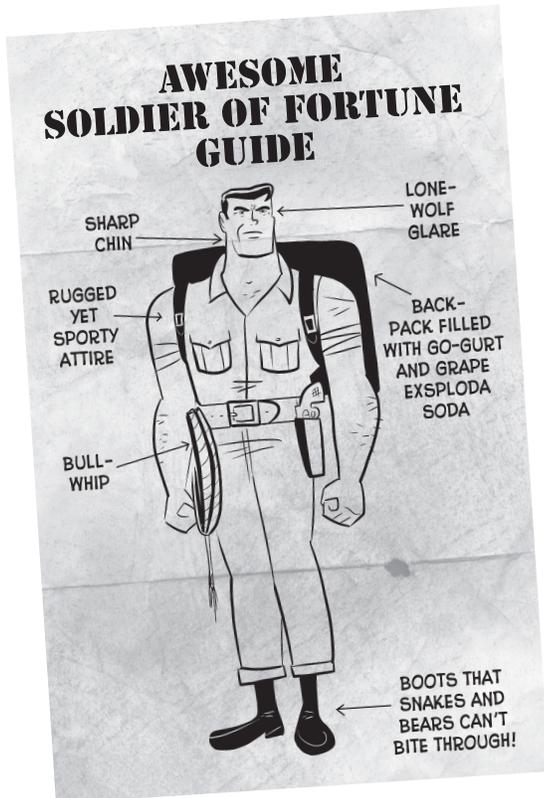
Have each student write a paragraph to answer this question: How are you and Rip Haywire similar to each other and how are you different? Assess students' writing using the formative or summative assessments that you usually use for writing.

Have students complete the *Character Traits* graphic organizer for another character from the book.

Differentiation and Extended Learning Activities

ILLUSTRATED CHARACTER GUIDE

Have students analyze the illustration of Rip's father on page 8. Then, challenge them to create their own "guides" for Rip or another character in the story by drawing the character and labeling his or her important features.

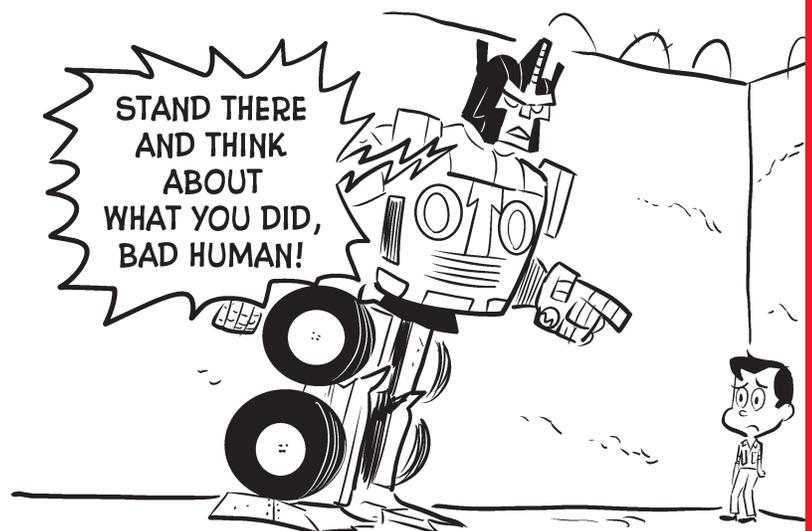


A NEW ADVENTURE

Have students review some of Rip's adventures in the book. Then, have each student write a new adventure starring Rip Haywire. They can choose exotic locations and put Rip and TNT in some kind of exciting danger, and then write about how they get out of it!

ADVENTURE GENRE STUDY

Li'l Rip Haywire Adventures: Escape from Camp Cooties is an adventure book, and each of Rip's tales riffs on the tropes of the adventure genre. Have students read some classic stories in the adventure genre such as *The Hobbit*, *Huckleberry Finn*, or *Treasure Island*. As a class, make a list of some of the common settings (jungle, pirate ship, desert), characters (brave explorers, villains, spies), and plot devices (dangerous situations, quests) used in the adventure genre.



NAME(S) _____

DATE _____

Name a character trait:

Actions that show the character trait:

CHARACTER TRAITS

Directions: Complete each box in the graphic organizer using text evidence to support your opinion.

Draw the character:

Words or phrases character uses to describe him or herself:

Quotes that show character traits:



NAME(S) _____ DATE _____

RIP'S CHANGE OF ATTITUDE

Directions: In the first box, describe Rip's initial attitude about Pink Powder Puff Summer Camp and write some quotes or describe some illustrations that show his attitude. In the center arrow, describe an event (or events) that causes Rip to change his mind about camp. In the last box, describe Rip's attitude about the camp near the end of the book and write some quotes or describe some illustrations that show his new attitude.

Rip's attitude when he found out he was at a camp for girls:

Text evidence:

Draw or describe the event that caused Rip's attitude to change:

Rip's attitude about Pink Powder Puff Summer Camp at the end of the book:

Text evidence: