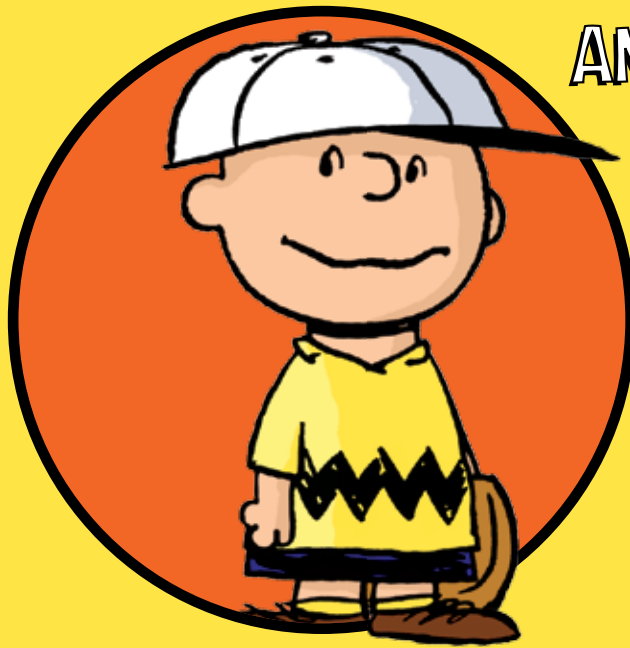


# CHARLIE BROWN

AND FRIENDS



**Andrews McMeel**  
PUBLISHING®

**KIDS**

## **TEACHER'S GUIDE**

**Curriculum Connections and Activity/Discussion Guide**

*The activities in this guide align with Common Core State Standards for English Language Arts for grades 3–5.*



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## **Charlie Brown and Friends: A Peanuts Collection**

**Charles Schulz**

AMP! Comics for Kids  
Andrews McMeel Publishing  
ISBN: 9781449449704

**GRADE LEVEL:** 3–7

### **Curriculum Connections**

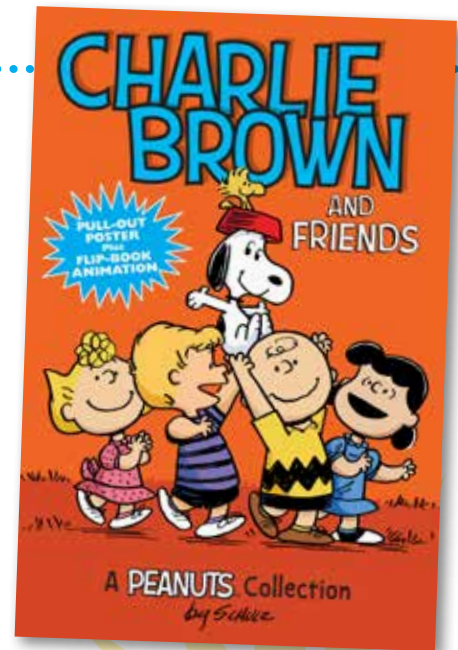
English Language Arts

### **Thematic Connections**

Friendship \* Humor \* Sports \* Competition \* Siblings \* Feelings \* School

### **Overview**

Charles Schulz's *Peanuts* is one of the most timeless and beloved comic strips ever. This collection showcases Charlie Brown and his relationships with his friends. The interactions of the *Peanuts* gang resonate with kids, whether it's the curious relationship between a bird, Woodstock, and a dog, Snoopy; the never-ending crush that Peppermint Patty has on Charlie Brown; or the infuriating inevitability of Lucy snatching the football away before Charlie Brown can kick it.



## **English Language Arts Lesson Plan: Collaborative Discussion, Group Activity, and Creative Writing**

### **Objective**

Students will read this comic book, participate in a class discussion, complete a group activity exploring characterization, and use the book as a springboard for individual creative writing exercises.

### **Prereading**

Hold up the book and ask students what they already know about Charlie Brown and his friends. Can they name the characters on the cover? Can they name other characters not shown on the cover? Do they have any ideas about some things that might happen in the story?

## Postreading Discussion Questions

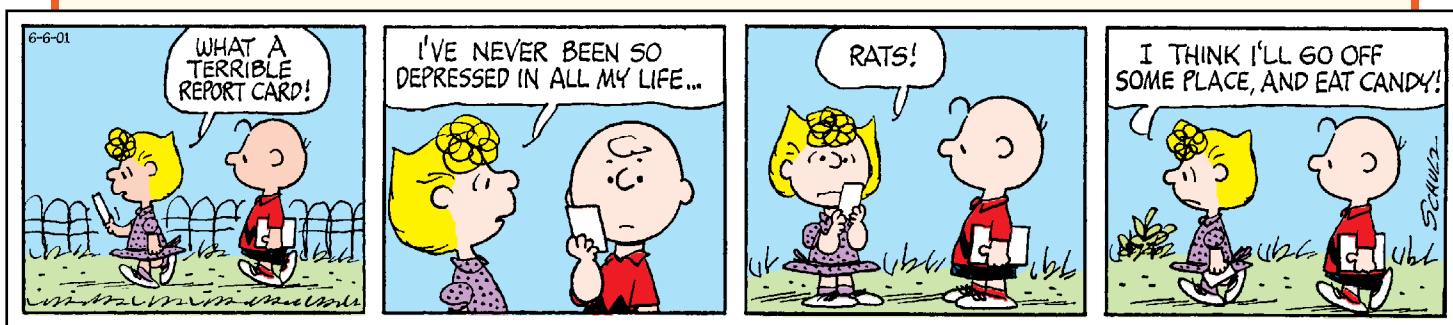
- ✦ Ask students if they believe that Charlie Brown is the main character in the story. Why or why not? If yes, is it just because his name is in the title? How does the plot support the idea that he is the main character? Does every storyline revolve around him in some way?
- ✦ How does the cartoonist portray the kind of kid Charlie Brown is? Can students give some examples of how his personality is depicted through the art? Through the dialogue? Does Charlie Brown agree with everyone's ideas about him? How can you tell? Do students like Charlie Brown?
- ✦ Why do students think that Schulz never showed adults in *Peanuts*? Does this mean they are not important? How do students think they feel about Charlie Brown?
- ✦ Ask students if anyone knows the definition of *optimism*. Can students name ways that some of the characters are optimistic? (Examples: Charlie Brown trying to kick the football Lucy is holding; Linus waiting for the Great Pumpkin.) Are there examples of pessimism? Which characters exhibit it?

## Group Activity: Exploring Character and Point-of-View

There are many characters in the book and therefore many different points of view. Explore this by dividing the class into five small groups, and assign each group one of these characters: Lucy, Linus, Peppermint Patty, Snoopy, and Sally. Have each group list five traits about their character, identifying the story details that helped them decide those traits. Also have them decide what the artist did to uniquely identify each (for example, Linus's blanket). Then, have them come up with five ways in which their character affected the stories. Have someone from each group present their discoveries to the class.

## Independent Creative Writing

- ✦ On page 93, Linus and Sally release a balloon with the word "LOVE" written on it and imagine how it will be found and inspire someone. Ask students to write a one-page essay sharing the word they would write on their balloon. Why did they choose this word? Who do they hope receives the balloon?
- ✦ Page 18 begins a storyline where the kids are filling out applications for not going to camp. Have students write an essay, supported with reasons, about why they shouldn't have to go to camp. Bonus points for humor!
- ✦ Each of the characters in the book interacts with each of the others. Have students choose one pair (for example, Linus and Charlie Brown; Lucy and Snoopy; Peppermint Patty and Marcie) and compare and contrast the two characters. What is their relationship and how does the artist depict this visually and with dialogue?



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## English Language Arts Standards this guide aligns with:

### Grade 3

**Reading:** RL.3.1, RL.3.3, RL.3.7

**Writing:** W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4

**Speaking and Listening:** SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.3, SL.3.6

**Language:** L.3, L.3.2, L.3.3

### Grade 4

**Reading:** RL.4.1, RL.4.3

**Writing:** W.4.1, W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.4, W.4.9, W.4.9a, W.4.9b

**Speaking and Listening:** SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d

**Language:** L.4.1, L.4.2, L.4.3

### Grade 5

**Reading:** RL.5.3

**Writing:** W.5.1, W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.4

**Speaking and Listening:** L.5.1, SL.5.1a, SL.5.1b, SL.5.1c, SL.5.1d

**Language:** L.5.1, L.5.2, L.5.3

Visit the Common Core State Standards website to read about the individual standards:

[www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).

