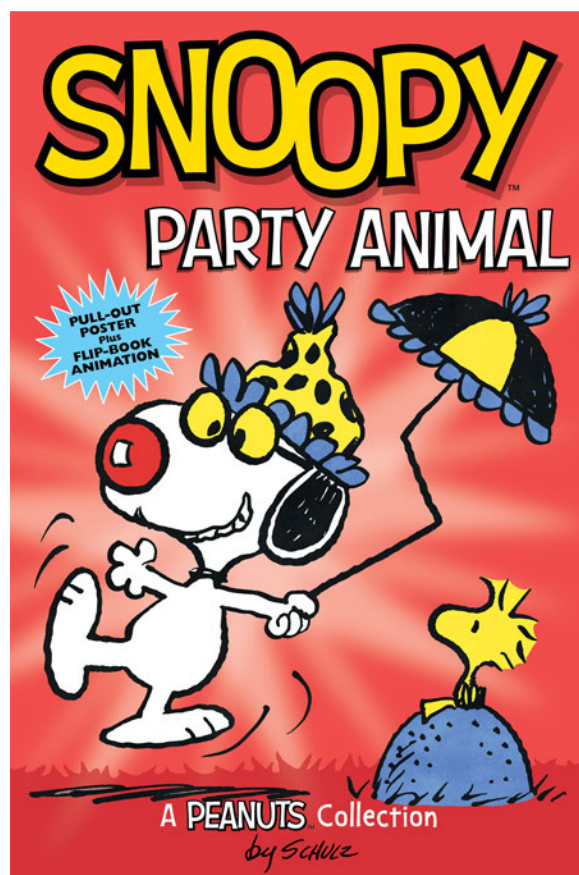


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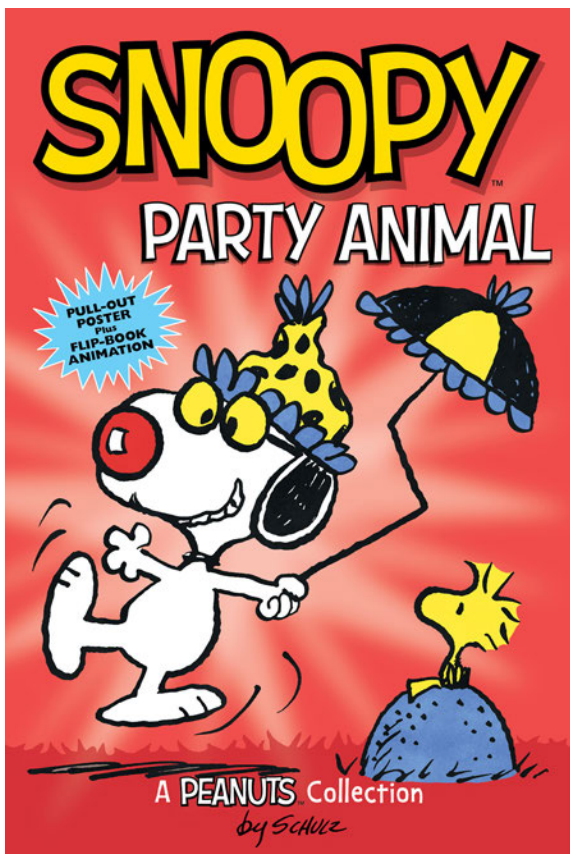
**TEACHER'S
GUIDE**



Snoopy: Party Animal

Curriculum Connections and Activity/Discussion Guide

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



Snoopy: Party Animal

Charles Schulz

AMP! Comics for Kids

Andrews McMeel Publishing

ISBN: 9781449471941

GRADE LEVEL: 3–5

CURRICULUM CONNECTIONS

Language Arts

CONTENT STANDARDS

Language Arts

Common Core State Standards: www.corestandards.org

OVERVIEW

As students read *Snoopy: Party Animal*, they identify and analyze cartoon symbols and sound effects. Students then create their own cartoon symbols and sound effects and explain their meanings. Using what they have learned, students create a four-panel comic containing original cartoon symbols and sound effects.

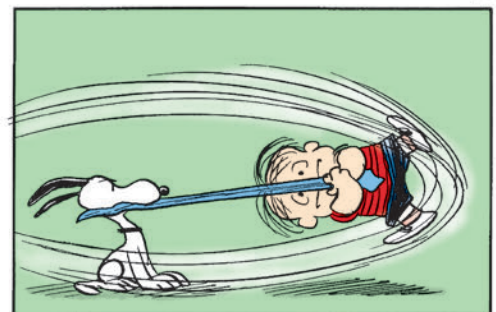
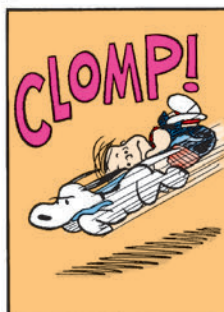
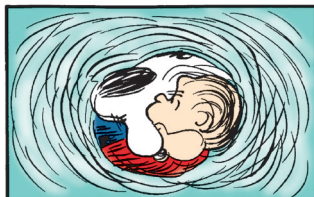
Grade 3

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]
- * 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]
- * Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). [CCSS.ELA-Literacy.RL.3.7]

WRITING

- * Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [CCSS.ELA-Literacy.W.3.3]



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]
- * Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. [CCSS.ELA-Literacy.RL.4.7]

WRITING

- * Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-Literacy.W.4.3



Procedure

OBJECTIVES

- * Students will identify and analyze cartoon symbols and sound effects in *Snoopy: Party Animal*.
- * Students will create their own cartoon symbols and sound effects and explain their meanings.
- * Students will create a four-panel comic containing original cartoon symbols and sound effects.

TIME FRAME

- * 3–5 class periods

MATERIALS

- * Copies of *Snoopy: Party Animal*
- * *Cartoon Symbols and Sound Effects* student activity sheet
- * *My Cartoon Symbols and Sound Effects* student activity sheet
- * Pencils or pens

Grade 5

READING

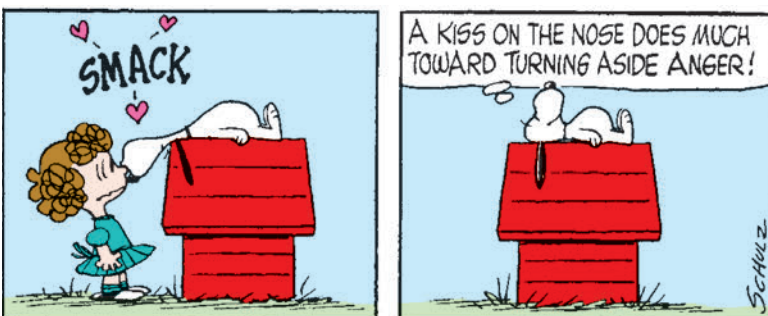
- * Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
[CCSS.ELA-Literacy.RL.5.1]
- * Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
[CCSS.ELA-Literacy.RL.5.7]

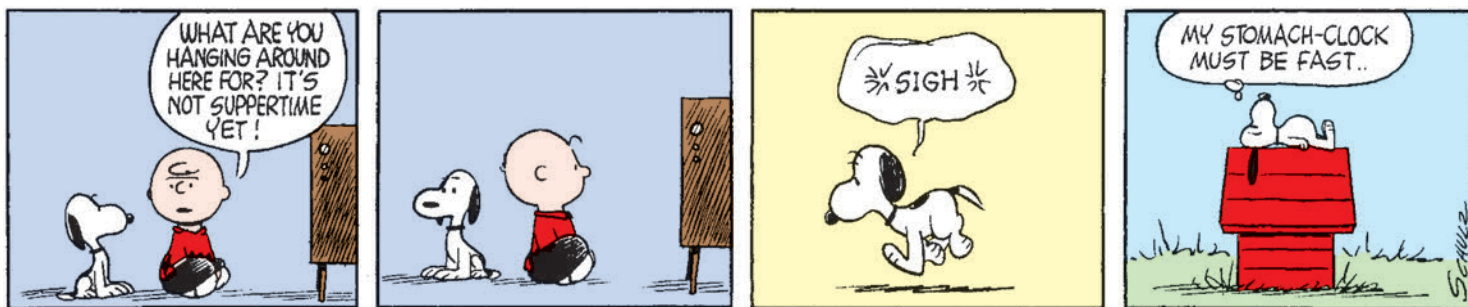
WRITING

- * Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
[CCSS.ELA-Literacy.W.5.3]

BEFORE READING

1. Take students on a quick book walk through *Snoopy: Party Animal* without reading the dialogue. If students have read other Peanuts comics, ask them to share what they know about the characters and settings.
2. Show students the comic at the bottom of page 18, and focus on the third panel. Ask students what they think creator Charles Schulz was telling the reader with the sound effect “SMACK” and the little hearts. (*Snoopy is kissing Frieda on the nose.*) Explain to students that the word “SMACK” is a *sound effect*, and the hearts are *cartoon symbols*.
3. Tell students that cartoonists often use cartoon symbols to show what a character is doing, thinking, or feeling. Some examples are a lightbulb over a character’s head to show that she has an idea or z’s to show that someone is snoring or asleep. Cartoonists also draw *sound effects* to show what characters are doing, thinking, or feeling. Sound effects are drawn to visually represent the sound in color, size, and shape. For example, larger, thicker text usually means that the sound is louder, while smaller, lighter text indicates a softer sound. The style of lettering (thick or thin lines, messy or neat, shaky or straight, color, etc.) can also tell the reader about the sound.



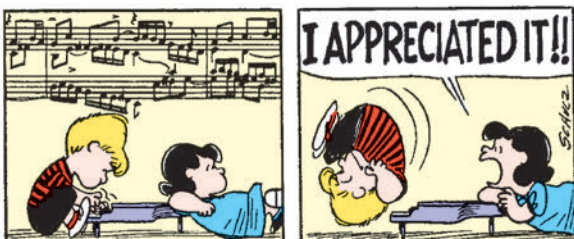


4. With students, look at and discuss the following examples in *Snoopy: Party Animal*. Ask students what each cartoon symbol or sound effect tells the reader about what the character is doing or feeling.

- * Page 27, top comic, third panel (The dark scribble means Snoopy is sad or angry.)



- * Page 44, top comic, third panel (The music notes show that Schroeder is playing music on the piano.)



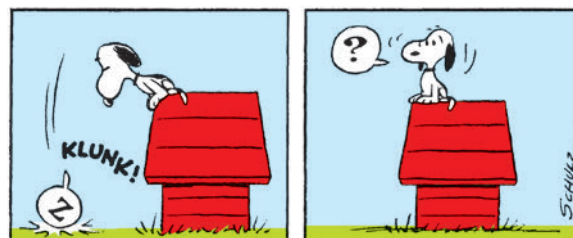
- * Page 98, bottom comic, third and fourth panels (The "WHAM!" sound effect and the stars show that Snoopy hit the ground hard. The sound effect is in large, capital, red letters to show that it is loud. The curved lines around Snoopy's head in the last panel show that he is dizzy from hitting his head.)



- * Page 108, top comic, third panel (The "ACHOO" shows that Snoopy is sneezing; the letters are big and thick to show that it is loud and powerful.)



- * Page 161, bottom comic, all panels (The "z" shows that Snoopy is asleep; the "?" shows that he is confused.)



5. Tell students that their purpose for reading this book will be to find different types of cartoon symbols and sound effects that Charles Schulz uses to show what characters are doing, thinking, and feeling. Give each student a copy of the *Cartoon Symbols and Sound Effects* student activity sheet and read through the directions together. Tell students that as they read, they should be on the lookout for interesting sound effects and cartoon symbols to add to their chart. They should fill in the chart with at least five symbols and sound effects from the book. If they find more than five examples, they are welcome to record as many as they like on the back of their papers.





DURING READING

6. Provide plenty of time for students to read the book and write about the cartoon symbols and sound effects that they find.

AFTER READING

7. Have students gather in small groups and share the cartoon symbols and sound effects that they found in the book. They should look up each symbol or sound effect in the book and talk about what information it gives the reader about what the character is doing, thinking, or feeling. Ask each group to decide on their three favorite symbols or sound effects from the book and share them with the class.



8. Give each student a copy of *My Cartoon Symbols and Sound Effects*. Read through the directions together and give students time to create their own cartoon symbols and sound effects.
9. Have students share their cartoon symbols and sound effects in small groups. Encourage students to give each other feedback on how well the visual symbols convey the intended meaning.
10. Tell students that they will now create their own four-panel comic that includes at least one of their original cartoon symbols or sound effects. Remind them that a comic is a series of pictures in sequence that tell a story, not just four unrelated pictures. They should use pictures and words together to tell a very short story that includes a cartoon symbol and/or sound effect. If students are struggling with ideas for their comics, ask them to think of something funny that happened to them or to someone they know.

11. Have students draw four panels on a blank sheet of paper (or provide a blank four-panel frame). Tell students that this will be a first draft, so they should work loosely in pencil. Encourage students to be creative in their comics, and emphasize that the drawings can be any style they are comfortable with—cartoony, realistic, or even stick figures—as long as the meaning is clear. They can use characters from *Peanuts* or create their own. If you will be using the assessment checklist (on the next page), share it with students at this time so they will know what is expected.
12. Once students have completed their drafts, ask them to find a partner and read each other's comics. Students should give feedback to help their partners improve their comics. You may want to set expectations and provide positive frameworks for feedback, such as, "I like the way you...", "I wasn't sure about...", and "Can you explain...?" Remind students to look for a symbol or sound effect and make sure they understand what it is telling the reader.
13. Have students switch partners several times and share feedback. Encourage students to take notes on the feedback they receive.
14. Have students make revisions to their draft comics, using peer feedback as they see fit.
15. Collect students' draft comics and provide teacher feedback in writing, then return the strips to students.
16. Have students create final versions of their comic strips, either on paper or digitally. If creating on paper, provide students with colored pencils, markers, or other drawing materials. If creating digitally, you can have students use an online comic creator such as *Make Beliefs Comix* or the *Comic Creator* from *ReadWriteThink*.
17. Allow students to read their comics aloud for the class and to show their symbols and/or sound effects. Collect their papers afterward for assessment.

Assessment and Learning Activities

ASSESSMENT

Assess students' final comics using the following checklist. Be sure to share the checklist with students at the beginning of the assignment so they will understand what is expected.

Comic with a cartoon symbol or sound effect assignment checklist:

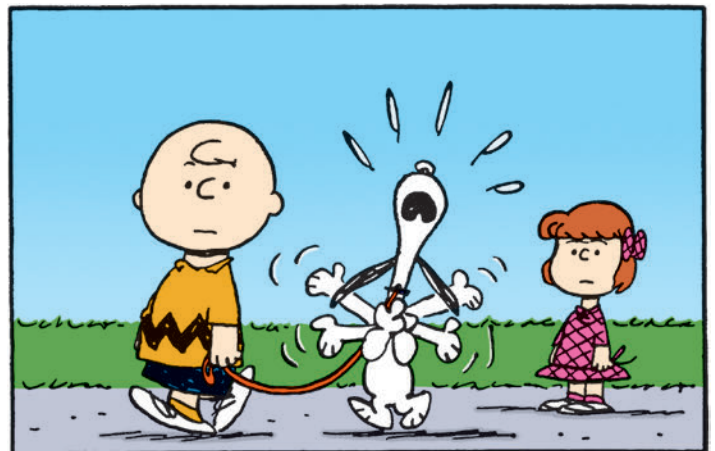
- _____ The comic tells a story that the reader can understand.
- _____ A symbol or sound effect appears in the text of the comic.
- _____ The symbol or sound effect tells the reader what a character is doing, thinking, or feeling.



DIFFERENTIATION AND EXTENDED LEARNING ACTIVITIES

BRIFFITS, PLEWDS, AND SPURLS

In his 1980 book, *The Lexicon of Comicana*, cartoonist Mort Walker made up humorous names for many cartoon symbols, such as “agitrons” (wiggly lines around a shaking object or character), “indotherms” (wavy, rising lines used to represent steam or heat), and “squeans” (little starbursts or circles that signify dizziness or sickness). Challenge students to make up funny, descriptive names for cartoon symbols that they find in the book or create on their own, and then create a “visual vocabulary” list showing each symbol and its meaning.



ZOUNDS, SOUNDS!

Review some of students' favorite sound effects and talk about onomatopoeia. Have students write their own onomatopoeic words on poster board and try to make the text visually represent the sound in color, size, and shape. Students can draw borders or bursts around their sound effects with markers or paint, then cut them out and hold them while acting out the sounds. Take pictures! When finished, display the sound effects and photos around the library or classroom.

NAME(S) _____

DATE _____

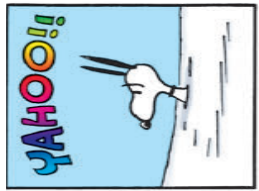
CARTOON SYMBOLS AND SOUND EFFECTS

Directions: As you read *Snoopy: Party Animal*, look for cartoon symbols and sound effects. Write the page numbers of your five favorite examples. Sketch and describe the appearance of each symbol or sound effect, and what it tells you about what the character is doing or feeling.

Page Number	Sketch of the Cartoon Symbol or Sound Effect	Description of the Symbol or Sound Effect	Description of the Character's Actions or Feelings



MY CARTOON SYMBOLS AND SOUND EFFECTS



Directions: Create two original sound effects and two cartoon symbols. In the top part of each box, draw the symbol or sound effect. In the bottom section of each box, explain what the symbol or sound effect means and how it shows what a character is doing, thinking, or feeling.

SOUND EFFECTS

Draw	
Explain	

Draw	
Explain	

SYMBOLS

Draw	
Explain	

Draw	
Explain	