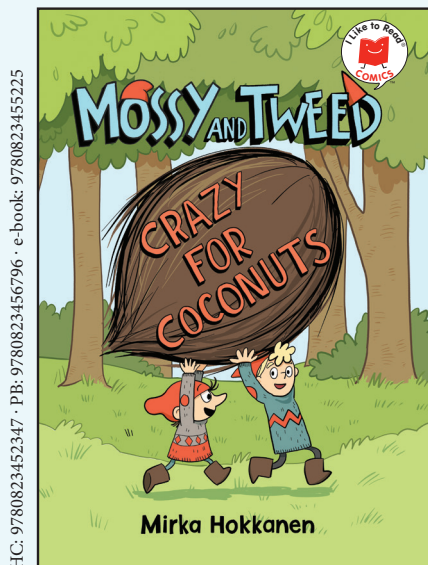


HOLIDAY HOUSE | LESSON PLAN



An **I Like to Read® Comics** Book

Mossy and Tweed: *Crazy for Coconuts*

written and illustrated by **Mirka Hokkanen**

Two clueless gnomes on a quest to crack a coconut make one blooper after another in this over-the-top funny early graphic novel series.

Grade Level: PreK–3

Ages: 4–8

OBJECTIVES

Students will be able to:

- Read for purpose and understanding
- Use different voices for characters when reading dialogue aloud
- Answer comprehension questions using text and illustrations for support
- Retell the story
- Demonstrate understanding of the central message or lesson

INSTRUCTIONAL STANDARDS:

Reading Literature: RL.2.1, 2, 3, 6, 7, 10

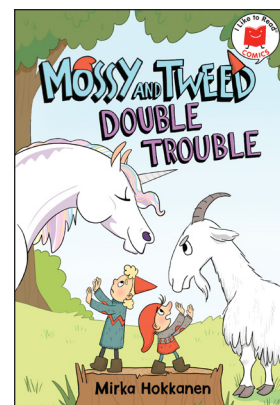
Reading Foundation Skills: RF.2.4

Speaking and Listening: SL.2.1, 2, 3, 4, 6

BEFORE READING

- Discuss the front cover illustrations and the book title and make predictions about the storyline. Be sure students are familiar with coconuts. If possible, bring one in and crack it open.
- Do you think this book is fiction or nonfiction? How do you know?
- Take a picture walk and explain how to read a graphic novel. Pages are meant to be read from left to right and in a “z-like” pattern—you read the rows as they’re tiered and make your way down the page. Each page consists of panels—single illustrations, usually sequential, that tell the story. And the space that separates each panel is known as the gutter. This space, although usually void of text, is essential to the story.

ALSO AVAILABLE



HC: 9780823452354



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DURING READING

As students read softly, notice what individuals do and support when necessary.

- To promote reading with intonation, demonstrate reading a sentence that ends with a period. Point out that your voice goes down at the end of the sentence. Demonstrate reading a sentence that ends with a question mark. Point out that your voice goes up at the end of the sentence. Demonstrate reading a sentence that ends with an exclamation point. Point out that your voice gets louder and more excited. Prompt the student to make their voice change depending on the punctuation mark and which character is talking.
- When a student struggles to read a word, promote the use of more than one strategy: Will the picture help you? Does it sound right and make sense? What sounds do those letters make?
- If needed, demonstrate how to read with appropriate phrasing and explain that reading should sound like talking.

AFTER READING

Have students share their responses to the story. Encourage them to listen and respond to each other's thinking. Use some of these questions during the discussion. Encourage students to refer back to the text and illustrations to support their thinking.

- Where does the story take place? Or, what is the setting?
- Who are the main characters in the story?
- What flattened Tweed?
- Why do they want to open the coconut?
- Mossy and Tweed try many ways to open the coconut. What do they try first? Does it work? What happened?
- What did they try next? Does it work? What happened?
- Tweed creates a third plan. What is it? Does it work? What happened?
- What words in the text and/or illustrations show how the characters were feeling?
- Was the unicorn able to help?
- Did the pixies help? What happened?
- How did they solve the problem? Or, what was the solution?
- How does the story end?
- What are some details in the drawings that helped you understand the story? (character development, emphasize aspects of the setting, create mood, etc.)
- What is the central message of the story? What lesson did Tweed learn?

Partner Work

- Create a chart or write the following on the board:
 - Beginning
 - Detail #1
 - Detail #2
 - Detail #3
 - Ending
- Have each pair of students retell the story, taking turns and explaining each part of the story with a sentence or two.



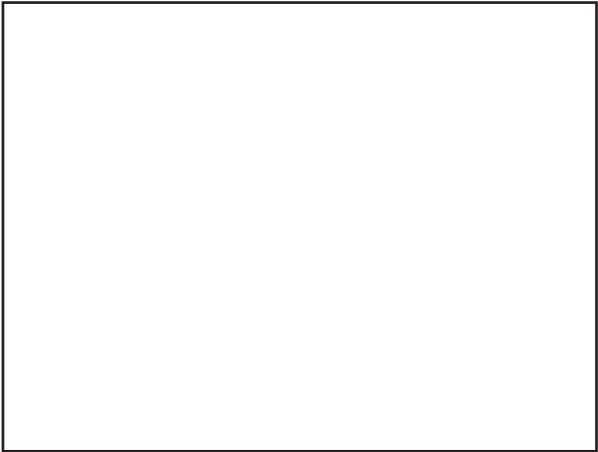
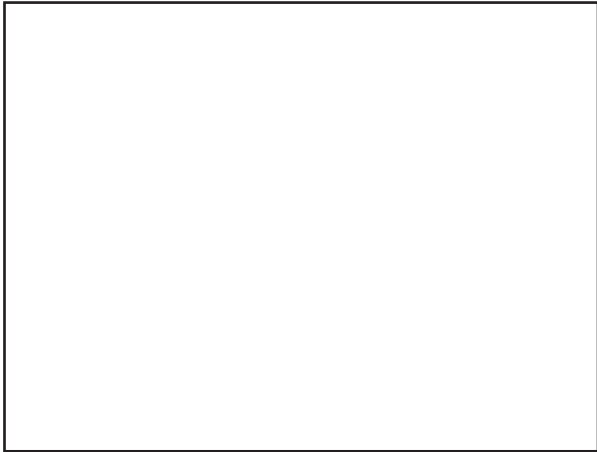
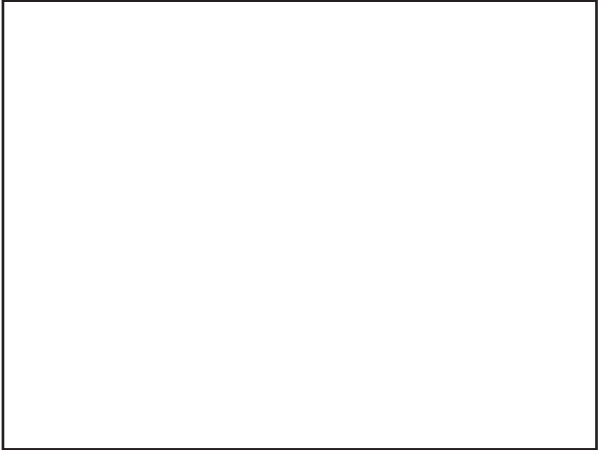
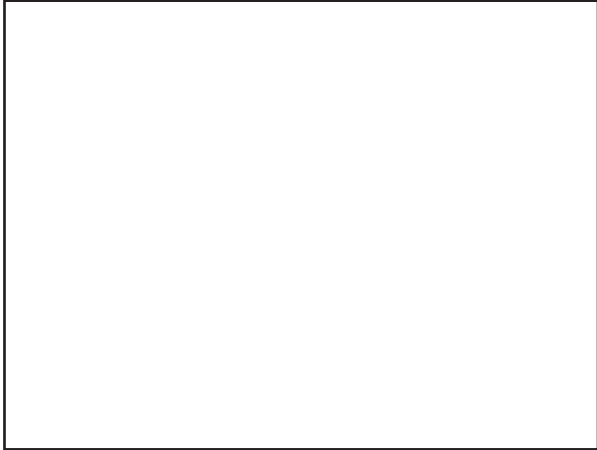
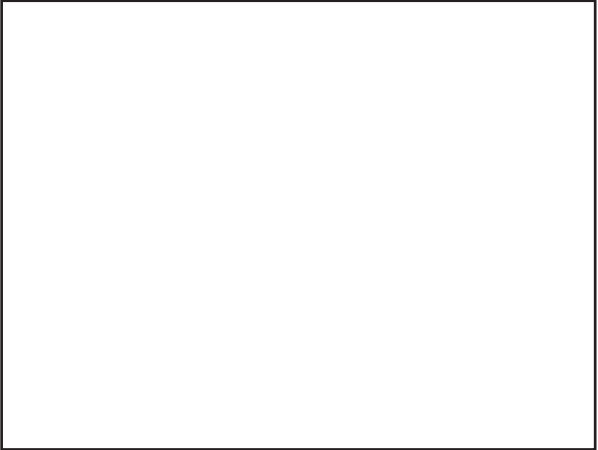
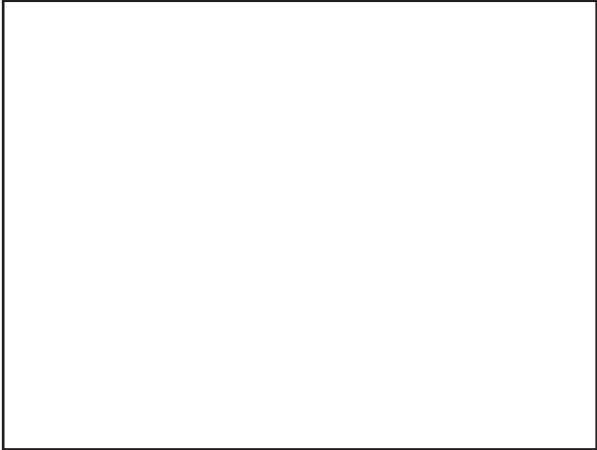
HOLIDAY HOUSE

Name: _____

Date: _____

MY COMIC RETELLING

Draw a comic to retell the story.



Mossy and Tweed 1:
Crazy for Coconuts
by Mirka Hokkanen

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