

An **I Like To Read® Comics** Book

The Big Tree

by **Laura Knetzger**

How do you cheer up a friend?

Interest Level: 1

Age: 5–7

LEARNING OBJECTIVES

Students will be able to read for purpose and understanding, answer comprehension questions using text and illustrations for support, retell the story, and write a short personal narrative.

INSTRUCTIONAL STANDARDS

Reading Literature: RL.1.1, 2, 3, 4, 5, 7, 10

Reading Foundation Skills: RF.1.1, 2, 3, 4

Speaking and Listening: SL.1.1, 2, 3, 4, 5, 6

Writing: W.1.3, 5

BEFORE READING

This should be an interactive, back-and-forth conversation.

- Discuss the front cover illustrations and the book title and make predictions about the storyline. Explain that some friends have a large tree in their backyard and they love to play in and around it. What are some things you might like to do or games you might like to play in or near a large tree?
- 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 a 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, explain the difference between speech bubbles and thought bubbles.



DURING READING

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

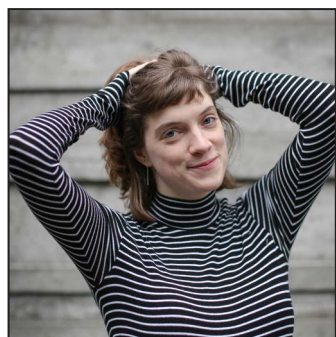
- To promote reading with intonation, demonstrate reading a sentence that ends with a period. Point out that your voice stays level at the end of the sentence. Demonstrate reading a sentence that ends with a question mark. Point out that your voice goes up at the end of the sentence. Demonstrate reading 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 happened at the beginning of the story?
- What is the problem?
- What words in the text and/or illustrations show how the characters were feeling?
- How is the problem solved?
- How does the story end?
- Is this a fiction or nonfiction text? How do you know?

ABOUT THE CREATOR



Laura Knetzger is an Ignatz-nominated graphic novelist. A graduate of the School of Visual Arts, she has also worked as a storyboard artist for Cartoon Network's Adventure Time. Laura lives in Seattle, Washington. You can find her online at LauraKnetzger.com or [@LauraKnetzger](https://www.instagram.com/LauraKnetzger).



HOLIDAY HOUSE | LESSON PLAN

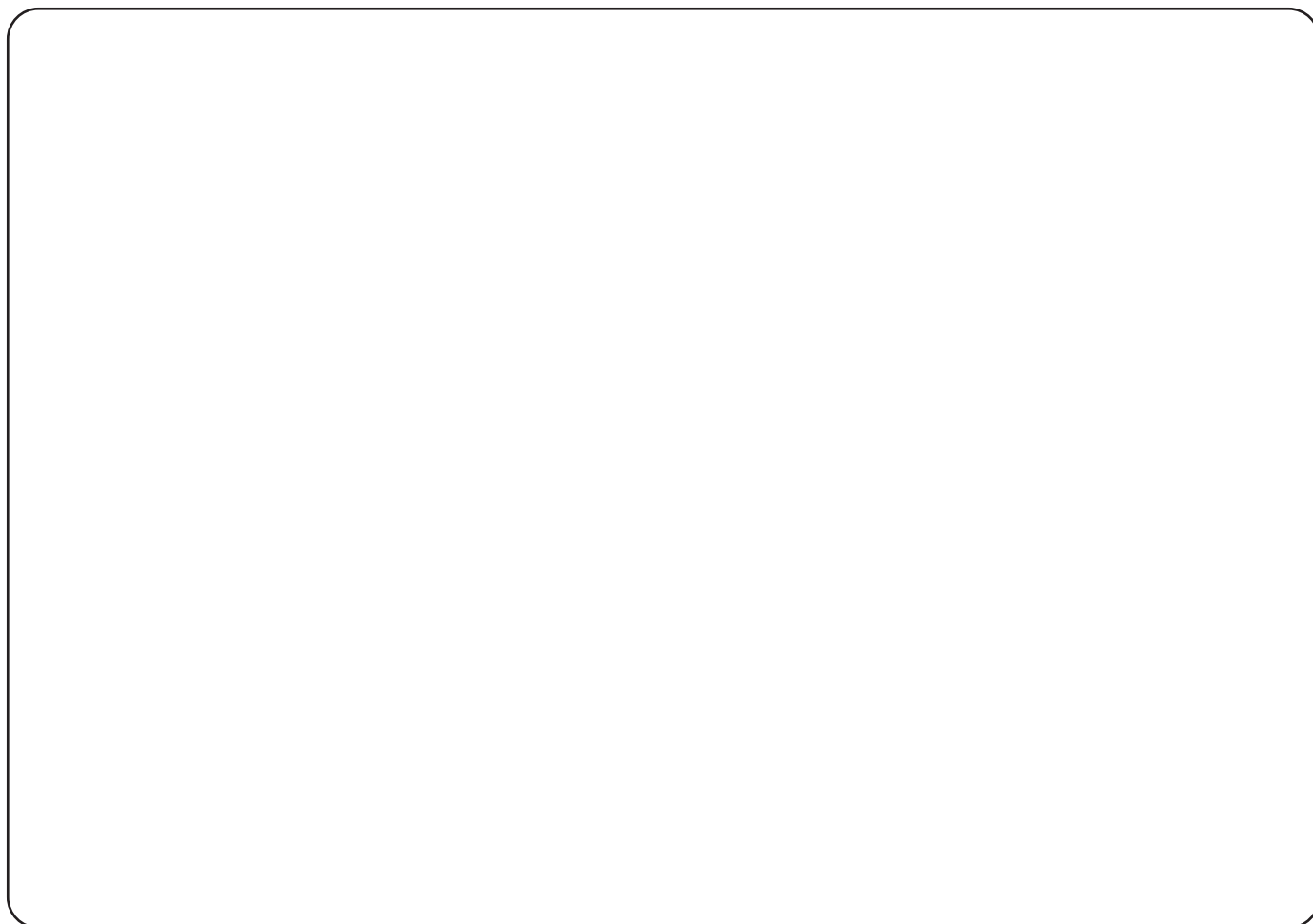
Reproducible

Name: _____

Date: _____

Tell about a time you felt sad. Be sure to include a beginning, middle, and end.

Draw a picture to match your story.



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