

Lesson Plan – Graphic Novels Name: Nancy Cain

ETT 527

Professor: Dr. Barbara Fiehn

Summer 2006

Author: Mo Willems

Themes: Graphic novels, and Zoo animals

Titles: Don't Let the Pigeon Drive the Bus!
 The Pigeon Finds a Hot Dog!
 Don't Let the Pigeon Stay Up Late!

Publisher: Hyperion Books for Children

Copyright: Don't Let the Pigeon Drive the Bus! : 2003
 The Pigeon Finds a Hot Dog!: 2004
 Don't Let the Pigeon Stay Up Late! 2006

Target Grade Level: Kindergarten

ISBN: Don't Let the Pigeon Drive the Bus! 0-7868-1988-X
 The Pigeon Finds a Hot Dog! 0-7868-1869-7
 Don't Let the Pigeon Stay Up Late! 0-7868-3746-2

Book Summary

The Pigeon in these books wants to do things Pigeons shouldn't do, like drive a bus, or stay up late. He tries to talk the reader into allowing him to do these things. He talks to the reader in speech bubbles. He pleads, begs and comes up with excuses. In *The Pigeon Finds a Hot Dog*, he has found a hot dog and a cute little duckling wants him to share it. The Pigeon comes up with many reasons why he doesn't want to share. In every book there is one page divided into 8 parts where the Pigeon is very upset and gives every reason he can think of to do whatever it is he wants to do. At the end of this page he pretty much realizes that he is not going to get his way. He gives it a few more tries, and then accepts the fact that he can't drive the bus, he has to share the hot dog, and he falls asleep. In *Don't Let the Pigeon Drive the bus!*, and in *Don't Let the Pigeon Stay Up Late!*, there is another character, the bus driver. He sets up the story at the beginning and finishes it at the end by talking to the reader.

Activity Objectives

After listening to the Pigeon Books, the students will draw a picture of the pigeon and a zoo animal and write the pigeon's reactions in a speech bubble. The students will also write the name of the animal.

Getting Ready

The teacher will have the three books:

 Don't Let the Pigeon Drive the Bus!

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The Pigeon Finds a Hot Dog!

Don't Let the Pigeon Stay Up Late!

The teacher will have other examples of Graphic novels.

The teacher will have a large white board and markers to draw an example of the activity.

The teacher will provide a page for the class book for the students to draw and write on. The students have their own pencils and crayons.

Vocabulary

Graphic Novels

Speech bubbles

Pigeon (we live in the country and there aren't many of these around here)

Activities

The teacher will read to the class the three books:

Don't Let the Pigeon Drive the Bus!

The Pigeon Finds a Hot Dog!

Don't Let the Pigeon Stay Up Late!

The teacher will guide a discussion of the books as they are read. After reading the third book, the discussion will center on the idea of Graphic Novels and how they look as well as a discussion of speech bubbles.

The teacher will draw a pigeon with the aid of the instructions from Mo Willems website: http://www.hyperionbooksforchildren.com/pigeon_drawing_instr.pdf

The students will draw a pigeon and a zoo animal on the page provided by the teacher. The students will complete the sentence on the bottom of the page with the name of a zoo animal: The Pigeon saw _____. They will write what the Pigeon says about the animal in the speech bubble. The teacher will bind the pages together for a class book: *The Pigeon Goes to the Zoo*.

Extensions

The children will find more information on pigeons by looking at the following websites on the computer.

www.fbipigeons.com/pigeon_facts.htm

www.pigeons.com/resources/facts.html

www.pleasebekind.com/pigeon.html

For a teacher's guide for these books, visit

<http://www.hyperionbooksforchildren.com/board/displaybook.asp?id=1351> .

Analyze Learners

The students are Kindergarteners with ages of 5-6 years. The lesson will be taught in two sessions of Kindergarten. There are 13 girls and 12 boys in the morning class. In the afternoon, there are 12 girls and 12 boys. The morning class consists of children living mostly outside the city limits of Woodstock. All but one child live in single family homes. The afternoon consists of children living inside the city limits. There is a greater variety of living arrangements in this class. Some live in apartments, others live in single family homes and still others live in rental homes. The students in the morning class are all Caucasian. There are 20 Caucasian students and there are 4 Hispanic students in the afternoon.

The students in both of these classes have a large range of reading and writing skills. At this time most are able to complete a sentence prompt as given in this lesson. They all are able to listen to a story and engage in a large group discussion. The afternoon class seems to have richer discussions than the morning. This may be due to the fact that there are more children in the afternoon with good verbal skills. There are also more behavior issues in the afternoon. Four children in the afternoon and one in the morning are on behavior plans.

State Objectives (Activity Objectives)

- After listening to three books:
 - Don't Let the Pigeon Drive the Bus!
 - The Pigeon Finds a Hot Dog!
 - Don't Let the Pigeon Stay Up Late!
- The students will participate in a large group discussion about the individual books answering literal, analytical and application questions.
- The students will also participate in a large group discussion on Graphic Novels and how these books fit into that Genre.
- The students will complete a page for a class book where the students will draw the Pigeon as well as write the name of a zoo animal and what the Pigeon says about the chosen zoo animal.

Methods, Media and Materials (Getting Ready)

Methods: Mainly large group reading, discussion and individual working on class book.

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Media: The three books: Don't Let the Pigeon Drive the Bus! The Pigeon Finds a Hot Dog! Don't Let the Pigeon Stay Up Late!, and large white board and markers, computer to look up websites for extension activities.

Materials: The books, large white board and markers, teacher created page for class book, student supplies.

Utilize Media and Materials (Activities/ Teacher & Students)

- During large group instruction, the teacher will read three books written by Mo Willems: Don't Let the Pigeon Drive the Bus! The Pigeon Finds a Hot Dog! Don't Let the Pigeon Stay Up Late!
- The teacher will then lead a discussion of each individual book with literal, analytical and application questions.
- The teacher will also lead a discussion of graphic novels and their attributes, focusing on speech bubbles.
- The teacher will then demonstrate a drawing of the Pigeon in the stories.
- The students will complete a page for the class book including writing the name of a zoo animal and what the Pigeon is saying about that animal.
- When the pages are complete, the teacher will bind them into a book and read it to the class.

Require Learner Participation (Activities/ Students)

The learners will be expected to listen attentively to the stories, participate in discussions and will complete the page for the class book. They will be encouraged to work quietly or to share with the other children at their tables.

Evaluate and Revise

Students will be evaluated by teacher observation of listening and discussion participation. They will also be evaluated on their page for the class book. They will need to have used developmental spelling to do the writing and will need to have made an attempt at drawing the pigeon and the zoo animal.

The instructor will be evaluated on how well the lesson went, as far as discipline and whether or not the children are engaged in the lesson. Furthermore the instructor will evaluate the level of understanding of Graphic Novels, zoo animals, speech bubbles, writing and drawing of the students.

