

Educator's Guide

For

Super Narwhal and Jelly Jolt (Narwhal and Jelly Series #2)

By Ben Clanton

Created by Tara Bardeen

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About *Super Narwhal and Jelly Jolt*

Narwhal and Jelly are back in action for a SUPER adventure! Join Super Narwhal and sidekick Jelly Jolt as they take on three SUPER new stories in this early graphic novel series.

Happy-go-lucky Narwhal and no-nonsense Jelly find their inner superheroes in three new under-the-sea adventures. In the first story, Narwhal reveals his superhero alter-ego and enlists Jelly to help him figure out what his superpower is. Next, Narwhal uses his superpower to help a friend find his way back home. In the third story, Jelly is feeling blue and Narwhal comes to the rescue. Ben Clanton showcases the joys of friendship and the power of believing in yourself and others through this irresistible duo.

Source: <http://www.narwhalandjelly.com>

About the Author: Ben Clanton

Ben Clanton is the author/illustrator of the *Narwhal and Jelly* early graphic novel series as well as *It Came In The Mail*, *Vote For Me!*, and *Rex Wrecks It*. When Ben isn't doodling up stories (and often when he is) he likes to cook, explore outdoors, and play basketball. Ben lives in Tacoma, WA with his wife, son and goldendoodle pup. Find out more about Ben at www.benclanton.com.

Getting Started

Teaching with Graphic Novels

What is a Graphic Novel?

Graphic novels are a literary form related to comics that tells stories through pictures and words. Unlike comics, graphic novels are not serialized. And unlike picture books or illustrated chapter books, graphic novels have a more developed narrative and rely on the illustrations to propel the narrative.

How Graphic Novels Can Help Students Learn

Graphic novels attract reluctant readers through strong visual appeal and support struggling readers with illustrations that strongly connect to the narrative of the story. Just like a traditional novel, graphic novels contain literary elements: plot, characters, setting and narrative arc. They also can include other literary devices such as figurative language, symbolism, foreshadowing and flashbacks. With support from the visual components of a

graphic novel, some students may find it easier to grasp these abstract concepts. Graphic novels also help students develop visual literacy skills.

Graphic Novel Lexicon 101

Caption – Text that contains narration to move the story along or provide additional information. This text is in contrast to dialogue, which generally occurs in speech balloons.

Composition – How the elements of an artwork or a graphic novel page are arranged.

Gutter – The space between panels. This space may seem blank, but in fact, it is in this space where readers are forced to forge a link between one image and the next. As Scott McCloud, author of *Understanding Comics* (1993), explains, “Here, in the limbo of the gutter, human imagination takes two separate images and transforms them into a single idea” (p. 66).

Motion line – A line or multiple lines used to add a sense of motion to an object.

Panel - A panel is an individual frame, or single drawing, in the multiple-panel sequence of a comic strip or comic book. A panel consists of a single drawing depicting a frozen moment.

Types of Panels:

Close-up – A zoom-in on the action that’s used to focus on a character’s facial expression and emotions, or a specific object that’s important to the story.

Medium shot – The action is viewed from nearby and the reader can see the entire body of the character(s) in the scene.

Long shot/panoramic shot – A wide-angle view that can be used to show setting.

Point of view – The direction and angle from which the reader or artist is viewing the objects and people in a picture, for example, from above or below.

Types of Views:

Bird’s-eye view – The scene is shown from overhead.

Worm’s-eye view – The action is shown from below.

Sound effect - Sound effects or onomatopoeia are words that mimic sounds. They are non-vocal sound images. Examples include “click,” “crunch” and “squeak.”

Speech balloons/dialogue balloons/word bubbles – Oval shapes containing text representing speech, a pointing element links the speech bubble to the character who is saying the words.

Splash Page – A splash or splash page is a large, often full-page illustration which opens and introduces a story. Often designed as a decorative unit, its purpose is to capture the reader's attention and can be used to establish time, place and mood.

Spread - A spread is an image that spans more than one page. The two-page spread -- or double-page spread -- is the most common.

Strategies for Discussing the Visual Aspect of a Graphic Novel

In addition to text, graphic novels have rich imagery to discuss. Here are some questions to ask students when examining the important visual elements of a graphic novel.

COLOR – Color can be used to shape the mood of a story, to differentiate between different settings and time periods or to reveal other elements of the narrative.

1. Which colors do you see used? Are they bright or more pastel?
2. Are the same colors used throughout the whole story or are there chapters where different colors are used?
3. What do you think would happen if different colors were used? What if the story was only in black and white?
4. How do the colors the author used make you feel? How would you describe the mood of the story? Happy? Playful? Sad?

PANELS AND GUTTERS – The size, shape, arrangement and relationship of the panels and gutters (the space between panels) are essential elements of the visual storytelling of graphic novels.

1. How do the panels fit together on the page? Do they overlap?
2. Are there images without borders?
3. Are the panels all the same size and shape or do they vary?
4. Can you find examples of panels that show a close-up view? A medium-view? A long-view? How does the author use these different types of panels?
5. What does the space between two panels tell you about the action in the story? Is time passing? Is someone else speaking? Have we moved to a different place?

COMPOSITION – Composition refers to how an image is put together and the choices the author made regarding the size and placement of each element on the page.

1. What is at the center of the panel? The top? The bottom? What might this tell us?
2. Are some elements of the illustration larger while others are smaller? Why might this be?
3. How does the arrangement of the panels help you understand the story?

SPEECH BALLOONS/CAPTIONS – In graphic novels, speech balloons contain dialogue and captions are text blocks that contain narration.

1. Does this text use speech balloons? If not, how does the author show who is saying what?
2. Does the text appear in color or in black and white? If different colors are used, why might this be?
3. Can you find examples where the text differs in size, shape or thickness? What might these differences mean? How might we change our voice when we read these words?

4. How does the author show different emotions through the text?

SOUND EFFECTS AND MOTION LINES – Sound effects add another layer to a story. Motion lines add a sense of movement to objects in a panel.

1. What sounds do you see? Are they written in the same style as other text in the book?
2. How is the sound written? Does it remind you of how the sound actually sounds?
3. What examples of motion lines can you find in the book?

ARTISTIC STYLE – Each creator has their own style.

1. What words would you use to describe the artistic style of this book? Is it cartoony? Realistic? Bold? Does it remind you of other books you know?
2. How does the style of the images fit with the characters and story? Does it complement or contrast?

Tips for Reading a Graphic Novel Aloud

1. In the case of *Super Narwhal and Jelly Jolt*, the story sequence moves from left to right and top to bottom. When reading aloud, it may be helpful to give a visual cue, like pointing, to help your listener track what you're reading and to see the illustration that accompanies the text.
2. Play around with voices for each character if you're inspired!
3. Be sure to allow time for students to examine the illustrations on each page – they're **ESSENTIAL** to understanding the story!
4. When there aren't any words on the page, try adding your own. You can narrate the story by describing what you see, or you can ask questions that encourage students to explore what's happening:
 - a. What do you see in the picture?
 - b. What is happening?
 - c. Who is here?
 - d. What do you think he/she/it wants? Why?
 - e. What is the character thinking?
 - f. What is the character feeling? Is the character happy? Sad? Angry? How do you know?
 - g. What do you think will happen next?
 - h. What would you do?
5. Ask questions every few pages to keep students engaged. Discussion questions are provided in this guide for each chapter.
6. Have fun! Graphic novels are awesome, so share your enthusiasm as you read!

Supporting Social Emotional Learning

What is Social Emotional Learning (SEL)?

The Collaborative for Academic, Social and Emotional Learning (CASEL), provides this definition: "Social and emotional learning (SEL) is the process through which children and adults acquire

and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (Source: casel.org)

In recent years, Social Emotional Learning has become an essential aspect of student learning in classrooms across America and beyond as educators see the powerful way supporting a student’s social and emotional development reduces behavior issues, increases student achievement and equips students for adult life. SEL skills can easily be incorporated into academic lessons so students not only gain math and literacy skills, but also develop the 5 core SEL competencies.

The Five Core Social Emotional Learning Competencies

CASEL has identified five core SEL competencies that comprise the field of Social Emotional Learning. They are:

- **SELF-AWARENESS** – The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
- **SELF-MANAGEMENT** – The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations, effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- **SOCIAL AWARENESS** – The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
- **RELATIONSHIP SKILLS** – The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- **RESPONSIBLE DECISION-MAKING** – The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

Source: www.casel.org

Using Literature to Develop SEL Skills

Reading and discussing books with students offers a myriad of ways to develop SEL skills. Here’s a quick look at how literary discussions connect with the Five Core SEL Competencies:

- By examining the emotions, strengths and weaknesses of characters, students develop the vocabulary and perspective necessary to understand their own emotions and strengths, thus enhancing their **Self-Awareness**.
- Many stories demonstrate the success of a hero or heroine who faces a great challenge but doesn't give up and is eventually rewarded. Students can explore these examples and they develop **Self-Management** strategies like self-motivation and goal setting. How did those characters persevere?
- Examining a character's choices and trying to understand his or her perspective through thoughtful reading and discussion helps students develop empathy, perspective-taking, an appreciation for diversity and respect for others, which are all essential elements of **Social Awareness**.
- **Relationship Skills** center on the ability to communicate clearly, listen well, cooperate with others and resolve conflicts. Discussing a book as a class or in small groups offers opportunities to practice these skills.
- Students' abilities to make **Responsible Decisions** are enhanced when they consider the choices of fictional characters and the consequences of those choices, and then reflect on their own choices.

This guide will incorporate SEL skill-building discussion questions for each chapter and activities to make it easy to help boost students' Core SEL Competencies as you read *Super Narwhal and Jelly Jolt*.

Additional Resources

Collaborative for Academic, Social, and Emotional Learning (CASEL): www.casel.org

Printable SEL Competencies Chart: <https://casel.org/wp-content/uploads/2017/01/Competencies.pdf>

Edutopia SEL Resources: <https://www.edutopia.org/video/5-keys-successful-social-and-emotional-learning>

Eight Reading Skills Every Kid Needs: Grades 1 and 2

You can help students practice the skills they've learned during the school year and help them prepare for the next school year by keeping these essential reading skill targets in mind.

Colorado public schools align their curriculum with the Common Core State Standards. The following eight reading skill targets are based on the Common Core College and Career Readiness Anchor Standards for Reading for grades K-12 as applied to grades 1 and 2.

1. Ask and answer questions about key details in a text.
2. Retell a story and demonstrate understanding of the central message or lesson.
3. Describe characters, settings and major events in a story using key details.
4. Determine the meaning of unfamiliar words and phrases in a text.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and how the ending concludes the action.
6. Identify who is telling the story at various points in a text.
7. Compare and contrast the adventures and experiences of characters in stories.
8. Use illustrations and details in a story to describe its characters, setting or events.

Note: These targets are based on the following Common Core English Language Arts College and Career Readiness Anchor Standards for Reading, as applied to grades 1-2: CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.2, CCSS.ELA-LITERACY.CCRA.R.3, CCSS.ELA-LITERACY.CCRA.R.4, CCSS.ELA-LITERACY.CCRA.R.5, CCSS.ELA-LITERACY.CCRA.R.6, CCSS.ELA-LITERACY.CCRA.R.7, CCSS.ELA-LITERACY.CCRA.R.9.

Setting the Stage for a Reading Adventure

Creating a culture of literacy in your classroom goes beyond just reading; it's about inviting the whole group to dive into a journey filled with fun characters, interesting discussions and activities that bring the book to life. Here are some suggestions for incorporating your Youth One Book, One Denver reading adventures into your classroom space:

1. **YOBOD Bulletin Board Collage** – Make a dedicated space for student drawings and writings related to the book. Add photos of class activities and events too!
2. **Our YOBOD Summer Scrapbook** – Create a class scrapbook that celebrates not only students' favorite parts of the book, but also includes images and a few words about the YOBOD events they attend. Have each student contribute a page to the scrapbook in response to the book and then invite small groups of students to create additional pages to capture the fun of each YOBOD event.
3. **Adventure Journals** – Provide students with notebooks or invite them to create their own simple paper journals using notebook paper, construction paper and staples. Have students draw pictures and write a few sentences about the important events of the book. Students can also use their journals when responding to writing prompts in this guide or to write about YOBOD events they attend.

4. **YOBOD Gallery** – As a class, identify the main characters and the major events of the story. Next, create a gallery space with empty frames (paper frames cut out of construction paper or ones made from decorative bulletin board borders work well) for each character and major event the class identified. Assign pairs of students to be the “gallerists” in charge of creating an image for each frame. The gallerists will also write a short “plaque” describing the event or character depicted in the artwork.
5. **Wonder Board** – Books can be the starting spot for all kinds of enquiry. Create a space to capture your students’ “wonders” as they read the book. Examples of wonders could be: “Why do narwhals have tusks?” or “Do all jellyfish sting?” Define and label a section of wall space, a cabinet door or part of the whiteboard. Next, provide students with sticky notes and pencils to add their wonders to the board. As time allows, read through the class’ wonders as a group and select several wonders to investigate or invite students to do their own research and report back to the group.

Strategies for Oral Reading

Oral reading helps students improve fluency, comprehension and word recognition. However, asking students to read aloud in front of the class can make beginning or struggling readers feel anxious. Here are some alternatives to try:

1. **Choral Reading** – The educator and the class read a passage together.
2. **Fill in the Blank** – The educator reads a passage and every time he or she omits a word, students read the missing word all together.
3. **Echo Reading** – Students echo back what the educator reads, mimicking his or her reading speed and inflections.
4. **Shared Reading** – Students follow along in their books as the educator reads aloud.
5. **Partner Reading** – Students take turns reading aloud to a partner. Encourage students to read with accuracy and enthusiasm.

Discussion Questions

Discussing a text with students allows them to check their understanding of what they read, make connections between the text and themselves and practice important literacy skills. The discussion questions provided in this guide offer a selection of questions to get you started, but you should feel free to skip questions, add your own questions and invite students to offer their questions to the group too.

Ask a few questions as you read the text in addition to at the end of a chapter/section. Asking questions while reading not only encourages student engagement, but also helps students identify important elements of the story and gives you feedback on student comprehension.

Discussion questions are provided for each chapter in the book as well as a selection of questions that pertain to the book as a whole. These questions can also be assigned to students ahead of time, enabling them to look for the answer as they read independently or listen to you read.

Educator Tip: Encourage students to have their books with them during the discussion so they can refer to specific passages in support of their answers.

Pre-Reading

1. Take a look at the cover of the book. What do you think this story might be about?
2. What kind of book do you think it will be? Funny? Serious? Informational?
3. What do you already know about narwhals?
4. What do you already know about jellyfish?

Post-Reading

1. What did you like most about this book?
2. Who was your favorite character? Why?
3. Did any part of the story surprise you? If so, which part and why?
4. What was the funniest part of the book?
5. What questions would you like to ask the author of this book?
6. Would you recommend this book to a friend? What reasons would you give for why someone should or should not read this book?

Writing Prompts

Just like reading, writing is a skill that improves with practice. Writing prompts are provided for each section of the book. A selection of prompts that can be used anytime, plus a selection to use after finishing the book are also provided. Celebrate your students' writing by allowing time for them to share what they wrote with a classmate, a small group, or the whole class. If constrained by time, space or materials, many of the writing prompts can also be completed as an oral storytelling activity in pairs.

Anytime Writing Prompts

1. Write about the best book you read at school last year. What made it so great?
2. Write a letter to yourself to open on the first day of school. What do you hope you will do well at school in the coming year? What friendships do you hope to have? What are you looking forward to?
3. Write a few sentences about your day.
4. Write a list of all the things you want to do this summer.
5. Open the nearest book to a random page and choose 5 words. Use these words in a dialogue between two characters.

Post-Reading

1. Write about your favorite part of *Super Narwhal and Jelly Jolt*. Why do you like this part?

2. Write three questions you would like to ask Narwhal or Jelly.
3. Choose a character from the book and write a new story.
4. Write a postcard to the author telling him what you thought of the book. Ask any questions you have about how he made it too!

Dive Deeper Resources

“Dive Deeper” discussion topics and resources invite educators to bring additional context to the story. Books can be an entry point to a whole world of exploration, so encourage your students to be curious about what they read and learn more about words they don’t know or topics that pique their interest. The “Dive Deeper” topics could also be used for small group or individual research projects where students then report back to the group about their findings.

Activities to Bring the Book to Life

Book-related activities in art, movement, language, Social Emotional Learning (SEL) and STEM (Science, Technology, Engineering and Math) bring the story to life for students and enhance learning. Educators are also encouraged to incorporate additional activities throughout the summer that connect with the themes found in *Super Narwhal and Jelly Jolt*.

Possible Programming Themes for *Super Narwhal and Jelly Jolt*

- Narwhals
- Jellyfish
- Marine life
- Friendship
- Waffles
- Strawberries
- Starfish
- Crabs
- Disguises
- Word play
- Wishes
- Inclusion
- Stars
- Superheroes
- Graphic novels and comics

Chapter-by-Chapter Guide

Note: The genders of Narwhal and Jelly are never explicitly stated, so rather than make assumptions, the author of this educator’s guide has avoided using pronouns in the summaries and discussion questions.

Part I – A Super Start

Summary

One day, Narwhal decides to become a superhero. Narwhal’s friend Jelly quizzes Narwhal about the details. What is Narwhal’s super outfit? It’s a yellow cape. What is Narwhal’s super name? It’s Super Narwhal. What is Narwhal’s secret identity? It’s Clark Parker Wayne, a wealthy eccentric who wears glasses and has a mustache. What about a sidekick? It’s Jelly, who decides to become Jelly Jolt the Super Sidekick. Coming up with Narwhal’s super ability proves to be a challenge and after a few failed ideas, Narwhal suggests they take a break and have lunch. The chapter ends with Super Narwhal and Jelly Jolt eating waffles.

Discussion Questions

1. Ben Clanton wrote and illustrated this book. If you look at the title page, you can find out how he made the artwork for the book. What information do you find? Did he use a computer to type the text or did he write it by hand?
2. What do you already know about narwhals? What would you like to know about narwhals?
3. What do you already know about jellyfish? What would you like to know about jellyfish?
4. In comics and graphic novels, authors use “motion lines” to show the movement of characters and things. Can you find an example of a motion line on page 6?
5. The “setting” is when and where a story takes place. Where does this story take place? How do you know?
6. What is a superhero? Can you name some examples? What do you think it takes to be a superhero?
7. What things does Jelly think are important to have if one wants to be a superhero? Do you agree with Jelly’s list? Is there anything you would add?
8. On page 12, Narwhal says, “I’m Clark Parker Wayne! A wealthy and eccentric trillionaire...” What do you think “eccentric” might mean? What do you think “trillionaire” might mean? What do you do when you don’t know the meaning of a word? (Definitions given below.)
9. Who does Narwhal choose to be his sidekick? What are some qualities or skills you think a sidekick should have?
10. Look closely at the drawings of Jelly on page 13. How does the author use Jelly’s tentacles to help show how Jelly is feeling? What emotion is Jelly feeling in each panel? What other features help show Jelly’s emotions?
11. What is Jelly Jolt’s super ability?

12. What do you think Narwhal's super ability might be? What are some examples of super abilities you've read about in other books or seen on TV or in movies? What are some things you do well?
13. In graphic novels and comics, sound effects represent the sounds that something might make, like the creak of a door as it opens or the click of a light switch. Can you find an example of a sound effect in this chapter (pages 4-22)? ("Swoosh" can be found on both page 4 and page 20)
14. What does Narwhal say is "super important to do" (p. 19)? What do Narwhal and Jelly have for lunch?
15. Some words in this book are underlined. What examples of this can you find in this chapter? What might the underline tell us about how to read these words?

Helpful Definitions

Eccentric - Tending to act in strange or unusual ways

Trillionaire – A person who has more than one trillion dollars or other unit of currency. One trillion is written: 1,000,000,000,000 and is equal to one million millions.

Writing Prompts

1. Write a list of five reasons why you would or would not like to be a superhero.
2. Write out your perfect lunch menu. What would you have to eat if you could choose anything?

Dive Deeper: Narwhals

Narwhals are mid-sized, toothed whales living in the cold waters of the Arctic Circle near northern Canada and Greenland. They grow between 13-18 ft. in length and weigh 1,760-3,530 lbs. at adulthood. Narwhals are related to beluga whales which have a similar body shape, excluding the narwhal's distinctive tusk-tooth.

Most male narwhals have a tusk, which can grow up to 10 feet long, while only about 15% of females have tusks. A small minority of narwhals have two tusks. While their unique spiraling tusks have led to the folk name "unicorn of the sea," the term "narwhal" actually stems from the way the whales' black and white mottled skin reminded early Norse explorers of a drowned sailor (the Old Norse word *nár* means "corpse"). The scientific name for narwhals (*Monodon Monoceros*) however, does reference the animal's tooth-tusk as it stems from Greek words meaning "one-tooth one-horn." Scientists are still unsure of the function of the tusk, though many theories exist.

Narwhals feed on fish like cod and halibut, and organisms that generally live close to the ocean floor including shrimp, cuttlefish and squid. Narwhals can reach depths of up to 4,920 feet, with dives lasting up to 25 minutes.

Narwhals can live up to 50 years. They travel in groups called pods that generally consist of five to ten whales. Like most toothed whales, narwhals communicate with "clicks," "whistles," and "knocks" and use echolocation to navigate, find food and communicate with each other.

Current population estimates suggest there are upwards of 170,000 narwhals living today. Their main predators are orcas, but many whales die from suffocation when sea ice freezes over. Like other mammals, whales breathe air. Narwhals have been harvested for centuries by native Inuit people in northern Canada and Greenland for meat and ivory, and regulated hunting by this group continues.

Sources: <https://en.wikipedia.org/wiki/Narwhal>; <http://www.narwhal.org>;
<https://www.worldwildlife.org/species/narwhal>

Online Resources

[VIDEO] Narwhals: The Unicorns of the Sea! (2:56)

A Nat Geo WILD video featuring high quality images and an overview of narwhal facts, myths and history.

<https://youtu.be/MXsZg1sQYvA>

[IMAGES AND ARTICLE] Unicorn of the Sea: Narwhal Facts

Stunning images of narwhals combined with basic facts.

<https://www.worldwildlife.org/stories/unicorn-of-the-sea-narwhal-facts>

[ARTICLE with AUDIO] Here's What Narwhals Sound Like Underwater

<https://www.sciencenewsforstudents.org/article/heres-how-narwhals-sound-underwater>

[ARTICLE with IMAGES] A Whale's Amazing Tooth

A look at possible explanations for the purpose of a narwhal's tusk.

<https://www.sciencenewsforstudents.org/article/whales-amazing-tooth>

Part II – Super Cool Sea Creatures

Summary

A selection of interesting facts about sea creatures including the mimic octopus, dolphins, blue whales, crabs, sail fish and flying fish.

Discussion Questions

1. What fact did you find most interesting?
2. What can a mimic octopus do? Why do you think this ability might be useful?
3. How do the drawings on the page relate to the words?
4. What's unique about the way dolphins sleep?
5. What is one of the loudest animals on the planet?

6. Which is faster: a flying fish or a sail fish? Where can you find information to support your answer?
7. What happens when a crab loses a claw in a fight?
8. What “wonders” do you have about animals that live in the ocean? (If possible, add these questions to the class’s wonder board.)

Writing Prompts

1. Write five questions you have about animals that live in the ocean.
2. Think about the sea creatures in this section. Which creature’s super ability would you most like to have? How could this ability help you in your life?

Part III – Narwhal, You’re a Superstar

Summary

Narwhal meets Star, a starfish on a rock who wants to be up in the sky with the “real” stars. Narwhal tries to help Star by throwing Star and then blasting Star out of a cannon, but both efforts result in Star splashing back into the ocean. When Narwhal suggests building a rocket ship, the friends are both excited about the idea, but realize neither knows how to build one. After Star wishes to be a real star, Narwhal has an idea and the two make a wish together. Following a magical “poof,” Star has disappeared from the rock. In the final scene, Star is part of the night sky and is happily chatting with a blue star.

Discussion Questions

1. How does the author show who is saying which words?
2. The “setting” of a story is the time and place of the action. What is the setting of this chapter?
3. Why does Narwhal throw the starfish? What does Star want? How do you know?
4. On page 28, what elements of a graphic novel do you see? (a motion line showing the path of the starfish; sound effects: “fling!” and “plop!”)
5. How does the author use color to tell the reader about a character’s feelings? How do you think page 31 would feel if it was in black and white? How else does the author create a sense of movement and excitement on this page?
6. Which graphic novel term describes the word “splash” on page 32? (sound effect)
7. What ideas does Narwhal have for how to get Star into the sky to join the other stars? What ideas do you have?
8. How does Narwhal eventually help Star become a star? Have you ever wished upon a star? Did you use the same words as on page 35 or do you have a different tradition? What did you wish for?
9. People around the world make wishes in different ways. What are some ways you’ve heard of? How do people in your family make wishes? Are there certain places or certain times of year when you make a wish? (Some examples could include throwing coins into a fountain or making a wish before blowing out birthday candles.)

10. Look back through the chapter. Can you find panels that show a character with short lines around the character's head or body? Why do you think the author drew these lines? What information do they give us about the character? (Panels: Starfish on pages 31 and 33; Narwhal on page 34; the pair of stars on page 38.)
11. In this chapter, author Ben Clanton plays with words that have more than one meaning. For example, the word "stellar" can mean "of or related to the stars" or "very good." On page 27, we see that Star wishes to be among the real stars and Narwhal says "Sounds stellar!" Can you find a similar type of word play on page 33? (The word "blast" can mean "a powerful explosion" or "a very enjoyable time.")

Writing Prompts

1. Write down a wish you have. What is your wish? Do you think it will one day come true? Is there anything you can do to help it come true?
2. Write a shape poem about stars. A shape poem is a type of poem where the words are written in the shape of the object they describe.

Dive Deeper: Starfish (Sea Stars)

Starfish are not fish at all, rather they are echinoderms, members of the same scientific grouping (phylum) as sea urchins, sand dollars and sea cucumbers. Scientists encourage people to use the term "sea star" instead of "starfish" as it's more accurate. Sea stars can be found in oceans around the world from warm tropical waters to cold polar waters, but they cannot survive in freshwater. There are approximately 2,000 species of sea star, which can be found in shallow intertidal zones and all the way down to depths of 6,000 feet below the surface. Sea stars with five arms are most common, but varieties with 10, 20, or even 40 arms also exist.

Sea stars are carnivores, which means they eat other animals. Using the many tiny tube feet lining the underside of their body, sea stars can hold onto their prey and even pry open shellfish like clams. Most sea stars consume their prey by pushing their stomach outside of their body to envelop their prey and digest it. Once the meal is complete, the sea star's stomach withdraws back inside its body.

Another unusual quality of most sea stars is the ability to regenerate limbs, and in some cases even an entire body. Sea stars can use this ability as a form of defense by detaching a limb in order to escape the grip of a predator. This unique ability is possible because the animal's vital organs are located in its arms. Sea stars can live up to 35 years.

Sources: <https://www.nationalgeographic.com/animals/invertebrates/group/starfish/>,
<https://en.wikipedia.org/wiki/Starfish>

Online Resources:

[VIDEO] Animal Fact Files: Starfish (3:46)

An overview of the species with images and video clips.

<https://youtu.be/UwdTrDGZuN8>

[VIDEO] Sunflower Sea Star: Terrifying Predator? | National Geographic (1:47)

A fascinating look at the habits of the 3-foot wide Sunflower Sea Star.

<https://youtu.be/BnJ8preFDdA>

[ARTICLE WITH IMAGES] 19 Bizarre and Beautiful Starfish Species

A collection of 19 notable sea star species each accompanied by an image and short description.

<https://www.mnn.com/earth-matters/animals/stories/19-bizarre-and-beautiful-starfish-species>

Part IV – Super Waffle and Strawberry Sidekick

Summary

This four-page comic written by Narwhal and Jelly tells the story of how Super Waffle and Strawberry Sidekick battle a giant blob of butter that’s destroying the city and eventually defeat it using the power of the sun. At the end of the comic, the superheroes are faced with a pickle monster and the comic ends with the promise of future installments.

Discussion Focus: Word Play

This chapter is full of word play, so invite students to look for and explore the way the author uses words to create a humorous effect. Share with students that a “pun” is a joke that makes a play on words by using words that sound similar. It can also use different meanings of a word to make the saying funny.

Examples of Puns:

- Why are fish so smart? Because they live in schools.
- The best way to stop a charging bull is to take away his credit card.
- Insect puns bug me.
- Pencils could be made with erasers at both ends, but what would be the point?
- Once you've seen one shopping center you've seen a mall.

Find more puns here: <http://laffgaff.com/funny-puns-for-kids-and-adults/>

Page 40:

“We’re going to cream you, butter blob!” – Butter is the clotted fat from cream / to cream someone means to defeat them.

“But soon Super Waffle and Strawberry Sidekick find themselves in a slippery situation...” – The superheroes are literally slipping on butter / the situation is tricky.

Page 41:

“I’ve got a butter idea!” – The word “butter” is similar to the word “better” / the idea relates to defeating a butter blob.

“You make the world a brighter place!” – A “brighter place” can refer to the light of the sun / the situation being improved.

“Turn up the heat” – This phrase can refer to the heat from the sun’s rays / making the situation more difficult for the butter.

“Berry good thinking!” – The word “berry” is similar to “very” / Super Waffle is congratulating Strawberry Sidekick on his good idea.

“Looks like we’re stuck with a new pickle!” – There is a pickle monster / a “pickle” can refer to a difficult situation, as in “we’re in a pickle!”

Writing Prompts

1. What do you think happened next with Super Waffle and Strawberry Sidekick? Write a short story about what happened when they met the pickle.
2. Who are Super Waffle and Strawberry Sidekick? Write down three interview questions you have for either character and then imagine the answer you think they would give to each question.

Bonus Activity: Super Waffle and Strawberry Sidekick Online Comic

Author Ben Clanton has created an online comic strip for fans to enjoy.

<http://www.narwhalandjelly.com/waffle-and-strawberry/>

Dive Deeper: Waffles

Waffles are eaten all over the world and come in many shapes, patterns and sizes. The basic definition of a waffle is a leavened batter or dough that is cooked between two metal plates. Belgium is particularly well-known for waffles.

Early forms of waffles emerged during the Middle Ages, around the 9th and 10th centuries, in the form of patterned communion wafers that were cooked between two metal plates engraved with religious scenes. These wafers were generally made from flour and water, a significant difference from the waffles that would come later. At this same time, another wafer, later known as an “oublie” was also being made using the same cooking method. Oublies spread throughout northwestern continental Europe and many of the bakers who made oublies eventually created the light pastry varieties that led to modern day waffles.

In the 14th century, there is written proof of waffle making in the form of a handwritten recipe from a husband to a wife. While the recipe was cooked on waffle irons and called a waffle, it lacked a leavening agent. By the 16th century, paintings clearly depict waffle irons with the square grids that we would recognize today. As for a recipe that used a leavening agent, that wouldn’t appear until around the 17th century, when a Belgian baker used beer yeast to give his waffles a lift.

Sugar-sweetened waffles were at first only available to royalty and the very wealthy as sugar was so expensive. This began to change however by the dawn of the 18th century due to the expansion of Caribbean sugar plantations, which dramatically reduced the price of sugar. Waffle variations flourished across Europe incorporating local flavors and ingredients. Also, during this century, the word “waffle” entered the English language when it first appeared in a 1725 printing of *Court Cookery* by Robert Smith.

As Europeans emigrated to new parts of the world, they brought waffles with them. Blending traditional recipes with local preferences and ingredients led to an abundance of new styles and flavors of waffles over the years including Thailand’s hot dog waffle, which contains a hot dog and is served with ketchup and mayonnaise. Today, waffles can be found hot off the waffle irons of street vendors in Belgium, packed in the freezers of thousands of American homes, and even in the food alleys of Hong Kong.

Sources: <https://en.wikipedia.org/wiki/Waffle>

NowThis News. “The History of Waffles | Food: Now and Then.” Online video clip. *YouTube*, June 15, 2018 https://youtu.be/nL94Mc2_Mlc

Discovery UK. “WAFFLES | How It's Made.” Online video clip. *YouTube*, May 16, 2018, <https://youtu.be/dqkruaSQIt0>

Online Resources

[VIDEO] The History of Waffles | Food: Now and Then (3:23)

A quick look at the long history of the waffle, including how it made its way from Europe to America.

https://youtu.be/nL94Mc2_Mlc

[VIDEO] WAFFLES | How It's Made (4:49)

A look at how frozen waffles are made at a factory.

<https://youtu.be/dqkruaSQIt0>

Part V – Super Narwhal Vs. Blue Jelly a.k.a. the Super Superpower

Summary

Narwhal, wearing glasses and a mustache, notices that Jelly seems sad. Narwhal changes into a cape and becomes Super Narwhal. Then, Narwhal proceeds to ask Jelly silly questions about why Jelly might be sad: Did you lose your mustache? Are you sad because you never had one? Are you sad because you accidentally set your hair on fire? Did a bubble call you a blue-footed booby? The questions get sillier and sillier until Jelly is laughing smiling as the two imagine the ridiculous scenarios. Jelly hugs Narwhal and thanks Narwhal for being a super friend. Jelly shares that Crab made fun of Jelly’s outfit. Narwhal suspects Crab might be feeling jealous and left out, so Narwhal and Jelly transform Crab into a superhero too. He becomes Super Snap. At

this moment, Jelly realizes that Narwhal’s superpower is the ability to bring out the super in others. In the final scene Narwhal and Jelly are surrounded by other “super-fied” sea creatures.

Helpful Definitions

Blue-Footed Booby - Blue-footed boobies are birds that live off the western coasts of Central and South America, with about half of the total known population living in the Galápagos Islands. The males of the species have bright blue feet which they show off to prospective mates through courtship dances. The bluer the feet, the more attractive the mate. Boobies nest on land and then hunt for small fish, like anchovies, at sea. They are excellent divers. Boobies can seem very clumsy when walking around on land, so it is thought that the name booby originated from the Spanish word, “bobo,” which means “stupid,” as early European colonists might have viewed the birds that way.

Source: <https://www.nationalgeographic.com/animals/birds/b/blue-footed-booby/>

Discussion Questions

1. On page 44, when Narwhal says “That is one blue Jelly,” what does he mean? What visual clues and text tell you how Jelly is feeling?
2. Why is Narwhal wearing glasses and a mustache? Who is Narwhal pretending to be?
3. Look closely at page 46. How many details can you find in the illustration that show the reader that Narwhal feels happy and amazing? (Starburst pattern, yellow background, a smile, smiling eye shape, blue lines around Narwhal’s head, flippers raised, stars around Narwhal, etc.)
4. How does Narwhal cheer up Jelly? Have you ever used jokes to cheer up a friend? Did it work? What was one of the jokes you told? What are other good ways to cheer up a friend?
5. What is a Blue-Footed Booby? (Information above.)
6. What was your favorite part of Narwhal’s silly jokes with Jelly?
7. What happened to make Jelly feel down? What does Narwhal think might be the reason behind Crab’s mean words? Do you agree with Narwhal’s explanation? Why or why not?
8. On page 57, what do you think the phrase “do unto otters” means? What common phrase does this remind you of?
9. On page 61, Narwhal says, “Meet the Claw! A.K.A. Super Snap!” What does “A.K.A.” mean? (A.K.A. stands for Also Known As) What is it called when we use just the first letter of a series of words to represent the whole idea? (an acronym) What other acronyms do you know? (possible examples: FYI – For Your Information; UFO - Unidentified Flying Object; ASAP - As Soon As Possible; BRB - Be Right Back, etc.)
10. What superpower does Narwhal end up having? What details in the text support your idea? How does Narwhal use this superpower?
11. There are some made-up words in this chapter that sound like they could be real words, but they’re not. Can you find them? How would you describe what each word means? (“super-fied”, p. 59; “superness”, p. 63; “superfy”, p. 64)
12. How do you think Narwhal and Jelly will “spread the superness” (p. 63)? What are some things you can do to help people in your community feel included? What are ways you

can help make someone's day? What superpower might you have that could benefit others?

13. This book is a graphic novel, meaning both the words and the pictures help tell the story. What important details about Narwhal and Jelly do you think would be missing if the book only had words?

Writing Prompts

1. Write about a time when you cheered up a friend. Why was your friend sad? What did you do?
2. Write about your superpowers. What are you good at doing? Are you good at solving math problems? Good at listening to a friend? Good at playing soccer? How can you use your superpowers to help others?

Dive Deeper: Jellyfish

Jellyfish have lived on our planet for hundreds of millions of years; in fact, they were swimming around in ocean currents even before the age of the dinosaurs. Jellyfish range in size from two centimeters to two meters and are found in every ocean in the world. Some live in freshwater too. They can be found in warmer shallow waters as well as at great depths where the water is very cold. Jellyfish feed on fish, shrimp, crabs, tiny plants and even other species of jellyfish.

Jellyfish have no bones, brains, hearts or blood. The main feature of a jellyfish is its umbrella-shaped bell, which is composed of a smooth, jelly-like substance that is roughly 95% water. This means that when jellyfish wash up on the shore, they pretty much just evaporate! Protruding from the bell are tentacles that contain stinging cells that help jellyfish immobilize their prey before they eat it through a small opening in the center of the bell, which serves as the animal's mouth, propulsion source, and avenue for excreting waste.

While jellyfish are generally considered to be top predators in the food chain, there are animals that prey on them including other jellyfish, tunas, sharks, swordfish, sea turtles, penguins and humans (jellyfish is a delicacy in China, Japan and Korea).

Sources: <https://www.natgeokids.com/uk/discover/animals/sea-life/jellyfish-facts/>;
<https://en.wikipedia.org/wiki/Jellyfish>

Online Resources

[VIDEO] All About Jellyfish for Kids: Jellyfish for Children (5:53)

Overview of jellyfish physiology, development, habitat, diet and interactions with humans.

Larger words and scientific terms are defined by the narrator.

<https://youtu.be/u9Q9knJhww>

[VIDEO] Jellyfish predate dinosaurs. How have they survived so long? (5:25)

TED-Ed animated video explaining the unique features of jellyfish.

<https://youtu.be/yQduHyiWe9o>

[LESSON] TED-Ed: Jellyfish

TED-Ed Jellyfish lesson materials include a multiple-choice quiz and discussion questions to use after watching the video.

<https://ed.ted.com/lessons/jellyfish-predate-dinosaurs-how-have-they-survived-so-long-david-gruber>

[ARTICLE with IMAGES] Scary, Squishy, Brainless, Beautiful: Inside the World of Jellyfish

An excellent National Geographic article about jellyfish with stunning photos and helpful diagrams.

<https://www.nationalgeographic.com/magazine/2018/10/jellyfish-species-reproduction-feeding-ocean/>

CREATE, DO & EXPLORE

Activities to Bring the Book to Life STEM, Art, English Language Arts and More

[ART] Narwhal Tusk Headbands

Materials: Cone-shaped paper party hats with elastic string (if flat and unassembled, leave them that way), clear or white tape, black pen or marker

Background: Super Narwhal has a tusk.

Online Resources:

Images of Narwhal Tusks: <https://www.worldwildlife.org/stories/unicorn-of-the-sea-narwhal-facts>

Video instructions for making a similar project (unicorn horn) using the same technique:

<https://www.wikihow.com/Make-a-Unicorn-Horn>

Instructions

1. FLATTEN - If the paper party hat has already been assembled, gently undo the tab-and-slot fastening or glue holding it together and flatten the hat out. Leave the elastic attached.
2. ROLL AND TAPE - With the plain side of the party hat facing out, roll the party hat into a horn shape and use tape to secure.

3. DECORATE - Narwhal tusks have a spiral that runs the length of the tusk. This spiral always wraps toward the left. Use a pen or marker to add spiral markings to the tusk.
4. WEAR - Place the tusk on your forehead and pull the elastic back over your head to secure.

[ART] Jellyfish Puppets

Materials: Cupcake liners, tissue paper (or yarn), scissors, tape, string, glue sticks, wiggle eyes or eye stickers

Background: Jelly Jolt is a jellyfish.

Instructions: Students can create a jellyfish friend of their own to use as a decoration or puppet.

1. MAKE TENTACLES – Use scissors to cut thin strips of tissue paper or lengths of yarn. If using tissue paper, use a glue stick to attach the strips to the inside of the cupcake liner. If using yarn, attach the strands using pieces of tape.
2. ADD STRING – Turn the cupcake liner over so the tentacles hang down. Tape a piece of string to the top of the jellyfish.
3. ADD EYES – Use a glue stick to attach wiggle eyes to the jellyfish.
4. PLAY – Hold the jellyfish by the string and move it up and down like a jellyfish swimming in the water.

[STEM/ART] Marine Mural

Materials: A bulletin board or wall space, blue paper for a background, colorful construction paper, index cards, pencils, markers, scissors, glue sticks and internet access or access to informational texts about marine animals

Online Resources: Animal Fact Pages for Kids: <https://kids.nationalgeographic.com/animals/>

Background: Super Narwhal helps many different sea creatures become superheroes.

Instructions: Build community, make some art and celebrate science as the class collaborates on a mural featuring all types of marine life. Begin by having students select a marine animal to study (choose a specific area or ocean as the focus for your mural, or leave it open to include all marine animals wherever they are found). Using online resources or informational texts from the library, have students write the name of the animal and 1-3 (depending on student age and size of index cards) interesting facts on an index card. Next, invite students to use construction paper, scissors, glue and markers to craft a representation of their animal to add to the mural. Assemble the mural by first covering the wall or bulletin board with blue paper. Invite students

to add their animal and fact card to the board. Celebrate the completion of the mural by inviting students to share what they made and what they learned about their marine animal.

[STEM] The Science of Echolocation

Materials: 6-8 blindfolds, paper and pencils

Background: Narwhals use echolocation to navigate, find food and communicate.

Online Resources: [VIDEO] What is Echolocation? (1:49)

A short overview of how toothed whales, like narwhals, find their way.

<https://youtu.be/5GuaNA-5qWw>

Instructions: Share with students that narwhals, like other toothed whales, use sound to see by emitting sounds that echo off objects and then return to their ears. Depending on how long it takes the sound to reach their ears and the direction it comes from, these animals can determine the location of the object. This is called echolocation. Humans mimic this technique with technology like sonar and radar. Students will use a simple simulation to learn more about how echolocation works.

Divide the class into groups of six, each working in a different part of the classroom or outdoor field. Explain that in each group one student will wear a blindfold as the “Narwhal,” while four students will be the “Fish” and one student will be the “Scientist.” Once the Narwhal is wearing a blindfold, the four Fish stand in a circle around the Narwhal and wait for the Scientist to point to them to clap. When the Narwhal hears a clap he or she should point in the direction of the sound. The Scientist will keep track of the clap location (in front, to the side or behind) and mark whether the Narwhal accurately located the sound. The Scientist should have each Fish take two turns to clap, before everyone switches rolls.

As a class, discuss the results. Ask: *Was it harder for the Narwhal to accurately identify sounds from a certain direction? If so, which direction and why might this be? Was it easier or harder than you expected to identify the direction of the sound? Were you ever distracted by other sounds around you? Was it ever too noisy to tell where the clap was coming from? What might this tell you about what it’s like for narwhals that live near busy shipping routes? How might human noises impact narwhals? What do you think people could do differently?*

[COMMUNITY] Star Games

Materials: Cardboard of all varieties, recycled building materials (yogurt tubs, bottle caps, etc.), paper, markers, scissors, shipping tape/duct tape/masking tape and pencils

Background: Star wishes to join the real stars in the sky. Narwhal tries to help launch Star into the sky.

Instructions: Divide students into small groups (“pods” like a group of narwhals). Provide each pod with access to an assortment of cardboard boxes, tubes and other recycled building materials, as well as tape, scissors, pencils, paper and markers. Challenge each pod to work together to create a fun game inspired by the chapter in which Narwhal tried to help Star join the other stars in the sky. These could be tossing games like cornhole, or a variation of pin the tail on the donkey where players stuck stars to a board, or completely original games. Once all the games are ready, have pods take turns visiting other pods to try out the games they created. Encourage each pod to cheer on their pod-mates as they play the games.

[ELA/ART] Comic Strip Creator

Materials: Paper (or copies of a comic strip template), pencils, colored pencils and a binder (if making a class comic book)

Online Resources: Comic Strip Template: <http://www.narwhalandjelly.com/fun-2/>

Background: Narwhal and Jelly create a comic strip called “Super Waffle and Strawberry Sidekick” (pp. 39-42).

Instructions: Print out a comic strip template for each student or have students create their own grid of panels on a plain sheet of paper. Invite students to create a comic strip story about a new adventure Narwhal and Jelly have, or tell about a recent event in their own life. Have students work in pairs to brainstorm story ideas before they begin writing. Once the comic strips are complete, pass them around for all students to read. If desired, create a class comic book by collecting up the comics in a binder that students can read and add to over the coming weeks.

[ELA/ART] My Superhero Cape

Materials: Paper, markers/colored pencils, pencils, fabric (felt and fleece don’t fray; other fabrics can be cut with pinking shears to help reduce fraying) cut into 24”-wide rectangular sheets and safety pins, or inexpensive pre-made capes (available online), and fabric markers (for lighter colored cotton fabric) or paint pens (for polyester capes and brightly colored fabrics)

Background: Narwhal’s super outfit is a yellow cape.

Instructions: Invite students to create their own superhero cape that celebrates their unique superpowers and personality.

1. WRITE – On a sheet of paper, have students write a brief biography of their superhero persona that includes the superhero’s secret identity, sidekick, superpowers, likes and dislikes and any fun facts that make their character unique.
2. MAKE PAPER DESIGN - Using a second sheet of paper and markers or colored pencils, have students create a design for their superhero cape. Ask: *How can you use color to make you feel super? What symbols can you use to represent your superpower? What might you want people to understand about your superhero character just by looking at your cape? Does your cape have any special features? If so, what are they and how can you show them in your design?*
3. CREATE CAPE – If using fabric and safety pins to create capes, give each student a 24”-wide rectangle of fabric that is no longer than roughly half their height.
4. DECORATE – Using fabric markers or paint pens as appropriate, invite students to decorate their capes following the design their created earlier on paper.
5. WEAR – Once the cape has been decorated and is dry, use two safety pins to pin the cape to the shoulders of the student’s shirt. If using pre-made capes, skip this step. Invite students to wear their capes and go around the room learning about the superhero personas and superhero capes their classmates have made.

[SEL/ELA] My Wish Book

Materials (for each student): 1 empty cereal box, 10 sheets of plain paper, scissors, colorful duct tape (or other decorating supplies), markers, a pencil and a rubber band

Background: Star wishes to join the real stars in the sky and eventually Star’s wish is granted (pp. 34-38).

Instructions: Share with students that wishes are more likely to come true when we write them down and think carefully about them. Our wishes can often help us see what’s important to us and maybe even help guide our future plans. A “wish book” will be a special place to write down wishes and explore ways to help make those wishes come true. To create a wish book:

1. CUT COVER - First, fully open the cereal box so it lays flat as a single sheet of cardboard. Next, cut a piece of cardboard that is the same size as a sheet of paper. Trace around a sheet of paper to get the size just right.
2. ADD PAGES - Stack about 10 sheets of plain paper on top of the cardboard sheet and bend the whole pile in half to create a booklet. Have the cereal box side facing out for an instantly decorated cover, or have the blank side facing out and decorate it.
3. FINISH AND DECORATE - Bind the cover and pages together with a rubber band wrapped around the center crease of the booklet. Decorate the cover.
4. WRITE – At the top of a page, write down a wish. Do you wish you had a certain toy? Do you wish you could sleep in later in the morning? Do you wish you were an astronaut? Think about your wish. Why is this wish important to you? Do you think there is anything you can do to help make your wish come true without having to wait for luck or magic to make it come true? Write down your ideas.

Resources

Check Out These Websites and Books

Teaching with Graphic Novels

[VIDEO] Gene Yang: Creating a Graphic Novel (5:34)

Gene Yang, author of the graphic novel *American Born Chinese*, discusses the elements of a graphic novel/comic (panel, gutter, word balloon) and shows the process from finding an idea, to creating an outline, drawing sketches, defining characters and creating final images using a computer.

<https://youtu.be/DTkfcL8iPtc>

Wikipedia Glossary of Comics Terminology

https://en.wikipedia.org/wiki/Glossary_of_comics_terminology

PDF Showing Comic/Graphic Novel Terms with Sample Images

<http://www.readwritethink.org/files/resources/interactives/comic/comicdefinitions-text.pdf>

Get Graphic!

A website where educators can learn more about graphic novels, investigate booklists and explore graphic novel news and information.

<https://www.buffalolib.org/content/get-graphic/teachers>

Graphic Novels in the Classroom, A Teacher Roundtable

A group of educators share their thoughts and best practices for using graphic novels in the classroom.

<https://www.cultofpedagogy.com/teaching-graphic-novels/>

Scholastic Guide to Using Graphic Novels with Children and Teens

A free PDF guide that includes a genre overview, discussion questions, activity ideas, booklist and more.

<https://www.scholastic.com/content/dam/teachers/lesson-plans/18-19/Graphic-Novel-Discussion-Guide-2018.pdf>

Comics & Graphic Novels: Teaching Comics

<https://libguides.spsd.org/comics/teaching>

Reading Rockets: Graphic Novels for Kids: Classroom Ideas, Booklists, and More
<http://www.readingrockets.org/article/graphic-novels-kids-classroom-ideas-booklists-and-more>

Good Comics for Kids

A collaborative blog filled with reviews of comics for kids.

<http://blogs.slj.com/goodcomicsforkids/>

Making Comics and Graphic Novels

Free online comics/storyboard maker

<https://www.storyboardthat.com/storyboard-creator>

Smile Comic Maker

<https://www.scholastic.com/kids/games/make-a-comic/smile-comic-maker/>

Printable Comic Strip Templates

<https://www.scholastic.com/parents/kids-activities-and-printables/printables/writing-worksheets/create-your-own-comic-strip-template.html>

In Print – Best for Teens/Adults

Comics Confidential: Thirteen Graphic Novelists Talk Story, Craft, and Life Outside the Box
Compiled and Edited by Leonard S. Marcus

Understanding Comics: The Invisible Art by Scott McCloud

Making Comics: Storytelling Secrets of Comics, Manga and Graphic Novels by Scott McCloud

Drawing Words and Writing Pictures: A Definitive Course from Concept to Comic in 15 Lessons
by Jessica Abel and Matt Madden

Make Comics Like the Pros: The Inside Scoop on How to Write, Draw and Sell Your Comic Books and Graphic Novels by Greg Pak and Fred Van Lente

In Print – Best for Kids

Telling the Story in Your Graphic Novel by Frank Lee

The Drawing Lesson: A Graphic Novel That Teaches You How to Draw by Mark Crilley

Write Your Own Graphic Novel by Natalie M. Rosinsky

Additional Resources for Activities, Games and Lesson Plans

The Official Narwhal and Jelly Website

<http://www.narwhalandjelly.com>

Paper and Pencil Games

Simple games for all ages.

<http://www.papg.com>

Monterey Bay Aquarium

Online and printable activities, lessons and games.

<http://www.montereybayaquarium.org/education>

18 Jellyfish Crafts for Kids

<https://buggyandbuddy.com/18-jellyfish-crafts-kids/>

Hands-on Science Resources for Home and School

A wealth of projects to try and a handy search tool to match student/class to projects based on age, time and interests.

<https://www.sciencebuddies.org>

Made for STEAM (STEM + Art = STEAM)

Fun and easy STEM lesson plans that include a high-quality video demonstrating the project and explaining the science behind it.

<https://www.madeforsteam.com>