

READY
—TO—
READ
GRAPHICS

A GUIDE FOR *EDUCATORS*



INTRODUCING **READY-TO-READ GRAPHICS**

Launch beginning readers on their graphic novel adventure!

Ready-to-Read Graphics books are leveled readers inspired by traditional graphic novels and tailored for kids beginning their reading journey.

Every Ready-to-Read Graphics book includes:

A how-to guide for reading graphic novels

Pages that mimic traditional graphic novels with easy-to-follow panels and speech bubbles

Accessible vocabulary to build reading confidence

Compelling stories and characters to keep young readers engaged

Levels that correspond to those on standard Ready-to-Read books

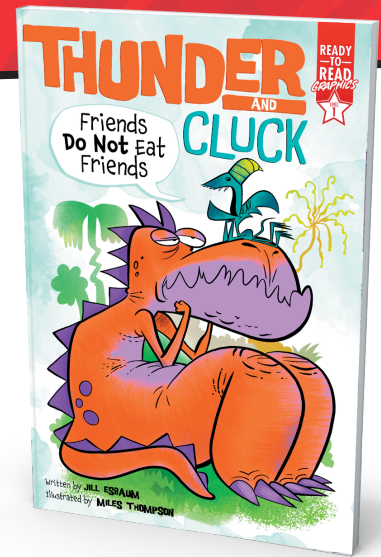
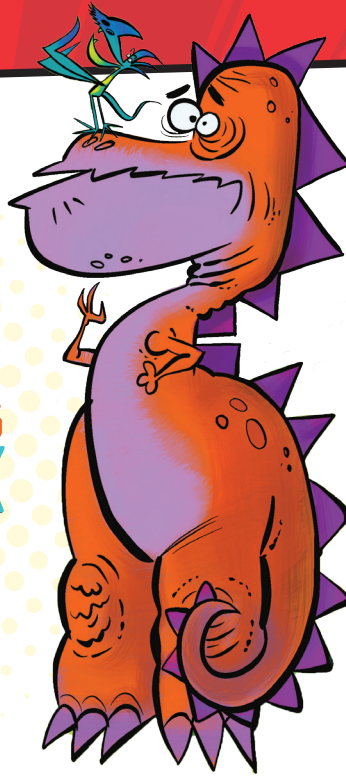
Fresh, engaging illustrations that provide context and promote visual literacy



READY-TO-READ GRAPHICS is the perfect launchpad for emerging graphic novel readers!

LEVEL
1

THUNDER AND CLUCK



**THUNDER AND CLUCK
FRIENDS DO NOT EAT FRIENDS**
Written by Jill Esbaum and illustrated by Miles Thompson
HC: 9781534486522 • PB: 9781534486515
EB: 9781534486539
Grades P-1; Ages 4-6
On Sale June 29, 2021

DISCUSSION QUESTIONS

1. Thunder tries to scare Cluck, but it doesn't work. Have you ever stood up to someone who was trying to frighten you? What did you say? What happened?
2. What might have happened if Cluck ran away when Thunder roared?
3. Why do you think Thunder tries to avoid becoming friends with Cluck?
4. Do you relate more to Thunder or Cluck? Explain your answer.

ACTIVITIES

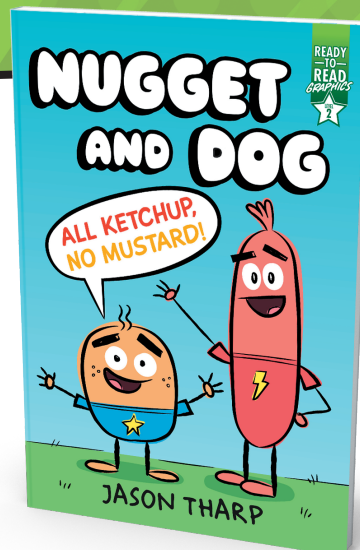
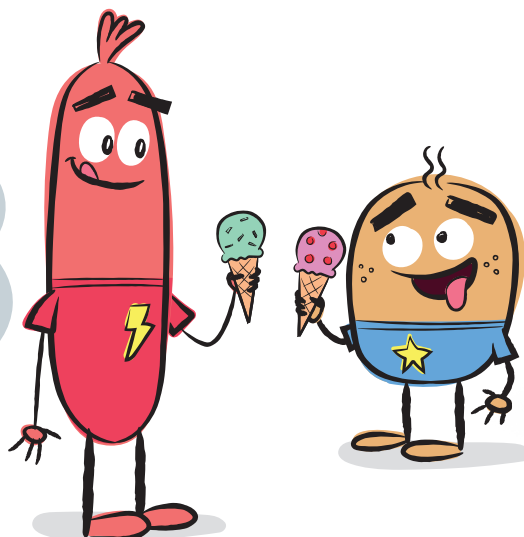
1. **Creative writing:** By the end of the story, Cluck and Thunder agree to be friends. What do you think will happen next? Ask students to work in pairs to write and draw another story starring Thunder and Cluck.

Here are some questions to help them get started:

- What adventures might Thunder and Cluck have together?
 - What other characters will they meet?
 - What problems will they encounter?
2. **Science connection:** Do Thunder and Cluck resemble actual dinosaurs from long ago? Have students work with a partner to research which actual dinosaurs may have inspired these characters.

LEVEL
2

NUGGET AND DOG



NUGGET AND DOG ALL KETCHUP, NO MUSTARD!

Written and illustrated by Jason Tharp
HC: 9781534484634 • PB: 9781534484627
EB: 9781534484641
Grades K–2; Ages 5–7
On Sale June 29, 2021

DISCUSSION QUESTIONS

1. How did Dijon Mustard turn evil?
2. Why do Nugget and Dog want to become KETCHUP crusaders?
3. Would you rather be a KETCHUP crusader or help Dijon and Crouton with GRUMPS? Explain your answer.
4. Why does the Monster feel misunderstood?

ACTIVITIES

1. **Creative writing/storytelling:** In this book, readers learn how Nugget and Dog first met. Explaining a character's background is called their "origin story" and is a common feature of comic books and graphic novels. Ask students to brainstorm their own KETCHUP crusader and create their origin story. Where does their hero come from? What is their super-power and how did they get it? What are they trying to accomplish?
2. **Art connection:** Most of the characters in *All Ketchup, No Mustard!* are food items. Ask students to design a cast of characters for a graphic novel that are related (such as food items, articles of clothing, sports equipment, etc.).
3. **Social and emotional learning:** Define and discuss the components of KETCHUP. Have students form small groups and choose one of these components as inspiration for a poster or short skit.



LEVEL
3

Geraldine
Pu



**GERALDINE PU
GERALDINE PU AND HER
LUNCH BOX, TOO!**

Written and illustrated by Maggie P. Chang
HC: 9781534484696 • PB: 9781534484689

EB: 9781534484702

Grades 1–3; Ages 6–8

On Sale June 29, 2021

DISCUSSION QUESTIONS

1. Geraldine Pu loves the lunch her Amah packs in her lunch box, Biandang. Why do you think she asks for a sandwich?
2. Why did Geraldine ask to taste Deven's lunch?
3. Eating food from a different culture is one way to show respect and acceptance. What else could Geraldine have done to help Deven stand up to Nico? What could you do if someone is being made fun of for their lunch, clothing, or language?
4. Is there a food you eat with your family that may be seen as uncommon or even "smelly"? Have you ever tried to talk about this food with a friend or classmate? How might you describe its taste or appearance or what it means to you?

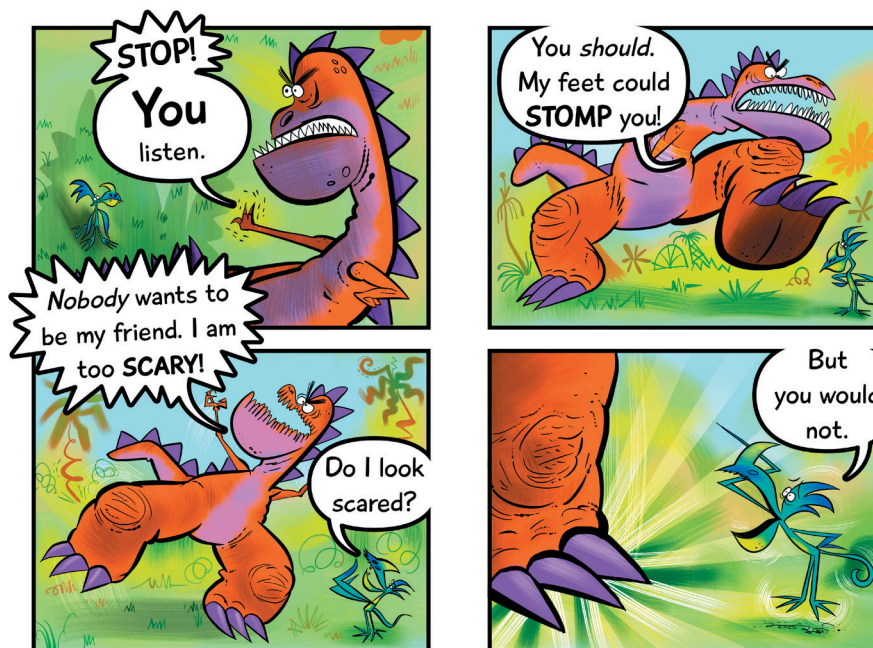
ACTIVITIES

1. **Social Studies connection:** Have students partner up or form a small group to research what children eat for lunch around the world. Each group should choose a country and consider the following questions:
 - What does a typical school lunch in this country consist of?
 - Why do you think this lunch is popular? (Hint: What foods grow in this country's climate?)
 - What utensils do the students use to eat?
 - Was there something about the school lunch that surprised you?
 - What does a school lunch tell you about the country?
 - Would you like to eat this lunch? Explain your answer.
2. **Art connection:** Geraldine Pu loves her lunch and her lunch box, Biandang. Have students create a diagram of their lunch box and the components of their favorite lunch. (Be sure to label each food!) Extension: Ask students to write a note to put into another classmate's lunch box, just like Amah did for Geraldine.
3. **Cooking connection:** Gather images of different foods or dishes from around the world. Share the images with your students and ask if they've ever eaten the food before. If so, what did it taste like? If no one has eaten the food before, try to imagine together what it would taste like—salty, sweet, or spicy?

** Teachers—consider using *What's Inside My Lunch Box?* by Hannah Eliot, illustrated by Elio, as a companion read.

DISCUSSIONS AND ACTIVITIES ACROSS ALL THREE BOOKS

1. **Collaborative writing, graphic novel:** As a class, generate ideas for a graphic novel, including characters, setting, problems, and solutions. Create the table of contents with chapter titles. Then work in small groups to write and draw each chapter. Consider using graphic organizers, which are freely available online, or draw your own.
2. **Building community:** Each of these books celebrate kindness, empathy, and friendship. Here are some strategies to use to help build community in your own classroom:
 - **Shout-outs:** Go around the classroom and have each student praise one of their classmates for something specific they did that day. Students can share aloud with the class, or write it down for teachers to share.
 - **Good things:** Have students take turns talking with a partner about one good thing in their lives.
 - **Write around:** Instruct students to write one of the following sentence starters at the top of four different pieces of paper, and then pass the papers to their classmates. Continue passing the papers around the room until every student has filled out answers for all of their classmates. Ask students to share their favorite answers with the class.
 - "I appreciate when you..."
 - "I look forward to seeing you because..."
 - "Some kind words that describe you are..."
 - "One thing I've learned from you is..."



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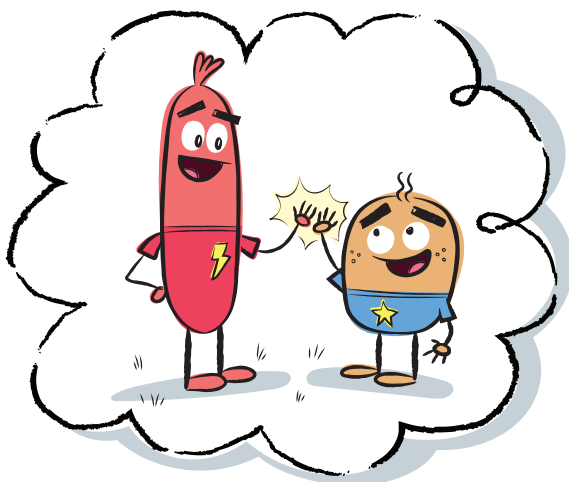
3. **Being a good neighbor:** Characters across these books demonstrate how to be a good neighbor. They help keep people safe, and they respect cultures different from their own.

CLASS DISCUSSION QUESTIONS

- Which characters in these books are good neighbors? How can you tell?
- What does it mean to be a good neighbor?
- What responsibilities do good neighbors have?

ACTIVITIES

- Ask students to share a time when they demonstrated being a good neighbor.
- Discuss why rules are important, and have students create their own set of class rules and consequences.
- Ask students to consider ways they can be good neighbors. As a class, brainstorm ideas for ways to participate in ongoing community service projects, or adopt a service learning project based on a problem your class has identified in the community.



****Teachers**—Geraldine Pu, Thunder, Cluck, Nugget, and Dog all stand up to bullies. These graphic novels are a great way to approach the topic of bullying with your students. To learn more about bullying, visit StopBullying.gov. For resources to help address bullying, visit Not in Our Town at NIOt.org.

Learn more about Ready-to-Read Graphics at ReadytoReadGraphics.com!

Ready-to-Read Graphics Teacher Guide written by literacy teacher and librarian Melissa Cardinali.

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Geraldine Pu illustrations © 2021 Maggie P. Chang.

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