

# LANGUAGE ARTS

## GRAMMAR

Hagar the Horrible by Dik Browne



**Activity:** Have students explore today's "Comics" for characters that are using "incorrect" grammar. Who are they? What types of mistakes have they made? Can they edit the mistakes by using the "correct" grammar?

## SENTENCES

Hi and Lois by Brian and Greg Walker



**Activity:** Have students locate 6 "exclamatory sentences" on the "Comics Page". Discuss how and why the exclamation point is used.

**Activity:** How many "interrogative sentences" were used in today's "Comics"?

**Activity:** "Declarative sentences" end with a period. How many "declarative sentences" appeared in today's "Comics"? Did we always use the period? (Note: Very often you'll find it missing!)

**Activity:** With the exception of "Family Circus", all of the words in every sentence are capitalized. Have students select a favorite cartoon and edit each word by circling the letters that should remain capitalized. Ask them to explain their edits.

## MOTIVATIONAL WRITING

### Hagar the Horrible

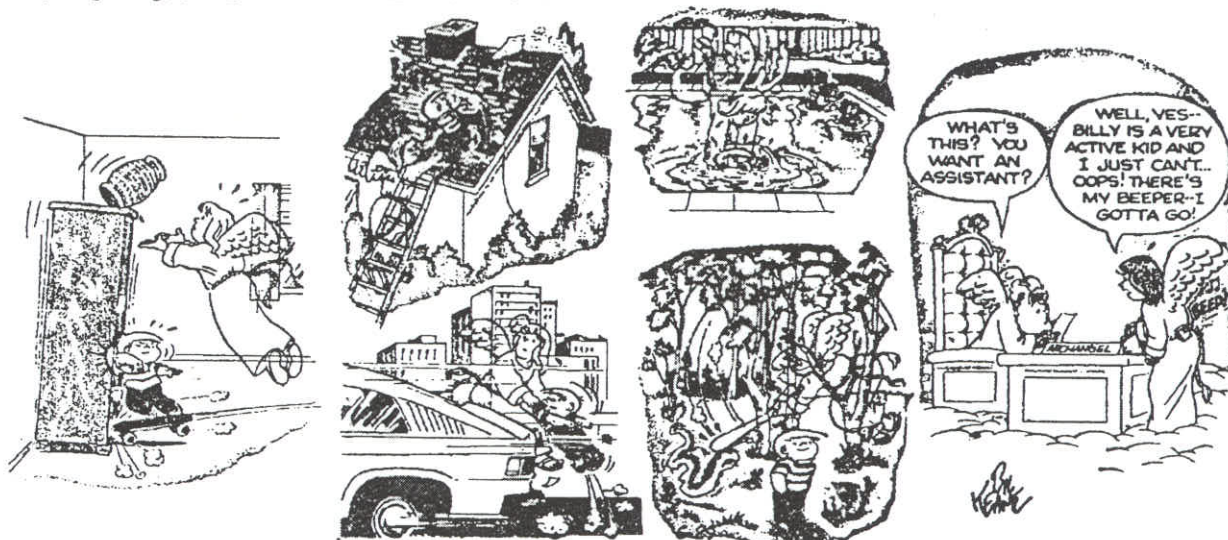
By Dik Browne



**Activity:** Have students select a comic strip and use the characters, setting and storyline (plot) as the basis for a "story starter".

### THE FAMILY CIRCUS

By Bil Keane



**Activity:** Select a comic strip that has very little dialogue and have students create the "dialogue" or story narration.

(Note: In the example provided, this story could be written from the perspective of the guardian angel when explaining to the archangel why an assistant is needed, or, a diary of the guardian angel's events could be written.)



**Activity:** Have students design a bar graph to illustrate the number of male comic strip characters vs. female comic strip characters, or adults vs. children, animals vs. humans.

**Activity:** Have students create fractions, ratios, or percentages illustrating the number of adults vs. children, male vs. females, animals vs. humans in the comic strip.

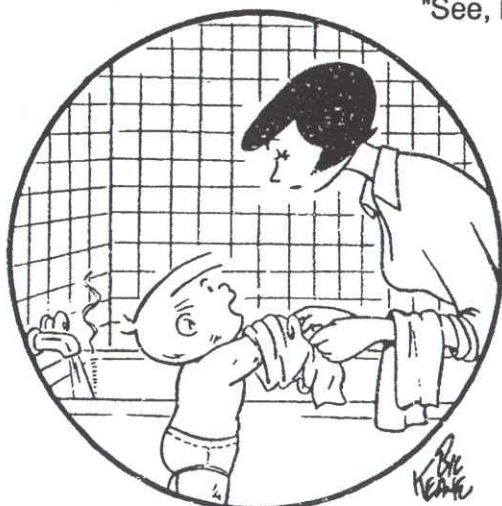
## SCIENCE

**Activity:** Have students explore the "Comics" for "health issues", "environmental issues" and "safety".

These cartoons can be used as "ice-breakers" for follow-up activities in the other sections of the newspaper. (ie: Cathy's health habits can be followed up with health articles in Lifebeat and the "Food Section".)



"See, PJ? Never Drink and drive."



"To conserve water I volunteer to take less baths."



"I love you, Mommy, you're...so high in fiber, low in sodium, so cholesterol free..."

## \* VOCABULARY ACTIVITIES

\* Have students review the “**Comics**” for new vocabulary words. From the “**built-in context clues**”, can they figure out the meaning of each new word?

\* Have students review the “**Comics**” for vocabulary words that can be used interchangeably. (Synonyms)

## \* FIGURATIVE LANGUAGE

Dennis the Menace By Hank Ketcham



"MOM IS FIT TO BE TIED BECAUSE MY SHOES **AREN'T**!"

Dennis the Menace By Hank Ketcham



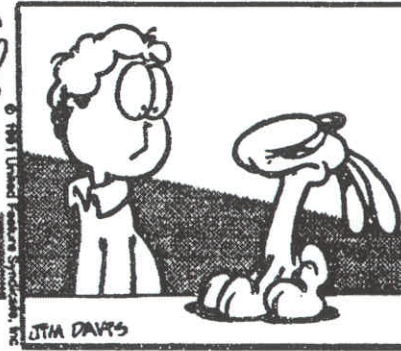
"OH, THERE YOU ARE! I THOUGHT MOM SAID YOU WERE IN RUFF'S HOUSE."

## \* METAPHORS/SIMILES

Activity: Have students review the “**Comics**” for words or phrases that are used as “**metaphors**” or “**similes**”. What do these “**phrases**” mean? How do they apply to the comic strip story?

## \* ONOMATOPOEIA - “Imitation of a natural sound in word formation”.

GARFIELD by Jim Davis



**Activity:** Have students review the “**Comics**” for examples of onomatopoeia. (Note: Many of the animals in the comic strips will illustrate onomatopoeia.)



## PRONOUNS

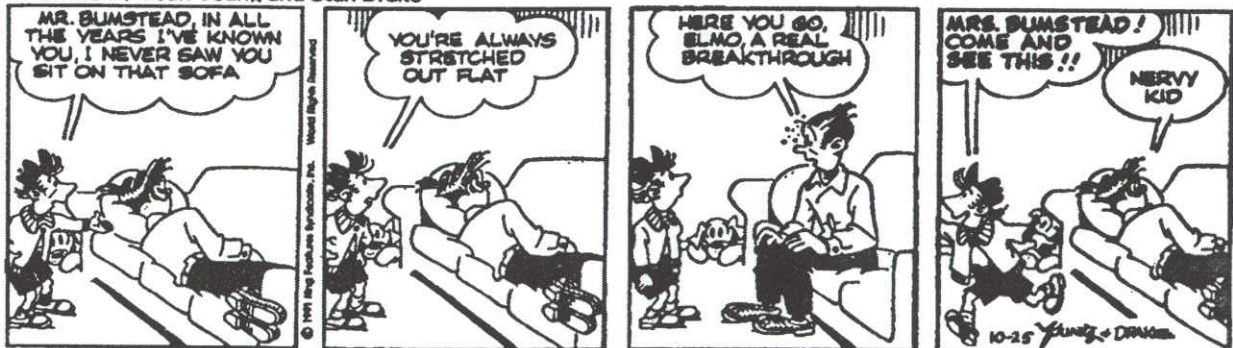
Peanuts by Charles Schulz



**Activity:** Since dialogue is going on between the comic strip characters, your students will find many pronouns used. How many can they find in today's "**Comics**"? Can they classify them according to "**singular pronouns**", "**plural pronouns**" and/or "**gender**"?

## CONTRACTIONS

Blondie by Dean Young and Stan Drake



**Activity:** Since dialogue is going on between the comic strip characters, your students will find many contractions used. How many can they find in today's "**Comics**"? What are the two words that make up each contraction?

## COMMON NOUNS/PROPER NOUNS

**Activity:** Have students locate all "**proper nouns**" in the "**Comics**". Ask them to classify them according to special names of people, places or things. Can they find "**common nouns**" to match each "**proper noun**"? (ie: Mr. Wilson is a neighbor, man, husband)

**Activity:** Have students use the “Comics Page” to create a “Story Bank” for future writing. On one set of index cards, ask them to cut out and paste comic strip characters and write a description of each character’s **“personality characteristics”**. On a second set of index cards, have students cut out and paste comic strips that depict **“plots”**. (ie: Conflict, mystery, competition, etc...) On a third set of index cards, have students cut out and paste comic strips that illustrate **“themes”**. (ie: Love, friendship, loyalty, trust, good vs. evil, etc...) On a fourth set of index cards, have students cut out and paste comic strips that illustrate various **“settings”**. (ie: Dennis’ neighborhood; Cathy’s office; Beetle Bailey’s army barracks, etc...)

Once a significant number of cards have been created for each of the four categories, students must draw a card from each deck and create a story based upon the character, plot, theme, and setting noted on the cards.

The Family Circus by Bil Keane

## POINT OF VIEW

**“It’s all a matter of perspective!”**

**Activity:** Have students re-write a comic strip story from the perspective of one of the characters.



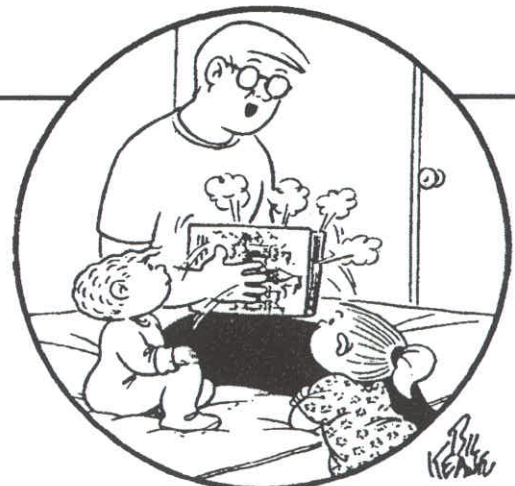
“Mommy! Come look at this  
You’re upside down!”

The Family Circus by Bil Keane

## STORY FINISHERS

**Activity:** Have students examine today’s comics for stories where the characters **“lived happily ever after”**.

**Activity:** Have students locate a comic strip where the ending is not a **“happy ending”**. Ask them to re-write the story with a happy ending.



“....happily ever after. And now you know....  
the REST of the story.”



## CRITICAL READING/CRITICAL THINKING SKILLS

### \* FACT VS. OPINION AND INFERENCES

**Blondie** by Dean Young and Stan Drake



**Hagar the Horrible**



YOU GOTTA BE SMART,  
YOU GOTTA BE STRONG,  
YOU GOTTA BE ORGANIZED



By Dik Browne



**Activity:** Have students explore today's "**Comics**" for "**opinions**" expressed by the characters. How many "**positive opinions**" were made? How many "**negative opinions**" were made? Ask them to agree or disagree with the opinions based upon their understanding of the characters and/or situations.

**Activity:** Have students review today's "**Comics**" for comments made by the characters that implies or infers something about another character or situation. Discuss the inferences made.

## \*RIGHTS AND RESPONSIBILITIES



"If so many people get hurt in war, why do they keep playin' it?"

**Activity:** With every **"right"** (freedom), there are responsibilities that go along with it. Have students explore today's **"Comics"** for characters that are enjoying certain **"freedoms"**. Discuss the responsibilities that are associated with each freedom.



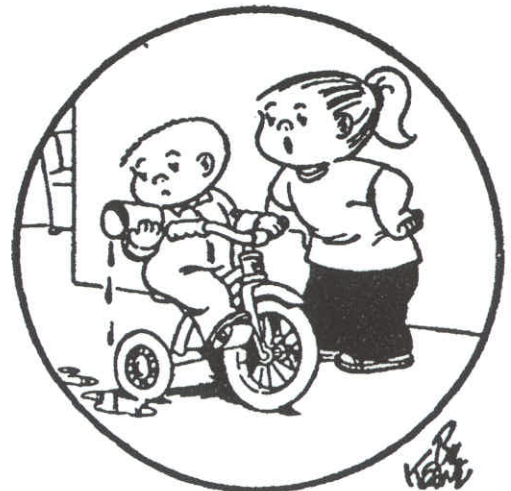
"NO, YOU DO **NOT** HAVE THE RIGHT TO REMAIN SILENT."

**Activity:** Have students explore the **"Comics"** for rights and responsibilities associated with adults. What are they? Are they available to minors? Why or why not?

## \* ISSUES IN TODAY'S SOCIETY

**Activity:** Have students locate **"social and world issues"** in today's **"Comics"**. How do these cartoons relate to the news presented in the **"Front Section"**?

(NOTE: Political issues, environmental issues, health issues, crime, etc... will appear in the **"Comics"**. They can prove to be great **"ice-breakers"** for discussion and a "springboard" for getting into other sections of the paper.)



"See, PJ? Never drink and drive."



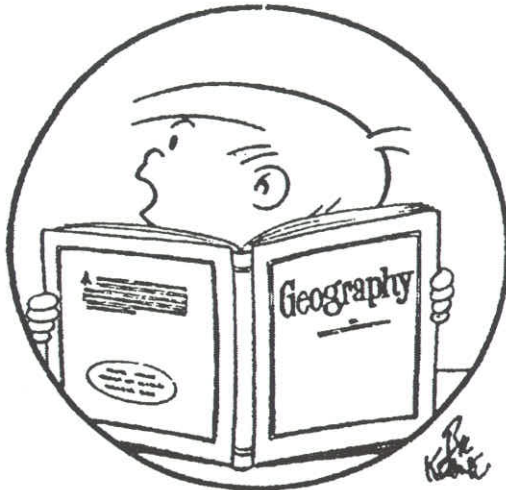
## \* GEOGRAPHY

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**Activity:** Have students explore the "**Comics**" for references made to geographical locations. Can they locate them on a map?

**Activity:** Have students locate examples in the "**Comics**" about how people interact with their environment: Discuss their findings.

### The Family Circus by Bil Keane



"They've got the Red Sea colored blue!"



"Can I answer when she says 'paper or plastic'?"

## \* STEREO-TYPES

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**Activity:** Following a discussion about stereo-types have students locate comic strip characters that fit certain stereo-types. Discuss the selection and the problems associated with "**stereo-typing.**"

**Activity:** Have students locate comic strip characters that have "**stereo-typed**" others. Who and how?

### THE FAR SIDE

By GARY LARSON



"They're Neanderthals, Loona....Every one of them."

## FAMILY, NEIGHBORHOODS, COMMUNITY

### THE FAMILY CIRCUS



**Activity:** Have students explore today's "**Comics**" for examples of family members and/or members of extended families. Who are they? What is the relationship to the other members? Discuss roles in the family using the comic strip characters as examples.

**Activities:** Have students keep a scrapbook of "**family situations**" as they appear in the "**Comics**". Ask them to select a "**family situation**" that they can relate to and explain why.

**Activities:** Have students locate "good neighbors" in today's "**Comics**". Ask them to explain their selections.

**Activities:** Have students review today's "**Comics**" for "**community nouns**" (people, places and things in our community.) Discuss their respective roles within the community. (NOTE: Funky Winkerbean = School; Lois = Real Estate Agent; Spider Man = Police; Rex Morgan = Doctor; Doonesbury = Politicians; etc...)



## \* OCCUPATIONS

Cathy by Cathy Guisewite



**Activity:** Have students examine the various jobs portrayed in today's "Comics". Lead into a discussion of the "goods" and "services" associated with each job.

**Activity:** Have students select a comic strip character and write a resume for this person based upon their knowledge of his/her personality and job experience.

## \*ECONOMICS

**Activity:** Have students explore today's comics for producers, distributors and consumers of goods and services.

**Activity:** Have students review today's comics for examples of business transactions.

**Activity:** Have students review today's comics for characters who want "basic goods" and characters who want "luxury items".

Dennis the Menace by Hank Ketcham



"AND DAD SAYS I GET THE SAME INTEREST ON MY MONEY THAT HE DOES!"

The Family Circus by bil Keane



"But, Billy! A SMALL allowance prepares you for a lifetime of small salaries and for your Social Security payments."

Dennis the Menace by Hank Ketcham



"IF I TELL YOU THE TRUTH, DO YOU THINK YOU CAN FORGIVE ME RIGHT AWAY?"

## VALUES

"HONESTY"

"FORGIVENESS"

"ASSUMING RESPONSIBILITY"

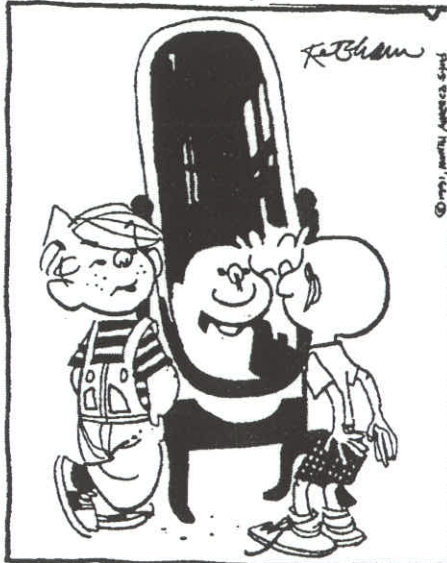
Dennis the Menace by Hank Ketcham



"IT'S TIMES LIKE THIS THAT MY GRAMPA ALWAYS SAYS, 'BOYS WILL BE BOYS.'"

**Activity:** Have students carefully examine all of the comic strip characters for evidence of "values" at work. Discuss the characters, the values displayed and the importance of each value.

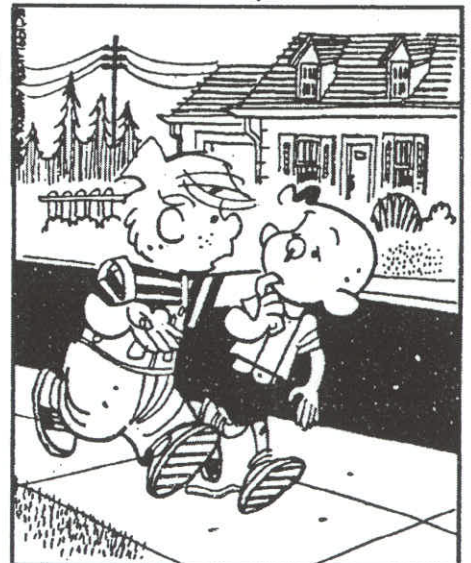
Dennis the Menace by Hank Ketcham



"A SMILE ISN'T ANY GOOD UNLESS YOU AIM IT AT SOMEONE."

## WORDS OF WISDOM

Dennis the Menace by Hank Ketcham



"YOU CAN'T LIVE IN THE PAST, JOEY. THIS MORNING IS OVER WITH!"

**Activity:** Have students create a "Book of Wisdom" using famous quotes about people and life in the "Comics". Ask students explain why the "quote" has "wisdom".



# MATH

## GEOMETRIC SHAPES

**Activity:** With the exception of the triangle, the basic shapes are presented in the “Comics” on a daily basis. Ask younger students to locate squares, circles and rectangles. How many (counting) of each shape (classifications) can they find?

## FRACTIONAL PARTS

Peanuts by Charles Schulz



**Activity:** Have students locate “Comics” that have 2 frames, 3 frames and 4 frames. For each complete comic strip, have students use the frames to illustrate the fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{2}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ .

**Activity:** Using their favorite comic strip, have students create word problems that involve “fractions” for others to solve. (ie: What “fraction” of the time does Lois (the mother) appear in today’s comic strip?)

## THE CENSUS

**Activity:** Have students “count” the number of comic strip characters appearing in today’s newspaper. (NOTE: Do not include duplicates if a character appears in more than one frame.

**Activity:** Once the “total” number of characters have been counted, have students “classify” the characters. (ie: Males, Females, Adults, Children, Animals, Human Beings) How many for each classification?