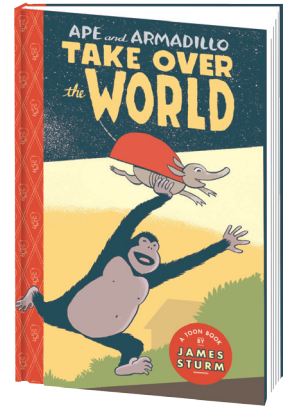


Lesson Plan:

Creative collaboration
**Ape and Armadillo
 Take Over the World**

by James Sturm
 TOON Books Level 3 – Grades 2-4

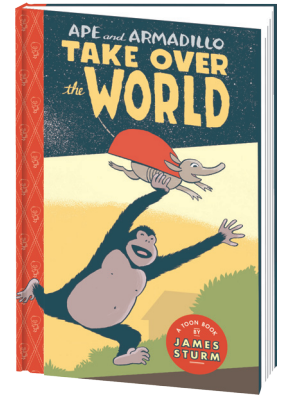
Questions and activities by
 Ala Lee, TOON Books Educational Outreach



**APE AND ARMADILLO
 TAKE OVER THE WORLD**
 by Barnaby Richards
 TOON Books Level 3
 Guided Reading Level = N
 Lexile Level = 300L
 Hardcover ISBN: 978-1-943145-09-6

Overview	Ape and Armadillo allows students to actively engage in the story by providing opportunities for readers to express their own opinions. With its humorous pairing of two very different characters, the story offers an imaginative and entertaining look at teamwork and conflict resolution.
Subject	English Language Arts
Grade Level	2nd – 4th Grade
Objectives	Students will learn how to collaborate with others and resolve conflicts.
Before Reading	Talk to students about the importance of teamwork. Discuss how collaborating can lead to new ideas, faster ways to solve problems, and stronger relationships. Also explain how working with others can lead to conflicts because of different ideas and beliefs. Talk about the importance of listening and communication during a disagreement. Ask students to share their own experiences about working in groups. What do they like and dislike about collaboration?
During Reading	Give students the opportunity to share their own answers to the comic strip prompts (Ex. Do you believe in ghosts?). On p. 30-31 have students name the animals they recognize. Do they know any other stories that feature a griffin, pegasus, etc.?
After Reading	Have a discussion about ways to handle disagreements and arguments. Talk about how arguments can sometimes be good if both people communicate their feelings and try to find a solution. Explain how many great ideas, like Ape and Armadillo's zoo (p.31), are the product of people working together despite their differences. In Class Activity: Have students complete activity sheet 1 individually. After completion, divide students into teams of two for activity sheets 2 and 3. Before activity 3, briefly explain how stories often have a beginning (introduction), middle (conflict or action), and end (resolution). Have the pairs share their comic from activity 3 to the class. Finally, ask students how they felt working alone versus working with another person. Was either experience more difficult than the other?

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**ELA COMMON CORE STANDARDS
 (GRADES 2-4)**

KEY IDEAS AND DETAILS		CRAFT AND STRUCTURE	
What kind of animal is Ape? Ask students if they know the difference between an ape and a monkey. What other species belong to the ape group? Ask students if they know any facts about the armadillo.	RL.2.1, RL.3.1	Have students describe the personalities of Ape and Armadillo. How are they different from each other both physically and temperamentally? Is it unexpected that Ape is a gentle giant and that Armadillo is small and feisty?	RL.2.4, RL.3.4
Divide students into two groups. Have one group represent Ape and the other group represent Armadillo. Have both groups re-tell the story from their character's point of view. What does each character want from the game? What makes them upset?	RL.2.2, RL.3.2	What kind of game is Ape and Armadillo playing? Ask students if they have ever played pretend with a friend or was part of a group or team. Discuss the benefits and challenges of working or playing with other people.	RL.2.5, RL.3.5
Ape and Armadillo are good friends despite their differences. Ask students to think about how their differences benefit each other. How can differences be a good thing?	RL.2.3, RL.3.3	Discuss the importance of compromise. How do Ape and Armadillo compromise with each other? Point out in pg. 29-32 how Ape and Armadillo uses the words "We" and "both." What makes Armadillo change his behavior towards Ape?	RL.2.6, RL.3.6
INTEGRATION OF KNOWLEDGE AND IDEAS		SPEAKING AND LISTENING / WRITING	
Have students re-read the comic strips. What kind of story do the comic strips tell? Why did the author use comic strips? How does it affect the reader's understanding of the main story?	RL.2.7, RL.3.7	Ask students to share a positive experience they had while working with another person or a group. What did they accomplish? Were there any difficulties? Did they learn something about the other person/people or themselves?	SL.2.1, SL.3.1
Explain the word "contrast" and have students consider how it applies to Ape and Armadillo. Ask students why they think the author chose to depict two characters that are very different from each other. Are there any other stories involving two contrasting characters? How do they get along?	RL.2.8, RL.3.8	Divide students into small groups and have them brainstorm good ways to resolve a conflict. Have each group write a step-by-step guide on how to work out an argument through compromise.	W.2.1,W.2.2, W.3.1,W.3.2

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APE AND ARMADILLO ACTIVITY SHEET (1 OF 3)

Name: _____

Date: _____

- Make your own comic strip as a response to each question. Use images, text, and speech bubbles.

**WHAT
SUPER
POWER**
WOULD YOU WANT?

--	--	--

**WHAT
IS THE
WORST THING
EVER?**

--	--	--

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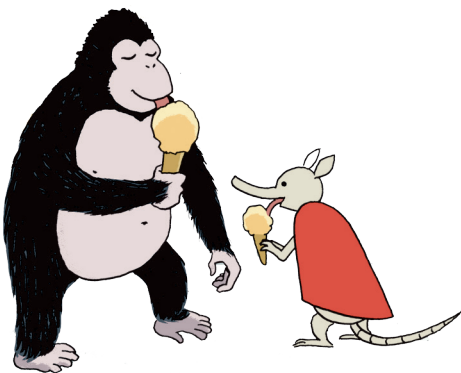
APE AND ARMADILLO ACTIVITY SHEET (2 OF 3)

Date: _____

- Team up with a partner and take turns writing a short description of how each of you would take over the world.
- Read your partner's response and work together to make a short comic about how you would take over the world as a team.

<p>HOW _____</p> <p>Name _____</p> <p>WOULD TAKE OVER THE WORLD</p>	<p>HOW _____</p> <p>Name _____</p> <p>WOULD TAKE OVER THE WORLD</p>
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FOR VISUAL READERS
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APE AND ARMADILLO ACTIVITY SHEET (3 OF 3)

- With your partner, make a short comic about how you would take over the world together. Talk about what will happen in each box. Take turns drawing and writing.

Name

AND

Name

TAKE OVER THE WORLD

FIRST...

--	--	--

--	--	--

--	--	--

THEN...

--	--	--

--	--	--

--	--	--

FINALLY...

--	--	--

--	--	--

--	--	--