

### Focus Question:

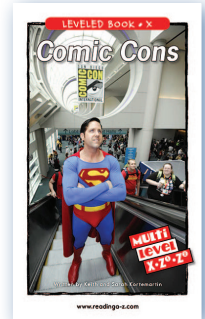
*Why are comic cons popular in modern-day culture?*

### Book Summary

Text Type: Nonfiction/Informational

Fans of pop culture love the colorful and crowded worlds discovered at comic conventions. *Comic Cons* provides students with a detailed look at these gatherings of comic enthusiasts. The book can also be used to teach students how to distinguish between fact and opinion and use plural nouns.

The book and lesson are also available for levels Z1 and Z2.



### Lesson Essentials

#### Instructional Focus

- ☐ Summarize to understand text
- ☐ Determine whether a detail is a fact or an opinion
- ☐ Describe information provided by captions
- ☐ Recognize and use plural nouns
- ☐ Identify and use homophones

#### Materials

- ☐ Book: *Comic Cons* (copy for each student)
- ☐ Fact or opinion, plural nouns, homophones worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *conventions* (n.), *diversity* (n.), *exhibit hall* (n.), *merchandise* (n.), *panel* (n.), *pop culture* (n.)

**Enrichment:** *autographs* (n.), *censorship* (n.), *controversy* (n.), *critics* (n.), *memoirs* (n.), *themes* (n.)

- **Academic vocabulary:** *characters* (n.), *culture* (n.), *events* (n.), *expanded* (v.), *topic* (n.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Place several images of superheroes on the board. Have students turn to a partner and identify as many superheroes as possible. Invite students to share the names of other familiar superheroes that are not depicted.
- Discuss with students where they have seen superheroes portrayed, such as in comic books, movies, novels, and so on. Show students several copies of comic books. Have them turn to a partner and compare comic books to novels and nonfiction texts. Explain that some comic books include stories about superheroes while others address more serious topics such as race, politics, and war.
- Have students work in groups to examine and discuss the comic books displayed earlier.

##### Introduce the Book

- Give students their copy of *Comic Cons*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

##### Introduce the Reading Strategy: Summarize

- Remind students that engaged readers pause while they are reading to consider the most important details in the text and summarize what they have read. Review with students that a summary of a nonfiction book always includes main ideas and the most important supporting details. Explain that a summary may be created for the entire book or for each section of the book.

### Guiding the Reading (cont.)

- Read the “Origin Story” section aloud to students. Have students work with a small group to create an oral summary of this section. Remind students to only include the most important details in their summary. Have students share their summaries with the class. Discuss with students whether each group’s summary includes the main idea and important supporting details.

### Introduce the Comprehension Skill:

#### Fact or Opinion

Write the words *Fact* and *Opinion* on the board. Review with students that a *fact* is a detail that is true and can be proven and that an *opinion* is what someone thinks, feels, or believes about something. Have students work in small groups to read page 7 and identify the facts given in the text. Invite each group to share facts with the rest of the class, and record this information on the board under the *Fact* heading. Then have students create opinions about the same information. Record this information on the board under the *Opinion* heading. Have students work in their groups to review the information on the board and discuss the difference between fact and opinion.

#### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

#### Set the Purpose

- Have students read to find out more about comic cons. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is a comic con?* (level 1) page 4
- *What caused increased interest in comic cons over the last several decades?* (level 2) pages 6–8
- *What is cosplay?* (level 1) page 10
- *What challenges have come with the growth of comic cons?* (level 2) pages 13–14
- *In what ways can fans interact with the world of comics?* (level 2) multiple pages
- *How do comic books address real-world issues?* (level 3) multiple pages
- *In what ways do comic cons transform ordinary people into heroes?* (level 3) multiple pages

#### Text Features: Captions

Explain that captions are sections of text that accompany photographs and illustrations to help a reader understand visual material. Have students turn to page 5 and read the caption. Ask students the following questions: *How does this caption help you understand the photograph? How does the caption help you understand more about comic cons? Why did the author choose to include a caption with this photograph?* Invite students to share their responses with the class. Have them work in small groups to read other captions in the text and discuss why the author included this information.

#### Skill Review

- Have students reread the section titled “The Rise of an Art Form.” Remind them that a summary includes information such as *who*, *what*, *where*, *why*, and *when* as well as the main idea and the most important details. Point out that a summary of each section typically begins with the main idea and is followed by the most important details. Have students work in small groups to create an oral summary of this section of the book. Invite each group to share their summary with the class.
- Assign each group a section from the book. Have groups create a written summary of the section, and have each group share their summaries with the class.
- Read page 5 aloud and model identifying fact and opinion.  
**Think-aloud:** *This section informs me about how comic book conventions first began. Shel Dorf, a comic book artist, was one of the first people to start comic book conventions in the 1960s. Only 100 people attended the first San Diego convention, and now over 130,000 people attend each year. All these details are facts because they can be proven. An opinion expresses a feeling or belief about something, so an opinion might be the following: everyone should attend a comic book convention. As I read, I will keep track of which details are facts and which details are opinions.*

### Guiding the Reading (cont.)

- Have students work in small groups to identify facts and opinions in the section of the book that they summarized. Provide each group with a blank sheet of paper. Have them fold the paper in half and label one side *Fact* and the other side *Opinion*. Invite groups to record their findings on the paper, and then have each group share with the class.
- Model how to complete the [fact-or-opinion worksheet](#). Have students fill out the worksheet as they read.
- Have students work with a partner to create a written summary of the book in its entirety. Point out that this summary should be an overview of all of the information presented in the text. Invite students to share their summaries with the class.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Graphic Organizer: **Fact or opinion**

Review the fact-or-opinion worksheet that students completed. Have students share and discuss their work in groups. Invite volunteers to share with the rest of the class.

### Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students' responses should include the following details: *Comic cons have become popular due to increased interest in comic books and the success of Hollywood movies.*)

### Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

### Book Extension Activities

#### **Build Skills**

#### Grammar and Mechanics: **Plural nouns**

- Direct students to the table of contents on page 3. Have students locate the word *boundaries* and write the word on the board. Ask a volunteer to give the singular form of *boundaries*. Write the word *boundary* on the board. Point out that the word *boundary* is a noun, or a word that names a person, place, or thing. Ask students whether

the word *boundaries* is a singular or plural noun. Explain that *plural nouns* name *more than one* person, place, or thing. Have students practice changing the following nouns into plurals: *comic*, *panel*, and *theme*.

- Point out to students that when a noun ends in the letter *y*, the *y* must be changed to an *i* before adding the letters *es* to create the plural form. Demonstrate with other examples and have students practice with the words *story* and *city*.
- **Check for understanding:** Have students look through the book with a partner to locate and circle the plural nouns. Ask them to share with a partner five plural nouns ending in *ies* and identify the singular form of each noun.
- **Independent practice:** Introduce, explain, and have students complete the [plural nouns worksheet](#). If time allows, discuss their answers.

### Word Work: **Homophones**

- Have students turn to page 4 and read the first sentence on the page: *Packed with thousands of other fans in an auditorium, you wait for the stars to arrive.* Write the word *wait* on the board. Ask students to suggest a definition for the word *wait*.
- Write the word *weight* on the board. Ask students how this word is different from the word *wait* (it is spelled differently; it has a different meaning). Explain or review that two words that sound the same but are spelled differently and have different meanings are called *homophones*.
- Have students read the fourth sentence on page 4 and identify the word *see*. Write the word *see* on the board. Have students suggest a definition for the word *see*. Ask students if they know another word that sounds the same but has a different meaning. Write the word *sea* on the board and have students call out its definition. Ask students to nod their head if the word sounds the same but is spelled differently. Have students work with a partner to use the two homophones in complete sentences.
- **Check for understanding:** Ask students to work in groups to locate and circle in the book at least four words that have homophones. Have student groups identify the homophones for the words in the book. Then have students groups discuss the meaning of each of the circled words and the meaning of its corresponding homophone. Have students use each homophone pair in complete sentences.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, have students share their responses.

### Connections

- See the back of the book for cross-curricular extension ideas.