

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 into 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 X and Z1.



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.

• Words to Know

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

Enrichment: *censorship* (n.), *controversy* (n.), *fandom* (n.), *memoirs* (n.), *readership* (n.), *screenings* (n.)

- **Academic vocabulary:** *characters* (n.), *controversy* (n.), *culture* (n.), *events* (n.), *expanded* (v.), *topics* (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 with a partner 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 examine the most important details from 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.)

- Invite a volunteer to read the “Origin Story” section aloud to the class. Have students work with a partner to orally summarize this section. Remind students to only include the most important details in their summary. Have partners identify the main idea and supporting details in their summary. Have students share their summaries with the class.

Introduce the Comprehension Skill:

Fact or Opinion

Write the words *Fact* and *Opinion* on the board. Remind 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 read page 7 with a partner and identify the facts in the text. Invite students to come to the board and record this information under the *Fact* heading. Then have students create opinions about the same information. Invite students to come to the board and record this information on the board under the *Opinion* heading. Have students review the information on the board and discuss with their partner 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 20. 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 kinds of fans are drawn to comic conventions?* (level 1) page 5

- *What sequence of events led to the introduction of comic cons in the United States?* (level 1) page 6
- *What has driven the explosive growth of comic books as an art form?* (level 2) pages 7–10
- *In what ways does cosplay allow fans to express their creativity?* (level 1) page 13
- *How can fans interact with the world of comics during a comic con?* (level 3) multiple pages
- *Why are comic books an effective means of addressing real-world issues?* (level 3) pages 16–18
- *How are comic cons and pop culture interrelated?* (level 3) multiple pages
- *Why do many people return repeatedly to the experience of comic cons?* (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 14 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 the culture of 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 with a partner 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 the main idea and the most important details. Have students write a brief summary of this section of the book. Invite them to share their summary with a partner and then have several volunteers share their summary with the class.
- Read the section titled “Origin Story” 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 of these details are facts because they can be proven. An opinion expresses a feeling or belief about something, so an opinion formed on the basis of this fact might be: Shel Dorf was the most influential person in the world of comic cons. As I read, I will keep track of which details are facts and which details are opinions.*
- Have students work independently to identify facts and opinions in the section of the book that they summarized. Provide each student with a blank sheet of paper. Have them fold the paper in half and label one side *Fact* and the other side *Opinion*. Have students record their findings on their paper, and then invite them to share their findings with the class.

Guiding the Reading (cont.)

- Model how to complete the **fact-or-opinion worksheet**. Have students fill out the worksheet as they read.
- Have students write a summary of the entire book. Have students compare and contrast their summaries with a partner's. Invite volunteers to share their summary 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 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 the increased interest in comic books that address real-world issues and the success of Hollywood movies based on comic books.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: **Plural nouns**

- Have students turn to page 14 and locate the word *opportunities* in the first sentence. Write the word *opportunities* on the board. Ask a volunteer to give the singular form of *opportunities*. Write the word *opportunity* on the board. Point out that the word *opportunity* is a noun. Ask students if the word *opportunities* 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. Have students practice with the words *accessory* and *celebrity*.

- **Check for understanding:** Have students look through the book to locate and circle the plural nouns. Ask them to write down five plural nouns ending in *ies*, identify the singular form of each noun, and share their work with a partner. Call on students to share a noun with the rest of the class, and have other students give a thumbs-up signal if they agree the word is plural.
- **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 onstage.* 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*. 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*. Ask students if they know another word that sounds the same but is spelled differently and has a different meaning. Write the word *sea* on the board and invite students to share its definition with the rest of the class. Have students use the homophones in complete sentences and write them on a piece of paper.
- Have students work independently to record common homophones on a blank piece of paper. Common homophones include: *your/you're*, *knew/new*, *bee/be*, *there/their*, and so on. Have students share their responses and record this information on the board.
- **Check for understanding:** Have students turn to page 13 and reread the page. Ask students to locate and circle at least four words that have homophones. Have students share their circled words with a partner and discuss the meaning of each. Then have students write sentences using each homophone pair. Invite students to share their sentences with the rest of the class.
- **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.