

EASY TO READ COMICS
TOON BOOKS™
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Benny and Penny
in Just Pretend
 by Geoffrey Hayes

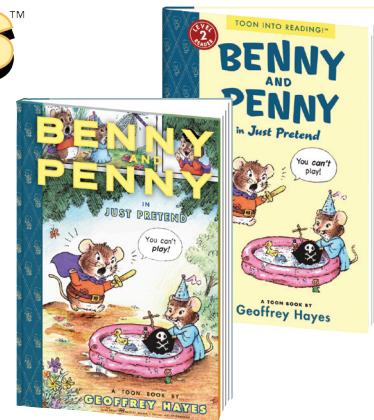
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Guided Reading Level = G

Lexile Level = GN 90

by Julia Phillips,
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ELA COMMON CORE STANDARDS

KEY IDEAS AND DETAILS		CRAFT AND STRUCTURE
What kind of animals are Benny and Penny? How are they related?	RL.1.1, RL.2.1	Have the students look at the page with the red text. Ask them what they notice is different about it. Why do they think this text is colored red?
Why doesn't Benny want to play with Penny? Why does he call her a "cry-baby"? Who in the story is brave, and how does he or she show that quality?	RL.1.2, RL.2.2	Call students' attention to the repeated phrase "Yo! Ho! Ho!" Why do Benny and Penny say this phrase?
Ask students to retell the story, focusing on moments when one of the characters was upset. What upset Benny and Penny, and what made them feel better?	RL.1.3, RL.2.3	How are the animals in this story different from the ones that students might find in a book that gives information?
Ask students to describe the activities that Benny and Penny like and dislike.		Have students describe the game Benny is playing, and how it changes from the beginning of the story to the end.
Ask students to look at the page where B&P see the dragonfly. What reactions did students expect before reading? How did they actually react?		Show students the speech balloons and thought balloons. What's the difference?
		Have students read aloud in groups of three, with students reading different characters.

INTEGRATION OF KNOWLEDGE AND IDEAS	
Have students re-read the "hide and seek" sequence. Describe different details of the setting. In the same sequence, what happens over these pages, and how do Benny's feelings toward his sister change?	RL.1.7, RL.2.7
Have students tell the story first from Benny's point of view and then from Penny's point of view.	RL.1.9, RL.2.9

SPEAKING AND LISTENING / WRITING	
Ask students to recount their favorite part of the story. Ask them questions about the details of the story, and let other students ask questions as well.	SL.1.2, SL.1.3, SL.1.4, SL.1.6 SL.2.1, SL.2.3, SL.2.4, SL.2.6
Have students write a description of an imaginary game, including the rules, what kind of equipment is used, what the objective of the game is, how long it goes on, etc.	W.1.2, W.2.2, W.1.5, W.2.5