

KSRA Common Core Literacy Lessons Graphic Novel Format

Book Title: *El Deafo*
Author: Cece Bell
Illustrator: Cece Bell (Color by David Lasky)
Publisher: Amulet Books
Year of Publication: 2014
ISBN: 9781419712173
Genre: Graphic Novel/Realistic Fiction
Age Range: Ages 9 -12
Readability Level: Lexile GN420L Guiding Reading Q DRA 40



Awards: Newbery Honor Book, New York Times Bestseller, 2016 Pennsylvania Young Reader's Choice Award Grade 3-6, Keystone to Reading Book Award 2016

Book Summary:

El Deafo is a semiautobiographical graphic novel by author Cece Bell. The main character Cece contracts meningitis and becomes deaf at four years old. To her dismay, she must use a hearing aid. Cece eventually moves to a new school, leaving behind her best friend. She receives a new hearing aid that is much stronger called "The Phonic Ear." In school, Cece's teacher uses a microphone around her neck so Cece can hear more clearly. The hearing aid makes Cece self-conscious at first; she wants to fit in with her classmates. However, she begins to realize that the hearing aid gives her the "superpower" of hearing everything, and she envisions herself as a superhero called El Deafo.

Cross Curricular Connections: Science, Health, Art

Focus: Cite evidence from text

PACCS:	CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
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<p>Activating Strategy: Before Reading</p>	<p>1. Prior knowledge: Consider using a word splash, anticipation guide, and/or open word sort to activate prior knowledge and see what students already know about hearing impairments.</p> <p>2. Personal connections: If activities do not generate prior knowledge, make personal connections to people they know who have a hearing loss or other disabilities.</p> <p>3. Predictions: Have students make predictions, ask questions, and hold discussions about what the theme of the book might be based on quickly reviewing the cover and illustrations.</p> <p>(Key Ideas and Details CCSS.ELALITERACY.RL.8.2)</p>
<p>Key Vocabulary:</p>	<p>Define 10 difficult words from the text (Vocabulary Acquisition and Use CCSS.ELALITERACY.L.8.4)</p>
<p>Teaching Strategies:</p>	<p>1. Connect the challenges the characters face with challenges the students have faced</p> <ol style="list-style-type: none"> a. Going to a different school than their friends b. Moving to another school c. Disagreements with friends (like bossy Laura, or deaf-obsessed Ginny, or Martha after hurting her eye) <ol style="list-style-type: none"> i. Bossy Laura ii. Deaf-obsessed Ginny iii. Martha and her hurt eye <p>2. Compare/contrast the predictions made before reading with what happened in the book, citing evidence from the book (Key Ideas and Details CCSS.ELALITERACY.RL.8.2)</p> <p>Reading Discussion Questions:</p> <ol style="list-style-type: none"> 1. Compare/contrast how the dialogue is presented in this book versus other books, citing evidence from the book (Craft and Structure CCSS.ELALITERACY.RL.8.5) 2. Discuss why the author/illustrator decided to make the characters rabbits instead of people or another animal,

	<p>citing evidence from the book (Integration of Knowledge and Ideas CCSS.ELALITERACY.RL.8.7)</p> <p>3. Discuss how the illustrations add to the plot development or character development, citing evidence from the book</p> <p>4. Describe 2-3 character traits of one of the characters, citing evidence from the book (Key Ideas and Details CCSS.ELALITERACY.RL.8.3)</p> <p>5. Discuss how the main character's disability was a disadvantage and an advantage (Key Ideas and Details CCSS.ELALITERACY.SL.8.1)</p>
<p>Summarizing Strategies:</p>	<p>1. Persuasive Essay: In a letter to the principal, explain why students with disabilities should be taught in separate environments (like the school for the deaf) or in an inclusive environment. Use examples from the book to support your answer. (Text Types and Purposes CCSS.ELALITERACY.W.8.1)</p> <p>2. Choose an adjective or adverb from the book. Create an array of words on a continuum to show shades of meaning and degrees of intensity. For example, bothered, annoyed, irritated, upset, angry, irate, furious, turbulent. Write your words on post-its or index cards. Confer with a partner to gain additional ideas or words that do not belong. Illustrate or create sentences for several of the words to aid in the understanding of the subtle differences in meaning. (Craft and Structure CCSS.ELALITERACY.RL.8.4)</p> <p>3. Write a letter to a new student with a hearing impairment welcoming him/her to your school.</p> <p>4. Create a graphic novel or comic that tells the story of a character with a disability or issue. Use the illustrations to help develop characters and move the plot forward.</p>