

# POW!



## TEACHER'S GUIDE

### English Language Arts Curriculum Connections

The activities in this guide align with Common Core State Standards for English Language Arts for grades 3–5.



Andrews McMeel  
Publishing

## **POW! A Peanuts Collection**

**Charles M. Schulz**

AMP! Comics for Kids

Andrews McMeel Publishing

ISBN: 9781449458263

**GRADE LEVEL:** 3–7

### **Curriculum Connections**

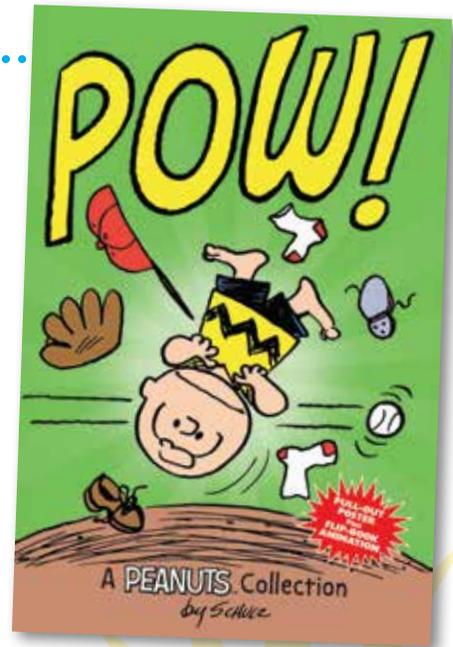
English Language Arts

### **Thematic Connections**

Friendship \* Humor \* Sports \* Competition \* Feelings

### **Overview**

The *Peanuts* gang is ready to play ball in this collection of baseball-themed cartoons. As manager of the endlessly losing team, Charlie Brown soldiers on to keep his team's spirits up, while being constantly blown off the pitching mound in a clothes-exploding fashion. It doesn't help that his catcher is a musician by nature or that his shortstop is a dog. Not to mention that center-fielder Lucy can't keep her mouth shut long enough to know what's going on in the game!



## **English Language Arts Lesson Plan**

### **Objective**

Students will read this comic book independently, extend vocabulary, participate in class discussions, conduct short research projects, and complete individual writing exercises based on the book.

### **Pre-reading**

#### **For Discussion:**

Show the book to the class and ask the class if they know who Charlie Brown is. What do they know about him? Because of what they know about him, can they predict some things that might happen in this book? Do they believe Charlie Brown's character might be different in this book? Does the cover give them any clues about this? How?

## Vocabulary:

Ask students to keep a vocabulary notebook as they are reading the book. They should record any unfamiliar words or phrases, note their interpretation of the word from the context, and then use a dictionary to look up and record the real definition. Since the theme of the book is baseball, have them also record and define all words and phrases that are specific to baseball, including slang words.

## Post-reading Discussion Questions

- ✱ Begin the class discussion by asking students to describe the relationship between team manager Charlie Brown and his players. Do they like him? Do they think he's a good manager? What scenes from the book demonstrate their lack of faith in him? Which scenes show his persistence and which show their resignation? Do students think it's funny when the players pick on Charlie Brown?
- ✱ Ask students if they noticed that the artist doesn't include any adults in the story. Why doesn't he? Do they like reading a comic without any adults in it better than one that does? Why or why not? What do students think Charlie Brown's parents are like? Would they come and watch his baseball games?
- ✱ Have students share some examples of baseball-specific words and slang from their vocabulary journals. Are some of these new to students? Can they suggest other baseball words or phrases not used here? How many students play baseball? Do they know any kids who are as devoted to baseball, or another sport, as Charlie Brown is?
- ✱ Ask students to identify the ongoing themes in the book, sharing examples of scenes that support their choices. How do these themes contribute to the humor in the comics?

## Research and Report

- ✱ Several times in the book the players refer to a "beanball" pitch. Ask students to use the Internet and the library to research different kinds of baseball pitches and write a report about them.
- ✱ *Peanuts* is one of the most well-loved comic strips of all time. Have students research and write a report on Charles M. Schulz and *Peanuts*.
- ✱ Have students choose one of the above reports and present it aloud to the class.

## Writing Exercises

- ✱ On page 55, Charlie Brown says to his team, "The game of baseball and the game of life are very similar." Ask students to write a one-page opinion essay agreeing or disagreeing with him, giving specific examples for their reasoning.



- \* Have students write a description of each character in the book, identifying the defining visual characteristic of each. (For example, Linus is almost always shown with his blanket.) Are there some characters that “stand out” more than the others visually? Which four characters are the most important? Is it because of their relationship with Charlie Brown?
- \* For students who would like to give Charlie Brown a fighting chance, have them choose a story panel sequence from the book and rewrite the dialogue showing Charlie Brown as a winner, not a loser, and as someone who is popular with his team.
- \* On page 208, Snoopy is named “Rookie of the Year” and Charlie Brown decides that he will win “stomachache of the year.” Ask students to invent an award for each of the other characters and share a comic panel that supports their choices for each.

## English Language Arts Standards (abbreviated version) this guide aligns with:

### Grade 3

**Reading:** RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.7

**Writing:** W.3.1, W.3.2, W.3.3, W.3.4, W.3.7, W.3.8

**Speaking and Listening:** SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6

**Language:** L.3.1, L.3.2, L.3.3, L.3.4, L.3.5

### Grade 4

**Reading:** RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7

**Writing:** W.4.1, W.4.2, W.4.4, W.4.7, W.4.8, W.4.9

**Speaking and Listening:** SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6

**Language:** L.4.1, L.4.2, L.4.3, L.4.4, L.4.5

### Grade 5

**Reading:** RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6, RL.5.7

**Writing:** W.5.1, W.5.2, W.5.3, W.5.4, W.5.7, W.5.8, W.5.9

**Speaking and Listening:** SL.5.1, SL.5.2, SL.5.3, SL.5.4, DL.5.6

**Language:** L.5.1, L.5.2, L.5.3

Visit the Common Core State Standards website to read about the individual standards:

[www.corestandards.org/the-standards](http://www.corestandards.org/the-standards).

