

THERE'S A MONSTER  
IN MY SOCKS

LIO

MARK  
TATULLI



amp!  
COMICS for kids

**TEACHER'S GUIDE**

Curriculum Connections and Activity/Discussion Guide

  
Andrews McMeel  
Publishing®



## **Liò: There's a Monster in My Socks**

**Mark Tatulli**

AMP! Comics for Kids

Andrews McMeel Publishing

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**GRADE LEVEL:** 3–7

### **Curriculum Connections**

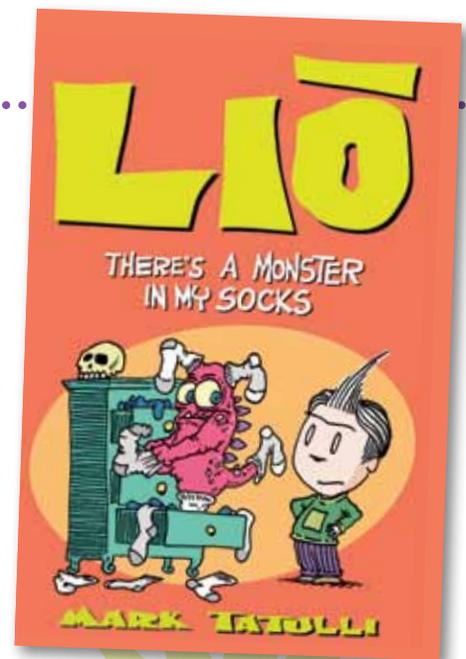
English Language Arts \* Art \* Science \* Social Studies

### **Thematic Connections**

Imagination \* Fantasy \* Friendship \* Inventions \* Animals \* Monsters and Aliens

### **Overview**

A curious young scientist, inventor, and practical joker, Liò is joined in his day-to-day exploits by his exasperated father; pet snakes, spiders, and squids; and various imaginary robots, aliens, and monsters. The imaginative realism helps readers to comprehend stories in a fun way and the dialogue-free panels can be used as a springboard for students to write their own stories.



## **English Language Arts Lesson Plans: Creative Writing**

### **Objective**

Students will read this dialogue-free cartoon book, discuss the book, and complete a creative writing exercise based on the book.

### **Writing Activities and Discussion Questions**

Use the discussion questions to get students talking about the book and then have them choose and complete one of the following writing exercises:

1. Choose a story panel sequence and write captions for the panels.

*For discussion:*

- \* Why do students think that the artist chose not to include captions with his pictures? Why does the artist sometimes choose to use words in the panels (sounds such as “ding dong” or package labels and signs)?
- \* Is it easier, or harder, to follow the stories without having captions?

2. Choose a story panel sequence and create the dialogue.

*For discussion:*

- \* How would the characters express their feelings/moods in words instead of pictures?

- \* Since the artist does not use story captions or dialogue balloons, how does he let readers know what the characters are feeling?
- 3.** Choose a story panel sequence and compose a short story about what happens in the pictures.  
*For discussion:*
- \* At what point did students realize that many of Liò's adventures are imaginary?
  - \* Is everything in the book a fantasy or are there any sections that could be real?
- 4.** If you could invent something, what would it be?  
*For discussion:*
- \* Liò is good at inventing things. What are students' favorite inventions of his? Are any of his inventions believable?
- 5.** Write a description of Liò.  
*For discussion:*
- \* What kind of character is Liò—Friendly? Mean? Silly?
  - \* Would you want to be friends with Liò if he lived in your neighborhood? Why or why not?

## Other Curriculum Connections

### Art

- \* Ask students to draw their own four-panel comic story.
- \* How would students show these concepts using images rather than words: surprise, dizziness, heat, sadness?

### Science / Social Studies

- \* Invention is an important theme in the book. Suggest that students pair their reading of *Liò* with one or more of these traditional stories:
  - *The Boy Who Invented TV* by Kathleen Krull (picture book)
  - *The Kid Who Invented the Popsicle* by Don L. Wulffson (nonfiction)
  - *The Invention of Hugo Cabret* by Brian Selznick (fiction)
- \* What inventions would students like to see? What inventions could they live without?
- \* What is the process that young inventors should follow to actually create something they have envisioned?

