

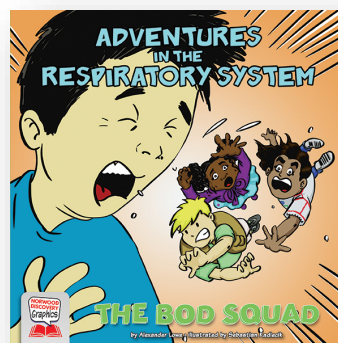
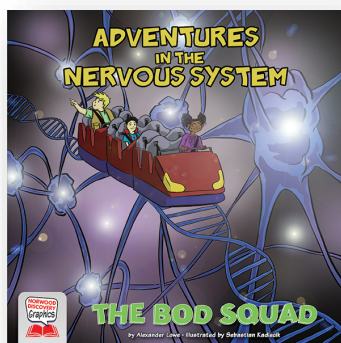
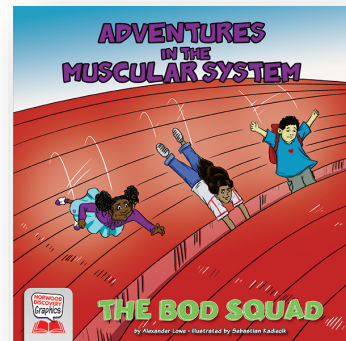
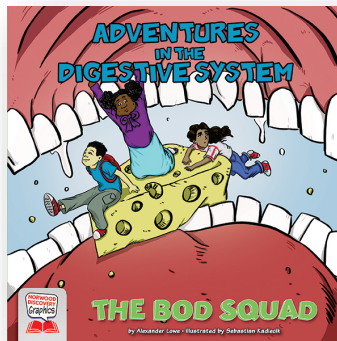
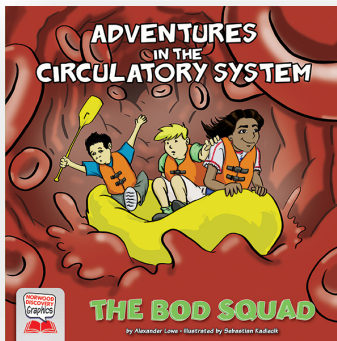
The Bod Squad Series

Written by Alexander Lowe
Illustrated by Sebastian Kadlecik

Series Description

Meet the Bod Squad, four friends with one special power: they can shrink down to microscopic size and enter the body. Join Jada, Kara, Logan, and Sam as they journey through various systems in the body and discover how our organs function each day. In this series of graphic novels, students will get to know the workings of each system from the inside in an informative, accessible, and exciting way.

Series Titles



How Graphic Novels Engage Students

Graphic novels are a highly visual form of storytelling that merge rich images with a limited amount of text to drive the narrative. They offer a fully immersive experience that invites students to enter the world of a text more effortlessly than many traditional books. Because of this, graphic novels are becoming increasingly more popular for elementary and middle-grade readers. Students can now find graphic novels ranging from fantasy to historical non-fiction to so much more, making them a great option for visual learners with varying interests.

Graphic Novels and Nonfiction for Struggling Readers

Graphic novels and nonfiction have been found especially effective for engaging “reluctant readers,” or students who may struggle to pick up texts on their own. Aside from how appealing these texts look, their highly visual format also offers additional cues to readers that support and strengthen vocabulary and reading comprehension skills. For example, if a student struggles with a particular word or event in the text, the illustrations offer far more visual cues than a traditional book to support the student’s search for meaning.

A Way into Reading

Perhaps most importantly, graphic novels may be a way into reading for students who don’t consider themselves “readers” outside of school. The minimal amount of text in a graphic novel offers a great starting point for students to build reading confidence and stamina. These factors may help reluctant students find the appreciation of storytelling and information we hope for them to find through reading.

In this document, you will find various ways to further engage and support students as they explore these exciting and informative graphic novels!

Teaching Tips for The Bod Squad Series

How to Read a Graphic Novel

While many students love to read comics and graphic novels, some may not have encountered this format and may not know how to start. Help students understand how a comic strip works by giving them the vocabulary and tools they'll need to successfully read. The following activities will support students as they learn a new format.

Text Walk

Before giving students graphic novels as independent texts, take them on a walk through a graphic novel as a class. The table below marks features to preview, define, and discuss during your text walk.

Feature	Definition	Reading Tip
Panels	The individual frames that contain one segment of action.	Panels can be many shapes or sizes, but no matter what they look like, they are always read left to right, top to bottom.
Gutters	The space between panels	Action may occur in gutters that readers don't get to see. Readers get to imagine the action between panels.
Speech balloon	Indicates a character is speaking	Text can appear in more than one way on the page. Note what it looks like when the narrator is speaking and when the characters are speaking.
Images	Show the action of the story.	These features work together on each page. Slow down and remember to read both the words and look at the pictures. Think about how they are working together to create the story.
Text	Tell the action of the story.	

Study Individual Panels

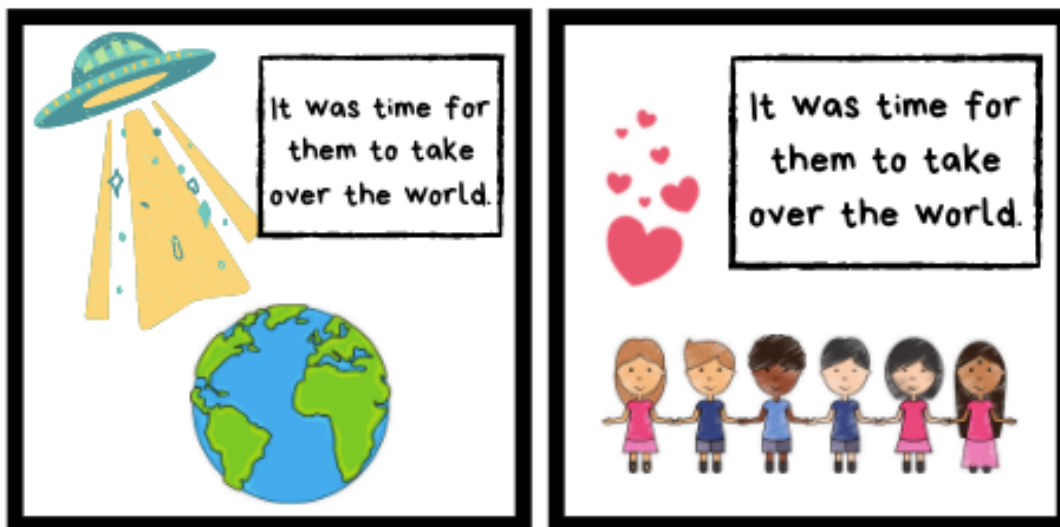
In early grades, students are often reminded how important it is to read each word on a page. When introducing students to graphic novels, it is important to share with them that the same attention must be paid to the visuals, because they also tell a large part of the story. To help students understand how each panel includes text and images that are intentionally paired together, practice looking at individual panels that have the same text but a different image. Asks students how the pairing changes their interpretation of the page. Samples are included on the next page.

Panel study samples:

Sample 1



Sample 2



Hook and Connect the Text

Engaging students in the topic at introduction is a great way to excite them about reading more. The following videos and activities will help hook students' interest, introduce them to the subject matter, and help them make real-life connections.

Text	Videos	Activity
<p>Adventures in the Circulatory System</p>	<p>Exploring the Heart – The Circulatory System!: https://youtu.be/-s5iCoCaofc</p> <p>How to Feel Your Heart Beat: https://youtu.be/tF9-jLZNM10</p>	<p>Get Moving! Invite students to participate in various movement activities, such as jumping jacks, dancing, and meditating. After each activity, pause and ask students to feel their heartbeat or pulse. How does it change depending on how their body moves? How do they think their body is reacting to support their health?</p>
<p>Adventures in the Digestive System</p>	<p>How your digestive system works: https://youtu.be/Og5xAdC8EUI</p> <p>Kids health/the digestive system: https://youtu.be/o_SFCSWJjek</p>	<p>Break It Down! In this activity, students will experience how our body is able to break food down into a form that can easily move through our digestive system.</p> <p><i>Materials: plastic bag, crackers, orange juice</i></p> <ol style="list-style-type: none"> 1. Chewing: Give each student a plastic bag filled with 2-3 crackers and have them squeeze the bag to crush the crackers into crumbs. 2. Saliva production: Add water to the bag and keep squeezing to show how saliva allows food to be broken down further for swallowing. 3. Stomach acids: Add orange juice to the bag and keep squeezing to show how stomach acids work to break up the foods even further.
<p>Adventures in the Muscular System</p>	<p>How your muscular system works: https://youtu.be/VVL-8zr2hk4</p> <p>How Do Our Bodies Move?: https://youtu.be/j918PoWWaB0</p>	<p>Muscle Control! This activity helps students understand the difference between voluntary and involuntary muscle movements.</p> <p><i>Voluntary Muscle Control:</i> Prompt students to move different parts of their body. Students will be able to see that they are able to voluntarily control and engage their muscles. You can even have students work in pairs to complete movement tasks together like throwing and catching balls of paper. This will show how they are able to instruct their body to move appropriately.</p> <p><i>Involuntary Muscle Control - Blinking:</i> Next, have students work in pairs to track each other's involuntary movements. One student will read or draw for one minute. The other student will count how many times their partner naturally blinks during that time. Students</p>

		<p>will see that this is an involuntary movement their body controls for them.</p> <p>To add another fun element to this lesson, hold a class-wide staring contest. Run a timer to see how long students can maintain eye contact without blinking.</p>
<p>Adventures in the Nervous System</p>	<p>The Nervous System Video for Kids: https://youtu.be/KZVeFTDszTs</p> <p>Nervous System – Get to know our nervous system a bit closer, how does it work?: https://youtu.be/6O-0CVAgdEM</p>	<p>Domino! In this activity, students will work with dominoes to build a concrete model of how a nerve cell transmits a signal. Students will see how a nerve cell is triggered and then sends an impulse from one end of the cell to the other.</p> <p><i>Materials: Dominoes, paper and pencil for recording</i></p> <p>Invite students to students use dominoes to build a model where each domino will trigger another in a chain reaction.</p> <p>When students have their model created, ask them to experiment with different touches of force when hitting the first domino. Have them discuss what this might tell us about our body's response.</p> <p><i>Guiding questions:</i> What happens when you just barely touch the domino? Does it cause a reaction? What happens when you deliberately push it? How might this relate to the way we perceive different stimuli? For example, how does it feel to be hit with a ball verse a feather?</p>
<p>Adventures in the Respiratory System</p>	<p>Respiratory System The Dr. Binocs Show: https://youtu.be/mOKmjYwfDGU</p> <p>Oxygen's surprisingly complex journey through your body: https://youtu.be/GVU_zANtroE</p>	<p>Keep Breathing! In this activity, students will create a visual lung model that shows the parts of the lung anatomy and how our lungs work to keep us breathing. When the model is created, students will be able to see how air is inhaled and exhaled by moving through the nose and mouth, to the trachea, and then to the lungs.</p> <p><i>Materials: paper, markers, long bendable straws, scissors, tape, two plastic sandwich bags, tape</i></p> <ol style="list-style-type: none"> Create lung anatomy: Students will draw the nose, mouth, trachea, and lungs and cut them out Assemble: <ul style="list-style-type: none"> For the body of the model, tape two straws together. The bendable part will be at the bottom with the mouth pieces bent away from each other. <i>Nose, mouth, and trachea:</i> Glue or tape the nose to the top of the straw and the mouth a few inches below it. Glue or tape the trachea to the back of the straws and the lungs to the bottom of the straws near the mouth pieces.

		<ul style="list-style-type: none"> • <i>Lungs:</i> You will need a sandwich bag for each lung. If your sandwich bags have a zipper, remove it with your scissors. Then tape the opening of each bag tightly around each straw so that no air escapes. Then tape the drawings of the lungs to the back of the bags. <p>Breathe: Blow into the top of the straws and watch the lungs expand and release to mimic an inhale and exhale.</p>
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Creative Vocabulary Tips:

Diagrams: Have students draw a diagram of the system they're studying, label the parts, and describe their function. *(Individual, partner, whole class)*

Heads Up: For this game, you will need a stack of index cards with vocabulary words printed on one side. You can find vocabulary terms in the glossary section of each book. One student chooses a vocabulary card making sure not to look at it. The student holds the card in front of their forehead so the other student(s) can see the term. The other student(s) work together to describe and define the word without saying the term. If the player holding the card guesses the correct term, the class gets a point. This game can be used for a warm-up or an incentive game. *(Partner, whole class)*

Vocabulary Link Up: All students receive a vocabulary card. Half of the students have a word and the other half have a definition. Set a timer and invite students to walk around the room and find their match. Students will work together to find correct matches and then report their word and definition to the class. *(Small group, whole class)*

Creative Reporting Options

Public Service Announcement Poster: Ask students to create a poster to inform and raise awareness of the importance of the system they are studying. Students should use the text and their own research to convey the importance of their focus system, it's function, how it affects one's daily health, and how one can take care of this system. PSA posters are a great way for students to practice persuasive writing and using images and text to create a message.

Trading Cards: Students use text and image to create a set of trading cards to describe important functions of the system of the book they are reading. Cards should have categories of information, just as real trading cards. For example, students should

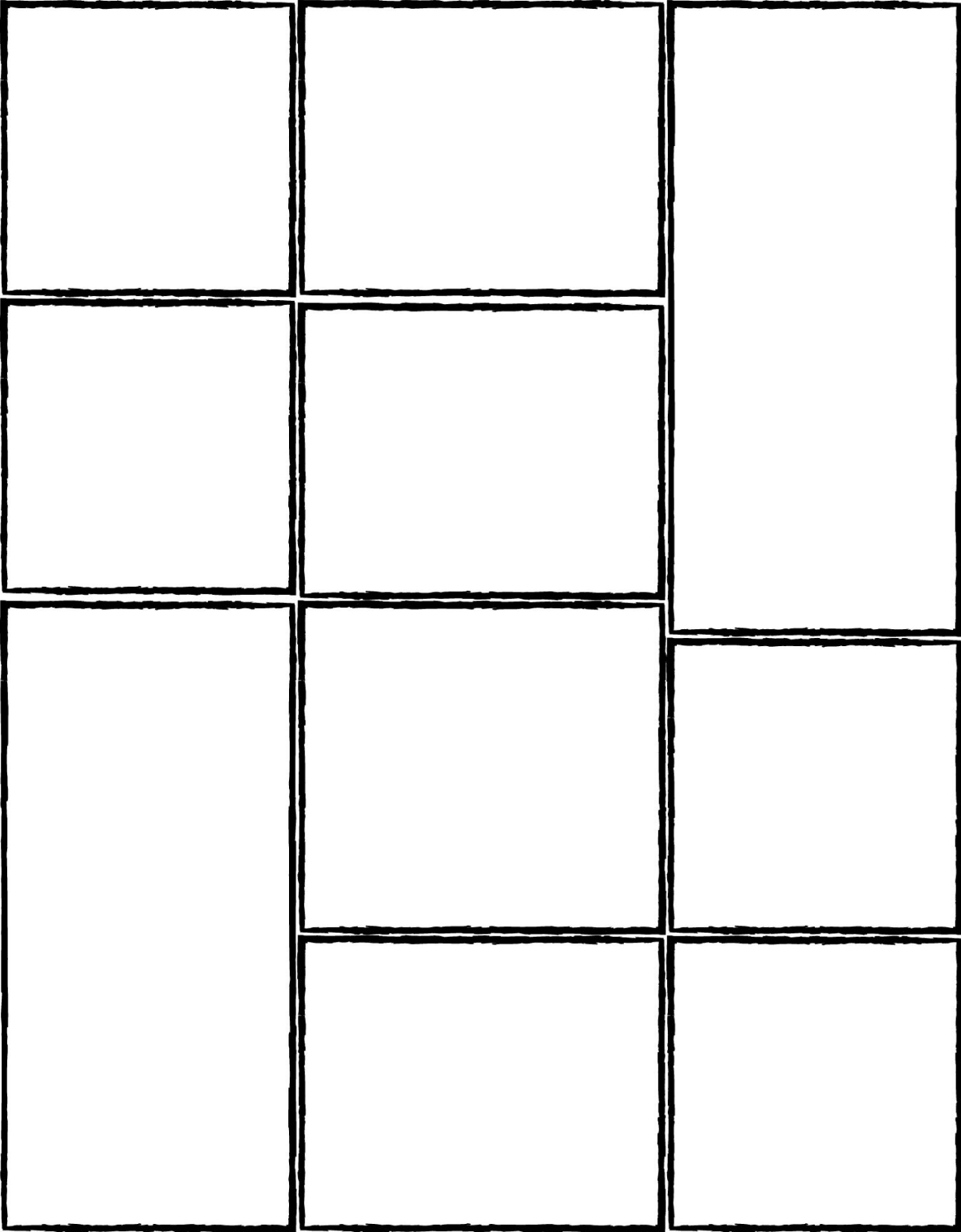
include the *name*, the *function* within the system, and a *visual*. The set can then live in the classroom for other students to study.

Comics: Students can create and present their own comic strip, similar to the Bod Squad Series. Based on a specific scenario, students should create a comic strip to explain the reactions and functions that occur within a body system. *For example: what happens in the circulatory system when someone is jumping rope?* Students will create their own characters to enter and explore functions in the body. We have included a comic strip planning page, as well as a template to create their own comic strip on the next 2 pages.

Comic strip planner:

Panel	Setting	Characters Present	Action to Take Place	Text	Speech

Comic Strip Template:



Assessment

Informal assessment for reading comprehension should be ongoing and include different forms of assessment to accurately measure growth. Forms of assessment may include the reporting options above, observation, class discussion, conferences, and/or surveys.

The following are important areas to consider when assessing comprehension. These suggested areas are based on grade-level standards for grades 3-5.

- **Interpretation of visual text:** Ability to interpret visual information and explain how it contributes to an understanding of the text in which it appears.
 - This assessment targets the student's ability to engage with and utilize visual features to increase understanding.
 - **How?:** Ask students:
 - How does this image help us understand the text it is paired with?
 - Why do you think the illustrator chose to include this image?
 - What do you see on the page that tells you...?
- **Integration of ideas:** Ability to either compare and contrast, or to integrate information from two or more texts on the same topic in order to write or speak about the subject knowledgeably.
 - This assessment targets high-level thinking skills, requiring students to retain, recall, and intellectualize information from multiple texts and then organize and present it in a cohesive manner that shows understanding.
 - **How?:** After reading the graphic novel, invite students to read other books or articles on the same subject. Ask students to determine how they are the same or different.
- **Basic knowledge and recall:** Ability to recall important facts and details in a text.
 - These are lower-level thinking skills, but essential and foundational for students to progress to higher-level skills.
 - **How?:** Ask student to retell the story orally or by giving them the graphic organizer attached on the next page for them to fill out while reading.

Teachers notes created by Joanna Kamouh.

Joanna Kamouh is a dual-certified educator specializing in Early Childhood and Special Education in NYC. She received her Master's degree in Early Childhood and Special Education from NYU Steinhardt. Joanna's favorite part of teaching is helping students find the joy and excitement in reading independently. When she is not teaching, Joanna enjoys hiking, traveling, spending time with family, and curling up with her cat!

Graphic Organizer:

NON-FICTION GRAPHIC ORGANIZER

BOOK TITLE: _____
AUTHOR: _____
ILLUSTRATOR: _____

THREE THINGS I LEARNED:

- NEW VOCABULARY WORDS:**
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
- THREE THINGS I LEARNED:**
1. _____
 2. _____
 3. _____

DRAW IT!



MY FAVORITE PANEL AND WHY:

