



AMERICAN **ENGLISH**

PRESENTS...

*WHY ENGLISH? COMICS FOR THE
CLASSROOM – SAYURI'S STORY*

APRIL 2015

WHY ENGLISH? COMICS FOR THE CLASSROOM – SAYURI’S STORY

LEVEL

High Intermediate to Advanced

GOALS

Learn vocabulary and phrasal verbs related to love

Practice reading and comprehension skills through matching words to images

Practice reading and comprehension skills through connecting similar materials (a comic and poems)

Encourage critical thinking skills

MATERIALS


- *Why English? Comics for the Classroom – Sayuri’s Story* (found at the end of this lesson plan)
- *Love Words* – Graphic
- *Love Words* – Word Cards
- *Love and Relationships Phrasal Verbs and Vocabulary* – Graphic
- *Love and Relationships Phrasal Verbs and Vocabulary* – Word Cards
- *Beautiful* – Poem
- *You Are the Sun* – Poem
- *Good Moments* – Poem

BACKGROUND INFORMATION

Before starting this lesson it is helpful to know the following comic book vocabulary:

Panel – Each of the squares that contains artwork and writing is known as a panel

Dialogue – Words ‘spoken’ by the character. Dialogue is written inside of a bubble shape 

Narration – Words that explain the story but are not spoken by the characters. Narration is written inside a block shape 

When reading comics, pages are read from left to right and top to bottom. The same applies when reading inside the panels: from left to right and from top to bottom.

PREPARATION

- 1) Read through all the materials carefully. Several class periods could be used for this activity, or it could be shortened for use in a single class. Decide which approach is best for your class.
- 2) Print out the *Love Words* graphic **Appendix 1**. Prepare enough copies for each student to have one.
- 3) Print out the *Love and Relationships Phrasal Verbs and Vocabulary* graphic **Appendix 2**. Prepare enough copies for each student to have one.
- 4) Print out the *Love Words – Word Cards* in **Appendix 3**. One set of words can be prepared for the whole class or extra copies can be made so that each student gets a set of the words.
- 5) Cut out the *Love Words – Word Cards* in **Appendix 3** so that they may be distributed to students.
- 6) Print out copies of the *Love and Relationships Phrasal Verbs and Vocabulary – Word Cards* (**Appendix 4**). These will be used for a pair/small group activity. Print enough copies for each pair/small group.
- 7) Cut out the *Love and Relationships Phrasal Verbs and Vocabulary – Word Cards* (**Appendix 4**) for each pair/small group to be used in a matching activity.

- 8) Print out copies of the *Sayuri's Story Narration Blocks* (**Appendix 5**). Make enough copies for each pair/small group in the class.
- 9) Cut the *Sayuri's Story Narration Blocks* (**Appendix 5**) for use in a matching activity.
- 10) Print out the love poems (**Appendix 6**). Print enough copies for each pair/small group.

PROCEDURES

Depending on class time, one or both of the vocabulary warm ups can be used.

Vocabulary Warm Up 1 – The Language of Love

- 1) Begin class by creating three columns on the board. These columns should match the boxes found on the *Love Words* graphic.

| Love (verb) | Love (noun) | Loving (adjective) |
|----------------|----------------|-----------------------|
| | | |

- 2) Pass out the Love Words – Word Cards in Appendix 3. These words can be given randomly to individual students or in pairs. One set could be distributed to the class or make extra copies and give all students a card.
- 3) Give the students a few minutes to review the words. Next, ask for volunteers to come to the board and write the words in the correct column while they say the word out loud.
 - a. **Optional Activity:** Split the class into teams and make it a race to the board activity
- 4) As a class, review the words on the board. Check student understanding by asking the students:
 - a. What is something you treasure?
 - b. What is your passion? (This can be a hobby or activity. For example: playing guitar is my passion)
- 5) Give students a copy of the Love Words graphic. Give the students several minutes to review the words and sentences on the graphic before moving to the next activity.

Vocabulary Warm Up 2 – Love and Relationships Phrasal Verbs and Vocabulary graphic

- 1) Split the students into pairs or small groups of three.
- 2) Give the students the phrases and definitions from Appendix 4. Make sure the phrases and definitions have been mixed up.
- 3) Tell students that they have two minutes to match the phrase to the correct definition.
- 4) After the two minutes are over, call on the pairs or groups to shout out the matches they have made. Check the answers as a group.
 - a. If time permits have students write sentences using the new phrasal verbs.
 - i. Share the sentences as a class.

Puzzling Love – Sayuri's Story

- 1) Begin this part of the lesson by asking students:
 - a. Does love have a language?
 - b. What would you do if the person you love did not speak the same language?
- 2) Inform the class that today they will read a story about love.
- 3) Pass out the *Sayuri's Story* pages to the pairs/small groups of students.
 - a. These pages have the character dialogue but the narration is missing (the blank boxes).

- 4) Allow the students to read the story.
- 5) After they have read the story, check their understanding by asking:
 - a. Did the boy and Sayuri hit it off?
 - b. Did the boy have a crush on Sayuri?
 - i. Encourage the students to use the words and phrases from the vocabulary graphics earlier in the lesson.
- 6) Hand out the panel narrations (Appendix 5) to each pair/small group. Instruct them to match the narrations to the correct panels. Encourage students to use English to give reasons why they think a narration should be matched with a specific panel to encourage more speaking practice as well as critical thinking skills.
- 7) Give the pairs/small groups time to match the dialogue boxes to the correct panels of the comic. Circulate amongst the pairs/small groups to assist them as needed.
- 8) After the pairs/small groups have matched the narrations to the correct panels review the answers as a class. For additional speaking opportunity, have the students read out the narration for the answer check.

Optional Activity: Expanding the Idea – Love Poems

- 1) Pass out the three poems included with this activity (Appendix 6).
- 2) Have the students read the poems and choose their favorite. Encourage them to discuss why that poem is their favorite with their partner(s).
- 3) Poem Pairing

Have the pairs/small groups think about the boy in *Sayuri's Story*. Over the course of the story, when would the boy have written these poems?

 - a. In their pairs/small groups have students match the poems to the feelings the boy experiences in *Sayuri's Story*. Ask the students:
 - i. Does the boy experience the feelings described in the poems?
 - For example, the poem *Beautiful* would match the panel when the boy first sees Sayuri.
- 4) Classroom Discussion

Return to the question asked earlier in the lesson and ask students:

 - a. What would you do if the person you love did not speak the same language?
 - i. Encourage students to share their ideas on how to communicate with someone they have a crush on if they didn't share a language.

Wrap-Up Activity

Have the students write a short story that occurs after the comic ends. Have the students make predictions about what happens in the story. Does Sayuri remember the boy (now a man at the end of the comic)? What happens next? Do Sayuri and the boy fall in love? Encourage students to give reasons for their predictions.


ADAPT IT TO YOUR CLASS

- This lesson could be combined with the American Rhythm's song [A Lot of Days Are Gone](#) lesson plan for a multi-class lesson series on love. This could be especially effective on or around February 14th which is Valentine's Day in the United States. Valentine's Day is a holiday devoted to love. Students can also read more about Valentine's Day in [Celebrate](#).

Appendix 1: Love Words Graphic



Related words

with love



| | | |
|---------------------------------------|-----------------------------------|------------------------------------|
| TO LOVE (verb) | LOVE (noun) | LOVING (adjective) |
| to cherish to adore to treasure | affection adoration passion | affectionate adoring devoted |

I adore my children and cherish the time I spend with them.
Although Jess loves her job, she treasures her time off.
The world needs more love and affection.
Playing soccer has always been one of her passions.
Sam is a loving and devoted father to his two young children.

**American English at State** 



Vocabulary Love & Relationships

to have a crush on someone

to have strong feelings of love or affection for someone
(often for a short time and with no results)

Last month she had a crush on Ted, but this month she has a huge crush on Sam.



to hit it off

to get along well with someone from the first time that you meet the person

Ben and Jane hit it off on their first date.

to fall for someone

to begin to feel love for someone

I think I'm falling for Jess.
I can't stop thinking about him.

to make up

to become friendly with someone again after an argument

We had a huge fight yesterday, but we made up today.



to break up

to end a relationship

They broke up last week, but they are trying to remain friends.



Appendix 3: Love Words – Word Cards

| | | |
|----------|-----------|--------------|
| Cherish | Affection | Affectionate |
| Treasure | Adoration | Adoring |
| Adore | Passion | Devoted |

Appendix 4: Vocabulary Love & Relationships – Word Cards

| Phrase | Definition |
|-----------------------------------|---|
| to have a crush on someone | to have strong feelings of love or affection for someone |
| to hit it off | to get along well with someone from the first time that you meet the person |
| to fall for someone | to begin to feel love for someone |
| to break up | to end a relationship |
| to make up | to become friendly with someone again after an argument |

Appendix 5 – Sayuri’s Story Narration Blocks

Cut out these blocks for each student pair/group. The numbers correspond to the correct narration block in the Sayuri Answer Keys found in Appendix 7.

1 Well here I am in front of you. So close after so many years. It seems like yesterday when I met you.

2 I was just a troublesome kid with no worries.

3 I wasn’t the best in my English class, but I knew a few tricks.

4 However, I had a bad time because I didn’t understand some signs in English.

5 Until one day a new neighbor arrived and I fell in love.

6 My friends teased me, but I didn’t care. I wanted to meet her.

7 One day I got a big surprise. She spoke in English and I didn’t understand.

8 After that, each day I gave her flowers.

9 We communicated by signs. She gave me her doll, but I didn’t understand what she tried to say with that.

10 Finally, I understood. She had to go back to her country.

11 Since then I studied English a lot. I discovered how interesting Sayuri’s language was.

12 Now that I live in the U.S. I could find her.

13 Now I know English and after many years I will finally be able to talk to you.

Appendix 6 – Love Poems

BEAUTIFUL

Beautiful was the first word that came to my mind
 As you walked into the room and caught my eye.
 You passed a beauty so rare and hard to find
 Your sacred treasure line which is priceless.

Feruza from Access

You Are the Sun

You're the sun I never shun
 Besides you, I cherish none
 You're the prize I've ever won
 For hard times, joy and fun
 You proved to be the one
 You're my source of light
 You made my life so bright
 I am ravished with delight
 Whether here or out of sight
 I remain your grateful knight

Chaouki from United Arab Emirates

Good moments

When I close my eyes
 I imagine you,
 All good moments
 That I spent with you...
 I remember that day
 When I looked in your eyes
 And what I felt I can't say
 I remember that I just smiled.
 It was like a fairy-tale
 Where everything is possible
 I had nothing to say
 And my heart beatings were uncountable..
 I thought it's for forever
 And we will be together
 And nothing will make us to be apart
 Even if everything is hard.
 But it was just a dream
 And in that dream I believed.
 But now I try to forget
 All good moments that I spent.

Ruxunda from Moldova

Appendix 7 – Sayuri's Story Narration Blocks Answer Keys







