

SNOOPY

COWABUNGA!



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KIDS

TEACHER'S GUIDE

Curriculum Connections and Activity/Discussion Guide



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Snoopy: Cowabunga!

Charles M. Schulz

AMP! Comics for Kids

Andrews McMeel Publishing

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GRADE LEVEL: 3–7

Curriculum Connections

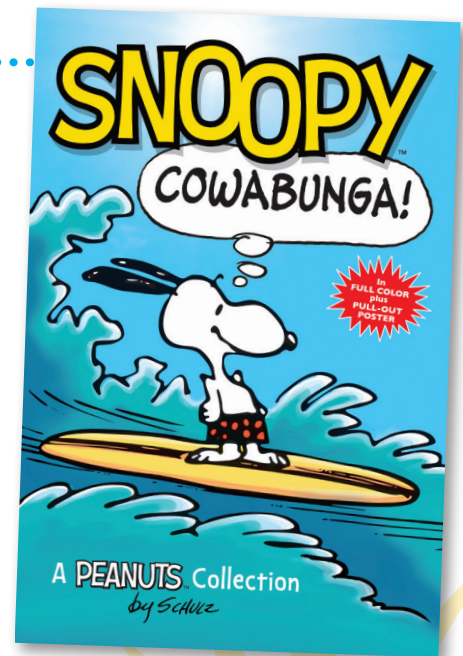
English Language Arts

Thematic Connections

Imagination * Friendship * Animals * Humor * Sports

Overview

Life is one big adventure for Snoopy. The cleverest canine to ever lounge about the funny pages is riding a wave into some charmingly humorous misadventures. Charlie Brown's beloved pooch struggles to master sports intended for humans, ventures into the woods to prove his worth as a Beagle Scout, and pals around with his feathered friend Woodstock, spreading merriment along the way.



English Language Arts Lesson Plan: Collaborative Discussion and Creative Writing

Objective

Students will read this comic book, participate in a class discussion, complete group writing activities, and use the book as a springboard for individual creative writing exercises.

Discussion Questions

- * Ask students to name several ways that Snoopy uses his imagination to behave in non-doglike ways (examples: writer, flying ace, Beagle Scout). Why do they think that Schulz chose to portray Snoopy with human characteristics as well as exaggerated dog characteristics? How would the comic be different if Snoopy were a cat or another kind of animal? How much of the humor is about him being a dog?
- * Much of Snoopy's writing consists of very short stories ending in very "bad" puns. Did students understand the humor in these? Do they think puns are funny? Point out the examples on page 53 ("wax Eloquent"), page 64 ("Help me make it through the knight"), and page 132 ("My toadstool business is mushrooming").

- ✱ Throughout the story Snoopy enjoys many sports. Ask students to name some (examples: tennis, baseball, golf, fishing, ice hockey.) Do students think Snoopy is good at any of the sports? Why or why not? Most of these are “human” sports; can students name some sports that real dogs are able to play?
- ✱ Woodstock’s small size is a recurring joke throughout the book. Ask students to name some everyday objects Woodstock uses for his own purposes (examples: the bird bath hockey rink, swimming in Snoopy’s water bowl, the doll-sized bicycle). What are some other objects Woodstock could use creatively to make up for his size?

Group Discussion/Activities

- ✱ On page 7, Snoopy writes a very short essay called “Why Dogs Are Superior to Cats.” Divide the class into six small groups; assign Snoopy’s topic to three of the groups, and assign the opposite topic to the other three (“Why Cats Are Superior to Dogs”). Ask each group to come up with ten statements supporting their topic and have someone from each group present their ideas to the class. Bonus points for humor!
- ✱ Snoopy interacts with many different characters in the book. Divide the class into five small groups, and assign each group one of these characters: Woodstock, Charlie Brown, Lucy, Linus, and Sally. Have the group write a letter, from their character’s point of view, telling why Snoopy should be named “Outstanding Neighborhood Dog of the Year.” Have someone from each group read their letter to the class.

Independent Creative Writing

- ✱ Snoopy’s friend Woodstock uses his own indecipherable “language” in the book. Have students choose two of the story panels where Woodstock is “talking” (pages 65, 65, 100–101, or 195) and create a story or dialogue for them.
- ✱ On page 81, Snoopy writes a short essay called “Things I’ve Learned After It Was Too Late.” Have students write a one-page essay on this topic.
- ✱ Snoopy enjoys writing anti-cat stories. Have students write one short anti-cat story from Snoopy’s point of view and another from a mouse’s point of view. Bonus points: flip sides and write one anti-dog story, and one anti-mouse story, from a cat’s point of view.
- ✱ Have students write an essay called “Snoopy’s Best Friend,” sharing which character they believe it is and why.
- ✱ On page 92, Snoopy calls Charlie Brown “that round-headed kid” and Linus “that stupid kid with the blanket.” Have students write Snoopy’s similar descriptions of Lucy, Woodstock, Schroeder, Sally, and Peppermint Patty. Then have them write that character’s description of Snoopy.

