CLASSROOM ACTIVITY GUIDE

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PUNK TACO ADVENTURES!



NEW FRIENDS

PAPERCUTZ

THE MIKE WIERINGO COMIC BOOK INDUSTRY AWARDS
'RINGO!
WINNER

KIDS' COMICS AWARDS
THE AWARDS CHOSEN BY KIDS
WINNER

INTRODUCTION

Join Punk Taco and his band of friends, Dahlila, Bash, and Bovo as they travel around the universe spreading peace and love through their music and art. Punk Taco and his band are on an intergalactic quest to rock out and spread love, make friends, help those in need, no matter where they come from or how big the challenge and share some awesome food (specifically nachos!). Sometimes it's hard to understand other galactic beings that seem so different from you. What are they saying? What do they mean? How do they feel? Just like Punk Taco and his friends, others can feel scared, sad, and alone. But just like Punk Taco, you can change the universe for the better by understanding and helping people in need. No matter who you are, or which part of outer space you come from, we all need a friend, some help from time to time, good food, and great music. This activity guide will help educators use graphic narratives as a multi-media educational vehicle for developing critical skills.

This guide helps students analyze new vocabulary within graphic narratives, understand and practice inferencing through narrative closure, practice emotional literacy through the identification of emotional cues in multimodal texts, and understand how stylistic markers in multimodal texts influence reader perceptions of characters, events, and emotions. We hope your students enjoy touring the galaxy with Punk Taco and his friends!

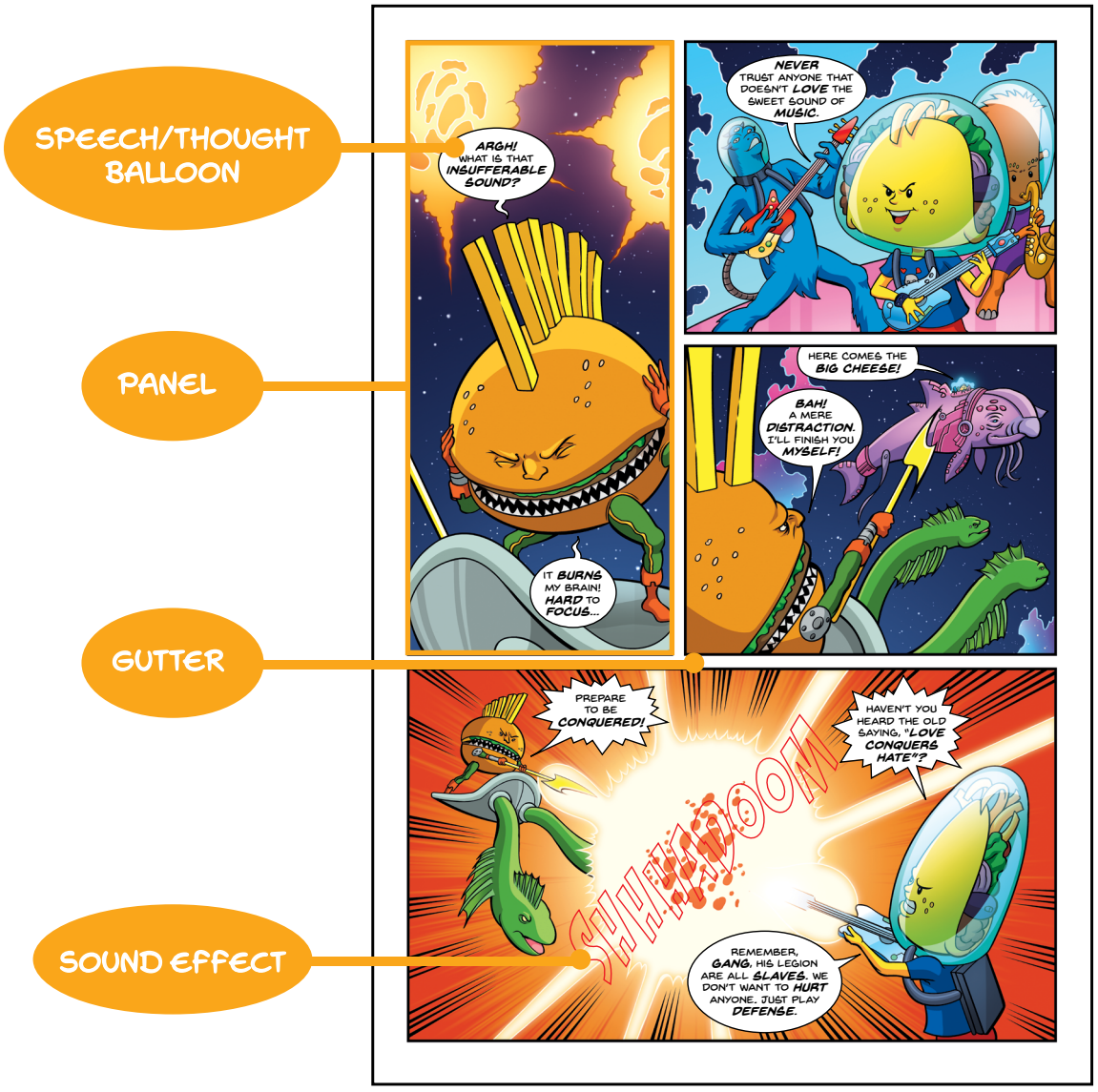


HOW TO READ A GRAPHIC NOVEL

When students (and teachers!) are unfamiliar with the format of comics, opening a graphic novel for the first time can be a little overwhelming. However, with practice, a reader's eyes and brain adjust very quickly to the process! This activity helps students learn the features of the comic format and helps them practice their comic reading abilities.

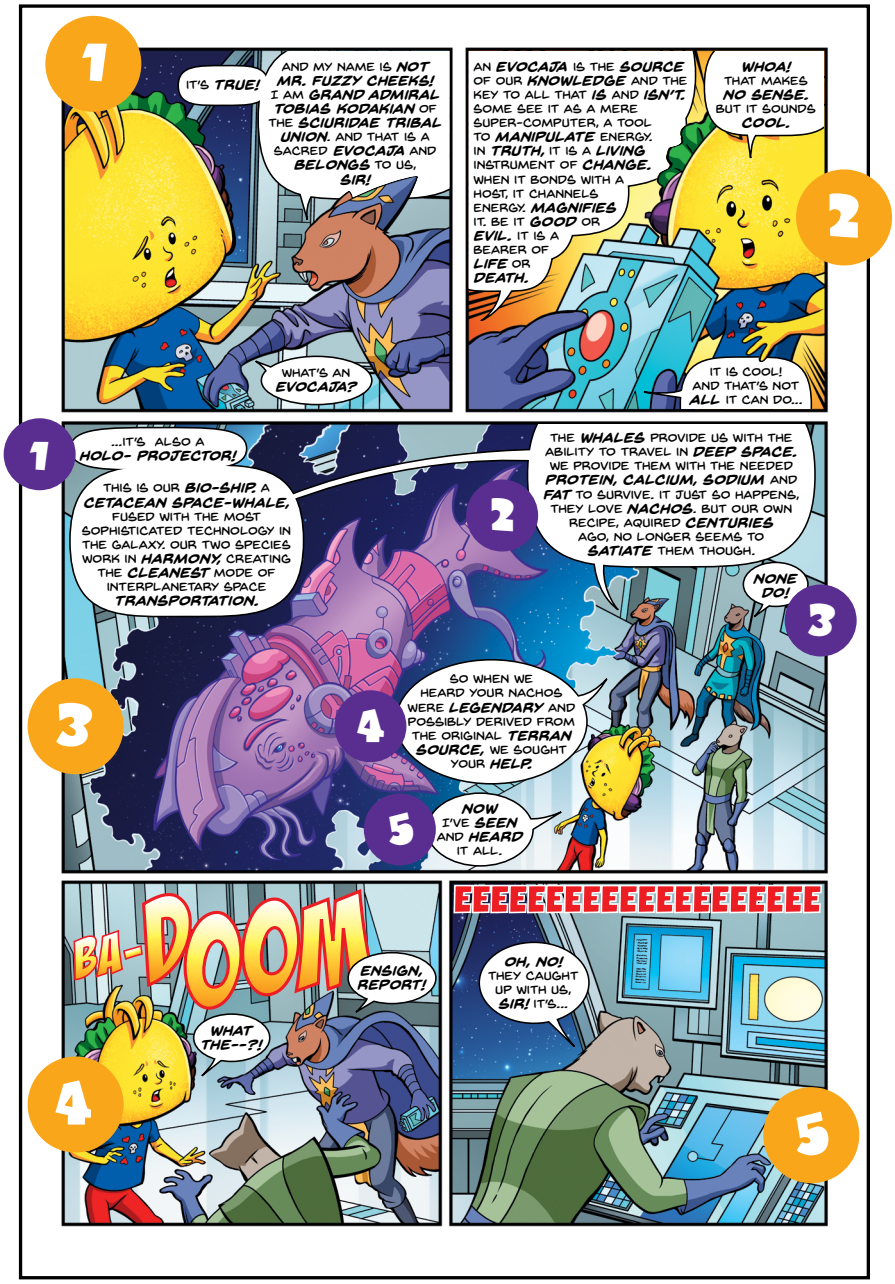
Teacher Directions: Go over the "Parts of a Comic" page with students and the "How to Read a Comic" page. Then, provide students with the "Quick Test: Show What You Can Do!" page to test their comic know-how.

Parts of a Comic



How to Read a Comic

Comics are read left to right and top to bottom! Readers begin with panels on the left side of the page and work their way to the right, just as we do when reading the text of a traditional book.

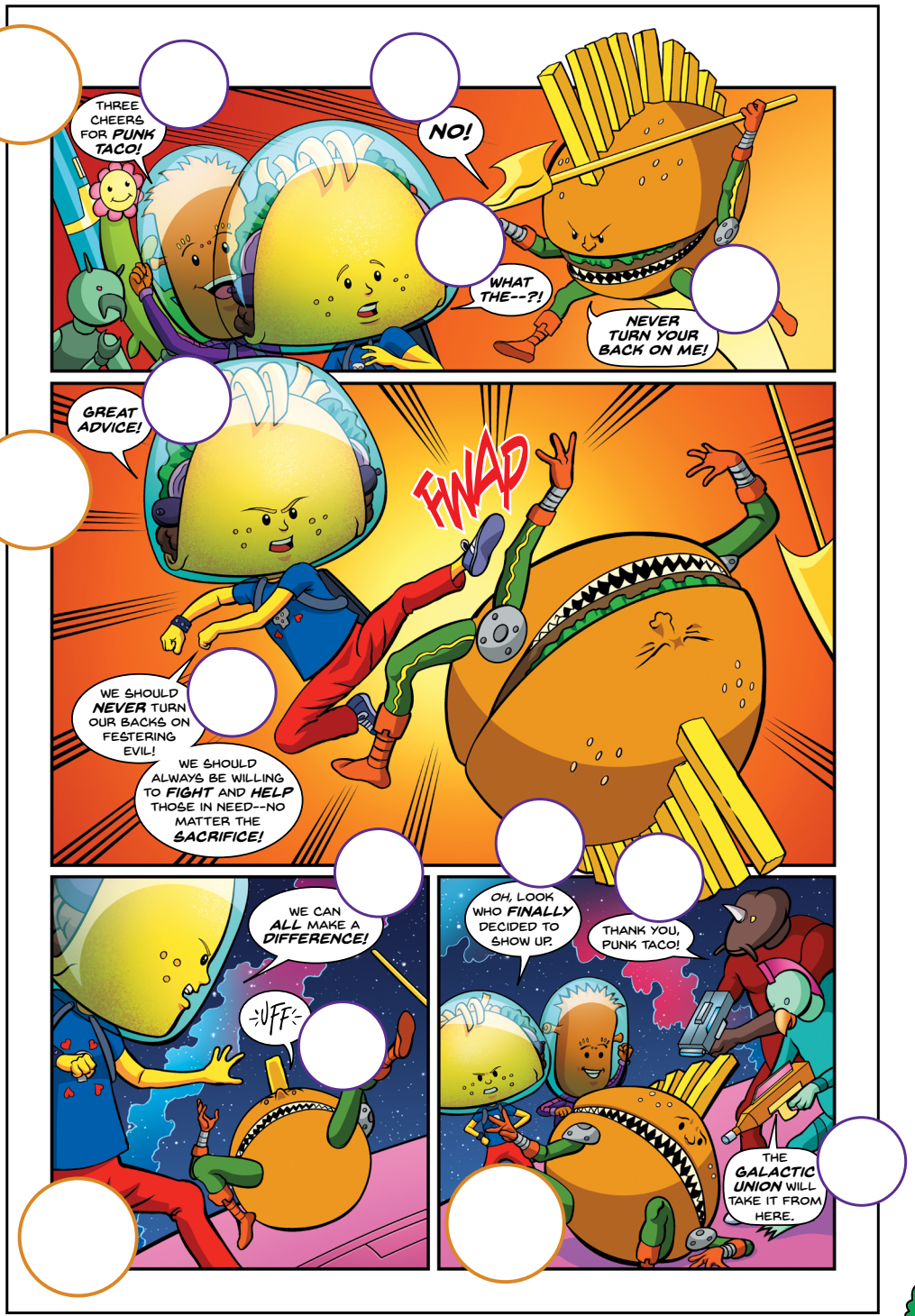


Within each panel, we read left to right, as well, but we also move from the top of the panel to the bottom.

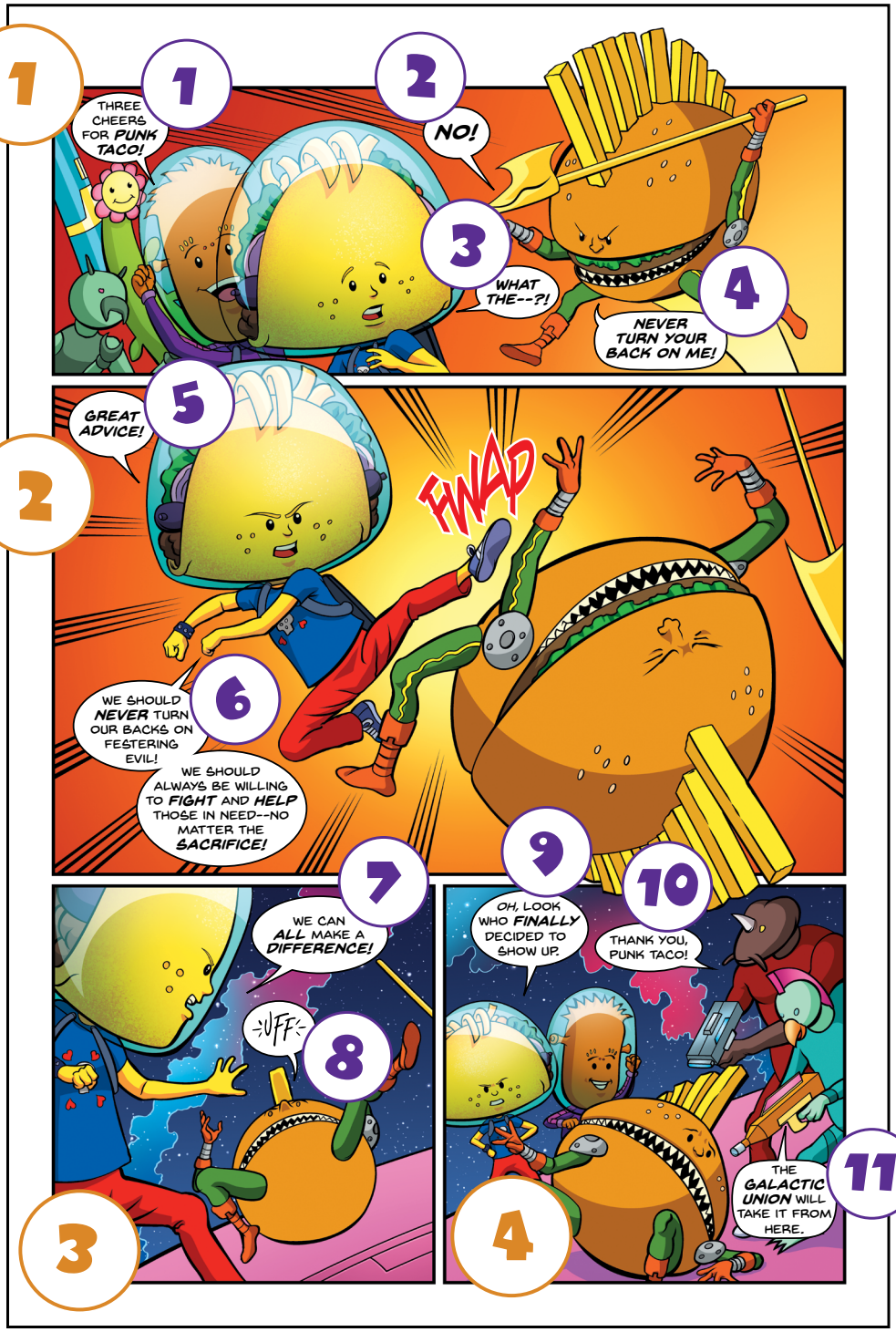
NAME: ..... DATE: .....

QUICK TEST: SHOW WHAT YOU CAN DO!

Directions: Using the empty circles provided, correctly number the order in which you'd read **each panel** and **speech balloon!**



ANSWER KEY


1
1
THREE CHEERS FOR PUNK TACO!
2
NO!
3
WHAT THE--?!
4
NEVER TURN YOUR BACK ON ME!
5
GREAT ADVICE!
2
FWAP
6
WE SHOULD NEVER TURN OUR BACKS ON FESTERING EVIL!
WE SHOULD ALWAYS BE WILLING TO FIGHT AND HELP THOSE IN NEED--NO MATTER THE SACRIFICE!
7
WE CAN ALL MAKE A DIFFERENCE!
8
-UFF-
3
9
OH, LOOK WHO FINALLY DECIDED TO SHOW UP.
10
THANK YOU, PUNK TACO!
4
11
THE GALACTIC UNION WILL TAKE IT FROM HERE.

CHAPTER 1

"New Friends"
Empathy, Compassion, and Doing the Right Thing

Grade Level: Elementary and Middle School (Grades 3–8)

Time: 1–2 class periods

Subjects: ELA, Social-Emotional Learning (SEL), Ethics, Character Education, SEL, Art & Music integration

Themes: Empathy, Friendship, Nonviolence, Justice, Teamwork, Prejudice, Moral Courage

Based on: "New Friends" from *Punk Taco Adventures Volume 1*

Learning Objectives

By the end of this lesson, students will be able to:

- **Identify** key themes of empathy, compassion, and nonviolence in Punk Taco: "New Friends."
- **Explain** Dr. Martin Luther King Jr.'s Six Principles of Nonviolence and connect them to Punk Taco's actions in the story.
- **Describe** how misunderstandings can lead to prejudice and how communication and kindness resolve conflict.
- **Use context clues** to define challenging vocabulary words from the story.
- **Reflect creatively** through writing, discussion, or art on how they can show empathy and "do the right thing" in their own lives.

Materials

- Copies or digital projection of Punk Taco: "New Friends"
- Chart paper or whiteboard
- Markers or chalk
- Vocabulary handout (provided below)
- Reflection worksheet (optional)
- Audio or video clip of Punk Taco (optional music tie-in)

Key Vocabulary

Select words for your students' grade level; define together using context clues or dictionaries.

WORD	MEANING (STUDENT-FRIENDLY)	CONTEXT FROM STORY
Empathy	Understanding and sharing someone else's feelings	Punk Taco feels sorry for Philip and wants to help him
Compassion	Wanting to help those who are suffering	Punk Taco helps a hungry refugee instead of being afraid
Nonviolence	Resolving conflicts without hurting others	Punk Taco chooses peace and kindness over fighting
Refugee	Someone who leaves their home because it's unsafe	Philip and his family flee King Boogar's invasion
Prejudice	Judging someone before knowing them	The authorities fear Philip just because he's a refugee and different
Justice	Fairness and doing what's right	Punk Taco fights against King Boogar's cruelty through music
Evocaja	A magical, living computer of knowledge	Used as a symbol of wisdom, connection, and balance
Mind Control	Forcing others to obey without free will	King Boogar enslaves others using telepathy
Courage	Doing what's right even when it's hard	Punk Taco risks his safety to save others
Unity	Working together for peace and equality	The band and Sciuridae unite to stop injustice

Lesson Sequence

1. Warm-Up Discussion

Ask students:

- "What does it mean to have empathy for someone?"
- "Can you think of a time when you helped someone, or someone helped you?"
- "How can kindness make a difference when people misunderstand each other?"

Record their answers on the board.

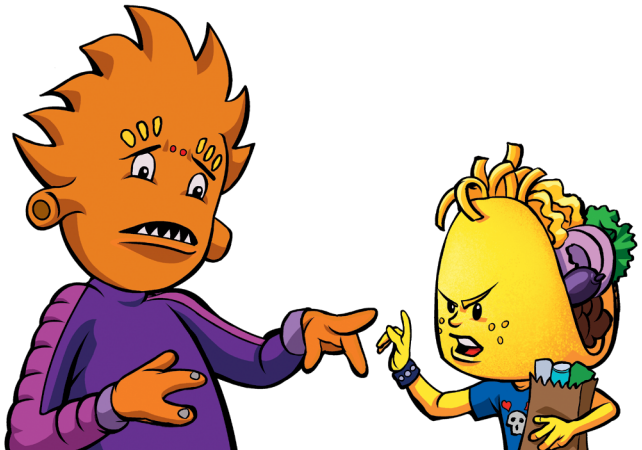
2. Story Reading & Comprehension

Read *Punk Taco: "New Friends"* aloud or in small groups.
Pause to highlight key moments:

- **Punk Taco meeting Philip:** misunderstanding and compassion
- **The refugee warning & prejudice:** critical thinking about fairness
- **The abduction by the Sciuridae:** learning to communicate and trust.
- **King Boogar's tyranny:** injustice and standing up to bullies.
- **Using music, not violence, to save the day:** positive action and teamwork.

Discussion Questions:

- Why did Punk Taco decide to help Philip instead of being afraid of him?
- What misunderstandings happen between characters, and how are they resolved?
- How does Punk Taco use kindness and creativity instead of violence?
- How is music used as a tool for peace and unity?
- What lesson do we learn about judging others before knowing them?



3. Mini-Lesson: The Six Principles of Nonviolence

Read or display the **Six Principles** as adapted by Punk Taco (based on Dr. Martin Luther King Jr.'s teachings):

1. **Nonviolence is a way of life for courageous people.**
   Choose peace even when it's hard.
2. **The goal of nonviolence is friendship and understanding.**
   Make friends, not enemies.
3. **Attack forces of evil, not persons doing evil.**
   Fight injustice, not individuals.
4. **Accept suffering without retaliation for the sake of the cause.**
   Grow from hardship and stay peaceful.
5. **Avoid internal violence of the spirit as well as external physical violence.**
   Fill your heart with love, not hate.
6. **The universe is on the side of justice.**
   Believe that right will prevail.

Activity:

In groups, have students match each principle to a scene from *Punk Taco: "New Friends."*

Example:

- *Principle 2:* Punk Taco becomes friends with Philip after showing understanding.
- *Principle 3:* Punk Taco fights against King Boogar's injustice, not his people.



4. Vocabulary & Literacy Practice

- Give each group 3–4 challenging words from the vocabulary list.
- Have them find where the word appears in the story, define it, and create a sentence or short comic panel using it.
- Encourage illustrations or mini "music lyrics" that include the words.

5. Reflection/SEL Activity

Options:

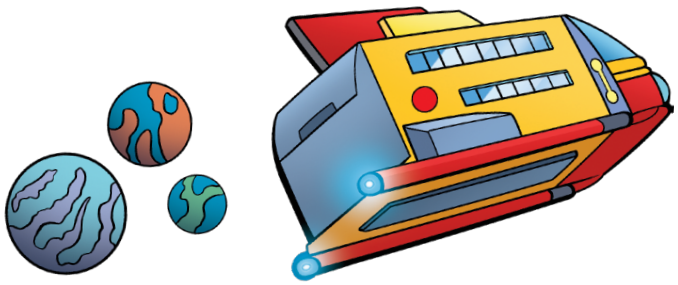
1. **Writing Prompt:**
   "Think of a time you helped someone who was different from you or misunderstood. What happened, and what did you learn?"
2. **Art/Music Connection:**
   Create a "poster lyric" inspired by Punk Taco—a message of peace, friendship, or empathy.
   Example: "Love Conquers Hate!" or "We Rock for Justice!"
3. **Role-Play:**
   Reenact the first meeting between Punk Taco and Philip—show misunderstanding first, then empathy and kindness.

6. Wrap-Up Discussion

Ask:

- "What was the most important message in this story?"
- "How can we use empathy and kindness to solve problems in our own school or community?"
- "What does it mean to 'do the right thing against impossible odds'?"

Encourage students to share one way they'll practice empathy this week.



Assessment

Students demonstrate understanding by:

- **Participation** in discussion and group activities.
- **Completion** of vocabulary work.
- **Written or creative reflection** showing understanding of the story's themes.
- **Connection** between MLK's Six Principles and events in the story..

Extension Ideas

- **Music Connection:** Write a short class song or rap inspired by Punk Taco's message of love and peace.
- **Art Connection:** Have students draw or design a comic panel that shows how they would demonstrate empathy or compassion in their own lives.
- **Social Studies Tie-In:** Research Dr. Martin Luther King Jr. and the Civil Rights Movement's nonviolent resistance.
- **STEAM Integration:** Explore the Evocaja as a metaphor—how can technology be used for good or harm?
- **Community Project:** Brainstorm ways your class can promote kindness and fairness at school—such as a "Kindness Challenge" or "Empathy Wall" bulletin board.
- **Discussion Extension:** Explore how these principles connect to historical leaders (like MLK Jr. or Gandhi) or modern heroes who lead with compassion.

Standards Alignment (General)

- **ELA:** Reading comprehension, vocabulary, summarizing, inferencing
- **SEL (CASEL Framework):** Social awareness, relationship skills, responsible decision-making
- **Social Studies/Civics:** Justice, equality, leadership
- **Arts:** Creative expression through art and music



CHAPTER 2

"Inspiration"
Understanding and Expressing Emotions Positively

Grade Level: Elementary and Middle School (Grades 3–8)

Time: 1–2 class periods

Subjects: Social-Emotional Learning (SEL), Art, Language Arts

Themes: Social/Emotional Learning. Exploring Emotions and How to Deal with Them.
Based on: "Inspiration" featuring Punk Taco and Friends

Lesson Overview

Students will read and discuss the story "Inspiration" from *Punk Taco Adventures Volume 1*. Through guided discussion, art, and reflection activities, they will explore the full range of emotions expressed by Punk Taco—sadness, anger, frustration, and hope—and learn that it's normal to experience big feelings. Students will also identify healthy ways to manage emotions and practice empathy, active listening, and encouragement to help others through difficult times.

Learning Objectives

By the end of this lesson, students will be able to:

- **Recognize** and name different emotions (sadness, anger, frustration, hope, inspiration).
- **Understand** that it's okay to have strong feelings and that expressing them in healthy ways is important.
- **Explain** how kindness and empathy can help uplift others.
- **Demonstrate** strategies for being a good listener and supportive friend.
- **Create** a personal "Inspiration Reflection" expressing how they deal with big emotions and how they can help others.

Materials

- Copies or projected pages of "Inspiration" (*Punk Taco Adventures Volume 1*)
- Whiteboard or chart paper and markers
- Drawing or writing paper
- Art supplies (crayons, markers, colored pencils)
- Sticky notes
- Optional: Music from Punk Taco or similar upbeat songs to set tone

Lesson Sequence

1. Warm-Up Discussion

Objective: Activate empathy and self-awareness.
Ask students:

- "How are you feeling today?"
- "What kinds of things make you feel sad or frustrated?"
- "What are some things that help cheer you up?"

Write answers on the board in emotion categories (Sad/Angry/Happy/Inspired).

Explain that today they'll read a story about Punk Taco—a character who feels many emotions and learns that it's okay to feel them all.

2. Read-Aloud or Comic Reading

Read "Inspiration" together—either aloud (teacher or volunteers) or by projecting the pages and reading as a class.

Encourage students to observe:

- How Punk Taco's feelings change throughout the story
- What causes those emotions
- How other characters help him feel better

After reading, briefly summarize:

Punk Taco starts off sad and frustrated about the unfairness in the world. Fans remind him that his music inspires others and that kindness spreads positivity—this helps him rediscover hope and joy.

3. Guided Discussion

Key Questions:

- What emotions did Punk Taco feel in the story?
- Why do you think he felt that way?
- How did the fans help Punk Taco feel better?
- What does this story teach us about dealing with strong emotions?
- How can we help friends when they're sad or angry?

Teacher Notes:
Encourage students to notice that Punk Taco's feelings are valid. He learns that expressing feelings is healthy and that connection and kindness help us cope.

4. "Emotion Spectrum" Chart

Objective: Identify and normalize big emotions.

Draw a large chart on the board with a timeline:

Sad → Angry → Frustrated → Hopeful → Happy/Inspired

Students place sticky notes with examples from the story (or from their own lives) where they've felt these emotions.

Discussion Prompt:

"What helps move us from feeling sad or angry to feeling inspired or happy?"

Encourage strategies like music, art, talking to a friend, deep breathing, drawing, or helping others.

5. "Inspiration Reflection" Art/Writing Project

Objective: Express emotions creatively and practice empathy.

OPTION A: WRITING

Students write a short reflection or poem:

- A time they felt sad, angry, or frustrated
- What helped them feel better
- Someone who inspires them—or how they have inspired someone else.

OPTION B: ART
Students draw a "Mood Comic" showing themselves going through emotions and finding something that helps them feel better—like Punk Taco's fans helping him.

OPTIONAL PROMPT: "What's your superpower for spreading positivity?"
Display finished work on a "Wall of Inspiration."

6. Role-Playing Activity: "Listening Like a Friend"

Pair students. One shares a small frustration ("My pet messed up my homework," "I missed the bus"), and the other practices active listening:

- Look at the speaker
- Nod and listen without interrupting
- Say something kind or encouraging

Then switch roles.
Discuss: "How did it feel when someone listened to you?"

7. Closing Discussion and Reflection

Revisit Punk Taco's final message:
"It's okay to feel sad or mad. The world can be confusing. Don't let it beat you down. Be the best you that you can be and share your smile with the world!"

Ask:

- "What does that mean to you?"
- "What can you do to help someone who's feeling sad or frustrated?"
- "How can you inspire others the way Punk Taco inspires his fans?"

Encourage students to share one positive takeaway or something they plan to do this week to uplift someone else.



Assessment

Students demonstrate understanding by:

- **Participating** respectfully in discussions.
- **Completing** their "Inspiration Reflection" with insight into emotions and empathy.
- **Engaging** in role-play and demonstrating active listening skills.

Extension Ideas

- **Music Connection:** Play a positive song (maybe the *Punk Taco* theme song if available) and have students move or draw to the feeling it gives them.
- **Art Integration:** Create "Emotion Monsters" or "Mood Music Posters" showing how different emotions look and sound.
- **Writing Extension:** Have students write a letter to Punk Taco or a friend about what inspires them.

Social-Emotional Learning Competencies Addressed

- **Self-Awareness:** Recognizing one's emotions and their influence.
- **Self-Management:** Managing strong feelings positively.
- **Social Awareness:** Empathizing with others' perspectives.
- **Relationship Skills:** Communicating clearly and listening actively.
- **Responsible Decision-Making:** Choosing constructive ways to express emotions.



CHAPTER 3

"The Wonder of Art" Finding Your Style

Grade Level: Elementary and Middle School (Grades 3–8)
Time: 2–3 class periods
Subjects: Visual Arts/Art Appreciation
Themes: Exploring Art Styles and Celebrating Individuality
Based on: "The Wonder of Art" featuring Punk Taco and Bash

Learning Objectives

By the end of this lesson, students will be able to:

- **Identify** and describe different art styles and genres introduced in "The Wonder of Art".
- **Explain** how artists express individuality through different art movements.
- **Analyze and compare** artistic elements (color, line, shape, composition, medium, perspective, emotion).
- **Create** an original artwork inspired by one of the art movements.
- **Reflect** on how art can express emotion, personality, and individuality.

Materials

- Copies of *Punk Taco Adventures Volume 1* so you can read "The Wonder of Art" short story (teacher read-aloud or digital display)
- "Finding Your Style" worksheet (for art style definitions and reflections)
- "Try a Style" worksheet (for drawing activity)
- Pencils, crayons, colored pencils, markers, paints
- Art paper
- Reference images of various art movements (print or online gallery links)
- Optional: projector or smartboard to show visual examples

Vocabulary

WORD	MEANING
Impressionism	A style of art that tries to show a moment in time, like a quick impression. Paintings often look soft and use bright colors, like capturing sunlight or a beautiful day.
Cubism	Art that breaks things into shapes like cubes, triangles, and rectangles. It's like looking at something from many angles all at once!
Abstract Art	Art that doesn't look exactly like real life. It uses shapes, colors, and lines to show feelings or ideas instead of real objects.
Expressionism	Art that shows strong feelings. Colors and shapes may look wild or exaggerated to show emotions like sadness, anger, or happiness.
Surrealism	Art that looks like a dream or something from your imagination—strange, surprising, and magical!
Realism	Art that looks just like real life with all the details—like a photograph made by hand.
Geometric Abstraction	Art made using shapes like circles, squares, and triangles to create designs or patterns instead of real-life pictures.
Graffiti Art	Art that is often painted on walls or buildings outside. It can be colorful letters, characters, or pictures for everyone to see.
Comics/Cartoons	Art that tells a story with pictures and words in boxes called panels. Characters can be funny, heroic, or silly!
Contemporary Art	Art made by artists today, using new ideas and sometimes surprising materials. It can look like almost anything!
Gothic Art	An older style of art seen in castles and big churches. It can look dark, dramatic, and full of amazing details like pointed arches and tall windows.
Horror Art	Art made to be spooky, scary, or creepy on purpose—like monsters, ghosts, and things that go bump in the night!

Before Reading Activity: Understanding How Art Influences Story

Color Association Game

In multi-modal narratives like comics, it's not just the words or pictures that convey information about the story, it's also the way those images are presented that gives us important story information. The style of art that the story is told in gives the reader clues about how the story world feels, or how the characters might feel. For example, you saw a character that was always colored in yellow telling a sad story, or a happy character always colored in blue, it might feel off-putting, because there are cultural associations between the color yellow and happiness or the color blue and sadness. In the same way, when we see a picture of an environment drawn with jagged lines, we might think that environment is frightening or scary. This feeling comes from previous experiences we have with jagged objects and environments that hurt if we bump into them. Whereas pictures made up of mostly smooth curved lines might feel calm or soft because they remind us of things we know are soft like cushions or cotton balls.

Examining and decoding how artistic techniques construct and communicate meaning to viewers helps students read, understand, evaluate, and integrate complex multi-media information.

Teacher Directions:

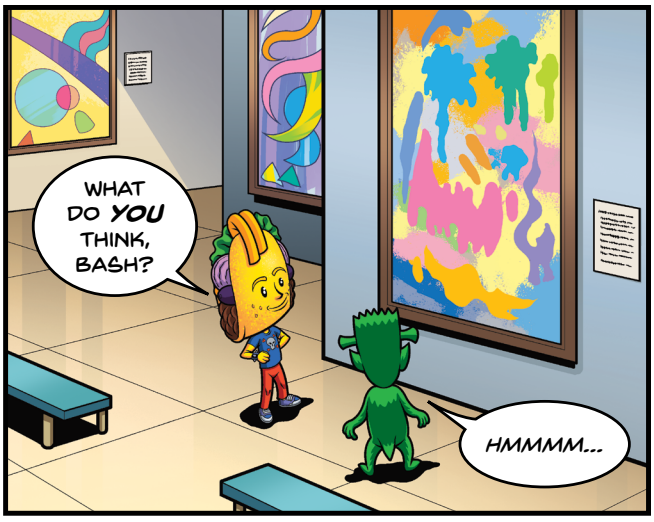
Before reading *Punk Taco* "The Wonder of Art," ask students to play a word association game. Explain they can write down anything that comes to mind, such as: cartoons, objects, landscapes, seasons, clothing, rooms, sports, food, animals etc. Display a prompt list at the front of the class if it helps.

On a separate sheet of paper, or in their notebooks, give students fifteen seconds per word prompt to write down as many associations they can for the following words: Red, Yellow, Pink, Green, Purple, Orange, Blue, Black, White. Once the word association game is complete for all of the colors, switch to a full class discussion about the words students associated with each color. Feel free to write these associations down at the front of the class where everyone can see.

Ask students to circle, star, highlight, or checkmark any associations from the group discussion they also had on their personal list. Take a quick poll by a show of hands to see how many associations matched between the group discussion and students' personal lists: five, ten, fifteen, more? Either continuing in large-group discussion, or breaking out into smaller groups, have students discuss why they think similarities and differences appeared in their associations for each color.

Lesson Sequence

Introduction to Art Styles



1. Warm-Up Discussion

Ask students:

- What makes art "good"?
- Have you ever seen a piece of art and didn't "get it"?
- Why do you think artists create in different ways?

Briefly introduce "The Wonder of Art" by explaining that it's a story about Punk Taco and Bash exploring how **all art styles are valuable** and how creativity connects to **being yourself.**

2. Read-Aloud & Discussion

Read "The Wonder of Art" aloud as a class (selected key pages, or entire story if time allows).

Pause to discuss:

- How do Punk Taco and Bash learn that all art styles are valuable?
- What do you notice about how each artist's style looks or feels different?
- What message does Punk Taco share about being unique?

3. Activity #1—"Finding Your Style"

STEP 1: RESEARCH & DEFINE

Students choose **one art movement** from the list in the story:
(Impressionism, Cubism, Abstract, Expressionism, Surrealism, Realism, Geometric Abstraction, Graffiti, Comics/Cartoons, Contemporary, Gothic, Horror).

They fill out their worksheet:

- How does "The Wonder of Art" describe this style?
- Define the style in your own words.
- What kind of emotion or idea do artists in this style usually express?

STEP 2: VISUAL EXPLORATION (THINK-PAIR-SHARE)

Students pick one illustrated page or panel from "The Wonder of Art" and analyze:

- Color
- Line
- Perspective
- Style
- Composition
- Tools/Materials
- Level of Detail
- Emotion

Guiding questions:

- How does this art make you feel?
- What artistic choices cause that feeling?
- Compare your observations with a partner. What's similar or different about what you both noticed?

Applying Knowledge & Creating Art

Note: Students' artistic skills may vary and should not factor into the "Try A Style" activity or assessment. To support inclusivity in this activity, supply students with different visual materials such as old magazines, posters, construction paper, character template sheets, newspapers, stencils, pens, markers, pencils, crayons, computer paper and glue. Allow students to cut out and collage or trace visual elements to assist their comic making activity.

4. Activity #2—"Try a Style"

STEP 1: CHOOSE YOUR CHARACTER AND STYLE

Students pick a character (Punk Taco, Bash, or one of their own) and choose an art style from the previous day.



STEP 2: CREATE YOUR ARTWORK

On the worksheet or art paper:

- Write the character's name and chosen art style at the top.
- Define the art style in your own words.
- Draw your character in that art style!
- Encourage students to use colors, shapes, and lines that express the feeling typical of that style.

STEP 3: REFLECT IN WRITING

On another sheet of paper, write a short reflection:

- What artistic elements did you use (color, line, etc.)?
- How do those elements express your chosen style?
- What emotion or message were you trying to share with your viewer?
- What makes your version unique?

5. Gallery Walk

- Display all student artworks around the room.
- Students walk around, observe, and leave a "compliment note" or "feeling note" on classmates' art (e.g., "Your use of color feels happy and reminds me of cartoons!").

6. Class Discussion

Teacher leads a conversation about individuality:

- What did you learn about different art styles?
- How can art express who you are?
- Why is it important that artists—and people—are unique?

7. Closing Reflection

Students answer one of the prompts in writing:

- What art style do you connect with the most, and why?
- What did you learn about yourself as an artist?
- How can we celebrate individuality in art and in life?

Assessment

TASK	CRITERIA	POINTS
"Finding Your Style" worksheet	Accurate definitions & thoughtful explanations	**20**
"Try a Style" artwork	Creativity, effort, connection to chosen style	**40**
Reflection writing	Insight into emotional and stylistic choices	**20**
Participation (discussion, gallery walk)	Engagement, collaboration, respect	**20**
	TOTAL	**100**

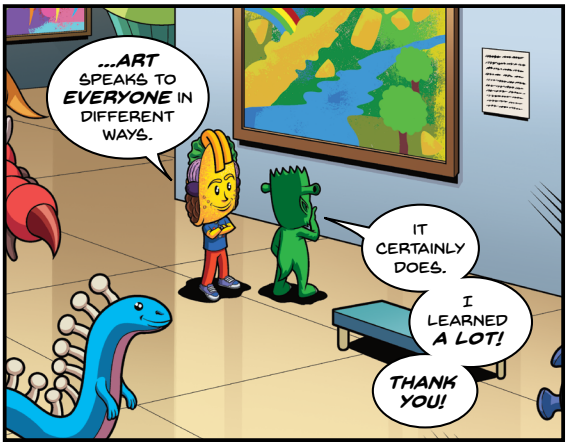
Extension Ideas

- **Cross-Curricular Connection:** Connect with Language Arts by writing a short story inspired by the student's artwork.
- **STEAM Integration:** Explore how geometry and symmetry influence Cubism or Geometric Abstraction.
- **Technology Integration:** Use digital art apps to recreate the same character in multiple styles.
- **Social-Emotional Learning:** Reflect on how embracing different art styles mirrors accepting diversity among people.

Teacher Reflection

After the lesson, teachers can note:

- Which styles resonated most with students?
- Did students demonstrate growth in creative confidence and individuality?
- How can future lessons expand on empathy and inclusion through art?



NAME: _____ DATE: _____

WORKSHEET #1: FINDING YOUR STYLE

STEP 1: Choose Your Art Style

Pick one of the art styles mentioned in "The Wonder of Art":

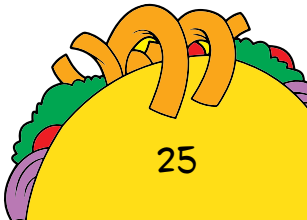
- ☐ **Impressionism**
- ☐ **Cubism**
- ☐ **Abstract**
- ☐ **Expressionism**
- ☐ **Surrealism**
- ☐ **Realism**
- ☐ **Geometric Abstraction**
- ☐ **Graffiti**
- ☐ **Comics/Cartoons**
- ☐ **Contemporary**
- ☐ **Gothic**
- ☐ **Horror**

STEP 2: Define Your Style

How does the book describe this style? *Write a short summary in your own words.*

How would you describe this style yourself?

What kind of feeling or message do artists in this style often try to show?



STEP 3: Think–Pair–Share

Pick one page or picture from "The Wonder of Art" to look at closely. Then, discuss with a partner.

Describe what you see:

Colors:

Lines and Shapes:

Perspective (near/far):

Materials Used:

Style or Mood:

How does this artwork make you feel?

What artistic choices make you feel that way?

Compare with your partner. What did you both notice that was the same or different?



NAME: ..... DATE: .....

WORKSHEET #2: TRY A STYLE!

STEP 1: Choose

Pick one character and one art style from "The Wonder of Art."

Character: ..... **Art Style:** .....

STEP 2: Define Your Chosen Style

In your own words, what makes this style unique?

.....

.....

.....

STEP 3: Create Your Artwork

Draw your character in this art style below. Think about how you'll use **color, lines, shapes, texture,** and **expression** to match the style.

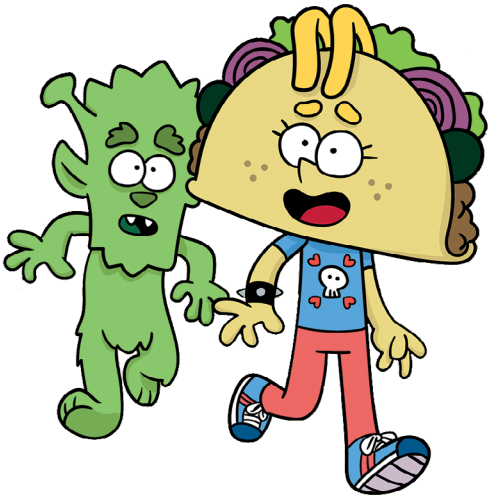
STEP 4: Reflect

1. What artistic elements did you use (color, line, shape, etc.)?

2. How do those elements match your art style?

3. What emotion or message were you trying to share with your viewer?

4. What makes your artwork unique to YOU?



Reflection Page: What I Learned About Art and Myself

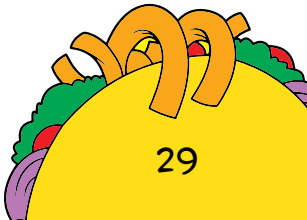
1. What is one new art style you learned about?

2. Which art style do you connect with the most? Why?

3. What did you learn about yourself as an artist?

4. How can we celebrate individuality in art and in life?

5. How does art make the world a better place?



CHAPTER 4

"Potty Humor"
Learning About Feces in a Fun Way

Grade Level: Elementary and Middle School (Grades 3–8)
Time: 1-2 class periods
Subjects: Science (Biology), Language Arts, Health

Learning Objectives

By the end of this lesson, students will be able to:

- **Identify** different words for feces and understand their meanings (poop, dung, scat, guano, etc.).
- **Explain** why feces are a natural part of life and how they are useful in ecosystems.
- **Discuss** the role of bacteria in digestion and how it produces gas and odor.
- **Appreciate** humor as a way to learn, even when the topic feels "gross."
- **Use puns and creative language** inspired by the story to write a short, funny poem or dialogue.

Materials

- Copies of the story "Potty Humor" (*Punk Taco Adventures Volume 1*)
- Whiteboard or chart paper
- Markers
- Science diagram of the digestive system (optional, for visual aid)
- Paper and pencils for writing activity
- Optional: images of animal scat, guano, and compost/fertilizer (can be projected or printed)



Vocabulary

WORD	MEANING
Poop/Feces	The solid waste that comes out of your body after you've used the food you ate for energy.
Scat	A science word for animal poop. Scientists called Scatologists study it to learn about wild animals in nature.
Dung	Another word for animal poop—often used for farm animals like cows and horses.
Guano	Poop from birds or bats. It's very good for helping plants grow.
Dump (poop)	A casual or silly way of saying "going poop."
Waste	Anything the body doesn't need anymore—like leftover food that becomes poop.
Bacteria	Tiny living things too small to see without a microscope. Some bacteria help your body, and some can make you sick.
Sulfur	A smelly chemical found in nature. It's one reason poop and farts can smell bad!
Fertilizer	Something added to soil to help plants grow. Sometimes poop from animals is used as fertilizer.
Turd	A slang word for poop that comes from the Old English word "tord" meaning "excrement" or "filth".

Lesson Sequence

1. Hook

Begin by showing the opening scene of Punk Taco at the intergalactic library (or read the first page aloud).

Ask students:

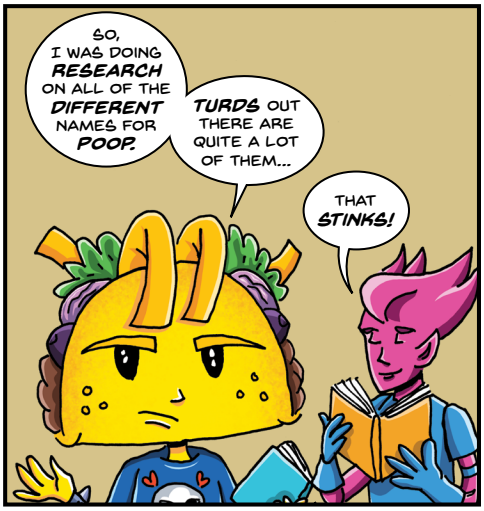
- "How many of you think poop is funny?"
- "Have you ever wondered why people use different words for the same thing?"
- Acknowledge that while it might seem gross, poop is part of nature and even scientists study it.
- Introduce the purpose: "Today we're going to learn about poop in a fun, scientific way—just like Punk Taco!"

2. Read-Aloud and Discussion

Read the story "Potty Humor" aloud or have students read in pairs.

Pause at key points to discuss:

- **"Pooped"/"Dung"/"Scat"/"Guano"** – what do these words mean?
- **Science behind the humor:** Explain digestion, bacteria, gas, and nutrients in a kid-friendly way.
- **Funny puns:** Highlight Dahlila and Punk Taco's jokes (e.g., "egg-ducation," "bowel-MOOvement," "gua-KNOW").



Ask reflective questions:

- "Why do you think humans and animals produce waste?"
- "How can poop be helpful to plants and farmers?"
- "What's your favorite pun or joke in the story?"

3. Science Connection

Explain basic biology concepts in simple terms:

- Feces are about 75% water and 25% solid matter.
- Bacteria break down food in the large intestine, producing gas (why it can smell).
- Animal feces (scat, dung, guano) can be studied by scientists to learn about diet, health, and environment.

Optional visual: show diagram of the digestive system or images of animal scat/guano.

4. Activity: "Pun & Fun Poop Words"

Objective: Students practice creative language while reinforcing vocabulary.

Steps:

1. Brainstorm a list of "poop words" (stool, dung, scat, guano, droppings, etc.).
2. Students write a short pun, joke, or funny sentence using one of the words (ex: "The bat dropped guano—it was a real fertilizing moment!").
3. Volunteers can share with the class.

Optional extension for older students: Write a 4–6 line humorous poem about digestion or animal scat, including a pun.

5. Reflection and Wrap-Up

Discuss:

- "Even though poop can be gross, why is it important to understand it?"
- "How can humor make learning about science more fun?"

Reinforce key points:

- Poop is a natural part of life.
- It has scientific, environmental, and agricultural importance.
- Humor can make learning easier and more memorable.

Closing joke from the story: remind students of one funny line to leave them laughing.

Assessment

- **Participation** in discussion and reading.
- **Completion** of the pun or poem activity.
- **Optional:** short quiz or verbal Q&A about poop vocabulary and its scientific uses..

Extension/Cross-Curricular Ideas

- **Art:** Draw a "digestive system comic" in the style of Punk Taco.
- **Math:** Graph water vs. solid content in feces or compare nutrient content in different types of animal droppings.
- **Environmental Science:** Discuss composting and how human/animal waste can be recycled safely.
- **Language Arts:** Write a short story using toilet humor and science facts.

This lesson keeps the **gross-but-funny tone**, reinforces **scientific learning,** and encourages students to **use humor creatively** while learning about nature.



CLASSROOM ACTIVITY GUIDE

