

Grade Three Comic Strip Lesson Plan

Curricular objectives:

1. The purpose, form, or structure of texts can help organize the expression and understanding of ideas and information.
2. Writing can support creative expression of ideas through organization and word choice.
3. Language involves phrases with literal and figurative meanings that can be used to enhance communication.

Instructional Strategy:

Visual Scaffolding

Lesson

Day 1

1. Show students a comic strip, lots of examples from Scholastic Teachables.
 - Introduce Comic Strip Vocab
 - i. Comic Strip, Comic books, speech & thought bubbles (dialogue), sound effects, artist, editor
 - ii. How to organize comic and speech bubbles so that the reader can read from left to right
 - iii. Basic terminology: Panels, gutters, dialogue, sound effects
 - iv. How to draw different types of speech bubbles (normal, thought bubble, yelling, whispering, narration boxes)
2. Model and show students different types of speech bubbles (normal, thought, yelling, whispering & narration boxes)
 - Use Canva as a digital tool for students to practice and see different templates and different dialogue tools.
 - Have students practice drawing different speech bubbles in their journal
3. Explain that the goal is for students to design their own comic strip. Show students the comic strip evaluation.
4. Have students explore and look at various comic books and comic strips to get an idea of how a story is told using this format. Discussion about what they see, questions they might have, sharing a favorite of theirs.

Day 2

1. Start the class by allowing students to explore comic books and comic strips- have students read them independently or with a partner (support with reading)

2. Whole Class conversation (Comic Strip Review):
 - a. Show students a comic from Scholastic Teachables, ask “What do you notice about this comic? and “How does it tell a story without lots of words?”
3. Introduce the visual language concepts of foreground and background.
 - a. Foreground (looking at things close up - lots of detail)
 - b. Background (scenery or far away)
 - c. Looking at the comic find images in the foreground and background
4. Think-Pair-Share
 - a. Why do we use background details in comics?
 - b. How do characters or images in the foreground focus the audience’s attention?
5. Small Group Guided Practice
 - a. Place students into small groups (2-3 students). Provide each group with a comic strip from the website Scholastic Teachables. This website has numerous comic strips that are missing certain parts where students have the ability to complete.
 - i. Have students work together to add/finish dialogue to continue to give the characters personality
 - ii. Add background details to continue to improve the storytelling within the comic
 - b. Then have groups walk around and look at other groups comics, using sticky notes they must provide one glowing comment and one grow comment.

Day 3

1. Time for students to explore & read comics and comic strips (again independently or with a partner)
2. Review the comic strip evaluation & have it present and refer back to it for the students to see the necessary parts and requirements to meet when they are creating their own comic.
3. On the board, brainstorm a 6 panel comic based on a real-life experience. Show the students the necessary steps and then have them work through the brainstorming process in their own journals.
4. In their journal, students brainstorm a 6 panel comic based on a real-life experience.
 - a. What was the real-life experience that you would like to write about?
 - b. Who was present?
 - c. Quick practice sketches of what images that could be present in the background
 - d. Quick practice sketches of images/characters that will be present in the foreground

Day 4 & 5

1. Practice creating a comic strip together as a class, using the brainstorm that was modelled yesterday. Referring back to the comic strip evaluation through the process.
 - Story (beginning/middle/end) - Using the brainstorming that was created last day.
 - Draw the characters in each box following the story line (foreground/background)
 - Create a word bank together based from characters and the story line
 - Using speech bubbles, write words in each box to correspond with each picture.
 - Add time connectives (then, next, suddenly, later)
 - Together as a class read the comic strip together.
 - Edit- go back and add any details whether it is drawings or extra words and refer to the comic strip evaluation.
2. Students then use the template and create their own comic strip.
3. Students meet with a partner with their completed comic strip and evaluation tool. They decided together whether or not they have each completed all the necessary requirements or if anything needs to be added.

ELL Accommodation: If students are struggling with coming up with the correct English words they are encouraged to use their native language first. The visual word banks are essential in order for them to help build their vocabulary. There are two comic strip choices, one choice has only four boxes that provides the task to have a lesser cognitive load for those students who are struggling.

Assessment:

Comic Strip Evaluation

Criteria	Approaching	Meeting	Excelling
Layout	Comic strip layout is incomplete and is missing one or more elements, makes the story difficult to follow	Comic strip layout contains all the elements and tells a story	Comic strip layout is complete and contains elements in a creative and organized manner to tell a detailed story
Illustrations	Drawings in each box are incomplete and missing necessary details	Drawings in each box are complete	Drawings in each box are detailed and creative
Grammar / Mechanics	There are three or more errors in spelling or grammar. There was limited expression of emotions through words or visuals.	There are one or two errors in spelling or grammar. Some expression of emotions through words or visuals.	There are no errors in spelling and grammar. Enhanced expression of emotions through words or visuals.
Foreground / Background	Some elements in the foreground and background are incomplete	Elements in the foreground and background are complete and help tell the story	Elements in the foreground and background enhance the storytelling
Use of time Connectives	There was no use of time connectives	There was some use of time connectives.	The use of time connectives was appropriate and enhanced the story

References

Alberta Education. (n.d.). *Grade 3 English language arts and literature*. new LearnAlberta.

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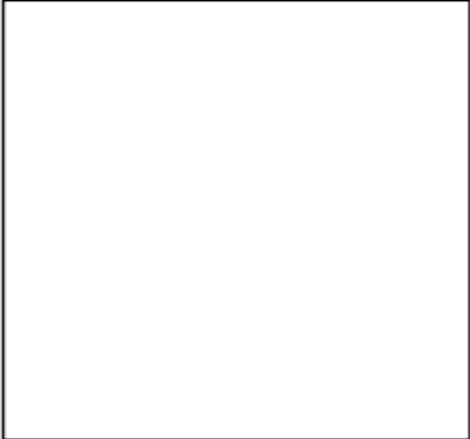
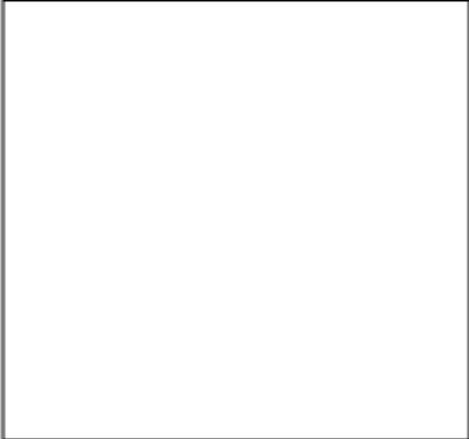
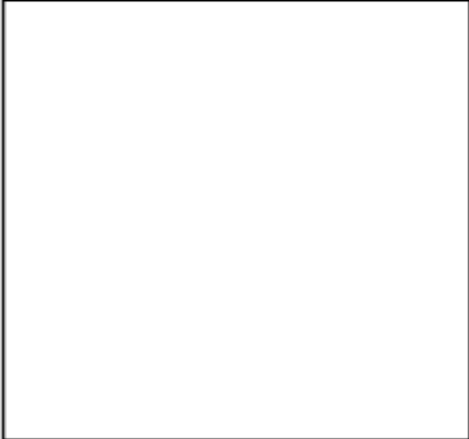
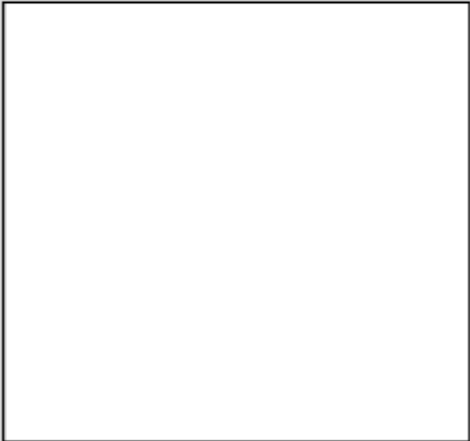
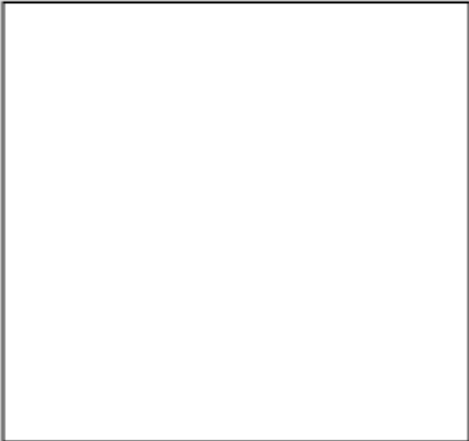
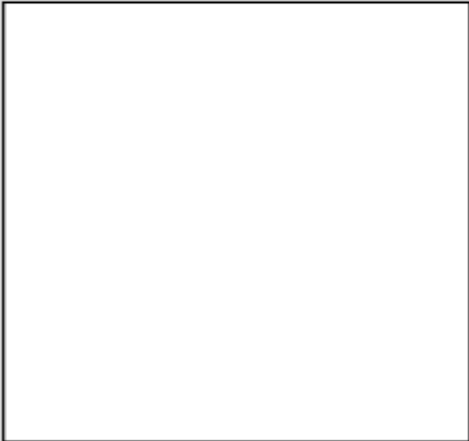
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Scholastic. (n.d.). *Comics & comic strips*. Scholastic Teachables.

<https://teachables.scholastic.com/teachables/genre/comics-and-comic-strips.html>

Template #1:

TITLE: _____



Template #2:

