

Grade Two Comic Strip Lesson Plan

Curricular objectives:

1. Ideas and information can be organized in a variety of ways to support the expression and understanding of messages.
2. Writing can support creative expression of ideas through organization and word choice.
3. Students expand vocabulary by connecting morphemes and words to their meanings.

Instructional Strategy:

Visual Scaffolding

Lesson

Day 1

1. Show students a comic strip, the example is from creately.com
 - o 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 to 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)
 - o 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. What did we learn yesterday about comic strips? (read them left to right, speech & thought bubbles, etc...)
 - b. Any favorite comics that you like? (superheros, favorite characters, etc...)
3. Show the class a comic strip (from [creately.com](https://www.creately.com)) and look at the various parts of the comic strip together, breaking down the story that is unfolded using the pictures. Showing how pictures are the details in the pictures help tell the story. Notice that there are limited words, so the words that are used are very important.
5. Model the completion of the comic strip planning sheet using the prompt: Animals going to a Park (see the attached planning sheet) - to be completed together as a class (so students can see how you fill in the planning sheet - answering one part of the sheet at a time)
 - Choose two animals
 - Choose a personality trait for each animal
 - Answer the following questions:
 - i. What are your animals doing at the park?
 - ii. What kinds of play equipment is there?
 - iii. What are they doing at the park?
 - iv. How did they get to the park?
6. Allow students time to complete the planning sheet on their own. Be there to provide support or direction on spelling of words.

Day 3

1. Time for students to explore & read comics and comic strips (again independently or with a partner)

2. Practice creating a comic strip together as a class, using the planning sheet that you modelled yesterday. Referring back to the comic strip evaluation through the process.
 - Story (beginning/middle/end) - Use planning sheet to develop a storyline
 - Draw the characters in each box following the story line
 - Create a word bank together based from characters and the story line that students choose
 - Using speech bubbles, write words in each box to correspond with each picture.
 - 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.
3. Time for students to use their planning sheets to start their comic strip. Provide support with task and guidance for any questions.

Day 4 & 5

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.
3. Students then continue to work on their own comic strip using the template(s) provided.
 - Help students create their own visual word banks on their whiteboards
 - All students are encouraged to sketch their story & characters in the boxes in the comic strip template.
4. 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 Accomodation: 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 are one or two errors in spelling or grammar	There are no errors in spelling and grammar

References

Alberta Education. (n.d.). *Grade 2 English language arts and literature*. new LearnAlberta.

<https://curriculum.learnalberta.ca/curriculum/en/c/laneng2>

Canva. (n.d.). *Canva* (Version as of date accessed) [Computer software]. <https://www.canva.com>

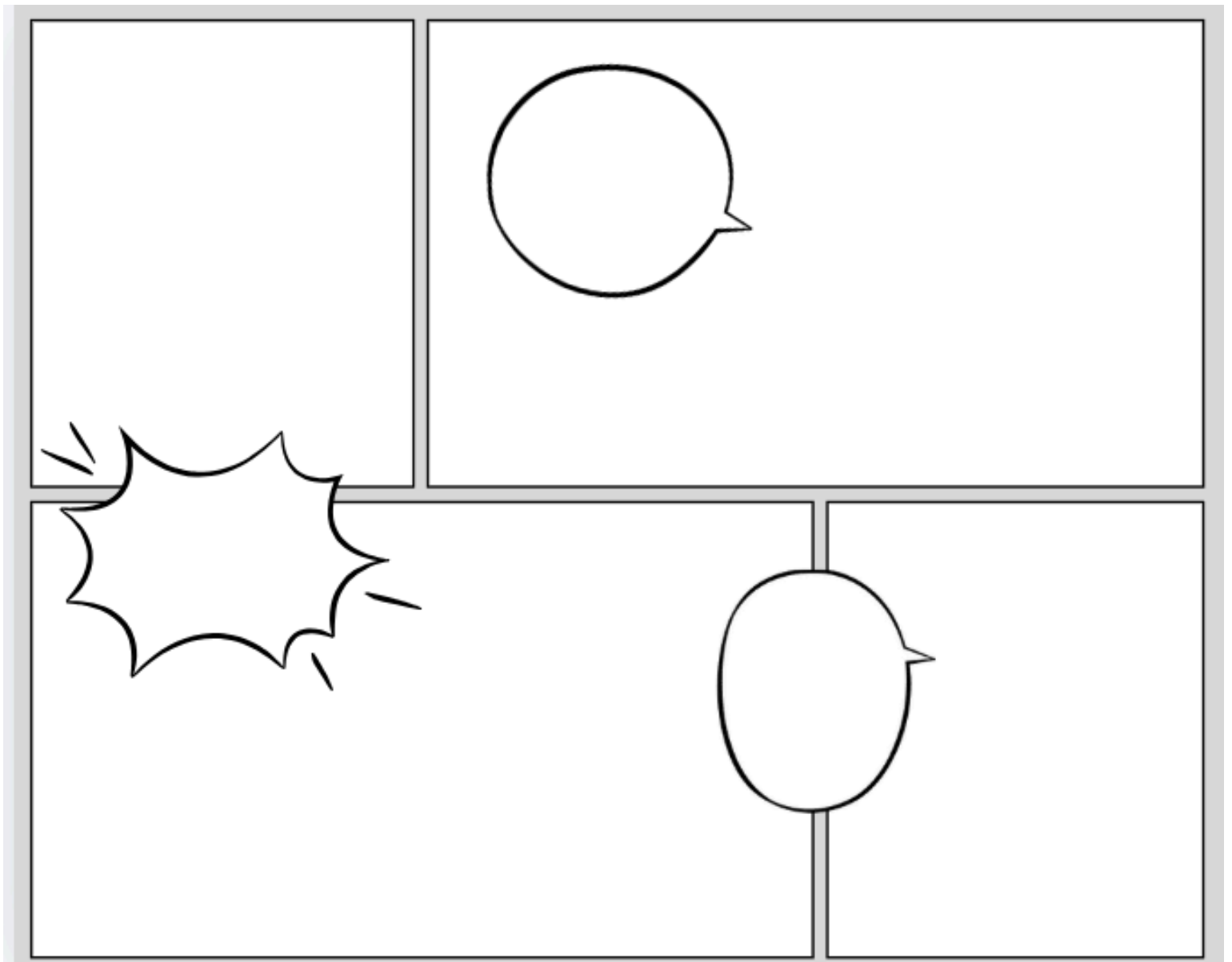
Creately. (n.d.). *10 fun comic strip ideas for students and teachers*.

<https://creately.com/guides/comic-strip-ideas/>

Template #1:

TITLE: _____

Template #2:



Name: _____

Comic Strip Planning Sheet

Topic: *Animals Going to the Park*

Choose two animals:

Horse	Rabbit	Frog	Dog	Pig	Bear
Axolotl	Snake	Cat	Tiger	Zebra	Sloth

Choose two Personality Traits (one for each animal):

Kind	Wild	Tame	Talkative	Smart	Evil
Greedy	Forgetful	Grumpy	Sad	Shy	Playful

1. What are your animals doing at the park?



Meeting friends at the nearby park.

2. How did your animals get to the park?

The animals scootered to the park wearing their helmets.

3. What happened at the park?

Snake was grumpy and didn't want to go on the teeter totter with bear.

Name: _____

Comic Strip Planning Sheet

Topic: _____

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2. How did your animals get to the park?

3. What happened at the park?
