

Grade One Comic Strip Lesson Plan

Curricular objectives:

1. Stories, both real and imaginary, can follow a structure, including
 - beginning
 - middle
 - ending
2. Writing can support creative expression of ideas through organization and word choice.

Instructional Strategy:

Visual Scaffolding

Lesson

Day 1

1. Show students a comic strip, the example is from GoComics.
 - Introduce Comic Strip Vocab
 - i. Comic Strip, Comic books, speech & thought bubbles, artist, edit
 - ii. How to read a comic strip from left to right



2. Explain that the goal is for students to design their own comic strip. Show students the comic strip evaluation.
3. 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 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.
4. Model the creation of a comic strip and slowly explain each step. This is where a teacher chooses the story, characters and students are watching. Refer to the comic strip evaluation.

Day 3

1. Time for students to explore & read comics and comic strips (again independently or with a partner)
2. Review the parts of the comic strip again together as a class using an example that is displayed from GoComics. (story, characters, speech bubbles, etc..)
3. Practice creating a comic strip together as a class.
 - Story (beginning/middle/end) - What will our story be about? Who will be in our story? (choose 2 characters)
 - 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 one word 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.

Day 4 & 5

1. Time for students to explore & read comics and comic strips (again independently or with a partner)
2. Review the parts of the comic strip again together as a class using an example that is displayed from GoComics. (story, characters, speech bubbles, etc..)
3. 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.
4. Students then create their own comic strip using the template provided.
 - Help students create their own visual word banks on their whiteboards
 - All students are encouraged to sketch their story & characters in the three boxes in the comic strip template.

5. Students meet with a partner with their completed comic strip and evaluation tool. They decide 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.

Assessment:

Comic Strip Evaluation

Criteria	Approaching	Meeting
Story	Story is out of order or hard to follow	Tells a complete 3-step story clearly
Drawings	Drawings lack detail	Drawings match the text
Words	Words are incomplete or hard to read	Words are spelled correctly using phonetic spelling

References

- Alberta Education. (n.d.). *Grade 1 English language arts and literature*. new LearnAlberta.
<https://curriculum.learnalberta.ca/curriculum/en/gfc/LANENG/LANENG1>
- Canva. (n.d.). *3 comic book frames for grade 1* [Graphic design templates].
<https://www.canva.com/s/designs?query=3+comic+book+frames+for+grade+1>
- Davis, J. (2026, July 29). *Garfield* [Comic strip]. GoComics.
<https://www.gocomics.com/garfield/2026/07/29>

TITLE: _____

