

## DESIGN YOUR OWN COMIC BOOK (LEVEL 2)

<b>Description</b>	Learners will design their own comic book or illustrated short story and learn about parts of speech
<b>Leading Question</b>	Can you design your own comic book?
<b>Total Time Required</b>	~3 hours in total over 3 days
<b>Supplies Required</b>	Paper or notebook and pen or pencil, color pens (optional)
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Literacy: reading and writing</li> <li>2. Grammar: parts of speech – nouns, adjectives, verbs</li> <li>3. Mathematics: division and 2D shapes</li> </ol>
<b>Previous Learning</b>	<ul style="list-style-type: none"> <li>• English literacy and grammar</li> <li>• Math basic operations (grade 2 level)</li> </ul>

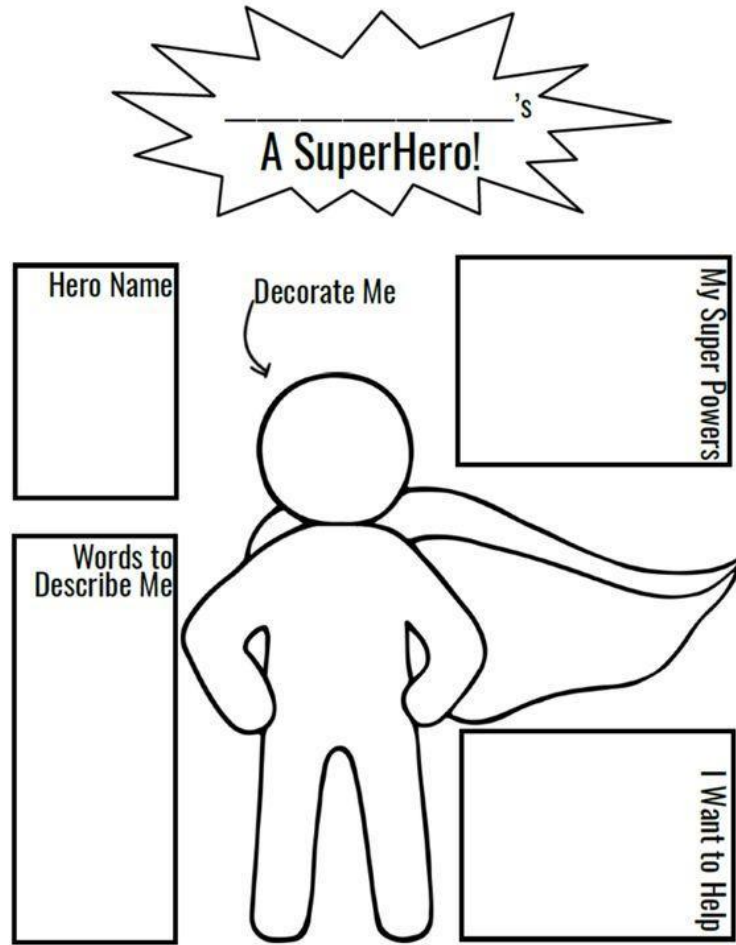
### DAY 1

Today you will learn about making your own comic book!

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>• Introduction: the learner will design his or her own comic book or illustrated short story!</li> <li>• A comic book or short story tells the story of a character or group of characters through dialogue and drawings. First, let's think about what we need to complete this activity: <ul style="list-style-type: none"> <li>○ Characters: who are the main characters or hero(es) of your story? You can create your own superhero to be the main character. Think about what superpowers they have? What causes or topics do they care about? It can be something happening in your country or in the world.</li> <li>○ Plot: what is happening to the characters in your story? How does the story begin and end?</li> </ul> </li> </ul>

- Message: what message do we want to send the reader?  
*Examples: kindness, cleanliness, caring about the environment etc. Think of a topic or issue that you care about*
- Illustrations: how are you going to visually represent the characters and story? A comic book is illustrated in frames (see appendix 1). Think of how you will design the superhero(ine) if you choose to use this as a character. What superpowers will they have?

30 minutes



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- The learner will spend some time designing the main character or superhero(ine) of the story and describing him or her using simple words and sentences. The learner may use the following template for a superhero(ine) or create their own to add different features (maybe your superhero is half-animal!) or to design a different type of main character:

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

Source: <https://inclusiveschools.org/champions-of-inclusion-isw-minilessons/>

## DAY 2

Today you will learn how to develop a story.

Suggested Duration	Activity and Description
15-20 minutes	<ul style="list-style-type: none"> <li>Today, the learner will understand how a story is developed and learn about some parts of speech. First, the learner can look at their English textbook, newspapers etc. for examples of stories or comic strips or see appendix 1 for reference. The learner will then read the comic strip or short story.</li> </ul>
30 minutes	<ul style="list-style-type: none"> <li>The learner will reflect on the story they just read and begin completing the following in a notebook or on a piece of paper:               <ul style="list-style-type: none"> <li>- Character 1 name:</li> <li>- Character 2 name:</li> <li>- Character 3 name:</li> <li>- Other characters' names:</li> <li>- Main character:</li> <li>- Story plot:                   <ul style="list-style-type: none"> <li>o How does the story begin? Describe the first scene?</li> <li>o What happens next to the characters?</li> <li>o What surprised you?</li> <li>o How does the story end?</li> </ul> </li> </ul> </li> </ul>
10-15 minutes	<ul style="list-style-type: none"> <li>Parts of speech: the learner will use <b>nouns, verbs, and adjectives</b> in the story.</li> <li>Explain that nouns are words that refer to people or places, and adjectives are words used to describe nouns. Verbs are used to describe an activity or something that is being done. Refer to appendix 2. Ask the learner to identify the nouns, verbs, and adjectives in these sentences:               <ol style="list-style-type: none"> <li>Adam ran to the store</li> <li>Sara is sleeping in her room</li> <li>Japan is a beautiful country</li> <li>My cat loves playing with his new toys</li> </ol> </li> <li>Assessment criteria for the story:</li> </ul>

- The book must be at least 3 pages long. The frames can be any size, but they have to be geometric shapes (such as rectangular or even triangular frames – get creative!)
- The learner must develop a story that has a beginning and end and a message
- The learner must use at least **6 verbs** and **4 adjectives** in the story
- The learner must narrate the story at the end
- The learner must emphasize adjectives and verbs when they are narrating the story
- The learner must write adjectives in blue and verbs in red in the comic strip/story illustration

## DAY 3

Today you will develop the plot for the comic book.

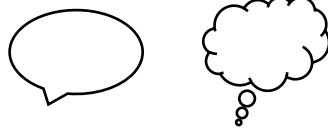
Suggested Duration	Activity and Description
20 - 30 minutes	<ul style="list-style-type: none"> <li>● The learner can start by thinking about the idea for the story and the message they want to send readers. The story can be something they experienced or based purely on their imagination. The learner can make himself/herself the hero(ine) of the story or choose other real or fictitious characters including animals.</li> </ul>
30-60 minutes	<ul style="list-style-type: none"> <li>● The learner will write down the story using simple sentences</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>● Math extension activity:               <ul style="list-style-type: none"> <li>- Calculate how many frames you can fit in one page if you design a comic book with 4 pages and 20 total frames. Hint: use division to find the answer.</li> </ul> </li> </ul>

## DAY 4

Today you will design and illustrate your comic book using the template.

Suggested Duration	Activity and Description
30-60 minutes	<ul style="list-style-type: none"> <li>● The learner will indicate the starting frame with 1 and number the rest of the frames</li> </ul>

- In each frame, the learner must make sure to add:
  - Narration text if applicable (describing the image or scenario). This can go at the top or bottom of the frame
  - Dialogue between characters or monologue of one character in speech bubbles. Examples:



- Illustration of characters or scene
  - Sound effects, if applicable
- Math extension activity:
    - Number each frame, then count the total number of squares, rectangles, and other shapes used as frames. Do you recognize the shapes you created? How many squares does your comic book contain? How can you tell that these are squares, rectangles or triangles? (Hint: a square has four sides all equal in length, a rectangle has four sides, but only the opposite sides are equal in length. A triangle has 3 sides. Show the learner some examples of objects with these shapes around the house)

## DAY 5

Today you will present your comic strip to your family.

Suggested Duration	Activity and Description
10-15 minutes	<ul style="list-style-type: none"> <li>● The learner will present the comic strip or short story to his or her family and narrate it, making sure to emphasize the adjectives and verbs while narrating by raising his or her voice or changing their tone of voice.</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>● The learner will receive feedback from her or his family and reflect on the comic or story book.</li> </ul>

## ASSESSMENT CRITERIA

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- The comic book must meet the following criteria:
  - At least 3 pages long. Frames can be geometric shapes of any size
  - The learner must develop a story with a beginning, end and, message
  - The learner must use at least 6 verbs and 4 adjectives in the story
  - The learner must emphasize adjectives and verbs during narration
  - The learner must write adjectives in blue and verbs in red in the book
  - The learner must narrate the story at the end

## ADDITIONAL ENRICHMENT ACTIVITIES

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Addition of other parts of speech including pronouns, adverbs, preposition, conjunction etc. to the story text.

## APPENDIX 1

### Goldilocks and The Bears



Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair.



One day Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there.



Goldilocks saw three bowls on the table. She was hungry.



Goldilocks saw three bowls on the table. She was hungry.



"This porridge is too hot!"



"This porridge is too cold!"



"This porridge is just right!"  
Goldilocks ate all the porridge.



Goldilocks was tired now. "This chair is too big!"



"This chair is too big, too!"



"This chair is just right!"



But the chair broke!



Goldilocks was very tired. She went upstairs. "This bed is too hard!" "This bed is too soft!" "This bed is just right!"



Soon, the bears came home



"Someone ate my porridge!" Said Daddy Bear and Mummy Bear.  
"Someone ate my porridge - and it's gone!" said Baby Bear.



"Someone sat on my chair!" said Daddy Bear and Mummy Bear.  
"Someone sat on my chair - and it's broken!" said Baby Bear.



"Someone slept in my bed!" said Daddy Bear and Mummy Bear.  
"Someone slept in my bed - and she's still there!" said Baby Bear.



Goldilocks woke up and saw the three bears. "Help!" She ran and never came back again.

## APPENDIX 2

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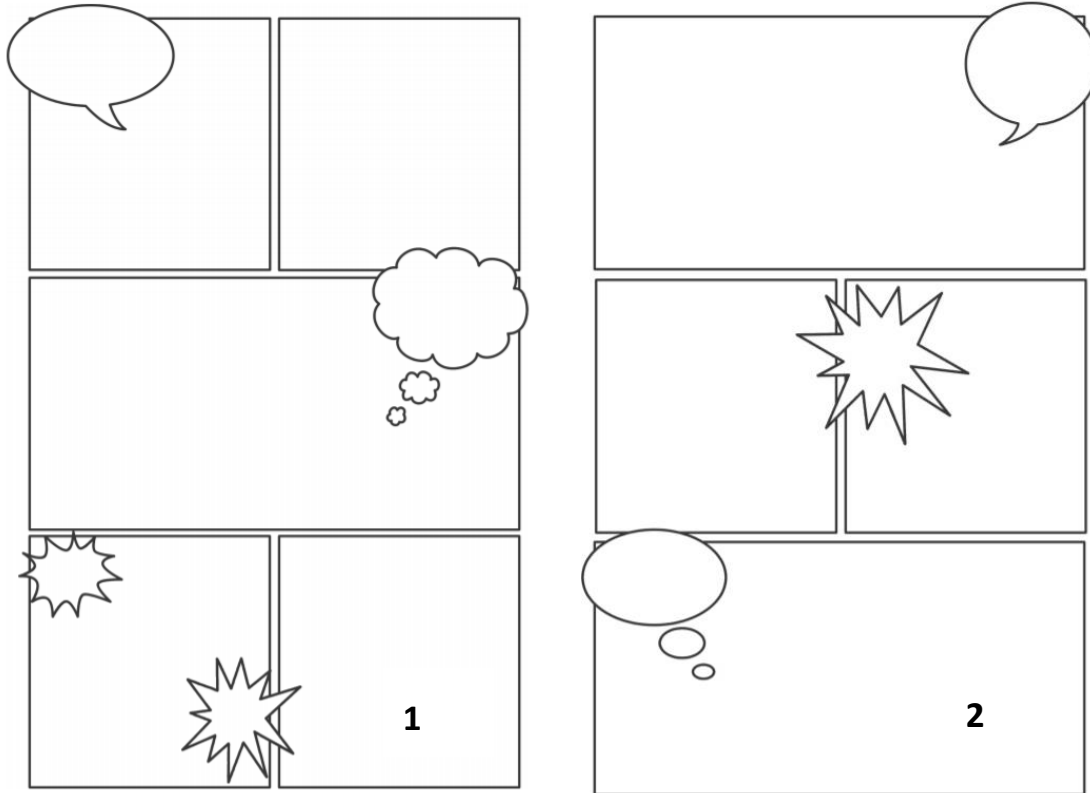


Source : <https://www.thinglink.com/scene/838142613948203010>



## APPENDIX 3.

Source : [https://picklebums.com/images/printables/picklebums\\_comicpages\\_big.pdf](https://picklebums.com/images/printables/picklebums_comicpages_big.pdf)



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