

Comic Strip Story 3-5

Students will use character, setting, and plot to retell and make up their own version of story events using a comic strip format with a beginning, middle and end.

Teacher Page

Degree of Difficulty: ●●○

Lesson time: one to two 40 to 50 minute sessions

Subject: Language Arts.

Materials:

- Computer(s)
- Internet
- Printer
- Projector/screen (Interactive Whiteboard)
- Fill-in Comic Strips doc.
- Storyboard template PDF
- Example Comics doc. made in Make Belief Comix
- Comic Rubric

Websites:

1. <http://www.makebeliefscomix.com/> To create comic strip
2. <http://www.makebeliefscomix.com/Printables/> Templates to print
3. <http://www.makebeliefscomix.com/Diagram/> Click for demo
4. http://content.scholastic.com/content/collateral_resources/pdf/1/lessonplans_graphicorg_pdfs_storytrain.pdf Story train that can be filled out on-line and printed.
5. <http://www.makebeliefscomix.com/Story-Ideas/> Story ideas

Famous Comic Strip websites: Use the websites to look at and analyze comic strips on-line as a class or print a few examples to distribute to students.

1. <http://www.gocomics.com/calvinandhobbes/> Calvin & Hobbes
2. <http://www.garfield.com/comics/todayscomic.html> Garfield
3. <http://comics.com/peanuts> Peanuts
4. <http://comics.com/marmaduke/> Marmaduke

Objective: Students will:

Analyze comic strips to identify characters, setting, dialogue, and plot.

Create or reconstruct a sequence of events from the story.

Organize ideas on how to combine pictures, captions, and dialogue to tell about a specific event or express a message.

Develop comic strips to depict story-related or self-created events, convey a message, or express interesting information.

Activity Overview: Explain to students they will be creating their own comic strips. The comic strip will tell a story with a beginning, middle and end with defined characters, setting, dialogue and plot.

Procedure:

1. Distribute the Example Comic doc. to small groups, or to the class. Working with one comic strip at a time, analyze with students how the comic-strip creator combined text, quotes, and images to tell a story or event or convey a message. Have students identify the characters, setting, and plot in each one. Point out any captions that appear and explain that these are often used to provide a brief narration or give additional information. Have students identify speech and thought bubbles in the examples, and tell how these devices are used: a speech bubble contains the character's spoken words while a thought bubble expresses the character's unspoken thoughts. Sum up this step by telling students that, due to limited space, comic strips focus on the main idea and the most important elements of the topic, event, or message to be communicated.
2. Distribute the Fill-in Comic Strips handout. Have students use one of the templates for a warm up activity. These templates contain pictures, blank thought and speech bubbles. The students can analyze the pictures and fill in the bubbles to create a complete story. Have students pair and share.
3. Show students the website they will be creating their comic on www.makebeliefscomix.com. Go through the on-line demo. Demonstrate how to construct a comic strip by advancing to the layout screen. Working through one element at a time, review the images for characters, settings, objects, and bubbles. Show students how to click and drag the items to the comic frames and then use the command buttons on the left to adjust the size, orientation, and position of the item. Explain that they should click the garbage can to delete any unwanted items. Choose several kinds of bubbles, and demonstrate how to insert text. Point out that each bubble uses a specific size and kind of font. Explain to them they will be creating the entire comic strip, pictures, text bubbles and story on the 3 or 4-box panel. When the comic is complete, students may print it and or e-mail it you.
4. Students may use the Story Train link using the fill-in-the-form feature and print it. Or they may also use the Storyboard Template to organize and brainstorm their story for their comic.
5. After completing their planning and organization of their comic strip, students can create their comic strip at www.makebeliefscomix.com. After proofreading and editing, they may print the final copy or e-mail it to you, the teacher.
6. Share as a class.

Project Deliverables: Completed comic strip.

Project Timeline:

1 to 2 class sessions

Assessment:

Comic Rubric

Engaging Qualities:

Clear modeled expectations: Students will be given examples and template options for planning.

Choice: The student will choose the content and characters for their comic.

Sense of audience: Comics will be shared with the class, or posted to a website or wiki.

Student Page –

Degree of Difficulty: ●●○

Lesson time: One to two 40 to 50 minute sessions

Subject: Language Arts.

Materials:

- Computer(s)
- Internet
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3. <http://comics.com/peanuts> Peanuts
4. <http://comics.com/marmaduke/> Marmaduke

***Remember**

Comic strips often express messages or provide brief glimpses of events or stories. Key elements of a comic strip include character, setting, and plot. All of the information must be conveyed in a few frames through a combination of pictures, captions, and dialogue. Due to its condensed format, a comic strip highlights only the most important elements of its targeted topic.

Objective:

You will use character, setting, and plot to retell and make up your own version of story events using a comic strip format.

Activity Overview: You will be creating your own comic strip. The comic strip will tell a story with a beginning, middle and end with defined characters, setting, dialogue and plot.

Procedure:

1. Talk about the comic strip lesson as a class.
2. Use the Fill-in Comic Strips templates for a warm-up activity. These templates contain pictures, blank thought and speech bubbles. Analyze the pictures and fill in the bubbles to create a complete story. Then pair up and share.
3. Learn how to use the website www.makebeliefscomix.com you will be creating your comic on. Go through the on-line demo again on your own.
4. Use the Story Train link using the fill-in-the-form feature and print it, or use the Storyboard Template to organize and brainstorm your story for your comic.
5. After completing your planning and organization for your comic, begin creating your comic strip on www.makebeliefscomix.com. Use the 3 or 4-box panel and add pictures, text bubbles and your story. When complete, print the comic or e-mail it to your teacher.
6. Share as a class.

Project Deliverables: Completed comic strip.

Project Timeline:

1 to 2 class sessions

Assessment:

Comic Rubric

Engaging Qualities:

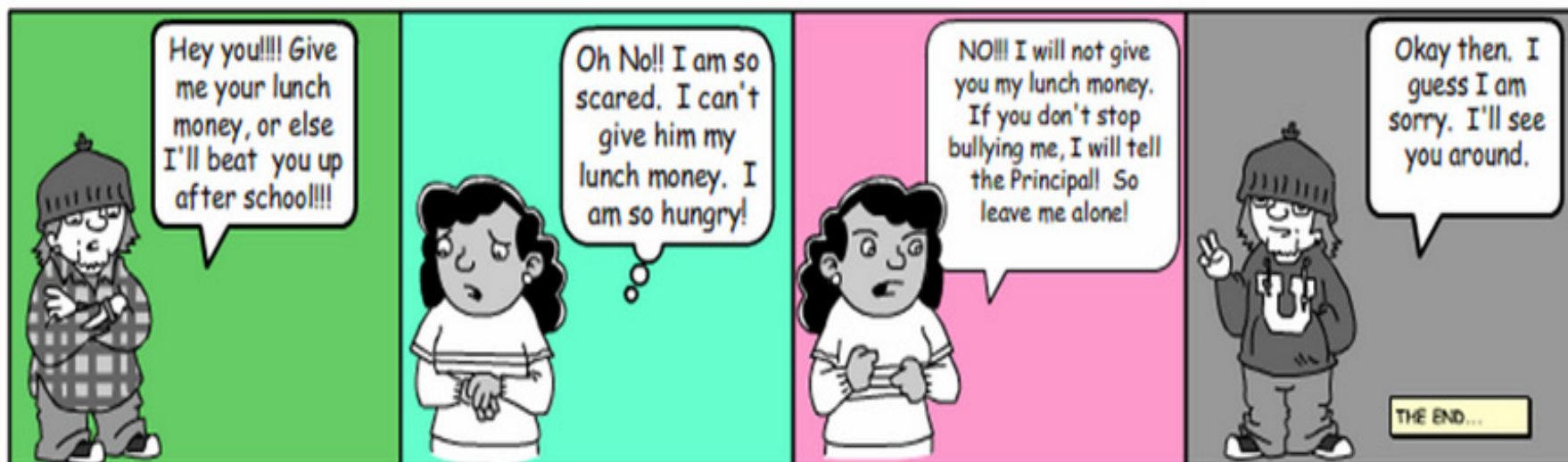
Clear modeled expectations: Use examples and template options for planning.

Choice: Choose the content and characters for their comic.

Sense of audience: Share your comic with the class, or post it to a class website or wiki.



WWW.MAKEBELIEFSCOMIX.COM

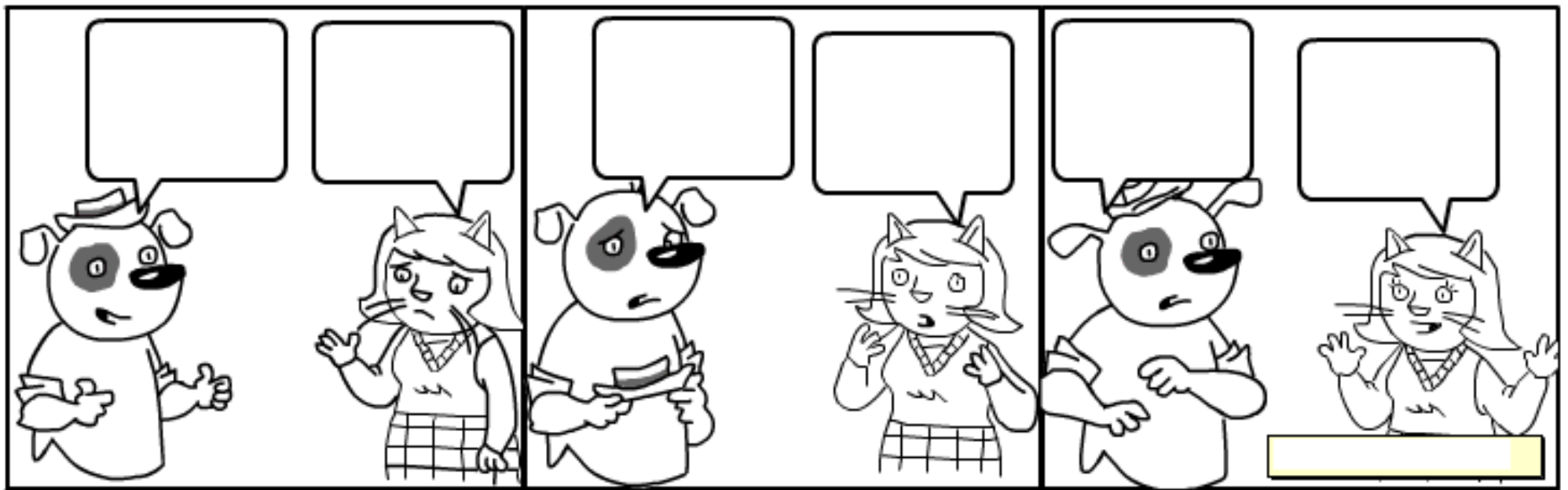




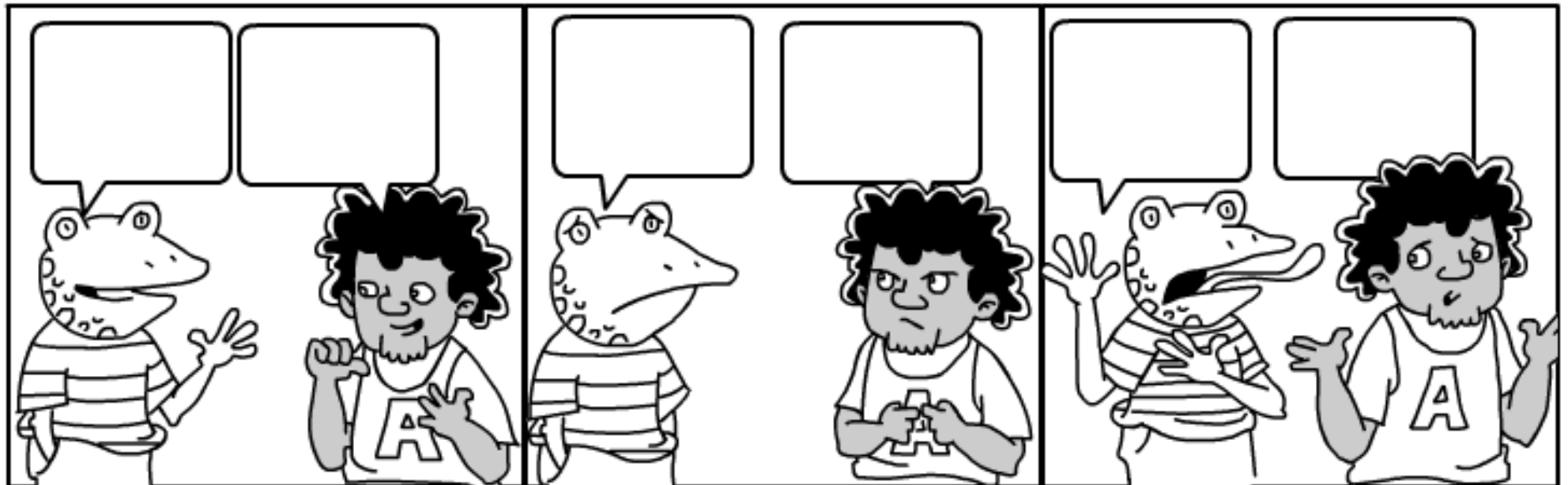
This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!



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Storyboard

Name(s): _____ Date: _____ Period: _____



A large empty rectangular box for drawing a storyboard panel. A small circle is attached to the top-left corner, representing a film strip frame.

Four horizontal lines for writing notes below the first storyboard panel.

A large empty rectangular box for drawing a storyboard panel. A small circle is attached to the top-left corner, representing a film strip frame.

Four horizontal lines for writing notes below the second storyboard panel.

A large empty rectangular box for drawing a storyboard panel. A small circle is attached to the top-left corner, representing a film strip frame.

Four horizontal lines for writing notes below the third storyboard panel.

A large empty rectangular box for drawing a storyboard panel. A small circle is attached to the top-left corner, representing a film strip frame.

Four horizontal lines for writing notes below the fourth storyboard panel.

A large empty rectangular box for drawing a storyboard panel. A small circle is attached to the top-left corner, representing a film strip frame.

Four horizontal lines for writing notes below the fifth storyboard panel.

A large empty rectangular box for drawing a storyboard panel. A small circle is attached to the top-left corner, representing a film strip frame.

Four horizontal lines for writing notes below the sixth storyboard panel.