

## DESIGN YOUR OWN COMIC BOOK (LEVEL 2 AND 3)

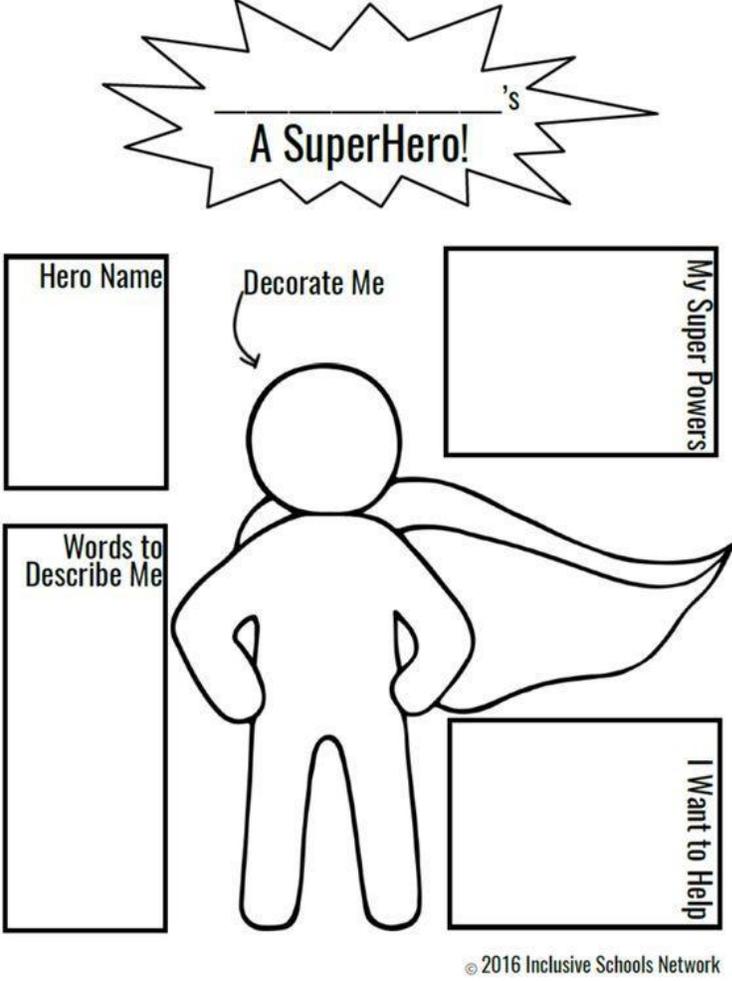
### Design your Own Comic Book - Ages 8 to 10 (Level 2)

<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>Age group:</b>	8-10 year old
<b>Subjects:</b>	English (Grammar – parts of speech) with math extension activities (division and 2D shapes), art and design
<b>Total time required:</b>	~3 hours in total over 3 days
<b>Self-guided / Supervised activity:</b>	Medium-low supervision
<b>Resources required:</b>	Paper or notebook and pen or pencil, color pens (optional)

Day	Time	Activity and Description
1	15 minutes	<p>Introduction: the learner will design his or her own comic book or illustrated short story!</p> <p>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:</p> <ul style="list-style-type: none"> <li>- <b>Characters:</b> 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>- <b>Plot:</b> what is happening to the characters in your story? How does the story begin and end?</li> <li>- <b>Message:</b> 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</li> <li>- <b>Illustrations:</b> 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?</li> </ul>
	30 minutes	<p>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 can make himself/herself the hero(ine) of the story or choose other real or fictitious characters including animals. 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:</p>

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

<https://forms.gle/LGAP9k17fMyJrKJN7>

	10 minutes	 <p>© 2016 Inclusive Schools Network</p> <p>Source: <a href="https://inclusiveschools.org/champions-of-inclusion-isw-minilessons/">https://inclusiveschools.org/champions-of-inclusion-isw-minilessons/</a></p> <p>The learner will share the comic superhero(ine) developed with his/her parents/family members and obtain feedback and suggestions for improvement. The learner will then incorporate the feedback given into the new design.</p>
2	15-20 minutes  30 minutes	<p>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 <b>appendix 1</b> (Goldilocks and the Bears) for reference. The learner will then read the comic strip or short story.</p> <p>The learner will reflect on the story they just read and begin completing the following in a notebook or on a piece of paper:</p>

	10-15 minutes	<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> <p>Parts of speech: the learner will use <b>nouns, verbs, and adjectives</b> in the story.</p> <p>Explain that</p> <ul style="list-style-type: none"> <li>- Nouns are words that refer to names of people or places, and things e.g., Moses, car, garage etc</li> <li>- Adjectives are words used to describe nouns e.g., nice, cold, sweet, tall, blue</li> <li>- Verbs are used to describe an activity or something that is being done e.g., drive, run.</li> </ul> <p>Refer to <b>appendix 2</b>. Ask the learner to identify the nouns, verbs, and adjectives in these sentences and enter them in the table below:</p> <ol style="list-style-type: none"> <li>1. Adam ran to the store</li> <li>2. She is sleeping in her room</li> <li>3. Japan is a beautiful country</li> <li>4. My cat loves playing with his new toys</li> </ol> <table border="1" data-bbox="406 1249 1409 1402"> <thead> <tr> <th>Nouns</th> <th>Adjectives</th> <th>Verbs</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Parents/educators can support the learners in identifying the nouns, verbs and adjectives in case they are struggling to identify them in the sentences above.</p> <p>Assessment criteria for the story:</p> <ul style="list-style-type: none"> <li>- 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!)</li> <li>- The learner must develop a story that has a beginning and end and a message</li> <li>- The learner must use at least <b>6 verbs</b> and <b>4 adjectives</b> in the story</li> <li>- The learner must narrate the story at the end</li> </ul>	Nouns	Adjectives	Verbs									
Nouns	Adjectives	Verbs												

		<ul style="list-style-type: none"> <li>- The learner must emphasize adjectives and verbs when they are narrating the story</li> <li>- The learner must write adjectives in blue and verbs in red in the comic strip/story illustration</li> </ul>
3	<p>5 minutes</p> <p>30-60 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	<p>Today, the learner will develop the plot for the comic book or short story</p> <p>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 will make use of the superhero(ine) she/he developed on day 1 as they develop their story.</p> <p>The learner will write down the story using simple sentences e.g., When S/he (superhero/superheroine) got up, his/her home was on fire and s/he had to save it... (based on the story the learner wants to build).</p> <p>Learners should ensure to use nouns, adjectives and verbs as they develop the story.</p> <p>Math extension activity:</p> <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> <p>The learner will share the story developed with their parents/family and receive feedback and suggestions for improvement. Learners will then use the feedback to improve their story.</p>
4	30-60 minutes	<p>Today, the learner will design and illustrate his or her own comic book or short story using the template in <b>appendix 3</b> or designing his or her own.</p> <p>The learner will indicate the starting frame with 1 and number the rest of the frames</p> <p>The frames can be of any size, but they have to be geometric shapes (such as rectangular or even triangular frames – get creative!)</p> <p>In each frame, the learner must make sure to add:</p> <ul style="list-style-type: none"> <li>- Narration text if applicable (describing the image or scenario). This can go at the top or bottom of the frame</li> <li>- Dialogue between characters or monologue of one character in speech bubbles. Examples:</li> </ul> <div style="text-align: right;">  </div>

	10 minutes	<ul style="list-style-type: none"> <li>- Illustration of characters or scene</li> <li>- Sound effects, if applicable</li> </ul> <p>The illustrations and story should be at least 3 pages.</p> <p>Math extension activity:</p> <ul style="list-style-type: none"> <li>- Number each frame, then count the total number of squares, rectangles, and other shapes used as frames. How many squares does your comic book contain? How can you tell that these are squares, rectangles or triangles? <i>(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)</i></li> </ul>
	10 minutes	<p>The learner will share the illustrations of a story developed with their parents/family and receive feedback and suggestions for improvement. Learners will then use the feedback to improve their illustrations.</p>
5	10-15 minutes	<p>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.</p>
	10 minutes	<p>The learner will receive feedback on their presentation and the comic book from their parents and add the feedback to the artwork (where possible)</p>
	10 minutes	<p>The learner will now think about all the exercise they have done all week and take note of “TWO” of the following:</p> <ul style="list-style-type: none"> <li>• What is the most important lesson you have learnt through this project?</li> <li>• What are you found challenging, puzzling or difficult to understand?</li> <li>• What question would you most like to discuss?</li> <li>• What is something you found interesting?</li> </ul>
Assessment Criteria:		<p>The comic book must meet the following criteria:</p> <ul style="list-style-type: none"> <li>- The book must be at least 3 pages long. The frames can be any size, but they have to be geometric shapes.</li> <li>- The learner must develop a story that has a beginning and end and a message</li> <li>- The learner must use at least <b>6 verbs</b> and <b>4 adjectives</b> in the story</li> <li>- The learner must narrate the story at the end</li> <li>- The learner must emphasize adjectives and verbs when they are narrating the story</li> <li>- The learner must write adjectives in blue and verbs in red in the comic strip/story illustration</li> </ul>

	- The learner must narrate the story at the end
Topics/concepts covered	<ul style="list-style-type: none"> <li>- Parts of speech: nouns, adjectives and verbs</li> <li>- Story telling</li> <li>- Drawing skills</li> <li>- Critical thinking and creativity</li> <li>- Presentation and communication skills</li> </ul>
Learning outcomes:	<ul style="list-style-type: none"> <li>- Improve the learner's story telling skills</li> <li>- Improve the learner's art and design skills through drawing comic characters and illustrations</li> <li>- Understanding of English Grammar: parts of speech – nouns, adjectives, verbs</li> <li>- Practice mathematical concepts of division and 2D shapes</li> <li>- Enhance the learner's critical thinking and creativity</li> <li>- Improve the learner's presentation and communication skills</li> </ul>
Required previous learning:	<ul style="list-style-type: none"> <li>- English literacy and grammar</li> <li>- Math basic operations (grade 2 level)</li> </ul>
Inspiration:	- N/A
Additional enrichment activities:	- 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.



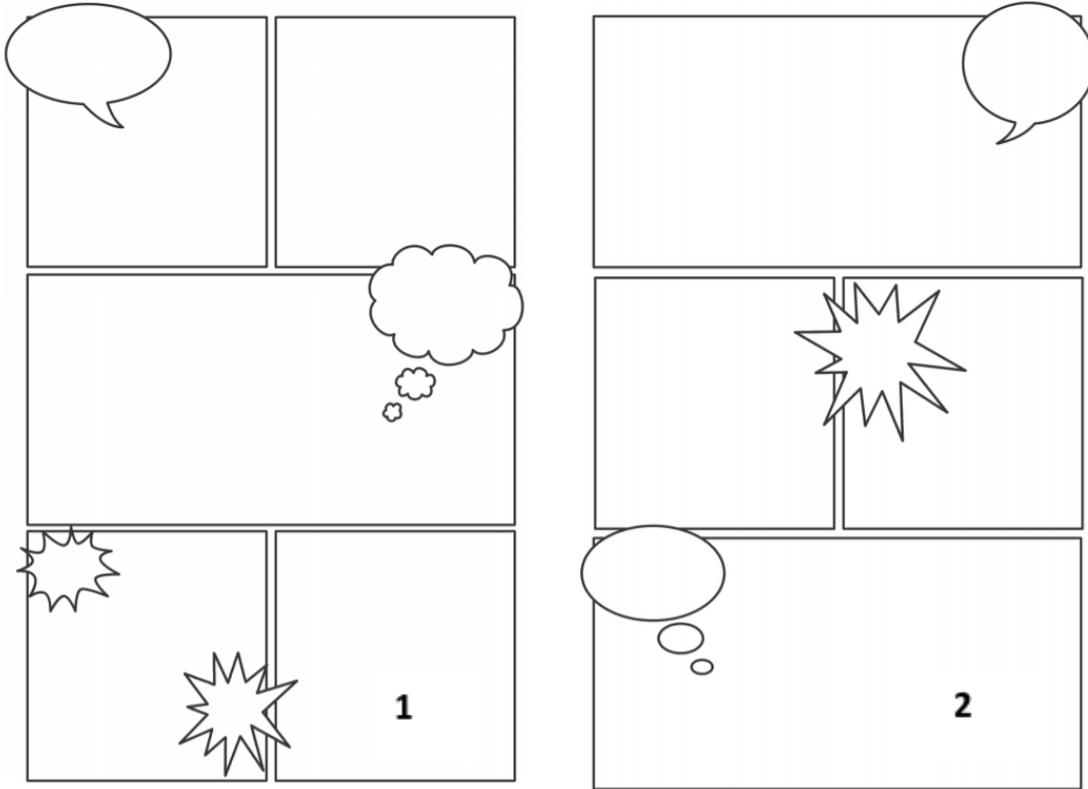
Source: <https://www.kidsgen.com/comics/goldilocks-and-the-bears.htm>

## Appendix 2



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)



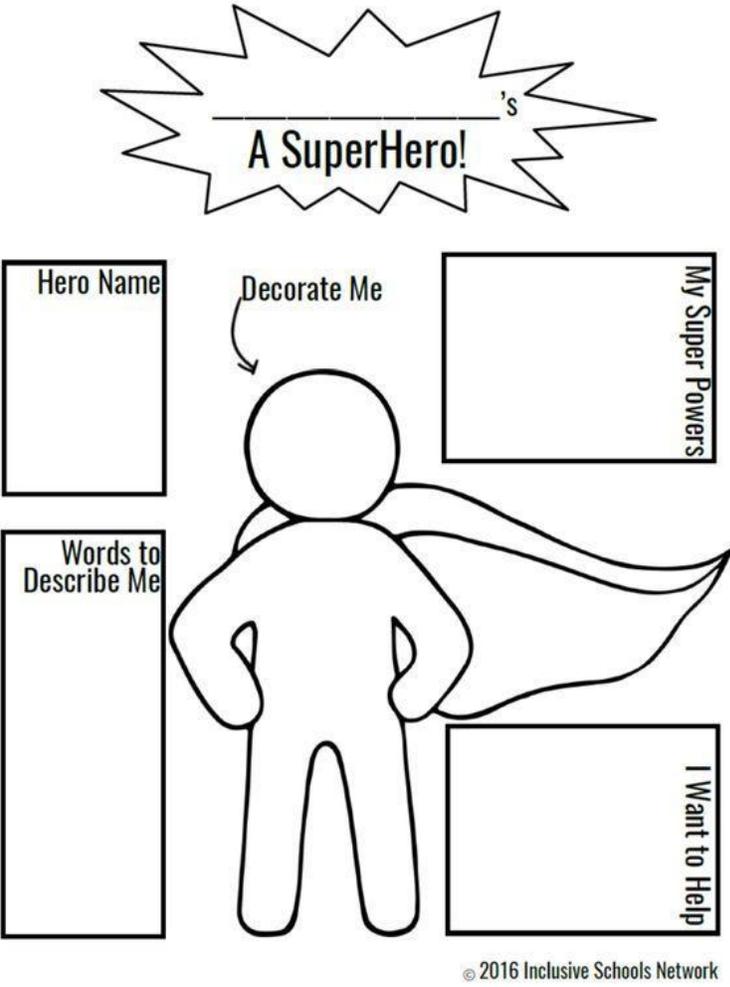
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<b>4</b>	

### Design your Own Comic Book Ages 11 to 14 (Level 3)

<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 superhero?
<b>Age group:</b>	11-14-year-old
<b>Subjects:</b>	English (Grammar – parts of speech) with math extension activities
<b>Total time required:</b>	~4 hours over 3 days
<b>Self-guided / Supervised activity:</b>	Medium-low supervision
<b>Resources required:</b>	Paper or notebook and pen or pencil, color pens (optional)

Day	Time	Activity and Description
1	10 minutes	<p>Introduction: the learner will design his or her own comic book or illustrated short story!</p> <p>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:</p> <ul style="list-style-type: none"> <li>- <b>Characters:</b> 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>- <b>Plot:</b> what is happening to the characters in your story? How does the story begin and end?</li> <li>- <b>Message:</b> 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</li> <li>- <b>Illustrations:</b> 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?</li> </ul>
	20 minutes	<p>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 can make himself/herself the hero(ine) of the story or choose other real or fictitious characters including animals. 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:</p>

	10 minutes	 <p>© 2016 Inclusive Schools Network</p> <p>Source: <a href="https://inclusiveschools.org/champions-of-inclusion-isw-minilessons/">https://inclusiveschools.org/champions-of-inclusion-isw-minilessons/</a></p> <p>The learner will share the comic superhero(ine) developed with his/her parents/family members and obtain feedback and suggestions for improvement. The learner will then incorporate the feedback given into the new design.</p>
2	15-20 minutes  30 minutes	<p>Today, the learner will understand how a story is developed and learn about the 8 parts of speech. First, the learner can look at their English textbook, newspapers etc. for examples of stories or comic strips or see <b>appendix 1</b> (Goldilocks and the Bears) for reference. The learner will then read the comic strip or short story.</p> <p>The learner will reflect on the story they just read and begin completing the following in a notebook or on a piece of paper:</p> <ul style="list-style-type: none"> <li>- Character 1 name:</li> <li>- Character 2 name:</li> <li>- Character 3 name:</li> </ul>

	<p>20 minutes</p>	<ul style="list-style-type: none"> <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> <li>- Message or moral value:</li> </ul> <p>Parts of speech: the learner will use all eight parts of speech – verbs, adverbs, adjectives, nouns, pronouns, interjections, conjunctions and prepositions in the story.</p> <ul style="list-style-type: none"> <li>- <b>Nouns</b> are words that refer to names of people, places, or things. Examples: Mohamed, France, shoes</li> <li>- <b>Pronouns</b> take the place of a noun after it is mentioned. Examples: he, she, I, we, you, it</li> <li>- <b>Adjectives</b> are words used to describe nouns. Examples: nice, cold, sweet, tall, blue</li> <li>- <b>Verbs</b> are used to describe an activity or something that is being done. Examples: eat, sleep, walking, running, like, love</li> <li>- <b>Adverbs</b> are used to describe a verb, adjective or another adverb. Examples: quickly, quite, very, silently, fast</li> <li>- <b>Prepositions</b> usually come before a noun or pronoun and express a relation to another word. Example: above, below, across, in, at, from, to, on etc.</li> <li>- <b>Conjunctions</b> are words that join two parts of a sentence or words together. Examples: but, and, if etc.</li> <li>- <b>Interjections</b> are words that express a strong emotion. Examples: wow, oops, oh my God, hooray etc.</li> </ul> <p>Refer to appendix 4. Ask the learner to identify the nouns, verbs, adjectives, pronouns, adverbs, prepositions, conjunctions, interjections in these sentences: Use the table to identify them.</p> <ol style="list-style-type: none"> <li>1. Adam ran to the store.</li> <li>2. He bought his favorite toy from the store.</li> <li>3. Sara is sleeping in her room</li> <li>4. Japan is a beautiful country</li> <li>5. My cat loves playing with his new toys</li> <li>6. Wow, the weather is amazing today!</li> <li>7. I want to read the new book I just bought, but I can't seem to find it!</li> <li>8. I enjoy playing football and watching my favorite teams play!</li> <li>9. Cristiano Ronaldo is my favorite football player. He plays for the Real Madrid Football club</li> </ol>
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Nouns	Verbs	Adjectives	Pronouns	Adverbs	Prepositions	Conjunctions	Interjections

Assessment criteria for the story:  
 The book must be at least 5 pages long. The frames can be any size, but they have to be geometric shapes (such as rectangular, square triangular, or circular frames – get creative!)

The learner must develop a story that has a beginning and end and a message

The learner must use at least **3 of each of the 8 parts of speech** in the story

The learner must narrate the story at the end

The learner must emphasize adjectives, verbs, adverbs, and interjections when they are narrating the story

The learner must write adjectives in blue, verbs in red, adverbs in green and interjections in orange in the comic strip/story illustration

3	30-60 minutes	Today, the learner will develop the plot for the comic book or short story
	10-20 minutes	<p>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, based purely on their imagination or based on the superhero(ine) developed on day 1.</p> <p>The learner will write down the story using simple sentences.</p> <p>Math extension activities:</p> <ul style="list-style-type: none"> <li>- If you create a 5-paged comic book with 5 frames in 3 pages and 3 frames in 2 pages, how many frames would you have in total? Show your work using multiplication.</li> <li>- Use division to determine how many frames per page you would have if you had a total of 60 frames and 15 pages.</li> </ul>
	10 minutes	The learner will share the story developed with their parents/family and receive feedback and suggestions for improvement. Learners will then use the feedback to improve their story.



Assessment Criteria:	<ol style="list-style-type: none"> <li>1. A completed comic book or illustrated short story with that meets the following criteria: <ul style="list-style-type: none"> <li>o At least 5 pages long with frames that are plane geometric shapes</li> <li>o The story must have a beginning, an end and a message</li> <li>o At least 3 <b>of each of the 8 parts of speech</b> must be used in the story</li> <li>o Adjectives, verbs, adverbs, and interjections must be emphasized while narrating the story</li> <li>o Adjectives must be written in blue, verbs in red, adverbs in green and interjections in orange in the comic strip/story illustration</li> </ul> </li> <li>2. The learner must narrate the story at the end</li> </ol>
Topics/concepts covered	<ul style="list-style-type: none"> <li>- Parts of speech: nouns, adjectives, verbs, pronouns, adverbs, conjunctions, interjections and prepositions</li> <li>- Story telling</li> <li>- Drawing skills</li> <li>- Critical thinking and creativity</li> <li>- Presentation and communication skills</li> </ul>
Learning outcomes:	<ul style="list-style-type: none"> <li>- Improve the learner's story telling skills</li> <li>- Improve the learner's art and design skills through drawing comic characters and illustrations</li> <li>- Understanding of English Grammar: parts of speech – nouns, adjectives, verbs</li> <li>- Practice mathematical concepts of division and 2D shapes</li> <li>- Enhance the learner's critical thinking and creativity</li> <li>- Improve the learner's presentation and communication skills</li> </ul>
Required previous learning:	<ul style="list-style-type: none"> <li>- English literacy and grammar</li> <li>- Math basic operations and geometry (properties of 2D shapes)</li> </ul>
Inspiration:	- N/A
Additional enrichment activities:	<ul style="list-style-type: none"> <li>- Learners can add plot twists to the storyline by adding an element of surprise or unexpected development/ending to make the story more interesting</li> <li>- Learners can be asked to calculate areas of 2D shapes</li> </ul>

## 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.



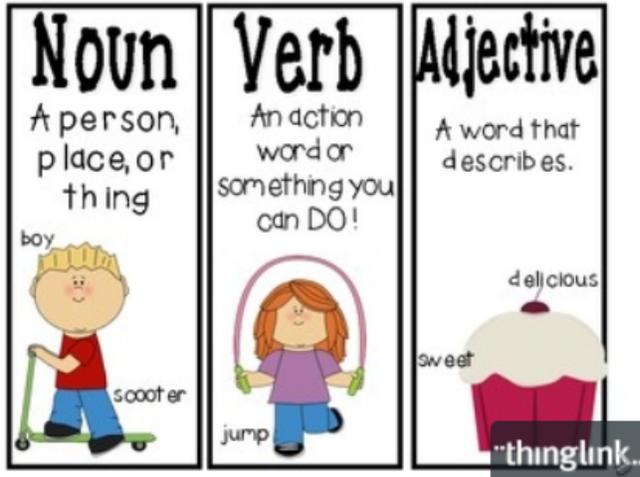
Goldilocks woke up and saw the three bears.  
"Help!" She ran and never came back again.

Source: <https://www.kidsgen.com/comics/goldilocks-and-the-bears.htm>

EAA welcomes feedback on its projects in order to improve, please use this link:  
<https://forms.gle/LGAP9k17fMyJrKJN7>

## Appendix 2

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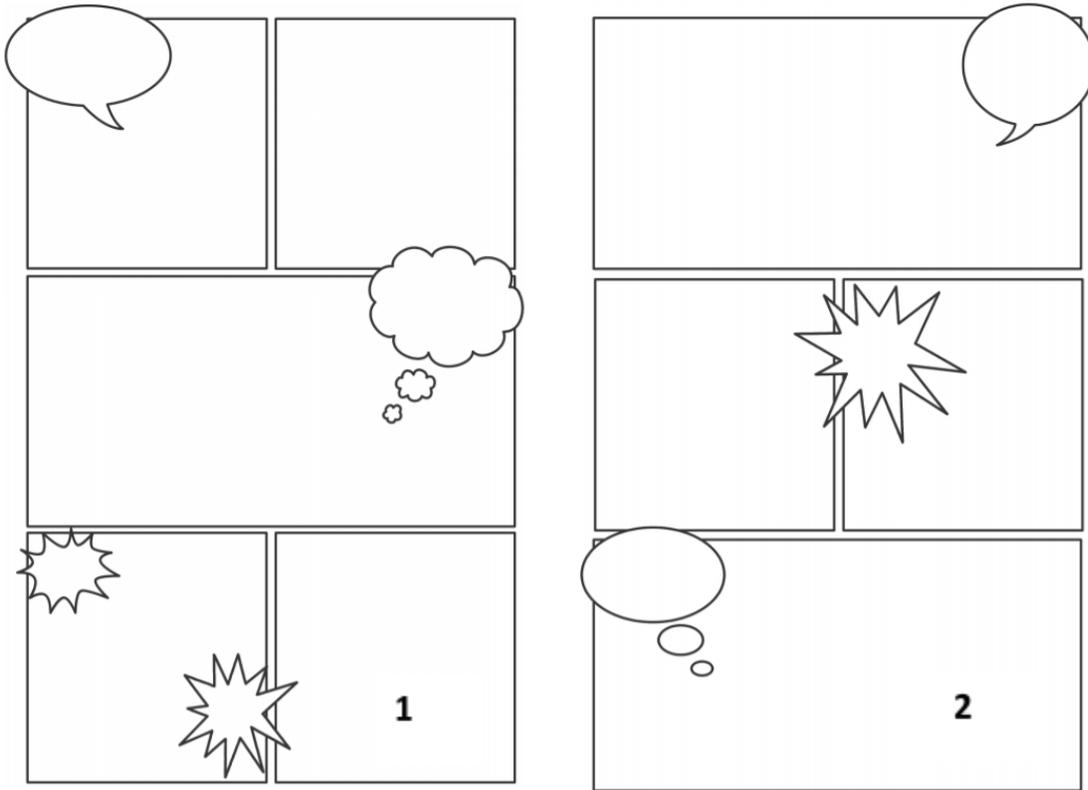


Source : <https://www.thinglink.com/scene/838142613948203010>

## Appendix 3.

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



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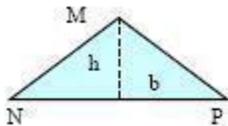
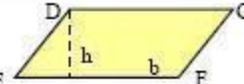
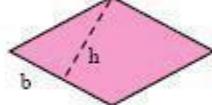
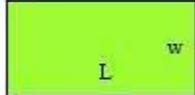
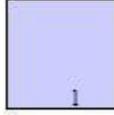
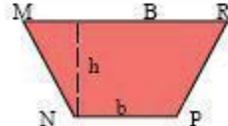
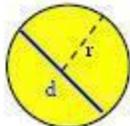
<b>4</b>	

## Appendix 4

<b>Eight Parts of Speech</b>	
Use the mnemonics: I'm a <b>VIP</b> of the <b>NAACP</b> .	
<b>Verb</b>	Shows an action or state of being. Examples: run, listen, are, live
<b>Interjection</b>	Shows a strong emotion or reaction. Examples: Oh! Stop here! Ouch!
<b>Pronoun</b>	Takes the place of a noun. Examples: I, she, we, it, you, them
<b>Noun</b>	Name of a person, place, thing or idea. Examples: Judy, town, bag, trust, hope
<b>Adjective</b>	Describes a noun or pronoun. Examples: big, hot, happy, one, red
<b>Adverb</b>	Describes a verb, an adjective or another adverb. Examples: quickly, today, very
<b>Conjunction</b>	Joins words, ideas or phrases. Examples: but, and, because, so
<b>Preposition</b>	Shows the relationship of a noun or pronoun to another word. Examples: at, in, from, above, about

Source: <https://www.onlinemathlearning.com/parts-of-speech-2.html>

## Appendix 5

NAME	FIGURE	AREA	PERIMETER CIRCUMFERENCE
TRIANGLE		$A = \frac{b \times h}{2}$	$P = MN + NP + PM$
PARALLELOGRAM		$A = b \times h$	$P = DE + EF + FG + GD$
RHOMBUS		$A = b \times h$	$P = b + b + b + b$ $P = 4b$
RECTANGLE		$A = L \times w$	$P = L + w + L + w$ $P = 2L + 2w$
SQUARE		$A = l^2$	$P = l + l + l + l$ $P = 4l$
TRAPEZOID		$A = \frac{(B + b) \times h}{2}$	$P = MN + NP + PR + RM$
CIRCLE		$A = \pi r^2$	$C = 2\pi r = \pi d$

Source: <https://www.math-videos-online.com/common-geometry-formulas.html>