Design Your Own Comic Book (Level 2)

Description	Learners will design their own comic book or illustrated short story and learn about parts of speech
Leading Question	Can you design your own comic book?
Total Time Required	~3 hours in total over 3 days
Supplies Required	Paper or notebook and pen or pencil, color pens (optional)
Subjects	Literacy, Mathematics, Art and Design
Supervision	Medium
Learning Outcomes	By the end of the project, the learner will be able to: 1. Develop literacy skills in reading and writing 2. Develop their grammar in areas such as parts of speech, that is, nouns, adjectives, and verbs. 3. Understand concepts in mathematics such as division and 2D shapes.
Previous Learning	● English literacy and grammar ● Math basic operations (grade 2 level)

Day 1

Today you will learn about making your own comic book!

Suggested Duration	Activity and Description
5 minutes	● Introduction: the learner will design his or her own comic book or illustrated short story! ● 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: ○ **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 the world. ○ **Plot**: what is happening to the characters in your story? How does the story begin and end?

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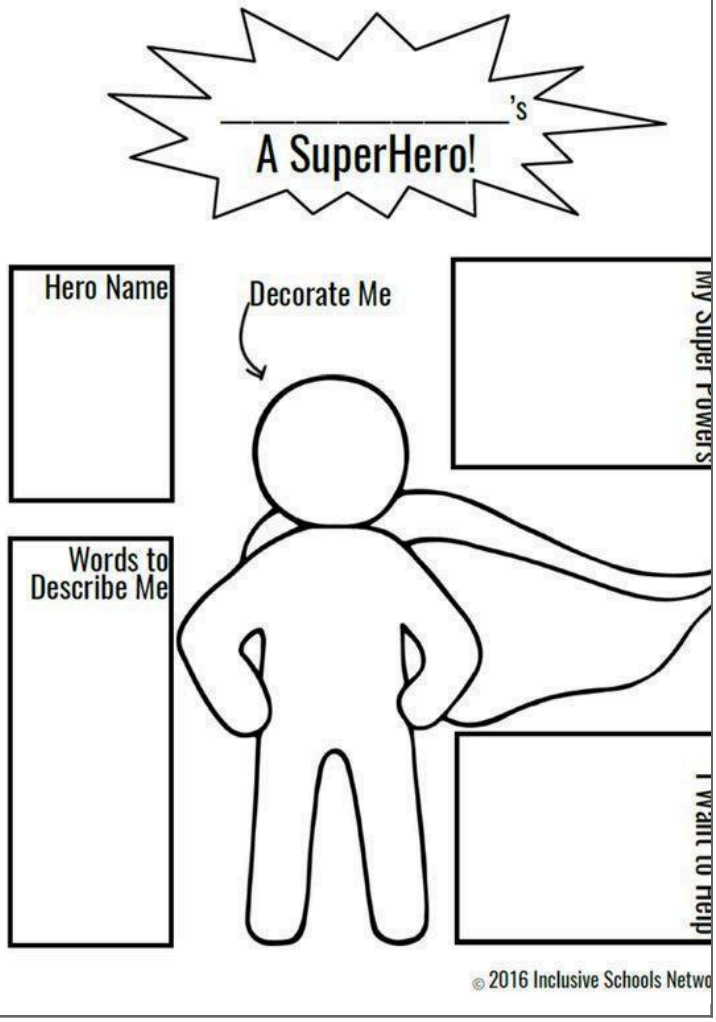
	○ **Message**: what message do we want to send the reader? *Examples: kindness, cleanliness, caring about the environment etc. Think of a topic or issue that you care about* ○ **Illustrations**: how are you going to visually represent the characters and story? A comic book is illustrated in frames (see 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	● 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: Source: 

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	https://inclusiveschools.org/champions-of-inclusion-isw-minilessons/
10 minutes	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.

DAY 2

Today you will learn how to develop a story.

Suggested Duration	Activity and Description
15-20 minutes	• 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** (Goldilocks and the Bears) for reference. The learner will then read the comic strip or short story.
30 minutes	• The learner will reflect on the story they just read and begin completing the following in a notebook or on a piece of paper: - Character 1 name: - Character 2 name: - Character 3 name: - Other characters' names: - Main character: - Story plot: o How does the story begin? Describe the first scene. o What happens next to the characters? o What surprised you? o How does the story end?
10-15 minutes	• Parts of speech: the learner will use **nouns, verbs, and adjectives** in the story. • Nouns are words that refer to names of people, places, and things e.g., Moses, car, garage etc • Adjectives are words used to describe nouns e.g., nice, cold, sweet, tall, blue • Verbs are used to describe an activity or something that is being done e.g., drive, run.

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Refer to Appendix 2. Ask the learner to identify the nouns, verbs, and adjectives in these sentences and enter them in the table below:

Adam ran to the store
She is sleeping in her room
Japan is a beautiful country
My cat loves playing with his new toys

<table>
<tr><th>Noun</th><th>Adjectives</th><th>Verbs</th></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
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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.

Assessment criteria for the story:

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

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Day 3

Today you will develop the plot for the comic book.

Suggested Duration	Activity and Description
5 minutes	• 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

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	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.
30-60 minutes	• 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). • Learners should ensure to use nouns, adjectives and verbs as they develop the story.
10 minutes	• Math extension activity: - 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.
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.

Day 4

Today you will design and illustrate your comic book using the template in **Appendix 3** or design your own.

Suggested Duration	Activity and Description
30-60 minutes	• The learner will indicate the starting frame with 1 and number the rest of the frames • The frames can be of any size, but they have to be geometric shapes (such as rectangular or even triangular frames – get creative!) • 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:

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	- Illustration of characters or scene - Sound effects, if applicable The illustrations and story should be at least 3 pages. ● Math extension activity: - 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? *(Hint: a square has four sides all equal in length, and 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)*
10 minutes	● 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.

Day 5

Today you will present your comic strip to your family or peers.

Suggested Duration	Activity and Description
10-15 minutes	● 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.
10 minutes	● The learner will receive feedback on their presentation and the comic book from their parents/instrcutors and add the feedback to the artwork (where possible)
10 minutes	● The learner will now think about all the exercises they have done all week and take note of “TWO” of the following: o What is the most important lesson you have learnt through this project? o What did you find challenging, puzzling or difficult to understand? o What question would you most like to discuss? o What is something you found interesting?

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Additional Enrichment Activities	• Addition of other parts of speech including pronouns, adverbs, prepositions, conjunctions etc. to the story text.

ASSESSMENT CRITERIA

A majority of my learners were able to:

- ☐ Create at least 3 pages long comic books with frames that can be any size, but are geometric shapes.
- ☐ Develop a story that has a beginning and end and a message
- ☐ Use at least 6 verbs and 4 adjectives in the story
- ☐ Emphasize adjectives and verbs when they are narrating the story
- ☐ Write adjectives in blue and verbs in red in the comic strip/story illustration
- ☐ Narrate the story at the end

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APPENDIX 1

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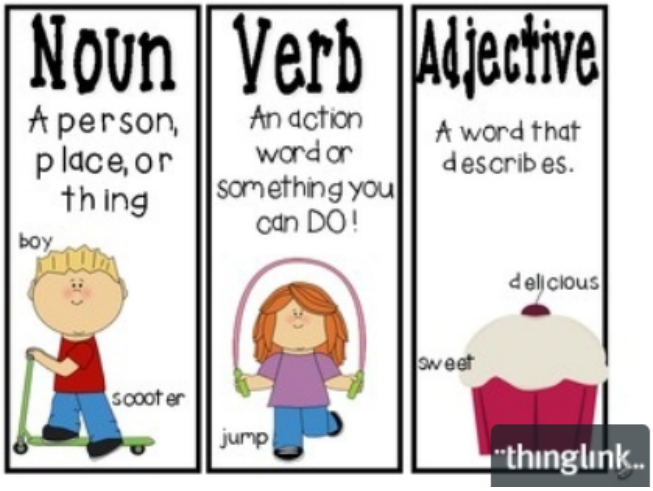
APPENDIX 2



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

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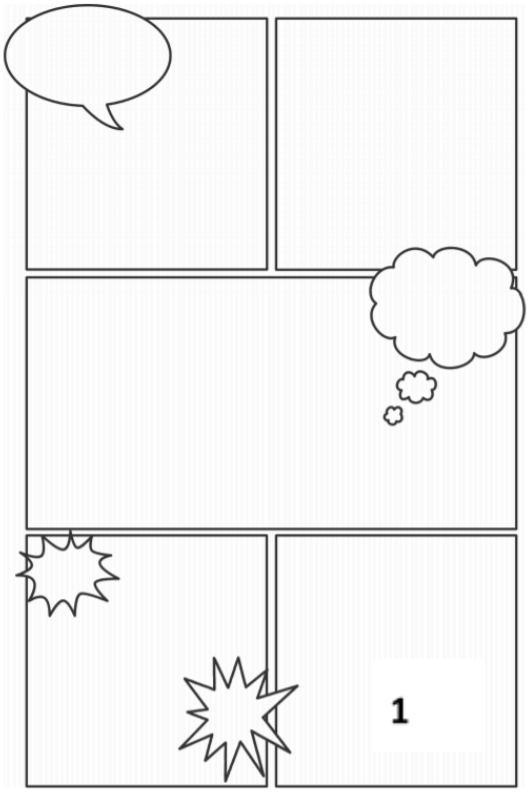
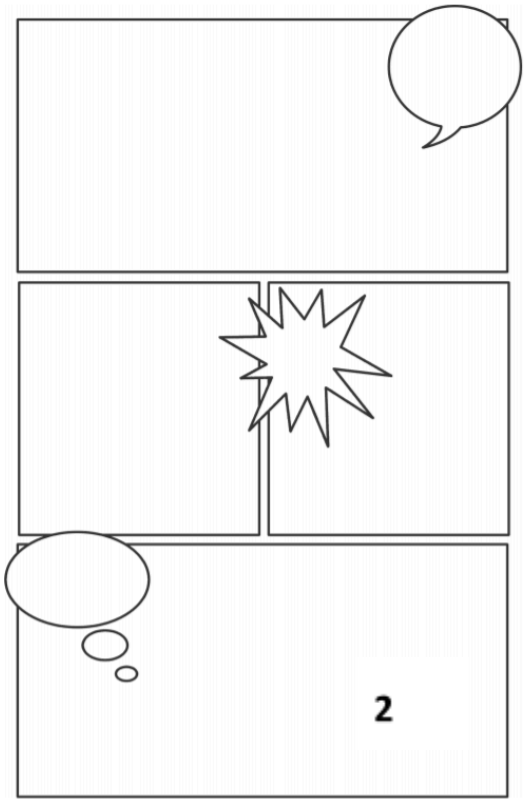
APPENDIX 3.

Source : https://picklebums.com/images/printables/picklebums_comicpages_big.pdf





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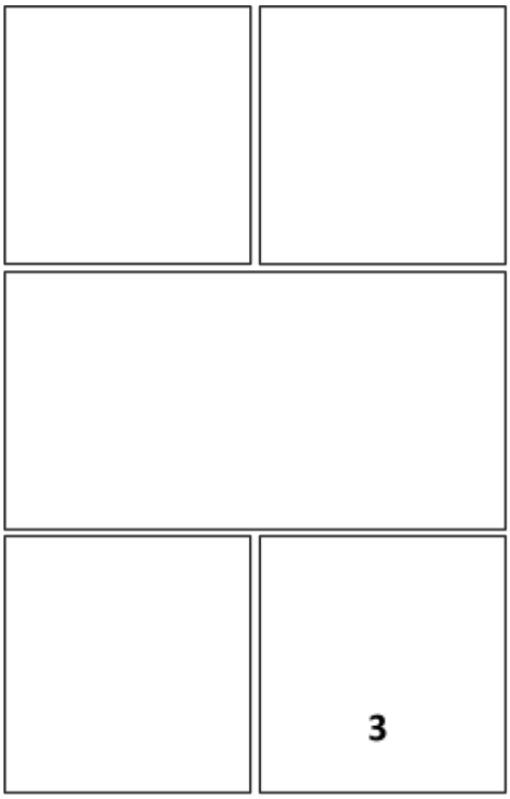

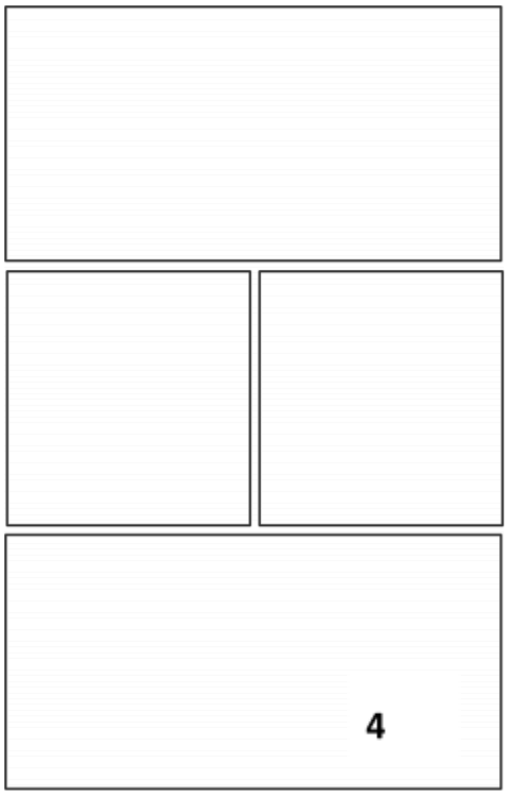

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