

DESIGN YOUR OWN COMIC BOOK (LEVEL 3)

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 superhero?
Total Time Required	~3 hours in total over 3 days
Supplies Required	Paper or notebook and pen or pencil, color pens (optional)
Learning Outcomes	<ol style="list-style-type: none"> 1. Literacy: reading and writing 2. Grammar: parts of speech – nouns, adjectives, verbs 3. Mathematics: division and 2D shapes
Previous Learning	<ul style="list-style-type: none"> • English literacy and grammar • Math basic operations (grade 2 level)

DAY 1

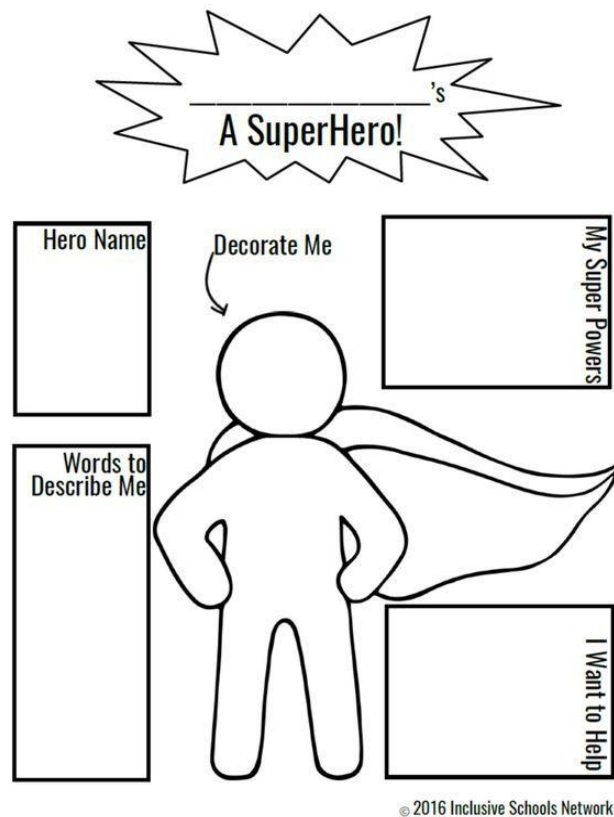
Today you will learn about making your own comic book!

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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. ○ Plot: what is happening to the characters in your story? How does the story begin and end?

- **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?

20 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: <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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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"> - Character 1 name: - Character 2 name: - Character 3 name: - Other characters' names: - Main character: - Story plot: <ul style="list-style-type: none"> 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? - Message or moral value:
20 minutes	<ul style="list-style-type: none"> Parts of speech: the learner will use all eight parts of speech – verbs, adverbs, adjectives, nouns, pronouns, interjections, conjunctions and prepositions in the story. <ul style="list-style-type: none"> o Nouns are words that refer to names of people, places, or things. Examples: Mohamed, France, shoes o Pronouns take the place of a noun after it is mentioned. Examples: he, she, I, we, you, it o Adjectives are words used to describe nouns. Examples: nice, cold, sweet, tall, blue o Verbs are used to describe an activity or something that is being done. Examples: eat, sleep, walking, running, like, love

- **Adverbs** are used to describe a verb, adjective or another adverb.
Examples: quickly, quite, very, silently, fast
- **Prepositions** usually come before a noun or pronoun and express a relation to another word. Example: above, below, across, in, at, from, to, on etc.
- **Conjunctions** are words that join two parts of a sentence or words together. Examples: but, and, if etc.
- **Interjections** are words that express a strong emotion. Examples: wow, oops, oh my God, hooray etc.
- Refer to appendix 4. Ask the learner to identify the nouns, verbs, adjectives, pronouns, adverbs, prepositions, conjunctions and interjections in these sentences:
- Use the table to identify them.
 1. Adam ran to the store.
 2. He bought his favorite toy from the store.
 3. Sara is sleeping in her room.
 4. Japan is a beautiful country.
 5. My cat loves playing with his new toys.
 6. Wow, the weather is amazing today!
 7. I want to read the new book I just bought, but I can't seem to find it!
 8. I enjoy playing football and watching my favorite teams play!
 9. Cristiano Ronaldo is my favorite football player. He plays for the Real Madrid Football club.

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

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"> ● 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. The learner can make himself/herself the hero(ine) of the story or choose other real or fictitious characters including animals. ● The learner will write down the story using simple sentences
10-20 minutes	<ul style="list-style-type: none"> ● Math extension activities: <ul style="list-style-type: none"> - 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. - Use division to determine how many frames per page you would have if you had a total of 60 frames and 15 pages.
10 minutes	<ul style="list-style-type: none"> ● 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 designing your

own.

Suggested Duration	Activity and Description
30-60 minutes	<ul style="list-style-type: none"> ● The frames can be any size, but they have to be geometric shapes (such as rectangular, trapezium, parallelogram, triangular, or circular shaped frames – get creative!) ● The learner will indicate the starting frame with 1 and number the rest of the frames. ● In each frame, the learner must make sure to add: <ul style="list-style-type: none"> - 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: <div style="text-align: center; margin: 10px 0;">  </div> - Illustration of characters or scene - Sound effects, if applicable ● Math extension activity: <p style="margin-left: 40px;">After you finish drawing the frames for your drawings, calculate the perimeter of the shapes by measuring and adding the length of all sides. Also calculate the area of the shapes. Refer to appendix 5 for the formulas</p>
10 minutes	<ul style="list-style-type: none"> ● The learner will share the illustrations of the 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.

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

<https://forms.gle/LGAP9k17fMyJrKJN7>

Suggested Duration	Activity and Description
10-15 minutes	<ul style="list-style-type: none"> 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.
10-15 minutes	<ul style="list-style-type: none"> The learner will receive feedback on their presentation and the comic book from their parents and add the feedback to the art work (where possible).
10 minutes	<ul style="list-style-type: none"> The learner will now think about all the exercise they have done all week and take note of "TWO" of the following: <ul style="list-style-type: none"> What is the most important lesson you have learnt through this project? What are you found challenging, puzzling or difficult to understand? What question would you most like to discuss? What is something you found interesting?

ASSESSMENT CRITERIA

- A completed comic book or illustrated short story with that meets the following criteria:
 - At least 5 pages long with frames that are plane geometric shapes
 - The story must have a beginning, an end and a message
 - At least **3 of each of the 8 parts** of speech must be used in the story
 - Adjectives, verbs, adverbs, and interjections must be emphasized while narrating the story
 - Adjectives must be written in blue, verbs in red, adverbs in green and interjections in orange in the comic strip/story illustration
- The learner must narrate the story at the end

ADDITIONAL ENRICHMENT ACTIVITIES

- Learners can add plot twists to the storyline by adding an element of surprise or unexpected development/ending to make the story more interesting
- Learners can be asked to calculate areas of 2D shapes

APPENDIX 1

Goldilocks and The Bears



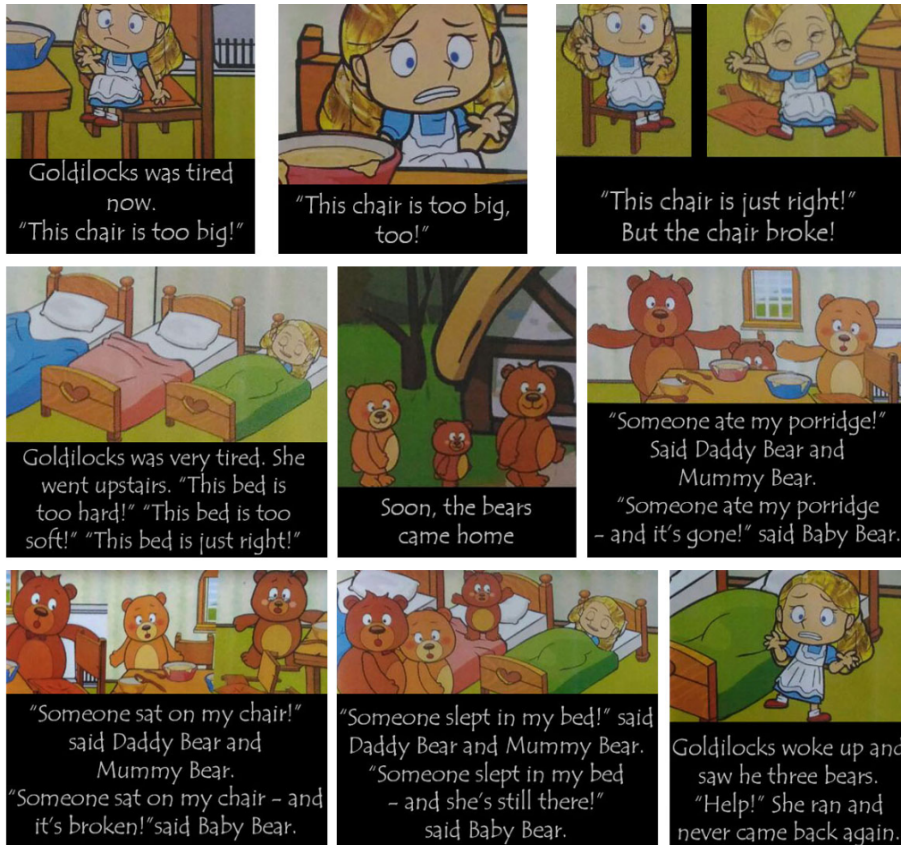
Once upon a time there was a little girl. Her name was Goldilocks. She had golden hair.

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>

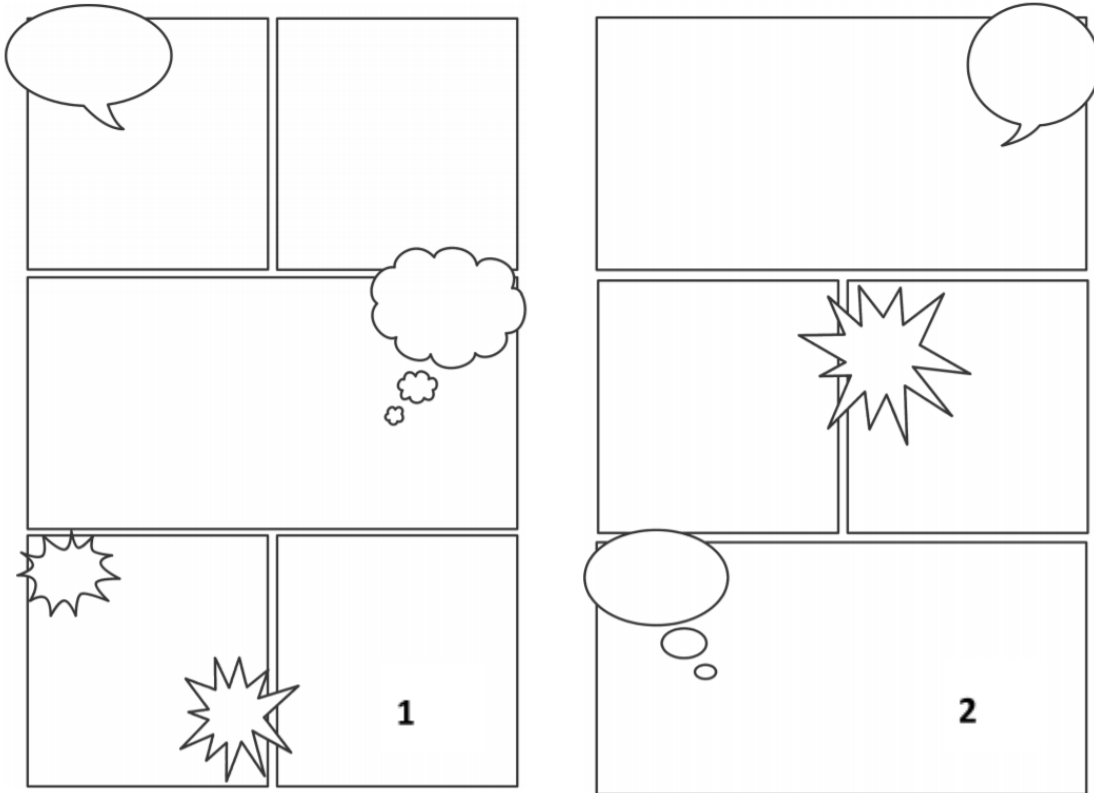
APPENDIX 2



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

APPENDIX 3

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



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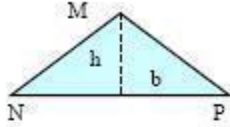
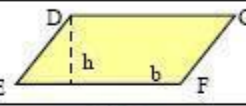
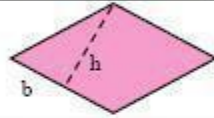
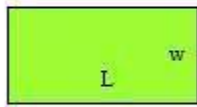
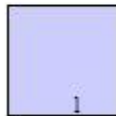
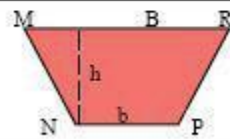
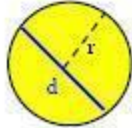
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APPENDIX 4

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