

Anthony Arevalo

Lesson Title:

The Comic Experience: Final Copy

Grade/Age:

K-12

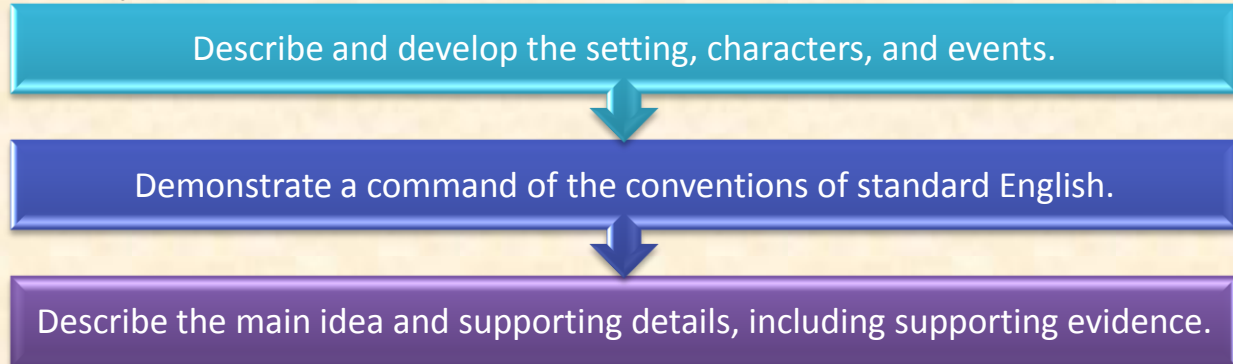
Classroom Setup:

The classroom is setup for thirty four students. It is setup in a U formation, with two sets of rows on all sides of the U. I tend to teach from the open area of the U and the rows closest to me have six people in each row, whereas the rows furthest from me have five students in each row.

Materials:

- The Comic Experience: Final Copy- This can be found in the materials section of the site.
- Rubric- This is designed specifically for this lesson.
- Play dough- This will be used to show students about the revision process.
- Colored Pencils- These are used because they are the neatest medium that does not bleed.
- Black Ink Pens- These will be used for the inking of the dialogue.
- Animoto- This is a website that creates videos out of images that are uploaded free of charge.
- Reflective Journals- These are used to allow students to reflect upon the process that they are undergoing.

Goals/Objectives:



Standards/Frameworks:

Reading:

- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, charts, maps) make information accessible and usable.
- 2.2 Analyze text that is organized in sequential or chronological order.

Writing:

- 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
- 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

Art:

- 2.7 Communicate values, opinions, or personal insights through an original work of art.

4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

Intelligences Utilized:

Gardner's MI's: Linguistic Intelligence, Logical Intelligence, Visual/Spatial Intelligence, Bodily/Kinesthetic Intelligence, Intrapersonal Intelligence, and Interpersonal Intelligence.

Bloom's Revised Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating

Lesson Plan:

Lesson 1: Virginia Reel and Personal Goal

T- Describe the rules and guidelines for utilizing the Virginia Reel.

S- Enter the formation of the Virginia Reel.

T- Assign the topic of discussing how their day is going. Both partners are to share and they have one minute to do so.

S- Discuss with partner how their day is going.

T- Explain that one line will stand still and the other line will rotate and move on a person. The person one the end is to move to the front of the line.

S- Share what their comic is about with partner.

T- Inform students to rotate once again.

S- Discuss with partner any changes they have made to their comic and why.

T- Explain that when beginning a new project it is often important to set goals.

S- Write an "I will..." statement about their comic and a goal they set for themselves.

T- Call on several students to share their goal.

S- Write "This goal is important because..."

Virginia Reel

- Get into two separate lines.
- Both partners share in one minute.
- One line rotates, other stays stationary.
- Shake hands.
- Hello my name is...



Personal Goal

Write a personal goal!

1. What do you want?
2. Why?



I will...

Personal Goal

This goal is important...

Example:
I will walk away from here with 2 strategies that I will implement tomorrow.
This goal is important because it will add more to my tool belt.

Lesson 2: MMRPS Train and Visual Arts

T- Inform students that MMRPS stands for Massive Multiplayer Rock Paper Scissors. Review the rules to Rock, Paper, Scissors. Rock beats scissors. Scissors beat paper. Paper beats rock.

S- Practice a few rounds with a partner sitting nearby.

T- Explain that students are to walk around the room and play the game. If they lose, they are to join the winner by following him/her.

S- Practice and form trains of no more than five.

T- Explain that the next round is a speed round and students have 1 minute to form a classroom train with one winner.

S- Play the game and form the classroom train in under a minute.

T- Discuss the idea of incorporating strategy to win.

S- Describe as a whole class any strategies that they may have tried.

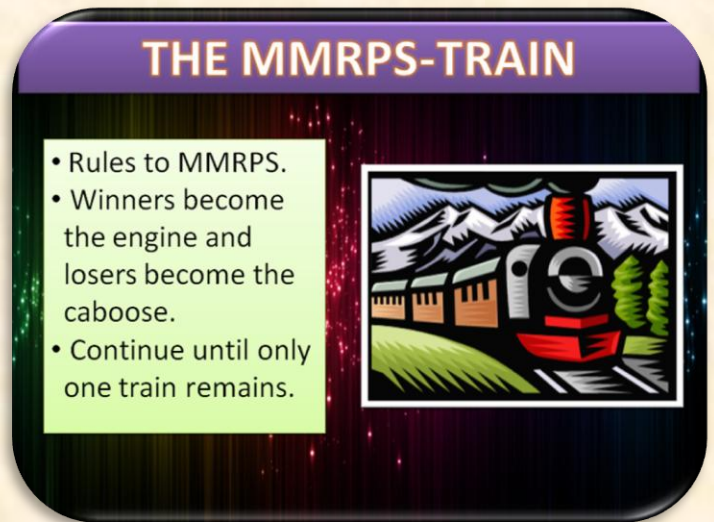
T- Share the idea of a PEG system and how it can be utilized to learn and memorize large amounts of information. Review PEGs with students.

S- Acquire and practice the PEGs: 1 is tree (gesture: the tree trunk with both hands) 2 is switch (gesture: we turn it on and off), 3 is stool (gesture: a three finger tripod stool sitting on the other hand), 4 is car (gesture: two hands on a steering wheel because the car has four wheels) 5 is glove (gesture: a hand sliding into a glove all five fingers).

T- Create the link: 1 is tree for artistic perception, 2 is switch for creative expression, 3 is stool for historical and cultural Context, 4 is car for aesthetic valuing, 5 is glove for connections, relationships, and application.

S- Review all PEGs and connections.

T- Explain the connections: 1 is tree for Artistic Perception because we use language specific (lexicon) to art and the tree, 2 is switch for Creative Expression because when we turn on the lights we can view what has been



created, 3 is stool for Historical and Cultural Context because the stool is the support or the basis of the arts, 4 is car for Aesthetic Valuing because we see the car and critique it on its appearance, 5 is glove for connections, relationships, and application because the fingers connect with the glove.

S- Show gestures for all PEGs, say them as they are going through them, say the Visual Art Component Strands and the connections.

Lesson 3: Creative Revision

T- Hand out Play Dough and construction paper to class and discuss the concept of revision.

S- Open Play Dough and begin working on construction paper, creation should be related to their comics.

T- Discuss the need for revision and its significance.

S- Add something to their creation.

T- Discuss what you see and how students added to their work.

S- Make a change to their work.

T- Share what is happening with other students as they focus on their work.

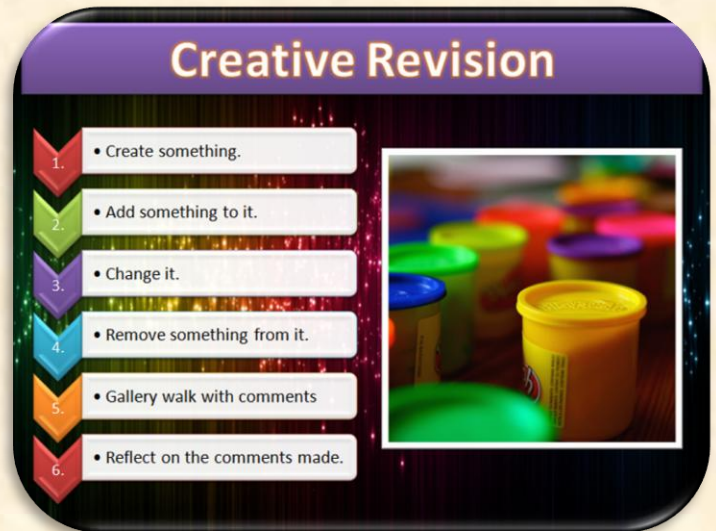
S- Remove something from their sculpture.

T- Review the rules to a gallery walk; students must keep their creation on their construction paper, as they are walking around they must leave positive notes on at least ten pieces of construction paper, this should all be done silently.

S- Conduct the gallery-walk and leave positive notes in relation to other students' pieces of work.

T- Reveal the analogy with Play Dough and revision to the Comic Experience.

S- Revise and edit their Rough Draft.



Lesson 4: Manuscript to Canvas- Final Copy

Part 1: Drawing

T- Instruct students to have the Rough Draft and Final Copy readily available as they will be transferring the information once again. Review the fact that students will go through three phases for completion of the final copy: drawing, inking the dialogue, and coloring with colored pencils.

S- Draw panels 1-5.

T- Discuss the significance of a background and how it helps with the setting.

S- Draw panels 6-10.

T- Showcase several student samples and discuss the various elements that can be found within them.

S- Draw panels 11-15.

T- Review the idea that every panel should either have character dialogue or the narrator's voice.

S- Draw panels 16-20.

T- Showcase student work and have students mention positive aspects of what they see.

S- Complete drawings for panels 21-25.

T- Review idea of a think-pair-share.

S- Think-pair-share about the progress they are making and complete drawings for panels 26-30.

T- Discuss the gallery-walk and how to leave positive notes on construction paper, hand out construction paper.

S- Complete drawings for panels 31-35, set up final drawings on construction paper, complete gallery-walk.

Part 2: Inking

T- Briefly pair students up and have them exchange comics and review each other's work.

S- Pair up and share work with partner.

T- Explain that every panel needs to include dialogue on behalf of the characters, a thought bubble, or a narrator's voice. Hand out black ink pens.

S- Ink the dialogue in black ink then create the speech bubble for panels 1-10.

T- Remind class about writing words then creating bubble.

S- Ink the dialogue in black ink then create the speech bubble for panels 11-20.

T- Showcase several pieces of student work to show the progress that they have made.

S- Ink the dialogue in black ink then create the speech bubble for panels 21-35.

Part 3: Coloring

T- Explain the significance of color and how it is the final touch for the project.

S- Color panels 1-5.

T- Share several students completed work with the class in regards to panels 1-5.

S- Color panels 6-10.

T- Describe coloring techniques such as only color in one direction.

S- Color panels 11-15.

T- Circulate the room and assist as needed.

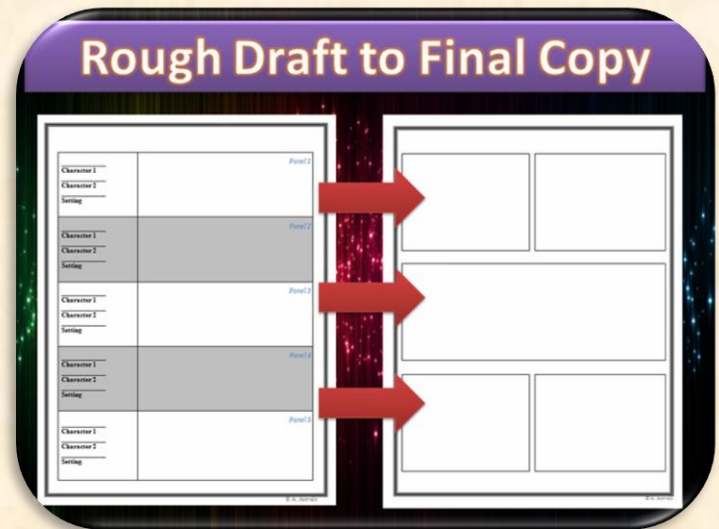
S- Color panels 16-20.

T- Showcase several student samples of work.

S- Color panels 21-25.

T- Circulate and assist as needed; check for dialogue and coloring technique.

S- Color panels 26-30.



- T- Showcase several pieces of work and run through a reflection with them.
S- Color panels 31-35.

Part 4: Cover

- T- Give ideas for the drawing on the cover. (Title in word art, background scene, characters, 1 point perspective, scene from story, protagonist, and the antagonist)
S- Draw the cover, title in word art, draw the background, and draw the main image.
T- Express the concept of neatness, and how many books are judged by their front covers.
S- Color the front cover extremely neatly.
T- Take pictures of different panels of comics, upload at www.animoto.com, and create video and share. Take a look at an example at: <http://animoto.com/play/EZ1pT2VxNQhXGAdEhrr1pA> (Copy the link and paste into browser)
S- View the Animoto video and reflect upon the video with: What? So what? Now what? protocol.

Lesson 5: Integrating Comics with the Curriculum

Part 1: Comic Book Fold

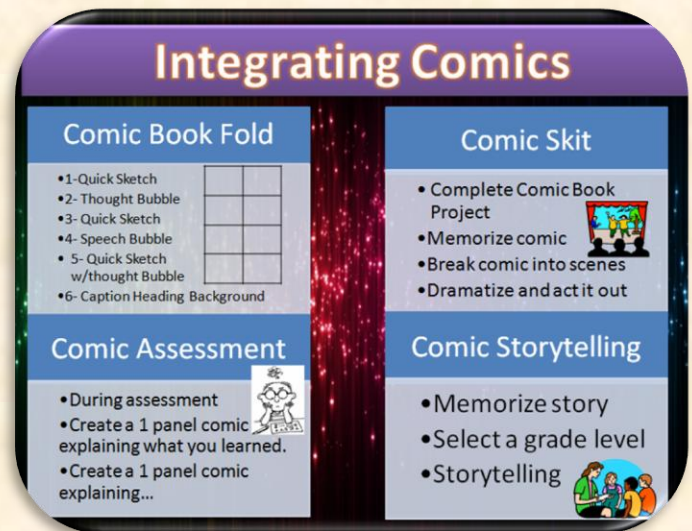
- T- Hand out a blank sheet of paper.
S- Fold the paper so that eight panels are created on a page.
T- Facilitate the reading of any content.
S- Stop and create a one panel comic about the information.
T- Read more content through.
S- Create another one panel comic that reflects ideas from the page.
T- Review the lesson.
S- Use the comic as a study guide or as an assessment.

Part 2: Comic Assessment

- T- State a question for math/science/history on a test.
S- Create a fully developed one panel comic explaining a concept.
T- Collect as assessment.
S- Reflect on using a comic as an assessment.

Part 3: Comic Skit

- T- State, "After creating a fully developed comic we will now be dramatizing it."
S- Break into groups and select a comic to act out.
T- Allow time to storyboard the main parts.
S- Pull ideas for storyboarding from comics and break up parts.
T- Define reader's theatre.



S- Act out a scene or perform it through a type of reader's theatre.

Part 4: Comic Storytelling

T- Explain the idea of storytelling their comics without any visuals. Model how it should be done.

S- Read through their comic, memorize the beginning, middle, and end of the story.

T- Reiterate how retelling a story is a powerful tool for memorizing it.

S- Find a spot near a wall and practice telling your story to the wall, then find a partner and tell your story to a partner.

T- Review the idea that key parts of the story make it a story.

S- Pair of partner should join another pair and everyone in the group will practice telling the story.

T- Explain how storytelling is an important part of history and that it is typically passed on to younger people.

S- Go to another classroom of a younger grade level and tell their story there.

Appendix:

Rubric for Assessment

Standards	1	2	3	4
Describe the setting, characters, and events.	Inadequately develops setting, characters, and events.	Minimally develops setting, characters, and events.	Satisfactorily develops setting, characters, and events.	Exceptionally develops setting, characters, and events.
Demonstrate a command of the conventions of standard English.	Improperly demonstrates command of English conventions with many errors.	Limited demonstration of English conventions with multiple errors.	Adequate demonstration of English conventions with several errors.	Demonstrates full knowledge of the command of English conventions with few errors.
Describe main ideas and supporting details, including supporting evidence.	Lacking main idea with no supporting details.	Describes main idea and details to a minimal degree.	Reasonably describes main idea and details.	Completely describes main idea and details with a great deal of description.
Use visual structures and functions of art to communicate ideas.	Rarely uses visual functions of art to communicate ideas.	Includes few elements of art needed to communicate ideas.	Reasonable use of elements of art to communicate ideas.	Clearly uses visual structures and functions of art to communicate ideas.