

DESIGN YOUR OWN COMIC! (LEVEL 3)

Description	Learners will design their own comic book by creating their own message, superhero and plot. They will also explore simple tenses through their stories.
Leading question	Can you design your own comic book about your favourite superhero?
Subjects covered	English, Social and Emotional Learning, Art and Design
Total time required	40-50 minutes a day for 4 days
Resources required	Paper, pen/pencil, notebook, coloured pencils/sketch pens/crayons (optional)
Learning outcomes:	<p>By the end of this project, learners will be able to:</p> <p>Knowledge-Based Outcomes:</p> <ol style="list-style-type: none"> 1. Identify and writes sentences using simple present, past and future tenses. 2. Write a story with a beginning, middle and end. 3. Develop a character by completing a character trait chart. <p>21st Century Skill Outcomes:</p> <ol style="list-style-type: none"> 1. Use their creativity to create characters and plots for their comic book. 2. Effectively communicate their ideas and thoughts through writing and drawing. 3. Critically analyse the plot, identify parts of speech and develop a message and plot for their story.
Previous Learning	Nouns, Adjectives and Verbs
Supervision required	Medium

Day 1 -

Today, you will learn about the different elements of comic books and develop characters for your books.

Time	Activity and Description
5 minutes	<p>Introduction</p> <p>Have you seen or heard of comic books?</p> <p>Note: Show learners a comic book, if possible. (Refer to Appendix 1 for an example)</p> <p>A comic book or short story tells the story of a character or group of characters through dialogue and drawings.</p> <ul style="list-style-type: none"> - In this project, we are going to enter the magical world of comic books and create our own comic book featuring our own superheroes. - We will then be sharing this comic book with our siblings, friends and family.

	<ul style="list-style-type: none"> - We will be exploring the Leading Question: Can you design your own comic book about your favourite superhero?
10 minutes	<p>Elements of the Comic Book</p> <p>How do you think a comic book story is different from the other stories you have read? Can you name 3 differences and 3 similarities?</p> <p>The main elements of a story may be similar but comic books tell us a story visually with lots of illustrations. The various elements of comic books are as follows:</p> <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. - Setting: Where is this story taking place? 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?
5 minutes	<p>Message</p> <p>Think of an idea for the story and the message you want to send readers.</p> <ul style="list-style-type: none"> - It can be something you have experienced or based purely on your imagination. - Imagine how your superhero would solve a problem in your community. (<i>Pollution, discrimination, etc.</i>)
20 minutes	<p>Character Development</p> <p>Let us now design the superhero(ine) of our story and describe him or her using simple words and sentences.</p> <p>Note: Learners can make himself/ herself the main character of the story or choose other real or fictitious characters including animals. Use the graphic organiser given to create their characters (Appendix 2).</p> <p>Tip: Learners can write in full sentences to describe rather than using words.</p> <p>If time permits, create character trait charts for other characters in your story. If not, you can do this at home.</p> <div data-bbox="933 1071 1453 1732" style="text-align: center;"> </div> <p style="text-align: right; font-size: small;">© 2016 Inclusive Schools Network</p>

At-home activities	<ul style="list-style-type: none"> - Share the character(s) developed with your family and obtain feedback and suggestions for improvement. Then, incorporate the feedback given. - Create character trait charts for other characters in your story.
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Day 2

Today, you will read and understand the various elements of a story. You will also identify simple tenses, finalise the message for your comic book, and create a simple plot for your comic book.


Time	Activity and Description																					
10 minutes	<p>Reading and Understanding a Comic Book/Short Story</p> <p>Choose a comic strip from a newspaper or refer to Appendix 1 to read a comic. With a partner or independently, answer the following questions after reading:</p> <ol style="list-style-type: none"> a. How many characters were there in the story? Can you name the characters? b. Where was the story taking place? c. How does the story begin? Describe the first scene. d. What surprised you? e. How does the story end? What did you think of the ending? f. How do you think comics are different from normal storybooks? g. What are some elements you would like to include in your comic book? 																					
15 minutes	<p>Simple Tenses</p> <p>Note:</p> <ul style="list-style-type: none"> - Use the table given below to explain the concept of simple tense. <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;"><i>Past tense</i></th> <th style="width: 33%;"><i>Present tense</i></th> <th style="width: 33%;"><i>Future tense</i></th> </tr> </thead> <tbody> <tr> <td><i>An action that already took place.</i></td> <td><i>An action that is happening right now.</i></td> <td><i>An action that will happen in the future.</i></td> </tr> <tr> <td><i>Usually, you add 'ed' to the end of the verb.</i></td> <td><i>We use the base form of the verb.</i></td> <td><i>Add the word 'will' in front of the verb.</i></td> </tr> <tr> <td><i>For example, I <u>played</u> with my friends yesterday.</i></td> <td><i>For example, I <u>play</u> with my friends every morning.</i></td> <td><i>For example, I <u>will play</u> with my friends tomorrow.</i></td> </tr> </tbody> </table> <ul style="list-style-type: none"> - Ask learners to complete the chart below with the correct verb tense: <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Past tense</th> <th style="width: 33%;">Present tense</th> <th style="width: 33%;">Future tense</th> </tr> </thead> <tbody> <tr> <td></td> <td>cook</td> <td></td> </tr> <tr> <td></td> <td>open</td> <td></td> </tr> </tbody> </table>	<i>Past tense</i>	<i>Present tense</i>	<i>Future tense</i>	<i>An action that already took place.</i>	<i>An action that is happening right now.</i>	<i>An action that will happen in the future.</i>	<i>Usually, you add 'ed' to the end of the verb.</i>	<i>We use the base form of the verb.</i>	<i>Add the word 'will' in front of the verb.</i>	<i>For example, I <u>played</u> with my friends yesterday.</i>	<i>For example, I <u>play</u> with my friends every morning.</i>	<i>For example, I <u>will play</u> with my friends tomorrow.</i>	Past tense	Present tense	Future tense		cook			open	
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	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;">finish</td> <td style="width: 33%;"></td> </tr> </table> <p><i>Answer: Past tense - cooked, opened, finished</i> <i>Future tense - will cook, will open, will finish</i></p> <ul style="list-style-type: none"> - Share the chart from Appendix 3 with learners. <p>Now, let us identify the tense in the following sentences:</p> <ol style="list-style-type: none"> 1. She sleeps in her room. (Present tense) 2. My dog loves to play with her new toys. (Present tense) 3. They will watch a movie tomorrow. (Future tense) <p>Write two sentences in past, present and future tense. Take the help of the table you created before for the verbs.</p>		finish	
	finish			
15 minutes	<p>Plot</p> <p>Let us start detailing the plot of the story. Think of the message and character development you worked on the previous day.</p> <p><i>Note: Share the graphic organiser with learners to help them organise their ideas. They are free to add more boxes if they wish to.</i></p> <p>Write down the story using the correct tense in simple sentences. For example, when she got up, her home was on fire and she had to save it... (based on the story the learner wants to build).</p> <p>After writing the plot, number the sentences to mark which sentences will be covered in each frame. The first 2-3 sentences may be frame 1, so you can add the number 1 against it. You can continue doing this for the rest of the sentences.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Characters:</p> <p>Setting:</p> <p>Problem:</p> <p>Solution:</p> </div> <div style="width: 45%; border: 1px solid black; border-radius: 10px; padding: 5px;"> <p>Setting:</p> </div> </div>			
At-home activities	<ul style="list-style-type: none"> - Complete any pending work on the plot. - Share the plot with your family and obtain feedback and suggestions for improvement. Make a note of the feedback. 			

Day 3 –

Today, you will design and illustrate your comic book using the template in **Appendix 4** or design your own.

Time	Activity and Description
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10 minutes	<p>Feedback and Revision</p> <p>Share your message and plot with your partner/teacher and receive feedback. The following questions can be used to give feedback:</p> <ul style="list-style-type: none"> - What challenge is the main character facing and is it being resolved in the story? - Is the message of the comic clear? - What did you find most interesting about the story? - What can be done better? - Have they used verbs, adjectives and tenses correctly? <p>Make improvements based on the feedback received from your family and partner/teacher.</p>
30 minutes	<p>Creating the Comic Book</p> <p>Now, let us convert our story into the comic book format with multiple pages. You would have already marked what comes in each frame. Let's start with the first frame.</p> <ul style="list-style-type: none"> - The frames can be of any size, but they have to be geometric shapes (such as hexagon or parallelogram frames – get creative!) - In each frame, you must make sure to add: <ol style="list-style-type: none"> a. Narration text if applicable (describing the image or scenario). This can go at the top or bottom of the frame. These sentences should be written using correct tenses (past, present and future tense). b. Dialogue between characters or monologue (a monologue is a long speech spoken by one character) in speech bubbles. Examples: <div style="text-align: center; margin: 10px 0;">  </div> c. Illustrations of characters or scenes. Learners can shade or colour them. d. Sound effects like HA HA!!, DOOM, SPLASH!!, BOOM!!, if applicable. - Once you have completed frame 1, move on to the remaining frames and complete your comic book. <p>Note: Learners must have at least 5 to 6 frames capturing their story.</p>
At-home activities	Invite your parents, siblings and friends to come see your comic book showcase.

Day 4 –

Today, you will showcase your comic book to an audience.

Time	Activity and Description
10 minutes	<p>Final Changes</p> <p>Learners can make any final improvements to their comic book. They can shade or colour the illustrations, check for any grammatical changes required to dialogues, and add the title and their name to the comic during this time.</p>

20 minutes	<p>Showcase Your Comic Book Note: Invite younger learners, family and friends to look at the comic books created by the learners.</p> <p>You need to:</p> <ul style="list-style-type: none"> - Introduce yourself - State the title of your comic book - Do a dramatic reading of your comic book and sound effects. <p>The audience can ask questions and share what they like about the comic book. Note: Appreciate learners for their efforts.</p>
10 minutes	<p>Reflection Let's reflect on the following questions:</p> <ul style="list-style-type: none"> - What is the most important lesson you have learnt through this project? - What did you find challenging during this project? - What did you enjoy the most during this project?

Additional enrichment activities:	<ul style="list-style-type: none"> - Learners can be encouraged to create more than one story integrating aspects like flashbacks, plot twists, etc. to make the comic more dramatic and engaging.
Modifications for simplification	<ul style="list-style-type: none"> - Use the graphic organisers to support students who are unable to come up with stories. Break down the elements into beginnings, middle and end. Give examples of stories they already know. - If learners are finding it difficult to create a comic book, they can create a comic strip with just 3-4 frames.

ASSESSMENT CRITERIA

A majority of my learners were able to:

- Identify and write sentences using simple present, past and future tenses.
- Develop a story with plot and message.
- Create a comic book with at least 5-6 frames of geometrical shapes, which contain dialogues and illustrations.
- Present their comic book to an audience introducing themselves, the title of the comic and using dramatic reading.

APPENDIX 1

Anwar Fake Plane

Based on a story sent by aru_aditya for the Tinkle Online gallery

Script: Rajani Thindiath
Illustrator: Savio Mascarenhas
Colourist: Umesh Sarode
Letterer: Pranay Bendre



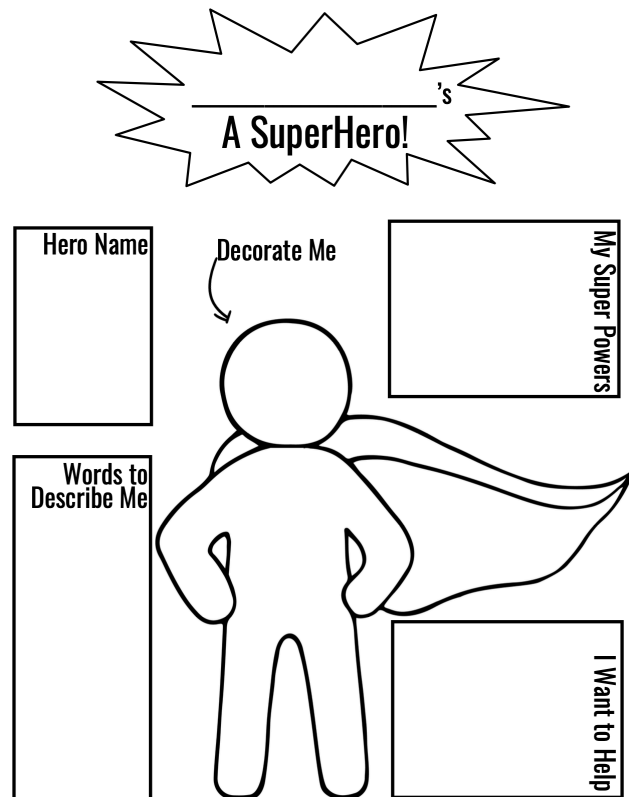
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Source: <https://i.pinimg.com/originals/25/a6/92/25a692b00ad5074c1def959d144c100d.jpg>

APPENDIX 2

Character Development
Graphic Organiser



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Source: <https://inclusiveschools.org/wp-content/uploads/2016/11/superhero-wall-decor.pdf>

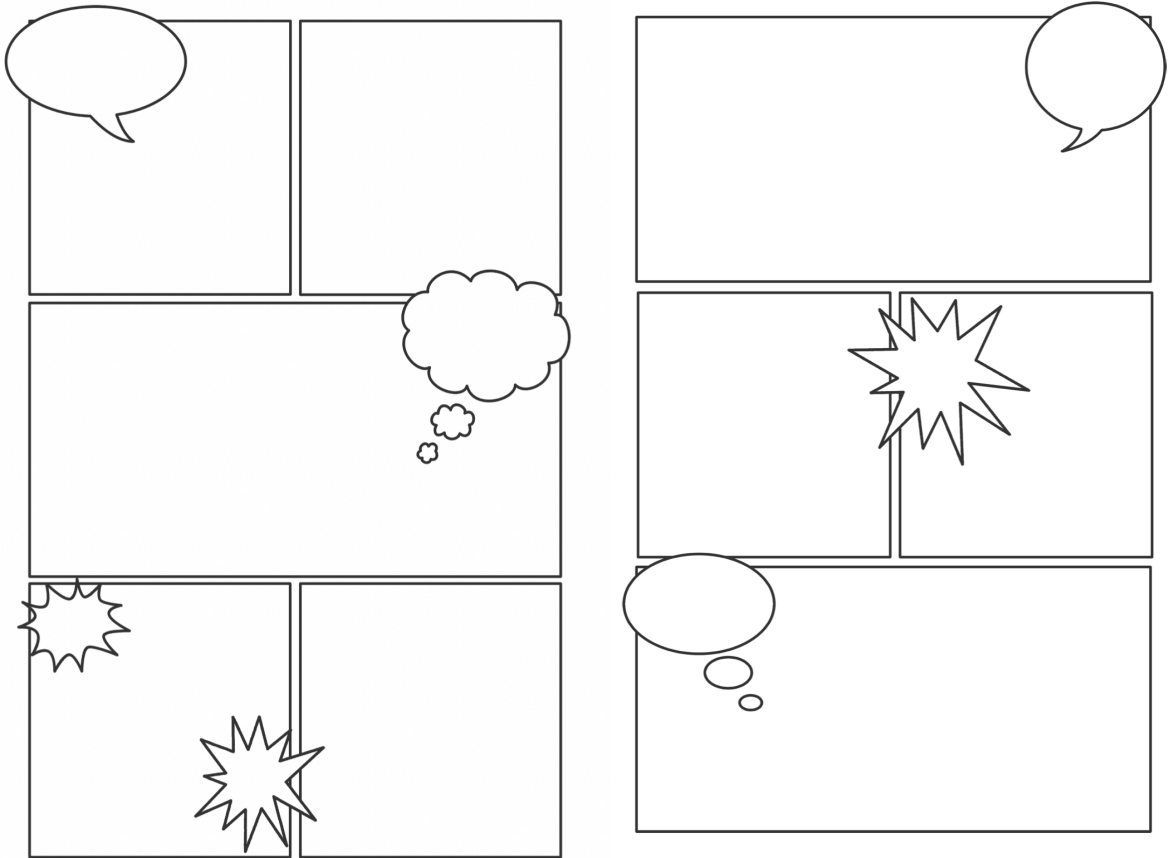
APPENDIX 3

Present Tense	Past Tense	Future Tense
help	helped	will help
rain	rained	will rain
jump	jumped	will jump
cook	cooked	will cook
paint	painting	will paint
pack	packed	will pack
open	opened	will open
finish	finished	will finish

Source:

<https://c8.alamy.com/comp/2B28ABD/infographics-table-chart-grammar-verb-tenses-english-class-for-kids-vector-2B28ABD.jpg>

APPENDIX 4



Source:

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