



Lesson Title: Comics to Concepts

Tagline: Recycle the Sunday morning comic paper by using it to practice language concepts in the classroom

Grade Range: Grades: K-4

Please make changes to lessons and appendices as desired to fit the needs of your classroom. (Kindergarten and 2nd grade lesson shown)

Supports Subject Area(s) of:

Language Arts

Reading

Lesson duration 1-2 days

Standards: See complete list at end of lesson

Assessment: Check student understanding of language concepts through their completion of suggested activities

Objectives:

- Students will practice language concepts through use of comics from Sunday morning newspapers.

Materials

- Newspaper Comics
- Elmer's School Glue
- Markers
- Paper, pencil
- Book or other reading selections that help demonstrate language concept you are working on
- Appendix A

Directions: Preview Appendices. Send parent note (Appendix A) home a few weeks before you are planning to do the lesson with your class. If you have access to parent volunteers, ask them to cut apart and prepare comic strips as needed.

Lesson Steps for Projects pictured:

Lesson 1- Sequencing Lesson (Kindergarten)

Introduction:

Read a book selection. After reading have students depict the sequence of events in the story and record them on the board. Discuss first, next, then, last, draw events in order, discuss chain on events etc...

Activity:

Explain to students they will be practicing sequencing events by using comic strips. Give students pre cut comic strips in baggies and ask them to work individually or in groups to put the comic strip stories back together.

Use formative assessments such as checking student and group progress, answering and asking questions as students work through the process. Complete a whole group example of what is expected for this activity. Check student understanding as needed as students are working on this project.

Wrap it Up

Check students work or make lesson self checking by numbering comic strip events

Lesson 2- Predicting/Add an Ending

Introduction:

Choose a book selection and cover up the last page or two. Read a book selection. When you get to the end, ask students to predict what will happen next. Ask students to predict and make up their own ending based on the details they gathered from listening to the book.

Activity:

Explain to students that they will be practicing predicting by adding our own endings to comic strips. Give students comic strips that are in tact except for the ending. Ask students to read comic and predict what they think will happen next and draw and add their own ending. Students may work individually or in groups.

Wrap it Up

Provide students with "real" ending and have them see how close they were. Share endings with classmates.

Extension:

Other Activities:

Retelling

Find parts of speech with highlighter

Dialogue

Quotation marks

Punctuation marks

Phonics

High frequency words

Digraphs

Syllables

Concepts about Print

Vocabulary

Character

Setting

Others:

White out words, comic strips without captions can be used by teachers with students of any age to allow them to interpret the action

Have students write a short paragraph interpreting the comics.

Develop a story-line of their own using a series of comic strips from a week to a month.

Students may like to develop/draw/write their own comic strips

Daily changing comic strip: <http://www.primarygames.com/langarts/KandJ/index.htm>

Standards

This lesson adheres to the following Common Core Reading Standards:

CCR.R.L 1

CCR.R.L 2

CCR.R.L 3

CCR.R.L 4

CCR.R.FS.1 a-d

CCR.R.FS.2

CCR.R.FS.3a-g

This lesson adheres to the following Reading and Language Arts National Standards

NL-ENG.K-12.1 Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

NL-ENG.K-12.3 Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

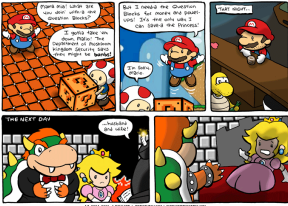
NL-ENG.K-12.4 Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.5 Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL-ENG.K-12.6

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

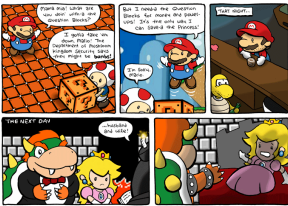
NL-ENG.K-12.12 Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).



Dear Parents,
Date

Please help us by sending in the Sunday morning comics after you have read them. We'll be collecting them from now until _____ and recycling them by using them to practice Language related concepts.

Thank you, Name



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Date

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