

COMIC LIFE LESSON PLANS

THE FOLLOWING IDEAS CAME OFF OF A FORUM FROM PLASQ.COM

We used Comic Life as the springboard for a three-day project on Visual Storytelling in second grade. Here's how we did it:

DAY ONE: Show samples of comic books & comic strips, discuss the "grammar" of visual storytelling. Split class into teams of three. Each team picks one of their favorite stories they read during the year. Figure out how to depict their story in 6-8 comic panels on a single page. DAY TWO: Teams photographed their stories, using digital cameras and simple props/costumes. DAY THREE: Teams used Comic Life to import their photos and build their comic pages, adding titles, captions and dialog as needed. Over the following weekend, I posted their comics on my mac.com page, and printed a copy of each kid's comic for them to keep.

http://homepage.mac.com/adam_bezark/comiclife/

The students in our first grade classes are making "Flat Stanleys". Stanley was flattened by a bulletin board that fell on him and now he can be mailed in envelopes around the world. I took three of them out to San Francisco during the Thanksgiving break and created a story for the students to read. I promoted it in our school newsletter and have gotten several very nice comments from parents. My next project is a tour of the school.

<http://homepage.mac.com/rpaula/comiclife/>

LESSON PLANS THAT INCLUDE COMIC STRIPS FROM READWRITETHINK.ORG

http://www.readwritethink.org/student_mat/student_material.asp?id=21

CAN BE IMPLEMENTED USING COMIC LIFE

http://www.readwritethink.org/lesson_images/lesson195/comic-strip-planning.pdf

Comic strip graphic organizer

[Book Report Alternative: Examining Story Elements Using Story Map Comic Strips](#)

(3-5)

Comic frames are traditionally used to illustrate a story in a short, concise format. In this lesson, students use a six-paneled comic strip frame to create a story map, summarizing a book or story that they've read. Each panel retells a particular detail or explains a literary element (such as setting or character) from the story.

[Buzz! Whiz! Bang! Using Comic Books to Teach Onomatopoeia](#) (3-5)

This lesson uses comics to teach onomatopoeic vocabulary words and to develop this literary device with students learning to use language.

[Comics in the Classroom as an Introduction to Genre Study](#) (3-5)

The combination of the simple, yet complex nature of comic strips and comic books make them an excellent source of teaching material, as they explore language in a creative way. In this lesson, students will be examining the genre and subgenres of comics, their uses, and purposes.

[Comics in the Classroom as an Introduction to Narrative Structure](#) (3-5)

A strong plot is a basic requirement of any narrative. Students are sometimes confused, however, by the difference between a series of events that happen in a story and the plot elements, or the events that are significant to the story. This lesson uses comic strip frames to define plot and reinforce the structure that underlies a narrative, as students write their own original narratives.

[To, Too, or Two: Developing an Understanding of Homophones](#) (3-5)

This lesson uses acting and music to reinforce the meanings and spellings of common homophones. Students listen to a song designed to help them remember the spellings and meanings of many homophones. They then work in small groups to write and create short skits depicting homophones,

while their peers determine the correct spellings for the homophones. These skits are later made into comic strips.

[Using Word Storms to Explore Vocabulary and Encourage Critical Thinking](#) (3-5)

Using an inquiry model called POWER, this lesson has students learn new vocabulary related to a social issue, explore these vocabulary words in discussions and journals, and create projects that use the vocabulary to reflect their critical perspectives. It can be applied to different content areas. Use the Comic Life to create a story told from a dog's perspective using one of the stories you read from FBI Working Dogs. The dog can "speak" to another animal or a human.

[Word Study with *Henry and Mudge*](#) (K-2)

This lesson for second- and third-grade students uses a model that incorporates different reading stages and research-based strategies for teaching reading to provide direct instruction for the past tense marker *-ed*. Students also practice real reading and writing using books from the *Henry and Mudge* series. Use the Comic Creator to prepare a comic strip that retells the story from the new passage you have selected for students to read. The comic strip should have pictures of Henry and Mudge and conversation bubbles with prompts.