### Lesson Plan

**Title:** Comic Strip Project  
**Subject:** English/Language Arts  
**Grade Level:** 6 - 8  

**Overview:**

The learner will clearly understand dialogue. The learner will use dialogue in word balloons to make comic strips in cooperative groups. The learner will work on their Handheld Palm in the Media Program to complete their individual comic strip panels.

**Approximate Duration:** 3 fifty-minute class periods

**Content Standards:**

- **Standard 2**  
  Students write competently for a variety of purposes and audiences.

- **Standard 3**  
  Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

**Benchmarks:**

- **ELA-2-M4**  
  using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, stories, poems, letters, essays, logs);

- **ELA-3-M2**  
  demonstrating use of punctuation (e.g., comma, apostrophe, colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations;

- **ELA-3-M5**  
  spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary.

**Grade-Level Expectations (GLEs):**

- **Writing**

  Grade 7
20. Use the various modes to write compositions, including:
   (ELA-2-M4)

- **Writing/Proofreading**

  **Grade 6**
  25. Use standard English punctuation, including:
      (ELA-3-M2)
  29. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly
      (ELA-3-M5)

  **Grade 7**
  26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly
      (ELA-3-M5)

  **Grade 8**
  23. Use standard English capitalization and punctuation consistently
      (ELA-3-M2)
  26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly
      (ELA-3-M5)

**Interdisciplinary Connections:**

- **Arts : Creative Expression**
  Students develop creative expression through the application of knowledge, ideas, communication skills, organization abilities and imagination.

**Educational Technology Standards:**

- Understand and apply common troubleshooting techniques.
- Demonstrate the operations of a computer (e.g., touch-keyboarding skills, save, organize and back-up files) and other peripheral devices (scanner, digital and video cameras, VCR, laser disc player) at an intermediate level.
- Use information, media, and technology in a responsible manner which includes following the school's acceptable use policy, adhering to copyright laws, respecting the rights of others, and employing proper etiquette in all forms of
• Recognize the importance of information technology and its effect on the workplace and society.
• Use technology tools (e.g., multimedia authoring, writing tools, digital cameras, drawing tools, web tools) to gather information for problem solving, communication, collaborative writing and publishing to create products for various audiences.

Objectives:
1. The learner will clearly understand the use of Dialogue.
2. The learner will work in cooperative groups to create individual comic strip panels that will go together to make a comic.
3. The learner will present in his or her cooperative group their comic strip panels for a presentation grade.

Lesson Materials and Resources:
Comic Strip Project Assignment Sheet
Comic Strip Project Sheet
Rubric

Technology Tools and Materials:

Hardware:
Handheld Palm
Palm Keyboard
Printer

Software:
Media Program
PrintEZ

Websites:
• Comic Strip Interactive Website
  www.readwritethink.org/materials/comic/index.html

Other:

Background Information:
The learner will need to be comfortable with using the palms and familiar with the media program. The learner will also need to clearly understand dialogue.

Lesson Procedures:
Day 1:
1. The learner will complete the comic strip project sheet to gather information needed for their comic strip.
2. The learner will sketch rough drawing for each comic strip panel. Each person in the group should have one panel only that includes a picture and a dialogue word balloon.

Day 2:
1. The learner will draw their comic strip in media including a picture and dialogue word balloon.
2. The learner will save his or her medis program to their grant folder.
3. The learner will print their comic strip panel using printez to be graded for formal assessment.

Day 3:
1. The learner will, in cooperative groups, present their comics to the class.

Assessment Procedures:
The learner will informally assessed through teacher observation and question answer. The learner will be formally assessed using a teacher made rubric.

Accommodations/Modifications:

----- written by Dene Dauzat

Reproducible Materials:

- Comic Strip Project Assignment
- Comic Strip Project Sheet
- Comic Strip Rubric

Explorations and Extensions:

Lesson Development Resources:

Reflections:

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MarcoPolo Lesson: No