

Design a Comic Ship

Fourth Grade + ELA and Visual Arts

Adapted by Deb Hamilton and Cristi Clark

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Visual Art

Drawing

Media arts

MSCCR STANDARDS

RL.4.1, RL.4.2, RL.4.3, RL.4.10, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.8, RI.4.10, RF.4.4, RF.4.4a, RF.4.4c, W.4.3, W.4.3a, W.4.4, W.4.7, W.4.8, W.4.9, W.4.9a, W.4.9b, W.4.10, SL.4.1, SL.4.1a, SL.4.1b, SL.4.1c, SL.4.6, L.4.1, L.4.1f, L.4.3, L.4.3c, L.4.4, L.4.4a, L.4.6

MSCCR CREATIVE ARTS STANDARDS

VA: Cr3.1.4a: Revise artwork in progress on the basis of insights gained through peer discussion.

VA: Pr5.1.4: Develop and refine artistic techniques and work for presentation.

VA: Cn10.1.4: Synthesize and relate knowledge and personal experiences to make art.

MEA: Cr1.1.4a: Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.

MA: Cr2.1.4a: Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals for presentation.

MA: Cn10.1.4.a: Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.

RECOMMENDED RESOURCES

Comic Creator: Use this interactive tool to help younger students create a basic comic strip.

Incorporating popular culture texts in the classroom can motivate students—particularly reluctant or struggling readers. This resource gives you everything you need to use television, movies, video games, music, magazines, and other media to enhance students' literacy learning.

You'll find a balance of research, theory, and practice, along with numerous classroom teaching ideas and student work samples. Appendices include reproducible and annotated resources on popular culture texts.

Xu S.H., Perkins, R.S., & Zunich, L.O. (2005). *Trading cards to comic strips: Popular culture texts and literacy*

DURATION

Four 60-minute sessions

OBJECTIVES

STUDENT OBJECTIVES Students will...

- Develop reading comprehension skills by identifying cause-and-effect relationships from sample book texts and in other students' original works.
- Formulate cause-and-effect relationships using an online or worksheet tool to organize and create a comic strip.
- Enhance listening and oral presentation skills through presentation of their completed comic strip.
- Develop skills in narrative writing and story illustration by independently creating an original story via a supplied writing prompt.
- Identify and interpret cause-and-effect relationships of peers' original work.

MATERIALS NEEDED

Any of the following Laura Joffe Numeroff picture books: *If You Give a Mouse a Cookie*, *If You Give a Pig a Party*, *If You Give a Cat a Cupcake*, *If You Take a Mouse to School*, *If You Take a Mouse to the Movies*

Computers with Internet access and printer(s)

Notebook paper, white paper, colored pencils, crayons, fine tip markers

Document projector and screen

VOCABULARY

Cause, Effect, Media, Comics

LESSON SEQUENCE

SESSION 1: IDENTIFYING CAUSE-AND-EFFECT RELATIONSHIPS

Introduce the concept of cause-and-effect with some simple sentences. On the board, write the following two sentences.

- a. The students stayed in and played board games during recess.
- b. It was raining outside during recess time.

Explain to students that the cause of something is always what happens first and the effect is the resulting outcome (or what happens second). Have a student volunteer go to the board and label which event he or she thinks happened first and which happened second. Once the student has successfully identified that sentence b happened first and was the cause of the students staying inside and playing board games during recess, explain that sentence a is the effect of sentence b.

Ask a student volunteer to write a new, action-oriented sentence on the board. (You may want to instruct the student to finish a prompt, such as “The dog...”.) Next, invite another student to go to the board and write an effect to go with the first sentence. For example, the first student might write, “The dog ran across the street,” and the second student may write, “The car hit its breaks and honked at the dog.” Note that for younger students, you may need to provide the prompts on the board and have students complete the sentences.

Invite students to write one cause and one effect sentence on their individual dry erase boards, on notebook paper, or in their reading journals, and turn and share with the person sitting directly beside them. At this time, it is imperative that you circulate among the students and offer assistance if and when a student is demonstrating difficulty understanding the concept.

After the pair-and-share session, invite one or two student volunteers to share their sentences with the entire class, and reinforce which is the cause and which is the effect.

Tell students that often an author uses cause and effect as an element of story writing and that cause-and-effect relationships are used to explain many science and social studies concepts. Explain that today students are going to listen to a read-aloud and determine the multiple cause-and-effect situations that the main character encounters.

Gather students together and share the picture book *If You Give a Mouse a Cookie*. Ask student volunteers to share what they may already know about this book (i.e., Who is the main character? What types of things happen in the book?). Explain to students that you are going to read the book aloud and identify the cause-and-effect relationships throughout the book.

Use a think-aloud after each cause-and-effect relationship to model and identify the relationship to the students. For example, read the first two pages of *If You Give a Mouse a Cookie* and say, “I gave the mouse a cookie, and this caused him to want a glass of milk. So, I’m thinking that eating the cookie caused him to get thirsty and getting the glass of milk was the effect.” Alternatively, have student volunteers identify the relationships as you

stop for the think-alouds.

Create groups of 3–5 students. Give one of the Numeroff books to each group. Tell students to work with their group to list all of the cause-and-effect relationships in their group’s book. Have students pick one team member to read the book aloud, one to record the number of relationships, and one to share their findings with the class.

Allow students approximately 15 minutes to complete this group activity. Upon completion, have various groups share their answers, as class time permits.

Explain to students that tomorrow’s project is creating their own cause-and-effect stories in a comic strip format.

SESSIONS 2 & 3: COMIC STRIP CREATION

Conduct a brief review session with students to access prior knowledge of cause and effect and to recall the picture book examples from yesterday’s lesson. You can accomplish this by displaying the read-aloud text from Session 1.

If students are using Comic Creator or Make Beliefs Comix, access the bookmarked website and display it on a projector. If you are using printable templates, display a sample template on a document camera or overhead and project it for the entire group to see. Explain to students that, as referenced at the close of yesterday’s lesson, today’s lesson involves creating their own cause-and-effect story in the form of a comic strip, meant to be shared in a read-aloud format with the class when completed.

Based on the format or website you have selected, model the creation of a comic strip with the following prompt, “If you give a teacher a…” Model the steps to complete a six-panel comic strip. (This results in three cause-and-effect relationships). Model how to write captions and drop art and illustrations into each panel. Explain to students that once they print their comic strips, they can use art materials to add additional drawings and colors. Be sure to emphasize this so that students don’t get concerned if their comic strip calls for an illustration that isn’t available in Comic Creator or Make Beliefs Comix.

After completing the teacher modeling process, introduce the prompt that students should use to build their strip, “If you take a (third) grader to…” Explain to students that they need to brainstorm three cause-and-effect relationships to create their six-panel strip. (Note that older students may want to create longer strips.)

Distribute the Comic Strip Checklist and the Comic Strip Rubric to students. Review the checklist and explain that students need to check off each section as they complete it. Review the rubric and explain that their comic strips will be evaluated and graded based on this rubric. Tell students that their checklist, completed comic strip, and rubric should be turned in after their oral presentations.

Have students use notebook paper to brainstorm their story. Upon completion, instruct students to share their story with you for approval prior to beginning their work on the computers.

Have students access Comic Creator or Make Beliefs Comix and then create and print their six-panel comic strip, or have them take their template and create their comic strip. After the comic strips are created, distribute art materials and allow students to add any additional illustrations, colors, and designs to their comic strips.

SESSION 4: STUDENT SHARING

Explain to students that today is when they share their completed strips with their classmates.

Gather students to the read-aloud area and have student volunteers take the “author’s chair” and share their comic strips with their classmates. At this time, call on students to identify the different cause-and-effect relationships they have heard during their peers’ stories.

Collect completed stories, checklists, and rubrics at the close of class for grading.

SOURCES

Lesson written by: Deb Hamilton; readwritethink.org

Lesson edited and updated by Cristi Clark

TIPS + FREQUENTLY ASKED QUESTIONS

STUDENT ASSESSMENT/REFLECTIONS:

Observe student participation in think-aloud sessions and group work to assess that all students comprehend the cause-and-effect relationships in both story texts and other students’ original works.

Review each student’s Comic Strip Checklist, and make certain all components have been successfully completed prior to accessing the selected interactive tool. Note that successful completion includes accurate cause-and-effect relationships.

Observe each student’s ability to orally present their comic strips along with their ability to be active listeners while peers are sharing.

Use the Comic Strip Rubric to determine and evaluate students’ abilities to apply learned information on an independent level.