

USING & CREATING COMICS FOR THE CURRICULUM

COMICS & GRAPHIC NOVELS INCLUDE:

- HEAVY ILLUSTRATION
- PANEL LAYOUT FORMAT
- VARIOUS ILLUSTRATION STYLES
- SPEECH AND THOUGHT BUBBLES

WOW!

USE COMICS & GRAPHIC NOVELS TO:

SUPPORT STUDENTS AS THEY READ FOR UNDERSTANDING.

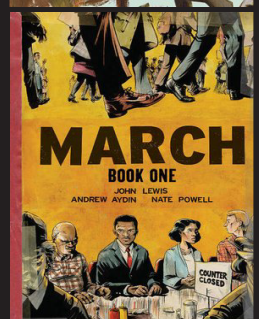
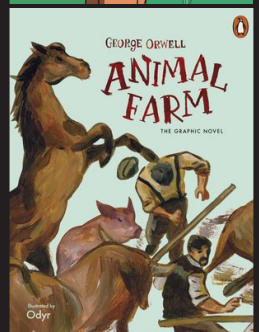
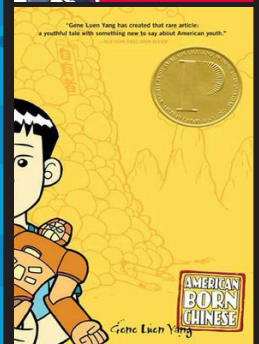
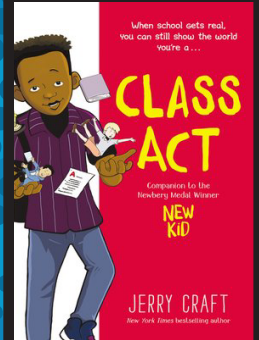
"READING VISUALLY" WITH ILLUSTRATIONS AND TEXT CAN:

AID COMPREHENSION WHEN READING INDEPENDENTLY.

SUPPORT RECALL AND LEARNING TRANSFER TO NEW AREAS.

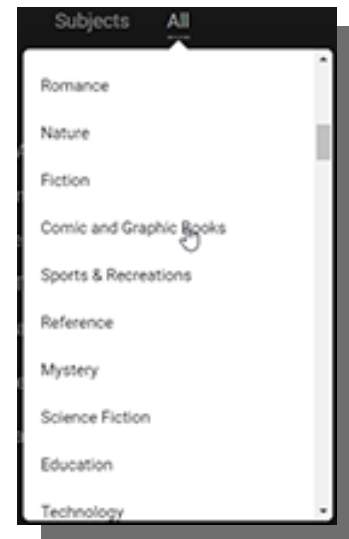
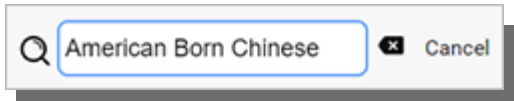
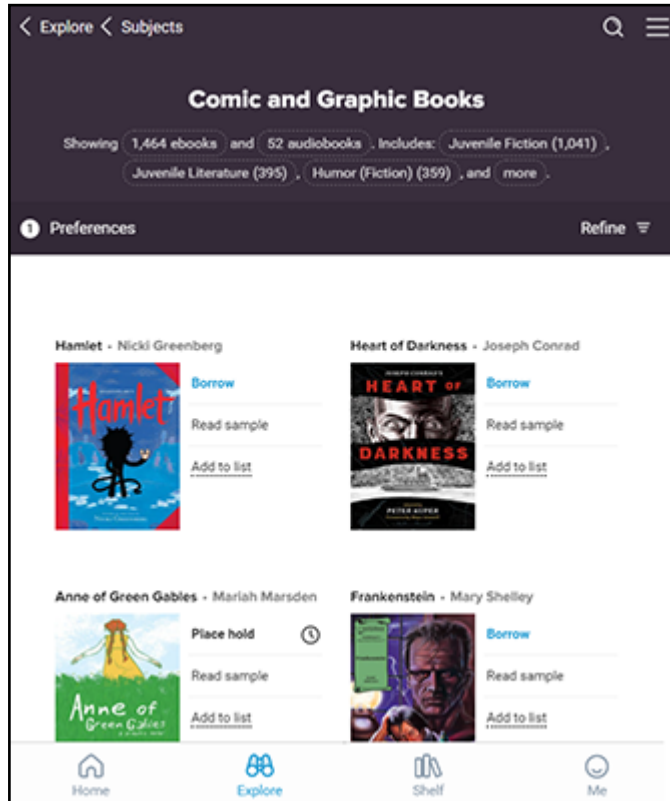
ASSIST WITH UNDERSTANDING COMPLEX CONCEPTS.

HELP IDENTIFY FIGURATIVE LANGUAGE.



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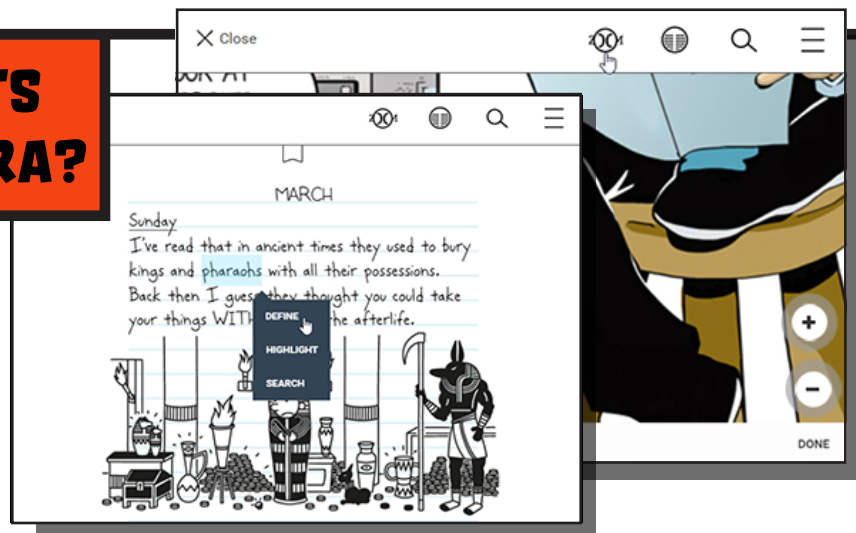
HOW CAN STUDENTS FIND COMICS IN SORA?



- **PERFORM A QUICK SEARCH FOR A PARTICULAR TITLE.**
- **BROWSE COLLECTIONS AND SUBJECTS ON THE EXPLORE TAB.**
- **USE ADVANCED SEARCH AND SPECIFY "COMIC AND GRAPHIC BOOKS" AS THE SUBJECT.**

HOW CAN STUDENTS READ COMICS IN SORA?

- **ZOOM IN ON IMAGES.**
- **DEFINE UNKNOWN WORDS.**
- **ANNOTATE TEXT.**



USING COMICS & GRAPHIC NOVELS WITH STUDENTS

CHOOSE ANY IDEAS OR ELEMENTS FROM THIS LESSON PLAN THAT SPARK INTEREST AND APPLY TO YOUR STUDENTS IN THE CLASSROOM, LIBRARY, OR AT HOME!

ELEMENTARY/EARLY MIDDLE

A. DISCUSSION

- WHAT ARE COMICS? WHAT ARE GRAPHIC NOVELS? WHAT DO THEY LOOK LIKE?
- WHAT DO THE PICTURES SAY? PRACTICING MAKING INFERENCES FROM ILLUSTRATIONS ALONGSIDE THE TEXT. IDENTIFY CHARACTER EMOTIONS FROM CLUES.
- WHAT IS DIALOGUE? DISCUSS AND IDENTIFY DIALOGUE ELEMENTS WHILE READING, INCLUDING QUOTATION MARKS, SPEECH BUBBLES, AND OTHER CUES.

B. READING

- STUDENTS CAN LISTEN AS A TEACHER READS ALOUD. WHILE LISTENING, ASK STUDENTS TO FOLLOW ALONG WITH ILLUSTRATIONS AND THE WORDS ON THE PAGE.
- PERFORM A CLOSE READING USING VISUALS. BEFORE AND DURING READING, HAVE STUDENTS GENERATE IDEAS AND PREDICTIONS BASED ON THE JACKET COVER AND ILLUSTRATIONS. USE THE ZOOM FEATURE TO EXAMINE ILLUSTRATIONS IN DETAIL, AND TO FOCUS ON A SINGLE IMAGE (OR PANEL) AT A TIME.
- ASK STUDENTS TO HIGHLIGHT UNFAMILIAR WORDS WHILE READING OR LISTENING.



WIN!

ELEMENTARY/EARLY MIDDLE

C. CREATING

COMIC PANEL DRAWING

HAVE STUDENTS USE THE ZOOM FEATURED ON FIXED LAYOUTS TEXTS TO GET A CLOSER LOOK AT THE ILLUSTRATIONS. THEN, PROVIDE A TEMPLATE FOR THEM TO REDRAW THEIR FAVORITE PANEL FROM THE COMIC, PAYING ATTENTION TO SMALL DETAILS, SIZE AND PROPORTION, AND USE OF LINES. STUDENTS CAN USE PENCILS, MARKERS, CRAYONS, AND COLORED PAPER FOR THIS HANDS-ON ACTIVITY. AS AN ALTERNATE ACTIVITY, STUDENTS CAN DRAW THE PANEL USING COMPUTER PROGRAMS AND DIGITAL DRAWING TOOLS.

BUILD-YOUR-OWN-COMIC

PROVIDE A PROMPT, ALLOW STUDENTS TO CHOOSE FROM A LIST OF PROMPTS, OR LET STUDENTS' CREATIVITY FLOW WITH THEIR OWN CREATION! PROVIDE STUDENTS WITH A PAPER TEMPLATE OR ENCOURAGE THEM TO USE DIGITAL TOOLS TO CREATE THEIR OWN COMIC. SET EXPECTATIONS WITH A RUBRIC, INCLUDING ESSENTIAL ELEMENTS OF COMICS, LIKE PANEL LAYOUT, ILLUSTRATIONS, AND SPEECH/THOUGHT BUBBLES.

WHEN CREATING THEIR OWN COMIC, STUDENTS MUST SYNTHESIZE VARIOUS PIECES OF INFORMATION TO PUT THEM TOGETHER IN A NEW, INVENTIVE WAY. STUDENTS CAN USE THEIR CREATIVITY TO PAIR ILLUSTRATIONS WITH TEXT, MAKE DECISIONS ABOUT WHAT TO SHOW VISUALLY AND WHAT TO INCLUDE AS DIALOGUE, AND ADD THEIR PERSONAL FLAIR TO THE PROCESS.



YEAH!

LATE MIDDLE/HIGH SCHOOL

A. BOOK EXAMINATION & DISCUSSION

FORMAT:

- WHAT DO YOU NOTICE ABOUT THIS TITLE?
- WHAT IS STANDING OUT TO YOU?
- WHAT IS A COMIC? WHAT IS A GRAPHIC NOVEL?
- WHAT ARE THE IDENTIFYING FEATURES OF THESE FORMATS?
- WHAT IS THE DIFFERENCE BETWEEN READING COMICS & GRAPHIC NOVELS AS PHYSICAL BOOKS VERSUS DIGITAL BOOKS (EBOOK OR AUDIOBOOKS)?
- HOW CAN READING VISUALLY – WITH ILLUSTRATIONS AND TEXT – HELP US LEARN?



DIALOGUE:

- WHAT IS THE ROLE OF DIALOGUE?
- WHAT MAKES DIALOGUE EFFECTIVE?
- IS DIALOGUE EVER DISTRACTING OR HARD TO FOLLOW?
- HOW DO YOU DECIDE WHEN TO USE DIALOGUE VERSUS NARRATION?
- HOW IS DIALOGUE USED DIFFERENTLY IN COMICS VERSUS TRADITIONAL BOOKS?

B. READING

- STUDENTS CAN DEFINE UNKNOWN WORDS WHILE READING.
- STUDENTS CAN ANNOTATE THE TEXT USING HIGHLIGHTS AND NOTES WHILE READING. FOR EXAMPLE, HIGHLIGHTING INSTANCES OF FIGURATIVE LANGUAGE, IMPORTANT IDEAS, EXAMPLES TO SUPPORT A THESIS, OR SUPPORTING EVIDENCE FOR A RESEARCH PROJECT.
- STUDENTS CAN EXPORT THEIR ANNOTATIONS TO USE ELSEWHERE – INCORPORATE INTO A PAPER OR PROJECT, STORE FOR PERSONAL RECORDS, OR TURN IN AS AN ASSIGNMENT.

LATE MIDDLE/HIGH SCHOOL

C. CREATING

CHANGE-A-PANEL:

THIS ACTIVITY IS PERFECT FOR STUDENTS WHO LOVE “CHOOSE YOUR OWN ADVENTURE” OR “CHANGE THE ENDING” BOOKS. HAVE STUDENTS CHOOSE A PANEL (OR TWO) IN THEIR FAVORITE COMIC. NEXT, HAVE STUDENTS RECREATE THESE PANELS TO CHANGE THE STORY! ASK STUDENTS TO USE TEXT AND ILLUSTRATIONS TO TAKE THE NARRATIVE IN A NEW DIRECTION, OR TO CHANGE THE ENDING.

PROVIDE STUDENTS WITH A PAPER TEMPLATE OR INVITE STUDENTS TO USE COMPUTER PROGRAMS TO DESIGN THEIR COMIC PANEL WITH DIGITAL ILLUSTRATIONS, TEXT BOXES, DIALOGUE BUBBLES, AND MORE.



COMICS & THE WRITING PROCESS:

WRITING COMICS IS A GREAT WAY TO PRACTICE PREWRITING. IN ADDITION TO PLANNING TEXT, ASK STUDENTS TO PLAN OUT HOW THEY WILL USE VISUALS, DIALOGUE BOXES, AND TEXT TO CONVEY THEIR STORY (OR NONFICTION INFORMATION).

PROVIDE STUDENTS WITH A PROMPT FOR WRITING A COMIC/GRAPHIC NOVEL. USING TWO COLUMNS, A GRAPHIC ORGANIZER, OR A STORYBOARD TECHNIQUE, ASK STUDENTS TO COMPLETE A PREWRITING EXERCISE TO PLAN. THEN, HAVE STUDENTS SHARE THEIR PRE-WRITING/PLANNING AND EXPLAIN THEIR THINKING PROCESS:

HOW DID YOU DECIDE ON ILLUSTRATIONS? WHY DID YOU CHOOSE TO DEPICT THIS IDEA IN WRITING? HOW WILL YOU USE SPEECH AND THINKING BUBBLES?

LATE MIDDLE/HIGH SCHOOL

COLLABORATIVE COMICS:

DIVIDE STUDENTS INTO COLLABORATIVE LEARNING GROUPS FOR AN UPCOMING UNIT IN SCIENCE, HISTORY, OR ANOTHER CONTENT-AREA SUBJECT. EACH GROUP WILL BE ASSIGNED TO LEARN ABOUT A DIFFERENT TOPIC AND SHARE THEIR UNDERSTANDING IN A COMIC BOOK FORMAT. STUDENTS CAN BE RESPONSIBLE FOR INDIVIDUAL PANELS/PAGES.

WITHIN THEIR SMALL GROUPS, ASK STUDENTS TO DIVIDE THEIR CONCEPT OR READING INTO SECTIONS OR PARTS OF THE PROCESS, AND CREATE A COHESIVE COMIC TO INTRODUCE THIS TOPIC TO THEIR PEERS. CONSIDER USING JIGSAW GROUPS OR HAVING STUDENTS SIGN UP FOR THE TOPIC THEY'RE INTERESTED IN.

UPLOAD EACH GROUP'S COMIC TO YOUR LMS OR CLASS WEBSITE – OR DISTRIBUTE PAPER COPIES IN PERSON!

COMICS & GRAPHIC NOVELS IN SUMMARY:

PROVIDING STUDENTS WITH COMICS AND GRAPHIC NOVELS CAN SUPPORT THEIR INDEPENDENT READING. THESE DIGITAL TITLES CAN BE ASSIGNED TO INDIVIDUALS OR GROUPS OF STUDENTS, AND READERS CAN LOCATE THEM EASILY IN SORA.

**NEED COMICS & GRAPHIC NOVELS?
REVIEW RECOMMENDED LISTS
ON THE RESOURCE CENTER
AND BROWSE TITLES IN
OVERDRIVE MARKETPLACE.**

