

UNDERSTANDING COMICS - How to create a comic strip. CEIP Sant Julià - L'Arboç del Penedès

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LESSON NUMBER: 1/12 Level: 11-12 years old Timing: 50-55' lesson Session name: **Let's start!**

AIMS		MATERIALS NEEDED	
<ul style="list-style-type: none"> * To activate the previous knowledge of the students. * To get the students in the topic (comics) 		Assorted comic books (<i>See appendix 1</i>) Worksheets 1, 2	
TEACHING OBJECTIVES		ASSESSMENT	
<ul style="list-style-type: none"> * To talk about the comics they like. * To distinguish different comic genres. 		Student portfolio Worksheet 1 (Pupils classification of the comic books they read into genres)	
LEARNING OUTCOMES – Students will be able to			
CONTENT		COGNITIVE SKILL	
* To name different comic books or characters in comic books they like.			
* To explain what comic books they like.			
* To identify different kinds of comic books according to the genre.		Decide if a comic book belongs to a specific genre.	
		Understand, debate and justify why a comic book can belong to more than one genre.	
* To create a bubble map.		Analyse and categorise information.	
* To be interested in reading comics			
CULTURE / CITIZENSHIP			
<ul style="list-style-type: none"> * Be interested in knowing what comic books and characters in comic books do their classmates like. * Respect difference and diversity in the world (Characters in comic books from different cultures, backgrounds, races, ages and social status. 			
COMMUNICATION			
Language of learning	Language for learning		Language through learning
Specific comic book vocabulary: comic book, character. Genres: superhero, fantasy, horror/ supernatural, science-fiction (Sci-fi), Action/ adventures, humour, romance. Expressing feelings: <i>I like/ I don't like... My favourite (comic book) is... My favourite comic books are...</i> Asking for information: <i>What is/ are your favourite comic books?</i>	<ul style="list-style-type: none"> * <i>Do you read comics? Yes, I do/ No, I don't, not much, sometimes, never, (very) often.</i> * <i>What comic books do you like? I like... and ...</i> * <i>Who is/ are your favourite characters in comic books?</i> * <i>My favourite character/s in comic books is/ are...</i> * <i>This comic can be a (sci-fiction) comic book and a (fantasy) comic book.</i> 		<ul style="list-style-type: none"> * <i>Classroom language</i> * <i>Following instructions to create a bubble map.</i> * <i>Asking and answering questions</i> * <i>Giving opinions:</i> <i>"I think...", "This comic book is a (sci-fiction) comic book because...there are superheroes on it".</i> <i>"They are similar/ different because... they are (horror) comic books".</i> <i>"I like it. I don't like it. It's interesting. I like the characters... because (they are fun)".</i>
			<ul style="list-style-type: none"> * Make lists * Create a bubble map * The language used by the teacher to control, correct and encourage the pupils * The vocabulary and structures needed when children revise their previous work and make classroom talk.

AIMS * To use different types of lettering.		MATERIALS NEEDED	
TEACHING OBJECTIVES * To be aware of the different types of lettering and their uses. * To use different types of lettering for specific purposes. * To foster creativity. * To introduce the processes of sketching, pencilling and inking. * To describe different types of letters.		2 logos for every student (<i>See appendix 2</i>) Powerpoint 1 Material to create a display	
		ASSESSMENT	
		Portfolio: pupils productions about different ways of drawing the word comic Whole class display: 100 different ways of drawing the word comic	
LEARNING OUTCOMES – Students will be able to			
CONTENT		COGNITIVE SKILL	
* To understand how the lettering of logos from comic books, everyday products, video games, magazines convey information.		Analyze logos according to their lettering. Analyse a logo lettering and its purpose.	
* To draw words using different ways of lettering.		Create different ways of drawing a title.	
* To increase the adjectives they know.		Describe different types of letters.	
CULTURE / CITIZENSHIP			
* Logos from magazines, comic book titles, video games, products; from different countries.			
COMMUNICATION			
Language of learning	Language for learning		Language through learning
Specific comic book vocabulary: letters. Sketching, penciling, inking. Describing letters: Big, small, long, short, medium size, thin, thick, with stripes, with spots, with dots, in black and white, in colour, with shadow, without shadow, framed, 3-D, plain, outlined, rounded, pointed, with pictures, without pictures, in capital letters, lower case letters, mixed letters, single line, bolt They are (Adjective). My logo has (big) letters on it. These letters are (small). They are made of (iron).	Describing letters They are (big) (Because)... They are made of (wood) They have got (stripes) They are (in colour) * Illustrating/ exemplifying: Give me an example of this. Who can give me an example (of a logo with long letters)? Let me give you an example. For example... For instance...		*Classroom language *Following instructions * Asking and answering questions * Giving opinions. I think this logo has (big) letters because... I prefer... In my opinion... * Making comparisons: How is this logo different from this logo? How does (logo 1) differ from (logo 2)? (Logo number 1 is older/ newer than (logo number 2). (Logo number 1) is different than (logo 2) because...
			Use of dictionaries. Understand how lettering can convey information. <i>Advertisement language.</i> * The language used by the teacher to control, correct and encourage the pupils * The vocabulary and structures needed when children revise their previous work and make classroom talk.

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LESSON NUMBER: 3/12 Level: 11-12 years old Timing: 50-55' lesson Session name: [Who is your favourite character in a comic book?](#)

AIMS		MATERIALS NEEDED	
* To know different characters in comic books		Assorted comic books covers (See appendix 1)	
TEACHING OBJECTIVES		A set of cards with different characters on them for every 3 or 4 pupils (worksheets 3, 4)	
* To review different comic book genres.		ASSESSMENT	
* To increase the variety of characters in comic books they know.			
* To classify characters following a criterion.			
LEARNING OUTCOMES – Students will be able to			
CONTENT		COGNITIVE SKILL	
* To classify comic books according to genre.		Decide if a comic book belongs to a specific genre.	
* To classify comic books characters according to specific criteria.		Classify information following different criteria.	
CULTURE / CITIZENSHIP			
* Characters from comic books all over the world having different backgrounds, origins, age, social status, gender...			
COMMUNICATION			
Language of learning	Language for learning		Language through learning
Specific comic book vocabulary: Character It is a (sci-fi) comic book. Genres: superhero, fantasy, horror/ supernatural, science-fiction (Sci-fi), Action/ adventures, humour, romance. Giving opinions: <i>I think... In my opinion...</i> Classifying: Characters can be classified according to (gender). <i>This character is...</i> <i>These characters are...</i>	Because... Because of... These characters are (male characters). These characters are (female characters). They can be... Different criteria to classify characters: male, female; children, teenagers, adults; people, animals;	*Classroom language *Following instructions * Asking and answering questions "What genre do you think is this comic book?" * Giving opinions: "I think it is a (sci-fi) comic book because (there are spaceships) on it " * Classifying: How would you classify (these characters)? How many kinds of (characters) are there? You can classify (these characters) according to (gender). Characters can be classified according to (gender).	* The language used by the teacher to control, correct and encourage the pupils (i.e. providing incentives). * The vocabulary and structures needed when children revise their previous work and make classroom talk. * The language used by the teacher while conducting new language situations due to the pupils' needs or while checking comprehension. * Classroom language in everyday situations. For instance: <i>How do you say ... in English? Can you say it again, please? I don't know/understand. Can I borrow a..., please? Can I go to the toilet, please?</i>

LESSON NUMBER: 4/12 Level: 11-12 years old Timing: 50-55' lesson Session name: **Let's draw some faces!**

AIMS * To draw different face expressions.		MATERIALS NEEDED Assorted comic books Photographs of people around the world Powerpoint 2 Appendix 4 (Facial expressions)	
TEACHING OBJECTIVES * To draw the 4 basic facial expressions: happy, sad, calm and angry. * To draw some secondary face expressions from the basic ones. * To be able to draw other face expressions using as a source photographs or pictures of people. * To express some feelings.		ASSESSMENT Pupils portfolio (Sketches of different facial expressions) Optional: classroom poster with different facial expressions.	
LEARNING OUTCOMES – Students will be able to			
CONTENT		COGNITIVE SKILL	
* To describe their feelings and other people's feelings.		To decide between different adjectives to describe facial expressions and feelings.	
* To draw different facial expressions.		To apply what they have learnt to draw their characters facial expressions.	
* To draw a face expression from a photograph or picture		To create new facial expressions from their previous knowledge.	
* To describe some parts of the head.		To identify some parts of the head.	
CULTURE / CITIZENSHIP			
* People around the world. * Iconic elements added to convey a certain face expression or a certain feeling.			
COMMUNICATION			
Language of learning	Language for learning		Language through learning
Specific comic book vocabulary: Face feelings Parts of the head: Head, hair, eyebrows, eyes, nose, mouth, ears. Adjectives: Happy, sad, angry, calm, surprised, scared, angry. How are you? I'm (happy) Are you (happy)? Yes, I am / No, I'm not. How is he/ she? He's / She's (sad) Is he / she (happy)? Yes, he/ she is. No, he / she isn't. He/ She looks (happy)	Other adjectives and expressions to express feelings: Bored, in love, to have a sweet tooth, hard-working, lazy, thirsty, hungry, crazy, doubtful, discreet, evil, confused, depressed, excited, fulfilled, indifferent, jealous, glad, loved, miserable, nervous, optimistic, proud, tired, suspicious, unloved, keen, vengeful, worried, yearning...		* Classroom language * Following instructions * Asking and answering questions * Giving opinions. * Expressing feelings: How is he/ she? She's (sad) What does he/ she look like? He/ she looks (happy)
			* Use of dictionaries. * Use of photographs of people as models for drawing feelings. * Facial expressions as a code used in comic books.

LESSON NUMBER: 5/12 Level: 11-12 years old Timing: 50-55' lesson Session name: **Let's create our character!**

AIMS * To create a character or some characters for a comic strip.		MATERIALS NEEDED	
TEACHING OBJECTIVES * To write a character's profile from a given model. * To develop reading skills. * To develop writing skills.		Jumbled sentences and pictures from worksheets 5, 6, 7, 8 Worksheet 9 (Model texts) Worksheet 10, 11 (Frame to write a character profile)	
		ASSESSMENT Portfolio: Character profiles from pupils	
LEARNING OUTCOMES – Students will be able to			
CONTENT		COGNITIVE SKILL	
* To read and understand a text with personal information about a character.		To improve reading skills - to infer meaning of unknown vocabulary	
* To organize a text with personal information about a character.		To analyse how a text is organized.	
* To write a text describing an invented comic book character.		To write a new text from a model.	
		To use a frame to create a text.	
* To use adjectives to describe appearance and personality,		To use adjectives to describe appearance and personality in a suitable way	
CULTURE / CITIZENSHIP			
* Characters from different cultures. * Characters from different backgrounds, genre, ages...			
COMMUNICATION			
Language of learning	Language for learning		Language through learning
Specific comic book vocabulary: Character. Adjectives to describe appearance and personality, His/ her name is... He's / she's (5) years old. He's/ She's from (Japan). He's / she's (Japanese). He/ She was born on/ in... He's / she's (Tall/ intelligent...) He's / She's wearing a... He / she can / can't (fly). His / Her best friend/s is / are...	*Classroom language *Following instructions * Giving opinions: I think... In my opinion... * Classifying: These sentences refer to three different characters. Can you classify them?	* Asking and answering questions What's his/ her name? How old is he/ she? Where is he / she from? When/ where was he/ she born? What does he / she do? What is he / she like? What are his / her (superpowers/ abilities)? Who are his (friends/ enemies)?	Organize writing. Use a frame as a guide to write a composition. Use a bilingual dictionary. The language used by the teacher while conducting new language situations due to the pupils' needs or while checking comprehension.

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LESSON NUMBER: 6/12 **Level:** 11-12 years old **Timing:** 50-55' lesson **Session name:** **Tadam! This is my character!**

AIMS		MATERIALS NEEDED	
* To introduce their character to their classmates.		Worksheet 10 (Pupils descriptions of their characters)	
TEACHING OBJECTIVES		ASSESSMENT	
* To describe orally some features of their character * To understand oral and written descriptions of characters. * To continue practising drawing facial expressions.		Portfolio: Character profiles from pupils Oral exposition when introducing their character to their classmates	
LEARNING OUTCOMES – Students will be able to			
CONTENT		COGNITIVE SKILL	
* To understand information from oral descriptions about comic book characters.		To develop their listening skills.	
* To introduce their comic book character to their classmates.		To develop their speaking skills.	
* To decide if a text or exposition is well organized.		To decide and verify if a text is well organized.	
* To draw some facial expressions.		To apply what they have learnt to draw their characters facial expressions.	
CULTURE / CITIZENSHIP			
* Characters from different cultures. * Characters from different backgrounds, genre, ages...			
COMMUNICATION			
Language of learning	Language for learning		Language through learning
Specific comic book vocabulary: Character His/ her name is... He's / she's (5) years old. He's/ She's from (Japan). He's / she's (Japanese). He/ She was born on/ in... He's / she's (Tall/ intelligent...) He's / She's wearing a... He / she can / can't (fly). His / Her best friend/s is / are...	*Classroom language *Following instructions * This is my character.	* Asking and answering questions Who is your character's name? What's his/ her name? How old is he/ she? Where is he / she from? When/ where was he/ she born? What does he / she do? What is he / she like? What are his / her (superpowers/ abilities)? Who are his (friends/ enemies)?	The language used by the teacher to control, correct and encourage the pupils. The vocabulary and structures needed when children revise their previous work and make classroom talk. The language used by the teacher while conducting new language situations due to the pupils' needs or while checking comprehension. Classroom language in everyday situations.

LESSON NUMBER: 7/12 Level: 11-12 years old Timing: 50-55' lesson Session name: **Let's move the body!**

AIMS * To learn how to draw people in movement.		MATERIALS NEEDED	
TEACHING OBJECTIVES * To be able to draw characters in movement. * To identify some parts of the body. * To use the present continuous to describe what people are doing. * To use a wooden model to draw characters in movement.		A wooden model for every four pupils Optional: Some comic books of "Cutlass"	
		ASSESSMENT	
		Portfolio: Sketches of characters in movement	
LEARNING OUTCOMES – Students will be able to			
CONTENT		COGNITIVE SKILL	
* Sing the song "Head and Shoulders"		To activate previous knowledge from the students.	
* To identify parts of the body.		To name and identify some parts of the body.	
* To draw some characters in movement.		To draw characters in movement from observation.	
* To describe what a person is doing.			
CULTURE / CITIZENSHIP			
COMMUNICATION			
Language of learning	Language for learning		Language through learning
Specific comic book vocabulary: wooden model Parts of the Body: <i>Head, shoulders, neck, arms, elbows, wrists, hands, fingers, legs, knees, feet, toes.</i> Movement verbs: walking, running, jumping, standing up... What's he doing? He's/ She's (walking/ running)	*Classroom language *Following instructions to draw a character in motion.	* Asking and answering questions What's he/ she doing? What are they doing? He's/ She's / They're (running) What's this? What's that? Movement verbs	Use of dictionaries The language used by the teacher to control, correct and encourage the pupils. Classroom language in everyday situations.

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LESSON NUMBER: 8/12 **Level:** 11-12 years old **Timing:** 50-55' lesson **Session name:** [Let's talk!](#)

AIMS * To know how do characters speak in a comic book.		MATERIALS NEEDED	
TEACHING OBJECTIVES * To distinguish the different types of balloons and their purposes/ uses. * To understand the use of captions. * To read using different types of intonation: normal speech, interrogative, exclamative		Worksheet 12, 13, 14, 15 (Types of balloons) PowerPoint 3 (Balloons and captions) Worksheet 16, 17 (Visual metaphores)	
		ASSESSMENT Worksheet 2. Balloons drawn by the pupils. We can asses the appropriateness, the language and the use of punctuation marks.	
LEARNING OUTCOMES – Students will be able to			
CONTENT		COGNITIVE SKILL	
* To use different types of balloons in their comic strips.		* To recognise the different types of balloons.	
		* To understand the use of different types of balloons.	
* To differentiate the different parts of a balloon.		* To identify the different parts of a balloon.	
* To read sentences with different intonation and different tone.		* To analyse the importance of intonation.	
* To use captions in their comic strips.		* To understand the use of captions.	
* To use visual metaphors in their comic strips.		* To understand the meaning of different visual metaphors.	
* To use some punctuation marks in English, Catalan and Spanish.		* To distinguish the use of some punctuation marks in English, Catalan and Spanish.	
CULTURE / CITIZENSHIP			
* Visual metaphors from comic books from different cultures.			
COMMUNICATION			
Language of learning	Language for learning		Language through learning
Specific comic book vocabulary: Balloon, speech bubbles, Whisper, shout, in a normal voice Reading sentences using different intonations: interrogative, negative, normal speech. I have used this (balloon) because (the character) is (thinking/ whispering)	*Classroom language *Following instructions * Asking and answering questions * Giving opinions.	I want you to whisper/ shout... If it is (an animal) I want you to (whisper) its name. . Why have you used this balloon? I have used this balloon because the character is (whispering).	* Use of punctuation marks in different languages: English, Catalan and Spanish. * Use of balloons and captions in comic books and in other mediums. * The language used by the teacher while conducting new language situations due to the pupils' needs or while checking comprehension.

LESSON NUMBER: 9/12 **Level:** 11-12 years old **Timing:** 50-55' lesson **Session name:** [Let's have a look!](#)

AIMS * To know the use of different shots and angles in a comic book.		MATERIALS NEEDED The film "Toy Story 2" or a similar film. Worksheets 18, 19, 20, 21: A storyboard Optional: The film "Willy Wonka and the Chocolate Factory"	
TEACHING OBJECTIVES * To distinguish different types of shots and their purposes. * To distinguish different types of angles and their purposes / uses.		ASSESSMENT Portfolio: Storyboard. Assess the shots and angles used. Optional: assess title created and balloons added.	
LEARNING OUTCOMES – Students will be able to			
CONTENT		COGNITIVE SKILL	
* To distinguish between different types of shots in a comic book.		* To identify different types of shots in a comic book.	
* To use different types of shots in a comic book.		* To understand the use of different types of shots.	
* To distinguish between different types of angles in comic books frames.		* To identify different types of angles in a comic book.	
* The use different types of angles in a comic book.		* To understand the use of different types of angles.	
* Create a storyboard.		* To decide which shots and angles should be used in a storyboard.	
CULTURE / CITIZENSHIP			
COMMUNICATION			
Language of learning		Language for learning	
Language through learning			
Specific comic book vocabulary: Different types of shots: close-up shot, mid shot, long shot. Different types of angles: worm's eye view (low angle), bird's eye view (high angle). I have used this shot / angle because I want to show (the character's facial expression).	*Classroom language *Following instructions * Asking and answering questions How do they show the character's feelings? What's he/ she doing? How does the camera show this?	Why have they used a (close-up) shot? Because they want to show (the character's facial expression) What kind of shot is this? This is a (long shot). What kind of angle is this? This is a (eye level angle).	* Use of storyboards for planning a scene. * Shots and angles as a way to convey meaning in comic books and films. * The language used by the teacher to control, correct and encourage the pupils. The language used by the teacher while conducting new language situations due to the pupils' needs or while checking comprehension

LESSON NUMBER: 10/12 Level: 11-12 years old Timing: 50-55' lesson Session name: [How does it sound?](#)

AIMS * To know how to convey sounds in a comic book.		MATERIALS NEEDED		
TEACHING OBJECTIVES * To use some English onomatopoeias in their comic strip. * To understand the use of some English, Catalan, Spanish and Japanese onomatopoeias. * To create some new onomatopoeias.		Worksheets : 22, 23, 24, 26, 27 (Onomatopoeias) Optional: worksheet 25 (Language lessons) Appendix 5: Onomatopoeias		
		ASSESSMENT		
		Portfolio: onomatopoeias created by the pupils.		
LEARNING OUTCOMES – Students will be able to				
CONTENT		COGNITIVE SKILL		
* To know some English, Catalan, Spanish and Japanese onomatopoeias.		* To identify onomatopoeias used in different languages.		
		* To compare how different sounds can be recreated in different languages.		
* To create onomatopoeias to express different sounds.		* To create new onomatopoeias.		
* To use onomatopoeias in their comic strips.		* To decide which onomatopoeias are suitable for their comic strips.		
CULTURE / CITIZENSHIP				
* Onomatopoeias from different cultures. * Don Martin, comic book creator.				
COMMUNICATION				
Language of learning		Language for learning		
Language through learning				
Specific comic book vocabulary: Catalan onomatopoeias: roc-roc, piu-piu, xip-xap, muà, atxís. Spanish onomatopoeias: croack; pio-pio; chap chap; muá, chuick; atxim, atxum. English onomatopoeias: Ribib; tweet, tweet; splish, splash; smack; atchoo; pop; knock, knock; hiss; beep, beep; choo choo; Hee Haw; Thump, thump. Japanese onomatopoeias: Kero-kero; piyo pipyo; basha, basha; chuuu, buchuu; kushan, kushun. (A balloon bursting) goes (Pop!) (Cats) go (Meaow!) In (catalan) a (dog) goes (bup, bup!) and in English a (dog) goes (woof, woof!)		*Classroom language *Following instructions	* Asking and answering questions How does a cat go? How does it sound? Does it go the same or in a different way? It goes the same.	The language used by the teacher to control, correct and encourage the pupils. The vocabulary and structures needed when children revise their previous work and make classroom talk. The language used by the teacher while conducting new language situations due to the pupils' needs or while checking comprehension. Classroom language in everyday situations.

LESSON NUMBER: 11/12 Level: 11-12 years old Timing: 50-55' lesson Session name: [Let's create our comic strip \(Part 1 of 2\)](#)

AIMS * To create a comic strip		MATERIALS NEEDED Assorted comic strips and comic strips books (Appendix 6) Optional: Comic strip templates (Worksheets 28,29,30)	
TEACHING OBJECTIVES * To be aware of different types of comic strips. * To plan and sketch their comic strip before doing the final production. * To create their own comic strip. * To use different features / devices learnt in the previous lessons to create their own comic strip.		ASSESSMENT Portfolio: Comic strips created by the pupils	
LEARNING OUTCOMES – Students will be able to			
CONTENT		COGNITIVE SKILL	
* To understand the structure of a comic strip.		* To analyse the parts of a comic strip and their purpose, * To choose and use different comic strip templates.	
* To distinguish between different types of comic strips.		* To identify different types of comic strips.	
* To use different types of lettering in their comic strip.		* To decide and design an appropriate lettering for their comic strip title.	
* To use different types of balloons in their comic strip.		* To decide which types of balloons are more suitable in their comic strip.	
* To use different types of shots in their comic strip.		* To decide which shots and angles are more suitable in their comic strip.	
* To use different face expressions and to draw characters in motion in their comic strip.		* To draw their characters with different face expressions and body movements.	
CULTURE / CITIZENSHIP			
* Comic strips from different authors and countries/ cultures.			
COMMUNICATION			
Language of learning	Language for learning		Language through learning
Specific comic book vocabulary: comic strip, panels, title It's got (3) panels. They are similar/ different. The title is on / above/ in the first panel. There's no title. The title is in (colour/ black and white) This is a (silent cartoon)	*Classroom language *Following instructions Types of comic strips: silent cartoons, punch line cartoons, silly humour, anthropomorphic. How many panels has your comic strip got? Are they similar or different?	Are they the same size? Yes, they are/ No, they aren't Has your comic strip got a title? Have all comic strips got a title? Where's the title? What is the title like? Has your comic strip got a main character? Who's got a comic strip with a main character? Who hasn't?	The language used by the teacher to control, correct and encourage the pupils. The vocabulary and structures needed when children plan and do their comic strips. Classroom language in everyday situations.

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LESSON NUMBER: 12/12 **Level:** 11-12 years old **Timing:** 50-55' lesson **Session name:** [Let's create our comic strip \(Part 2 of 2\)](#)

AIMS * To create a comic strip		MATERIALS NEEDED Assorted comic strips and comic strips books (Appendix 5) Optional: Comic strip templates (Worksheets 28,29,30)	
TEACHING OBJECTIVES * To be aware of different types of comic strips. * To plan and sketch their comic strip before doing the final production. * To create their own comic strip. * To use different features / devices learnt in the previous lessons to create their own comic strip.		ASSESSMENT Portfolio: Comic strips created by the pupils	
LEARNING OUTCOMES – Students will be able to			
CONTENT		COGNITIVE SKILL	
* To understand the structure of a comic strip.		* To decide the parts their comic strips and their purpose, * To choose and use different comic strip templates.	
* To distinguish between different types of comic strips.		* To identify different types of comic strips.	
* To use different types of lettering in their comic strip.		* To decide and design an appropriate lettering for their comic strip title.	
* To use different types of balloons in their comic strip.		* To decide which types of balloons are more suitable in their comic strip.	
* To use different types of shots in their comic strip.		* To decide which shots and angles are more suitable in their comic strip.	
* To use different face expressions and to draw characters in motion in their comic strip.		* To draw their characters with different face expressions and body movements.	
CULTURE / CITIZENSHIP			
* Comic strips from different authors and countries/ cultures.			
COMMUNICATION			
Language of learning	Language for learning		Language through learning
Specific comic book vocabulary: comic strip, panels, title It's got (3) panels. They are similar/ different. The title is on / above/ in the first panel. There's no title. The title is in (colour/ black and white) This is a (silent cartoon)	*Classroom language *Following instructions Types of comic strips: silent cartoons, punch line cartoons, silly humour, anthropomorphic. How many panels has your comic strip got? Are they similar or different?	Are they the same size? Yes, they are/ No, they aren't Has your comic strip got a title? Have all comic strips got a title? Where's the title? What is the title like? Has your comic strip got a main character? Who's got a comic strip with a main character? Who hasn't?	The language used by the teacher to control, correct and encourage the pupils. The vocabulary and structures needed when children plan and do their comic strips. Classroom language in everyday situations.