



Lesson Delivery Date: ___/___/___
Lesson Delivered By: _____
Initial when complete:
Supplies Bought: _____
Materials Prepped: _____
Feedback Complete: _____

## SCALED LEARNING™ LESSON PLAN - SACC

Review this lesson plan at least 3 days prior to leading.

<b>LESSON NAME:</b> (What is the name of the activity?) Create a Comic Strip	<b>TIME REQUIRED:</b> 30 – 60 minutes	<b>AGES:</b> All
<b>SCALED LEARNING FRAMEWORK ELEMENTS:</b> (STEM, Career Connected Learning, Arts, Literacy, Education, Diversity and Global Learning, etc.) <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Arts Integrated</li> </ul>		
<b>STANDARDS ADDRESSED:</b> (Common Core State Standards; National Core Art Standards) <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> </ul>		
<b>LESSON OBJECTIVE:</b> (What youth should get from this activity, what they should achieve?) Youth will be able to: <ul style="list-style-type: none"> <li>• Create a Comic Strip to practice and reinforce writing skills.</li> </ul>		
<b>MATERIALS NEEDED:</b> <ul style="list-style-type: none"> <li>• Colored pencils or markers</li> <li>• Drawing paper</li> <li>• Pencils</li> <li>• Ruler</li> <li>• Newspaper comic strips</li> </ul>	<b>PREPARE AHEAD OF TIME:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	

### PART ONE:

**SAY:** Today we're going write our own Comic Strips.

**ASK & CONNECT** (prepare opening ideas to connect lesson to youth's prior experience or prior session)

- Do you like reading comics? Which is your favorite one? What do you like about it?
- How are comics different than traditional books? How are they similar?

<p><b>PART TWO:</b> (What are the steps for youth to complete this activity?) Highlight steps when youth have a choice.</p> <ol style="list-style-type: none"> <li>1. Look over the newspaper comic strips, and discuss some of the common features with youth. For example, they usually feature: <ul style="list-style-type: none"> <li>• 1-2 sentence conversations between characters</li> <li>• 1 picture per frame with somewhat close-up perspective</li> <li>• Humorous situations or dialogue</li> </ul> </li> <li>2. Brainstorm with youth to come up with a subject or scenario for a comic strip. Is the strip about the trials of being a kid? Is it about something that happened at school? Or does it take place in other location, such as outer space or the age of the dinosaurs? Encourage youth to be creative. Once youth have settled on a plan for the strip, they can get started on actually drawing it out.</li> <li>3. Use the ruler to draw a rectangle the length of the paper, and divide the rectangle into 4-5 squares. Youth will need to make certain that the squares are large enough to draw the picture and add in the text while being both visible and legible.</li> <li>4. Draw the picture that will go in each of the frames. Keep in mind the story that you are trying to tell, and make sure to save room for the speech bubble. Is the character angry? Amused? Bored? Try and convey your comic with words <i>and</i> pictures. Sometimes it is the contrast between text and image that is the source of the humor.</li> <li>5. Write the sentences that go with each of the frames on a separate sheet of paper. (This is to let youth see if the sentence will fit into the available space.) Next, write the sentence into the appropriate frame, and draw a speech bubble (or thought bubble) around the text. If you wish, you can color the comic strip to give it "Sunday comic" flair.</li> <li>6. Adaptations: To expand on the complexity of this activity, youth can create their own comic book. The main difference in the activity is that youth will fold 7-8 pieces of paper in half, and then divide each page into 2-4 squares.</li> </ol>	<p>What key skills will I need to be prepared to model or teach?</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>ASK DURING</b> (open-ended questions for during activity)</p>		
<p><b>SITE SPECIFIC</b> (complete prior to lesson delivery)</p>		
<p><b>Leadership</b> (How can youth help lead?)</p>	<p><b>Choices</b> (What content or process choices are there?)</p>	<p>How will I promote exploration?</p> <p>How will I nurture creativity?</p>

## **PART THREE:**

### **REFLECT**

- Share your comic strip! What were you inspired by? What is your favorite part?

## **FAMILY AND PARENT ENGAGEMENT** (Select how activity will be shared)

- Invitation: During activity, invite families to join as they are picking up their child
- Conversation: Draw parent's attention to their youth's contribution at pick up and explain their child's positive contributions to the final product or process
- Communication (written): Photos or written Staff or Youth recap for upcoming newsletter or parent email