



## Technology-Connected Lesson Plan

<b>Title:</b>	<b>Comics in the Classroom</b>
<b>Grade Levels:</b>	☞ 5 - 8
<b>Curriculum Areas:</b>	☞ Language Arts
<b>Measurable Objectives:</b>	☞ TSW use inference skills to interpret comic strips. ☞ TSW create their own comic strips.
<b>LA Comprehensive Curriculum:</b>	Subject, Unit #, Name of Unit Activity, GLE #s Language Arts, Grade 8, Unit 2, Activity 8 Comics in the Classroom, GLEs: 02a, 02c, 04b, 09a, 09c, 09d
<b>Grade Level Expectations: (GLEs)</b>	<ul style="list-style-type: none"> <li>☞ 2a: Interpret story elements, including stated and implied themes</li> <li>☞ 2c: Interpret story elements, including effectiveness of plot sequence and/or subplots</li> <li>☞ 4b: Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including consumer materials</li> <li>☞ 9a: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including sequencing events to examine and evaluate information</li> <li>☞ 9c: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including interpreting stated or implied main ideas</li> <li>☞ 9d: Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including comparing and contrasting literary elements and ideas within and across texts</li> </ul>
<b>K-12 Educational Technology Standards:</b>	<ul style="list-style-type: none"> <li>☞ Understand and apply common trouble shooting techniques.</li> <li>☞ Demonstrate the operations of a computer (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.</li> <li>☞ Use multimedia tools and desktop publishing to develop and present computer-generated projects for directed and independent learning activities. (1,3)</li> </ul>

	<ul style="list-style-type: none"> <li>🖨️ Compose and edit a multi page document with appropriate formatting using word processing skills. (menu, tool bars, dialog boxes, spell check, thesaurus, page layout, headers and footers, margins, word count, tabs, spacing, columns, page orientation.)</li> </ul>
Technology Connection:	<ul style="list-style-type: none"> <li>🖨️ overhead projector</li> <li>🖨️ computers</li> <li>🖨️ <a href="http://www.readwritethink.org">http://www.readwritethink.org</a> ,</li> <li><a href="http://www.readwritethink.org/materials/comic/">http://www.readwritethink.org/materials/comic/</a></li> </ul>
Assessment:	<ul style="list-style-type: none"> <li>🖨️ Completed Comic Strip,</li> <li>🖨️ Teacher Observation</li> </ul>
Procedures:	<ul style="list-style-type: none"> <li>🖨️ TTW open her lesson by sharing a comic strip with the students. TSW discuss what makes the comic strip humorous.</li> <li>🖨️ SW work in small groups - TTW distribute blank comic strip to each group. TW distribute the words to comic strip. SW must use inference and sequencing skills to match each set of words with the correct scene of comic strip. SW discuss what made this activity easy and/or difficult.</li> <li>🖨️ TSW go to <a href="http://www.readwritethink.org/materials/comic/">http://www.readwritethink.org/materials/comic/</a> and create their own comic strip. Each comic strip must follow a logic sequence and have humor.</li> <li>🖨️ CLOSURE: Students will share their comic strips with each other in "Author's Chair".</li> </ul>
Materials:	<ul style="list-style-type: none"> <li>🖨️ Computers, blank comic strips, set of words for comic strips</li> </ul>
Teacher's Name:	<ul style="list-style-type: none"> <li>🖨️ Melissa M. Ryan</li> </ul>
School:	<ul style="list-style-type: none"> <li>🖨️ Loranger Middle/West Side Middle</li> </ul>