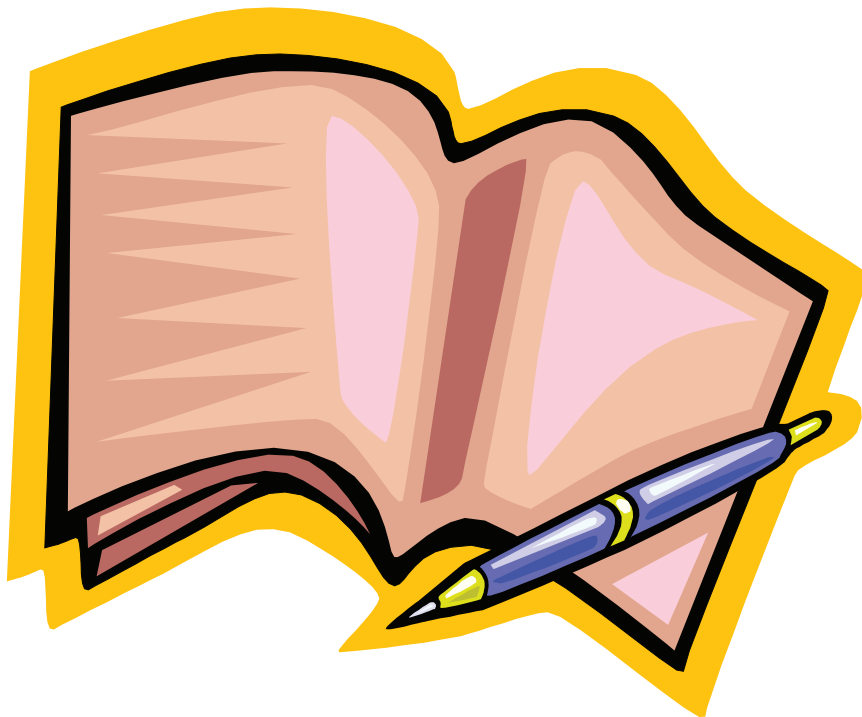


LITERACY THROUGH GRAPHIC NOVELS

© KATHLEEN MANNION, 2008



The
Curriculum
Foundation

*Fondation des
programmes d'études*



Contents

Introduction.	4
A Unit of Study	9
Module 1: Self Portraits	10
Module 2: Elements of Fiction: Setting	13
Module 3: Elements of Fiction: Characters	18
Module 4: Elements of Fiction: Plot	21
Bibliography	28
Tasks	29

Acknowledgement

This resource was funded in part by The Excellence in Literacy Foundation (Richmond, Ontario) and made possible through the generous donations of private individuals, other foundations and corporations who support The Curriculum Foundation, the charitable arm of Curriculum Services Canada. For more details, visit www.curriculum.org and select “Grants for Teachers.”

Introduction

Literacy Through Graphic Novels is designed to support teachers as they help students understand and apply basic concepts related to story and language. This resource includes strategies for engaging students in language learning in meaningful contexts and suggestions for organizing and tracking students' work.

Rationale

Research indicates that literacy rates soar when the reading process unites text and images. By associating graphics with texts, students can encode information more readily and, in turn, improve their reading comprehension. Students decipher the meaning of the text and retain pertinent aspects of the elements of the story.

Low scores in reading and writing diminish students' self-esteem and can be a factor in student drop-out rates. By providing students with tools to increase their reading and writing ability, teachers can promote student success.

Why Use Graphic Novels

Graphic novels can be effective tools in helping students develop deeper understanding of language and its elements, and provide a means for creative expression of ideas and learning.

Using graphic novels also:

- facilitates learners in acquiring a new language
- increases vocabulary
- provides an engaging approach to augmenting literacy levels
- presents a non-intimidating way to learn the elements of fiction

Academic success is often measured through reading and writing. These methods may not address or assess some students' learning styles. Students with autism encode information in image form; reading material that includes graphics offers them text forms better suited for their learning style. Students with attention deficit/hyperactivity disorders frequently experience frustration with temporal terms such as *before* and *after*. Stories that demonstrate the passage graphically can enhance these students' understanding.

- Facial expressions aid students with Autistic Spectrum Disorders (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) exceptionalities to place an emotion or state of being on the expression.
- At-risk populations with ADHD, communicative disorders, learning disabilities, or Attention Deficit Disorders (ADD) benefit from contextual and textual clues to augment their literacy levels.
- Phonological awareness permits students to hear the various sounds associated with the morphemes.

Example:

- hearing the sounds of the individual phonemes within a word expose students to sounds that may or may not be in their phonetic inventories
- exposure to novel phonemes increase spelling abilities and vocabulary which in turn increases word recognition and accelerates reading
- Morphological properties demonstrate word construction and deconstruction.

Example:

- morpheme construction helps students understand the premise behind word building
- presentation of root morphs and prefixes and suffixes demonstrates the concept of changes in part of speech
- Time terms provide students with sequencing information necessary to comprehend a text (e.g., before, during, after).
- Working with parts of speech enable students to understand the various elements required to construct grammatically correct sentences.

Connections with Curriculum

- Demonstrate an understanding of the elements of story
- Identify and explain the effect of specific elements of style
- Present ideas and information logically and coherently in written work
- Revise written work, independently and collaboratively
- Use vocabulary and language conventions to read and write competently and effectively
- Create media works and use established criteria to assess the effectiveness of the works

Organization

Student Binder/Portfolio

Students keep a daily record of their learning in individual binders/portfolios that are divided into sections:

- **Menu of the Day**
- **Guided Practices and Main Tasks**
- **Word Bank**
- **Homework Log**
- **Reflection**
- **Feedback**

This compilation also serves as a reference for review and practice.
(See pp. 29-34)

Menu and Homework Log

To enhance the classroom environment with an element from comics and graphic novels, create a Menu Planner and a Homework Board in the form of a speech and a thought bubble.

The information on the Menu Planner lets students know what the literacy topics are on a particular day. Students copy the information under the Menu of the Day section in their binders and refer to it as a reminder of the main points that were covered on a specific date. Parents/caregivers can consult the Menu of the Day section to keep abreast of the topics being taught. The Menu of the Day also provides students with a ready resource to help them prepare for evaluation tasks.

Students record the information on the Homework Board into the Homework Log section of their binders. This serves as a record for students and parents of assignments for completing at home.

Post the language topics being addressed and the home assignments on these boards so that students can record this information in their binders at the start of each lesson.

Students in the English class who take a woodworking class may be willing to accept responsibility for this project. It is a great self-esteem booster.

Make a Menu Planner and Homework Board

Materials

- cardboard template of a speech and thought bubble
- permanent marker
- safety glasses
- plywood
- jigsaw
- sandpaper
- primer paint
- blackboard paint
- hardware for hanging the forms



Instructions

- Trace the patterns on the plywood with a permanent marker.
- Wearing safety glasses, cut out and sand the forms.
- Apply a coat of primer and let dry.
- Apply two coats of blackboard paint.
- Affix hardware to the back of the forms and mount in a suitable area of the classroom.

Icons are used throughout the resource to indicate opportunities for students to add their work to their binders/portfolios.



Task



Word Bank



Reflection



Assessment

Tasks



Choose the Guided Practice tasks that are most relevant for your students in moving their learning forward.

Throughout the resource, student tasks are organized as Guided Practice or Main Tasks. The Guided Practice tasks are designed to reinforce students' prior knowledge or to consolidate new learning. These tasks can also be used in assessing for learning.

The Main Task introduces concepts or provides for applying the learning in new or different contexts.

Students file their work in the Tasks section of their binders to use as reference for other tasks and for review.

Word Bank



Students record new and related vocabulary and definitions in a personal word bank. They keep this as ongoing reference as they complete the tasks and prepare their graphic novel anthology.

Student Achievement

The Guided Practice tasks within each module can be used for assessment or to help students consolidate new information.



Opportunities to provide feedback and track students' progress are identified throughout the modules.



Students reflect on their learning daily.

Students build a binder/portfolio in which they keep work samples that both the teacher and student can use to assess progress.

A Unit of Study

Beginning the Study

Review your school and board policies concerning topic choices.

- Introduce the concept of anthology as a compilation of stories on a common theme or topic. Explain that their graphic novel will represent an anthology of the stories they write as they learn about the elements of fiction.
- List possible topics/themes as they are discussed (e.g., adolescence, life in the country/city, school sports, music, art, cultural heritage, violence in schools, global warming).
- As a class, decide on a theme/topic that they will reflect in their stories.
- Throughout the study, as students apply their learning about the elements of fiction in creating comic episodes, remind them to keep in mind the theme chosen by the class.

Profiling Student Learning

If the class chooses more than one theme as a focus for their work, different groups can compile the other anthologies.

- As a class, review the elements of fiction, the vocabulary, and the language conventions they studied and what these look like in comics and graphic novels.
- Students choose comic episodes from their work samples to contribute to the class anthology.
- Working in small groups, students compile the anthology.

Example:

Group 1: designs a cover

Group 2: orders the comic episodes and creates a table of contents

Group 3: assembles the anthology

1

SELF PORTRAITS

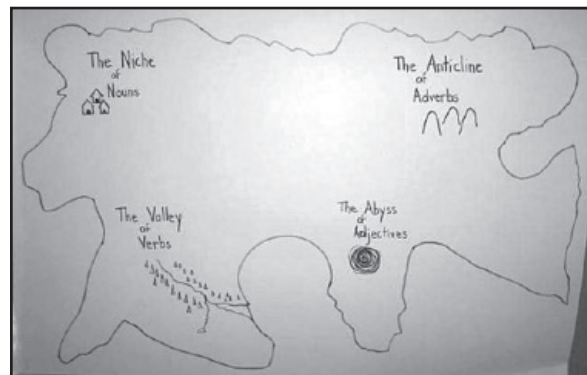
Context

Using the medium of their choice, students create a self portrait that forms the contributing author's page of their graphic novel anthology. They examine a text to identify the following parts of speech: the noun, the adjective, the verb, and the adverb, and use these to create their self portraits. Students are exposed to various vocabulary words that augment their lexicon. They use the new vocabulary to create a short biopic incorporating the properties of a character description: the physical, the mental, and the emotional.

Materials

- coloured cardboard templates: yellow – adjectives, blue – nouns, red – verbs, and green – adverbs
- short text consisting of sentences containing only adjectives, nouns, verbs, and adverbs
- enlarged copy of short text
- overhead projector
- assorted comics
- large cardboard with master map and/or acetate of master map containing the following areas: The Abyss of Adjectives, The Niche of Nouns, The Valley of Verbs, and The Anticline of Adverbs
- manila envelopes labelled A, containing above map – one for each student

Laminate the cards for durability and extended use.



- sets of envelopes (one per student) identified as:
 - B (segmented terms and definitions)
 - C (enlarge text from Module 1)
 - Yellow - adjectives
 - Blue - nouns
 - Red - verbs
 - Green - adverbs
- text from Module 1 (for each student)
- definitions for adjective, noun, verb, and adverb
- graphics of a bat: the mammal, a bat: sports equipment, a person in the action of batting

Students can refer to their completed guided practice sheet, *Parts of Speech*.

Guided Practice

- Define parts of speech and model the task using the example. (See *Parts of Speech*, p. 35)
- Students compose simple sentences with the parts of speech provided and share their sentences.
- Students file their completed work.
- Explain the additional task.
Identify the parts of speech contained in the short text. Underline the adjectives with a yellow pencil, the nouns with a blue pencil, the verbs with a red pencil, and the adverbs with a green one.
- Students share their interpretation of the instructions for this task with a peer.
- Students silently read the short text and complete the task.
- Students peer edit each other's work.
- Students place the words from the text under the appropriate posted headings: adjectives, nouns, verbs, and adverbs. They justify their choice by providing the definition for an adjective, a noun, a verb, and an adverb.



Circulate and guide students experiencing challenges with the task.

Guided Practice

- Post the definitions for the parts of speech and the cardboard templates in the following sequence: Yellow – Adjectives, Blue – Nouns, Red – Verbs, and Green – Adverbs

- Explain and model the Parts of Speech game, using the set of envelopes and the Parts of Speech Game, p. 35
 - Review that some words may figure in more than one category by showing three separate images of a bat. (See Materials)
 - Read Module 1 text aloud.
 - Students play the game.
 - Partners place assembled sentences on the board and justify their choice of word placement within the sentence by referring to the definitions on the map.
 - As a class, decide if the sentences are correct.
- ✓
- Students check their work against their previously completed work.

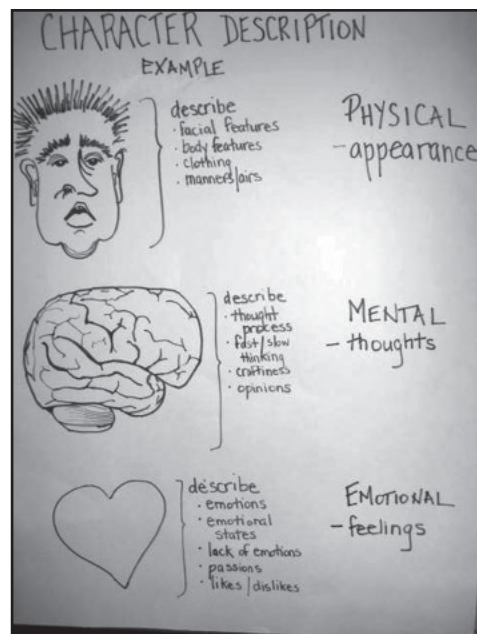
Main Task

- Provide a model for a contributing authors' page.

Student A (biopic)	Student B (biopic)	Student C (biopic)	Student D (biopic)	Student E (biopic)
Student F (biopic)	Student G (biopic)	Student H (biopic)	Student I (biopic)	Student J (biopic)

- Model what should be included in a character description chart, explaining what is included in a physical, emotional, and mental description.
- Students brainstorm their characters' descriptions and record their reasoning.
- They complete their self portraits for inclusion on the contributing authors' page of the graphic novel anthology.

Reduce the students' portraits to produce a master sheet.



2 ELEMENTS OF FICTION - SETTING

Context

Students complete tasks designed to clarify the concept of setting as the time and place for a story. These tasks engage the students' senses in order to demonstrate the link between the setting and the mood it evokes.

Materials

- DVD/tape player/television
- various musical recordings that evoke particular moods (e.g., dance music, sound effects of wind rustling, shutters banging, gates creaking, waves crashing, water rippling, birds singing)
- video clips depicting contrasting moods/atmosphere
- artworks that convey various moods/atmospheres
- banner paper
- large cardboard or presentation board
- variety of comics
- vocabulary words separated into adjectives and nouns to describe the diverse settings and moods/atmospheres
- manila envelopes (one per student) entitled 'Settings Bank'
- magazines
- four sets of upper and lower case letter templates in large font

Guided Practice

Provide completed or partially completed outlines for students with exceptionalities.

- Play a selection of musical scores that create varying moods and atmospheres to engage students' aural sense.
- Reduce the volume or turn off the music.
- Introduce the lesson topic: 'Setting' and its meaning as the time and the place in which an action unfolds.
- Students record the definition.
- Select students at random to read the definition.
- Students title a page, Setting and set up three columns with the headings: Time, Place, Mood.
- Model an example of setting by placing an appropriate time and place element under the correct headings.



- Students read to find three different settings from their comics.
- They insert the time and the place of their settings under the appropriate columns of their chart.
- Students share the settings from their comics with the class.
- Record their examples under the appropriate headings on the board.

Main Task

- Explain how a setting may evoke a particular mood by replaying the sound recordings, pausing after each.
- List words that pertain to mood and atmosphere and discuss their meaning.
- They share and justify their impression of the mood a particular score elicits.
- Illustrate the meaning of continuum by drawing an example and labelling one end 'positive/light' and the other 'negative/dark.'
- Students place vocabulary words under the 'positive/light' end or the 'negative/dark' end.
- Demonstrate that other words may be placed along a continuum as degrees of a term.
- Students identify and record where the 'mood' words sit on the continuum.
- They record the definition and the sketch of the term continuum.

Prepare flashcards with the vocabulary sets to verify students' comprehension.

Guided Practice

- Students view video clips — one featuring a stormy nightscape and one displaying a calm, pastoral day.
- They note the moods elicited from the contrasting scenes.
- Students reflect on personal experiences where a particular setting created a definite mood or atmosphere.
- Present elements that may influence mood: colour, weather, sounds, texture, smell, touch.
- Demonstrate how the Arts (Visual Arts, Music, Drama, Dance) can reflect the mood of a particular time and place by presenting differing works that show the relationship between a setting and its interpretation by the artist.

- Students note the elements in each of these works that influence the mood.

Guided Practice

- Students examine magazines for visuals that help create mood and atmosphere.
- They incorporate as many elements as possible into a collage or other visual aid and share their completed product.

Guided Practice

- Introduce idiomatic expressions that use colour to deliver a meaning (e.g., to see red means to be angry, frustrated, peeved, annoyed, vexed; to be given the green light means to go ahead; to be yellow means to lack courage).

Link idiomatic expressions used in English with those found in another language (e.g., the black sheep – une bête noire)

Making a 'Visual Settings Bank' Banner or Presentation Board

- Working in small groups, each group cuts out letters:
 - Group A: V, i, s, u
 - Group B: a, l, S, e
 - Group C: t, t, i, n (2)
 - Group D: g, s, B, a, k
- Each group pastes its letters on the banner or the presentation board.
- Groups trace and cut out words and symbols:
 - Group A: Time + Place = Setting
 - Group B: Setting = Mood/Atmosphere
 - Group C: Mood/Atmosphere =
 - Group D: Clues about "the characters that inhabit [the setting]"
- Students who complete the task can cut out: "and the story genre"
Each group pastes its words on the banner or presentation board in the following manner:
 - Time + Place = Setting
 - Setting = Mood/Atmosphere
 - Mood/Atmosphere = Clues about "the characters that inhabit [the setting]" and the story genre"
- Each student selects two settings from their manila envelope to paste on the Visual Settings Bank banner or presentation board.

Guided Practice

Students can use a thesaurus to find synonyms.

- As a class, identify synonyms to describe the settings and the moods and atmospheres better.
- Provide a range of synonyms an adjective may possess (e.g., bleak, barren, bare, dim, desolate, stark, black, cutting, dark).
- Students refer to the list as they describe the settings for their comic episode. (See Main Task)

Main Task

Vintage classics illustrated comics are formatted differently from present day comics. Students must pay closer attention to detail in order to complete the task successfully.

- Review the definition of ‘setting’ and explain the term ‘narrative block,’ using a narrative block from a comic.
- Distribute a number of different types of comics to each group.
- Working in groups, each group looks for words or clauses that identify the ‘setting’ from the narrative blocks (NB) within their comics (e.g., NB1 “aboard the Ghost;” NB 2 “one early January morning, heavy fog, San Francisco Bay, aboard a ferry.”)
- They describe the contents of the panel with which the narrative block is associated (e.g., NB1 - the open sea, whitecaps, windy, cloudless pink sky, windy, sense of motion; NB2 - greyish purple foreground and background, silhouette of ferry, calm waters, no sense of motion).
- Select a setting that loosely matches those from the comics (e.g., mid-May 1673, near nightfall; Sainte-Marie Falls, in a birch bark canoe).
- Note that the time and the place are tangible, concrete manifestations while the mood/atmosphere is an intangible, abstract notion.
- Ask: *Which mood/atmosphere does the setting best evoke?*
- Possible responses: fearful, isolated, terrified, bleak, sombre
- Students read comics, jotting down the various settings and moods and atmospheres evoked.
- From the clippings in their envelopes, they choose and paste settings that best match the settings, moods, and atmospheres noted.

- Working in pairs, they discuss their partner's settings and brainstorm synonyms for adjectives that better describe setting, and adjectives or nouns that better describe the moods and atmospheres.
- Students present their completed settings and synonyms.



Circulate to observe and to assist, as needed.

- Model the process for the task:
 - Select a setting.
 - Identify time, place, and mood
 - Justify your choice of mood (e.g., a setting featuring dark sombre colours in a bleak landscape, cityscape, or environment may evoke a sad or sinister feeling or mood; the elements that the viewer sees and projects into the scene lay the foundation for a depressing, sombre, evil, or desperate story line.)
- Students choose and record three different settings for use in their graphic novel. (See Setting Organizer, p. 37)
- Students refer to their continuum sketch and the Visual Settings Bank banner.

3

ELEMENTS OF FICTION: CHARACTERS

Context

Students read various types of graphic novels and comics in which they meet a multitude of characters and create characters for their graphic novel episodes.

Materials

- a comics series that depicts a variety of character types
- caricatures portraying the various character types
- coloured paper marked as:
 - orange = A
 - green = B
 - mauve = C
 - yellow = D
 - blue = E
 - pink = F

To create an inclusive environment for students with colour exceptionalities mark the coloured sheets A to F

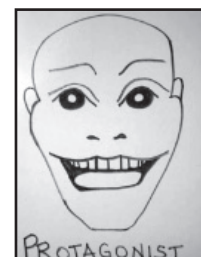
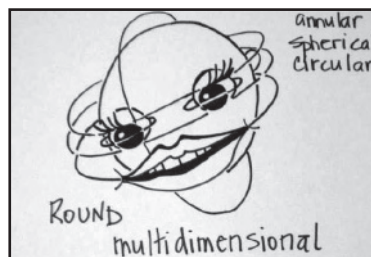
Main Task



- Pose the question to the class: *What is characterization?*
- Students individually reflect on an answer, discuss it with a partner, and share their answers with the class.
- Lead a discussion to identify characterization properties.
- Introduce the types of fictional characters along with their definitions:

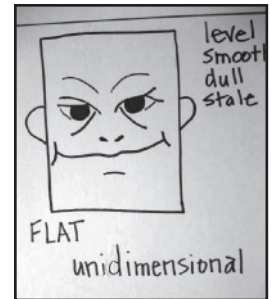
ROUND

- more fully developed character
- possesses more than one dimension
- protagonist



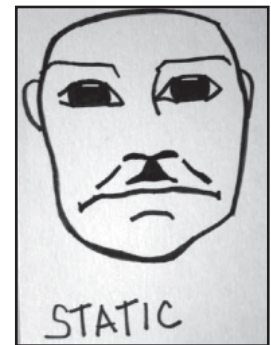
FLAT

- least developed character
- possesses one dimension
- stock character that can be described in terms such as: tailor, soldier, sailor, rich person, poor person, beggar, thief, doctor, lawyer.



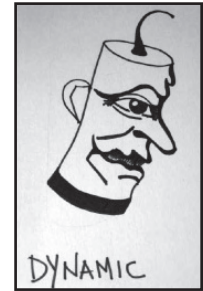
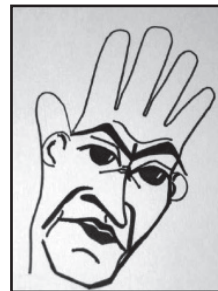
STATIC

- unchanging throughout story line
- character possesses the same traits from the beginning to the end of the story



DYNAMIC

- undergoes transformation throughout the story line on a number of levels
- the character's traits have changed either on a physical, mental, and/or emotional level due to conflicts encountered during the story line



- Students record the definitions.
- Model how to make a foldable study tool. (See Character Types - Foldable Study Tool, p. 38)
- As a class, list the characters found in a comic series.

- Highlight different examples of character types: round, flat, static, dynamic, protagonist, and antagonist by selecting characters from the list.
- Assign characters from the comic series to small groups.
- Individually, group members match the assigned characters to one or more character types and justify the reasoning behind their selections. (See Character Types, p. 39)
- In their groups, they record their findings in point form and share them with the class.
- Lead a class discussion to verify the information, supplying further explanations or by inviting students to explain their understanding.
- Students transfer the information under the Character Types tab of their foldable study aid and draw features of the characters they encountered.
- Explain that being able to recognize various types of characters presented in a work of fiction will help them create believable characters for their graphic novel episodes.
- Students create characters for their graphic novel episodes. (See A Character Bank, p. 42)
- They consult with peers about the believability of their characters and the veracity of character types chosen.
- Students present two characters of which they are most proud to the class.



Guided Practice

- Post a two-column chart with the headings Character Properties and Character Types.
- Explain the differences in meaning between the two and write information under the appropriate headings.
- Students create a similar chart.
- Brainstorm and post a list of character attributes. (See Character Attributes, p. 43)
- Students use these attributes to describe their character types.
- Describe the task. (See Character Types and Properties, pp. 40-41)



4

ELEMENTS OF FICTION: PLOT

SECTION 1: PLOT OUTLINE AND STORY STRUCTURE

Context

Students examine diverse story lines and plot structures of assorted graphic novels and comics. They write a simple plot that they render into a comic to consolidate their knowledge of previously examined elements of fiction: setting and characters. Students examine tempo-spatial terms to understand why using these transition terms helps with the flow of information coding and decoding as they create their story line.

Materials

- coloured pencils, markers, crayons
- paragraph that features a beginning, middle, and end
- a number of age, gender, cultural, and grade appropriate class sets of a comics series
- terms on coloured cards:
 - indent
 - topic sentence/main idea
 - pronoun use
 - supporting sentence
 - facts
 - details
 - examples
 - concluding sentence
 - transition words
 - unity
 - coherence
- cardboard/metal/plastic filing box to store students' drafts
- six different texts cut into sections, illustrating plot outline and story structure elements and placed in manila envelopes, labelled 'The Elements of Fiction: Plot'
- cartoons/comics/graphic novels

Making a Class Filing System

- Demonstrate how a file folder becomes a system that documents their progress and success as well as a tool to organize their work for easy retrieval.
- Students label the folder with their name.
- Model how to store students' work by placing their folders alphabetically in the filing box.
- Students store their folder in the filing box at the beginning and conclusion of each writing lesson.

Guided Practice



- Students silently read the paragraph noting any challenging or unfamiliar vocabulary words.
- Students section the paragraph into a beginning, middle, and end.
- Draw a three-column chart labelled: Beginning, Middle, and End respectively.
- Students place the appropriate parts of the paragraph in the correct columns and give reasons for their choice.
- Review the various components of the paragraph.
- Students choose the different coloured cardboard terms that match each component. (See Materials)

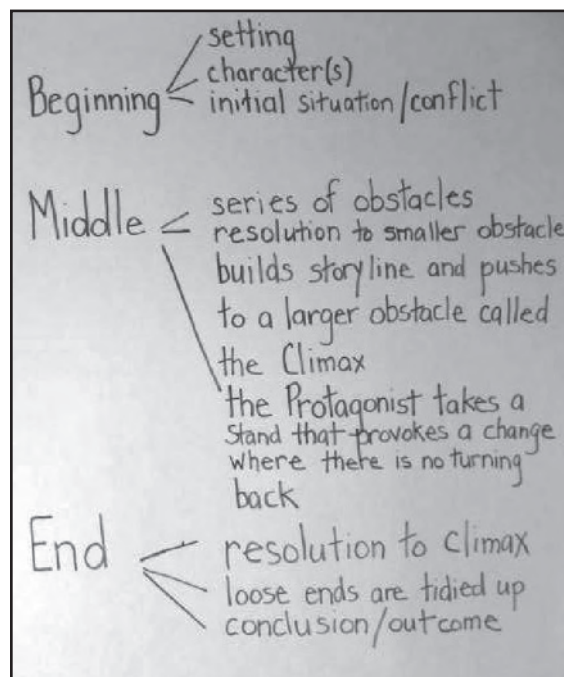
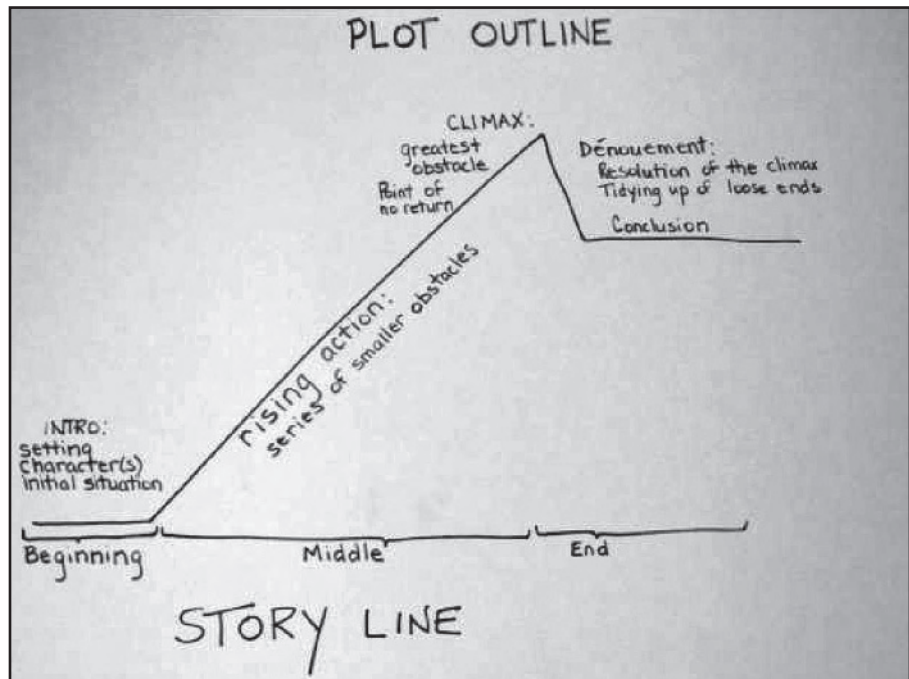


As students explain the properties of a paragraph, assess their comprehension of the information.

Guided Practice

- Using a plot outline and story structure schematic, determine students' understanding of the terms: 'plot outline' and 'story structure.'
- Divide the class into two groups: plot outline and story structure.
- The groups find the difference(s) between the terms, referring to the dictionary, reference books, and their previous knowledge.
- A member from each group shares their group's findings.

- Compare the group's findings by:
 - providing the definition for each term
 - referring to the plot outline and story structure schematic
- Students record the definitions for each term.



Main Task

- Students silently read comics noting that there are a number of smaller conflicts or crises that lead to the major obstacle in the climax of the story.
- Individually, they compose a paragraph discussing the comics' content. (See Write a Paragraph, p. 44)
- Randomly select students to read their paragraph.
- Record the salient features of the students' information, adding omitted information as each paragraph is read.
- Students reflect on the differences in perception and interpretation of the same reading.
- In discussion, identify possible reasons for the differences:
 - people's backgrounds influence their perception and subsequent interpretations
 - others have a different point of view on a particular subject
- Provide an example to demonstrate that students must read critically to understand the author's perspective, (e.g., they should question the author's point of view by examining an author's era, gender, social, religious, geographical, and political affiliations as these influence the writing).
- Highlight the importance of rereading a draft before submitting it as a final copy as it allows them to edit omissions or errors.
- Students edit their paragraphs, using the plot structure diagram. (See Plot Outline, p. 45)

Guided Practice

- Divide the class into six groups, giving each group an envelope labelled 'Elements of Fiction: Plot.' (See Materials)
- Select a student to read the instructions:
 In the envelope, there are a number of sentence strips. On each strip, the sentence contains a clue or clues representing a part of a 'plot outline' and/or 'story structure.'
 Assemble the sentences in the correct order paying close attention to the clues in each sentence.
 Decide under which heading the sentence strip belongs: plot outline or story structure.
 Select a member from the group to present your group's findings to the class.
- As a class, review the findings from each group.

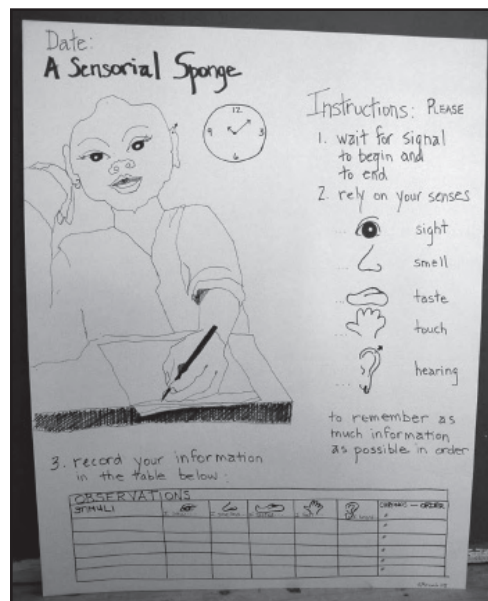
SECTION 2: STORY SEQUENCE – TIME AND SPACE

Context

Students activate their senses and record as much stimuli as they can while they are viewing a story segment. They learn that some information is not recorded and that some information is detected through senses other than sight and sound, (e.g., temporal sequencing and spatial location).

Guided Practice

- Distribute and explain the task. (See A Sensorial Sponge, p. 46)



- Students view a clip of an introductory scene from a science fiction episode. They rely on their senses to discern as much information as they can from the moment that the teacher signals that the experiment has begun until the teacher signals the end.
- At the end of the viewing, students form groups and identify a spokesperson and a scribe.
- As the group members share their notes, the scribe records the information.
- The spokesperson for each group recounts the findings to the class.
- Highlight the differences in the group's accounts of the information by asking:
 - Did every student in the group recount the same information?
 - Why is some information recorded by some and not by others?
 - Why were the findings different?
 - Could the differing interpretations result in miscommunication or conflict?
- Explain that the interpretation of events is influenced by a person's background and beliefs and that their experience with the same situation may be different from someone else's.
- Emphasize that they should be critical when they read and/or view articles, stories, newspapers, debates, etc., always taking into consideration and being respectful of different points of view and perspectives.
- Point out that, as authors of their comics, they will be in control of the time and the space in which their story unfolds.

Main Task

- Demonstrate that each panel of a seven-panel comic strip fixes the story in a particular time and space. (See A View of a Comics Panel, p. 47)
- Explain that the space between each panel is the fluid area where time and space elapse.
- Review the terms used for each component of the comic panel.
- Students record the terms.
- Review the salient points concerning sensory input, decoding, perception, interpretation, tolerance, and vocabulary.
- Model how to complete a comic panel, highlighting the beginning, the middle, and the end.
- Working in pairs students, transform their notes from the viewing into a seven-panel comic. (See Seven-Panel Comics, pp. 48-49)
- Students present their story panels.



Circulate offering help and encouragement, and complimenting behaviour, work ethic, collaboration, etc.

Guided Practice

- Review the concept of time and space.
- Introduce transition words, explaining that prepositions refer to temporal and spatial abstractions.
- Highlight the word 'position' in the term 'preposition' and circle the prefix, 'pre.'
- Explain that the term 'pre' means before and that the term 'position' means location or place so preposition refers to 'before location.' The preposition is placed before another part of speech usually a noun or a pronoun.
- Students record the definition and share their examples of prepositions.
- Post some commonly used prepositions.
- Students complete the task and share their work with the class. (See Prepositions, p. 50)



Francophone students use the term 'phrase' where Anglophone students use the term 'sentence.' Teachers may need to spend time differentiating 'phrase' and 'sentence' and 'clause' and 'phrase' to help students understand.

Bibliography

Carter, James Bucky. *Building Literacy Connections with Graphic Novels: page by page, panel by panel*. Illinois: National Council of Teachers of English, 2007. ISBN 978-0-8141-0392-0 (pbk.)

Chinn, Mike. *Writing and Illustrating the Graphic Novel*. New York: Quarto Publishing, 2004.

Eisner, Will. *Comics and Sequential Art: Principles & Practice of the World's Most Popular Art Form*. New Jersey: Poorhouse Press, 1985.

Eisner, Will. *Graphic Storytelling and Visual Narrative*. New Jersey: Poorhouse Press, 1996.

Gertler, Nat and Steve Lieber. *The Complete Idiot's Guide to Creating a Graphic Novel*. Toronto: Pearson Penguin Ltd., 2004. ISBN 1-59257-233-2

McCloud, Scott. *Making Comics: Storytelling Secrets of Comics, Manga and Graphic Novels*. New York: HarperCollins, 2006.

McCloud, Scott. *Understanding Comics: The Invisible Art*. New York: HarperPerennial, 1993.

Varnum, Robin and Christina T. Gibbons. *The Language of Comics: Word and Image*. Jackson: University Press of Mississippi, 2001.

Drawn and Quarterly - <http://www.drawnandquarterly.com/artHome.php>

Merriam-Webster's Word Central - <http://www.wordcentral.com/2007>

Read Write and Think - <http://www.readwritethink.org/materials/lit-elements/overview/>

Visual Thesaurus - <http://www.visualthesaurus.com/>

Menu of the Day

Date: _____

Lesson Topic: (3 or 4 points)

Specified Outcome from the Lesson:

Study Aid:

Record the key words that will help you remember the main points of the lesson.

Draw symbols that may help you to remember the main points of the lesson.

Tasks

Date: _____

Guided Practice 1:

Guided Practice 2:

Guided Practice 3:

Guided Practice 4:

Guided Practice 5:

Main Task:

Explain how the Guided Practices help you understand and complete the Main Task.

How can the Guided Practices or the Main Task be altered to better help you learn and succeed?

Word Bank

Date: _____

Word	Definition	Word in context
Tools to help me remember this word - mnemonic devices, drawings, word associations, formulas, etc.		

Word	Definition	Word in context
Tools to help me remember this word.		

Word	Definition	Word in context
Tools to help me remember this word.		

Word	Definition	Word in context
Tools to help me remember this word.		

Word	Definition	Word in context
Tools to help me remember this word.		

Word	Definition	Word in context
Tools to help me remember this word.		

Reflections

Date: _____

Circle the clause that best expresses the beginning of your reflection.

Today, I learned

My impressions of

What I understood from today's lesson

I succeeded in

Use it to complete your reflection.

The specified outcome for the lesson was:

Circle the term that best suits your level of success with this lesson.

I was successful:

- to a small degree

- to a moderate degree

- to a great degree

Parts of Speech

Name: _____

Date: _____

An **adjective** is a word that describes a noun or a pronoun.

Example: fair, cold, great, stiff

A **noun** is a word that names a person, a place, an idea, or an object.

Example: referee, arena, success, skater, muscle, joint

A **verb** is a word that expresses an action or a state of being.

Example: supervise, flood, come, hurt, am, is, become, appear, damage

An **adverb** is a word that describes a verb, an adjective, or another adverb. It may answer where, when, how, or why.

Example: even, more, gratefully, closely, purposely, suddenly, enough, easily

Task

- Create simple sentences using words from the examples in each part of speech and justify your answers.
- You may change the number from singular to plural and add words to the appropriate parts of speech, if necessary.
- A word may be classified as more than one part of speech.

Example: Cold skaters hurt limbs more easily.

Justification:

'Cold' - an adjective describing the noun 'skaters'

'skaters' - a noun that names a person

'hurt' - a verb because it expresses an action

'limbs' - a noun that names an object

'more' - an adverb that describes the adverb 'easily'

'easily' - an adverb that describes the verb 'hurt'

Parts of Speech Game

Instructions

- Listen attentively as the text is read.
- Match the part of speech with the appropriate definition in envelope B.
- Place the matched set on the correct areas on the map: The Abyss of Adjectives, The Niche of Nouns, The Valley of Verbs, or The Anticline of Adverbs.
- Categorize the words from envelope C into adjectives, nouns, verbs, and adverbs and place them into the appropriate coloured and tagged envelopes.
- With your partner, reassemble the text into its proper order.

Settings Organizer

Name: _____

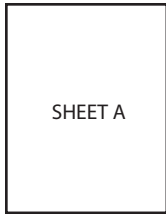
Date: _____

Task

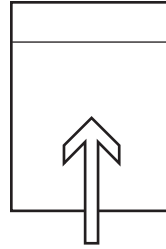
- Choose three different settings from the Visual Setting Bank and complete the table.
- Under the Setting column, describe the time and the place.
- Provide the mood evoked by the setting.
- Give the reasons for your answer, using new vocabulary words.

Description 1	Setting		Mood	Justification
	Time	Place		
Description 2	Setting		Mood	Justification
	Time	Place		
Description 3	Setting		Mood	Justification
	Time	Place		

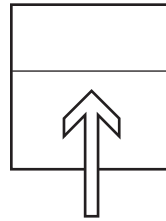
Character Types - Foldable Study Tool



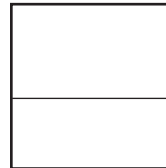
Measure 8" from bottom and fold →



Measure 7" from bottom and fold →



Measure 6" from bottom and fold →



Place folded sheet C into folded sheet B.
Place folded sheet A over folded sheets B and C.

A	B	C	C	B	A
1.	2.	3.	4.	5.	6.

Staple the three folded sheets to form a booklet.

Label each area:

1. Types of Fictional Character
2. Static Character
3. Flat Character
4. Dynamic Character
5. Round Character
6. Protagonist/Antagonist

Character Types

Name: _____

Date: _____

Task

- Refer to the table to determine the character type for each of the characters your group is assigned.
- Justify your reasons for choosing the character type

Character Types	Properties	Yes	No
round	Can be described:		
	- physically		
	- mentally		
	- emotionally		
dynamic	Changes throughout the story line:		
	- physically		
	- mentally		
	- emotionally		
protagonist	Faces conflict(s) to reach a goal		
flat	Can be described stereotypically		
static	Remains the same throughout the story line		
antagonist	Prevents protagonist from reaching goal		

Character Types and Properties

Name: _____

Date: _____

Task

- With a partner, consider the class theme for the graphic novel anthology and draw characters to represent each character type.
- Consider the properties that characters should depict as you create your characters.

Types of Characters	Description
Static	Unchanging throughout story line
Flat	Uni-dimensional
Dynamic	Transforms during story line
Round	Multi-dimensional
Protagonist	Seeks to reach a goal
Antagonist	Obstacle to protagonist's goal

Properties	
physical	The character's physical description includes: <ul style="list-style-type: none"> - facial appearance - state of body - type of body - body language (manner of moving) - state of clothing - type of clothing - manner of speaking - type of speech (dialects, slang, etc.) - state of health - gender - age - race
emotional	The character's emotional description includes: <ul style="list-style-type: none"> - feelings - needs - interests - desires - fears - family background
mental	The character's mental description includes: <ul style="list-style-type: none"> - goals - education - occupation - thoughts - reactions to conflicts
other	The character's _____ description includes:

Character Types and Properties

(continued)

Using the description of character types, answer true (T) or false (F) to the questions:

- 1. The dynamic character undergoes physical transformations during the story line.
- 2. The static character can be transformed at the end of the story line.
- 3. The flat character possesses many facets to its character.
- 4. The round character can be the protagonist of the story line.
- 5. The round character can be the antagonist of the story line.
- 6. The static character can be multi-dimensional.
- 7. The antagonist prevents the protagonist from its goal.
- 8. The protagonist can be dynamic as well.
- 9. The flat character can be a stereotype.
- 10. The antagonist and the protagonist can be the same character.

A Character Bank

Task

- Create a bank of characters to use in your graphic novel episodes.
- Include a minimum of:
 - one round character
 - two dynamic characters
 - one protagonist
 - three flat characters
 - one antagonist
 - three static characters
- Describe the fictional character by referring to prior class tasks.
- Decide what type of character your fictional character will play in the story line of your comic episodes.
- Justify your reasoning for each type of character you chose.
- Create enough character types to fill a believable story line.
- Re-create this table on a separate sheet of paper leaving sufficient space for complete descriptions. Use a full page for more complex characters.

Character Bank				
Character	Type of character	Description of character		
		Physical	Mental	Emotional

Example

Character Bank

<u>Character</u>	<u>Type of character</u>	<u>Description of character</u>		
		<u>Physical</u>	<u>Mental</u>	<u>Emotional</u>
Delphine	Round	Well trimmed, short haired, female bloodhound	Thinks only about the safety and well-being of her caregiver, Fredericka	Loves her family unconditionally
		Wears horn-rimmed bifocals	Suffers from flashbacks	Resorts to snapping when upset

Character Attributes (Teacher)

Abusive

Destructive

Aggressive

Cold

Detached

Heroic

Independent

Courageous

Strong

Rational

Virile

Ambitious

Warm

Masculine

Feminine

Achieved

Successful

Team-spirited

Flexible

Open

Malleable

Encouraging

Compassionate

Soulful

Critical

Cynic

Respectful

Surly

Engaging

Feared

Possessive

Dynamic

Assertive

Resolute

Write a Paragraph

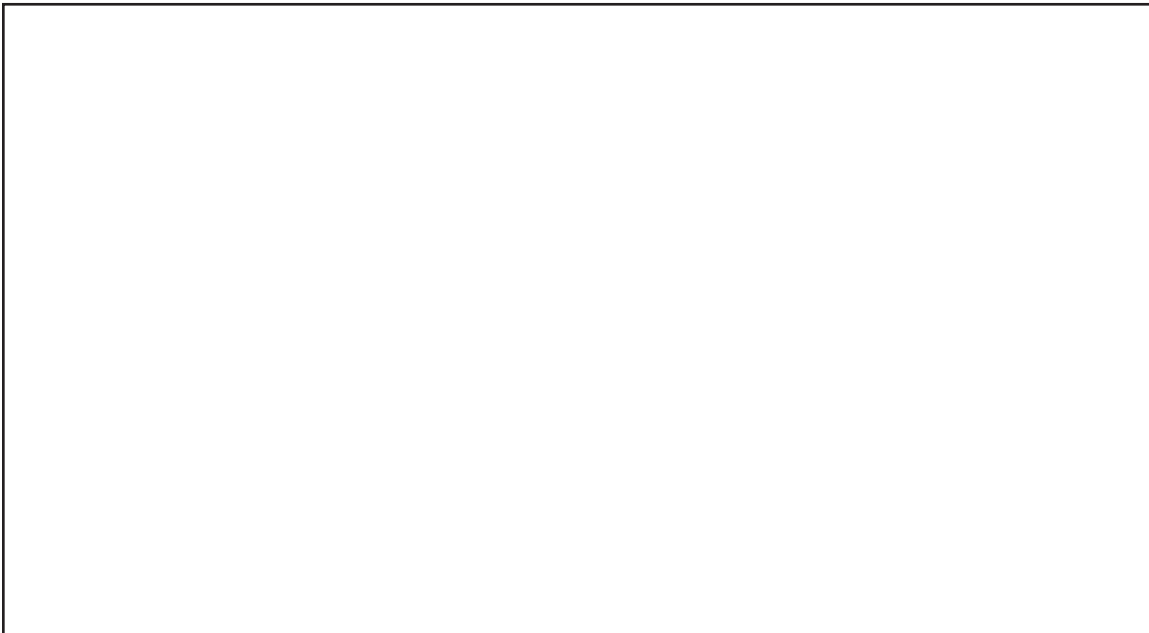
Name: _____

Date: _____

Task

- Condense a comics story into one paragraph.
- Brainstorm and choose the parts that you believe are integral to a story and compose a paragraph that incorporates all the terms reviewed in class.
- Keep in mind the setting and the characters.

Integral Parts of a Story

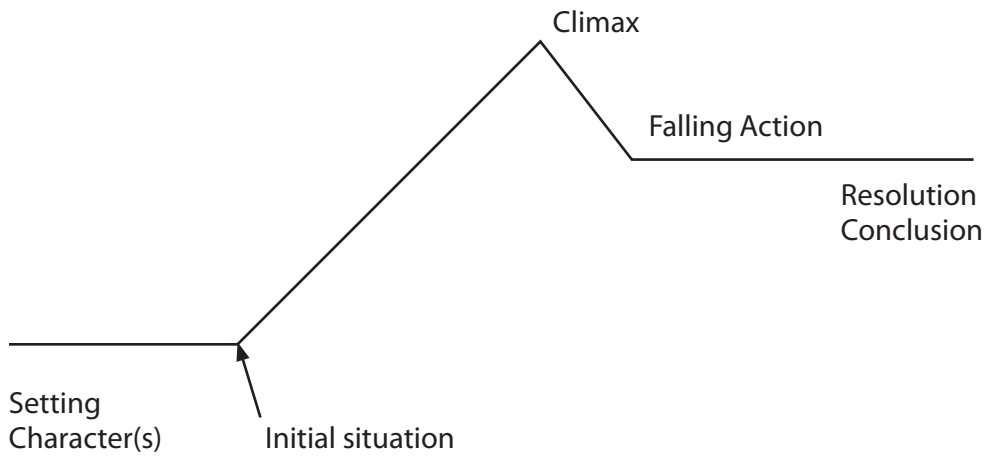


Paragraph

Plot Outline

Task

- Edit your first paragraph by including the components found in the plot outline diagram.



A Sensorial Sponge

Name: _____

Date: _____

Task

- Rely on your senses to remember as much information as you can in chronological order.
- Record your information in the table.

Stimuli	Sight I saw ...	Smell I smelled...	Taste I tasted ...	Touch I felt ...	Hearing I heard ...	Order

A View of a Comics Panel (Teacher)

a **SPLASH PANEL** spans the space of several panels and serves to introduce or to highlight. This type of panel is effective as a first panel to introduce the setting and the character(s).

a **NARRATION BLOCK** provides information of events in present, past, or future time. It can be considered a space outside of the action where the author dialogues with the reader or where a character converses with the reader.

a **GUTTER** represents the passage of time and the dissolution of space.

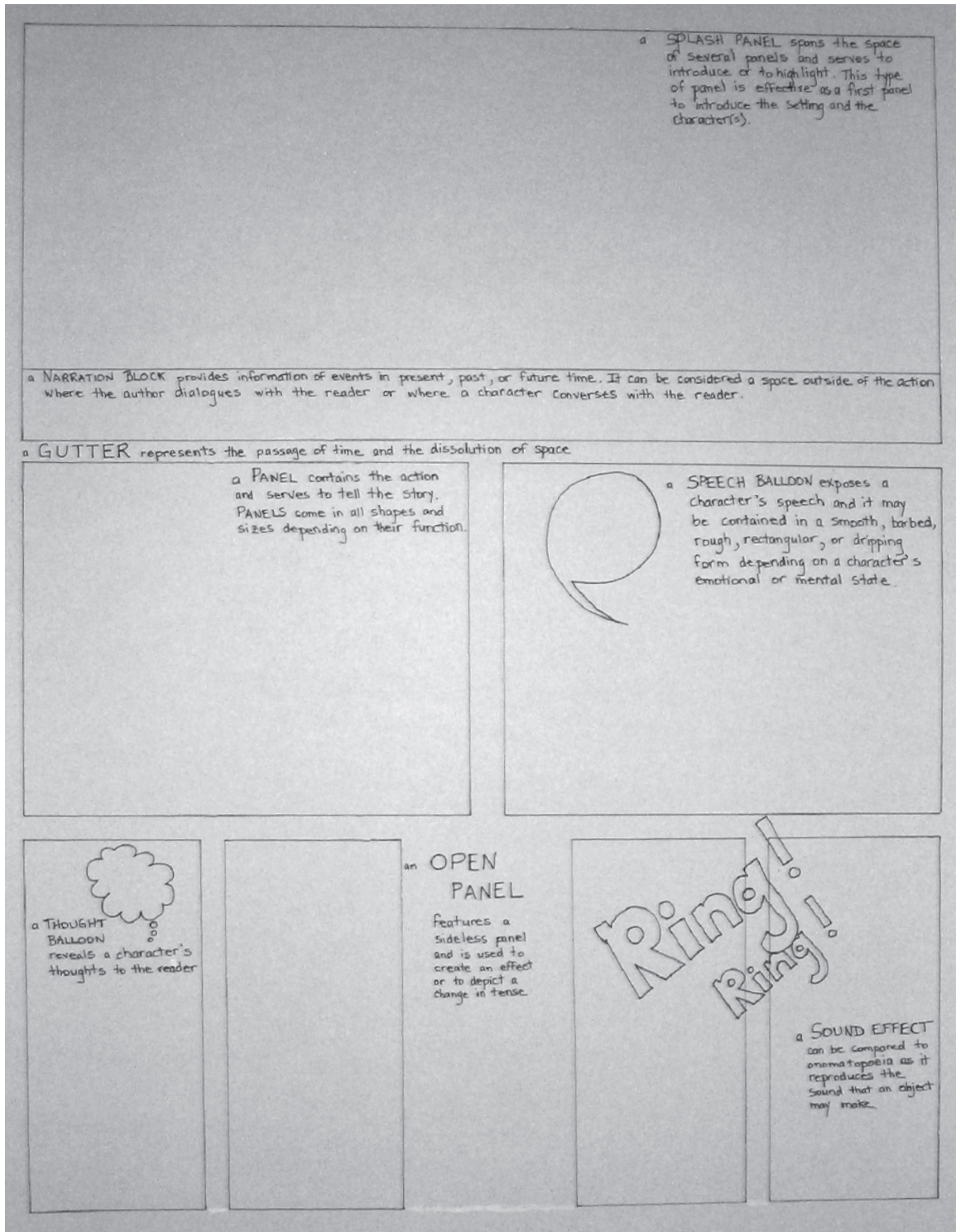
a **PANEL** contains the action and serves to tell the story. PANELS come in all shapes and sizes depending on their function.

a **SPEECH BALLOON** exposes a character's speech and it may be contained in a smooth, barbed, rough, rectangular, or dripping form depending on a character's emotional or mental state.

a **THOUGHT BALLOON** reveals a character's thoughts to the reader.

an **OPEN PANEL** features a sideless panel and is used to create an effect or to depict a change in tense.

a **SOUND EFFECT** can be compared to onomatopoeia as it reproduces the sound that an object may make.



Create a Comic

Name: _____

Date: _____

Task

- Label the comics template. Draw a link from each definition to its location on the template.
- Create a story using your notes from viewing the film clip.
- Your story must include:
 - setting
 - beginning, middle, and end
 - characters
 - conflict
- Record your story on the Seven-Panel Comics template.

Border – lines used to frame the panel

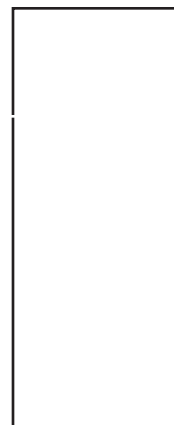
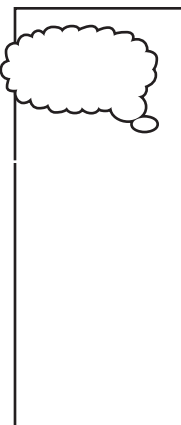
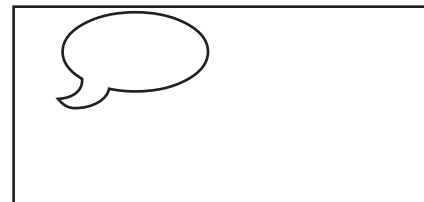
Narration Block – provides reader with information

Balloon – contains character’s speech

Thought balloon – contains character’s thoughts

Gutter – the space between frames in which time passes

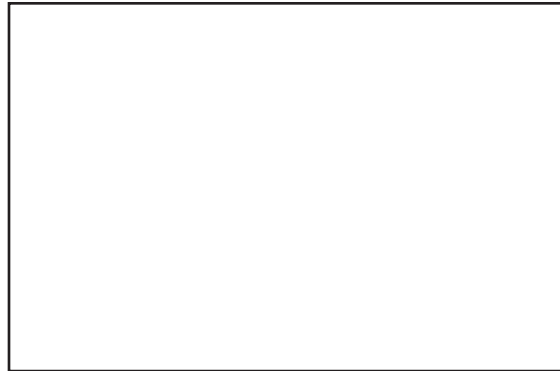
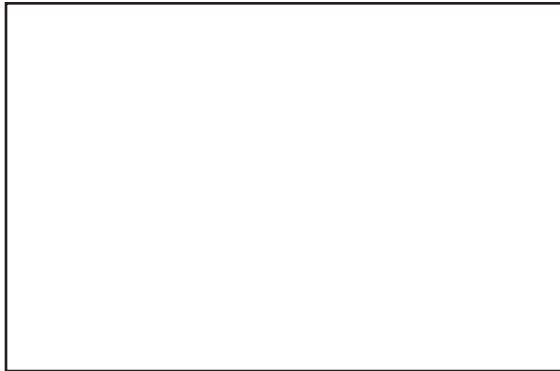
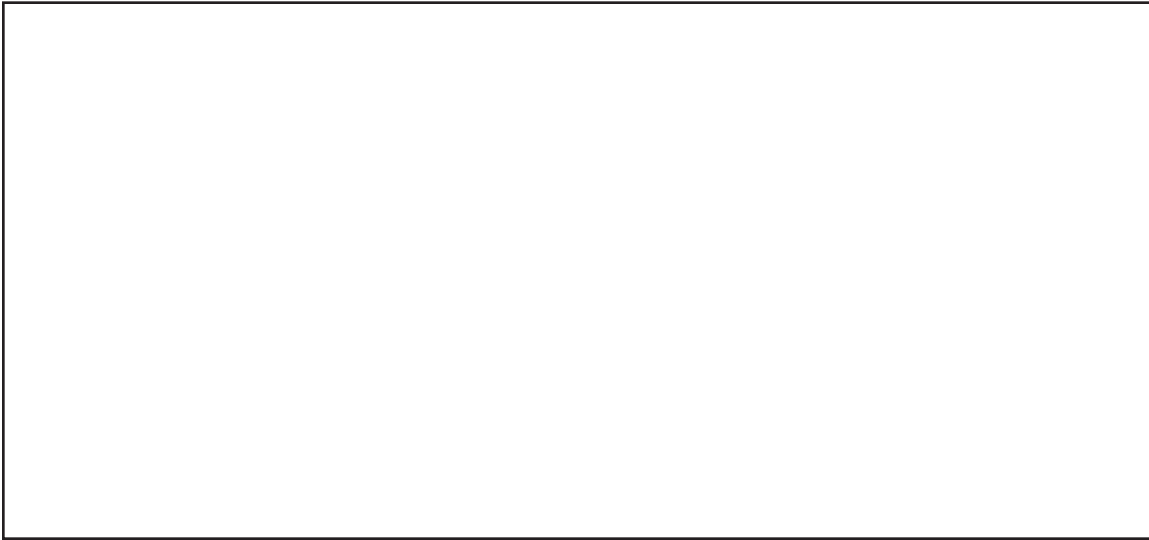
Panel – a frame in which the story unfolds. There are seven frames to this story.



Seven-Panel Comics

Name: _____

Date: _____



Prepositions

Name: _____

Date: _____

A preposition is a word that shows a relationship of a phrase to another part of speech in a sentence.

Task

- Choose a comic or a graphic novel.
- Locate one prepositional phrase per page.

Example 1: Preposition + noun = at + heart

Successful teachers remain young at heart.

The preposition 'at' connects the noun 'heart' to the adjective 'young.'

Example 2: Preposition + pronoun = for + them

The students rallied for them.

The preposition 'for' connects the pronoun 'them' to the verb 'rallied.'

Example 3: Preposition + noun phrase = in + a better state

The soldiers left the country in a better state.

The preposition 'in' connects the noun phrase 'a better state' to the noun 'country.'

Title							
Prepositional Phrase	Connects:			To:			Excerpt
	noun	pronoun	Noun phrase	noun	verb	adjective	
... with my mother ...			X		X		"...I still live with my mother...: (9)