
TECHNOLOGY UNIT

Turbeville – 2nd Grade Comic Creators

Total Points: 80

Standards:

ISTE NETS-Student Technology Standards:

1. *Creativity and Innovation:* Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - a. Apply existing knowledge to generate new ideas, products, or processes
 - b. Create original works as a means of personal or group expression.

ISTE NETS-Student Technology Standards:

2. *Design and Develop Digital Age Learning Experiences and Assessments:* Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards-S.
 - a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
 - b. Develop technology-enriched learning environments, that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
 - c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
 - d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.

2nd Grade Common Core Standards:

3. [CCSS.ELA-Literacy.W.2.3](#)
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
4. [CCSS.ELA-Literacy.RL.2.7](#)
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
5. [CCSS.ELA-Literacy.W.3.3.b](#)
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
6. [CCSS.ELA-Literacy.W.3.6](#)
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
7. [CCSS.ELA-Literacy.RL.3.3](#)
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

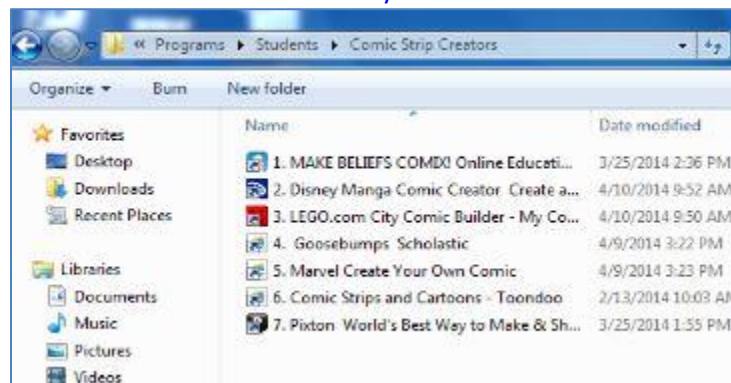
Pre Assessment:

- In order to pre-assess the students on reading, writing, and creating comic strips, I chose to create an eInstruction CPS Assessment.
- Pre-Assessment Questions and Data in the link below:
<https://www.dropbox.com/s/s532ldukqfmwpl/CPS%20Clicker%20Results%20Comic%20Strips%20Pre-Assessment.pdf>

Teaching Strategies:

- I used the following technology tools in my unit:
 - Clickers, ActivBoard, Comic Strip Websites, Document Camera, ActivSlate, Projector, iPad, YouTube videos, EduCanon, computers in lab, Shared Programs (documents folder), Webcam with Mic, Skype (Guest Speaker), Google Forms
 - List any websites you used.
 - a. <http://www.google.com> (safe search) – searching for comic strips while reminding the students to turn on Safe Search mode
 - b. <http://www.makebeliefscomix.com/Resources/Spark/> - shared this link with the teacher so that she could look at preparing more writing lessons that would align with comic strip creation or just writing lessons in general
 - c. <http://www.makebeliefscomix.com/Diagram/> - tutorial on how to build a comic strip on Make Beliefs Comix
 - d. <http://www.makebeliefscomix.com/Story-Ideas/> - shared this link with the teacher on creating more Story Ideas with or without comics
 - e. <http://www.makebeliefscomix.com/> - Comic Strip Creator site
 - f. http://www.makebeliefscomix.com/Comix/?comix_id=28220474C774486 – Sample Comic Strip from Make Beliefs Comix
 - g. http://www.makebeliefscomix.com/Printables/PrintablesThumbs.php?category=A_Book_of_Questions - shared this link with the teacher on printable question templates, story ideas, premade printables on everything for writing prompts – great site
 - h. <https://www.youtube.com/watch?v=rWBFNhJ5AbE> - 3 minute 30 second YouTube Tutorial Video on how to use Make Beliefs Comix
 - i. EduCanon Questioning Lesson while watching the YouTube Video on the Make Beliefs Comix - www.educanon.com/public/3105/40147
 - j. <https://www.youtube.com/watch?v=rFqYokJNzHg> - 2 minute YouTube Video on Scott Adams, creator of the comic, Dilbert
 - k. Skype / Webcam with Mic – this was not in any of the three video lessons because the author had to reschedule, but in a later lesson we are using Skype to connect with the author, illustrator, cartoonist – Josh Alves. <http://www.joshalves.com/>
 - l. Additional Home Comic Strip Resources and Websites - <https://www.dropbox.com/s/4f5mngmwyxckj5l/Comic%20Strip%20Resources.pdf>
- I tried the following new and innovative technology idea.
 - With this particular group of 2nd graders, they have been doing projects and technology with me since the beginning of the year so they are a very versed group of students. We have worked on Safe Searching, limiting search ideas and thoughts, typing, finding links within our shared Programs folder, saving pictures, editing pictures for adding to projects like Powerpoint and Photostory, and now they are creating their own comic strips.
 - As a pre-assessment the students used CPS Clickers.
<https://www.dropbox.com/s/s532ldukqfmwpl/CPS%20Clicker%20Results%20Comic%20Strips%20Pre-Assessment.pdf>

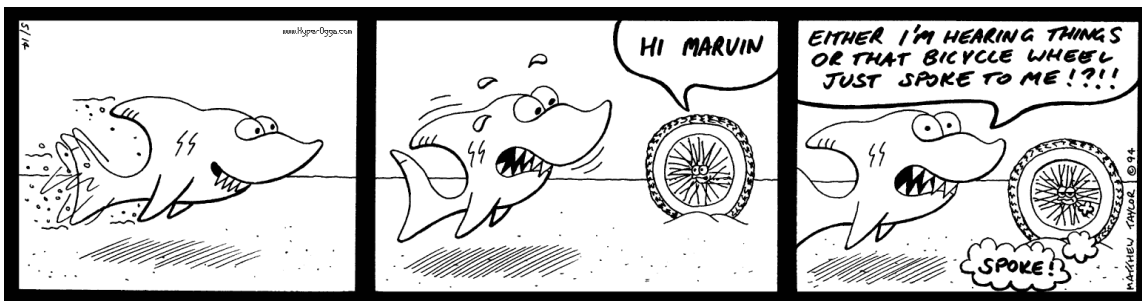
- Since YouTube is blocked for students they get very little exposure to videos on their own unfortunately. So, in order to keep them interactive with the video, I added the YouTube video to **EduCanon** (www.educanon.com/public/3105/40147) and created an embedded quiz within the video.
- Many students are familiar with drawing and creating comic strips on paper, but for the first time, they were exposed to using a digital comic strip creator – <http://www.makebeliefscomix.com>
- As an inspiring culmination to the lesson on cartoons, comic strips, and sequence of events, we are **Skyping with the author**, illustrator, cartoonist, Josh Alves. Many students don't realize that you can use a webcam to see a LIVE video of someone. Some have used FaceTime or Skype with relatives, but for the majority of 2nd graders, this will be a new experience.
- As a post-assessment (along with the EduCanon) the students took a similar quiz as the CPS Clicker quiz; however I decided to create the quiz on Google Forms and submit it to the students through the Programs Shared Folder (<https://docs.google.com/forms/d/1aHoWuKfQTKVW4L5S4dphVU1fDnADnzTRqfHCVsB4aj4/viewform>). The quiz also included embedded questions on the writing process (analog vs. digital creations), sequence of events and what that means, as well as characters, setting, and plot.
- I incorporated the following to support the use of distance learning systems appropriate in a school environment
 - As an inspiring culmination to the lesson on cartoons, comic strips, and sequence of events, we are going to Skype with the author, illustrator, cartoonist, Josh Alves. Many students don't realize that you can use a webcam to see a LIVE video of someone. Some have used FaceTime or Skype with relatives, but for the majority of 2nd graders, this will be a new experience. I would have loved to use Google Plus and find an author or illustrator online, but the timing of our Spring Break and authors/illustrators being away was not convenient. But, at least the teachers are now more inclined to think about Skyping or Googling others and using that tool as part of her lessons.
 - Google Safe Search of various Comic Strips to investigate how comics are written in sequence as well as with or without words.
 - Links for school use in the Programs folder and at home use with an additional handout for students and parents. (Reminded the students that there are multiple Comic Creator apps as well as the app for the site we were working on in class – Make Beliefs Comix.) Links are also placed on the teacher's website for easy access while students are at home.



- Additional Home Resources - <https://www.dropbox.com/s/4f5mggmwyxckj5l/Comic%20Strip%20Resources.pdf>

Unit:

- **Day 1:** When the students walked into the computer lab, the first thing I had them do was find their assigned computer and login. While the computers were logging in, I began calling student numbers to come get the clickers that we would use later in the lesson. I told them to set the clicker down on top of their hard drive under their monitor (they know where this is from the headphone placement) so that there was no chance of a clicker getting dropped. During this time I also had a comic strip on the screen for them to read while I was busy passing out the clickers. (See picture below - I refer to the comic often throughout my lesson as one panel does not have words, another has very few, and the difference between thought and talk bubbles all while telling a joke.) Before ever beginning a clicker lesson, I always remind the teachers that it is beneficial for computer assignments as well as clickers and other technology, to have student numbers. Since this particular class had never used the clickers before, I went over all of the keys on the clickers, how to send answers from the clickers, and what their answers would look like on the software on the screen. (We did the first question together as a sample question to become familiar with the clickers.)



During this first day I introduced the comic strip lesson with the ActivSlate and ActivInspire software in combination with the eInstruction CPS software. I first gave the pre-assessment with the CPS Clickers. This pre-assessment took approximately 20 minutes. We discussed the answers to the questions as we went through the assessment (see results at the link below).

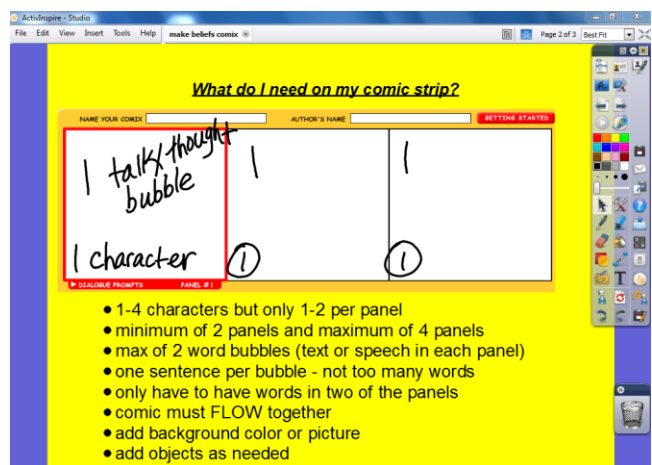
<https://www.dropbox.com/s/s532ldukqfmwpwl/CPS%20Clicker%20Results%20Comic%20Strips%20Pre-Assessment.pdf> After the pre-assessment, I wanted the students to look at real comic strips and get ideas about what comic strips are about, how they are arranged, their sequencing and character usage, as well as their quality. Since this grade level has worked hard on Google Safe Searching, we went straight to Google, checked our safe search settings, and searched for comic strip images. Since I had already searched it before and knew what images would come up when the students searched, I felt safe knowing what students would be looking at during this search. As the students searched for comic strips, I periodically stopped and showed sample comic strips and talked about the different components of a comic strip, reiterating the questions from the pre-assessment. I gave the students 10 minutes to look for comics and think about how they would like to begin their own comic. Would they tell a joke, treat it like a story with elements, or tell a funny tail of something that might have happened in their life. Many had great ideas. Before they left, I showed the class the Make Beliefs Comix website and talked about some of the characters that they might think about using when they begin creating their own comic strip. We ended the lesson with reflection on what they learned about comic strips, how creating a comic on the computer was going to be completely different than hand drawing each panel, and what they would like to create for their comic. As the class finished, students logged off the computers, waited patiently in their seats, and I called rows of students to line up and place their clicker in the bag next to the appropriate number. Clickers were collected and ready to use with the next class.

- Day 2:** This lesson was completed in the classroom using the ActivBoard and document camera. I first reviewed the objective of our lesson with the students about creating a comic strip. We discussed the features of a comic strip and I showed the first picture below from my ActivInspire flipchart. The students only had a pencil and the paper passer passed out the following PDF copies to the students. These pages are the layout from the site <http://www.makebeliefscomix.com> and I snipped all of the characters, settings, and some of the objects and added those to the paper. <https://www.dropbox.com/s/5cnmnsfjeq0nfcj/Make%20Beliefs%20Comic%20Choices.pdf> Before allowing the students to begin creating, we discussed what we were looking for on the comic strips (as seen in picture 2 on the right below). Make Beliefs panels are not big so pictures and information must be necessary to be in the panel. We talked about their sequence of events and story elements before creating the comic as well as the overall requirements for the comic. As you can see below, we listed what should and should not be in the comic. We discussed that, if they were real cartoonists, they would draw these characters (settings and objects) freehand every time and not use the same drawing over and over. But, for sake of time and making them understand that in the digital world, there is a faster way, I had them either slightly draw the character or write the word that went with the character inside the panel (see sample comic strips rough draft and completed in Day 3 below). I had the students initially circle 2-3 characters they were interested in using in their comic strip, then possibly a setting, and had them begin formulating their comic in the panels. The students worked very hard and really thought about what they wanted to create. While they were working, I created a quick comic strip on the site so I could show them how items could be incorporated together, how objects could be larger or smaller, and how objects could be in the foreground or background. All of this making a difference in how they arrange their comics. Overall, we ended the lesson talking about their goals for the two days during writing centers before going to the computer lab. Everyone needed to have a rough draft of their comic so that when we sat down at the website, they could easily add their characters, bubbles, settings, and objects, allowing them to focus on the arrangement, flow, and making objects work together within each panel. At the end of the lesson, I showed the students the comic strip resource page that could be taken home for easy access to various comic strips as well as how the Make Beliefs Comix app works on the iPad.

Resource List: <https://www.dropbox.com/s/4f5mqgmwyxckj5l/Comic%20Strip%20Resources.pdf>

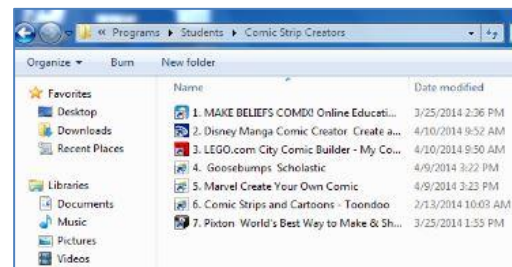
Sample Work / Rough Draft and Final Copy:

<https://www.dropbox.com/s/zwstbet5xp1878w/Student%20Sample%20Work%20Comics.pdf>



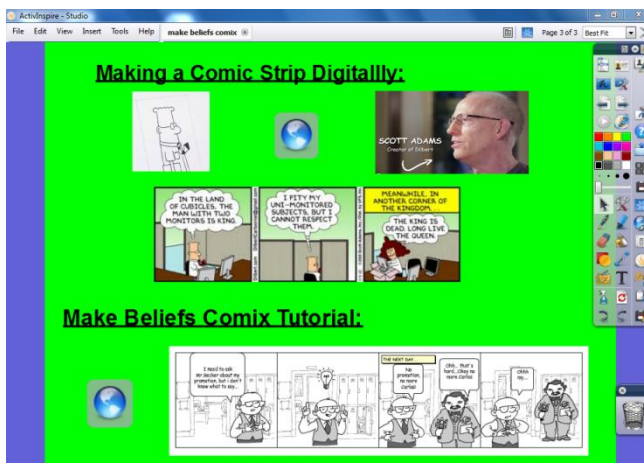
- Day 3:** As the students entered the computer lab, they each had the rough draft of their comic strip ready. Students logged into the computer and waited on directions to begin. Before beginning the comics online, I wanted to remind the students about the difference between how we create comic strips and how it was done before technology. We used wonderful vocabulary to describe the differences by focusing on the words “analog” and “digital.” I found a wonderful video of the cartoonist, Scott Adams, creator of Dilbert. We watched his video and how he described creating each Dilbert comic by hand. Messing up, starting over, taking forever to complete one strip, and then how life changed when his world became digital. The students quickly related to this as they constantly use the words “analog” and “digital” to describe clocks. Light bulbs went on throughout the classroom.

I then pulled up the “Make Beliefs Comix” tutorial YouTube video. While using EduCanon (www.educanon.com/public/3105/40147), I quizzed the students throughout the video about parts they had just watched. This took longer than planned, but was well worth the time as these questions were a quick assessment and feedback of who was really paying attention to the video and preparing to create their own comic. After the video completed, the students know how to get into our Shared School Programs folder, but I reminded them by showing them on the projector (see picture below). One of the links was the **Make Beliefs Comix** site. This is an easy way to share links, documents, and information with the students without having to access a website each time.



As the sites were coming up, we reviewed the flipchart from Day 2 above about the requirements for their comic strip. Mrs. Estes, the 2nd grade teacher, reminded the students about punctuation and capitals while I reminded them about being sure their comic flowed as a “sequence of events.” The students began creating their comic strip from their rough draft while each of circulated and answered questions about the website. The hardest part for the students was realizing how little space they had for words and how more than three characters didn’t fit well within each panel.

As the lesson concluded, I showed the students how to save their work using the Snipping Tool (saving as an image) and how to print their comics. Samples can be found at this link: <https://www.dropbox.com/s/zwstbet5xp1878w/Student%20Sample%20Work%20Comics.pdf> These sample lessons will be displayed in the hallway as well as images will be displayed on the teacher’s classroom website.



- **Day 4:** As a culminating activity, I introduced the students to the other comic creator websites listed on the resource paper and inside the Programs folder. We used other comic strip story starters and worksheets as well as just “played” with the sites to see what they liked and didn’t like about each site. Then, I surprised the students with an announcement of an upcoming Author/Cartoonist Skype lesson that will take place next week (author’s schedule wouldn’t allow this week). Josh Alves (<http://www.joshalves.com/>), unfortunately, couldn’t schedule the lesson this session until next week due to his writing and traveling schedule. I am looking so forward to the students seeing a real cartoonist in action and have him explain how his career began and his journey in school to be where he is today.

Student Inquiry and Research:

1. Students used the following technology to do research.
 - Students used Google Safe Search as well as websites I provided in the Shared Programs folder of example Comic Strips. By allowing students to use Google Safe Search they were able to find comic strips that related to them or what they wanted to research for their own comic strip. We focused on looking for minimal words, jokes, sequence of events, plot, character, and setting just like we would in the normal writing process.
 - At the end of the lesson when we printed our comic strips, we talked about Copyright laws again (as we do every time we save pictures from Google, Creative Commons, etc.) and how these images were now owned by them as their original creation. We talked about, if their comic strip images were loaded to a website and others used or chanted their picture without their permission, how would that make them feel? This was a great way to get the students to understand ownership, hard work, and the use of a picture/image, video, etc. with or without permission.
2. I used the following technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
 - Prior to my lessons in the computer lab, students with diverse needs such as ESL students use Rosetta Stone to help eliminate language barriers. Most, however, do not find lessons difficult as there are many images, links, and tutorials. But, I did show the entire class that Make Beliefs Comix has various languages available on the website and pointed out where to click to find different languages.



- This is not a diverse classroom of learners overall as the school has very little diversity. However, with the diversity that is present, I used many visuals to accomplish the lesson. Using the projector, flipcharts, images, websites, clickers, and video tutorials helped give all learners the opportunity to grasp the comic creator.
- On Day 4 when I gave the students the opportunity to explore other comic creator websites, I still kept all websites available for those that felt more comfortable sticking with what they had already used. A handful of students used Make Beliefs Comix again rather than venturing into something new. Next week, after everyone has explored the websites, some students are going to teach the rest of the class how to use the website they explored. This will be a great way for students to realize how detailed and structured their directions must be as well as how much listening is key to success!

3. The following adaptive/assistive hardware and software helped to assist students with special needs.
 - This class has very few needs for assistive/adaptive technology; however, one of the students does require a larger monitor due to vision enhancement needs. He has a specific monitor / computer setup at the end computer. He has had this monitor since Kindergarten and knows exactly how to use this monitor with zooming, larger print, making websites larger, etc.
 - Other special needs students in this class easily adapted to the lesson because prior to typing the sentences/phrases into the word bubble, Mrs. Estes, 2nd grade teacher, made this part of her writing learning centers so work was checked. Creating this digitally was actually easier for the students because they could use spell check in Word and copy and paste if needed.
 - The only issue, as is always, was the need for keyboarding. The longest part of the creation process is the actual typing of sentences or phrases. Keyboarding is such a must but since it is not a “tested” area, falls behind and students lack necessary keyboarding skills to make typing more efficient.
4. I included the following technology resources to affirm diversity and address cultural and language differences.
 - I showed the entire class that **Make Beliefs Comix** has various languages available on the website and pointed out where to click on the homepage to find different languages.



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Post Assessment:

- Include data you gained from your pre assessment – Clicker Assessment - <https://www.dropbox.com/s/s532ldukqfmwpl/CPS%20Clicker%20Results%20Comic%20Strips%20Pre-Assessment.pdf>
 - The students showed many gains in comic strip knowledge as well as story elements. As seen from the CPS results, students didn't know panels, talk or thought bubbles, sequencing, titles for comics, and many other comic features. At the end of the lesson, each question averaged only one to two students who needed remediation. Overall, the students gained so much knowledge about comic strips, story elements, and sequencing.
 - Since YouTube is blocked for students they get very little exposure to videos on their own unfortunately. So, in order to keep them interactive with the video, I added the YouTube video to EduCanon (www.educanon.com/public/3105/40147) and created an embedded quiz within the video.

- As a post-assessment (along with the EduCanon) the students took a similar quiz as the CPS Clicker quiz; however I decided to create the quiz on Google Forms and submit it to the students through the Programs Shared Folder (<https://docs.google.com/forms/d/1aHoWuKFqTKVW4L5S4dphVU1fDnADnzTRqfHCVsB4aj4/viewform>). The quiz also included embedded questions on the writing process (analog vs. digital creations), sequence of events and what that means, as well as characters, setting, and plot. Students showed great improvement on the post-assessment and overall everyone showed at least 80% achievement, meaning that these students are now considered proficient in these standards.

Work Samples

5. As the lesson concluded, I showed the students how to save their work using the Snipping Tool (saving as an image) and how to print their comics. Samples can be found at this link: <https://www.dropbox.com/s/zwstbet5xp1878w/Student%20Sample%20Work%20Comics.pdf>
These sample lessons will be displayed in the hallway as well as images will be displayed on the teacher's classroom website.

Video of Lesson:

- **Video Box Folder:** <https://iu.box.com/s/9jzzydz40gcl90lasphn>