Comic Strip Conversations

- *Mutasia: Land of Illogical & Utterly Impossible Critters*
- *Lesson Plan 3*
Introduction:
In this lesson, students first create dialogue through a comic strip format. They then turn their comic strip into a written scene involving dialogue.

Total Time:
1. Day 1: 60 minutes
2. Day 2: 50 minutes
3. Optional days 3 and 4, 50 minutes each

Social/Emotional Concept:
Communications

Academic Standard:
Use dialogue to develop experiences and events (W 3.3); Use commas and quotation marks in dialogue (L 3.2)

Teaching the Standard:
1. Gather students at the rug or other meeting area, seated beside a partner. A student can pass out the materials to the children’s desks; each pair will need the comic strip template, sheet of speech bubbles, Mutasian Characters sheet, scissors, glue or tape, and writing/illustrating materials (i.e. paper and pencil, laptop, or tablet). Show students some comic strips that show characters talking with speech bubbles. Ask how they know what the characters are saying and who is saying what. Tell them that when characters talk, it’s called “dialogue,” and that today they will create dialogue the way a comic strip creator does (with images and speech bubbles) and the way a regular author does (with quotation marks.) 1 minute

2. Put up the “Nibs” page from Mutasia: Land of Illogical & Utterly Impossible Critters on an overhead or document camera. Show the students a couple of speech bubbles cut out from the black line master, and have them suggest what the two nibs in the air might be saying to each other. For example, maybe the nib on the left is saying, “I’m hungry!” and the nib on the right is saying, “What do you want to eat?” Write the quotes they suggest on the bubbles and tape them on the page so that it looks like each nib is saying its line. This is a good time to emphasize punctuation—for example, point out that a question mark shows that a character asked a question. 2 minutes

3. Turn to the page of “Godfrey & Madame Strudella,” and have the kids do a think-pair-share on what the characters might be saying, then write two of their suggestions in the speech bubbles. 2 minutes
Practice the Process:
1. Put up the comic strip template on the overhead or document camera, and show students the Mutasian Characters sheet. Model how they will create a comic strip with 3 panels by first cutting out two characters from the characters sheet, taping/gluing them down, and cutting out two speech bubbles. Tell them to think of what they might be saying to each other and write it in the bubbles. In the 2nd and 3rd frame, they’ll draw stick figures of the two characters (tell them not to worry if their drawings don’t look like the illustrations in the book) and do two more speech bubbles for each character. Do a think-aloud for the first frame, and refer to the last mini lesson on problems and solutions to suggest that the dialogue connect to a problem—for example, Godfrey might tell Madame Strudella she’s getting too heavy for him to hold, and she gets angry. Have students suggest what to write for the 2nd and 3rd frames. 6 minutes

2. Put up an example from a book that shows characters talking with quotation marks. Tell them that quotation marks are the way authors show speech bubbles. Show them how to write the dialogue for the comic strip you’ve created on the lines below the comic strip boxes, and point out the mechanics—the comma after Godfrey said, the first set of quotation marks to show he’s about to say something, and the 2nd set to show he is done talking. Point out the punctuation that shows how the character said the line (i.e. question mark for a question, exclamation point of the character was angry or excited.) 4 minutes

3. Put up the Mutasian Characters sheet again and tell students to do a think-pair-share about two characters they might choose and what they might talk about. Have a few students share, then show them the rubric and let them go to their desks and get started. 2 minutes

4. Circle around while students work, choosing a couple of pairs who can share during “Author’s Chair.” After a pair is done, have them check the rubric to see what they would score themselves; they can then make changes if they need to. You may want to have them read their story to another pair and see if those students can identify who says each line of dialogue. Students who finish early can color their comic strip and/or illustrate their story. 33 minutes

5. Bring students back to the rug; pairs who are going to share should bring their comic strip and story. Ask the “audience” to pay attention as they listen to the story, to see if they can identify which character says each line of dialogue. After each pair reads, have the listeners do a think-pair-share on their favorite line of dialogue and why they liked it (it was funny, it showed something about the character’s personality, etc.) Then put up the comic strip to show who said what in the story. Finally, put up the rubric and ask students to show with their fingers what score they would give the story, and ask a couple of students to explain why they would give that score. 10 minutes
6. Independent work: You can have students do the same sequence the following day, but this time they will create the comic strip and write the story independently rather than working with a partner. Remind them of the process they did today and revisit the rubric (5 minutes) while a student distributes materials, let them complete the scene and story (35 minutes), and have two or three students share at Author’s Chair, having the other students rate each story on the rubric (10 minutes).

7. Extension: As a third lesson, you can have students work in pairs to create a comic strip with characters they create themselves; these characters could be Mutasians they invent or realistic characters like children. As a fourth lesson, students can do the same thing independently. (50 minutes for each lesson: 10-minute mini lesson to model the process, 30 minutes to work, 10 minutes for Author’s Chair)

Assessment:
Pay attention as you circle to make sure students are including the speech bubbles in their comic strips and that the two characters’ lines go together (i.e. a question and a response to that question.) Commas and quotation marks are very tricky for students, so they may need guidance on the mechanics of writing the dialogue. You may want to tell them, “The first quotation marks tell the reader a character is about to say something, and the second quotation marks tell the reader the character is done talking.” Pay attention, too, to examples of pairs working well together to point out and praise after the lesson, along with examples of problems that pairs had; you can brainstorm solutions to these problems (like both wanting to cut out the same character from the Mutasian Characters sheet.)

Celebrations of Achievement:
You may want to make a copy of the Comics Captain certificate for each child to receive at the lesson’s conclusion.
Ancillary Items:
1. Comic strip template
2. Black line master of quotation bubbles
3. Mutasian Characters sheet
4. Student and teacher rubric
5. Comics Captain certificate

Supply List:
1. A copy of the book *Mutasia: Land of Illogical & Utterly Impossible Critters*
2. Black line master of quotation bubbles
3. Mutasian Characters sheet
4. Student and teacher rubric
5. Comics Captain certificate
6. One or two examples of actual comic strips that show dialogue
7. A book with dialogue in it
8. Comic strip template
9. Pencils
# Student Rubric:

<table>
<thead>
<tr>
<th></th>
<th>2 (OK)</th>
<th>3 (Good)</th>
<th>4 (Awesome)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue</td>
<td>Has one line of dialogue for each character</td>
<td>Has two lines of dialogue for each character</td>
<td>Has three or more lines of dialogue per character</td>
</tr>
<tr>
<td>Quotation</td>
<td>Doesn’t use quotation marks correctly</td>
<td>Uses quotation marks and punctuation correctly</td>
<td>Uses quotation marks and punctuation correctly</td>
</tr>
<tr>
<td>Marks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense</td>
<td></td>
<td>Dialogue makes sense</td>
<td>Dialogue is funny or exciting to read</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Teacher Rubric:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Partially Meets (2)</th>
<th>Meets (3)</th>
<th>Masters (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use dialogue to develop experiences and events (W 3.3)</td>
<td>Dialogue does not seem logical, OR unclear who is speaking when</td>
<td>Dialogue shows logical interaction between characters</td>
<td>Dialogue shows humorous or intriguing interacting between characters</td>
<td></td>
</tr>
<tr>
<td>Use commas and quotation marks in dialogue (L 3.2)</td>
<td>Quotation marks used incorrectly</td>
<td>Quotation marks used correctly in general (may have minor error, i.e. omit comma after <em>said</em>)</td>
<td>Quotation marks used correctly throughout</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Punctuation missing or incorrect (i.e. period at the end of a question)</td>
<td>Punctuation generally correct</td>
<td>Punctuation used correctly throughout</td>
<td></td>
</tr>
</tbody>
</table>
Comics Captain Certificate

Julio presents:

with this certificate because he/she is a Comics Captain who writes and illustrates cool comics with dazzling dialogue!

CERTIFIED AWESOME!

Julio Habañero