

Lesson Plan: Illustrated Info-graphics in Book Form

Lesson Title: Science Comic

Grades: 9-12

Communicative Objective/Standards	<p>Students will learn how to create an illustrated story from current curriculum being covered in science class. Teachers: you have extra room for creative freedom in this project, it all is dependent on the lesson you are currently teaching.</p> <p><u>Standards Addressed</u></p> <p>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.</p> <p>5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>7. Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.</p> <p>10. By the end of the respective grade student is currently in, read and comprehend science/technical texts independently and proficiently.</p>
Anticipatory Set	<ul style="list-style-type: none">➔ Begin by showing class finished storyboard's and comics available online. Some ideas can be found here: http://www.storyboardsinc.com/boards/shooting/➔ Allow students to browse storyboards and ask them to take notes on 3. Answer questions: What is the message? How is message conveyed? Is it effective, why or why not? Look at shooting storyboards with camera angles, as well as advertising illustrations.
Input/Modeling/Presentation	<ul style="list-style-type: none">➔ Demonstrate how a storyboard or comic can be created at: http://www.storyboardthat.com/➔ Using the curriculum being covered, select elements to be included in a comic and with students in groups of 2, challenge them to create a comic that incorporates the required elements. Teachers: you have ultimate freedom to direct your students. You could be in a zoology lesson and ask students to create comics that incorporate terms, cycles, and processes being covered. The sky is the limit on comics!
Check for Understanding	<p>Walk around room to verify each student has been successful in starting the storyboard process. Refer to step by step instructions for answering any questions.</p>

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Guided Practice	Pair each group with another team, ask them to exchange comics, and identify the following elements of the other group's work: <ul style="list-style-type: none">➔ What is the message?➔ How is message conveyed?➔ Is it effective, why or why not? Students should offer at least 1 additional constructive comment to the other team.
Independent Practice/Evaluation	Require a portion of the project to be completed as homework. If students do not have computer access beyond school, require them to further develop ideas, sketches, dialogue etc. for digital comic.
Enhancing Transfer and Retention	Create a list in class of other uses <i>storyboardthat.com</i> could serve outside of this class.
ELL Modification	ELL's will be paired accordingly in groups of strong leadership. Individualized assignment modification will vary. Accommodations will include: Google translate for research component, audio and, or video support in native language for additional support and tutoring on every facet of project.
GT Modification	Students that show a mastery for content and complete the task at an accelerated rate may have the opportunity to dig deeper into the content. Encourage students to research other methods for creating the project being studied, as well as the history and direction of this art form.
SPED Modification	Students struggling to complete the task may have a modified workload, dependent on their IEP. If a GT student shows strong leadership skills, this is a great opportunity to encourage peer to peer teaching.