

Judit PUJOL PERICH

Comics in Education

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dirigido por la
Dra. Agustina LACARTE RODRÍGUEZ

Universitat Abat Oliba CEU
Facultad de Ciencias Sociales
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Firma:

Judit PUJOL PERICH

Empezar es ya más de la mitad del todo

ARISTÓTELES

Resumen

Este trabajo incluye una investigación que pretende estudiar la viabilidad de los cómics como nuevo recurso educativo. El objetivo es descubrir si, a través de este material, se puede ayudar a impulsar la mejora académica de los estudiantes y al mismo tiempo potenciar su motivación.

Resum

Aquest treball recull una investigació que pretén estudiar la viabilitat dels còmics com a nou recurs educatiu. El objectiu és descobrir si, a través d'aquest material, es pot ajudar a impulsar la millora acadèmica dels estudiants i alhora potenciar la seva motivació.

Abstract

This project includes an investigation that is willing to study the viability of comics as an education resource. The objective with this material is to discover if it can help students to reach a better academic level while it also helps them to be more motivated.

Keywords

Comics – Resources – Interest-based learning – Modern-teaching method – Reading – Motivation – Benefits – Lesson Plan – Activities
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Introduction

For many centuries, education has been based on a traditional teaching method which basically consisted of using books, taking notes, listening to the teacher's lecture, memorizing, and so on. However, humans, since the very beginning of their story, have been trying to improve and innovate in all possible areas. That is why, over the last decades, education has undergone several changes that are believed to be the solution in terms of improving the education system.

As a future teacher, one of my main concerns is whether these changes are truly worthy to be implemented in education or not. Just like any other teacher, my greatest desire is to do whatever is best for my students. As long as it helps my students, I do not mind if I have to use a traditional teaching method or a modern one.

But, how am I going to know for sure which one is the best? In university, I have been taught that the modern teaching method is proving to have many positive aspects that should be taken into account. However, I wanted to see it by myself. For this reason, I decided to use my final degree project in order to study this topic more in depth.

Within this project, I have analyzed and put into practice the possible use of comics as one of the several educational changes that might help to reach better academic levels in children. One of my objectives was to observe and evaluate if such changes can really be considered as a meaningful resource in terms of teaching and learning. Nonetheless, I also wanted to discover new methodologies and materials that could help me to be a better teacher.

The project has been arranged mainly in two parts. First, you will find four sections which explain what some experts in the field think about comics and its use in education. And finally, you will find one last section in which I explain different activities that I have created and that can be used in the classroom.

All the information and action plans that I have collected and created within this project are meant to be useful for those who are about to join this amazing world of education, like me, and also for those who are already working in it and are willing to look for new things.

To conclude this introduction, I would like to take a moment to especially thank my tutor, Agustina Lacarte, my host mom, Janis Jones, my boyfriend, Víctor García, and my friend, Joan Jorquera for their unconditional help. But, I also could not have done

this without the rest of my family and friends. To all of you, thank you so much for your support, patience, guidance, and help.

Justification

Before trying to understand how comics started being used in education, we should analyze what has happened throughout the last years in order to reach the point in which we are right now.

Over the last twenty-five years, our society has faced many changes. Some of them have not had much impact on our lives, whereas some others have affected us greatly.

According to the Academic Development Institute, some of the societal changes which have had more impact in families' lifestyles are the increase in urbanization, the changes in the labor forces and also the growth of technology.

Since 1991 the number of cities on our planet with a population over 500.000 has increased from 150 to 500. This huge increase in population has caused a growth of the urban centers, higher costs for raising children and a reduction of employment opportunities. Besides these, it has also caused more migration from cities to towns and vice versa. Consequently, the time that families used to spend together has decreased due to the daily commute to work, to school, and to other places that they might need to go. Apart from the increasing urbanization, the changes in the labor force has also brought an increase in the number of women working. And finally, the constant development of technology, which is one of the most important societal changes, has affected our lifestyle enormously as well as our interpersonal relationships (Changes in society, pp. 17-19).

As Bill Gates said, "we are changing the world with technology". However, could we say that technology is changing us as well? Is it truly affecting the way family members interact with one another? Alessondra Villegas (2013) found that the number of electronic devices in every house has increased rapidly. For example, she found that 98% of families have a TV in their living room, another 63% have one in their bedroom and 46% have one in their kitchen.

Parents make numerous decisions about their children's media environment: how many TV's, computers and video games they buy for the home; whether their kids have cell phones and iPods; whether there are TV's and video game players in their children's bedrooms; whether the TV is usually on during meals or as daily background; and whether they establish any rules about their children's media use. All of these decisions, put together, create a media environment for young people — (Rideout, Foehr, & Roberts, 2010, p. 35).

This media environment has become a fundamental part of our culture, and its role in our lives has become a need for us.

Children aged 8 to 18 spend approximately seven and a half hours using media technologies such as cell phones, computers, televisions, video games and so on. The main reason children use these technologies is for entertainment (Villegas, 2013). They are constantly chatting (over WhatsApp, Facebook, etc.), watching videos, playing games, listening to music or surfing the Internet, and this situation results in some negative and positive consequences.

On the one hand, Alessondra Villegas (2013) stated that spending time together as a family, like dinner time, “has several critical benefits for a child’s development including: physical, social, emotional, academic, behavioral” and strengthens relationships in the family (p. 8). But the problem is that new technologies are replacing most of these moments.

However, on the other hand, the use of new technologies also has a positive aspect that should be considered. Nowadays, access to many different sources of information is just a click away. Society is experiencing a growth of knowledge due to the fact that it is really easy to find any kind of data or information that you might be interested in online. By using these new technologies in an appropriate way, we have the chance of improving our education and reaching higher levels of intelligence (Changes in society, p. 19).

Before this current technological era, education was based on a traditional teaching method or teacher-centered approach which consisted of a one-way flow (Garrett, 2008, pp. 35-36). Basically, this one-way flow means that the teacher, through lecture, explains and delivers the educational material to the students who are taking notes during the whole class without much interaction or feedback between them. “Passive” is probably the best word to describe those students who are being taught with the traditional teaching method. Some other characteristics of this method are the use of chalkboards, slide projectors, lecture notes and textbooks. In addition, this method gives more importance to theoretical concepts rather than practical applications. And what is even more disturbing, the learning method is based on the memorization rather than the understanding of what is being taught (Damodharan & Rengarajan, pp. 3-6).

Obviously, all these societal changes which have been mentioned are directly affecting families’ lifestyles. When family life changes, schools are directly affected,

too. And as a result, learning styles are changing, forcing a variety in teaching styles (Academic Development Institute, p. 17).

Over the last decade, this traditional teaching method was criticized by many people who thought that it was becoming obsolete for the new generation of students. Others concluded that this method was not working based on the lack of motivation that they saw in their students. All of these negative observations made people reconsider the need to create a new teaching method that could better fit all the changes that we were facing and could also help to improve the teaching and learning process (Garrett, 2008, p. 34).

I hear and I forget.

I see and I believe.

I do and I understand. — (Confucius)

Due to this reasoning, the modern teaching method or student-centered approach was created incorporating many innovative tools such as multimedia and methodologies that could help to improve education (Garrett, 2008). Although some schools still use the teacher-centered approach, the majority have been trying to shift to the student-centered approach. In contrast to the traditional teaching method, the student-centered approach is an interactive learning process (Damodharan & Rengarajan, p. 6) that focuses on “active learning, higher order thinking and the social construction of knowledge” (Garrett, 2008, p. 34). Its main goal “is to create a learning environment where knowledge is constructed by the teacher and students rather than transmitted directly by the teacher” (Garrett, 2008, p. 34). Going from a passive method to an active method, we have given students the chance to experience more meaningful learning (Campo, Negro, & Núñez).

But, is there anything else we could do to make this student-centered approach even more successful? According to Luke Touhill, interest-based learning is a really solid option that many teachers, especially kindergarten and elementary teachers who set the basis of children's education, should consider. Children's strengths, abilities, interests and motivations are one of the most powerful tools that teachers can use in order to guarantee that every learning ends up being meaningful, relevant and even lifelong. As we already know, “schools are expected to meet state standards or curriculum goals”. But, “it is possible (although sometimes challenging) to integrate these standards and goals into emergent themes” (Seitz, 2006, p. 2).

Even though interest-based learning has multiple advantages, it is important to keep in mind that “not everything we do can or should be based on these”, otherwise we would simply become a “passive observer of children's learning”. We have to use

interest-based learning as a springboard to what we really want to teach and consequently, to an “effective learning experience” (Touhill, p. 2).

As already mentioned, thanks to the technological era, children nowadays have full access to any kind of information and this fact sometimes makes adults unable to determine what their children are actually interested in. So it is common that many adults wonder, (Seitz, 2006, p. 1) “How can I learn what the children are interested in?” or “How do we find out what the children want to know?”. Hilary Jo Seitz (2006) stated that the best way to see what sparks children's learning is by listening and talking to them. Moreover, observation can be really a great way of getting information about them, too.

While using children’s natural curiosity as a base for instruction, adults can also help them to expand their interest because “it is also our role as educators to introduce new ideas and interest” to their lives (Touhill, p. 2). How can we do this? We just basically have to suggest new topics “through stories, specific items, or experiences” (Seitz, 2006, p. 2). Those who try to expand children’s interest always have to be careful with topics they want to use because not all of them offer the same learning possibilities (Garrett, 2008, p. 2).

As a means of exploring interested-based learning, this project will study the viability of using comics, a common interest of many children, as an instructional method. The main purpose is to use this interest that they have in comics as a way of encouraging them to work and learn things in some subjects that they previously did not like. An in-depth look at the use of comics as an instructional strategy in the classroom will be examined.

1. Comics

1.1. What is a comic?

In order to introduce comics as an instructional strategy in the classroom, it is important to set some basics first.

Comics, even though it is hard to believe for many people, have existed since the very beginning of human history. This art of telling stories through drawn and painted images was used by the Prehistoric and Egyptian people. So the legacy that we have of this art is well established (Berkowitz & Packer, 2001, p. 14).

The idea of what a comic is has received different definitions throughout history. Some people, like Will Eisner, have defined comics in a very concise way. According to him, comics are “sequential art” (Cary, 2004, p. 10). Others give more detailed definitions. For instance, the Cambridge Dictionary says that a comic is “a magazine or book that contains a set of stories told in pictures with a small amount of writing”.

Although a wide range of definitions of this term exists, this study is going to be based on the definition that The World Encyclopedia of Comics provides. According to them, a comic is “a narrative form containing text and pictures arranged in sequential order (usually chronological)” (Cary, 2004, p. 10).

Comics can be found in two different sources. On the one hand, comics can be found in many printed materials such as newspapers, books, magazines, and so on. On the other hand, they can also be found on the Internet. These comics are usually called webcomics and “they are self-published by the creators”. Since most people have access to the Internet, webcomics can be created by whoever is willing to share his/her art regardless if he/she is a professional or an amateur (Smith, 2006, pp. 5-6).

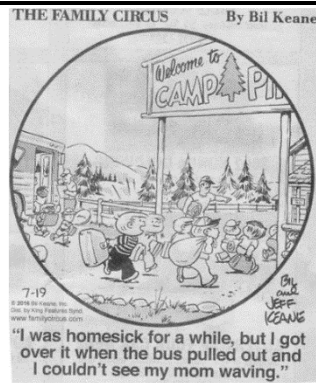
1.2. Types of comics

It is important to know that the word comic is not a term which is only used to define one single element. Actually, this word includes four major types of materials that emerge from the main definition of comic. These four major types of comics are known as cartoons, comic strips, comic books and graphic novels (Cary, 2004).

Cartoons

Cartoons reflect everyday life in a single stand-alone panel. The main genre of this type of comic is comedy. Actually, many newspapers publish political cartoons in order to make fun of targeted politicians (Cary, 2004, pp. 10-11). Figure 1.1. shows an example of a cartoon using comedy.

Figure 1.1.



Source: (Keane, The Family Circus, 2016, p. 7)

Comic strips

Comic strips “tell their stories in sequenced, horizontally arranged blocks of usually three to five panels” (see figure 1.2.). They are well known for being published daily in many newspapers from all over the world. The main genre of this type of comic is also comedy. And depending on the country, as is common in newspapers in the United States of America, the comic strips in weekend editions are often printed in color, whereas the other days are printed in black and white (Cary, 2004, p. 11).

Figure 1.2.



Source: (Detorie, 2016, p. 7)

Comic books

In simple words we could say that comic books are the longer version of comic strips. They mainly keep the same format and structure as comic strips, but instead of having three to five panels, they can reach over twenty pages, or even forty pages in some cases (Cary, 2004, p. 11). “Comic books are typically part of a serial story and frequently require the reader to have knowledge of past issues” (Smith, 2006, p. 4).

There are comic books of many different kinds of genre. However, science fiction ones are the most famous kind and are mostly about superheroes (Smith, 2006, p.

4). Even though they have been referred to as comic books since 1930, the reality is that their appearance looks more like a magazine than a book (Cary, 2004, p. 11).

Graphic novels

This fourth major type of comic, graphic novels, is actually very similar to comic books. Graphic novels are simply a book that was made in order to collect all the comic books that were published for one single story (Cary, 2004, p. 11). Therefore, we can say that they keep the same format and structure as comic books, but instead of reaching 20 to 40 pages, they can actually reach 130 or more in some instances. This basically makes graphic novels an extended version of comic books (McTaggart, 2008, p. 28).

Apart from talking about their structure, it is also important to mention that there are two types of graphic novels. The most famous one is called a trade paperback (TPB). Trade paperbacks “normally contain six to twelve comics bound together as one book”. And besides the TPB, a less common type of graphic novel “is a stand-alone story presented in comic form, but published as a book” (McTaggart, 2008, p. 28).

There are graphic novels of many different kinds of genre. However, the genre of fantasy, which is by far the readers’ preferred genre, and nonfiction are the most published ones (McTaggart, 2008).

Finally, one curiosity about graphics novels is that depending on the country, they might be published in color or in black and white. For example, the United States of America mainly publishes their graphic novels in color, whereas in Japan they do it in black and white. Due to this reason, Japanese are able to publish longer and cheaper graphic novels (McTaggart, 2008, p. 28).

2. Comics as an instructional strategy

2.1. People's fears towards comics

Many well-known education specialists, researchers, and writers, such as Nancy Frey, Douglas Fisher, Stephen Cary, etc. have been trying to prove throughout several conferences, interviews, articles, and books that comics can be successfully used as an instructional material.

So, why is this resource barely used in education if there is some data that proves that it works in education? There are some possible answers to this question.

First, there is ignorance toward the existence of this material as an instructional strategy (Carter, 2008, p. 49).

Second, there is also a lack of information in terms of how to connect and use comics in a classroom setting (Carter, 2008, p. 49). For this reason, it is quite common that those who are willing to use this material as an instructional method come up with many different type of questions or concerns. It is normal that they experience some fear and insecurity towards this material. Some of the most frequent questions, which are well presented in Stephen Cary's book, are the following ones: "are comics for all teachers in all settings?", "what is available apart from superhero and humor comics?", "where can I find a good selection of comics?", "do girls read comics as much as boys?", "can I find comics for my low-, mid-, and high- readers?", "do the pictures in comics guarantee basic comprehension?", "what can comics do for my highly reluctant L2 readers?" (pp. 41-64). And some of the most famous concerns are the violent, sexist, sexual images that appear in many comics as well as the complaints of the parents against this new methodology and the danger that many students avoid reading the text because they already have got pictures (Frey & Fisher, 2004, p. 20) (Cary, 2004, pp. 45,61).

Third, there are some other people who think that comics are only stories about superheroes, and therefore, there is not much to teach in class about that (Versaci, 2001, p. 63).

And finally, comics, throughout their history, have always been considered as "sub-literate trash" (Carter, 2008, p. 49). There are many different types of criticism. For example, there is one that says that comics are a poison that can harm children and the only antidotes that can save them are "real books" from bookstores and libraries. Or, for instance, that comic-book readers are "handicapped" as far as vocabulary

acquisition is concerned. Even in 1953, Dr. Frederic Wertham, a German psychiatrist, stated that comics were the main reason why teenagers turned out to be delinquents. According to him, "Hitler was a beginner compared to the comic book industry" (Versaci, 2008, pp. 94-96).

All this criticism, and even more that have not been mentioned here, has led to a situation where "many adolescents begin to see comic books as many adults do: subliterate, disposable, and juvenile" (Versaci, 2001, p. 63). And it has also forced comic artists to deal with this bad reputation and these constant judgments towards this genre (Versaci, 2008, p. 95).

However, this misapprehension for comics are progressively changing and some new data is proving that the world of comics has lately experienced a rise in popularity. Stephen Weiner, a comics scholar and library director, has listed four reasons in order to explain this increment. The first reason is the cinema. During these last decades, many movies that have been made are based on graphic novels, for instance, *The Amazing Spiderman* (2002) or *The Adventures of Tintin* (2011). Obviously, after seeing these type of movies, the interest and motivation of people for reading this genre increases enormously. The second reason is the rising number of publishing houses that are selling different types of comics. Third, some novelists are joining this genre so as to publish serious literary novels in another format. And finally, many journalists are changing their mind towards this topic (Williams, 2008, p. 14).

For those who support and defend this genre, they understand and accept the fact that there are still many topics against comics that should be refuted. Despite this negative aspect, many of them believe that the future of comics will be positive.

2.2. Benefits of comics in education

As we saw in the previous section, comics, since the very beginning of their history, have been condemned to a really bad reputation that has led them to be judged and rejected by the others in the literary world. However, the value of comics in education is not even close to what people have been thinking so far.

After several research on the effectiveness of comics in education, some educators, researchers, and writers have reached some conclusions that they have shared in many articles and books. Within these articles and books, they have mentioned some benefits in order to inform the others about their findings and also to try to change, in

a positive way, more than one person's mind regarding the educational value of these materials.

Jay Berkowitz (teacher, poet, and cartoonist) and Todd Packer (researcher and writer) published an article named *Heroes in the Classroom: Comic Books in Art Education*. The following list contains some positive aspects that they highlighted (pp. 12-18):

- Students are able to develop their artistic skills.
- Students learn to appreciate and critically judge art.
- Students develop their imagination.
- Their creativity improves.

Christian W. Chun (Ph.D. candidate in Second Language Education) published an article named *Critical Literacies and Graphic Novels for English-Language Learners: Teaching Maus*. The following list contains those positive aspects that he highly remarked (pp. 144-147):

- Students can easily develop their critical literacy skills.
- Comics, through their characters, show to us in a very visual way the diverse identities and personalities from our society.
- Comics help students with their reading engagement.
- Comics contextualize "the featured of a language". In some ways, comics "aid ELL students in learning how to use the language".
- The combination of images and text helps the students to figure out in an easier way the meaning of difficult grammatical structures or words.
- Comics are a great additional material for those students with high reading skills.
- Comics are a perfect material to introduce students to more serious topics.
- Historical comics let students imagine in a better way some historical events.

Gretchen Schwarz (teacher and researcher) published an article named *Expanding Literacies through Graphic Novels*. The following list includes some benefits that she noticed (pp. 58-63):

- Comics encourage and promote literacy.
- Comics set an environment in a class where "the teacher and the students must work together to make meanings and to explore multiple literacies".

David N. Rapp (professor) published an article named *Comic books' latest plot twist: Enhancing literacy instruction*. The following list includes his contributions to this topic (pp. 64-67):

- Comics can help students with special needs, struggling readers, or students with disabilities.
- Students get to improve their comprehension skills either from a visual and from a verbal point of view.
- "Comic books can teach literacy skills and critical thinking in ways that other formats can't".
- The students have the opportunity to compare and evaluate comic adaptations with the original text.
- Comics "help students think critically about writing".

Bill Boerman-Cornell (professor) published an article named *More than Comic Books*. The following list contains some benefits that he highlighted (pp. 73-74):

- Comics have potential to engage students in any school subject.
- Thanks to comics, those students who always reject reading might start enjoying this activity a little bit more.
- The images make the story "more engaging and insightful".
- Comics include a great variety of reading levels.

Rachel Marie-Crane (professor) published an article named *Image, Text, and Story: Comics and Graphic Novels in the Classroom*. The list below contains two benefits that she considered to be important to keep in mind (pp. 13-18):

- Comics can help to analyze personal experiences.
- "Comics have the potential to generate a sense of empathy and human connectedness among students".

Rocco Versaci (teacher) published an article named *How Comic Books Can Change the Way Our Students See Literature: One Teacher's Perspective*. The following list includes some benefits that she wanted to remark (pp. 62-66):

- Comics make the task of catching and keeping the students' attention easier than using other materials.
- The students can easily sympathize and empathize with all the characters of the story.
- Comics make reading more enjoyable for many students.

- Comics increase the students' motivation.
- Comics "open up a vital avenue of questions concerning what "literature is".
- Comics set a great environment for meaningful discussions.

Stephen Cary (second language learner specialist, teacher, resource teacher, writer, and administrator) published a book named *Going Graphic. Comics at Work in the Multilingual Classroom*. This list includes some advantages of comics in education that this writer has discovered while he was studying this topic in depth (pp. 3-34).

- For those students who are learning a second language, comics can help them to pick up "colloquialisms and pop culture knowledge".
- Comics make that many students consider reading as something fun.
- Comics "accelerate second language development".
- Comics "spur conversation and writing".
- Comics create a sense of unity among the students because they have this interest in common.
- "These materials capture the pronunciation, tempo, rhythm, word choices, disfluencies, and informal and formal conventions of everyday speech and writing – how language sounds and what language looks like in the real world of native-level communication".

As it has been shown in this section, there is a wide range of benefits that comics can provide to those schools that use this material in class. Every student, regardless of their academic achievement, can benefit from them and by using them only positive aspects can arise from this.

2.3. Suggestions and warnings for the correct use of comics in an educational setting

Even if teachers know the benefits of comics in education, it is normal that they still fear this new education strategy. New things can be challenging sometimes, and this can make people feel insecure and afraid of failing. But, as Loise E. Boone said once: "Don't fear failure so much that you refuse to try new things. The saddest summary of a life contains three descriptions: could have, might have, and should have" (2016, p. 19).

In order to prevent some teachers from refusing to use comics in their classrooms, we will explain within this section, some suggestions and warnings that teachers should try to take into consideration every time that they want to use this material.

The first advice given, and probably the most important one, is that teachers should always review the comics that they want to use before bringing them into the classroom. There are many things to check. For example, the level of the language that they use, the type of drawing, the content of the story, etc. A good teacher should always try to have everything under control no matter if it is before, during or after the class (Berkowitz & Packer, 2001, p. 16).

Second, teachers should avoid comics which have a lot of sexual images or images with nudity, violence, racism, inappropriate language, etc. Some comics contain many images like these ones. Some others only contain one or two. The best option is to discard the first group of comics right away. Regarding the second group of comics, it will be necessary to think and decide whether the content of that comic is good enough to be used in class even though it has one or two inappropriate images (Berkowitz & Packer, 2001, p. 16) (Cary, 2004, p. 45).

Third, before using this new strategy, it is important to talk about it with the school principal as well as with the other teachers. It is crucial that they do not feel that someone is working on his/her own. One piece of advice is to share and explain all the comics and activities that are meant to be used and done in class. Once the school has approved this new strategy everything is ready to go (Berkowitz & Packer, 2001, p. 16).

Fourth, the first time that teachers introduce comics in class, it is highly recommended that they spend, at least, one class teaching how comics must be read and analyzed. Sometimes, some teachers assume that children are experts using comics but the reality is that most of them do not have much clue on how to use comics properly and some others have barely read comics in their lives. For this reason, it is important to start from the very beginning in order to make sure that they will follow the lesson plan and they will benefit from it (Smith, 2006, p. 11).

And finally, parents, and even more nowadays, tend to question the new methodologies that are being used in class. Teachers should try to understand that parents are not against its use, but sometimes they simply do not understand or lack the necessary information in order to comprehend how these new materials can help their children to learn. Those who want to prevent these problems from happening, might want to think of doing a meeting with the parents so as to explain to them everything that has been done or that will be done in class (Cary, 2004, p. 47).

Apart from these cautions, it is also recommendable to provide these teachers with some extra suggestions in order to help them make their lessons with comics more effective, from an educational point of view.

First, the students at some point of the lesson will ask for permission to bring their own comics to class so as to share some of their “treasures”. It is good that they want to do this so teachers should also take this into account and they should plan a class where the students will be allowed to bring their own materials from home. Classes like this can be really useful in terms of making students talk individually and in a group (Berkowitz & Packer, 2001, p. 16).

Second, some research, like one that Ujiie and Krashen did in California in 1996, have proven that girls are less keen on reading comics than boys. This fact might determine whether to use comics in class or not. It is important that teachers understand that no matter what topic they choose or how they teach it, there will always be students who will not be happy about it. As Jacquelyn McTaggart explained in her book, it is very difficult, although not impossible, to satisfy all the students at the same time. So, even though teachers know that not everyone will be excited about working with comics, they must do what they think is going to be the best for the whole class. And perhaps, some girls that did not like comics at first, will end up discovering something fun and pleasing to them (McTaggart, 2008, p. 34) (Cary, 2004, pp. 48-52).

Third, there might be some students who will possibly “fall in love” with this genre. If this happens, it is extremely important that the teacher provides more comics to read or they can also hand out a list of interesting and educational comics so as to make it easier for the parents to know which readings they can buy to their children. As it has been said, comics can really motivate students to read. Whenever a teacher decides to use comics in class, he or she should try to be ready to maintain his/her students’ passion and interest for reading. In the Appendix I of this project, there is a list of some online resources, comics in other languages and apps that can help any teacher to find extra materials (McTaggart, 2008, p. 34) (Cary, 2004, pp. 61-65).

Fourth, like with another type of text, when the students are doing an activity of reading aloud, it could be interesting that the teacher occasionally stopped the reading in order to ask some comprehension questions (Boerman-Cornell, 2013, p. 74).

And finally, it could be a good idea to allow the students to have some free time to read the comics that they want. Children are used to being obliged to read different

types of texts in class. These type of obligations are necessary. However, they might not help to motivate those students who do not like reading. If any teacher wants to help his/her students to be more engaged with this activity, he or she should try to give them the last five minutes of each class in order to let them read freely (McTaggart, 2008, pp. 44-45).

If teachers bear in mind all these warnings, suggestions and advices, there are many chances that their classes will turn out to be a success and that there will not be any trouble.

2.4. Possible activities to do with comics

Many teachers have already used comics in their classroom and this experience has turned out to be a complete success. In other words, these teachers have seen and experienced firsthand the benefits that comics can bring to education. One of the key points to make a new educational strategy famous, among the whole educative community, is that teachers who have already put it into practice should share their opinion, experiences, useful resources, and those activities that worked for them. Fortunately, many of these teachers did, so some interesting and educative activities will be explained within this section, especially, for those who are willing to start using comics or for those who want to keep doing it.

Activity one – Complete the captions, thought balloons, and dialog balloons: You can remove the text of the whole comic or only part of it. Then, ask your students to write the dialog that they think that could make sense with the pictures of the comics. Finally, you can ask them to share what they have done with the whole class and perhaps you can also show them the real text so they can compare their piece of work with the one that the author did (Cary, 2004, p. 78) (Graphix, 2014, p. 11) (Frey & Fisher, 2004, pp. 20-22).

Activity two – Personal experiences: You can ask the students to create a comic in which they explain one moment of their life that they remember with kindness and tenderness. Once they have finished, they can come to the front of the class and explain their story by using the images of their comic (Williams, 2008, p. 16).

Activity three – Panel analysis: You give one inside page of a comic to each child. Then, you ask them to observe it very carefully for a while. Finally, you start asking comprehension questions about what they have seen. For example: why is the character from panel six really angry? Because he is wearing his suit but it just started to rain so hard that now he is completely soaked with water. This activity

could be done individually or in groups, depending on the age of the students (Versaci, 2008, pp. 97-98).

Activity four – Comparisons: After reading a graphic novel, which is an adaptation of another text or a specific historical event, you could ask your students to compare, either written or orally, this first material to the historical reality or to a movie adaptation, textbooks, websites, etc. (Chun, 2009, p. 147).

Activity five – What is the best title for this comic?: You can remove the title of several comic strips. Then, you let your students read all of them and individually or in groups of two or three you ask them to write down one title for every story. Finally, you can ask them to share what they have written and perhaps you could also ask them to explain the reason why they have chosen this title (Smith, 2006, p. 12) (Cary, 2004, p. 72).

Activity six – Summary of a book or a unit: After reading a book in class, you can give them a printable paper of a comic page with 8 panels (for example) and then you can ask them to draw and write in chronological order the moments that they think that are the most relevant to the story that they have just read. This activity is a great way to review and memorize any kind of story. Besides, this summary can be checked whenever they want (Schwarz, 2006, p. 59). Apart from summarizing stories, the students can also use this activity in order to summarize the content of any subject, such as history. For example, they could create a comic for the unit of Prehistory (Williams, 2008, p. 17).

Activity seven – Add new panels or complete the missing ones: You give them a comic strip. Then, they have to read it carefully and after that, they have to come up with two or three more panels in order to expand that story. There is no correct answer in this activity. What matters is that they write and they try to be creative. Once they have finished, you can ask them to share with the whole class their new ending for the story and perhaps, at the end of the class, you could also ask them to vote for the best ending (Cary, 2004, p. 74). This activity could also be done in another way. You can give them a comic strip but this one is not completed, there are one or two panels missing. Ask them to draw and write these panels (Cary, 2004, p. 88).

Activity eight – Reading: In more than one occasion, you will want to do some reading aloud in class. One advantage that comics also give us is they allow us to do the readings as if they were plays. Kids really enjoy when they are assigned one

character and they have to represent it throughout the reading period. You could also ask them to try to read in a more dramatic way while they try to add some gestures and actions to their performance. The more it looks like a play, the more fun it will be (Smith, 2006, p. 12).

Activity nine – Sound effects: Comics have tons of onomatopoeias so when it comes to introducing this concept to the students, it is a great decision to choose comics as the materials that will support your explanation. Moreover, there is one activity to work on onomatopoeias that many children love. You give them some inside pages of different comics and they have to go through every story adding the sound effects that were removed. For example: in one panel, there is a little girl knocking at the door. So they write: toc-toc or pom-pom (Graphix, 2014, p. 11).

Activity ten – My favorite comic strip: You can bring different comic strips to the class. In there, you ask the students to read at least one per day. Finally, one week or two weeks after, the students have to report which of these comics is their favorite one and why (Cary, 2004, p. 91).

Activity eleven – Can you deduce it?: You bring to class some pictures of the characters that will appear in the comic that you will make your students read. With those pictures, you start a debate where the kids have to try to guess which character is going to be the main character, who is going to be the villain, etc. Apart from this, you can also ask them to describe how the personality of this character is going to be or when this character will appear within the story. There are tons of questions that you can ask them and they will have to think, guess, and reason their answers. And one more thing that you could ask them to do is to match some sentences with the character that they think that will say it. By doing this activity, their motivation for reading the stories increases enormously because they want to know who was right (Smith, 2006, p. 13).

Activity twelve – The vocabulary wall: This activity is great for a word study. You can create a mural that can be called “The vocabulary wall”. Within this mural, the students will have to write words that they do not know or that simply got their attention. And finally, next to this word they will have to write the translation. To translate these words, you can let them use dictionaries (Cary, 2004, p. 100).

Activity thirteen – My comics character: Ask your students to draw their favorite comic character. This one can be invented or it can be from a real comic. After designing their character, they will have to write a description for it. You could write on the

blackboard some ideas that could help them to write this description. For example: character's name, physical description, description of his/her personality, etc. (Graphix, 2014, p. 11).

Activity fourteen – The reality in our community: You can bring some editorial cartoons and comic strips to the class. Then, the whole group can analyze these materials that you have brought to class. Once they have finished this, you can ask them to start creating their own cartoons and comic strips on things that frequently happen in your community (Cary, 2004, p. 110).

Activity fifteen – Put them in the correct order: You can give each student a set of panels that belong to the same inside page. These panels are like a puzzle. What the students will have to do is read very carefully every panel in order to figure out the correct order of the story. And after doing this, they could also try to find a new order for those panels in order to create another interesting story (Smith, 2006, pp. 15-16).

All these great and educative activities can be used as a starting point to get ideas on how to prepare some lesson plans that involve comics.

3. Comics across the curriculum

Using comics in a classroom setting is something quite new. Some years ago, comics were present in schools, but they were placed at the back side of a shelf waiting until some students had finished the “real” readings that their teachers had asked them to read. However, some schools are already starting to change this situation. Nowadays, these comics are being moved from the back side of the class right into the front. They have become one of many resources that teachers can use for their lesson plans (Elder, 2014, p. 17).

Within this section, we will explain how comics can help to work the content of various areas in a more simple and entertaining way. Apart from this information, the names of some comics which are perfect for primary students will also be attached. And finally, we will mention some challenges that teachers face when they try to integrate comics into the curriculum.

3.1. Comics in different areas

The areas that will be explained here are maths, language arts, art, social studies, and science.

Math

Teaching mathematics through comics has three important advantages that should be highlighted. First of all, these comics have the ability to tell a “fascinating math-related story” while they are showing us a way to solve mathematical problems. Second of all, some of these comics can also introduce older students to the world of cryptography. And finally, the most important benefit is that these comics have the “ability to illustrate mathematical concepts by combining images with equations and explanations of the concepts under consideration” (Boerman-Cornell, 2013, p. 75).

Karen Gavigan and Sue C. Kimmel recommend *Manga Math Mysteries and The Hundred-Dollar Robber*, *Manga Math Mysteries and The Secret Ghost*, and finally *Manga Math Mysteries and The Lost Key*. All of them by Melinda Thielbar (p. 38).

Language Arts (languages and literature)

There are many people who have always considered comics as a reading material that can only offer some new words to learn. According to them, comics are not challenging in an educative sense because the level that they require to be read is very low. For this reason, they are not worth to be used in schools. The University of

Oregon Center on Teaching and Learning decided to do some research about this statement and the results that they got were conclusive. “Comic books average 53,5 rare words per thousand, while children’s books average 30,9, adult books average 52,7”. What does this mean? It means that one of the benefits that comics have in education is that they can help students to be richer in the sense of vocabulary acquisition (Elder, 2014, p. 15).

Apart from being a great source for teaching and learning language, comics are also perfect when classic stories, like *The Little Prince*, or any other type of text have to be adapted in order to make it more understandable and engaging for children (Boerman-Cornell, 2013, p. 76).

Jacquelyn McTaggart recommends *Thieves and Kings* by Oakley (2001) and *Climbing Out* by Ralph (2003) (p. 39). And Karen Gavigan and Sue C. Kimmel recommend *How the Leopard Got His Spots* by Rudyard Kipling (1898), *Lunch Lady* by Jarrett J. Krosoczka and *The Boxcar Children and the Lighthouse Mystery* by Gertrude Chandler Warner, Joeming Dunn, and Ben Dunn (2011) (pp. 21-22).

Art

One of the greatest activities that can help to teach art in a classroom is the creation of a comic. In this activity, students have to put into practice many artistic skills. However, before letting them create their own comic, they should try to fully understand how comics are structured and some artistic techniques that can help them to do their task in a better way (Boerman-Cornell, 2013, p. 76).

Jacquelyn McTaggart recommends *Manga Mania: How to Draw a Japanese Comic* by Hart Watson-Guptill (2000) (p. 38).

Social Studies

The classical way of teaching this subject is through the explanation of some historical events and then making the students memorize dates and names. There is nothing wrong with this methodology, however, teachers should try to give their students the opportunity to “contextualize, corroborate, and source different historical events and documents” (Boerman-Cornell, 2013, p. 75). One of the greatest ways of doing this is by using comics in class because comics are very effective in terms of contextualization. Thanks to the images, the students can see by themselves the economic, political, cultural, and social context as well as the type of clothing, transportation, and buildings that the people from certain period of our history used to

have. Apart from this benefit, comics can also make the kids compare every adaptation to its primary source or to another historical document (Boerman-Cornell, 2013).

Jacquelyn McTaggart recommends *Good Bye, Chunky Rice* by Thompson (2001). And Karen Gavigan and Sue C. Kimmel recommend *Geronimo Stilton* by the editorial Edizioni Piemme (2000) and *Everyday Life in Ancient China* by Kristen Holm (2012).

Science

In the case of science comics, the students can benefit from four different positive aspects. First, the students are mainly helped to “understand processes, use the scientific method, and pay particular attention to the value of observation” (Boerman-Cornell, 2013, p. 76). Second, these scientific stories let children comprehend some of the moral issues that scientists might have to face throughout their professional life. Third, comics can also teach them how science cooperate with other important aspects of our society like it can be politics. Finally, it is important to stand out that thanks to comics, students can feel really motivated while they are studying science and at the same time that they start seeing this subject as something that they can be part of it. (Boerman-Cornell, 2013).

Jacquelyn McTaggart recommends *Red Rocket 7* by Allred (1998) and *Metropolis* by Osamu Tezuka (2003). Bill Boerman-Cornell recommends *Clan Apis* by Jay Hosler (2000). And Karen Gavigan and Sue C. Kimmel recommend *Summer Camp Science Mysteries* by Lynda Beauregard (2012), *Mummies and sound* by Anthony Wacholtz (2013), and *Survive: Inside the Human Body* by Gomdori co. and Hyun-dong Han (2013).

3.2. Challenges to the integration of comics into the curriculum

Sometimes, no matter how hard you try to make something work from the very beginning, you are forced to go through some challenges and limitations. This exact same thing happens to many teachers when they try to integrate comics into the curriculum. The purpose of this section is to briefly explain some of these challenges in order to show teachers that this is something normal and that it can happen to everyone. The correct attitude towards these problems is not to get discouraged and to keep fighting for integrating comics in class.

First, some countries have a political system that does not fully support innovations in education. In there, teachers who are willing to start using comics in their classroom might have to deal with some resistance and censorship with this topic. Perhaps, this

challenge could be considered as the toughest one to deal with (Schwarz, 2006, p. 63).

Second, some educators find really difficult to find comic materials that can match with the content of their classes (Rapp, 2012, p. 66).

Third, sometimes it is hard to choose one comic among many of them because it is hard to know which one is more appropriated for a specific group of students. This insecurity can last some time (Rapp, 2012, p. 66).

Fourth, although many comics can be used and included in the curriculum, many others are simply not useful for this purpose. In other words, some comics do not provide any connection to the concepts that students are supposed to learn throughout primary education. However, it is important to not quickly discard them because most of them can still be used to motivate students to read or to help them improve their reading skills (McTaggart, 2008, p. 38).

And finally, when teachers need guidance, support, course resources, and information about the use of comics in education, they do not find many things about it. This lack of help can make this task of integrating comics into the curriculum more difficult (Rapp, 2012, p. 66).

But, even though sometimes it might seem hard to incorporate comics into the curriculum, comics have proved that they are worth to fight for because in the end the number of positive things that they can give to students are very wide and educational.

4. Comics and other visual supports for students with special needs and disabilities

It is quite usual and, nonetheless sad, that nowadays children who have some kind of physical or mental disability have to deal with some kind of social, educational and psychological problem. On the one hand, the kids who commonly have social issues, they mainly “stand out as different, and many become targets for ridicule, bullying, and mockery” by some classmates. On the other hand, according to The Education for Persons with Special Educational Needs (EPSEN), children that have “physical, sensory, mental health and learning disability” problems, as well as social and psychological issues, will probably present some difficulties with their academic performance at some point in their life (National Council for Special Education, 2014, p. 12). And finally, the kids who present psychological issues for whatever reason (sometimes the two previous problems lead to this one) can frequently feel confused, frustrated, anxious and angry (McLeod, 2017).

How do all these affect the world of education? Obviously, they have an important effect on it. Teachers have the responsibility to help all their students to grow and develop, and this duty also includes children with social, educational, and psychological issues (National Council for Special Education, 2014, p. 15).

All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have the right to education. It is not our education system that have a right to certain types of children. Therefore, it is the school system of a country that must be adjusted to meet the needs of all children — (B. Lindqvist & UN-Rapporteur, 1994).

Is there any possible solution for this challenging situation? Yes, there is. And the answer to this question is an inclusive education. An inclusive education system can only exist if ordinary schools become effective at fighting against discriminatory attitudes, welcoming different communities, and providing a good education and additional support for all kind of students. In other words, inclusion is the process of facing the diversity of needs that some students have in order to help them to improve in their learnings, and also to help them to feel less excluded by some members of the society (Balescut & Eklindeh, p. 6).

But, what exactly can teachers do in order to make their schools and classes more inclusive? There are many possible answers to this question. In this case, we will mainly focus on one of these possible solutions that is an educational resource that can help teachers to solve all these problems, which were commented above, of their

students with special needs or disabilities. And besides, it can also be used as a way of making the rest of the class more respectful and supportive towards these kids.

Comics, as it has been explained, are “a narrative form containing text and pictures arranged in sequential order (usually chronological)” (Cary, 2004, p. 10). This way of storytelling can considerably help four types of students who most of the times require an additional support from the teacher and, in some cases, perhaps extra material.

The first and second group, which are the students with reading problems and with special needs (cognitive difficulties), can benefit from using comics in a similar way. Comics can help them to improve their reading comprehension because comics usually contain less text than some other forms of literature, and that makes reading easier for a kid. And also, the images give some clues to the meaning of what the author is telling (Graphix, 2014, p. 3). One great example is a kid with autism. Children with this neurodevelopmental disorder have problems interacting with others and perceiving things that happen around them (The National Autistic Society, 2017). In other words, for them, it is hard to understand some emotional situations and the images that comics have are a great help for them so as to understand how the characters are feeling in every moment (Graphix, 2014, p. 3).

And finally, comics can also help a third and fourth group, which are those kids who have any kind of disability and psychological issues. Most of the students with disabilities are daily excluded from the social relationship that the other students maintain. And why does this happen? In some cases, it is due to the cruelty of kids, but in most of the cases, there is a great ignorance towards this subject. For this reason, many kids feel awkward when they are around students with this type of problems (McGrail & Rieger, 2013, pp. 2-3). For teachers, parents, and adults in general, it is sometimes hard to introduce these problems to children because they are considered to be hard and serious themes. Despite this, comics allow students to explore and learn about this social issue while at the same time it generates a sense of empathy in each kid towards the students with disabilities¹. “Empathy is one of the most important topics generated by this type of material” (Williams, 2008, pp. 14-15). According to Ewa McGrail and Alicja Rieger, recent scholarship on empathy has shown that comics represent in a very effective way the difficulties, such as emotional, physical, and social, that disable kids have in life. These impactful messages are useful for everyone in class. Those who do not have any disability

¹ The Heart-Warming Adventure of Leedero O. Men is a website that provides great comics about someone who has a disability. This website is available at <http://leederomen.com/>. Not all the comics are meant to be used with kids (McGrail & Rieger, 2013, p. 8).

learn how to treat and understand the ones who have them. And, it also works the other way around. "It would be important for those with a disability to "see themselves" in the portrayals in the comics literature". So, comics are beneficial in the sense of achieving a positive academic environment, understanding this topic, appreciation, positive relationships, friendships and social acceptance among the whole community (McGrail & Rieger, 2013, pp. 4-6).

One last piece of information that teachers might find interesting is that comics can be used to introduce more than one topic. All the benefits that schools get from using comics in the classroom in order to talk about kids with disability can also be achieved by introducing other serious topics like anorexia, obesity, depression, bullying, etc.

As it was said before, there are many possible ways of making a class more inclusive. Paula Kluth explains in the book called *Teaching Visual Literacy using comic books, graphic novels, anime, cartoons, and more to develop comprehension and thinking skills* that most of the children with special needs are visual learners, this means that they learn and understand better if they are able to see the content represented graphically. A great example of a visual learner with special needs would be a deaf child. However, not only visual learners benefit from visual supports. In general, when teachers use these type of resources, it is guaranteed that these new materials will help a wide range of students because humans "learn best from things that can see" such as movies, diagrams, etc. (pp. 169-171).

Paula Kluth introduces five teaching supports that she believes can be helpful. The first one is the Graphic Organizer which can also be known as "diagram, cognitive organizer, flow charts, or visual displays of knowledge" year and page missing. The second material is the Picture Books that combine text and pictures. For example, comics are one type of pictures books. The third option is the Fascination-Focused Materials. Then, there are also Graphic Notes which are a different way of representing information about a text or story. And finally, there is also the Story Kit which "is simply a bag or bow of items related to a theme, unit, or particular story" author, year and page. According to Paula, with all these materials, the task of understanding concepts, structuring information, representing ideas, remembering new vocabulary, and connecting different concepts/ideas among them becomes easier for many kids but in particular for students with special needs and disabilities (pp. 171-185).

Some years ago, schools and teachers probably did not have enough information and resources to tackle this problem in class. Fortunately, today educators count with more resources and information, and are therefore successfully reaching every student in class.

5. The comic in a real classroom

After exploring several theoretical sections that include interesting information and facts about comics and also new technologies in education, it is now time to put some of this theory into practice. For this reason, everything in this section is meant to be used in a practical way.

Based on what we have been learning so far about comics in the classroom, we know that this tool can be perfectly used in an educational format. It has been proven that comics can help students improve in many different aspects. Due to this fact, I have created a lesson plan for second or third language learners in which they will work on the acquisition of new vocabulary, and consequently, should improve their writing, reading and speaking skills by using comics. Moreover, since new technologies generally appeal to the great majority of our students, I have decided to include these strategies for them in this lesson plan in order to make it more engaging, helpful and educational for the kids.

Apart from using comics in the lesson plan, I also wanted to use them in two different ways. Each one has its own goal. First of all, I wanted to put into practice the fact that comics can increase the engagement of the students for reading. To reflect this, I have created a contest called “The Comics Challenge Quiz”. And second, I wanted to use comics as a way to introduce my students into the correct use of social media.

Throughout the activities, which will be explained in depth, the students will keep learning a foreign language while they understand how to use social media, increase their passion for reading, and learn how to collaborate and work as a team.

5.1. Lesson Plan

Learning a second or third language is a difficult and challenging task for most of the students. For this reason, teachers must try to plan their lessons in a way in which this learning process can be easier, more effective, engaging and entertaining for the learners.

Title of the lesson plan

The Comic — learning with pictures

Subject

This lesson plan is meant to be used in an English class. However, it can also be adapted and used in some other language classes such as Catalan, Spanish or even French.

General information about the school and the class

My lesson plan is going to be used in a school that is located in Castellar del Vallès, Barcelona.

- School's name: Escola FEDAC Castellar.
- Grade: Sixth grade.
- Number of students: There are 27 students in the classroom.
- Students with special needs: There are three students with special needs. Two of them have an Attention Deficit Hyperactivity Disorder (ADHD) and the other one has an Autism Spectrum disorder (ASD).

Justification

Since my TFG is about comics in education, I have created a lesson plan in which comics are going to be the main educational resource that I will use in the classroom. Throughout this lesson plan, I want to check the effectiveness of this material as a way of teaching, practicing, and improving the students' writing, reading, and speaking skills in English.

This lesson plan also includes new technologies such as computers, online games, and an online dictionary. I wanted to introduce these in my lesson plan for two reasons. First, I thought that it is quite relevant that learners have the chance to learn how to use these types of resources in a more academic way instead of only using them for leisure. And second, I wanted to make this lesson plan as interesting as it could be for the students. So, I decided to use new technologies because this is something that really gets their attention.

Timing

This lesson plan will last twelve sessions of one hour each. I am including a timetable in which I specify how this lesson plan is organized throughout these sessions.

Session	Organization of the sessions
1	<ul style="list-style-type: none">- Presentation of the comic- Definition of the comic- Examples of comics- Free reading of comics
2	<ul style="list-style-type: none">- Theory: Parts of the comic- Worksheet
3	<ul style="list-style-type: none">- Correction- Contest related to the theory – Jeopardy Rocks

4	<ul style="list-style-type: none"> - Reading a comic - Voluntary performance of the previous reading - Presentation of the main task - Creation of the groups
5	<ul style="list-style-type: none"> - Presentation of the website – Pixton - Introduction of Word Reference - Log in, creation of the avatar and practice
6	<ul style="list-style-type: none"> - Thinking of the story - Starting with the story
7	<ul style="list-style-type: none"> - Finish writing the story - Revising the story
8	<ul style="list-style-type: none"> - Creating the comic by using Pixton
9	<ul style="list-style-type: none"> - Finishing the comic by using Pixton and submit it - Self-evaluation
10	<ul style="list-style-type: none"> - Creation of the material for the plays - Rehearsal
11	<ul style="list-style-type: none"> - Plays
12	<ul style="list-style-type: none"> - Plays

All this information will be thoroughly explained in one of the upcoming sections titled “Procedure”.

Competencies

Taking into account the competencies that the Department of Education of Catalonia established for primary school students, my lesson plan has been prepared in a way in which the kids will have the chance to work on the following important and basic competencies:

Basic competencies in the artistic field
<ul style="list-style-type: none"> - Improvise and create new things by using basic elements and resources of the different artistic languages. - Design and carry out multidisciplinary projects and artistic productions.
Basic competencies in the digital field
<ul style="list-style-type: none"> - Select, use and program digital devices and their functionalities according to the tasks that have to be done. - Do the activities by using virtual tools and by working in groups in a collaborative working environment.

Basic competencies in the linguistic field

- Obtain basic information and understand oral texts, authentic or adapted, from everyday life.
- Plan and produce short and simple oral texts appropriated to the communicative situation.
- Use search tools, such as dictionaries, to access to a better reading comprehension.
- Apply different strategies to obtain basic information and comprehend simple or adapted written texts from everyday life.
- Produce simple texts in accordance with each communicative situation and with the help of media.
- Revise the text with the help of specific supports so as to adapt it to the communicative situation.
- Reproduce, oral or written, simple literary texts so as to enjoy and foster the enjoyment of others.
- Understand and appreciate easy literary texts, either adapted or authentic, which are age-appropriate.

Basic competencies in the values education field

- Acquire the habits of cooperative learning, personal commitment, and attitudes of coexistence.

Multiple intelligences

This lesson plan will work on the following multiple intelligences.

- Verbal / linguistic intelligence
- Logical / mathematical intelligence
- Spatial / visual intelligence
- Bodily / kinesthetic intelligence
- Interpersonal intelligence
- Intrapersonal

Learning styles

This lesson plan will include the following learning styles.

- Visual
- Auditory
- Kinesthetic
- Group

- Individual
- Reflective
- Impulsive

Objectives

This lesson plan will try to achieve the following goals.

- Understand the definition of comic
- Identify the different parts of a comic
- Understand and apply the correct way of reading comics
- Learn new vocabulary related to comics
- Create a comic
- Write a story with an initial situation, a main problem or conflict, and a final solution
- Improve writing skills
- Represent the story with correct speaking skills
- Use new technologies as a learning tool
- Use an online dictionary as a way of solving doubts
- Critically judge work created
- Understand the importance of working as a team
- Increase motivation for reading, writing and speaking

Content

This lesson plan will make the students go through the following content:

- The comic and its most important parts
- The structure of a story
- A dialogue
- The auto-evaluation
- The correct use of the computer
- Online dictionary

Evaluation criteria

This lesson plan will be assessed in the following way:

First, I will evaluate numerically the comic that they will have to do in groups of three. To evaluate this, I have created a rubric, which you can find attached on the Appendix III of this project, with all the criteria that will be taken into account. My intention is to show this rubric to the students before starting the task. I want them to

keep in mind and realize all the things that they will be evaluated on, for instance, the spelling, grammar, and punctuation. Apart from this, I will also check the originality of their stories, the presentation of their comics, the individual work, the teamwork, and whether they have followed all the instructions previously given to them. Along with this rubric, I will give them a self-evaluation rubric. The main purpose is to introduce them to self-evaluation as a way to learn to critically judge their own work. Although these worksheets will not have a mark, I will bear in mind their opinion.

Second, I will evaluate numerically the plays. As I did with the comic, I have created a rubric, which you can find attached on the Appendix III of this project, with all the criteria that I will take into account in this evaluation. In it, I will focus on how the story is explained, the posture, tone, and facial expression, as well as the speaking skills, the individual work, and the teamwork.

Finally, I will also evaluate either with an A, B, C or D the attitude of each student and the effort that they have put into the work.

Regarding of the worksheets that I will give them during the lesson plan, I will make sure that everything is corrected.

Material

Throughout this lesson plan, I will use the following materials, which can be found the Appendix III of this project.

Worksheets:

- The Comic: with this material, the students will have to remember, understand and apply all the theory that has been taught in class.
- Photocopies of inside pages: this material, which contains four inside pages of the comic called "Asterix the Gaul", will help the students to understand the process of reading out loud. Thanks to this activity, it is going to be easier for the teacher to check if each student has understood how comics are supposed to be read.
- Create your own comic: this material will guide the students in the creation of their own comic.
- Student's evaluation rubrics ("My own comic", "Plays", and "Self-evaluation rubric"): with the materials called "My own comic" and "Plays", the students will have the opportunity to read and understand all the aspects that they are going to be evaluated on. With the material called "Self-evaluation rubric", the students will have to assess their own work following the same criteria that

the teacher has followed. The only difference is that they will not have to evaluate the grammar.

- Teacher's evaluation rubrics ("Plays" and "My own comic"): These materials are going to be used as an evaluation criterion for two of the activities of this lesson plan.
- The story of my comic: with this material, the students will have to prepare and write their story. In total, there are two worksheets with the same title. The difference between them is basically the level of language that they demand from the students. One is more accurate for students who are native or who have a higher level of English and the other one is for those students who have a lower level. Depending on the type of students that a teacher has, he/she can choose one or the other. In my case, I will use the worksheet that demands a lower level of English.
- Word Play Write Your Own Crazy Comics: this material is going to be used as extra work. If any of the students or groups finish their task early, they will have to start working on this worksheet which consists of completing all the dialogue balloons. Apart from these students, this material can also be used by those students who really have enjoyed working with comics and they really want to keep writing stories.
- Plays: This material is going to be used as a way of avoiding distractions during the plays. They will have to summarize each play in one or two sentences. Thanks to this exercise, their attention during these sessions will increase significantly.
- The students' personal comic: With this material, each group will create their own comic but instead of using drawing, they will use their own pictures.
- Bookmarks: This material will help me to create the groups for the main activity of my lesson plan and it will also introduce the students to some classic comic book characters.

PowerPoint:

- The Comic – Theory: this material will help the students to have a better understanding of what a comic is.
- Jeopardy Rocks – The Comic: with this material, the students will have to remember, understand, review and apply all the theory that has been taught in class.

Website:

- Jeopardy Rocks: with this material, the students will have to remember, understand, review and apply all the theory that has been taught in class. This activity is available at <https://www.jeopardy.rocks/thecomic>.

Other materials:

- Timer and table bells: these two objects are going to be used when the students play the contest related to the theory of the comic.
- Comics in English: it is crucial to have some real examples of what we are talking about in class. These materials will work as our main examples.
- Computers: students will use computers to create their own comic in collaborative groups of three.
- Video camera: the camera will be used to record every play.

Procedure

Session 1:

During this session, I will introduce the topic of this lesson plan through different questions. First, I will ask them if they like comics. Then, I will ask them if they know any comic and if they can summarize the main theme of the comic in two sentences. Since I know that this topic is something that they really like and enjoy, I will let them answer these questions and talk about the topic as much as they want. Besides, this is going to be a great opportunity for them to practice their speaking skills. Later, I will present the definition of comic. And finally, I will let them choose a comic in English, and they will have free time to read it.

Session 2:

During this session, I will teach the theory related to comics with the Power Point named "The Comic". This theory includes the definition of comic, the main parts that characterize them, and finally the instructions of how to read them correctly. To finish this class, I will hand out the worksheet called "The Comic". With this material, the students will have the chance to remember, understand and apply all the theory that has been previously explained in class. This task must be completed individually. If any of the students does not finish their work in time, they will have to take it home and finish it for the following class. For students who finish early, I will let them read some comics until the end of the class.

Session 3:

During this session, I will ask them to take out the worksheet that they did the previous class in order to correct it. The correction is going to be done out loud. I will highlight the importance of paying attention the whole time because after this correction they will play a game related to the theory of comics and also the worksheet. This contest will be played with the website called Jeopardy Rocks (this activity is available at <https://www.jeopardy.rocks/thecomix>). The students will be divided into four groups. The game consists of answering several questions correctly in exchange for money. The team who has won more money at the end of the game will be considered the winners.

Session 4:

This fourth session is going to be divided into two parts. During the first part, the students will practice some reading and speaking. In order to do this, I will hand out photocopies of four inside pages of the comic “*Asterix the Gaul*” (pp. 6,7,36 and 37). The students will be asked to read these pages out loud and later, for those students who are feeling brave enough, I will give them the opportunity to come to the front and act out that part of the story. Obviously, they are going to be allowed to read while they are performing it.

The second part of the session will consist of the students creating their own comic. I will start by explaining in detail what they will have to do. In order to shed some light on this explanation, I will hand out the worksheet called “Create your own comic”. Within this material, the students will find the instructions and steps that they will have to follow while they are doing the activity. In addition to this worksheet, I will also give and explain to them the evaluation rubric for this activity. Thanks to this worksheet, the students will have the opportunity to read and understand all the criteria that they are going to be evaluated on. Finally, I will create the groups, by using the “Bookmarks” so each student knows who he/she is going to work with during the following classes.

Figure 5.1.1.



Session 5:

Since the creation of the comic must be done by using the website called “Pixton” (available at <https://www.pixton.com/es/>), I will present it to the students before they have to use it. This session is going to be done in the computer lab. First, the students will pay attention to my explanation which will be supported by a visual example of how to use this website. I will show them how it is organized, how it works, etc. After this, I will introduce them to the online dictionary called “Word Reference” (available at <http://www.wordreference.com/es/>). Taking into account the fact that this activity consists of writing a story in English, it is important that the students have different resources that can help them to answer any questions they might have. This is an opportunity to show students how to use technology in an educational way, rather than only for their own entertainment. I will ask them to sit with the members of their group and then they will have some spare time to create their group avatar and also to surf the website to get familiar with it. This class is meant to be a general practice of using this website.

Sessions 6 and 7:

Before letting them create their comic on the website “Pixton”, I want them to work strictly on the story of the comic. In order to do this, I have created a worksheet in which the students will have to do two exercises that will help them to write their story and one final exercise that they will have to do after they have finished their comic on the website (session 9). In the first exercise, they will have to think of their story in a more general way. In the second exercise, they will have to think of the dialogue that their comic characters will say. These two sessions are mainly planned so that they have some quality time to practice their writing. During these two sessions, I will provide them with some dictionaries, and I will also let them use the teacher’s computer so they have access to “Word Reference”.

Once they have finished writing, I will ask them to double-check the possible spelling, punctuation and grammar mistakes. Finally, I will check if they have completed the activity.

If any of them finishes the task earlier than the others, I will let those students work on the worksheets called “Word Play Write Your Own Crazy Comics”. These sheets are comics but none of them have their story written down. What these students will have to do is invent and complete the dialogue balloons for that comic according to what is happening in each panel. Taking into account the fact that this is an extra activity, I will tell them that if they do it, it will positively affect their final grade.

Sessions 8 and 9:

After spending the two previous sessions writing down the story, now it is time to move on to the computers. These two sessions are going to be done in the computer lab, as we did in sessions 5. Each group will have to sign into the website “Pixton” and with their story already written down, they will have to write it again using the computer and they will have to create the images for each panel of their comic as well. Since they have two sessions to do this, I have planned that at the end of session 8 they should be almost done creating their comic. Then, session 9 is going to be used mainly to double-check that everything is correct. Students will also have to submit their work, do the self-evaluation which was explained at the end of session 4, and in addition to these two tasks, they will also have to finish exercise three from the worksheet that they did during session 6 and 7. This last exercise consists of analyzing the final structure of their comic through some simple questions that include most of the words that I have taught them throughout the whole lesson plan.

If any student finishes the task early, they can work on “Word Play Write Your Own Crazy Comics” as described above.

Session 10:

Once they have finished writing their story and correcting their own work, I will explain to them that the next activity that they will have to do is to perform their story in front of the whole class. During this session, every student with his/her group will have to create and prepare all the materials that they want to use for their play. But before letting them do this, I will hand out and explain the worksheet that contains the evaluation rubric for this activity. By referring to this worksheet, the students will have the opportunity to read and understand all the aspects that they are going to be evaluated on.

Session 11 and 12:

Each group will have fifteen minutes to act out the story that they have created. I will highlight the importance of paying attention because at the end of each play they will have to summarize it in one or two sentences.

Attention to the students with special needs

This activity can be challenging for many students because they are not really used to writing stories in English. Knowing that this difficulty exists, I must keep in mind three students who have special need in the class; they will be the ones who will struggle the most with this activity. For this reason, I will try to provide them with

Figure 5.1.3.



Figure 5.1.4.



Thanks to these really creative accessories, the students will be able to create different characters for their comic. Besides, I will provide them with some whiteboard signs, which you can also see below this paragraph, so they can write sentences for their characters. However, they will not be required to write anything. This part of the activity is completely up to them.

Figure 5.1.5.



Finally, once they have finished all the activity of the lesson plan, I will staple everything they have and I will use this worksheet ("The students' personal comic") as the cover of this unit.

5.2. The Comics Challenge Quiz

Comics, as I have been trying to demonstrate throughout this project, can be used as an educational resource. They can be really useful as a way of teaching a second/third language, or they can also help students to be more excited about

practicing their reading skills. Since in my lesson plan I already have tried to show how to use comics as a language teaching resource, now I want to introduce another activity that I have created, and I think it is a good way of using comics as an encouraging reading resource. Let me share all the information regarding this activity.

First, it is important to know that this reading activity consists of answering a quiz which contains several comprehension questions about some comics that I have gathered for the class.

Second, the activity is not compulsory. The students have the opportunity to participate in this contest, but if any of them do not want to take part in it, I will not force them nor penalize them for not doing it. As I mentioned before, the main goal of this activity is to motivate children to read and by forcing them to do it, it would only have the opposite effect on them.

Third, the activity has been planned as a competition because I know that most children at this age are really competitive and this type of challenge can help them to increase their motivation.

Fourth, this activity has to last the whole school year. Obviously, it can also be done in less time, but in my opinion, I think that students need time to read at their own pace. We must not forget that they have to enjoy the reading and this can only be possible if they can do it at their own pace. Besides, the longer time they have, the greater number of books they will have read.

Fifth, to create this Comic Challenge Quiz, you can use as many comics as you want, and you can even add comics which are translated into a foreign language. This part of the activity is really up to each teacher's criteria. There are many factors to take into account while you are preparing the activity: for instance, the student's academic level, the number of the students in class, etc. All these factors might make you rethink the number of comics that you will include in the contest or the difficulty that they can have. In my case, I have created an example of this Comic Challenge Quiz. This material contains comprehension questions of ten different comics which are *Història de la Fotografia en còmic*, *Vikie*, *W.I.T.C.H.*, *Las fábulas del Bosque Verde*, *Els Barrufets Olímpics*, *Tom y Jerry*, *Les Aventures de Tintin Objectiu: La Lluna*, *Popeye el Marino*, *El rancho de Rosario*, and *Astrosniks El Circo Snik*. As all the other materials, this Comic Challenge Quiz can be found on the Appendix III of this project. I wanted to put this activity into practice during my final practicum, but I realized that I did not have enough time to do this activity properly.

Sixth, in order to make this activity more attractive to the students, I have rebuilt a piece of furniture that I will use as the comics class library. As you can see in these pictures below, this library has four shelves. It also has four wheels so you can move it around the school easily. And finally, it has two sides which are painted with blackboard paint. The main purpose of this is that the children can write down the comics that they liked the most. Besides, I have drawn two characters from two classical comics, Hobbes and Asterix, to decorate the area where this comic class library will be and also to motivate children to read. Hobbes is in color whereas Asterix is in black and white. Thanks to them, I have a clear and physical representation of the two type of comics (in the sense of color) that we can find in reality.

Figure 5.2.1.



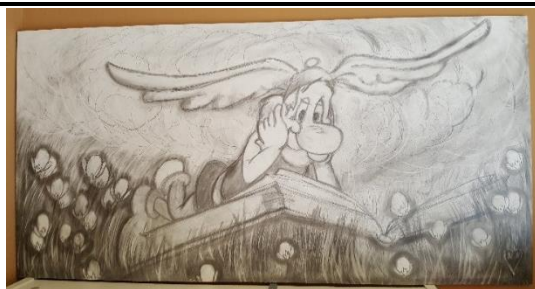
Figure 5.2.2.



Figure 5.2.3.



Figure 5.2.4.



Seventh, as I already said, everyone in the class can participate in this contest. The competition will start the first day I introduce the activity to the students, which will be one day of the first two weeks of school. The children can start participating whenever they want. If a kid feels like starting from the very beginning, that is fine, and if another kid decides to start three months later, that is completely fine too. Obviously, the students who start participating later will have fewer chances to finish the quiz before the competition ends. So, summing up all this information, everybody is free to join the competition whenever they want, but whenever I establish the deadline, that day everyone will have to hand their quiz in so I can correct them and check who the winners of this contest are.

Eight, no one will be allowed to take the comics home. The main reason why I do not let them do this is because I want to make sure that no comic gets lost and therefore all the students can have access to them while they are in class. Actually, my idea is that they do this activity in class. For example, they can work on the contest whenever they have finished the task that they have been assigned in class. And, for those who do not want to participate in this contest, they could always draw, read a book from the school library or finish other assignments that they have.

And finally, as with any other competition, I will set different types of awards that they will be given throughout the school year. First, I will offer them a monthly award. This award, which will be something really simple like a pencil, will be given to those kids who have correctly answered a specific number of questions from the quiz. For example: if you have 15 correct answers at the end of the month you will get an award. The main purpose of this idea is to keep the students' motivation really high throughout the whole contest. Besides, if any kid starts participating on the contest much later than the others, he/she will not have many chances to complete the whole quiz and therefore to win the final award. But, if I offer a monthly award, even though they start participating late, they will still have the chance to win something. And apart from this, I will also set a final award, which will be a comic, for those students who have completed the quiz without any mistakes.

Social media

Over the last decade, our society has been dealing with social media, which has gained a lot of power in everybody's life. It does not matter what area you consider, all areas have been affected by this revolutionary new system of communication and socialization (Ta, 2014).

How does this affect the school setting? Well, schools are affected in many ways as well. Even though we do not like it or we do not approve of it, the reality is showing us that our students are exposed to social media more than we think. Maybe some of them are only exposed to it because their parents have a Facebook, Instagram, Twitter account, etc. But some others already have full access to these networks. From my point of view, I think it is way too sad that elementary students are already addicted and exposed to these type of material. Unfortunately, it is impossible to prevent this from happening. For this reason, and just like Beth Holland said in her article, what teachers should try to do is to make the students conscious of how social media must be used because many of them probably do not know how it works, which things are appropriate to say on Facebook, etc. "With this in mind, teaching students how to appropriately use social media becomes not just a good idea; it becomes a school's responsibility" (Renwick, 2013).

Within this section, I will introduce you to one possible way of incorporating social media in the classroom setting. In order to do so, I have linked this activity to "The Comics Challenge Quiz" activity.

The main idea is to create a mural that represents Facebook's home page. In this mural, I will glue a picture of every comic that I have chosen for the comics

contest. I will also put a box right next to the mural in which there will be different pieces of paper that will represent the “I love it, I like it, I don’t like it, Haha!, Wow!”, and the “Comment” sign from Facebook. This material, which contains different Facebook signs and two legends (one in Catalan and the other one in English) and can help students understand every sign, is found on the Appendix III of this project.

What the students will have to do is use these Facebook signs to comment or value every comic that they have read. After writing down their opinion, they will have to glue their piece of paper under the comic’s picture.

Apart from this, the students will also have the chance to see what their classmates think about each comic, and perhaps this can help them to decide whether to read one comic or another.

It will be my duty to check all the comments that the students have written down and make sure that they are appropriate. In case there is one comment which can be considered as rude or inappropriate, I can use this opportunity as a way of making them think about how they would feel if they got a comment like this one and how they could make that comment more appropriate.

Finally, just like it happens with “The Comics Challenge Quiz”, this activity is also voluntary. Maybe, some kids will feel like participating on the contest, but they will not want to make any comment about it and neither evaluate what they read. Therefore, I will not force anyone to do this.

5.3. Sunday Comics

Comics can help us learn new languages at the same time we are practicing our reading skills. But are these the only benefits that we can get from reading comics? The answer is no.

Just like movies, plays, audiobooks, novels, songs, etc., comics are another amazing source of enjoyment and entertainment. For this reason, many newspapers from all over the world, like *The New York Times*, *Le Monde*, *El Periódico*, have a comic section in their Sunday’s newspaper. This has become a tradition like the crossword, sudoku or the word search. The newspapers use these types of materials basically to make the readers enjoy their time reading the news.

This exact same idea can also be used in a classroom setting. Not all the materials that we give to the students must have an academic purpose. Some things can also be used as a way of entertaining them. Why can we not give them something to read

without having some comprehension question or homework behind the task? Why can't we let them read for pleasure?

After thinking about this topic for a long time, I have decided to give my students the opportunity to enjoy this tradition of Sunday comics. In order to do this, I collected several Sunday comics of The Journal-Standard which is a newspaper that comes from the state of Illinois (United States of America). This newspaper contains twenty-one different comics which are *Classic Peanuts*, *Garfield*, *Wizard of Id*, *Zits*, *Rex Morgan*, *Mary Worth*, *Snuffy Smith*, *Carpe Diem*, *Willy 'n Ethel*, *Tiger*, *FoxTrot*, *Baby Blues*, *The Family Circus*, *Dilbert*, *Beetle Bailey*, *For Better or for Worse*, *The Middletons*, *Rose is Rose*, *Get Fuzzy*, *Blondie*, and *Hagar the Horrible*. However, not all these comics are appropriate for children, so from this list, I have chosen six comics which I think they will like. These comics are *Classic Peanuts*, *Garfield*, *Zits*, *Tiger*, *Baby Blues*, and *The Family Circus*. Below you will find an example of each comic.

Figure 5.3.1.



Source: (Schulz, Classic Peanuts, 2016, p. 1)

Figure 5.3.2.



Source: (Davis, Garfield, 2016, p. 1)

Figure 5.3.3.



Source: (Scott & Borgman, Zits, 2016, p. 1)

Figure 5.3.4.



Source: (Blake, Tiger, 2016, p. 3)

Figure 5.3.5.



Source: (Kirkman & Scott, Baby Blues, 2016, p. 3)

Figure 5.3.6.



Source: (Kane, 2016, p. 3)

With these comics, I will create a mural that will be hung in class, and it will have as many columns as weeks as this activity will last. In this specific practicum, the mural will only have eight columns because I only have eight weeks to do the activity with the students. Every week, I will glue one full column of comics. The students will have full access to these materials, they will be able to read them and enjoy them whenever they want.

Even though this activity does not belong to any lesson plan, I will tell the students that if they read a comic and they feel like sharing their opinion about it with the others, they are always welcome to do it. And apart from their opinions, I will also encourage them to ask me if they have any comprehension difficulties or do refer to the dictionary, either the book or the online one.

Finally, since I will not be able to do “The Comics Challenge Quiz” or the activity of “social media”, I have decided to adapt this second activity so I can still have the chance to put it into practice. The idea is exactly the same. I will glue some sheets, one per week, right next to the Sunday Comics mural, and the students will have to use the Facebook signs (Appendix III of this project) in order to comment or evaluate the comics that I hang every week. In this way, students can express the comics that they liked the most, the ones that they did not like, etc. So, as you can see, the idea is the same, but instead of commenting on a whole comic book, they are doing it with some comic strips. And just like “The Comics Challenge Quiz”, this activity is still optional.

5.4. Conclusion of the practical section

My main objective with this project was to discover whether comics, which are a type of modern teaching method and at the same time interest-based learning, can actually be considered as a useful educational resource or not. In order to solve this doubt, it was crucial to put this material into practice. Luckily, the Practicum II has been the best opportunity to fulfill this project and also my vision of the comics in education.

From my point of view, there are three things which are important to consider from this practical section. First, I would like to briefly summarize how the lesson plan went. Then, I would like to highlight some of the observations and conclusions that I have reached. And finally, I would like to mention a few limitations that occurred before and while I was doing my lesson plan.

As you have already seen within this project, I have created a lesson plan in which comics are the main source of material. This lesson plan originally had twelve

sessions because I had prepared several activities that I thought that could be meaningful in terms of learning. However, when you are doing a Practicum you have to be flexible and adapt yourself to the school's needs because for many of them it is hard to make room in the timetable for new content. Thankfully, I was lucky with the school that I have been working with because they have been kind enough to let me put this project into practice. Nonetheless, the school could only offer me nine sessions instead of twelve. So, I readjusted the whole planning. Regarding how each session went, there is not much that I would stand out. To summarize them, I would say that in general, I got to do and finish everything that it was meant to be done in each session. The students were great. From the very beginning, they were willing to listen and work with all the activities that I gave them. Obviously, when the students behave like they did, the teacher's task, that is, my task, is easier. To sum up, I would say that the final result was a complete success.

Regarding the observations and conclusions that I made throughout this lesson plan, I would like to mention the following four topics: writing, reading, speaking, and motivation.

Writing: Some weeks before starting my lesson plan I started taking a look at some of the students' previous writing. I wanted to see, more or less, how their level of English was. In general, I would say that their level of English was good but it did not stand out. Most of their writings were quite simple in terms of grammar structure and vocabulary. For this reason, I was expecting something similar with their comics. But, to my surprise, most of the groups did a story grammatically more complex than their other writings. Obviously, there were a few groups who wrote a simple story but in general, the results were great. When I told them that they could choose the topic of their story, they all came up with great original ideas. And, I think that the fact of wanting to write an original story pushed them to leave their writing comfort zone. In other words, the desire of wanting to write an amazing story made them try to use sentences which are more complex and elaborated than what they are used to. Apart from this, I also noticed that working in groups was really helpful for many students. It is quite common that many students feel some fear toward writing activities in English. They know that they are going to make mistakes and that is something that they hate and feel embarrassed about. But, when they work in groups it looks like this fear goes away because as I already said, in general, the students were not afraid of trying to write more complex sentences. Then, I would also like to say something about the use of online dictionaries. My main objective with this activity was to show them that the computer can be used for other things than entertainment, like learning new vocabulary. And, in fact, I feel I did transmit this idea in a proper

way. Actually, every group used these online dictionaries quite often so as to make its writings nicer and more complete. Finally, I would like to stand out the activity called "Write Your Own Crazy Comics", which completely engaged the students. Throughout the lesson plan, I gave them the opportunity to hand in as many comics as they wanted. To my surprise, fifteen students gave me at least two comics for each and all of them in English. The results were surprising as well. Some students kept trying to write complex sentences. The others went back to more simple texts. Why? I guess because it was an individual task and it was harder for those students who struggle sometimes with English. To me, the most important thing with this activity, apart from what they wrote, was the fact that they took part of their free time to try to write something in English. This practice and enjoyment are what will lead them to improve their English skills.

Reading: Throughout this Practicum, I gave the students the opportunity to read in English almost every week. First, I posted the "Sunday Comics" mural which had six different comic strips from an American newspaper. And finally, we did one reading activity during my lesson plan. In general, the observations that I made were that the students were really excited about reading the "Sunday Comics". Whenever they had some free time they spent it reading these comic strips, asking me some doubts regarding vocabulary, and commenting these comics through the activity of social media. The comic strips that they liked the most were Garfield's collection as well as Classic Peanuts' collection. I was not surprised about this. Nowadays there are some cartoons on TV which are about Garfield so I understand that they felt more attracted by that collection instead of another one. Plus, Garfield and Classic Peanuts' comic strips are the ones that have simpler sentences and vocabulary. What I found really interesting and I can gladly say that I am really happy about it is that the students with special need from that class loved this activity. In fact, I heard one of them saying to the other: "English is much easier if there are some pictures with it". I read a lot of information about how comics can help students with special needs but in this case, I was excited to see that theory in the real life. Finally, they also loved the activity of reading comics in class. They told that it was a fun activity because it was like doing a play. They even tried to pronounce every word as it sounds and also, they tried to use the tone and the posture that their character was doing. It was a really interesting way of making them read in English

Speaking: Unfortunately, I did not have the chance of checking their level of speaking before starting the lesson plan. I mean, I heard them speaking English but only answering short questions that the teacher asked them in class. To me, that was not enough to know, more or less, their level. One of the activities of the lesson plan was

to perform their story in front of their classmates. To my surprise, most of the students did an amazing job. The pronunciation was quite good and the majority tried to perform without reading. Honestly, I cannot say that this project has helped them to improve their speaking skill because I am not sure what their previous level was. But, what I am positive about is that this project has helped them to put into practice their speaking skills which is something that they are not really used to doing.

Motivation: Among all the observations that I made, this one was the most obvious one. From the very beginning of this lesson plan, the students were completely engaged with the idea of working with comics. Besides, they told me that they were sick of writing a description of a person, of a town or writing about their house, etc. According to them, all the writing that they have to do in English class are boring and for them, it was really fun to think of a story for a comic and then creating it with the computer. I could give more examples of this motivation that they have showed throughout the lesson plan but honestly, I could summarize it by saying that they all put a lot of energy and interest in every activity that I introduced regardless if it was a writing, speaking or reading activity.

Before finishing this conclusion, I would also like to mention some limitations and challenges that I faced throughout the lesson plan. In fact, there are not many, but I still think they are worth mentioning. First, I am disappointed that I did not have the chance to put into practice my twelve-sessions lesson plan. I think that the students could have practiced much more their writing, reading and speaking skills than what they have done in nine sessions. Second, I wish I could have had more American newspapers to make the "Sunday Comics" activity much longer than it was because they truly like it and it would have been great to offer them more chances to read in English. Finally, it would have been great to have one more session to keep playing Jeopardy Rocks. The students were completely in love with this game and they all put a lot of effort into it.

Regardless these limitations and challenges, I am really happy with the overall result because I have had the chance to see by myself many the benefits that some experts explained in their books and articles. It is exciting when you see that some theory is found in real life.

And finally, I am also happy about the academic results that the students have achieved. Maybe, the improvement is not really high but still, I have noticed some improvement and that is what it counts. Learning English, or any other language, takes time, effort, practice, and patience. I can definitely finish this project by saying that this Modern Teaching Method actually works.

Conclusion

Although some teachers and parents are reluctant towards the use of comics in the classroom, this project has proven that all students, whether with higher abilities or with certain difficulties, can benefit from the use of comics to learn a second or foreign language.

Firstly, I understood that comics, which are a wonderful piece of art and literature, have been mistreated, disparaged, and unfairly judged by society. Besides, I have noticed that there are still not many people who are willing to prove the real educational value that comics have.

Secondly, I am glad to have discovered material that can easily help teachers to deal with students with special needs. Sometimes, teachers feel some pressure when they have one or more students with special needs because they are not quite sure which materials can actually make a difference and help them in a more effective way.

Thirdly, I have realized that comics, which have been proved to be a great educational resource, can be used in many different subjects. Before going through this research, I thought that comics could only be used in subjects like Art or Language classes. But, I understood that there are many other options than what people think and believe. In fact, the same thing happens when we think about the existence of some comics which are only meant to be used in a classroom setting because their content is completely academic. We could say that these type of comics are like the graphic version of textbooks. Generally, people do not believe that these comics exist at all, but thanks to this project I have discovered many useful titles that could help me and what is even more important, I have found different websites that will keep me updated on future comics releases.

Finally, from this theoretical sections, I have been fascinated by the power that comics can have in terms of helping children to enjoy reading. When I was a kid, reading was not one of my favorite hobbies at all. I found it boring and I suppose that is because my school did not introduce me to books properly. Even though I did not like it, I wished I did. I could see that there was something special in it but I did not know how to find it. By doing this project I have learned many activities that can truly motivate children to read and I cannot help thinking about how different my experience with reading would have been if any of my teachers would have tried to use comics with me. Since my reading experience was not the way I would have

wanted it to be, I would like to do whatever it takes to help my students to love reading and I feel that comics can be of great help.

Even though I have learned many things with this project I would summarize the whole learning by saying this famous quote: "Never judge a book by its cover". Often, ignorance makes us judge things unfairly. And that is what is happening with comics which have been wrongly criticized for many years and by many people. No one in this world should afford to judge things that quickly but even less those who are working in education. The teachers' duty is to help children to understand how to fairly judge things. And apart from this, teachers should also be open minded in terms of trying new materials because you never know whether a material will help you to improve as a teacher. Teachers should always try to go beyond and look for the best because if we do not do this, we might be missing great opportunities.

One year after the start point of this amazing journey, I can gladly say that I have achieved all my goals. I am happy about all the things that I have learned. But also about all the materials that I have created, all the results that I have got, and above all, the enjoyment that I have experienced until the last day of this research.

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Appendix I – Resources

Online Resources

Comics, as it has been already explained in this project, can be used in many different subjects. In order to make it easy for those teachers who want to use comics in their classes, in this section you will find a list of some websites that contain useful resources and information.

- Comics Kingdom, available at: <http://comickingdom.com/>
- Pixton, available at: <https://www.pixton.com/ct/>
- King Features, available at: <http://kingfeatures.com/comics/comics-a-z/>
- GoComics, available at: <http://www.gocomics.com/>
- Comic Life, available at: <http://plasq.com/apps/comiclife/macwin/>
- Grammarman Comic, available at: <http://grammarmancomic.com/>
- Scripcreator, available at: <http://www.stripcreator.com/>
- Garfield, available at: <https://garfield.com/>
- ReadWriteThink – Comic Creator, available at:
<http://www.readwritethink.org/files/resources/interactives/comic/index.html>
- Make Beliefs Comix, available at: <http://www.makebeliefscomix.com/>
- Comics in the Classroom, available at: <http://comicsintheclassroom.net/>
- Comics in Education, available at:
<http://www.humblecomics.com/comicsedu/>
- Scott McCloud | Journal, available at: <http://scottmccloud.com/>
- Howtoons, available at: <https://howtoons.com/>
- Stripgenerator, available at: <http://stripgenerator.com/>
- Comics English, available at: <https://www.comicsenglish.com/>
- Billy Ireland Cartoon Library & Museum, available at:
<http://cartoons.osu.edu/>
- Graphic Novels 101, available at:
<http://www.graphicnovels101.com/index.html>
- Reading with pictures, available at: <http://www.readingwithpictures.org/>
- The Graphic Classroom, available at: <http://www.graphicclassroom.org/>
- Graphix, available at: <http://www.scholastic.com/graphix/>
- Graphic Novel Reporter, available at:
<http://www.graphicnovelreporter.com/>
- Graphic Novel Resources, available at:
<http://graphicnovelresources.blogspot.com.es/>

- The Librarian's Guide to Anime and Manga, available at: <http://www.koyagi.com/Libguide.html#anchorReviews>
- Archie Comics, available at: <http://archiecomics.com/>
- Amelia Rules!, available at: <http://jimmygownley.wixsite.com/ameliarules>
- No flying no tights, available at: <http://noflyingnotights.com/>
- Good Comics for Kids, available at: <http://blogs.slj.com/goodcomicsforkids/>
- Kids Comics, available at: <http://www.kidscomics.com/Home/1/1/60/1046>
- DC Comics, available at: <http://www.dccomics.com/>
- Free comic book day, available at: <http://www.freecomickbookday.com/>
- Book Shelf, available at: <http://www.diamondbookshelf.com/Home/1/1/20/163>
- My comic shop, available at: <http://www.mycomicshop.com/>
- The Heart-Warming Adventure of Leedero O. Men, available at: <http://leederomen.com/>

Comics in other languages

Besides English, schools in Spain also teach Spanish, Catalan, French and even German. In order to make it easy for those teachers who want to use comics in their language classes, in this section you will find a list of some websites that Stephen Cary (2004) used in his book and that may be useful in finding resources and information.

- Spanish:
 - King Features, available at: <http://kingfeatures.com/comics/spanish-comics/>
 - Comics Kingdom, available at: <http://comickingdom.com/en-espanol>
 - GoComics, available at: <http://www.gocomics.com/explore/espanol>
 - Archie comics, available at: <http://archiecomics.com/>
 - Tebeosfera, available at: <https://www.tebeosfera.com/>
- Catalan:
 - Comicat, available at: <http://www.comicat.cat/>
 - Catàleg de Còmic, available at: <http://www.grupelsisards.cat/comic/>
 - Comic.cat, available at: <http://comic.cat/>
 - La Massana Còmic, available at: <http://www.lamassanacomica.ad/ca>
 - Camacuc, available at: <http://camacuc.com/>
 - Esquitx, available at: <http://www.esquitx.cat/>
 - Cavall Fort, available at: <http://www.cavallfort.cat/>

- French:
 - BD Paradisio, available at: <http://www.bdparadisio.com/>
 - Archie comics, available at: <http://archiecomics.com/>
 - BD Gest, available at: <http://www.bedetheque.com/>
- German:
 - Akte Nix, available at: <http://www.aktenix.net/>
 - Archie comics, available at: <http://archiecomics.com/>

Apps

In this section, you will find a list of applications that can help you find interesting information about comics and also exclusive digital content.

- Archie Comics App, available and compatible for all your devices.
- ComiXology App, available and compatible for all your devices.
- Gardield Daily App, available and compatible for all your devices.
- Astonishing Comic Reader App, available and compatible for all your devices.
- ComicRack Free App, available and compatible for all your devices.
- Whakoom App, available and compatible for all your devices.
- ComiCat App, available and compatible for all your devices.
- Bubble App, available and compatible for all your devices.

Articles

- *More than Words: Comics as a Means of Teaching Multiple Literacies* by Dale Jacobs.
- *Bringing Comic Books to Class* by George Dardess.
- *Critical Literacies and Graphic Novels for English-Language Learners: Teaching Maus* by Christian W. Chun.
- *Heroes in the Classroom: Comic Books in Art Education* by Jay Berkowitz and Todd Packer.
- *It's no Joke! Using Comic Strips in Education* by Dianne Anderson.
- *Image, Text, and Story: Comics and Graphic Novels in the Classroom* by Rachel Marie-Crane Williams.
- *Using Graphic Novels, Anime, and the Internet in an Urban High School* by Nancy Frey and Douglas Fisher.
- *How Comic Books Can Change the Way Our Students See Literature: One Teacher's Perspective* by Rocco Versaci.

- *Comic books' latest plot twist: Enhancing literacy instruction* by David N. Rapp.
- *Expanding Literacies through Graphic Novels* by Gretchen Schwarz.
- *More than Comic Books* by Bill Boerman-Cornell.
- *Using Comic Books as Read-Alouds: Insights on Reading Instruction From an English as a Second Language Classroom* by Jason Ranker.

Books

- *Word Play Write Your Own Crazy Comics #1* by Chuck Whelon.
- *Graphic Novels for Young Readers. A Genre guide for Age 4-14* by Nathan Herald.
- *Building Literacy Connections with Graphic Novels Page by Page, Panel by Panel* by James Bucky Carter.
- *Going Graphic Comics at Work in the Multilingual Classroom* by Stephen Cary.
- *Teaching Visual Literacy using Comic Books, Graphic Novels, Anime, Cartoons, and more to develop comprehension and thinking skills* by Nancy Frey and Douglas Fisher.
- *Owly Lesson Plans* by Andy Runton and Patty Runton.
- *Reading with Pictures* by Josh Elder.
- *Comics & Sequential Art* by Will Eisner.
- *Understanding Comics, The Invisible Art* by Scott McCloud.

Appendix II – Pictures

Lesson plan

Figure 1



Figure 2



Figure 3

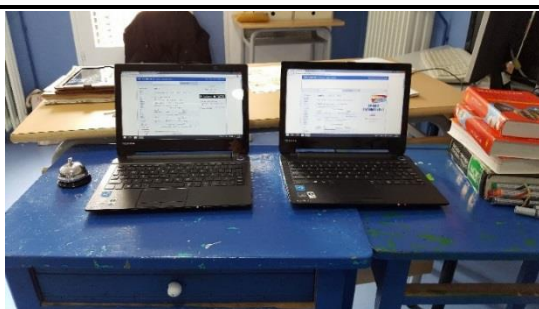


Figure 4

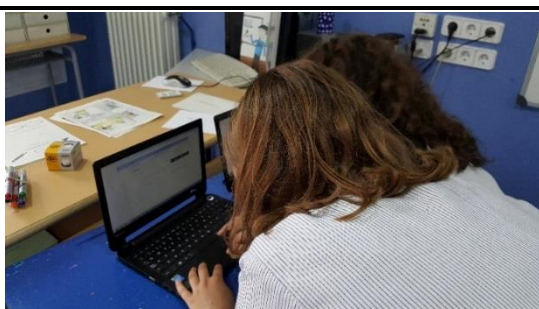


Figure 5



Figure 6



Figure 7



Social Media

Figure 8



Figure 9



Figure 10



Figure 11



Sunday Comics

Figure 12



Figure 13



Figure 14



Figure 15



Figure 16



Appendix III – Materials

Lesson Plan

Power Point: The Comic – Theory

Worksheet: The Comic

Worksheet: Asterix the Gaul

Worksheet: Jeopardy Rocks

Power Point: Jeopardy Rocks – The Comic

Worksheet: Create your own comic

Worksheet: The story of my comic

Worksheet: Plays

Worksheet: Evaluation rubric – My own comic (students)

Worksheet: Evaluation rubric – My own comic (teacher)

Worksheet: Self-evaluation rubric – My own comic

Worksheet: Evaluation rubric – Plays (students)

Worksheet: Evaluation rubric – Plays (teacher)

Worksheet: Word Play Write Your Own Crazy Comics

Worksheet: The students' personal comic

Worksheet: Let's review the vocabulary

Bookmarks

Sample of sixth grade students' work

The Comics Challenge Quiz

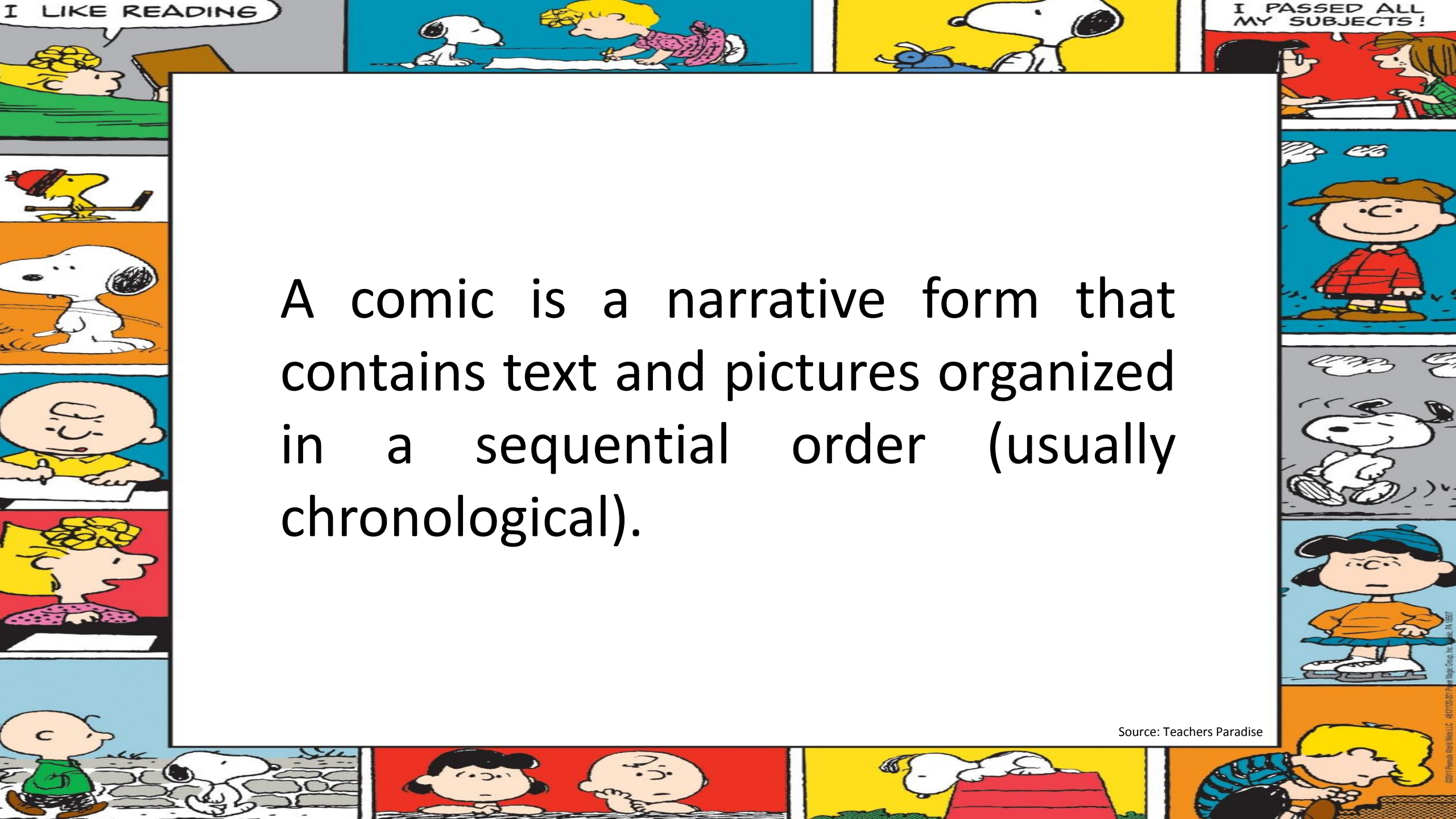
Social Media

Sunday Comics

The image features a collage of comic book panels. A large white speech bubble with a black outline is the central focus, containing the text 'THE COMIC'. The background consists of several panels: a red panel with a white starburst effect, a green panel with a white cloud-like explosion, a yellow panel with a dotted pattern, and a blue panel with a white cloud-like shape. The panels are separated by white borders and some have halftone dot patterns. The overall style is bold and graphic.

**THE
COMIC**

Source: Toyoutome



A comic is a narrative form that contains text and pictures organized in a sequential order (usually chronological).

Source: Teachers Paradise

I LIKE READING

I PASSED ALL MY SUBJECTS!

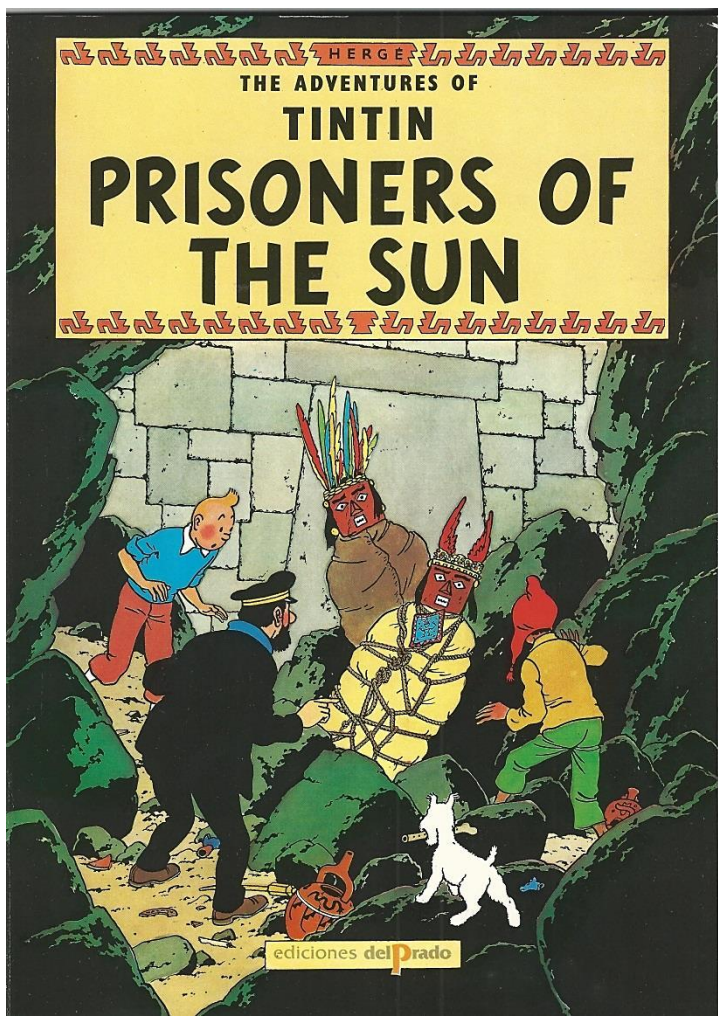
PARTS OF THE COMIC



Source: Fanpop, Freepik and Teachers Paradise

I LIKE READING

I PASSED ALL MY SUBJECTS!



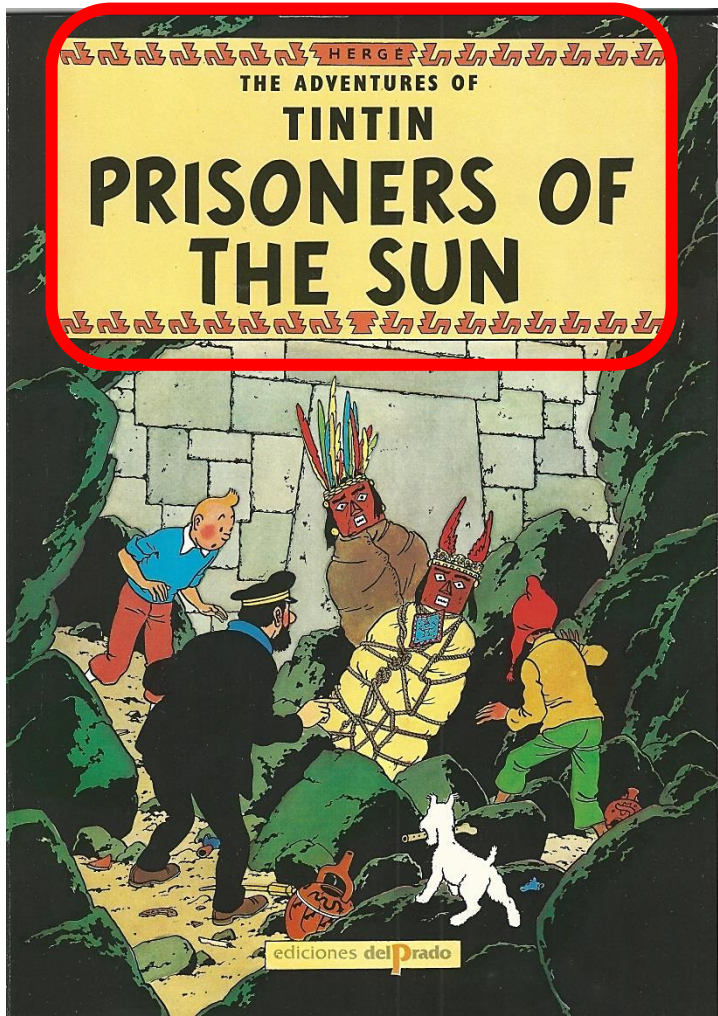
This is a **COVER.**

Source: Teachers Paradise and *The Adventures of Tintin. Prisoners of the Sun*

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I LIKE READING

I PASSED ALL MY SUBJECTS!



This is a **TITLE.**

Source: Teachers Paradise and *The Adventures of Tintin. Prisoners of the Sun*

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This is an
**INSIDE
PAGE.**



Source: Teachers Paradise and Zita the Spacegirl

This is a
PANEL.



Source: Teachers Paradise and Asterix in Belgium

I LIKE READING



I PASSED ALL MY SUBJECTS!



How many panels are there in this inside page?



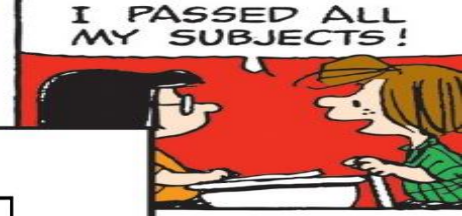
Source: Teachers Paradise and Printablee

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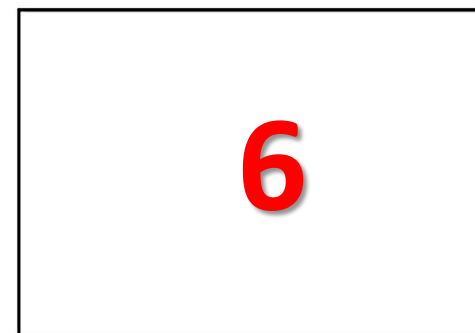
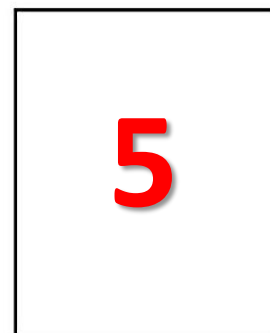
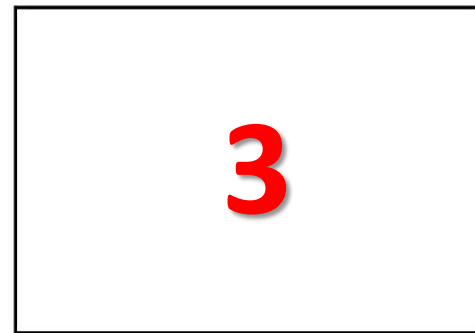
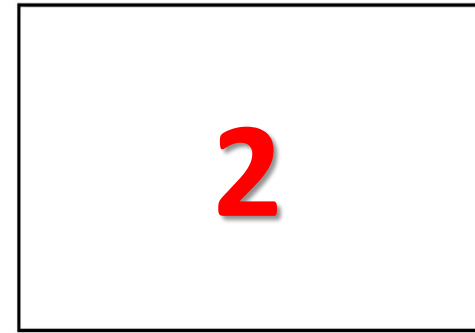
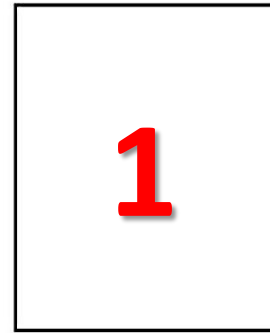
I LIKE READING



I PASSED ALL MY SUBJECTS!



There are **6**
PANELS.



Source: Teachers Paradise and Printablee

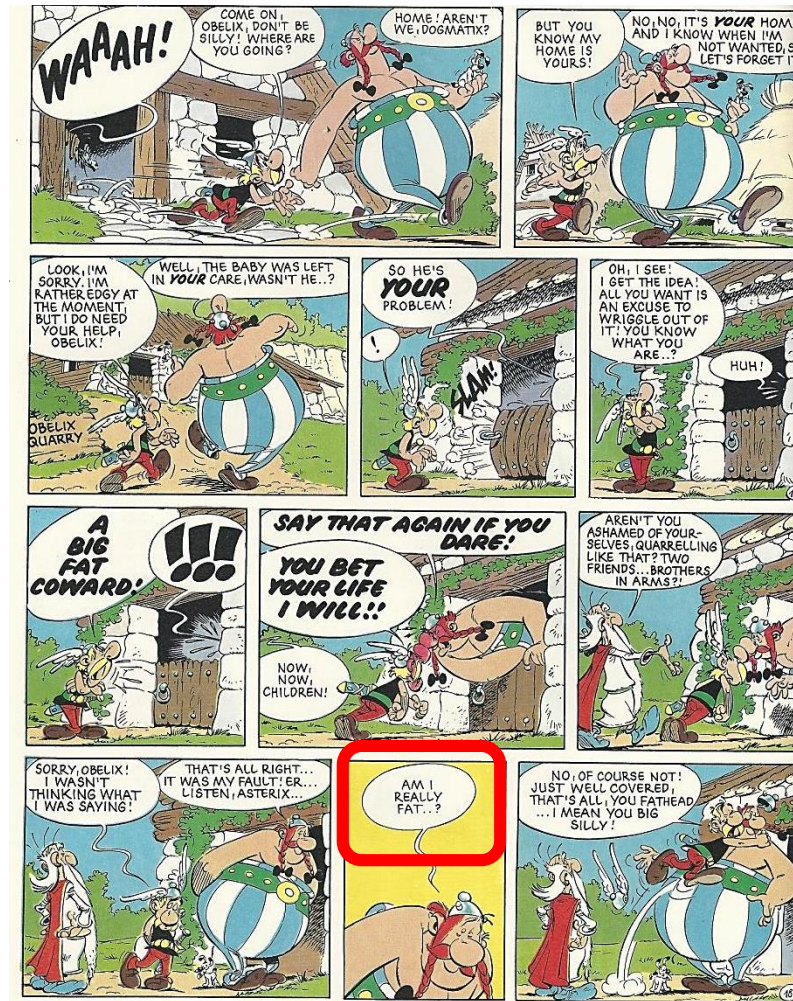
©2017 Pamela Nova Web LLC 48151152017 Paper Magic Group, Inc. All Rights Reserved.



This is a
GUTTER.

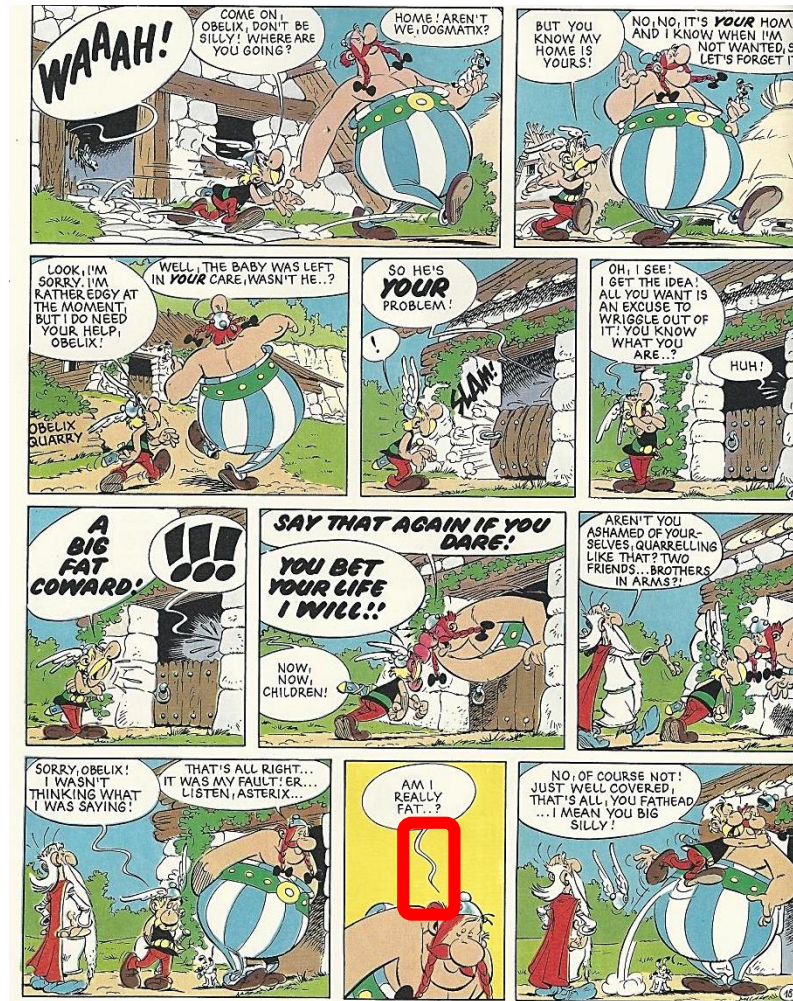
Source: Teachers Paradise and *The Adventures of Tintin. The Secret of the Unicorn*

This is a
**DIALOGUE
BALLOON.**



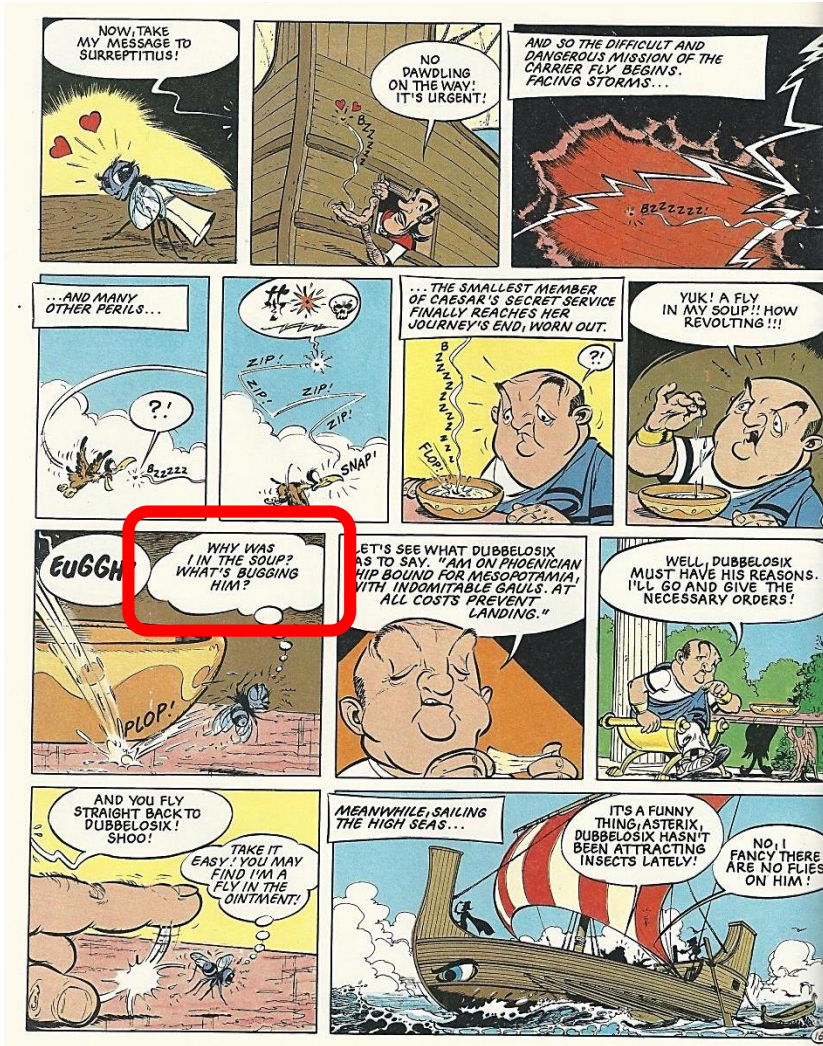
Source: Teachers Paradise and Asterix and Son

This is a
POINTER.



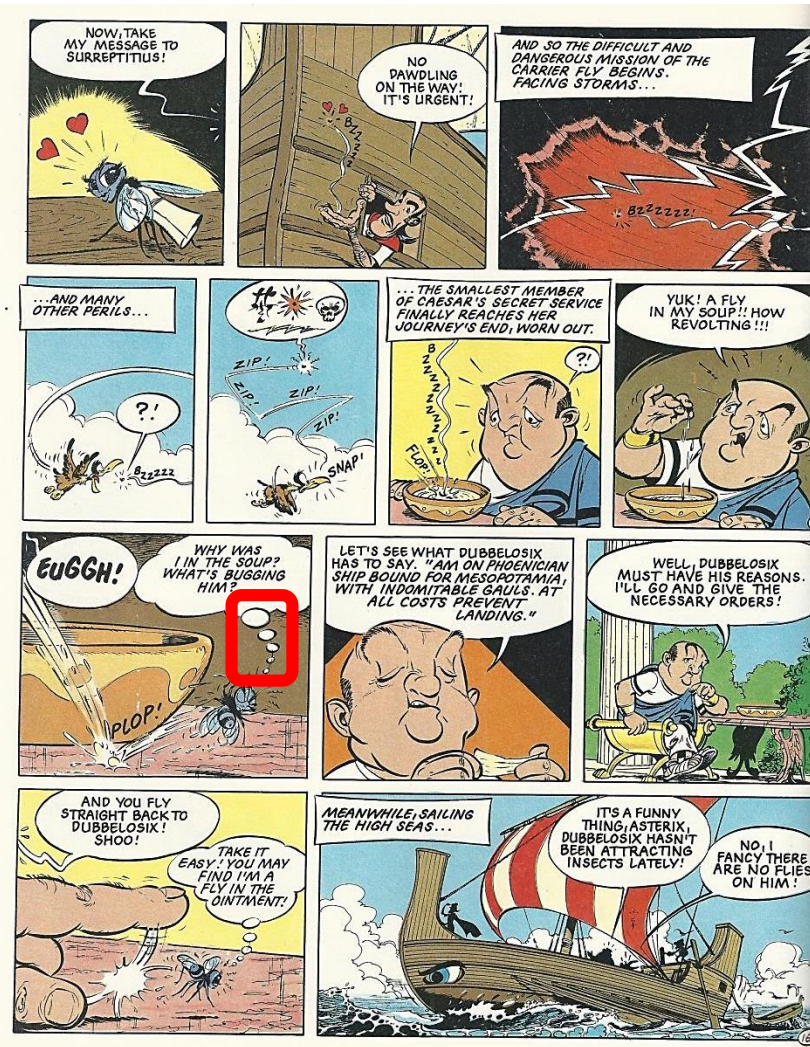
Source: Teachers Paradise and Asterix and Son

This is a
**THOUGHT
BALLOON.**



Source: Teachers Paradise and Asterix and the Black Gold

These are
BUBBLES.



Source: Teachers Paradise and Asterix and the Black Gold

This is a
**SOUND
EFFECT.**



Source: Teachers Paradise and *The Adventures of Tintin. The Shooting Star*

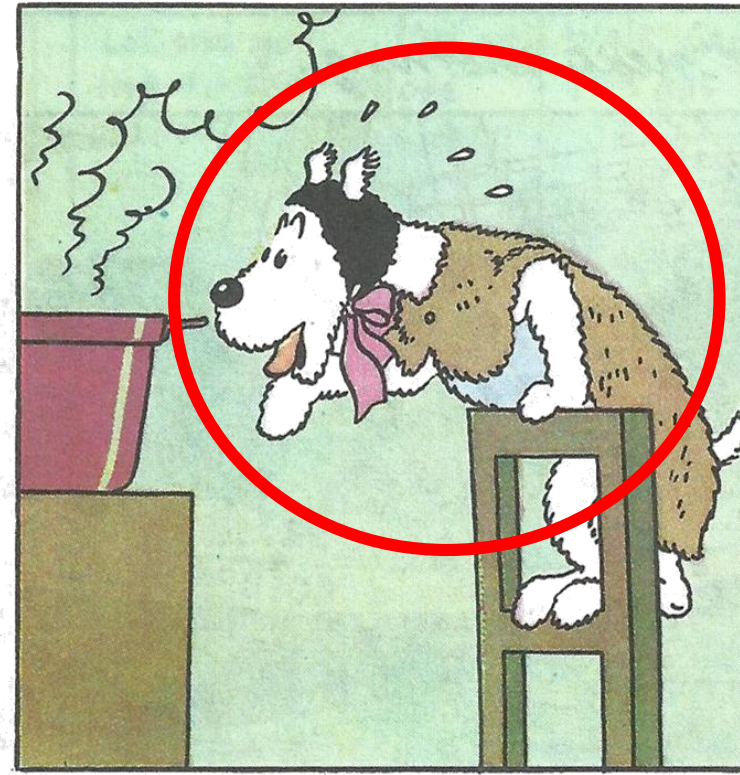
I LIKE READING



I PASSED ALL MY SUBJECTS!



What is this?



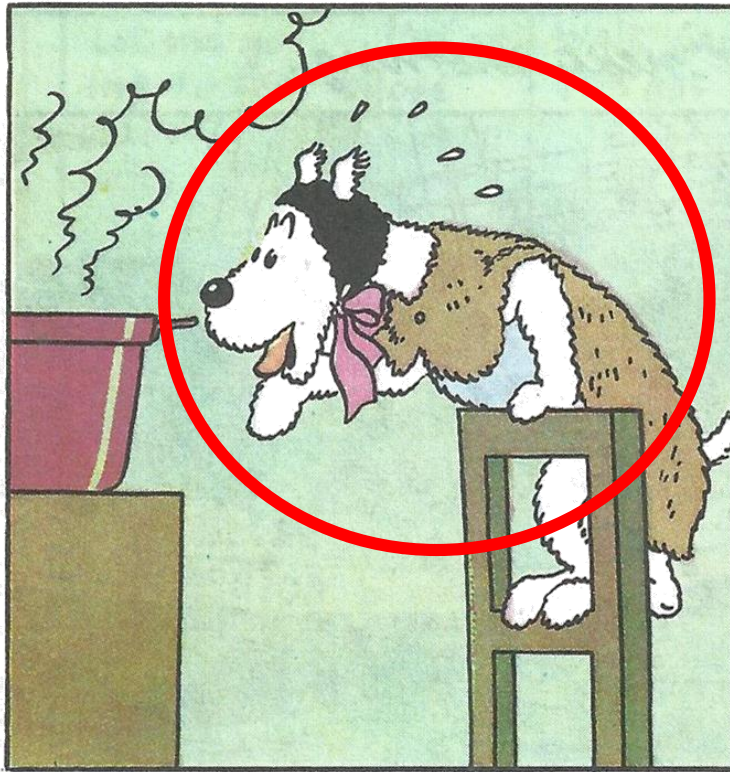
Source: Teachers Paradise and *The Adventures of Tintin. The Shooting Star*

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I LIKE READING

I PASSED ALL MY SUBJECTS!

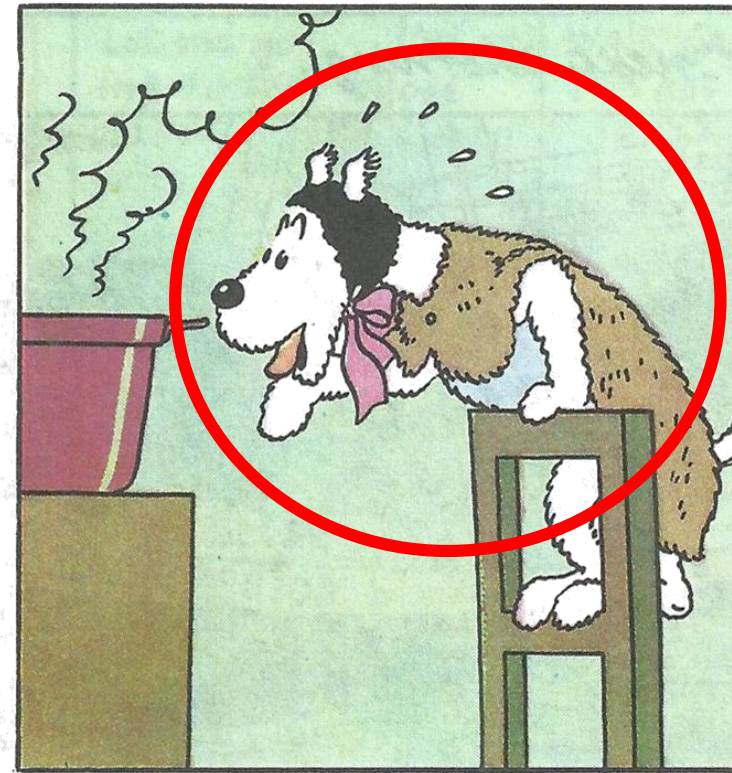
This is **NOT** a dog.



Source: Teachers Paradise and *The Adventures of Tintin. The Shooting Star*

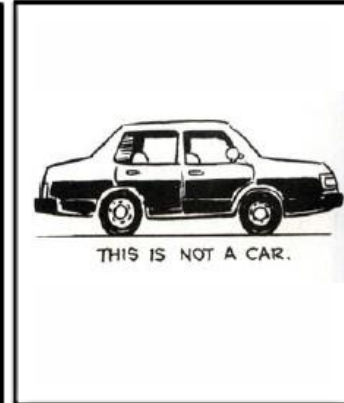
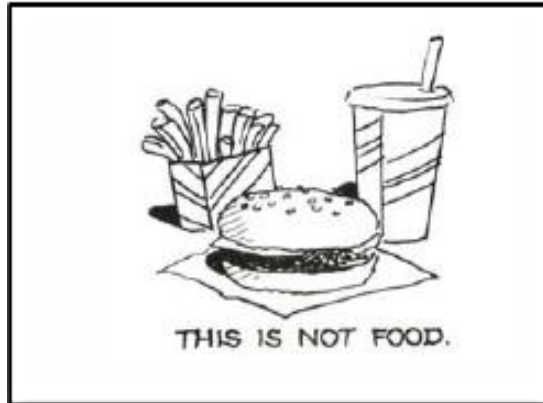
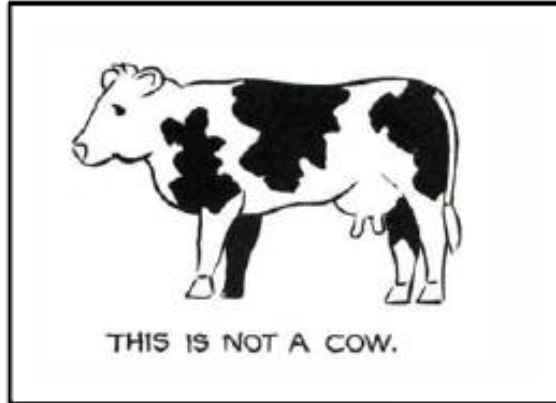
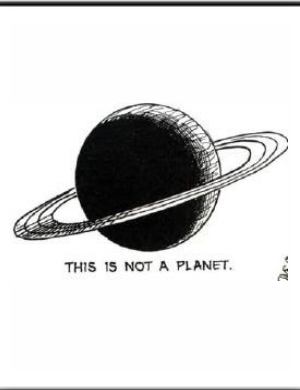
©2011 Pearson Education, Inc. All rights reserved. TM & © Pearson Education, Inc.

This is an
ICON.
A drawing of a
dog.



Source: Teachers Paradise and *The Adventures of Tintin. The Shooting Star*

These are **ICONS.**



Source: Teachers Paradise and *Understanding Comics the Invisible Art*



I LIKE READING

I PASSED ALL MY SUBJECTS!



**HOW CAN WE
READ A
COMIC?**

Source: La Biela Libre, Teachers Paradise and Freepik

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I LIKE READING



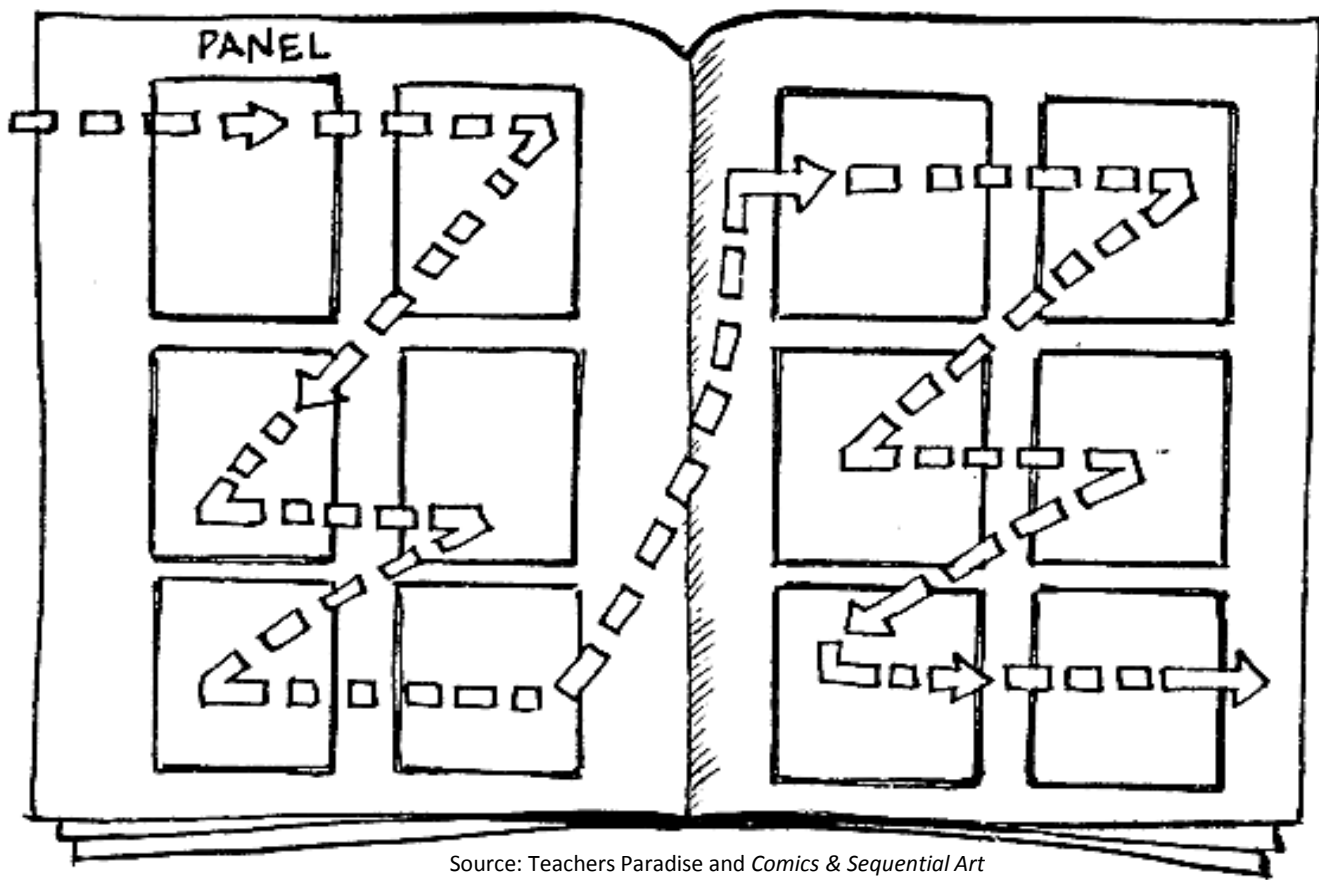
I PASSED ALL MY SUBJECTS!



PAGE-FRAME

PAGE FRAME

READING TRACK



Source: Teachers Paradise and Comics & Sequential Art

LEFT TO RIGHT

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I LIKE READING



I PASSED ALL MY SUBJECTS!



LEFT to RIGHT
and
TOP to BOTTOM



Source: Teachers Paradise and *The Adventures of Tintin. The Crab with the Golden Claws*



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I LIKE READING



I PASSED ALL MY SUBJECTS!



LEFT to RIGHT
and
TOP to BOTTOM

Source: Teachers Paradise and *The Adventures of Tintin. The Crab with the Golden Claws*

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**THE
COMIC**



Source: Toyoutome

Name: _____

Date: _____

THE COMIC

Source: Geekphoria and Doblaje Wiki

1. Answer the questions.

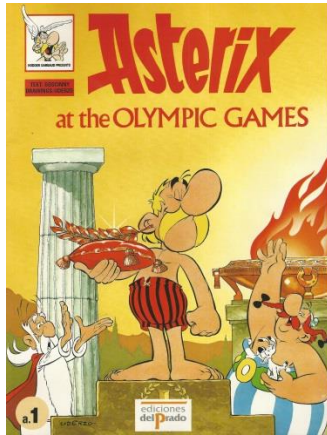
a) Do you like comics?

b) Which is your favorite comic?

2. Write down the words for each definition in the correct order.

It contains communication between/among characters.	LGUEAODI NOLALOB	_____
Square or rectangle that contains a single scene.	NPELA	_____
It indicates which character is speaking.	TIPNEOR	_____
It indicates which character is thinking.	LBSBEUB	_____
Any image used to represent a person, place, thing or idea.	NCOI	_____
Space between panels.	ERTGTU	_____
Visual sound.	DOSUN CEFTFE	_____
It contains information about a scene or character.	TNCAIPO	_____
It contains a character's thoughts.	HHTOTUG LNOBOAL	_____

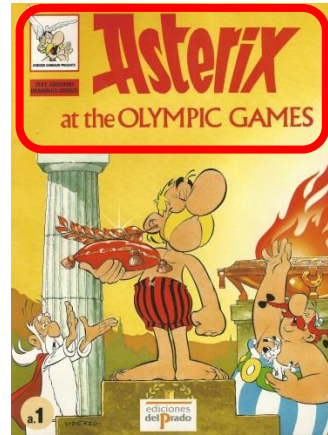
3. Match each picture with the correct word.



Source: Asterix at the Olympic Games



Source: The Adventures of Tintin. The seven crystal balls



Source: Asterix at the Olympic Games

Title

Cover

Inside Page

4. Read and follow the instructions.

- a) Color a GUTTER **green**.
- b) Color a POINTER **red**.
- c) Color some BUBBLES **blue**.
- d) Circle a CAPTION **green**.
- e) Circle a PANEL **red**.
- f) Circle a DIALOGUE BALLOON **orange**.
- g) Circle a THOUGHT BALLOON **yellow**.
- h) Circle a SOUND EFFECT **blue**.



Source: Zita the Spacegirl, Asterix and Cleopatra and Percy Jackson & The Olympians. The Lightning Thief

✓✗ **SOLUTIONS**

Source: Clipartfest

THE COMIC

Source: Geekphoria and Doblaje Wiki

1. Answer the questions. Personal opinion.

a) Do you like comics?

b) Which is your favorite comic?

2- Write down the words for each definition in the correct order.

It contains communication between/among characters.	LGAUEODI NOLALOB	<u>Dialogue Balloon</u>
Square or rectangle that contains a single scene.	NPELA	<u>Panel</u>
It indicates which character is speaking.	TIPNEOR	<u>Pointer</u>
It indicates which character is thinking.	LBSBEUB	<u>Bubbles</u>
Any image used to represent a person, place, thing or idea.	NCOI	<u>Icon</u>
Space between panels.	ERTGTU	<u>Gutter</u>
Visual sound.	DOSUN CEFTFE	<u>Sound Effect</u>
It contains information about a scene or character.	TNCAIPO	<u>Caption</u>
It contains a character's thoughts.	HHTOTUG LNOBOAL	<u>Thought Balloon</u>

3. Match each picture with the correct word.



Source: Asterix at the Olympic Games

Source: The Adventures of Tintin. The seven crystal balls

Source: Asterix at the Olympic Games

Title

Cover

Inside Page

5. Read and follow the instructions.

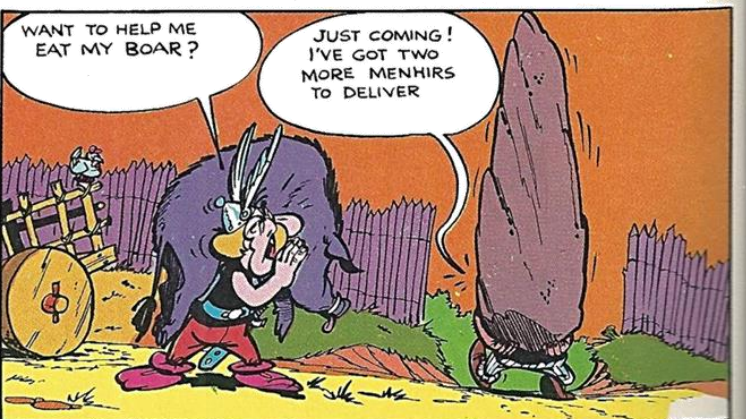
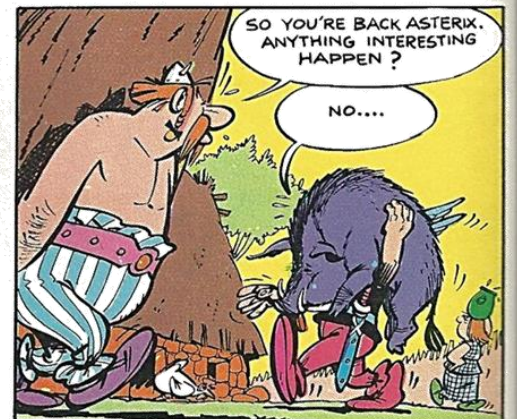
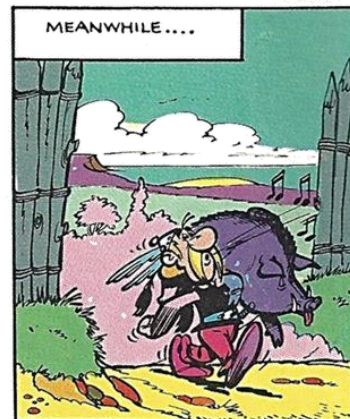
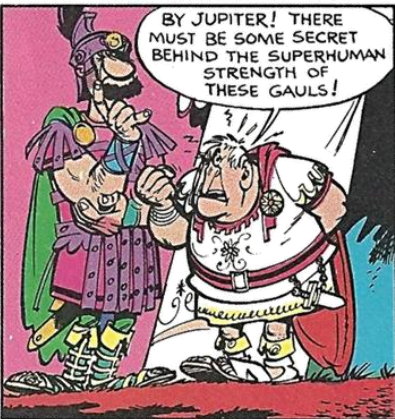
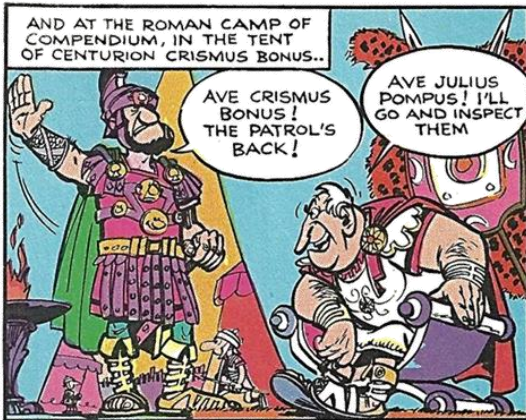
- a) Color a GUTTER green.
- b) Color a POINTER red.
- c) Color some BUBBLES blue.
- d) Circle a CAPTION green.
- e) Circle a PANEL red.
- f) Circle a DIALOGUE BALLOON orange.
- g) Circle a THOUGHT BALLOON yellow.
- h) Circle a SOUND EFFECT blue.



Source: Zita the Spacegirl, Asterix and Cleopatra and Percy Jackson & The Olympians: The Lightning Thief

ASTERIX THE GAUL - SCENE 1

Source: Asterix the Gaul



ASTERIX THE GAUL - SCENE 1

Source: Asterix the Gaul



Druid – Druida ; Brew a magic potion – Preparar una poció màgica ; Mistletoe – Grèvol ; Sickle – Falç

ASTERIX THE GAUL - SCENE 2

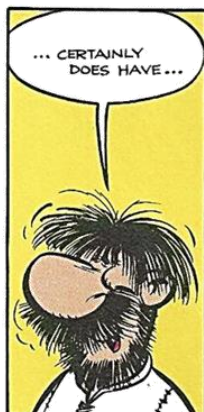
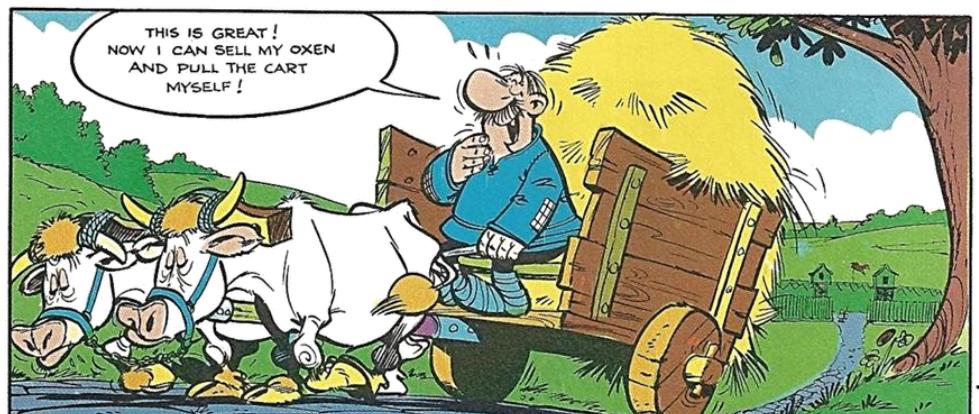
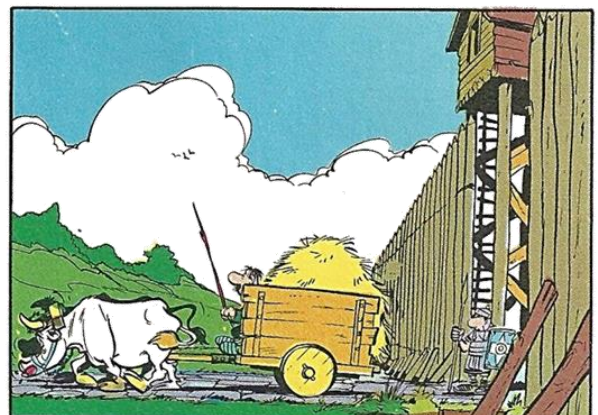
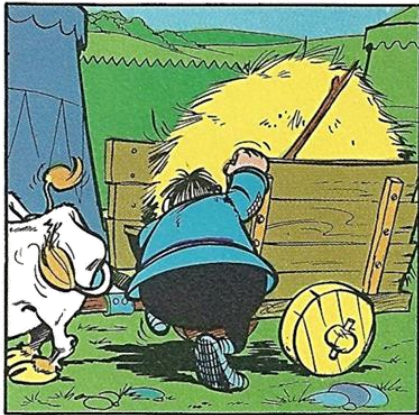
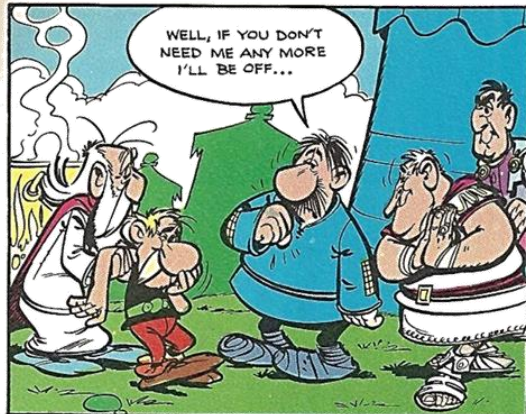
Source: Asterix the Gaul



Jaw – Mandíbula ; Excellent notion – Idea excel·lent ; Punch – Colpejar

ASTERIX THE GAUL - SCENE 2

Source: Asterix the Gaul



Gee up! – Arre! ; Oxen – Bous

JEOPARDY ROCKS – THE COMICS

1. Definitions. All play.

	Question	Answer
100\$	Define the word "Bubble".	It indicates which character is thinking.
200\$	Define the word "Dialogue Balloon".	It contains communication between or among characters.
300\$	Define the word "Thought Balloon".	It contains a character's thoughts.
400\$	Define the word "Icon".	Any image used to represent a person, place, thing or idea.
500\$	Define the word "Comic".	A comic is a narrative form that contains text and pictures organized in a sequential order (usually chronological).

2. Guess the word. All play.

	Question	Answer
100\$	What do we call the visual sound in a comic?	Sound effect.
200\$	What do we call the square that contains a single scene?	Panel.
300\$	What do we call the space between panels?	Gutter.
400\$	It indicates which character is speaking.	Pointer.
500\$	What do we call the space where we can find information about a scene or character?	Caption.

3. Surprise. All play.

	Question	Answer
100\$	How many panels are there in this picture?	11 panels.
200\$	Which is the correct way of reading this comic?	Left to right and top to bottom.
300\$	What are these things?	Gutter, pointer and dialogue balloon.
400\$	Point at a thought balloon, some bubbles, and a sound effect.	PowerPoint answer.
500\$	Tell the difference between a cover and an inside page.	A cover is the outer part of a book or a magazine. The inside page is where the story is explained.

4. Complete. All play.

	Question	Answer
100\$	Complete the thought balloon.	Multiple answers. For example: I want to go to Italy.
200\$	Complete the dialogue balloon.	Multiple answers. For example: This is my new specialty. Macaroni and cheese!
300\$	Complete the dialogue balloon.	Multiple answers. For example: I don't know. When this person has a job, I guess.
400\$	Complete the dialogue balloons.	Multiple answers. For example: Can I copy your homework? / Of course not! You have to do it on your own.
500\$	Complete the dialogue balloon.	Multiple answers. For example: I am watching a terrible show about some vampires.

*This activity requires the following link <https://www.jeopardy.rocks/thecomix> and also its corresponding PowerPoint.

The Comic

How many panels are there in this picture?



Source: Asterix and Cesar's Gift

Source: The library voice

The Comic

Which is the correct way of reading this comic?



Source: Asterix and Cesar's Gift

Source: The library voice

The Comic

What are these things?



Source: Asterix and Cesar's Gift

Source: The library voice

The Comic

Point at a thought balloon, some bubbles, and a sound effect.



Source: *Asterix in Spain*

Source: The library voice

The Comic

Point at a thought balloon, some bubbles, and a sound effect.



Source: *Asterix in Spain*

Source: The library voice

The Comic

Complete the
thought balloon.

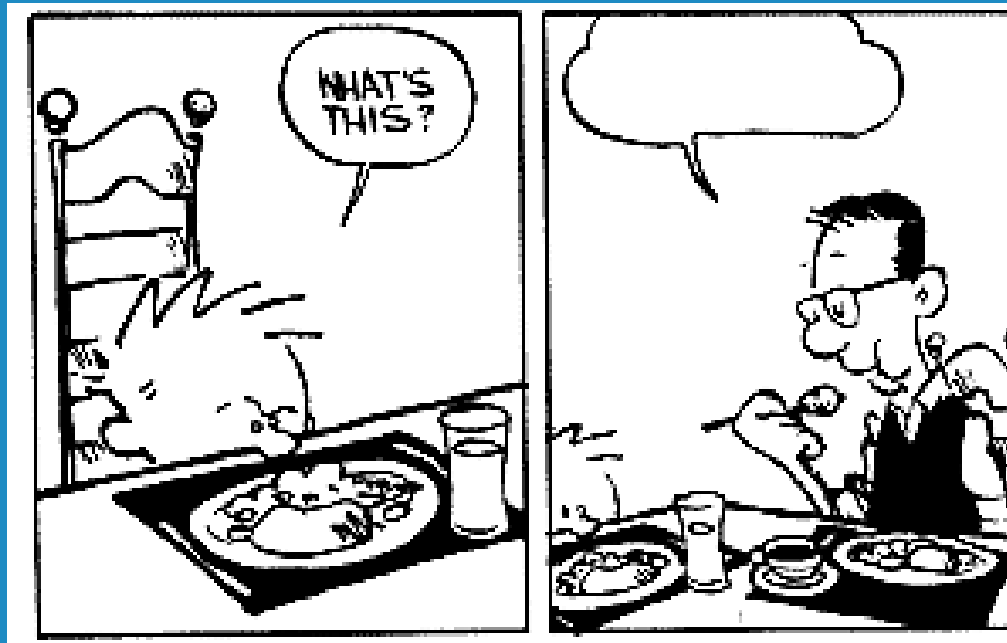


Source: Gardield

Source: The library voice

The Comic

Complete the
dialogue balloon.



Source: My Favorite Comic Strip

Source: The library voice

The Comic

Complete the
dialogue balloon.

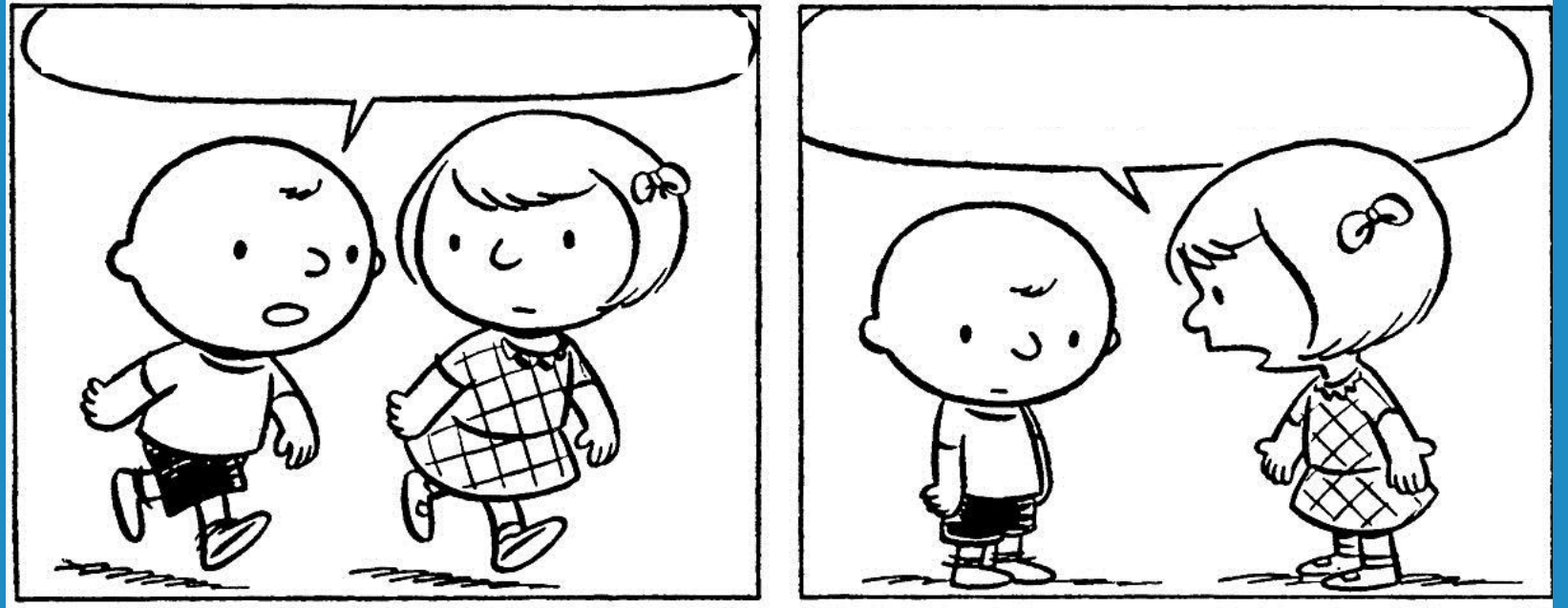


Source: Escape Adulthood

Source: The library voice

The Comic

Complete the
dialogue balloons.



Source: Primary Opaque

Source: The library voice

The Comic

Complete the
dialogue balloon.



Source: GoComics

Source: The library voice

Name: _____

Date: _____



Dear students,
Now that you know more things about comics, your task will be to create your own comic in groups of three.




Source: ClipArtBest

Source: Fanpop

CREATE YOUR OWN COMIC

1. Follow these steps and create your own comic in groups of three.

1
Source: Iconfider



- Enter this link:
<http://Pixton.com/a/WISP-FR>
- Create an avatar for your team.
- Read your assignment.

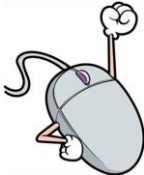
2

- Select "Create from scratch". Then, select "Comic strip". And finally, select "Basic".

Your comic strip must have a minimum of four panels and a maximum of six panels.


3

Choose the settings that you like the most for your comic.



Source: ClipartFest

4




Source: ClipartFest

Select the option of "three" characters.

5

Think and write an interesting story. It must have:

- Initial situation.
- Main problem or conflict.
- Final solution.



Source: ClipartFest

6

Review and double check your writing so as to avoid grammar, spelling, and punctuation mistakes.

Finally, press "save and submit" your assignment.

Source: Printablee

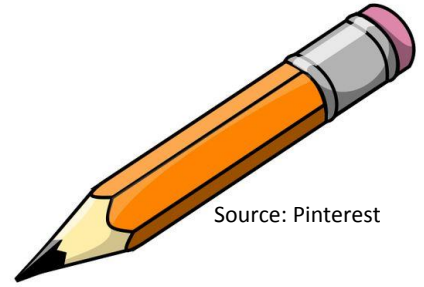
Name: _____

Date: _____



Source: La Biela Libre

Dear students,
Before creating your comic in the computers, you will have to complete this worksheet with all the information regarding your story.



Source: Pinterest

THE STORY OF MY COMIC

1. Fill the gaps with the general information of the story.

General information

- Title of my story:

- Initial Situation:

- Main problem or conflict:

- Final Solution:

2. Complete these dialogue balloons with the conversations of your story. Important! Every character must talk at least three times.

Panel 1



Source: Todo Gimp

Panel 2



Source: Todo Gimp

Panel 3



Source: Todo Gimp

Panel 4



Source: Todo Gimp

If you want to add more than three panels, you have to complete the information of the other panels too.

Panel 5



Source: Todo Gimp

Panel 6



Source: Todo Gimp



Source: Publicdomainvectors.org



Source: Wikimedia Commons

Source: Fanpop

3. Answer these questions about your comic. Important! You have to answer with FULL sentences.

Example:

How many panels are there in your comic? In my comic there are 6 panels.

- How many panels are there in your comic?

- How many gutters are there in your comic?

- How many dialogue balloons are there in your comic?

- How many pointers are there in your comic?

- How many thought balloons are there in your comic?

- How many bubbles are there in your comic?

- How many captions are there in your comic?

- How many sound effects are there in your comic?

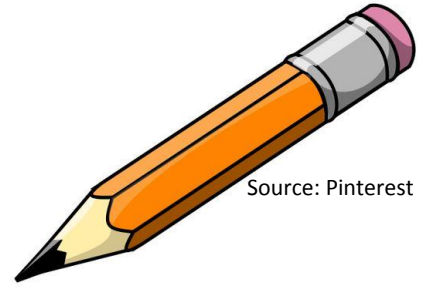
Name: _____

Date: _____



Source: La Biela Libre

Dear students,
Before creating your comic in the computers, you will have to complete this worksheet with all the information regarding your story.



Source: Pinterest

THE STORY OF MY COMIC

1. Fill the gaps with the general information of the story and the information of each panel.

General information

- Title of my story:

- Initial Situation:

- Main problem or conflict:

- Final Solution:

Panel 1

- Where does the story take place in this panel?

- How many characters appear in this panel?

- What happens in this panel?

Panel 2

- Where does the story take place in this panel?

- How many characters appear in this panel?

- What happens in this panel?

Panel 3

- Where does the story take place in this panel?

- How many characters appear in this panel?

- What happens in this panel?

Panel 4

- Where does the story take place in this panel?

- How many characters appear in this panel?

- What happens in this panel?

If you want to add more than four panels, you have to complete the information of the other panels too.

Panel 5

- Where does the story take place in this panel?

- How many characters appear in this panel?

- What happens in this panel?

Panel 6

- Where does the story take place in this panel?

- How many characters appear in this panel?

- What happens in this panel?

2. Complete these dialogue balloons with the conversations of your story.

Panel 1



Source: Todo Gimp

Panel 2



Source: Todo Gimp

Panel 3



Source: Todo Gimp

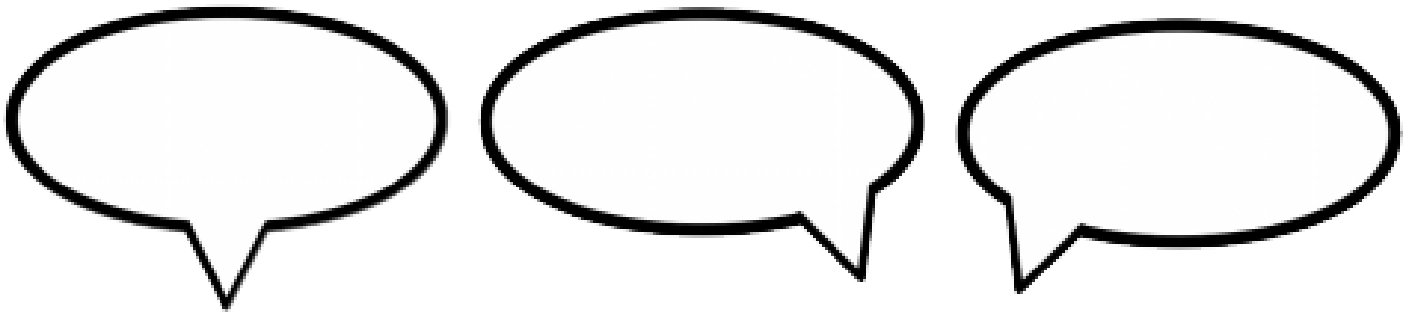
Panel 4



Source: Todo Gimp

If you want to add more than three panels, you have to complete the information of the other panels too.

Panel 5



Source: Todo Gimp

Panel 6



Source: Todo Gimp



Source: Publicdomainvectors.org



Source: Wikimedia Commons

Source: Fanpop

Name: _____

Date: _____

Source: ClipartFest

Source: ClipartFox



PLAYS

1. Summarize each play in one or two lines.

Group 1

Members of the group: _____

Summary:

This story is about _____

Group 2

Members of the group: _____

Summary:

This story is about _____

Group 3

Members of the group: _____

Summary:

This story is about _____

Group 4

Members of the group: _____

Summary:

This story is about _____

Group 5

Members of the group: _____

Summary:

This story is about _____

Group 6

Members of the group: _____

Summary:

This story is about _____

Group 7

Members of the group: _____

Summary:

This story is about _____

Group 8

Members of the group: _____

Summary:

This story is about _____

Group 9

Members of the group: _____

Summary:

This story is about _____



Dear students,
Here you will find all the information regarding the criteria that I will follow to evaluate your comic.



Source: ClipArtBest

Source: La Biela Libre

EVALUATION RUBRIC – MY OWN COMIC

- Student's name: _____
- Student's partners: _____
- Title of the comic: _____

	1 Could do better	2 Good Work	3 Outstanding!
Originality of the story	Not well thought out.	Good story and well thought out.	Very interesting and well thought out.
Respect the instructions	Less than 3 panels or more than 6 panels.	Only 3 panels.	Between 4 and 6 panels.
Presentation	Panels are good but not relevant to the story.	Panels are very good and sometimes relevant to the story.	Panels are very interesting and relevant to the story.
Grammar, spelling, and punctuation	Sentences are often unclear and difficult to understand.	Some sentences are unclear and a few times difficult to understand.	Sentences are clear and easy to understand.
Individual work	Not much effort and interest for the task.	Some effort, good attitude and interest for the task.	Great effort, perfect attitude and a lot of interest for the task.
Teamwork	Some arguments and poor organization.	No arguments and good organization.	No arguments, good organization and predisposition to help each other.

EVALUATION RUBRIC – MY OWN COMIC

- Student's name: _____
- Student's partners: _____
- Title of the comic: _____

	1 Could do better	2 Good Work	3 Outstanding!	POINTS
Originality of the story	Not well thought out.	Good story and well thought out.	Very interesting and well thought out.	
Respect the instructions	Less than 3 panels or more than 6 panels.	Only 3 panels.	Between 4 and 6 panels.	
Presentation	Panels are good but not relevant to the story.	Panels are very good and sometimes relevant to the story.	Panels are very interesting and relevant to the story.	
Grammar, spelling, and punctuation	Sentences are often unclear and difficult to understand.	Some sentences are unclear and a few times difficult to understand.	Sentences are clear and easy to understand.	
Individual work	Not much effort and interest for the task.	Some effort, good attitude and interest for the task.	Great effort, perfect attitude and a lot of interest for the task.	
Teamwork	Some arguments and poor organization.	No arguments and good organization.	No arguments, good organization and predisposition to help each other.	

Final Score	/18	
--------------------	-----	--



Source: La Biela Libre

Dear students,
Now, I would like you to
evaluate yourself.



Source: ClipArtBest

SELF-EVALUATION RUBRIC – MY OWN COMIC

- Student's name: _____
- Student's partner: _____
- Title of the comic: _____

	1 Could do better	2 Good Work	3 Outstanding!
Originality of the story	Not well thought out.	Good story and well thought out.	Very interesting and well thought out.
Respect the instructions	Less than 3 panels or more than 6 panels.	Only 3 panels.	Between 4 and 6 panels.
Presentation	Panels are good but not relevant to the story.	Panels are very good and sometimes relevant to the story.	Panels are very interesting and relevant to the story.
Individual work	Not much effort and interest for the task.	Some effort, good attitude and interest for the task.	Great effort, perfect attitude and a lot of interest for the task.
Teamwork	Some arguments and poor organization.	No arguments and good organization.	No arguments, good organization and predisposition to help each other.

- Did you like this task? Why?



Source: Fanpop

Dear students,
Here you will find all the information regarding the criteria that I will follow to evaluate your performance.



Source: La Escuelina

EVALUATION RUBRIC – PLAYS

- Student's name: _____
- Student's partners: _____
- Title of the comic: _____

	1 Could do better	2 Good Work	3 Outstanding!
Story	Explanation could be improved.	Good explanation.	Perfect explanation.
Posture, facial expressions, and tone	Could be better.	Good.	Excellent.
Speaking	Sentences are often unclear and difficult to understand.	Some sentences are unclear and a few times difficult to understand.	Sentences are clear and easy to understand.
Reading the story	Always	Sometimes	Never
Individual work	Not much effort and interest for the task.	Some effort, good attitude and interest for the task.	Great effort, perfect attitude and a lot of interest for the task.
Teamwork	Some arguments and poor organization.	No arguments and good organization.	No arguments, good organization and predisposition to help each other.

EVALUATION RUBRIC – PLAYS

- Student's name: _____
- Student's partners: _____
- Title of the comic: _____

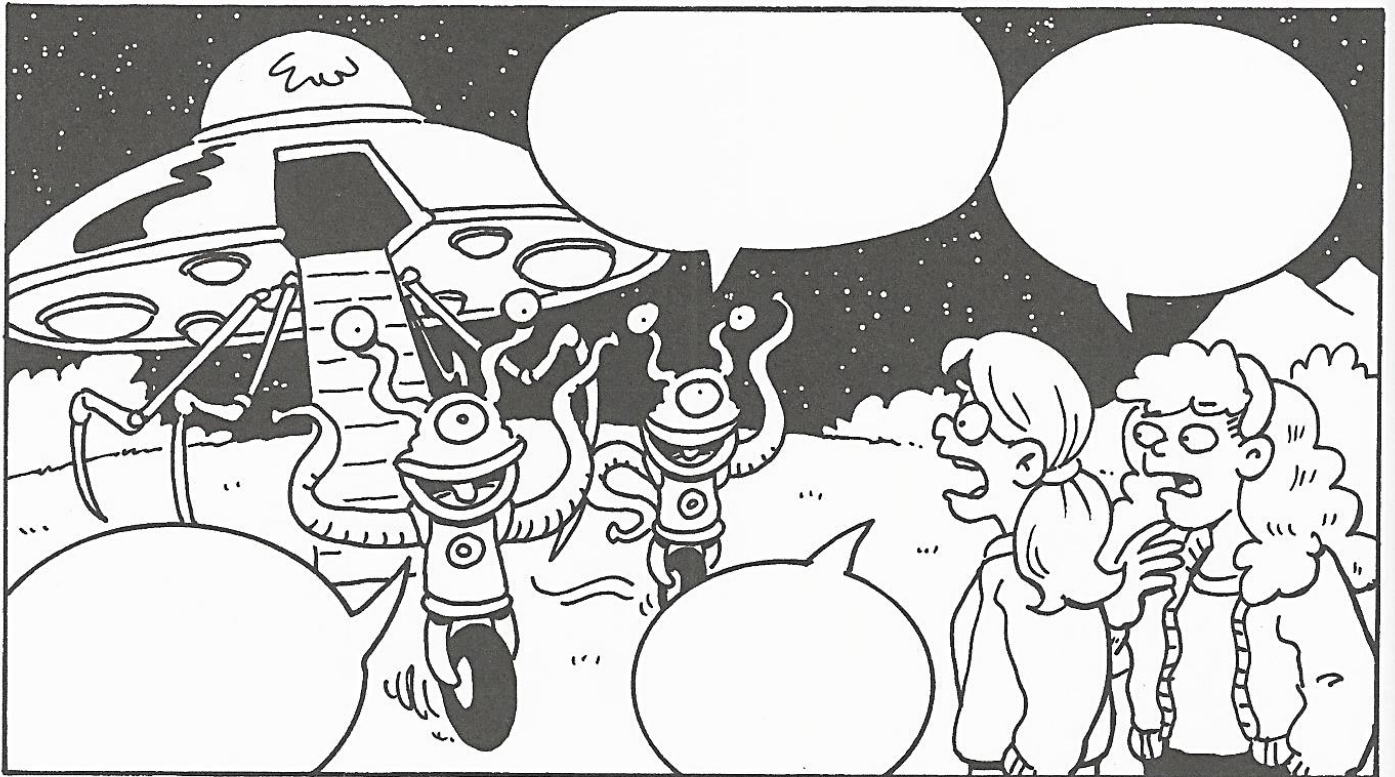
	1 Could do better	2 Good Work	3 Outstanding!	POINTS
Story	Explanation could be improved.	Good explanation.	Perfect explanation.	
Posture, facial expressions, and tone	Could be better.	Good.	Excellent.	
Speaking	Sentences are often unclear and difficult to understand.	Some sentences are unclear and a few times difficult to understand.	Sentences are clear and easy to understand.	
Reading the story	Always	Sometimes	Never	
Individual work	Not much effort and interest for the task.	Some effort, good attitude and interest for the task.	Great effort, perfect attitude and a lot of interest for the task.	
Teamwork	Some arguments and poor organization.	No arguments and good organization.	No arguments, good organization and predisposition to help each other.	

Final Score	/18	
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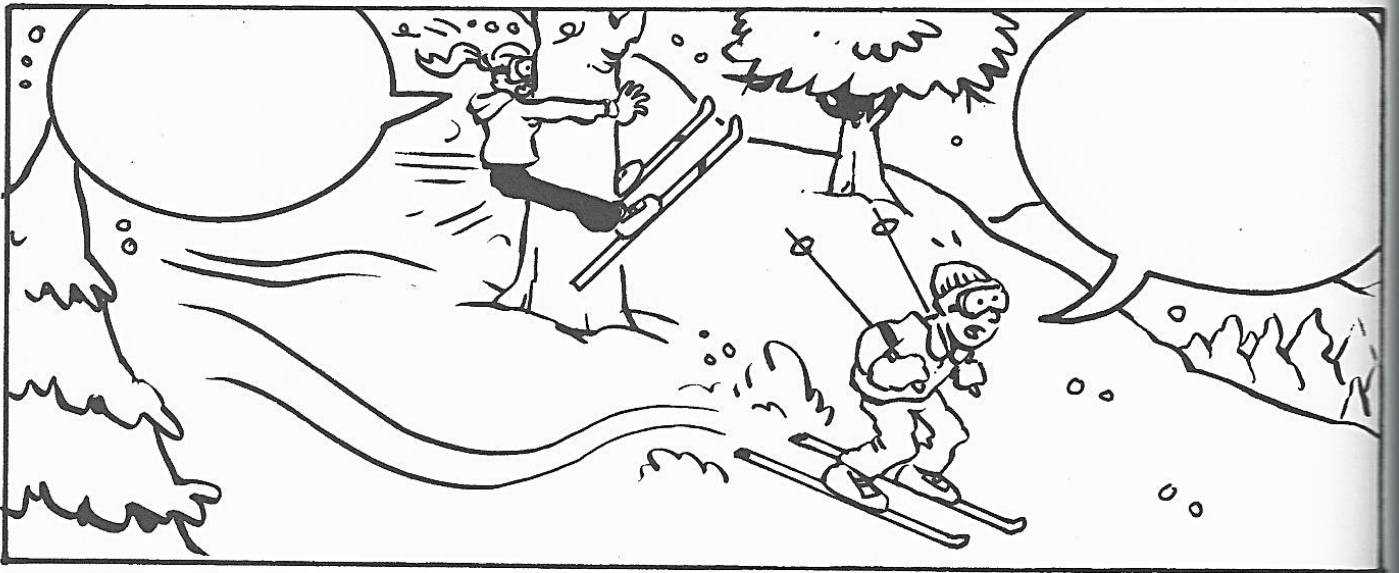
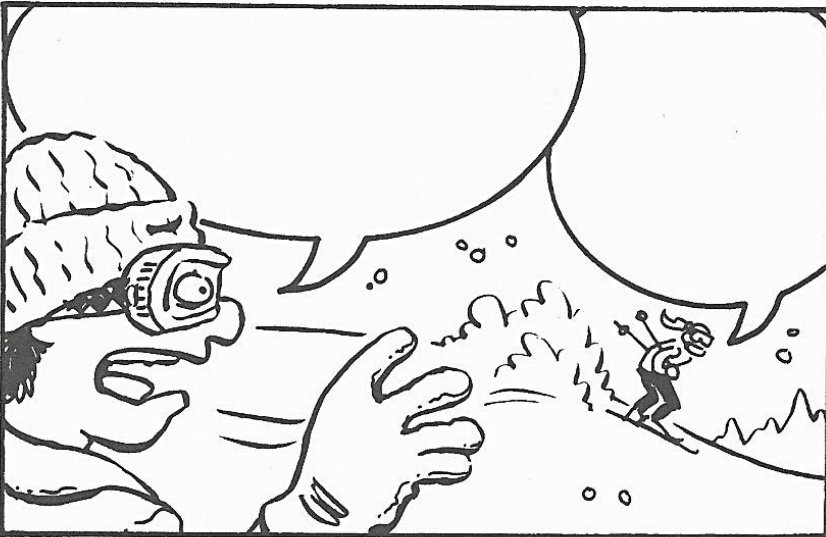
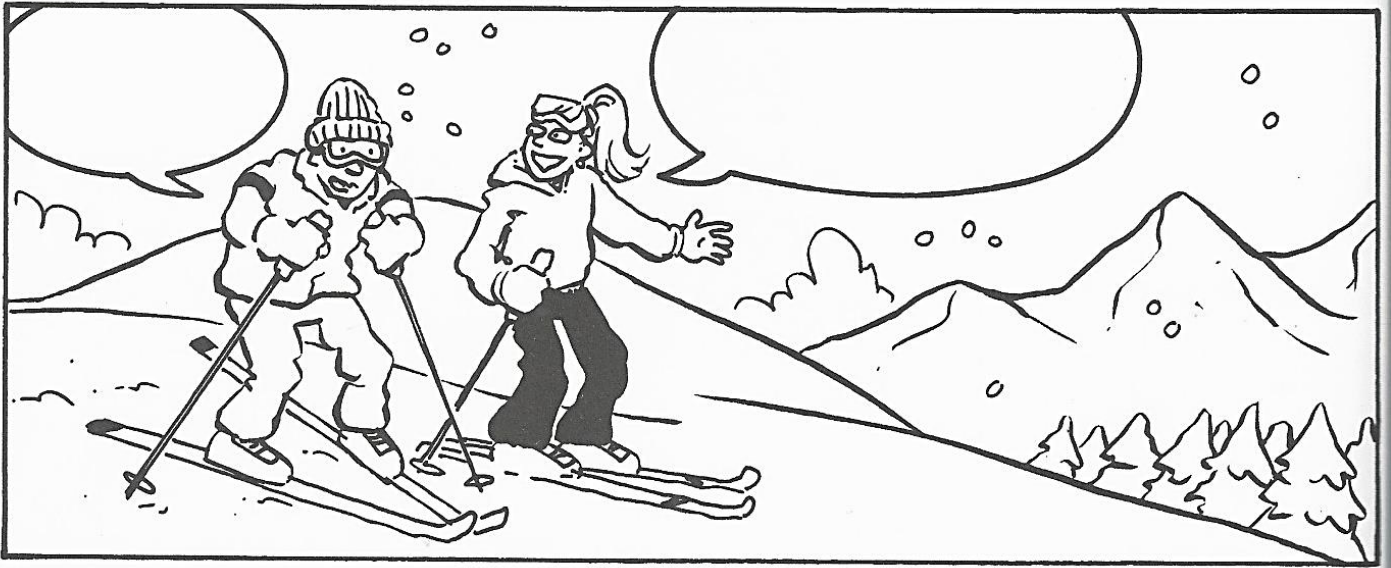
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UFO



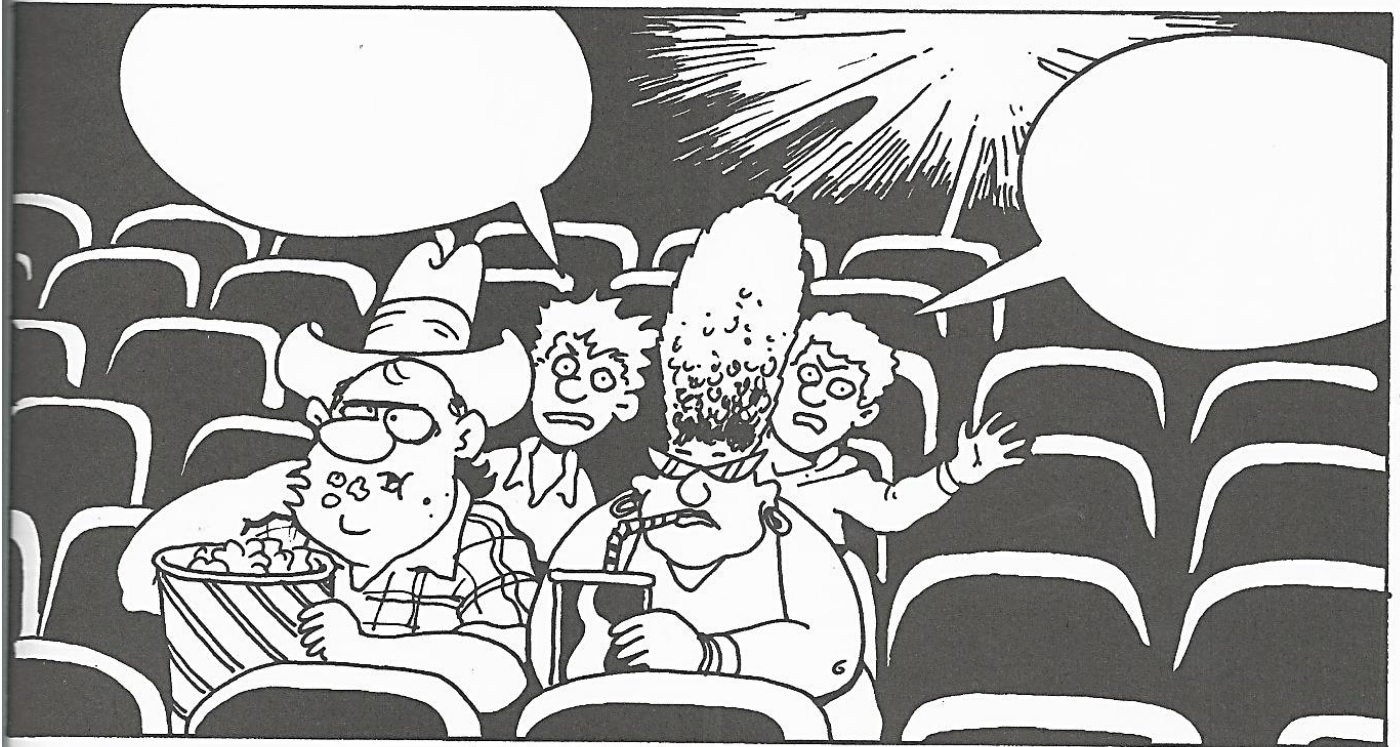
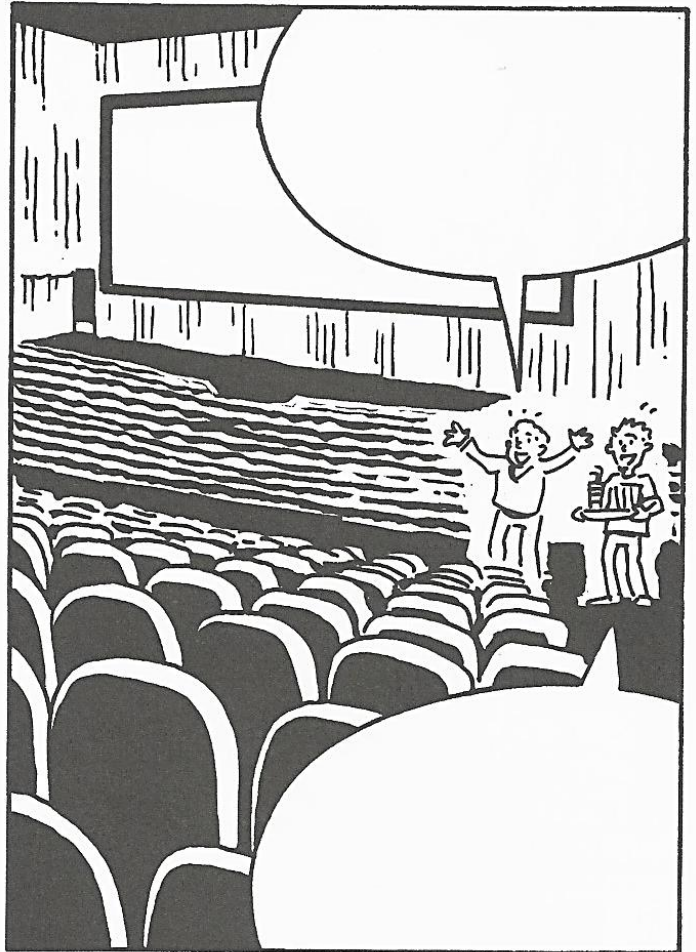
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PIRATES



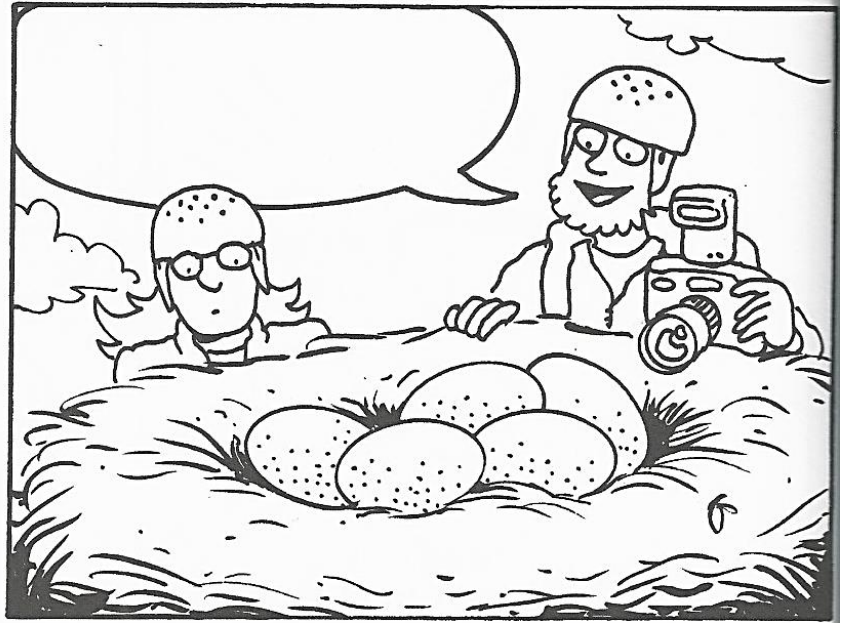
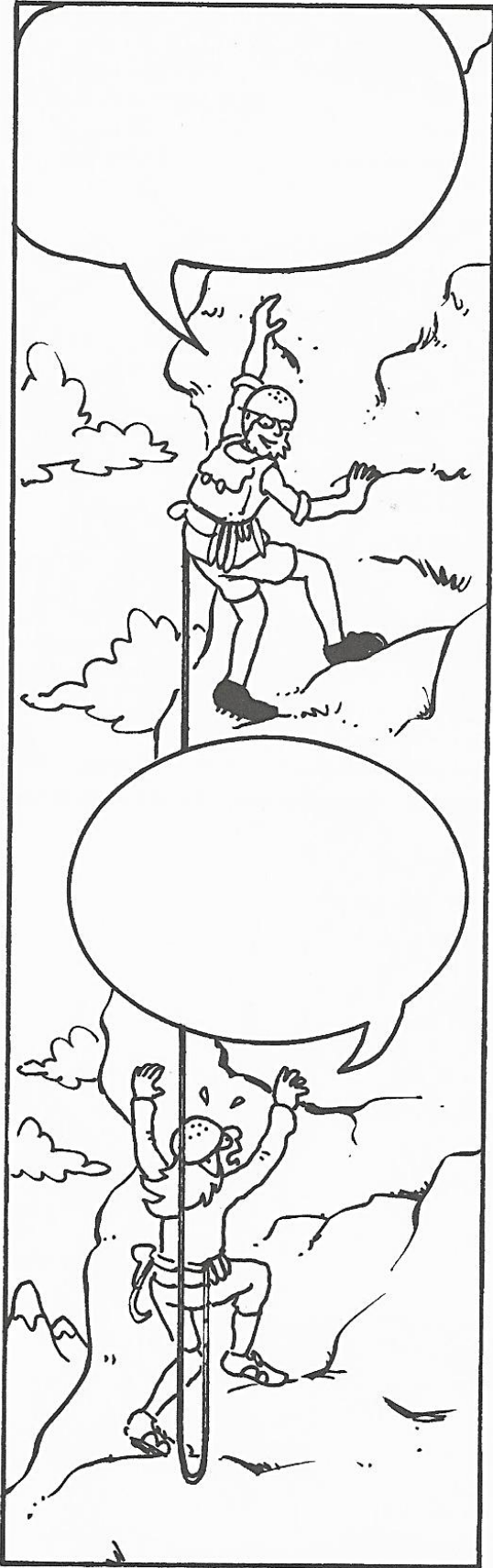
MOVIE THEATER



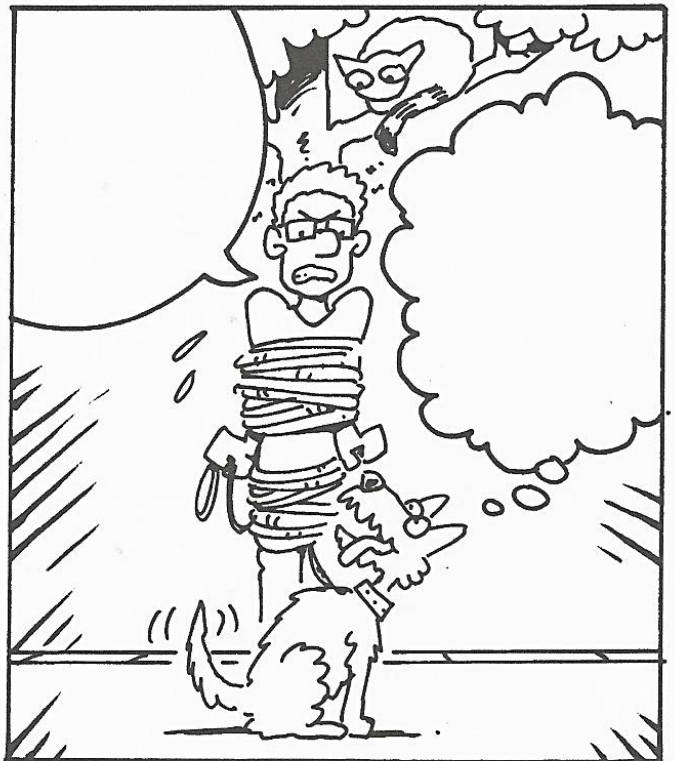
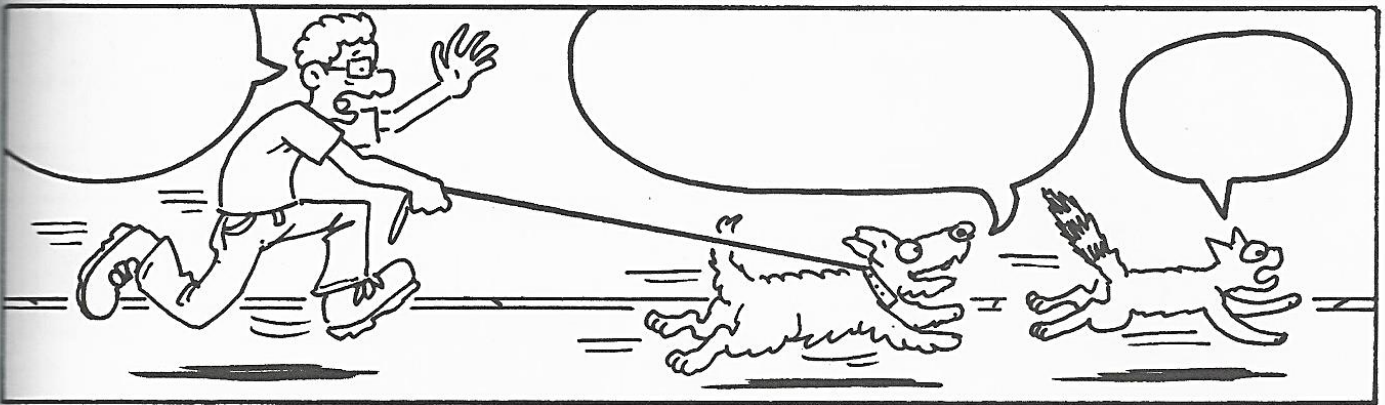
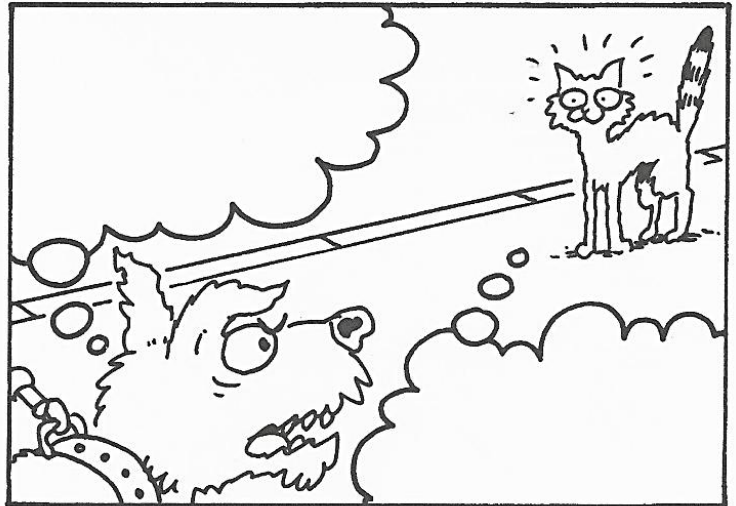
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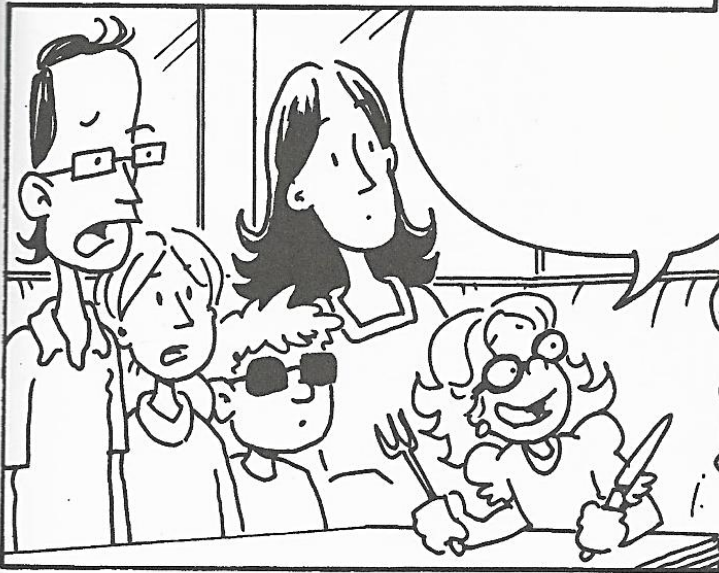
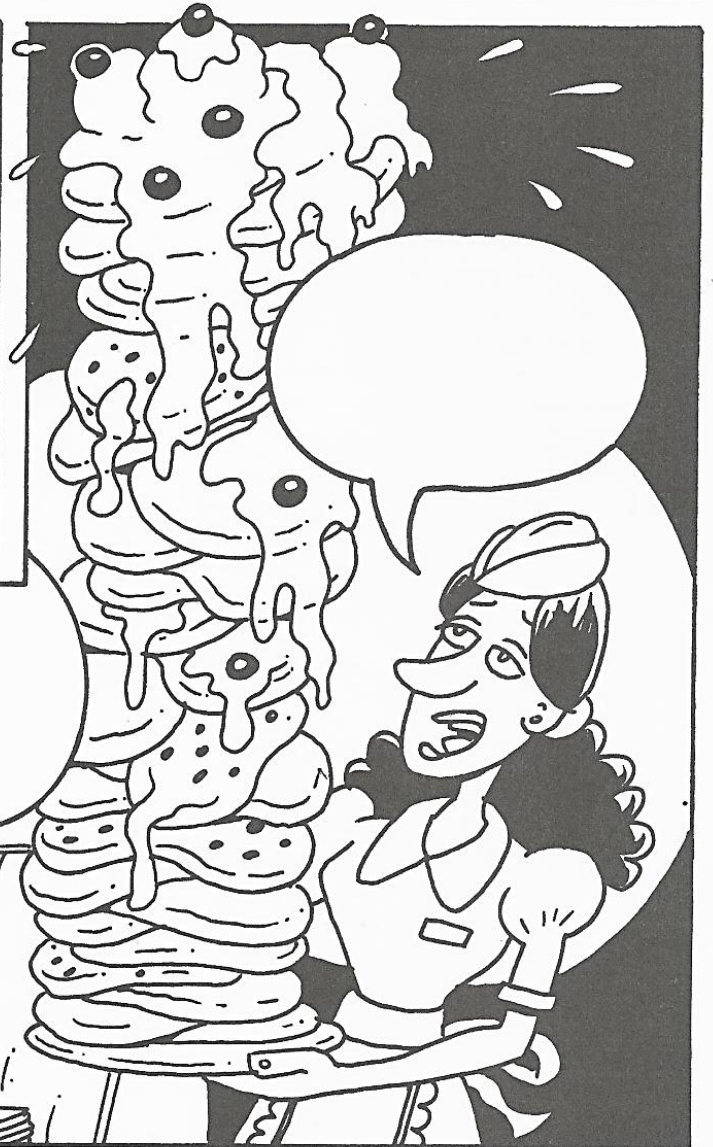
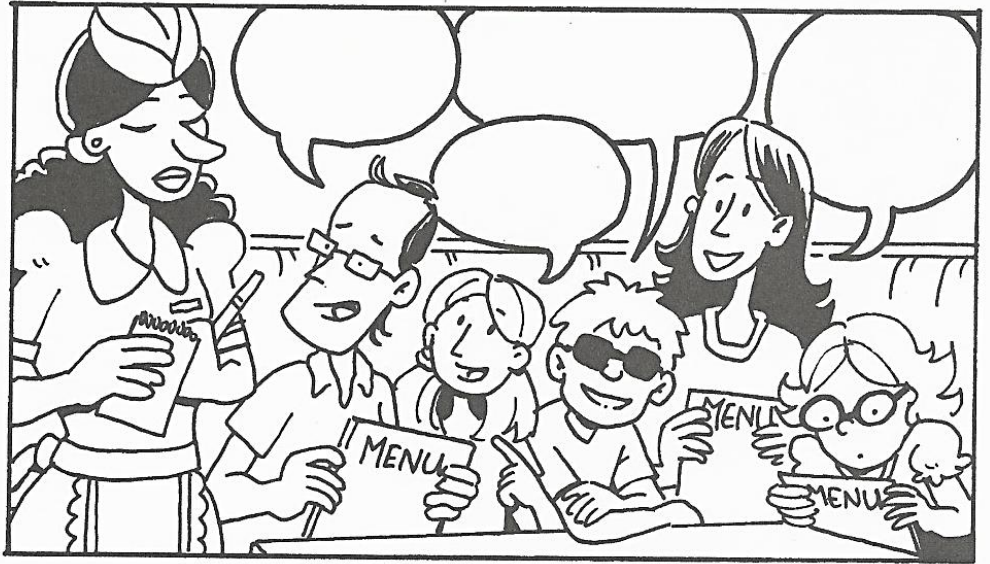
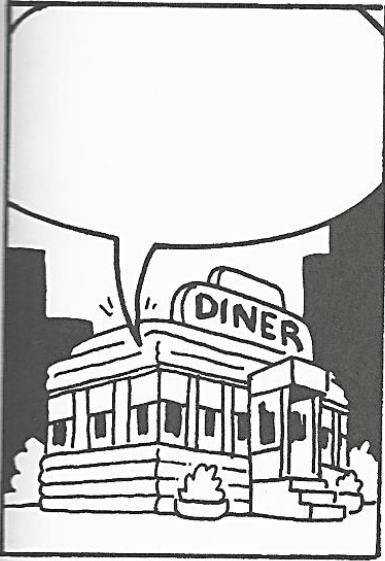
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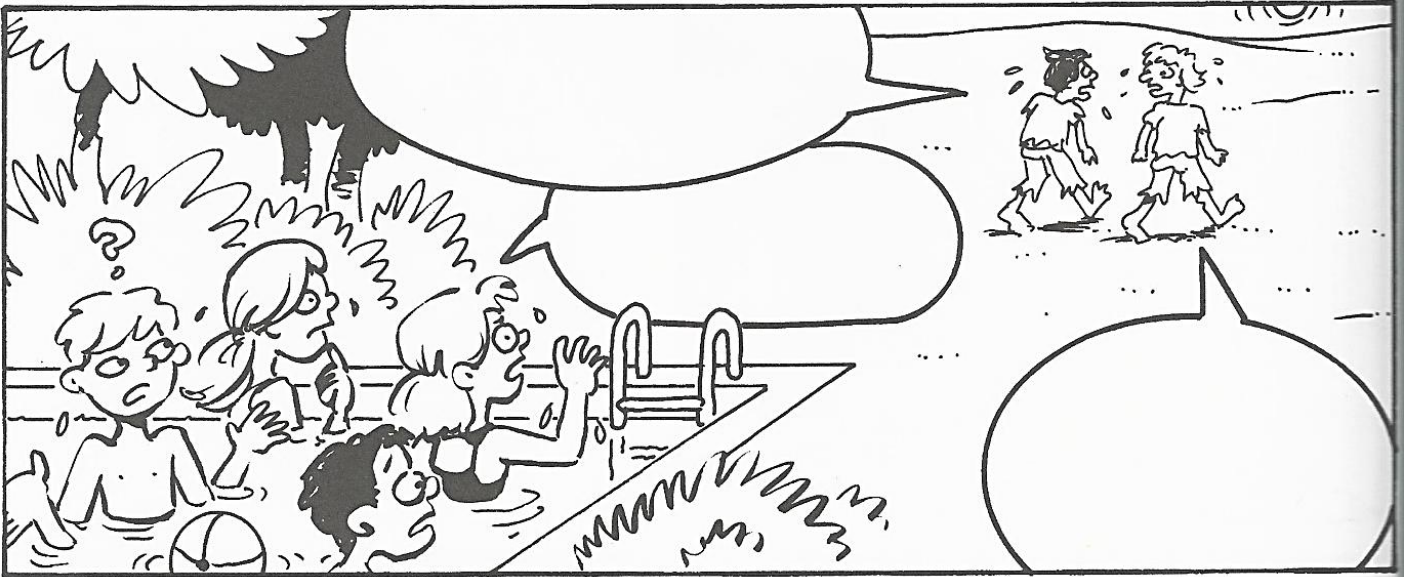
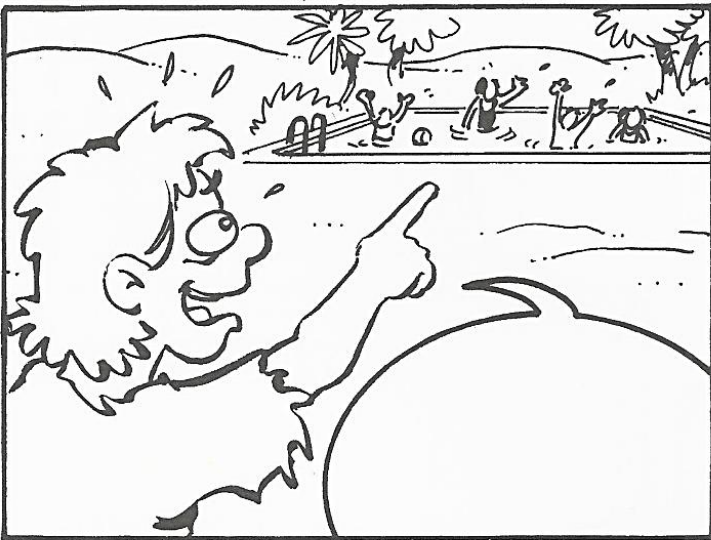
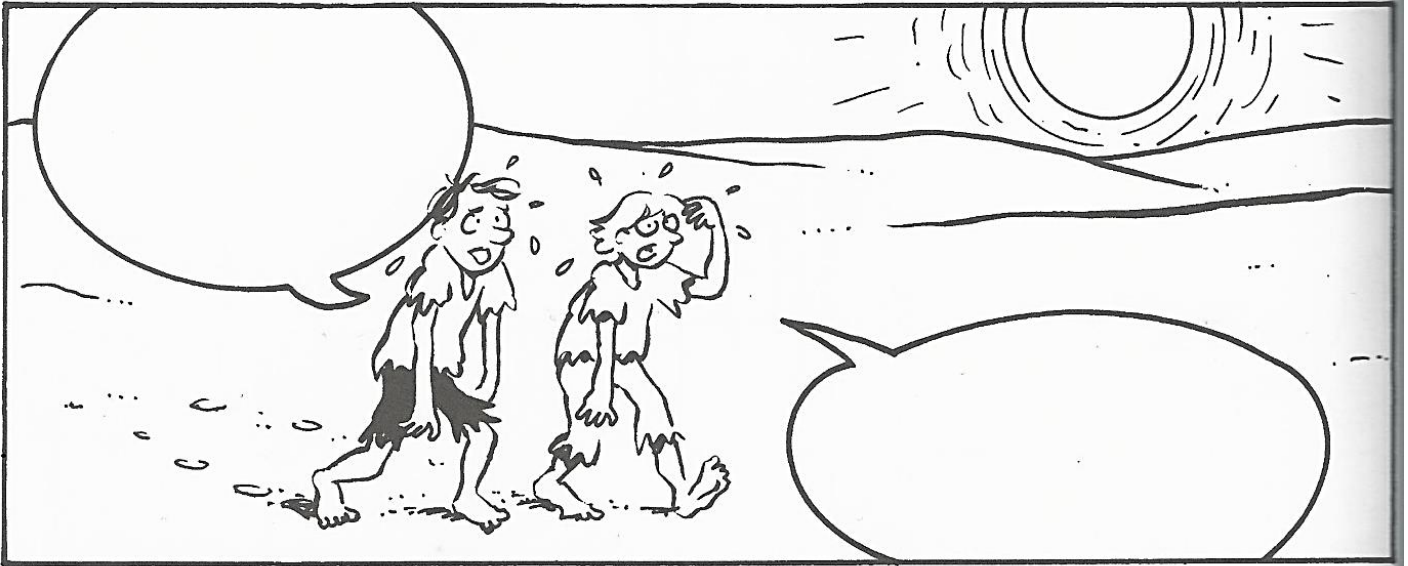
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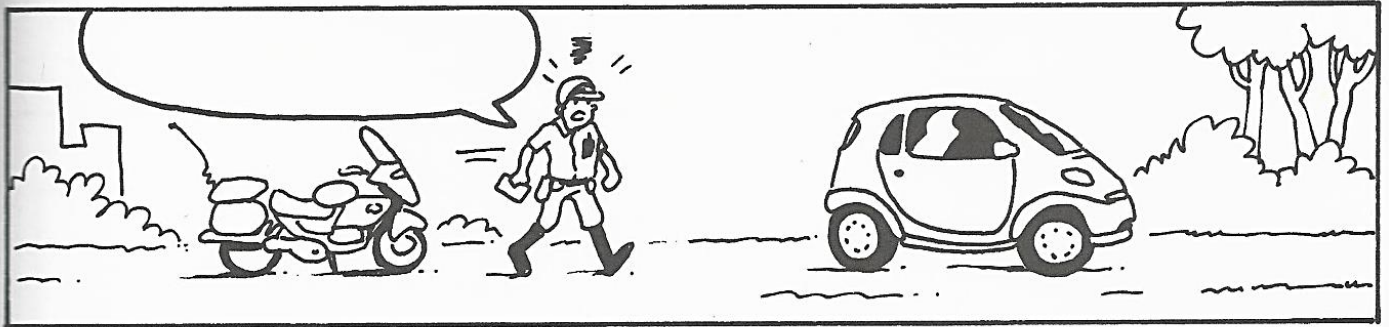
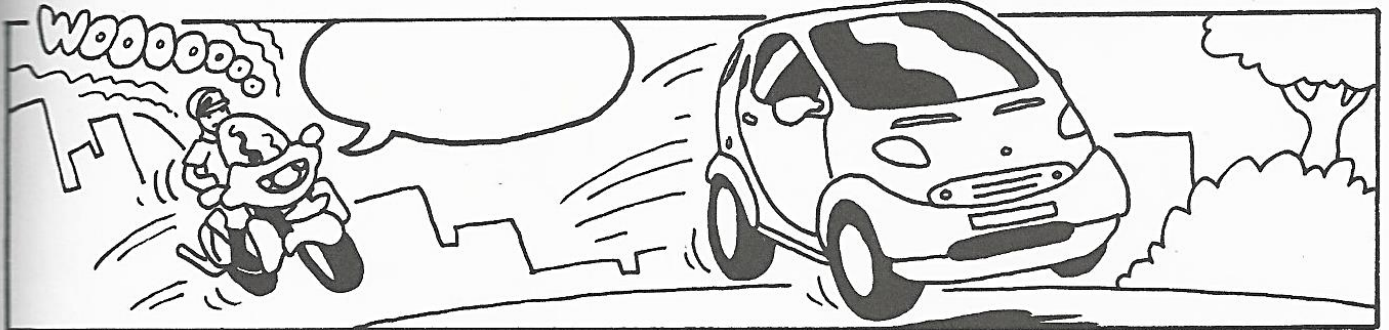
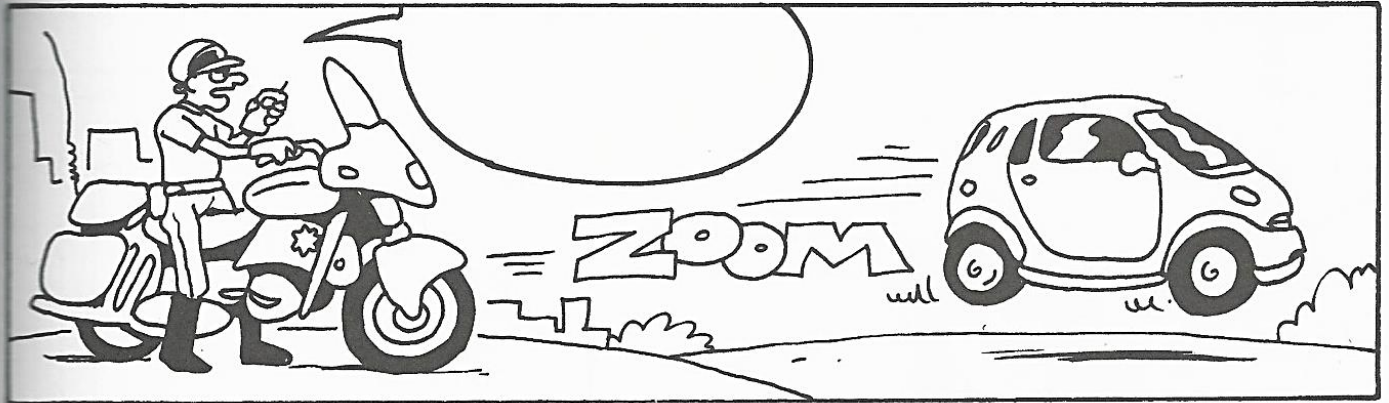
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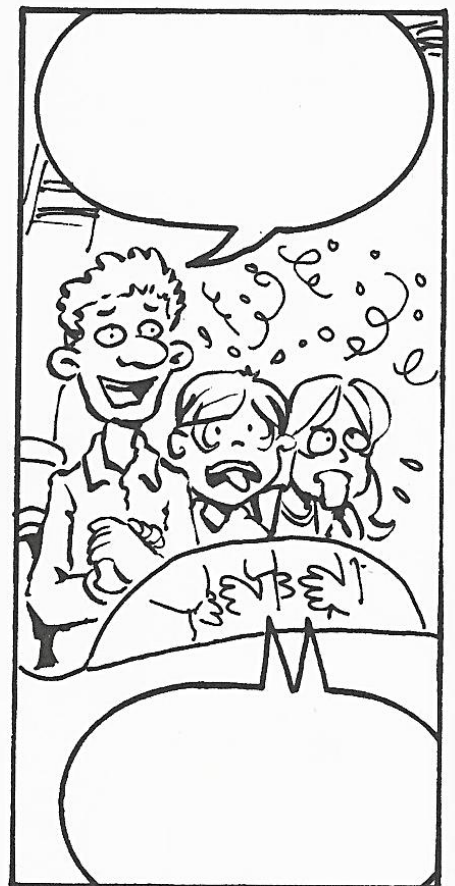
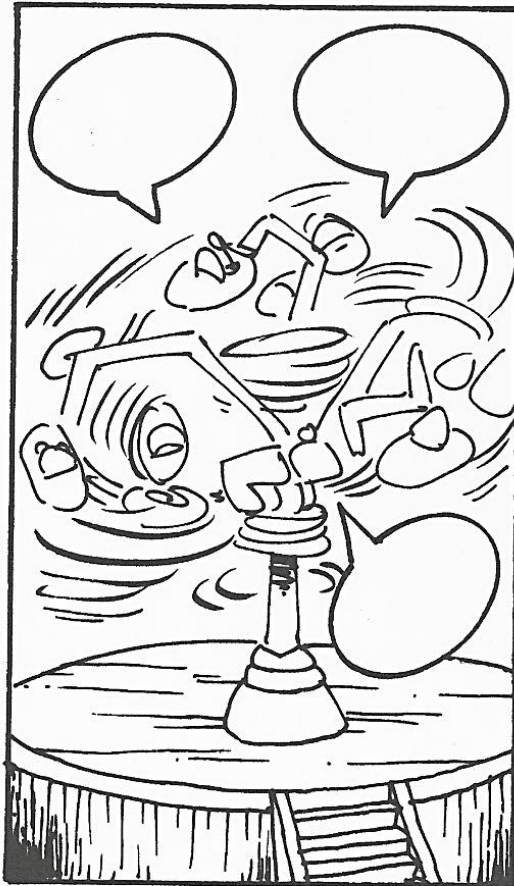
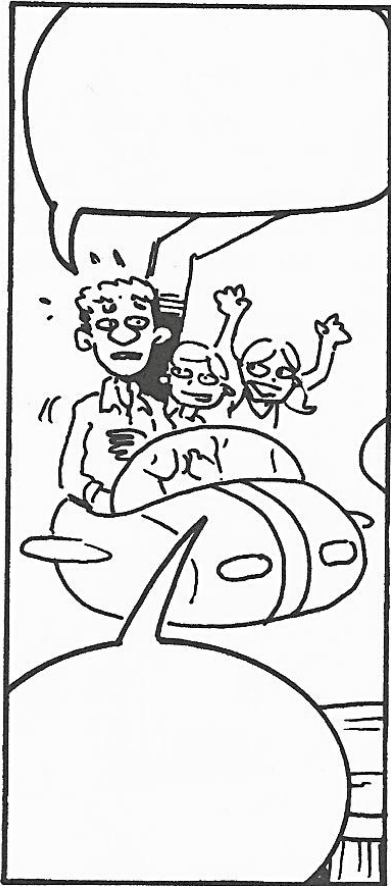
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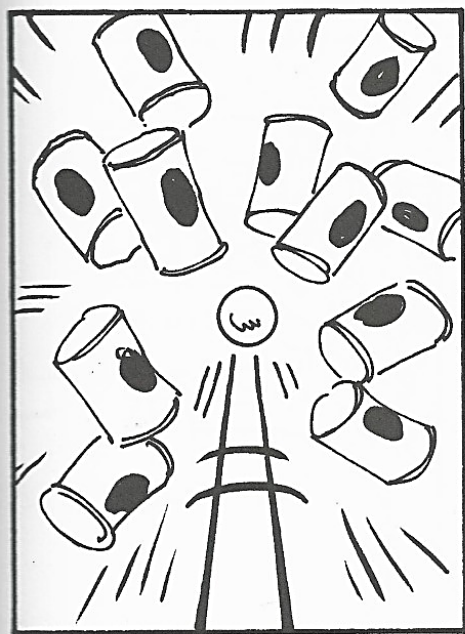
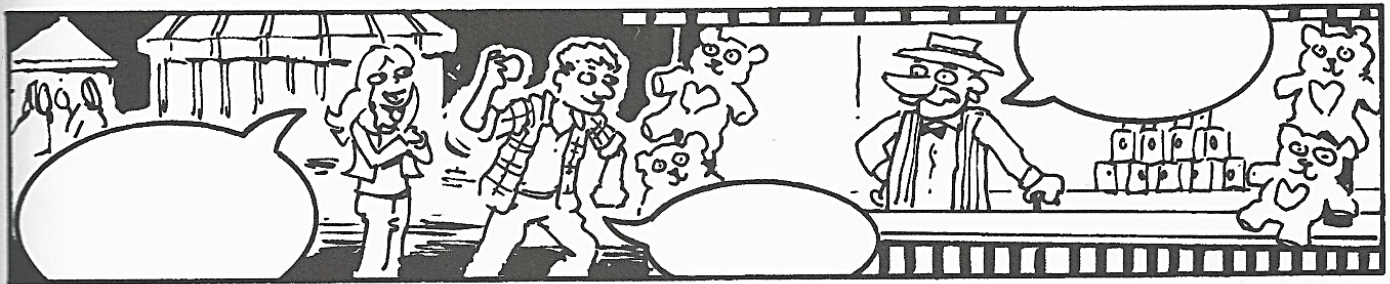
CLOWNS



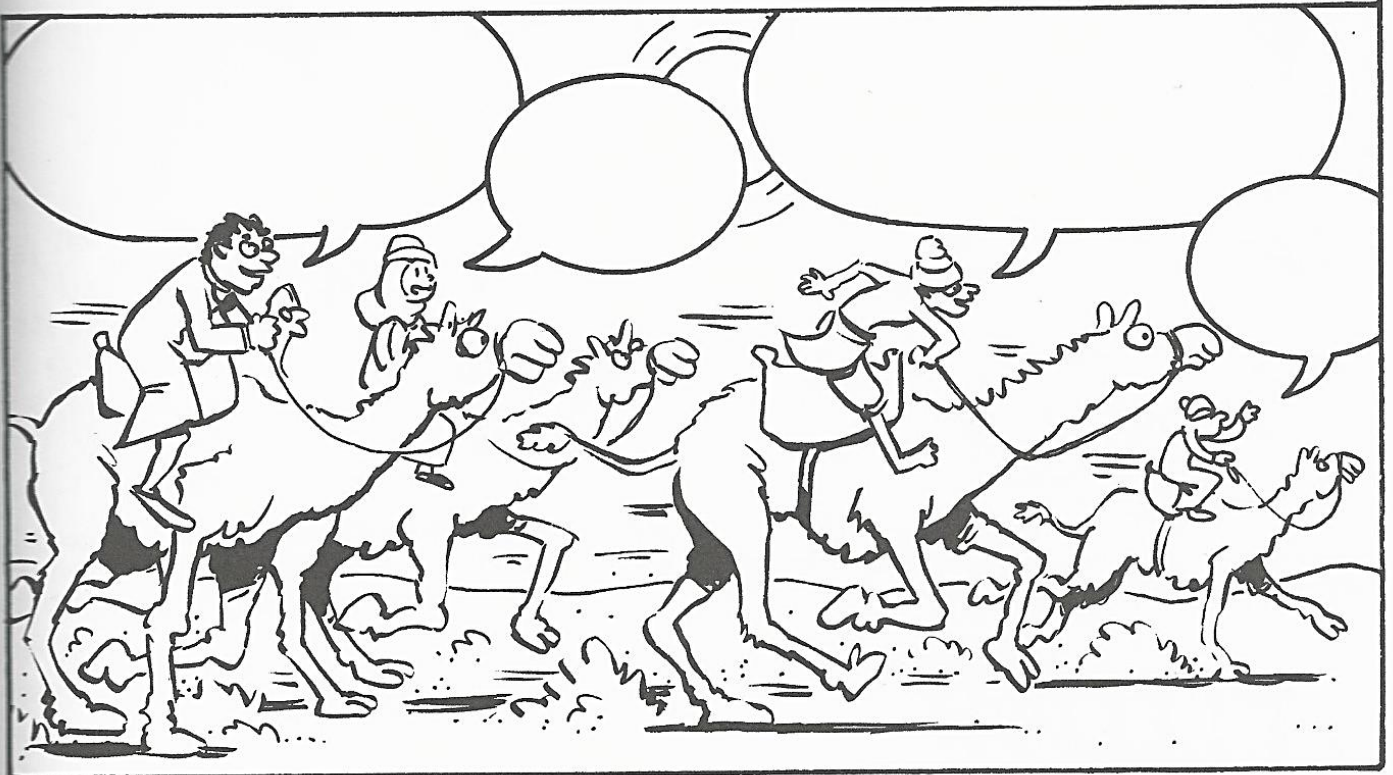
CARNIVAL RIDE



CARNIVAL PRIZE



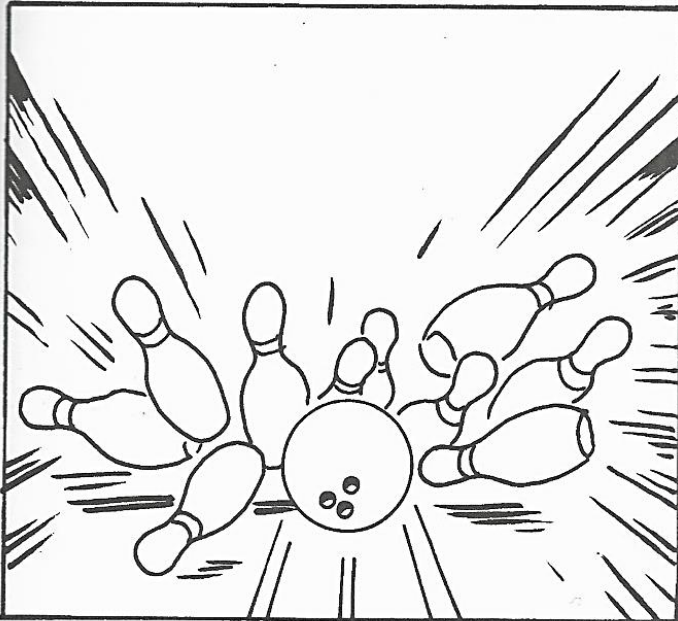
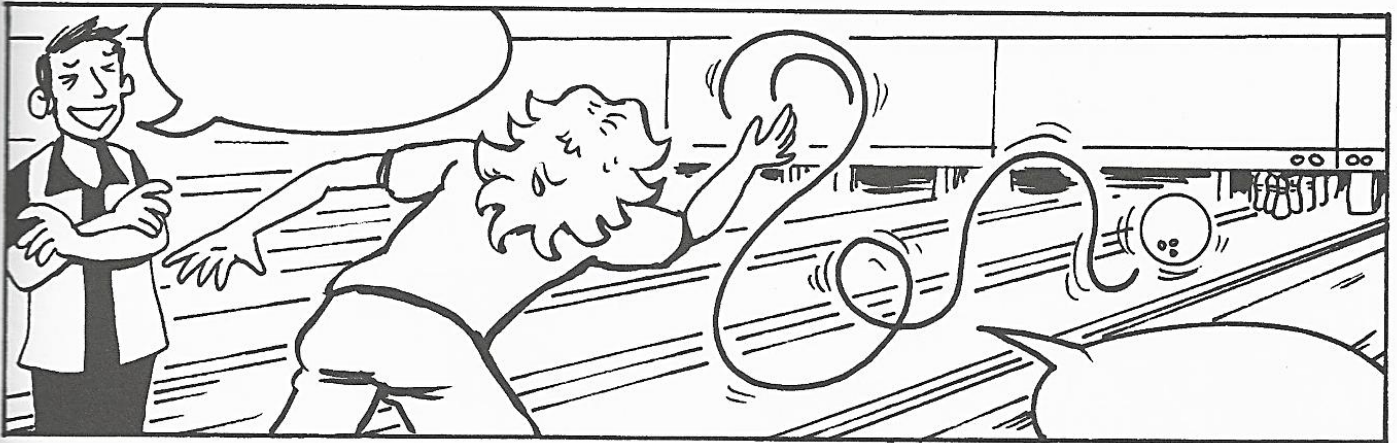
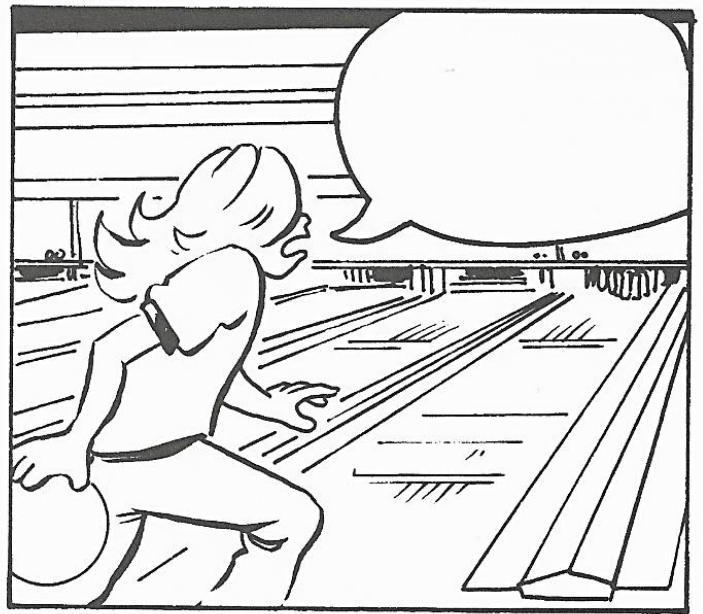
CAMEL RACE



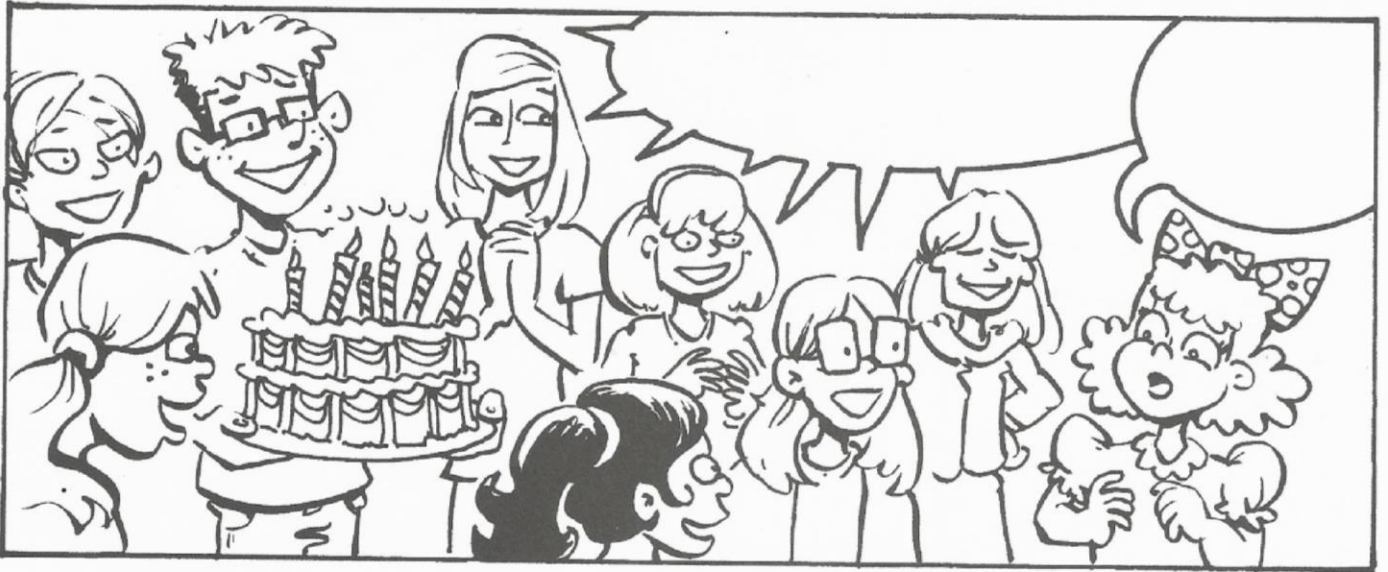
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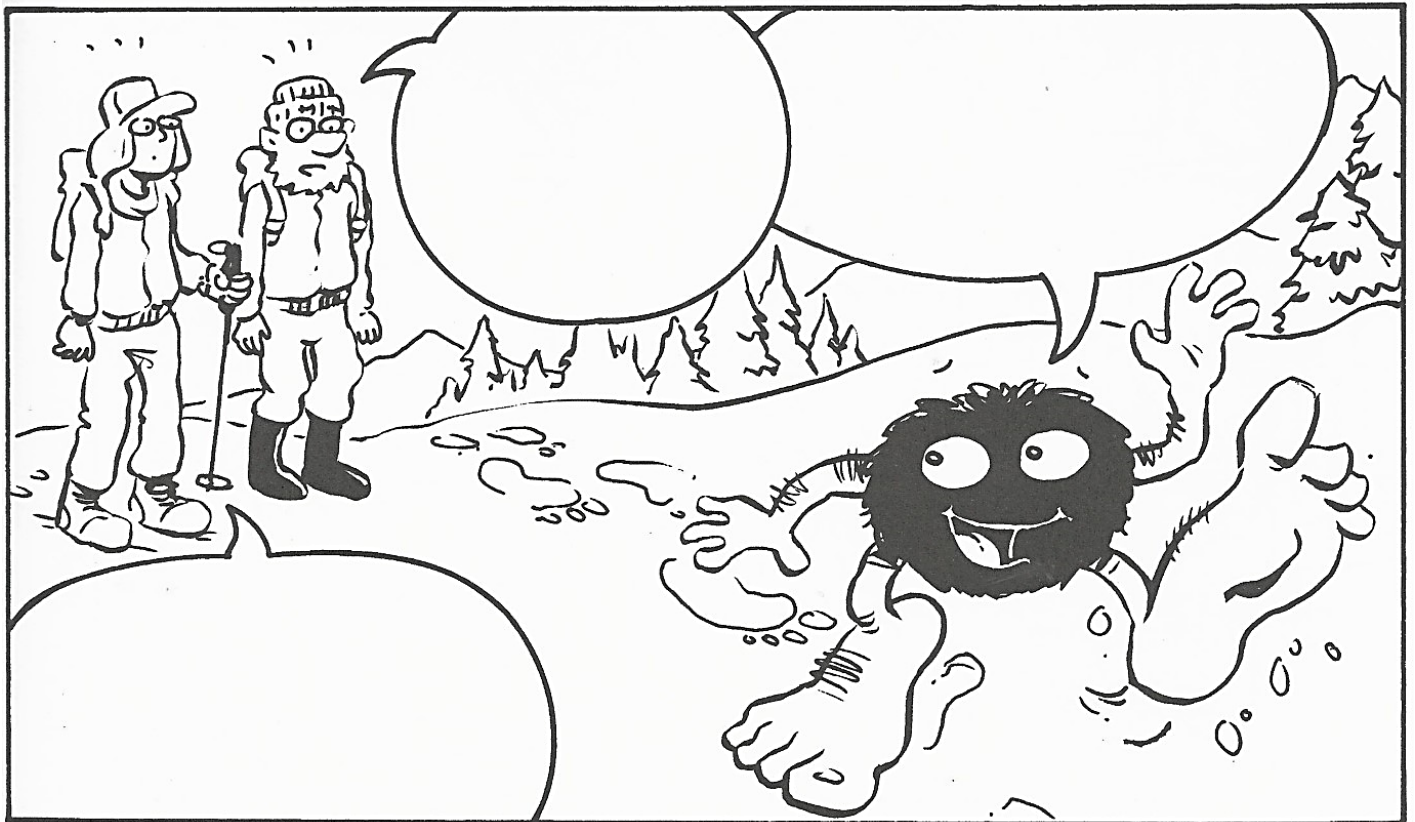
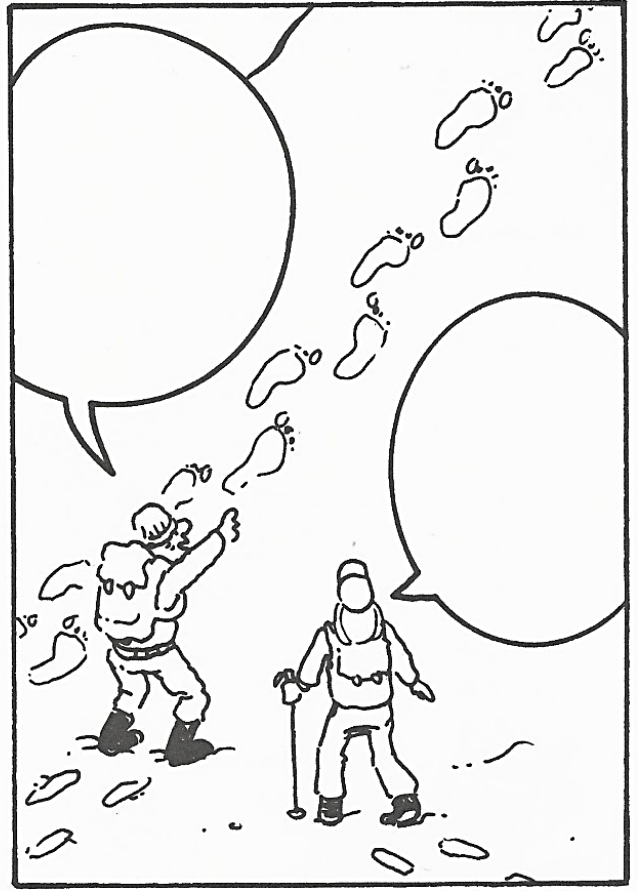
BOWLING



BIRTHDAY GIRL



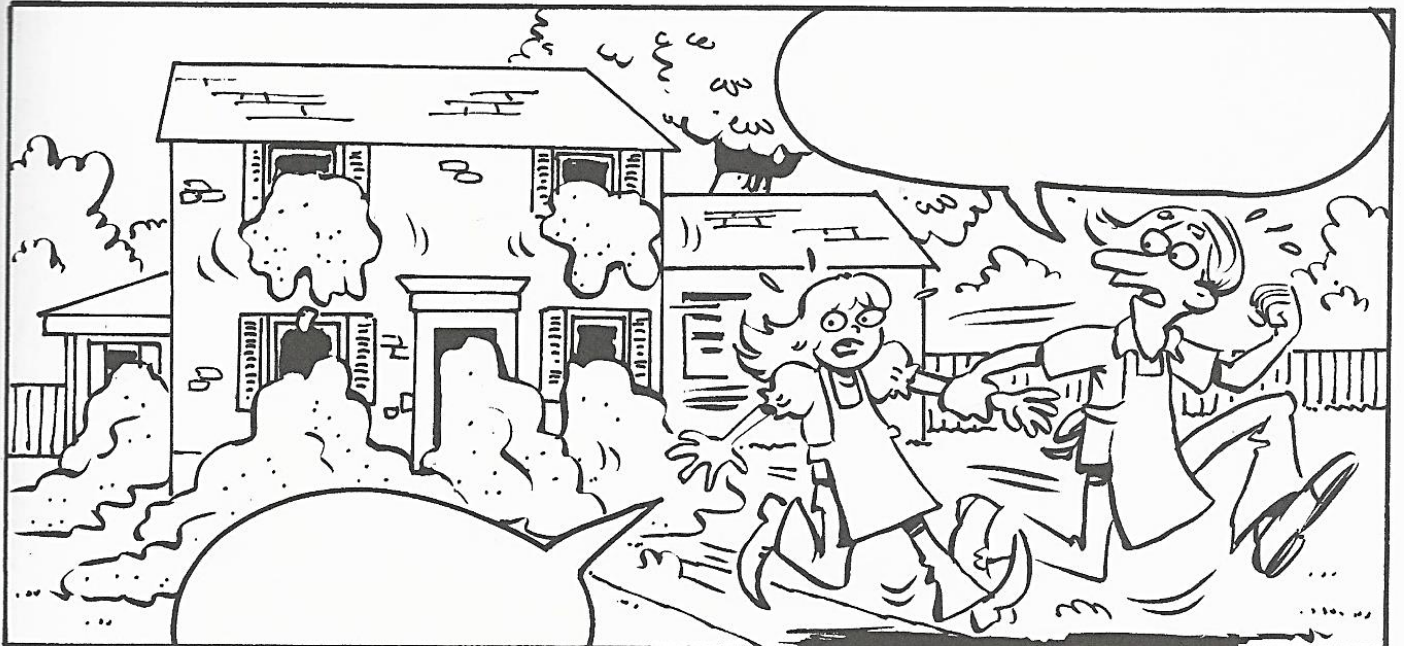
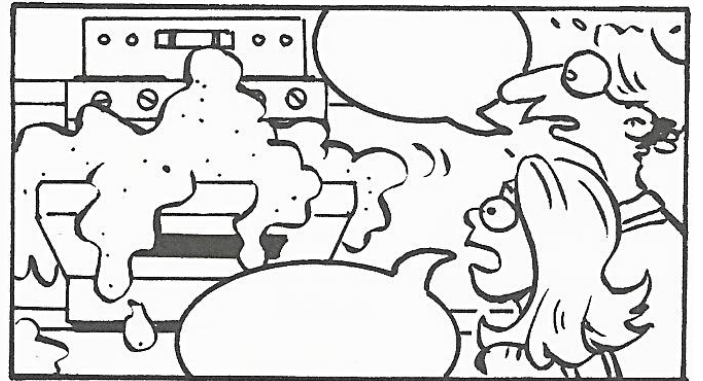
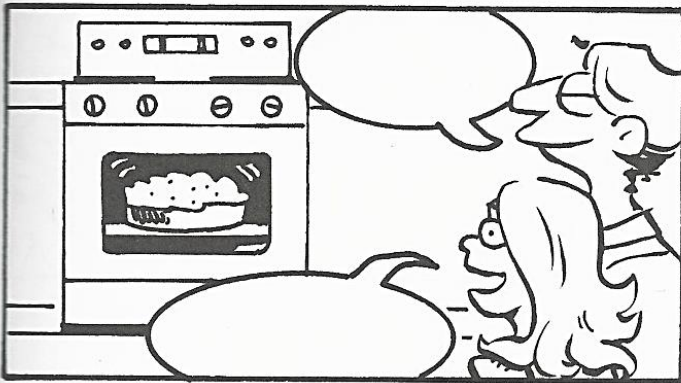
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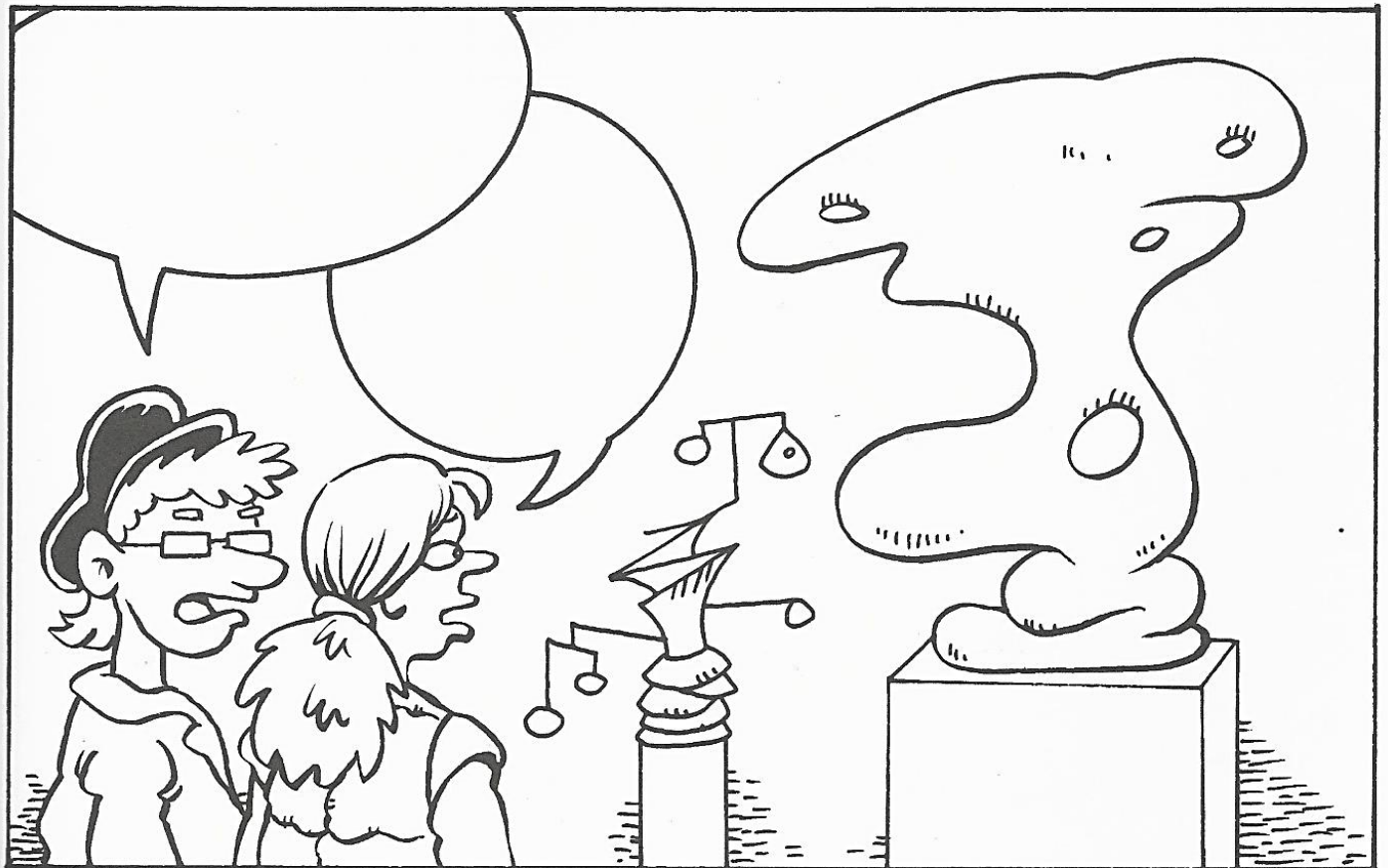
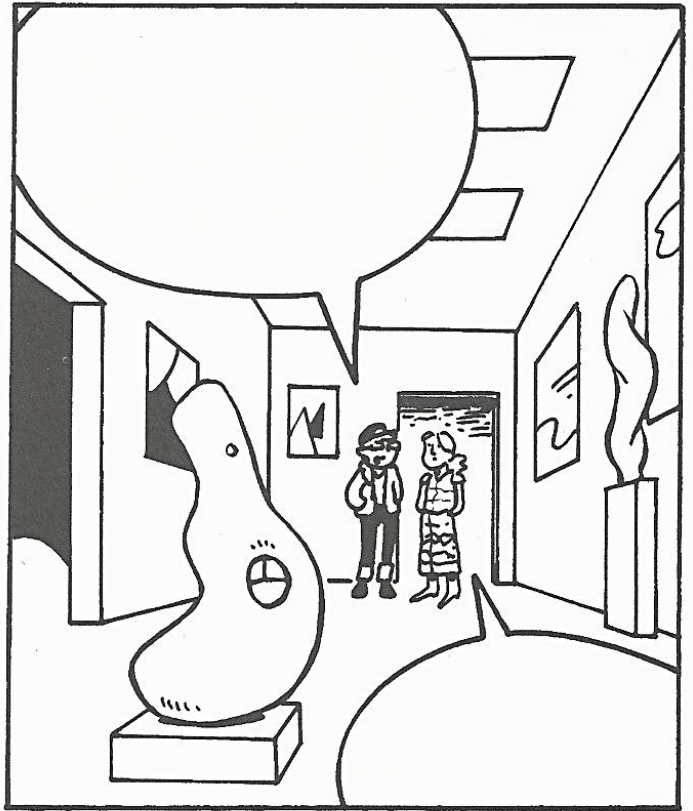
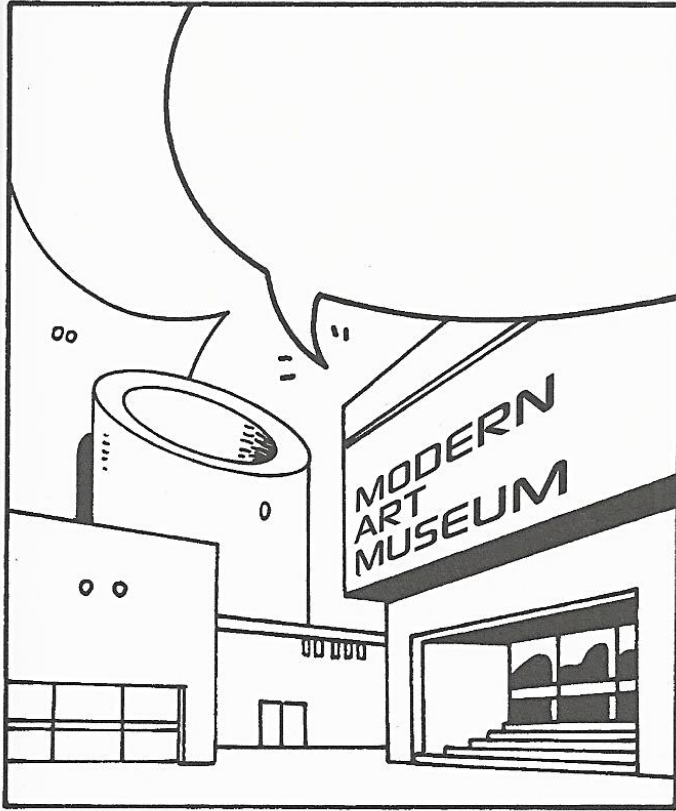
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BAKING



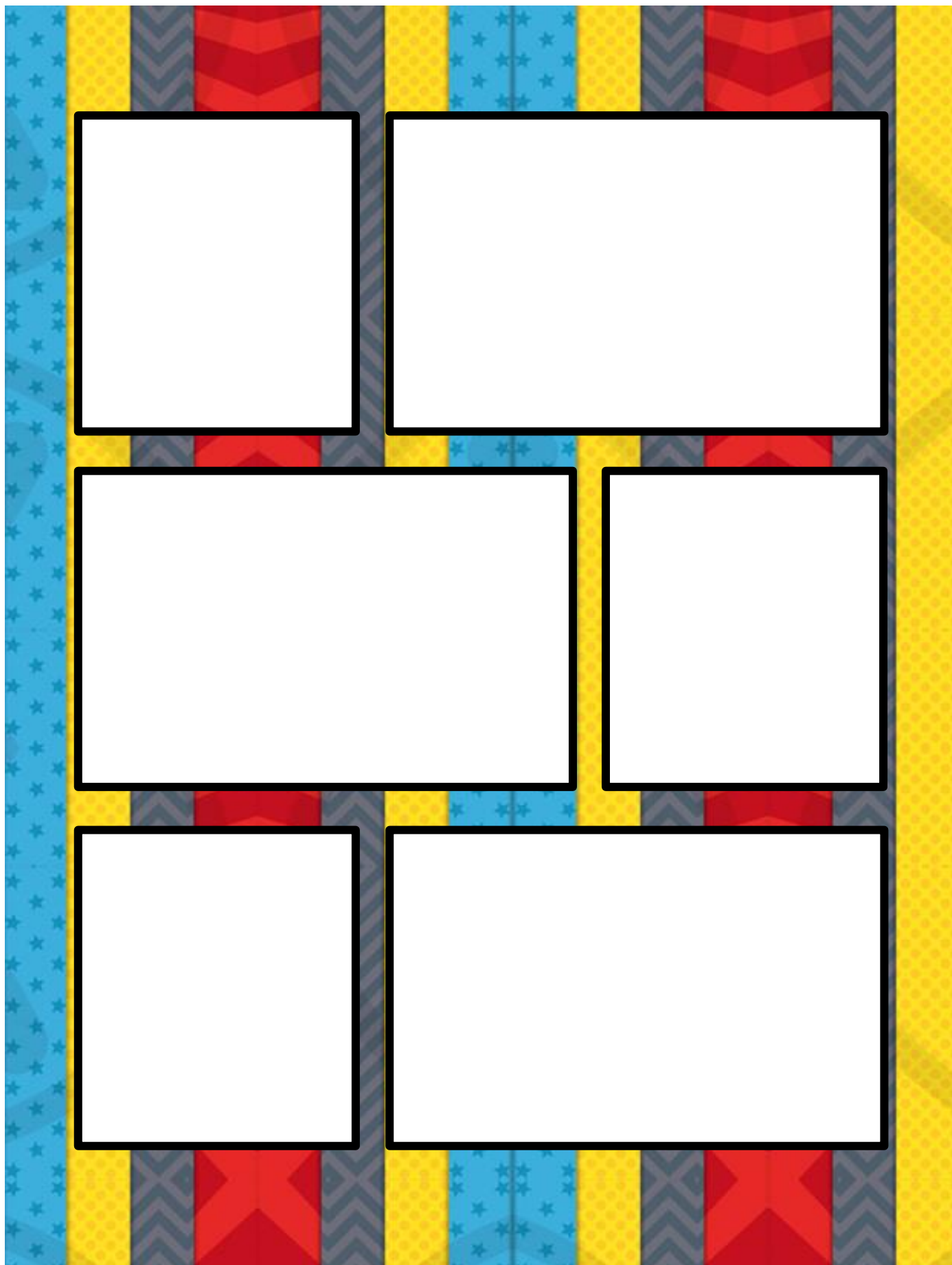
ART MUSEUM



TEAM *ASTERIX*



Source: Etsy, Cartoon Clip Art and Polyvore



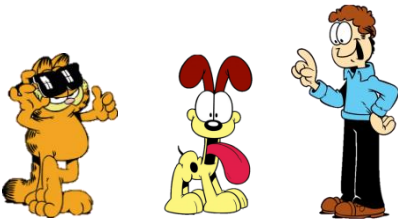
TEAM *SNOOPY*



Source: Etsy, WikiSimpsons, 20 minutos and Pulzo

A comic book page template with a colorful background of vertical stripes in blue, yellow, and red, each with a different pattern (stars, zig-zag, and solid). The page contains six empty rectangular panels with black borders, arranged in a 2x3 grid. The panels are intended for drawing or writing a story.

TEAM *GARFIELD*



Source: Etsy, Mi pequeño gran mundo, 20 minutos and Garfield Wiki

A large rectangular area with a colorful, patterned background. The background consists of vertical stripes in blue (with small stars), yellow (with a dotted pattern), and red (with a chevron pattern). Overlaid on this background are six large, empty white rectangular boxes with thick black borders, arranged in three rows and two columns. These boxes are intended for drawing or writing.

TEAM *POPEYE*



Source: Etsy, Cinemelodic and BellezaPura

A large graphic area with a colorful, patterned background. The background consists of vertical stripes in blue (with small white stars), yellow (with a small white pattern), and red (with a white geometric pattern). There are five large white rectangular boxes with black borders, arranged in two rows: two in the top row and three in the bottom row. These boxes are intended for text or images.

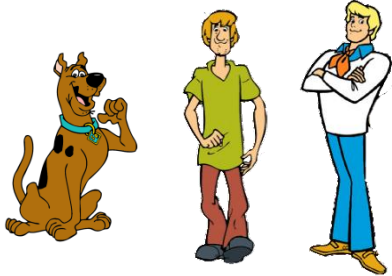
TEAM *Mor&Fi*



Source: Etsy, Salvat, Fnac and Versión original Barcelona language school

A grid of six empty rectangular boxes for writing, arranged in three rows and two columns. The background is a colorful pattern of vertical stripes in blue, yellow, and red, with various geometric and star patterns. Each box is outlined with a thick black border.

TEAM *SCOOBY-DO*



Source: Etsy and Cartoon Clip Art

A large graphic area with a colorful, patterned background. The background consists of vertical stripes of different colors and patterns: blue with small white stars, yellow with a small white dot pattern, red with a white chevron pattern, and grey with a white chevron pattern. Overlaid on this background are six empty rectangular boxes with thick black borders, arranged in three rows. The top row has two boxes, the middle row has two boxes, and the bottom row has two boxes. The boxes are intended for text or images.

TEAM SMURFS



Source: Etsy, The Smurfs and Peyo Creations Wiki and Like Totally 80s

A large graphic area with a colorful patterned background. The background consists of vertical stripes in blue (with small stars), yellow (with a dotted pattern), and red (with a chevron pattern). Overlaid on this background are six empty rectangular boxes with thick black borders, arranged in three rows. The top row has two boxes, the middle row has two boxes, and the bottom row has two boxes.

TEAM *CAL&HOB*



Source: Etsy, Tvitropes, Free Republic and Comic Vine

A comic book page template. The background is a vertical strip with a repeating pattern of colorful bands: blue with white stars, yellow with a dotted pattern, and red with a chevron pattern. There are six empty speech bubble boxes with black outlines arranged in three rows. The top row has a square box on the left and a larger rectangular box on the right. The middle row has a large rectangular box on the left and a smaller square box on the right. The bottom row has a square box on the left and a large rectangular box on the right.

TEAM *TINTIN*



Source: Etsy and Tintin.com

A large graphic area with a colorful, patterned background. The background consists of vertical stripes of different colors and patterns: blue with small white stars, yellow with a small white dot pattern, red with a white chevron pattern, and grey with a white chevron pattern. Overlaid on this background are six empty rectangular boxes with thick black borders, arranged in three rows. The top row has two boxes, the middle row has two boxes, and the bottom row has two boxes. The boxes are intended for text or drawing.

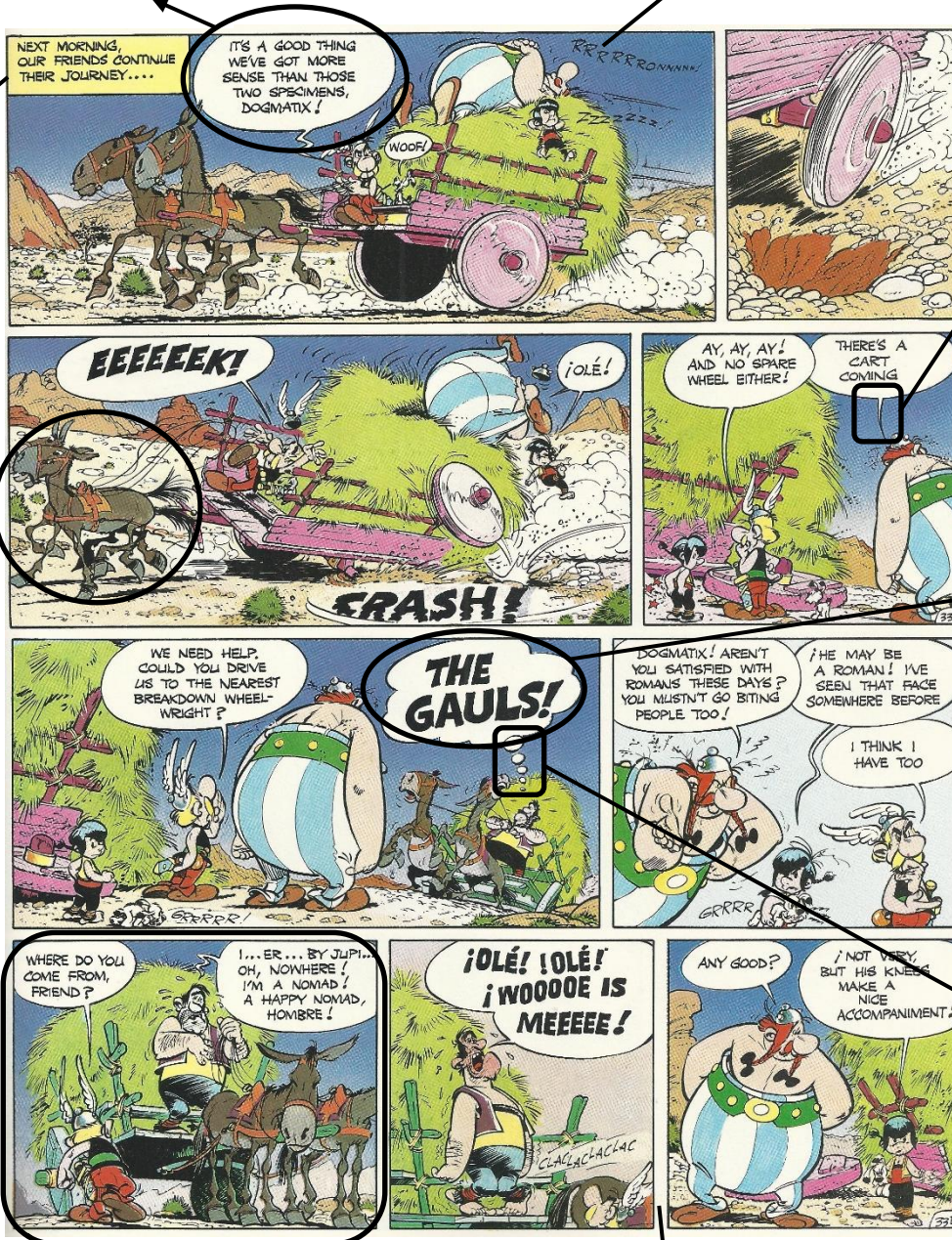
Name: _____

Date: _____

LET'S REVIEW THE VOCABULARY

1. Complete:

Gutter – Pointer – Bubbles – Caption – Panel – Dialogue Balloon – Thought Balloon – Sound Effect – Icon





Source: Etsy and Cartoon Clip Art



Source: Etsy and Cartoon Clip Art



Source: Etsy and Polyvore



Source: Etsy and Tintin.com



Source: Etsy and Tintin.com



Source: Etsy and Tintin.com



Source: Etsy and WikiSimpsons



Source: Etsy and 20 minutos



Source: Etsy and Pulzo



Source: Etsy and Mi pequeño gran mundo



Source: Etsy and 20 minutos



Source: Etsy and Garfield Wiki



Source: Etsy and Cinemelodic



Source: Etsy and Cinemelodic



Source: Etsy and BellezaPura



Source: Etsy and Salvat



Source: Etsy and Fnac



Source: Etsy and Versión original
Barcelona language school



Source: Etsy and Cartoon Clip Art



Source: Etsy and Cartoon Clip Art



Source: Etsy and Cartoon Clip Art



Source: Etsy and The Smurfs and
Peyo Creations Wiki



Source: Etsy and Like Totally 80s



Source: Etsy and Like Totally 80s



Source: Etsy and Tvitropes

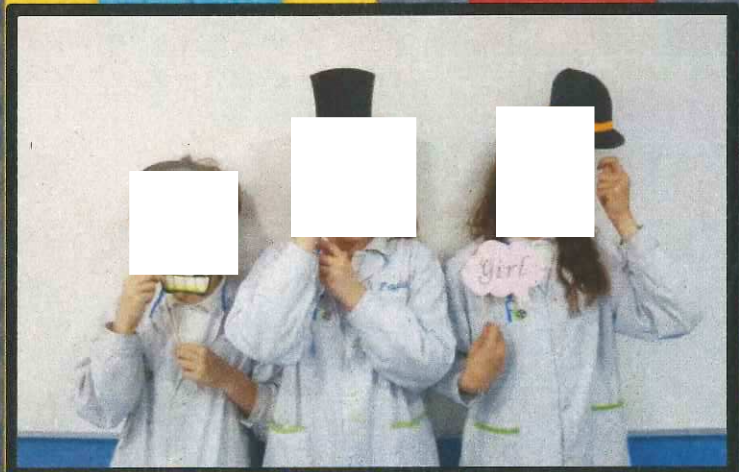
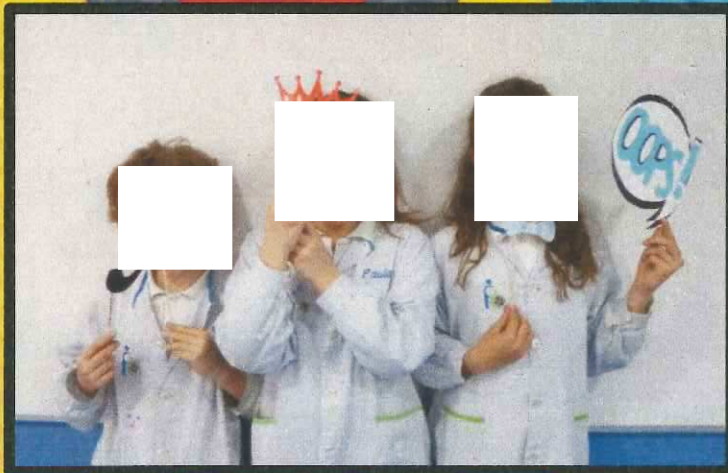
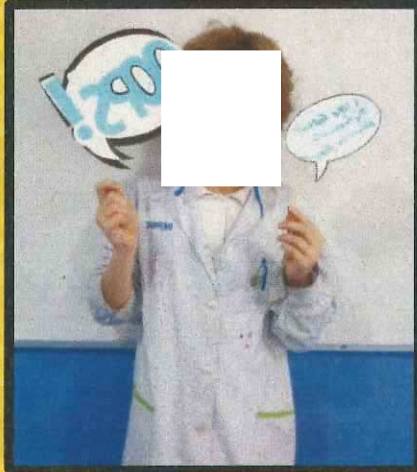


Source: Etsy and Free Republic



Source: Etsy and Comic Vine

TEAM SMURFS



Name: Gisela

Date: 15.2.2017

THE COMIC

1. Answer the questions.

a) Do you like comics?

Yes, I like comics but I only read 3. ✓

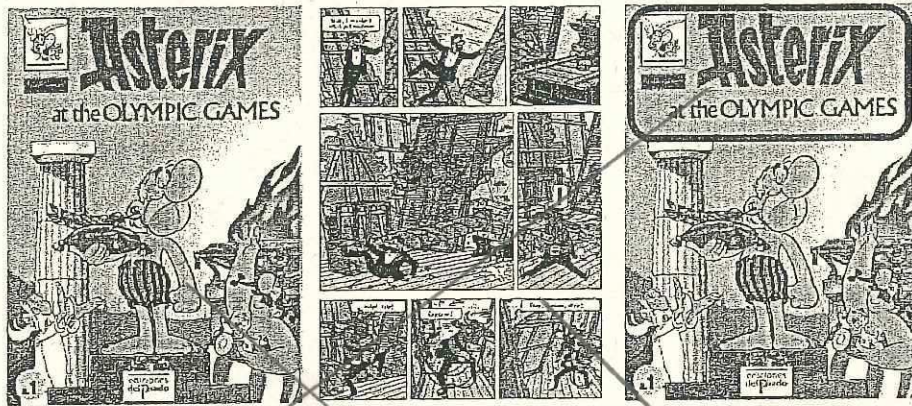
b) Which is your favorite comic?

My favorite comics are "Manga" and "Natural Hero". ✓

2. Write down the words for each definition in the correct order.

It contains communication between/among characters.	LGAODI NOLALOB	<u>DIALOG BALLOON</u> ✓
Square or rectangle that contains a single scene.	NPELA	<u>PANEL</u> ✓
It indicates which character is speaking.	TIPNEOR	<u>POINTER</u> ✓
It indicates which character is thinking.	LBSBEUB	<u>BUBBLES</u>
Any image used to represent a person, place, thing or idea.	NCOI	<u>ICON</u> ✓
Space between panels.	ERTGTU	<u>GUTTER</u> ✓
Visual sound.	DOSUN CEFTFE	<u>SOUND EFFECT</u> ✓
It contains information about a scene or character.	TNCAIPO	<u>CAPTION</u> ✓
It contains a character's thoughts.	HHTOTUG LNOBOAL	<u>THOUGHT BALLOON</u> ✓

3. Match each picture with the correct word.



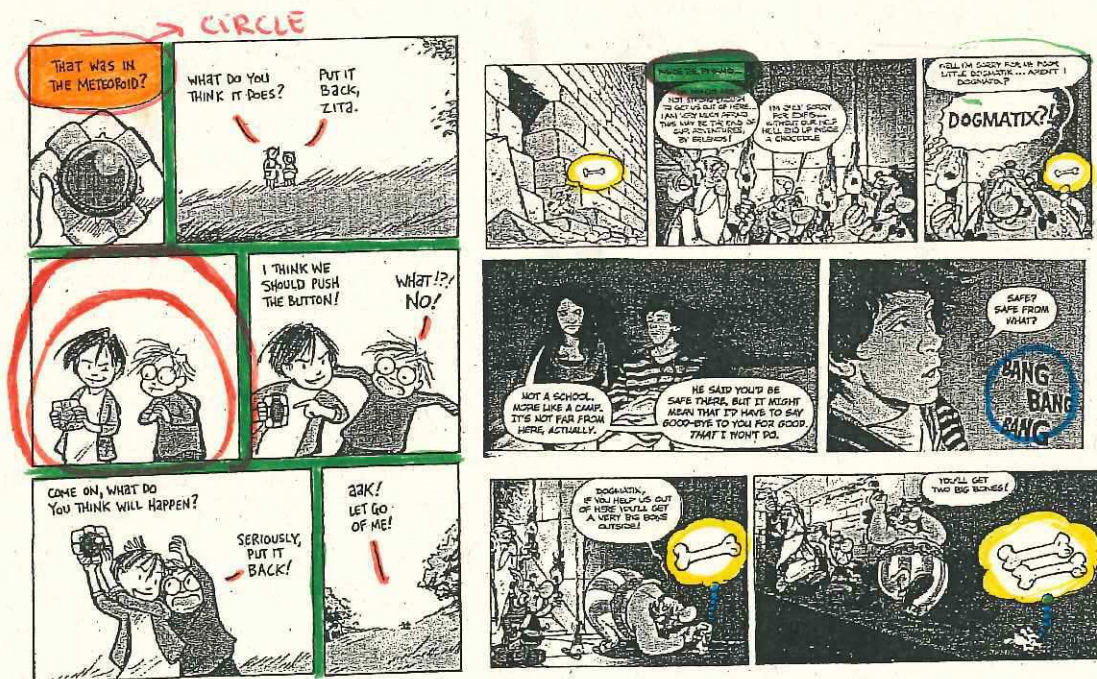
Title

Cover

Inside Page

4. Read and follow the instructions.

- ✓ a) Color a GUTTER green.
- ✓ b) Color a POINTER red.
- ✓ c) Color some BUBBLES blue.
- ✓ d) Circle a CAPTION green.
- ✓ e) Circle a PANEL red.
- ✓ f) Circle a DIALOG BALLOON orange.
- ✓ g) Circle a THOUGHT BALLOON yellow.
- ✓ h) Circle a SOUND EFFECT blue.



Very Good

LET'S REVIEW THE VOCABULARY

1. Complete:

Gutter – Pointer – Bubbles – Caption – Panel – Dialogue Balloon – Thought Balloon – Sound Effect – Icon

Dialogue Balloon ✓

Sound Effect ✓

Pointer ✓

Thought Balloon ✓

Bubbles ✓

Panel ✓

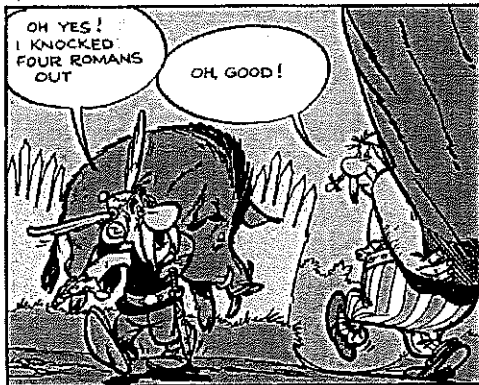
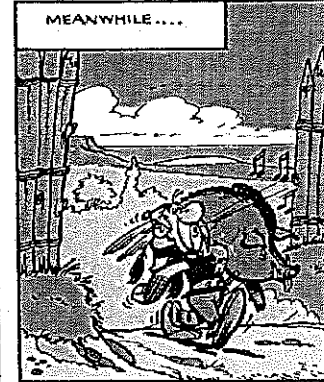
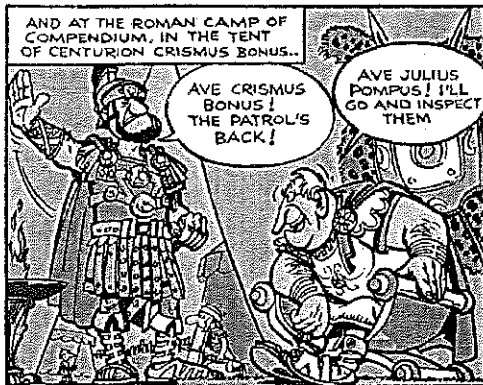
Gutter ✓

Icon ✓

Caption ✓

He is not
She is not

ASTERIX THE GAUL - SCENE 1



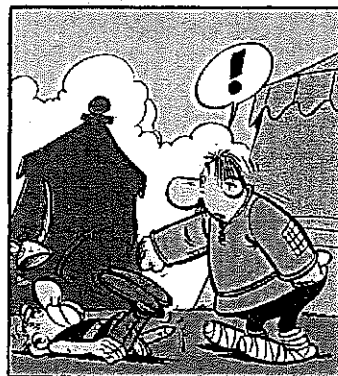
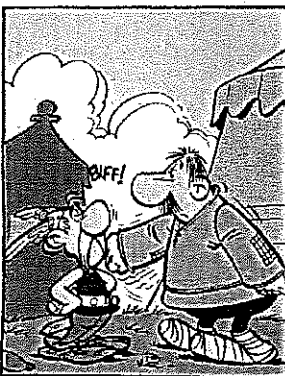
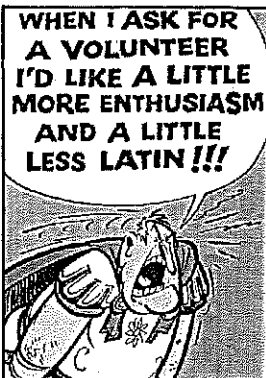
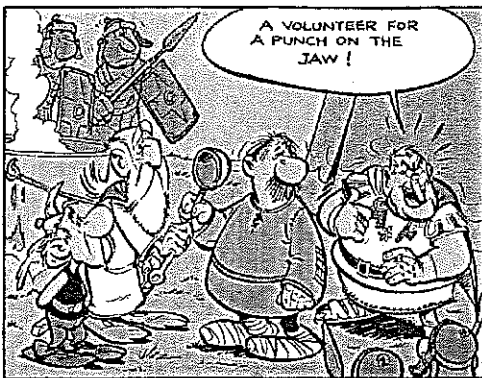
Patrol – Patrulla ; Strength – Força ; Gauls – Gals ; Knocked someone out – Noquejar algú ; Boar – Porc senglà

ASTERIX THE GAUL - SCENE 1



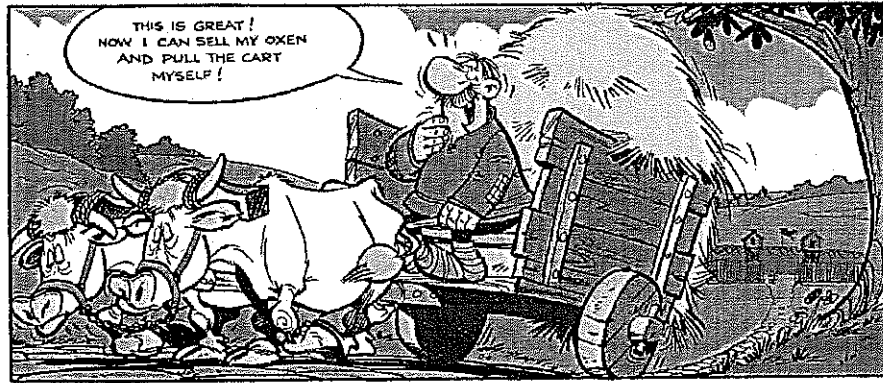
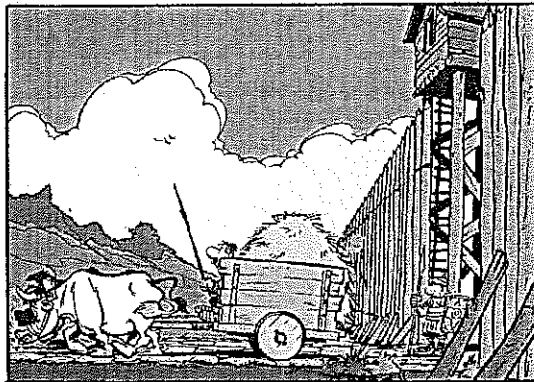
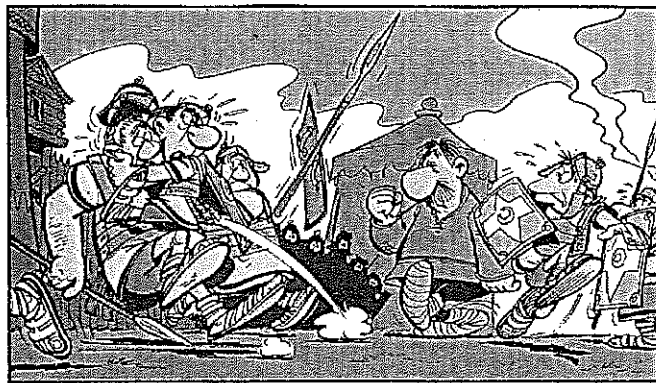
Druid – Druida ; Brew a magic potion – Preparar una poció màgica ; Mistletoe – Grèvol ; Sickle – Falç

ASTERIX THE GAUL - SCENE 2



Jaw - Mandibula ; Excellent notion - Idea excel-lent ; Punch - Colpejar

ASTERIX THE GAUL - SCENE 2



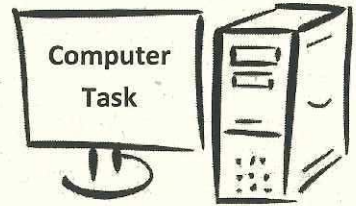
Gee up! - Arre! ; Oxen - Bous

Name: Gisela

Date: _____




Dear students,
Now that you know more things about comics, your task will be to create your own comic in groups of three.



CREATE YOUR OWN COMIC

1. Follow these steps and create your own comic in groups of three.

1



- Go to Pixton.
- Create an avatar for your team.
- Read your assignment.

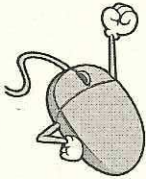
2

- Select "Create your comic". Then, select "Comic strip". And finally, select "Beginners".

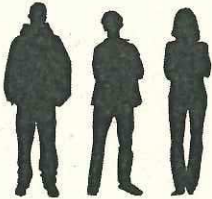
Your comic strip must have a minimum of four panels and a maximum of six panels.

3

Choose the settings that you like the most for your comic.



4




Select the option of "three" characters.

5

Think and write an interesting story. It must have:

- Initial situation.
- Main problem or conflict.
- Final solution.



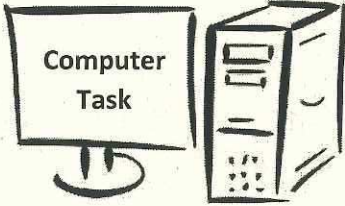
6

Review and double check your writing so as to avoid grammar, spelling, and punctuation mistakes.

Finally, press "save and submit" your assignment.



Dear students,
Here you will find all the information regarding the criteria that I will follow to evaluate your comic.



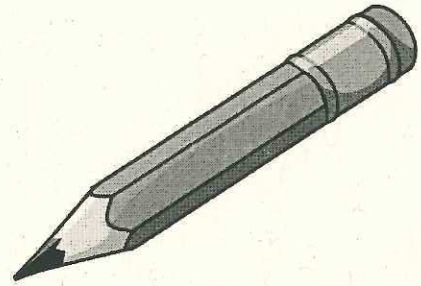
EVALUATION RUBRIC – MY OWN COMIC

- Student's name: Gisela
- Student's partners: Bernat and Paula
- Title of the comic: The Smurfs

	1 Could do better	2 Good Work	3 Outstanding!
Originality of the story	Not well thought out.	Good story and well thought out.	Very interesting and well thought out.
Respect the instructions	Less than 3 panels or more than 6 panels.	Only 3 panels.	Between 4 and 6 panels.
Presentation	Panels are good but not relevant to the story.	Panels are very good and sometimes relevant to the story.	Panels are very interesting and relevant to the story.
Grammar, spelling, and punctuation	Sentences are often unclear and difficult to understand.	Some sentences are unclear and a few times difficult to understand.	Sentences are clear and easy to understand.
Individual work	Not much effort and interest for the task.	Some effort, good attitude and interest for the task.	Great effort, perfect attitude and a lot of interest for the task.
Teamwork	Some arguments and poor organization.	No arguments and good organization.	No arguments, good organization and predisposition to help each other.



Dear students,
Before creating your comic in the computers, you will have to complete this worksheet with all the information regarding your story.



THE STORY OF MY COMIC

1. Fill the gaps with general information of the story.

General information

• Title of my story:

THE SMURFS

Very good! 😊

• Initial Situation:

They're in their small village when...

• Main problem or conflict:

They see a red smurf running to the "Enchanted Wood".

• Final Solution:

The smurfs chase the red smurf and discover a new small village of colourful smurfs.

2. Complete these dialogue balloons with the conversations of your story. Important! Every character must talk at least three times.

Perfect 😊

Panel 1

Papa:

- Smurfs! Where are you? Wake up!...
- They're not here!

Brainy Smurf:

- Oh! Look at that smurf! He's not from this village! Let's chase him Pituquina...

Pituquina:

- Yes! But... look at him, he's red!

Panel 2

Pitukina:

- Oh! He's going to the "Enchanted Wood!"
- I'm scared...

Brainy Smurf:

- Don't be scared...
- Look at the landscape, it's beautiful!

Papa:

- Guys! Where are you going?

Panel 3

Brainy Smurf:

- Shhh! Don't shout, Papa!

Pitukina:

- Look at that smurf, he's red!

Papa:

- That's amazing!
- Do other smurfs exist?

Panel 4

Pitukina:

- I didn't think so... but now, I do!

Brainy Smurf:

- Come on! He's escaping!

If you want to add more than three panels, you have to complete this information too.

In the new small village...

Panel 5

Papa:

- Wow! That's magical.
- The fish is floating in the air!

Pitukina:

- And the bird is swimming in the water!

Brainy Smurf:

- Look there are a lot of colourful smurfs!
- ~~How~~ There's a green one.

Panel 6

Papa:

- We have to show this village to the other smurfs.

Pituhina:

- I love this small village!

Braimy Smurf:

- That's so magical! - I'm gonna stay all my life in here! like small



3. Answer these questions about your comic. Important! You have to answer with FULL sentences.

Example:

How many panels are there in your comic? In my comic there are 6 panels.

- How many panels are there in your comic?

In our comic there are 6 panels ✓

- How many gutters are there in your comic?

In our comic there are 6 gutters ✓

- How many dialogue balloons are there in your comic?

In our comic there are seventeen dialogue balloons ✓

- How many pointers are there in your comic?

In our comic there are seventeen pointers ✓

- How many thought balloons are there in your comic?

In our comic there ~~are~~ ^{aren't} any thought balloons

- How many bubbles are there in your comic?

The comic doesn't have any bubbles. ✓

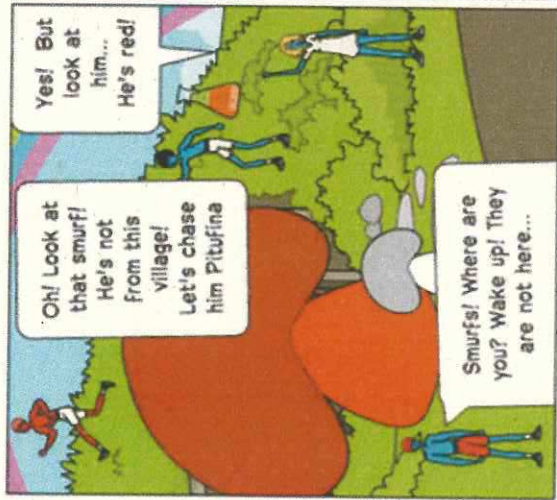
- How many captions are there in your comic?

In our comic there ~~isn't any caption~~ is one caption. ✓

- How many sound effects are there in your comic?

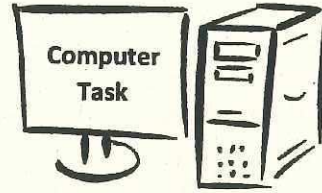
The comic doesn't have any sound effects. ✓

THE SMURFS





Dear students,
Now, I would like you to
evaluate yourself.



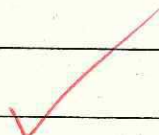
SELF-EVALUATION RUBRIC – MY OWN COMIC

- Student's name: Gisela
- Student's partner: Bernat and Paula
- Title of the comic: The Smurfs

	1 Could do better	2 Good Work	3 Outstanding!
Originality of the story	Not well thought out.	Good story and well thought out.	Very interesting and well thought out.*
Respect the instructions	Less than 3 panels or more than 6 panels.	Only 3 panels.	Between 4 and 6 panels.*
Presentation	Panels are good but not relevant to the story.	Panels are very good and sometimes relevant to the story.	Panels are very interesting and relevant to the story.*
Individual work	Not much effort and interest for the task.	Some effort, good attitude and interest for the task.	Great effort, perfect attitude and a lot of interest for the task.*
Teamwork	Some arguments and poor organization.	No arguments and good organization.	No arguments, good organization and predisposition to help each other.*

- Did you like this task? Why?

I love this task because I love reading and I learn new words and the parts of the comic



EVALUATION RUBRIC – MY OWN COMIC

- Student's name: GISELA
- Student's partners: PAULA, BERNAT
- Title of the comic: THE SMURFS

	1 Could do better	2 Good Work	3 Outstanding!	POINTS
Originality of the story	Not well thought out.	Good story and well thought out.	Very interesting and well thought out.	3
Respect the instructions	Less than 3 panels or more than 6 panels.	Only 3 panels.	Between 4 and 6 panels.	3
Presentation	Panels are good but not relevant to the story.	Panels are very good and sometimes relevant to the story.	Panels are very interesting and relevant to the story.	3
Grammar, spelling, and punctuation	Sentences are often unclear and difficult to understand.	Some sentences are unclear and a few times difficult to understand.	Sentences are clear and easy to understand.	3
Individual work	Not much effort and interest for the task.	Some effort, good attitude and interest for the task.	Great effort, perfect attitude and a lot of interest for the task.	3
Teamwork	Some arguments and poor organization.	No arguments and good organization.	No arguments, good organization and predisposition to help each other.	3

Final Score	18/18	10
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Dear students,
Here you will find all the
information regarding the
criteria that I will follow to
evaluate your performance.



EVALUATION RUBRIC – PLAYS

- Student's name: Gisela
- Student's partners: Paula and Bernat
- Title of the comic: The smurfs

	1 Could do better	2 Good Work	3 Outstanding!
Story	Explanation could be improved.	Good explanation.	Perfect explanation.
Posture, facial expressions, and tone	Could be better.	Good.	Excellent.
Speaking	Sentences are often unclear and difficult to understand.	Some sentences are unclear and a few times difficult to understand.	Sentences are clear and easy to understand.
Reading the story	Always	Sometimes	Never
Individual work	Not much effort and interest for the task.	Some effort, good attitude and interest for the task.	Great effort, perfect attitude and a lot of interest for the task.
Teamwork	Some arguments and poor organization.	No arguments and good organization.	No arguments, good organization and predisposition to help each other.

EVALUATION RUBRIC – PLAYS

- Student's name: GISELA
- Student's partners: PAULA, BERNAT
- Title of the comic: THE SMURFS

	1 Could do better	2 Good Work	3 Outstanding!	POINTS
Story	Explanation could be improved.	Good explanation.	Perfect explanation.	2
Posture, facial expressions, and tone	Could be better.	Good.	Excellent.	3
Speaking	Sentences are often unclear and difficult to understand.	Some sentences are unclear and a few times difficult to understand.	Sentences are clear and easy to understand.	3
Reading the story	Always	Sometimes	Never	2
Individual work	Not much effort and interest for the task.	Some effort, good attitude and interest for the task.	Great effort, perfect attitude and a lot of interest for the task.	3
Teamwork	Some arguments and poor organization.	No arguments and good organization.	No arguments, good organization and predisposition to help each other.	3

Final Score	16/18	8,9
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FRANKENSTEIN

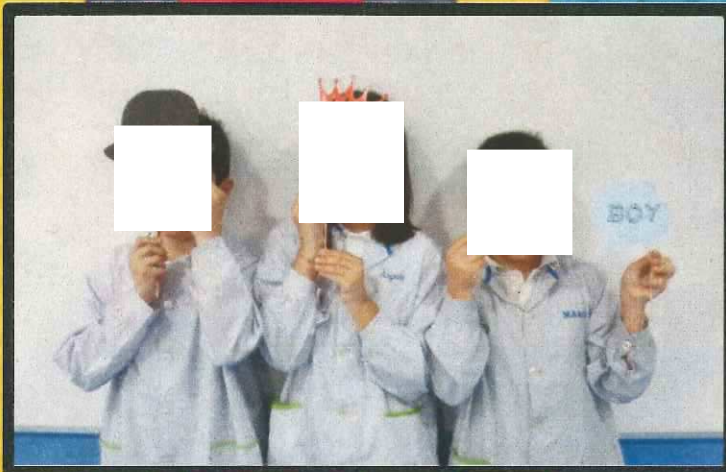
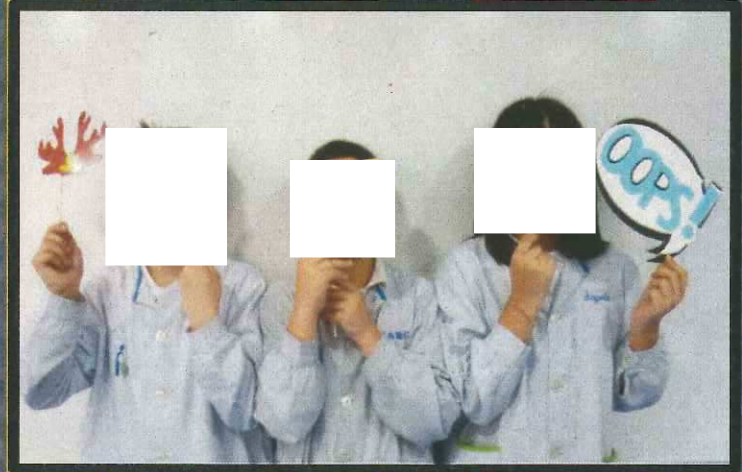
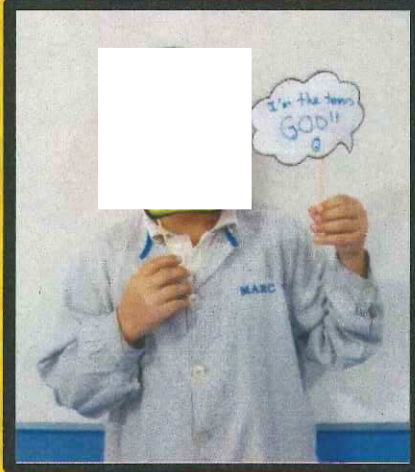


CCSS

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. Also W.3.3.c, L.3.3.a; W.4.3.b, W.4.3.c, L.4.3.a, L.4.3.b; W.5.3.b, W.5.3.c, L.5.6.

Colored: A+ / Text: A+

TEAM *Mor&Fil*



Name: MARC

Date: 15-3-17

THE COMIC

1. Answer the questions.

a) Do you like comics?

No, I don't ✓

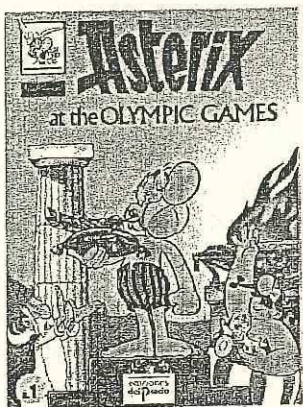
b) Which is your favorite comic?

My favourite comic is Asterix at the olympic games ✓

2. Write down the words for each definition in the correct order.

It contains communication between/among characters.	LGAODI NOLALOB	<u>dialog balloon</u> ✓
Square or rectangle that contains a single scene.	NPELA	<u>Panel</u> ✓
It indicates which character is speaking.	TIPNEOR	<u>Pointer</u> ✓
It indicates which character is thinking.	LBSBEUB	<u>Bubbles</u> ✓
Any image used to represent a person, place, thing or idea.	NCOI	<u>ken</u> ✓
Space between panels.	ERTGTU	<u>Gutter</u> ✓
Visual sound.	DOSUN CEFTFE	<u>sound effect</u> ✓
It contains information about a scene or character.	TNCAIPO	<u>caption</u> ✓
It contains a character's thoughts.	HHTOTUG LNOBOAL	<u>thought balloon</u> ✓

3. Match each picture with the correct word.



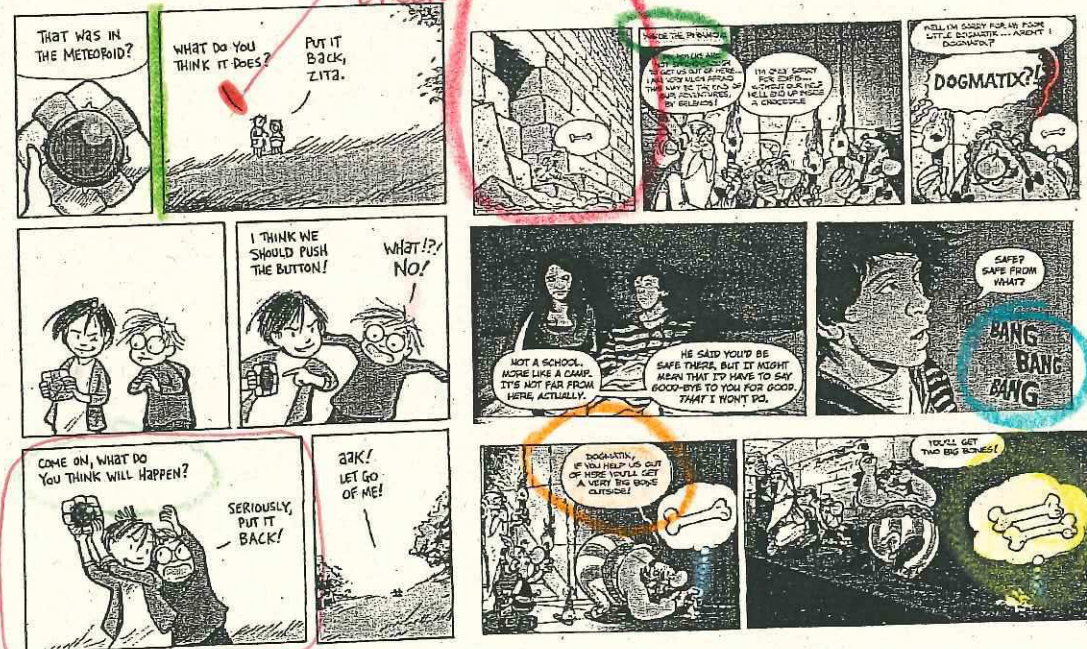
Title

Cover

Inside Page

4. Read and follow the instructions.

- ✓ a) Color a GUTTER green.
- ✓ b) Color a POINTER red.
- ✓ c) Color some BUBBLES blue.
- ✓ d) Circle a CAPTION green.
- ✓ e) Circle a PANEL red.
- ✓ f) Circle a DIALOG BALLOON orange.
- ✓ g) Circle a THOUGHT BALLOON yellow.
- ✓ h) Circle a SOUND EFFECT blue.



Panel RED

Very Good

Name: Marc

Date: 24-3-17

LET'S REVIEW THE VOCABULARY

1. Complete:

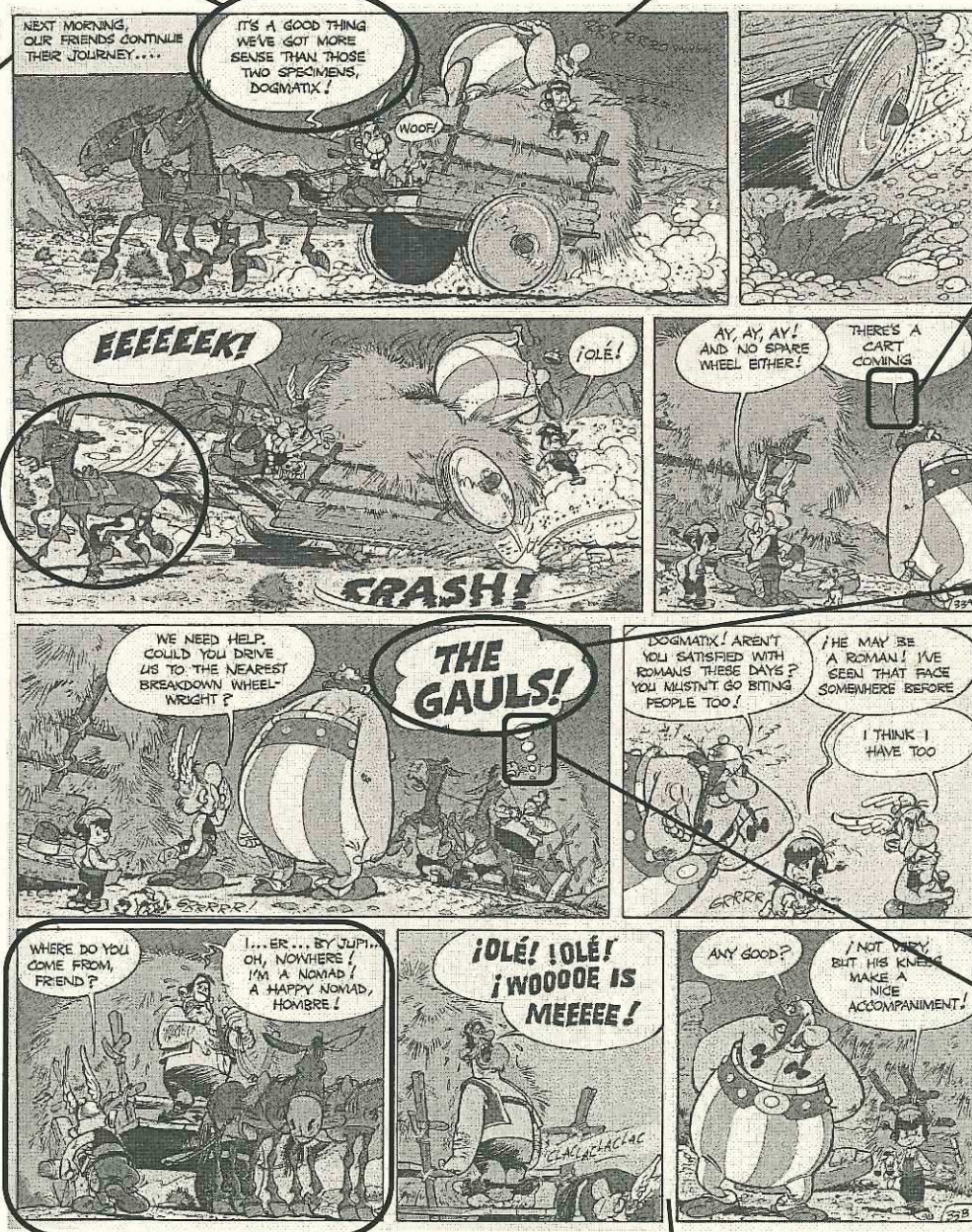
Gutter - Pointer - Bubbles - Caption - Panel - Dialogue Balloon - Thought Balloon - Sound Effect - Icon

dialogue balloon ✓

sound effect ✓

caption ✓

pointer ✓



icon ✓

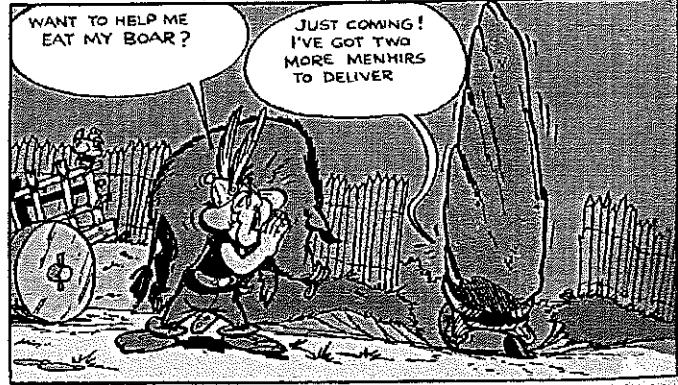
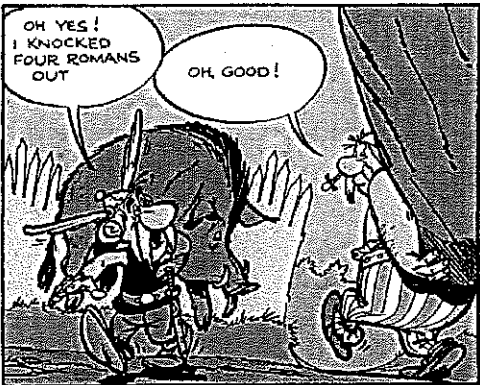
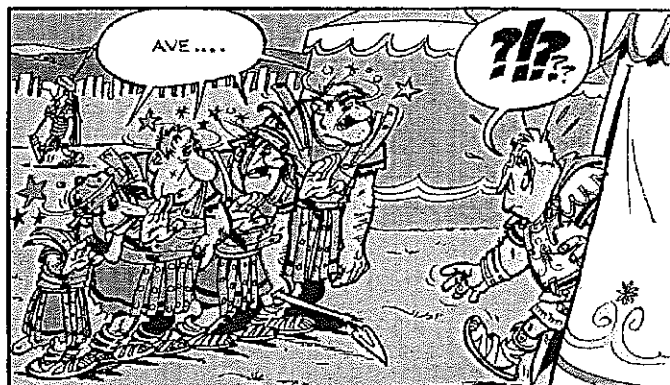
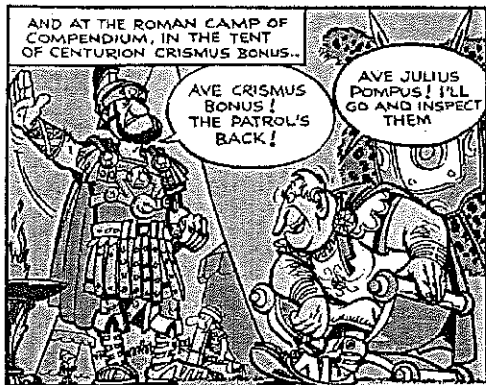
thought balloon ✓

bubbles ✓

panel ✓

gutter ✓

ASTERIX THE GAUL - SCENE 1



Patrol – Patrulla ; Strength – Força ; Gauls – Gals ; Knocked someone out – Noquejar algú ; Boar – Porc senglà

MARC

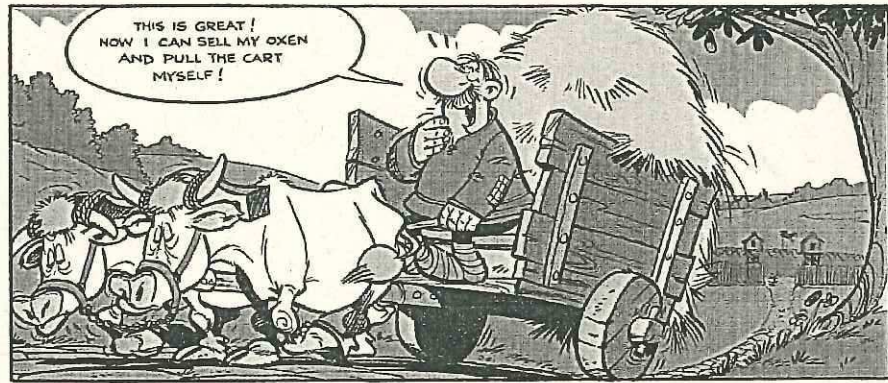
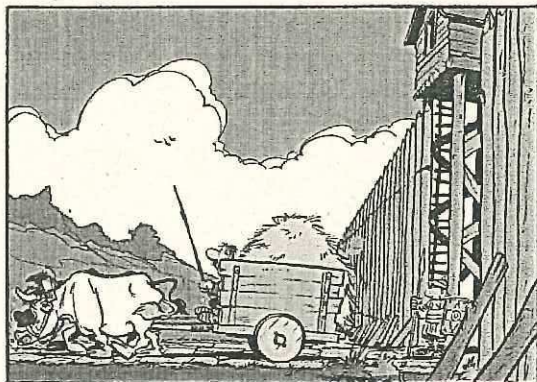
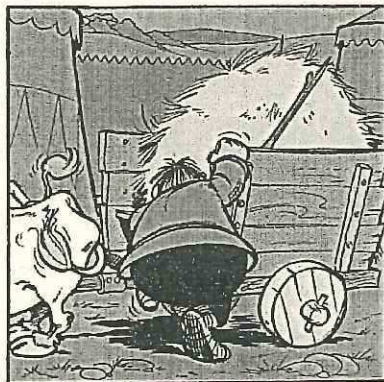
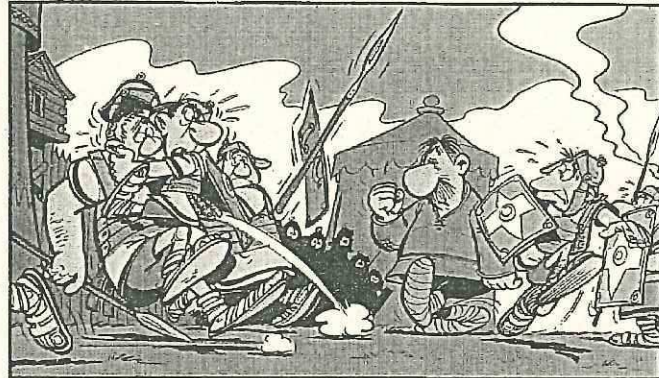
ASTERIX THE GAUL - SCENE 1



Druid – Druida ; Brew a magic potion – Preparar una poció màgica ; Mistletoe – Grèvol ; Sickle – Falç

MARC

ASTERIX THE GAUL - SCENE 2



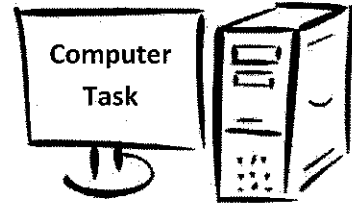
Gee up! - Arrel ; Oxen - Bous

Name: _____

Date: _____




Dear students,
Now that you know more things about comics, your task will be to create your own comic in groups of three.



CREATE YOUR OWN COMIC

1. Follow these steps and create your own comic in groups of three.

1



- Go to Pixton.
- Create an avatar for your team.
- Read your assignment.

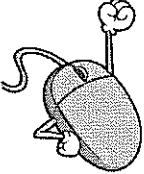
2

- Select "Create your comic". Then, select "Comic strip". And finally, select "Beginners".

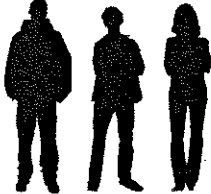
Your comic strip must have a minimum of four panels and a maximum of six panels.

3

Choose the settings that you like the most for your comic.



4




Select the option of "three" characters.

5

Think and write an interesting story. It must have:

- Initial situation.
- Main problem or conflict.
- Final solution.



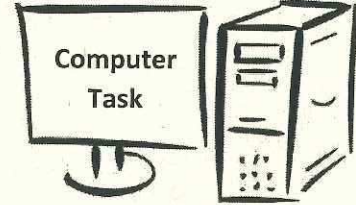
6

Review and double check your writing so as to avoid grammar, spelling, and punctuation mistakes.

Finally, press "save and submit" your assignment.



Dear students,
Here you will find all the
information regarding the
criteria that I will follow to
evaluate your comic.



EVALUATION RUBRIC – MY OWN COMIC

- Student's name: Marc
- Student's partners: Paw and Angie
- Title of the comic: CLASS FRIENDS

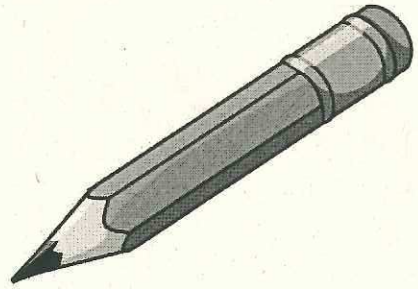
	1 Could do better	2 Good Work	3 Outstanding!
Originality of the story	Not well thought out.	Good story and well thought out.	Very interesting and well thought out.
Respect the instructions	Less than 3 panels or more than 6 panels.	Only 3 panels.	Between 4 and 6 panels.
Presentation	Panels are good but not relevant to the story.	Panels are very good and sometimes relevant to the story.	Panels are very interesting and relevant to the story.
Grammar, spelling, and punctuation	Sentences are often unclear and difficult to understand.	Some sentences are unclear and a few times difficult to understand.	Sentences are clear and easy to understand.
Individual work	Not much effort and interest for the task.	Some effort, good attitude and interest for the task.	Great effort, perfect attitude and a lot of interest for the task.
Teamwork	Some arguments and poor organization.	No arguments and good organization.	No arguments, good organization and predisposition to help each other.

MARC

Date: 5-4-17



Dear students,
Before creating your comic in the computers, you will have to complete this worksheet with all the information regarding your story.



THE STORY OF MY COMIC

1. Fill the gaps with general information of the story.

General information

• Title of my story:

Class Friends

Well Done!

• Initial Situation:

They're doing a little adventure that it's so crazy

• Main problem or conflict:

They see a big big lion in the forest

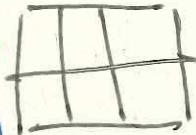
• Final Solution:

They kill the lion and that's the end

2. Complete these dialogue balloons with the conversations of your story. Important! Every character must talk at least three times.

CLASS FRIENDS

AT THE PARK...



Panel 1

Very Good!
I like your story ☺

Marc

Hello Mark!

Hello Paw!

Hello
Angie!

Panel 2

MARC

What do you want to do?

I want to go to the forest.
And you Pau?

Yes, I want to go to the forest too

Panel 3

MARC

OK, now we are going to go to the forest

OK! Let's go

One moment we have to take a knife because there is a lion in the forest!

Panel 4

IN THE FOREST...

What do you want to do in the forest?

We can explore it.

MARC

OK. Now we have to split the group and we can explore more.

If you want to add more than three panels, you have to complete this information too.

Panel 5

MARC

The lion!
The lion!

Angie!
Where are you?

I'm here!

MARC

OK! I'm arriving
Paw, come here!

Yeo, I'm here
I want to kill
the lion

! Thank you
Paw! That's a good
adventure

KSHH!

THE
END



3. Answer these questions about your comic. Important! You have to answer with FULL sentences.

Example:

How many panels are there in your comic? In my comic there are 6 panels.

- How many panels are there in your comic?

There are 6 panels ✓

- How many gutters are there in your comic?

There are 7 gutters ✓

- How many dialogue balloons are there in your comic?

There are 18 dialogue balloons ✓

- How many pointers are there in your comic?

There are 18 pointers ✓

- How many thought balloons are there in your comic?

There are ~~0~~ thought balloons
not any

- How many bubbles are there in your comic?

There are ^{not any} 0 bubbles

- How many captions are there in your comic?

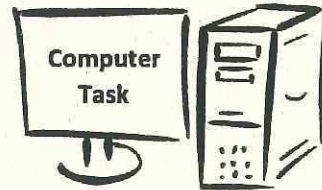
There is 1 caption ✓

- How many sound effects are there in your comic?

There is 1 sound effect ✓



Dear students,
Now, I would like you to
evaluate yourself.



SELF-EVALUATION RUBRIC – MY OWN COMIC

- Student's name: MARC
- Student's partner: PAU ANGELA
- Title of the comic: CLASS FRIENDS

	1 Could do better	2 Good Work	3 Outstanding!
Originality of the story	Not well thought out.	Good story and well thought out.	Very interesting and well thought out.
Respect the instructions	Less than 3 panels or more than 6 panels.	Only 3 panels.	Between 4 and 6 panels.
Presentation	Panels are good but not relevant to the story.	Panels are very good and sometimes relevant to the story.	Panels are very interesting and relevant to the story.
Individual work	Not much effort and interest for the task.	Some effort, good attitude and interest for the task.	Great effort, perfect attitude and a lot of interest for the task.
Teamwork	Some arguments and poor organization.	No arguments and good organization.	No arguments, good organization and predisposition to help each other.

- Did you like this task? Why?

Yes, because that's so fun and interesting

_____ ✓

EVALUATION RUBRIC – MY OWN COMIC

- Student's name: MARC
- Student's partners: PAU, ANGELA
- Title of the comic: CLASS FRIENDS

	1 Could do better	2 Good Work	3 Outstanding!	POINTS
Originality of the story	Not well thought out.	Good story and well thought out.	Very interesting and well thought out.	3
Respect the instructions	Less than 3 panels or more than 6 panels.	Only 3 panels.	Between 4 and 6 panels.	1
Presentation	Panels are good but not relevant to the story.	Panels are very good and sometimes relevant to the story.	Panels are very interesting and relevant to the story.	2
Grammar, spelling, and punctuation	Sentences are often unclear and difficult to understand.	Some sentences are unclear and a few times difficult to understand.	Sentences are clear and easy to understand.	3
Individual work	Not much effort and interest for the task.	Some effort, good attitude and interest for the task.	Great effort, perfect attitude and a lot of interest for the task.	3
Teamwork	Some arguments and poor organization.	No arguments and good organization.	No arguments, good organization and predisposition to help each other.	3

Final Score	15/18	8,3
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Dear students,
Here you will find all the
information regarding the
criteria that I will follow to
evaluate your performance.



EVALUATION RUBRIC – PLAYS

- Student's name: MARC
- Student's partners: ANGELA I PAO
- Title of the comic: CLASS FRIENDS

	1 Could do better	2 Good Work	3 Outstanding!
Story	Explanation could be improved.	Good explanation.	Perfect explanation.
Posture, facial expressions, and tone	Could be better.	Good.	Excellent.
Speaking	Sentences are often unclear and difficult to understand.	Some sentences are unclear and a few times difficult to understand.	Sentences are clear and easy to understand.
Reading the story	Always	Sometimes	Never
Individual work	Not much effort and interest for the task.	Some effort, good attitude and interest for the task.	Great effort, perfect attitude and a lot of interest for the task.
Teamwork	Some arguments and poor organization.	No arguments and good organization.	No arguments, good organization and predisposition to help each other.

EVALUATION RUBRIC – PLAYS

- Student's name: MARC
- Student's partners: PAU, ANGELA
- Title of the comic: CLASS FRIENDS

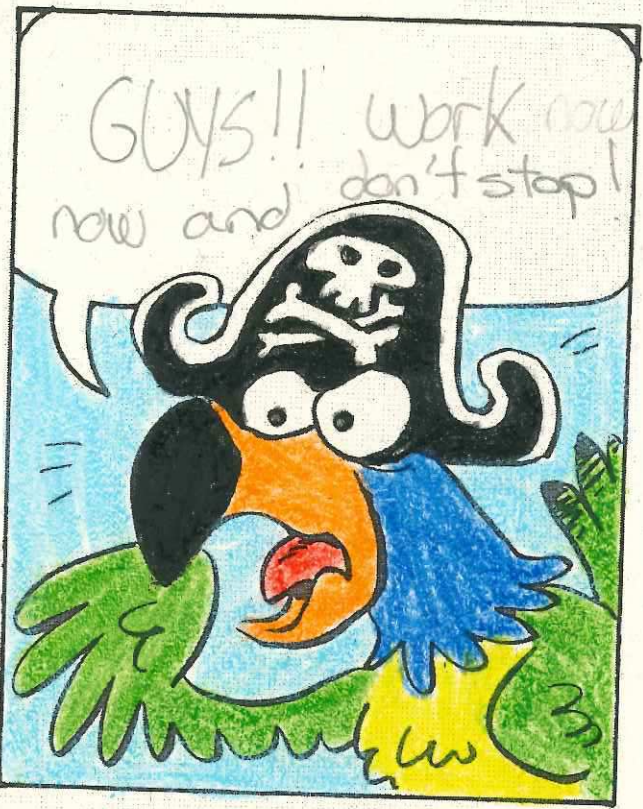
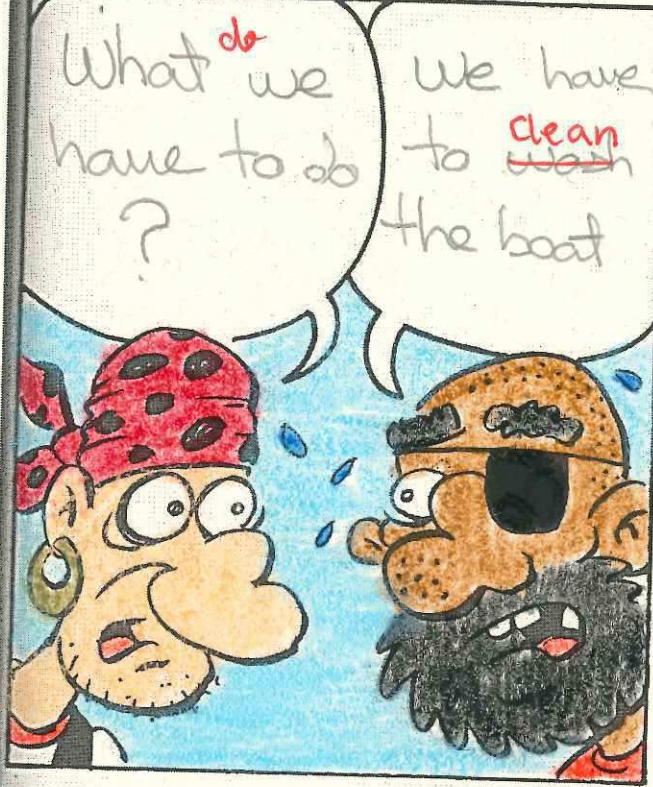
	1 Could do better	2 Good Work	3 Outstanding!	POINTS
Story	Explanation could be improved.	Good explanation.	Perfect explanation.	3
Posture, facial expressions, and tone	Could be better.	Good.	Excellent.	3
Speaking	Sentences are often unclear and difficult to understand.	Some sentences are unclear and a few times difficult to understand.	Sentences are clear and easy to understand.	3
Reading the story	Always	Sometimes	Never	3
Individual work	Not much effort and interest for the task.	Some effort, good attitude and interest for the task.	Great effort, perfect attitude and a lot of interest for the task.	3
Teamwork	Some arguments and poor organization.	No arguments and good organization.	No arguments, good organization and predisposition to help each other.	3

Final Score	18 / 18	10
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MARC

A+

PIRATES



CCSS

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Also W.3.3.b, L.3.3.b; W.4.3.a, W.4.3.c; W.5.3.a, W.5.3.b, L.5.3.b.

Color: A+ / Text: A+

THE COMICS CHALLENGE QUIZ

ASTROSNIKS EL CIRCO SNIK



1. ¿Dónde habitan los Sniks?

2. ¿Cómo se llama el invitado especial del jefe Glaxo?

3. ¿Para qué quiere Zacarías Wrong doce Sniks?

4. ¿De quién está enamorado Fantasnik al principio?

5. ¿De quién está enamorada Astralia?

6. ¿Cuál era la misión de Zelda?

7. ¿Cómo han solucionado el problema Zelda y el comandante?

8. ¿Por qué el comandante conoce a Zelda?



THE COMICS CHALLENGE QUIZ

ASTROSTRIKS EL CIRCO STRIK



1. ¿Dónde habitan los Striks?

- Los Striks habitan en el planeta Strikeria y en la ciudad Strikville.

2. ¿Cómo se llama el invitado especial del jefe Glaxo?

- El invitado especial del jefe Glaxo se llama Zacarías Wrong.

3. ¿Para qué quiere Zacarías Wrong doce Striks?

- Zacarías los quiere para hacer una función de circo.

4. ¿De quién está enamorado Fantasnik al principio?

- Fantasnik al principio está enamorado de Astralia.

5. ¿De quién está enamorada Astralia?

- Astralia está enamorada del comandante.

6. ¿Cuál era la misión de Zelda?

- La misión de Zelda era convencer al comandante para que le ayudara a conseguir doce voluntarios para el circo.

7. ¿Cómo han solucionado el problema Zelda y el comandante?

- Zelda y el comandante han entregado unos falsos Striks a Glaxo. Le han entregado muñecos de coleccionista de Nick (un terrícola).

8. ¿Por qué el comandante conoce a Zelda?

- El comandante conoce a Zelda porque los dos son del mismo planeta.



THE COMICS CHALLENGE QUIZ

ELS BARRUFETS OLÍMPICS



Els Barrufets Olímpics

1. Què està organitzant el Barrufet Forçut?

2. Què aconseguirà guanyar el guanyador dels jocs?

3. Quin barrufet participa sol als jocs olímpics?

4. Qui escriu el reglament dels jocs olímpics?

5. Què somia el Barrufet Llaminer?

6. Qui guanya la prova de relleus?

7. Què era realment l'ungüent que portava el Barrufet Desnerit al nas?

El Barrufet de Pasqua

8. Què roba el Barrufet de les Ulleres al Barrufet Llaminer?



9. A qui li volen fer un regal els barrufets?

El Jardí dels Barrufets

10. Quina trampa ha preparat en Gargamel?



THE COMICS CHALLENGE QUIZ

ELS BARRUFETS OLÍMPICS



Els Barrufets Olímpics

1. Què està organitzant el Barrufet Forçut?

- El Barrufet Forçut està organitzant uns Jocs Olímpics.

2. Què aconseguirà guanyar el guanyador dels jocs?

- El guanyador aconseguirà guanyar una medalla i un petó de la Barrufeta.

3. Quin barrufet participa sol als Jocs Olímpics?

- El Barrufet Desnerit és l'únic barrufet que participa sol als jocs olímpics.

4. Qui escriu el reglament dels Jocs Olímpics?

- El Gran Barrufet és el que escriu el reglament

5. Què somia el Barrufet Llaminer?

- El Barrufet Llaminer somia amb medalles de xocolata.

6. Qui guanya la prova de relleus?

- El Barrufet Desnerit és el que guanya la prova de relleus.

7. Què era realment l'ungüent que portava el Barrufet Desnerit al nas?

- L'ungüent era realment confitura de grosella.

El Barrufet de Pasqua

8. Què roba el Barrufet de les Ulleres al Barrufet Llaminer?

- El Barrufet de les Ulleres li roba un ou de sucre al Barrufet Llaminer.



9. A qui li volen fer un regal els barrufets?

- Els barrufets li volen fer un regal al Gran Barrufet.

El Jardí dels Barrufets

10. Quina trampa ha preparat en Gargamel?

- En Gargamel ha construït un Jardí de les Delícies pels Barrufets.



THE COMICS CHALLENGE QUIZ

HISTÒRIA DE LA FOTOGRAFIA EN CÒMIC



1. Com es diuen el noi i la noia protagonistes d'aquesta història?

2. Quina història ens volen explicar el Flash i la Susanna?

3. Quina és la primera parada d'aquest viatge o d'aquesta història?

4. Els grecs ja coneixien la fotografia. Cert o fals?

5. Què és la cambra obscura?

6. Es podien fer servir les cambres obscures com a eines de dibuix?

7. Què van descobrir el 1800?

8. Què va inventar Joseph Nicéphore Niépce a l'any 1826?



9. Com va anomenar Niépce a la primera imatge?

10. Completa la frase. Niépce va ser el descobridor (de la fotografia), Daguerre va ser el _____: va desenvolupar l'invent i el va donar a conèixer al món.

11. Què va passar el dia 1 de novembre de 1839?

12. Quin era l'inconvenient del Daguerrotip?

13. En el 1841, Talbot va fer un nou descobriment, com el va anomenar?

14. Quins avantatges tenia el Calotip que no tenia el Daguerrotip?

15. Quins inconvenients tenia el Calotip que no tenia el Daguerrotip?

16. Quins inventors van crear al 1851 un nou procediment que multiplicava la rapidesa del procés fotogràfic i que aconseguia una qualitat d'imatge similar a la del Daguerrotip?

17. En quin any es van fer les primeres fotos aèries?

18. Quina feina agafen el Flash i la Susanna?

19. Quin és el seu primer encàrrec com a reporters?

20. De què era l'anunci que fa la Susanna?



THE COMICS CHALLENGE QUIZ

HISTÒRIA DE LA FOTOGRAFIA EN CÒMIC



1. Com es diuen el noi i la noia protagonistes d'aquesta història?

- Els protagonistes es diuen Flash i Susanna.

2. Quina història ens volen explicar el Flash i la Susanna?

- El Flash i la Susanna ens volen explicar la història de la fotografia.

3. Quina és la primera parada d'aquest viatge o d'aquesta història?

- La primera parada d'aquest viatge és a l'Antiga Grècia.

4. Els grecs ja coneixien la fotografia. Cert o fals?

- Fals.

5. Què és la cambra obscura?

- És l'efecte òptic que es produeixen quan deixem passar la llum per un petit forat dins d'una habitació a les fosques. La imatge exterior es projecta, reduïda i invertida, sobre la paret oposada a l'obertura.

6. Es podien fer servir les cambres obscures com a eines de dibuix?

- Sí.

7. Què van descobrir el 1800?

- El 1800 es van descobrir les sals de plata (productes químics).

8. Què va inventar Joseph Nicéphore Niépce a l'any 1826?

- Joseph Nicéphore Niépce a l'any 1826 va inventar la fotografia.

9. Com va anomenar Niépce a la primera imatge?

- Niépce va anomenar la primera imatge Heliografia.



10. Completa la frase. Niépce va ser el descobridor (de la fotografia), Daguerre va ser el conqueridor: va desenvolupar l'invent i el va donar a conèixer al món.

11. Què va passar el dia 1 de novembre de 1839?

- El dia 1 de novembre de 1839 es va prendre a Barcelona el primer Daguerrotip conegut a Espanya.

12. Quin era l'inconvenient del Daguerrotip?

- L'inconvenient és que no se'n podien fer còpies.

13. En el 1841, Talbot va fer un nou descobriment, com el va anomenar?

- Talbot va anomenar al seu nou descobriment Calotip.

14. Quins avantatges tenia el Calotip que no tenia el Daguerrotip?

- Que era més barat i es podien fer tantes còpies com es volgués.

15. Quins inconvenients tenia el Calotip que no tenia el Daguerrotip?

- Que la qualitat de la imatge era pitjor.

16. Quin inventor van crear al 1851 un nou procediment que multiplicava la rapidesa del procés fotogràfic i que aconseguia una qualitat d'imatge similar a la del Daguerrotip?

- L'inventor es diu Frederick Scott Archer.

17. En quin any es van fer les primeres fotos aèries?

- Es van fer a l'any 1858.

18. Quina feina agafen el Flash i la Susanna?

- El Flash i la Susanna agafen una feina de reporters.

19. Quin és el seu primer encàrrec com a reporters?

- El seu primer encàrrec és anar a fer fotografies a uns grans magatzems que fan rebaixes.

20. De què era l'anunci que fa la Susanna?

- L'anunci que fa la Susanna és de melindros Tocomocho.



THE COMICS CHALLENGE QUIZ

LAS FÁBULAS DEL BOSQUE VERDE



1. ¿Por qué se asusta Juanito en el bosque?

2. ¿Qué animal es realmente el supuesto monstruo?

3. ¿Quién creen los otros animales del bosque que es el culpable del robo de alimentos y de la aparición de las enormes huellas?

4. ¿Quién es el único animal que cree a Juanito?

5. ¿Cuál es el nombre del misterioso oso?

6. ¿Qué alimento comió el oso del campo de Tom?



THE COMICS CHALLENGE QUIZ

LAS FÁBULAS DEL BOSQUE VERDE



1. ¿Por qué se asusta Juanito en el bosque?

- Juanito se asusta porque ha visto un monstruo.

2. ¿Qué animal es realmente el supuesto monstruo?

- El supuesto monstruo realmente es un oso.

3. ¿Quién creen los otros animales del bosque que es el culpable del robo de alimentos y de la aparición de las enormes huellas?

- Los animales del bosque creen que el culpable es Juanito.

4. ¿Quién es el único animal que cree a Juanito?

- El único animal que cree a Juanito es Juanita.

5. ¿Cuál es el nombre del misterioso oso?

- El nombre del misterioso oso es Oso Gozoso.

6. ¿Qué alimento comió el oso del campo de Tom?

- El oso comió fresas del campo de Tom.



THE COMICS CHALLENGE QUIZ

LES AVENTURES DE TINTIN: OBJECTIU LA LLUNA



1. Com es diu el treballador d'en Capità Haddock?

2. On diu que està el senyor Tornassol?

3. De què es queixa tota l'estona el Capità Haddock de la gent que viu a Soldàvia?

4. Qui és el senyor Frank Wolff?

5. A on vol viatjar en Tornassol?

6. Què és la Sepo?

7. Quin objecte li diuen al senyor Frank Wolff que ha desaparegut?

8. A quin lloc troben els plànols desapareguts?



9. Quin objecte busca desesperadament el Capità Haddock a l'Estació de Control?

10. Quin nom té el primer coet que han enviat a la Lluna?

11. Per què han hagut d'explotar el coet X-FLRG?

12. Quin personatge fan servir com a conillet d'Índies per provar el vestit espacial?

13. Per què s'enfada molt el Professor Tornassol amb el Capità Haddock?

14. Quin problema mèdic té el Professor Tornassol després de caure pel forat del coet?



THE COMICS CHALLENGE QUIZ

LES AVENTURES DE TINTIN: OBJECTIU LA LLUNA



1. Com es diu el treballador d'en Capità Haddock?

- El treballador d'en Capità Haddock es diu Néstor.

2. On diu el Senyor Tornassol que està?

- El senyor Tornassol diu que està a Sildàvia.

3. De què es queixa tota l'estona el Capità Haddock de la gent que viu a Sildàvia?

- El Capità Haddock es queixa que la gent que viu a Sildàvia beuen aigua mineral.

4. Qui és el senyor Frank Wolff?

- El senyor Frank Wolff és l'enginyer auxiliar del Professor Tornassol.

5. A on vol viatjar en Tornassol?

- En Tornassol vol viatjar a la Lluna.

6. Què és la Sepo?

- La Sepo és la policia especial encarregada per una banda de la vigilància de la zona atòmica, i per l'altra, de la lluita contra el sabotatge i l'espionatge.

7. Quin objecte li diuen al senyor Frank Wolff que ha desaparegut?

- Li diuen al senyor Frank Wolff que han desaparegut els plànols detallats d'un coet experimental.

8. A quin lloc troben els plànols desapareguts?

- Troben els plànols desapareguts a dins d'una paperera.

9. Quin objecte busca desesperadament el Capità Haddock a l'Estació de Control?

- El Capità Haddock busca desesperadament la seva pipa.



10. Quin nom té el primer coet que han enviat a la Lluna?

- El primer coet que han enviat a la Lluna es diu Z-FLRG.

11. Per què han hagut d'explotar el coet X-FLRG?

- Han explotat el coet perquè uns estrangers l'havien interceptat.

12. Quin personatge fan servir com a conillet d'índies per provar el vestit espacial?

- Per provar el vestit espacial fan servir al Capità Haddock com a conillet d'índies.

13. Per què s'enfada molt el Professor Tornassol amb el Capità Haddock?

El Professor Tornassol s'enfada molt amb el Capità Haddock perquè aquest l'ha acusat d'haver estat fent la mona.

14. Quin problema mèdic té el Professor Tornassol després de caure pel forat del coet?

- El Professor Tornassol té amnèsia després de caure pel forat del coet.



THE COMICS CHALLENGE QUIZ



PERCY JACKSON & THE OLYMPIANS. THE LIGHTNING THIEF

1. Is Mrs. Dodds, in real life, a human or a monster?

2. Is Percy safe in this school?

3. What's Percy's best friend name?

4. Is Percy's bedroom clean or dirty?

5. Does Percy go on holidays with his mother?

6. Does Grover have goat's legs?

7. Who is Mr. D?

8. What's Mr. Brunner real name?

9. Who is Mr. D's father?

10. Dionysus is the God of:

- a) war b) wine c) the sea



11. What's the name of this camp?

12. What's the name of the blond girl?

13. Who is the leader of cabin eleven?

14. Percy Jackson is half human and half?

- a) animal b) God c) plant

15. What's the name of the game of Friday's game?

16. Which team won the game? Who did capture the flag?

17. Who is Annabeth's mother?

18. Who is Percy's father?

19. Zeus's master bolt is the symbol of his _____.

20. Where does Percy must go?

21. What does Luke give to Percy as a present?

22. Percy's pen can transform into... What?

23. Can Grover talk to animals?

24. Which God appears to help Percy on his adventure?



25. Who is the real thief of Hade's helmet and Zeus' master bolt?

26. What is Poseidon wearing?

27. Which friend betrayed Percy?

28. Does Percy see his mother again?



THE COMICS CHALLENGE QUIZ

PERCY JACKSON & THE OLYMPIANS. THE LIGHTNING THIEF



1. Is Mrs. Dodds, in real life, a human or a monster?

- She is a monster.

2. Is Percy safe in this school?

- No, he is not.

3. What's Percy's best friend name?

- His name is Grover.

4. Is Percy's bedroom clean or dirty?

- His bedroom is dirty.

5. Does Percy go on holidays with his mother?

- Yes, he does.

6. Does Grover have goat's legs?

- Yes, he does.

7. Who is Mr. D?

- Mr. D is the camp director.

8. What's Mr. Brunner real name?

- Mr. Brunner's real name is Chiron.

9. Who is Mr. D's father?

- Mr. D's father is Zeus.

10. Dionysus is the God of:

a) war b) wine c) the sea



11. What's the name of this camp?

- The name of the camp is Camp Half-Blood.

12. What's the name of the blond girl?

- Her name is Annabeth.

13. Who is the leader of cabin eleven?

- The leader of cabin eleven is Luke.

14. Percy Jackson is half human and half?

a) animal b) God c) plant

15. What's the name of the game of Friday's game?

- The name of Friday's game is capture the flag.

16. Which team won the game? Who did capture the flag?

- The blue team won the game when Luke captured the flag.

17. Who is Annabeth's mother?

- Annabeth's mother is Athena, goddess of wisdom and battle.

18. Who is Percy's father?

- Percy's father is Poseidon (earthshaker, stormbringer, lord of horses and the sea god).

19. Zeus's master bolt is the symbol of his power.

20. Where does Percy must travel?

- Percy must travel to the Underworld.

21. What does Luke give to Percy as a present?

- Luke gives to Percy a pair of shoes that can fly.

22. Percy's pen can transform into... What?

- It can transform into a sword.



23. Can Grover talk to animals?

- Yes, he can.

24. Which God appears to help Percy on his adventure?

- Ares.



25. Who is the real thief of Hade's helmet and Zeus' master bolt?

- Ares.

26. What is Poseidon wearing?

- He is wearing a blue and white T-shirt, a green pair of shorts and a blue pair of sandals.

27. Which friend betrayed Percy?

- Luke betrayed Percy.

28. Does Percy see his mother again?

- Yes, he does.



THE COMICS CHALLENGE QUIZ

POPEYE EL MARINO



Popeye el Marino: El rancho de Rosario

1. ¿Cómo se llama el rancho donde van Popeye, Rosario, y el tío Pión?

2. ¿Cómo se llama el sobrino de Popeye y Rosario?

3. ¿A dónde sube trepando siempre Periquito?

4. ¿De qué se asusta Popeye?

5. ¿Qué quiere aprender Rosario?

6. ¿Cuál es el título del libro que le regalan a Rosario?

7. ¿Qué encuentran Popeye y sus amigos al excavar la tierra?

Popeye el Marino: La Bruja Marina

8. ¿Qué alimento le da super fuerza a Popeye?



9. ¿Quién intenta robar el aceite de espinacas?

10. ¿Qué quiere hacer la Bruja del mar con este aceite?



THE COMICS CHALLENGE QUIZ

POPEYE EL MARINO



Popeye el Marino: El rancho de Rosario

1. ¿Cómo se llama el rancho donde van Popeye, Rosario, y el tío Pión?

- El rancho se llama Pancho.

2. ¿Cómo se llama el sobrino de Popeye y Rosario?

- El sobrino de Popeye y Rosario se llama Periquito.

3. ¿A dónde sube trepando Periquito?

- Periquito sube a un cactus.

4. ¿De qué se acusa a Popeye?

- Se acusa a Popeye de ser un ladrón.

5. ¿Qué quiere aprender Rosario?

- Rosario quiere aprender a montar a caballo.

6. ¿Cuál es el título del libro que le regalan a Rosario?

- El título del libro es: *Cómo domara a un potro salvaje*.

7. ¿Qué encuentran Popeye y sus amigos al excavar la tierra?

- Popeye y sus amigos encuentran monedas.

Popeye el Marino: La Bruja Marina

8. ¿Qué alimento le da super fuerza a Popeye?

- El alimento que da super fuerza a Popeye es el aceite de espinacas.



9. ¿Quién intenta robar el aceite de espinacas?

- Los espías intentan robar el aceite de espinacas.

10. ¿Qué quiere hacer la bruja del mar con este aceite?

- La bruja del mar quiere dominar el mundo.



THE COMICS CHALLENGE QUIZ

TOM Y JERRY



Tom y Jerry: El pastel de cerezas

1. ¿Qué quieren cocinar Jerry y Tuffy?

2. ¿Qué le pasa a Tom cuando coge el pastel con las manos?

3. ¿Qué hacen Tuffy y Jerry con el pastel de cerezas al final del capítulo?

Tom y Jerry: ¡Juntos hasta el fin!

4. ¿Qué intenta Tom que pase entre Jerry y Tuffy?

Tom y Jerry: Cuando dos riñen

5. ¿Por qué Jerry y Tuffy construyen una casa?

6. ¿Cómo hace bajar Tom a los dos ratones de la casita?



Tom y Jerry: Ratones de hierro

7. ¿Qué quiere cazar Tom?

8. ¿Qué intenta descubrir el guarda del bosque?

Tom y Jerry: El grito salvaje

9. ¿Quién es el ratón de la foto?

10. ¿Qué don natural tiene el primo Robin?

11. ¿Cómo se encuentra Tom en el principio de este capítulo? ¿Bien o mal?

Tom y Jerry: ¡Cazadores!

12. ¿Qué quiere Tom que hagan Jerry y Tuffy?

13. ¿Cómo comprueba Tom que las tuercas estén bien ajustadas?

14. ¿Por qué se enfadan los obreros con Tom?

Tom y Jerry: ¡Misión broma!

15. ¿Para quién trabaja el señor del traje?

16. ¿Qué tienen que hacer Tom y Jerry en casa del billonario?



17. ¿Qué hace reír al señor Howar Hust?

Tom y Jerry: ¡La atracción!

18. ¿En qué número quiere Tom que participen Tuffy y Jerry?

Tom y Jerry: El diamante mágico

19. ¿Cuál es el nombre del billonario que ha perdido un diamante?

20. ¿Qué problema tiene el diamante?



THE COMICS CHALLENGE QUIZ

TOM Y JERRY



Tom y Jerry: El pastel de cerezas

1. ¿Qué quieren cocinar Jerry y Tuffy?

- Jerry y Tuffy quieren cocinar un pastel de cerezas.

2. ¿Qué le pasa a Tom cuando coge el pastel con las manos?

- Tom se quema cuando coge el pastel.

3. ¿Qué hacen Tuffy y Jerry con el pastel de cerezas al final del capítulo?

- Tuffy y Jerry al final lanzan el pastel a la cara de Tom.

Tom y Jerry: ¡Juntos hasta el fin!

4. ¿Qué intenta Tom que pase entre Jerry y Tuffy?

- Tom intenta que Jerry y Tuffy se enfaden entre ellos.

Tom y Jerry: Cuando dos riñen

5. ¿Por qué Jerry y Tuffy construyen una casa?

- Jerry y Tuffy construyen una casa porque quieren unas vacaciones sin gatos.

6. ¿Cómo hace bajar Tom a los dos ratones de la casita?

- Tom hace bajar a los dos ratones de la casita haciéndoles creer que un tren con queso ha descarrilado cerca.



Tom y Jerry: Ratones de hierro

7. ¿Qué quiere cazar Tom?

- Tom quiere cazar conejos.

8. ¿Qué intenta descubrir el guarda del bosque?

- El guardia intenta descubrir que Tom está intentando cazar.



Tom y Jerry: El grito salvaje

9. ¿Quién es el ratón de la foto?

- El ratón de la foto es el primo Robin.

10. ¿Qué don natural tiene el primo Robin?

- El primo Robin tiene el don natural de hacer el grito que atrae a los cerdos.

11. ¿Cómo se encuentra Tom en el principio de este capítulo? ¿Bien o mal?

- Tom se encuentra mal.

Tom y Jerry: ¡Cazadores!

12. ¿Qué quiere Tom que hagan Jerry y Tuffy?

- Tom quiere que Jerry y Tuffy trabajen para él en una obra.

13. ¿Cómo comprueba Tom que las tuercas estén bien ajustadas?

- Tom lo comprueba poniendo agua en la tubería y buscando fugas.

14. ¿Por qué se enfadan los obreros con Tom?

- Los obreros se enfadan con Tom porque este les tira agua y cemento encima.

Tom y Jerry: ¡Misión broma!

15. ¿Para quién trabaja el señor del traje?

- El señor del traje trabaja para un billonario llamado Howar Hust.

16. ¿Qué tienen que hacer Tom y Jerry en casa del billonario?

- Tom y Jerry tienen que hacer reír y divertir al señor Howar.



17. ¿Qué hace reír al señor Howar Hust?

- Le hace reír que a Tom se le caiga una tarta en la cara.

Tom y Jerry: ¡La atracción!

18. ¿En qué número quiere Tom que participen Tuffy y Jerry?

- Tom quiere que Tuffy y Jerry participen en el número de la bola de cañón.

Tom y Jerry: El diamante mágico

19. ¿Cuál es el nombre del billonario que ha perdido un diamante?

- El nombre del billonario que ha perdido un diamante es Otto Lack.

20. ¿Qué problema tiene el diamante?

- El diamante está embrujado.



THE COMICS CHALLENGE QUIZ

VIKIE



Vikie: El tesoro de los piratas

1. ¿Qué hacen los dos piratas en la playa?

2. ¿Qué le pide Ilva a su marido?

3. ¿Para qué quiere el padre de Vikie las monedas de oro?

4. ¿Qué le pasa a Ilva cuando ve a las gallinas?

Vikie: ¿Quién cazó a quién?

5. ¿Qué animal están intentando cazar?

6. ¿Qué quiere enseñar la madre de Vikie a hacer a los niños?

7. ¿De qué huyen el jabalí, el oso y los cazadores?

8. ¿Cuántos animales han cazado los cazadores al final?



Vikie: Los ladrones voladores

9. ¿Qué quiere comer Fax?

10. ¿Qué invento quieren construir Fax y su amigo para llegar a los huevos que hay encima del árbol?



Vikie: Salchichas floreadas

11. ¿Cuál es el invento que acaba de hacer Urobe?

12. ¿Qué echan Vikie y su amiga dentro de la máquina?

Vikie: Dos tontos pasados por agua

13. ¿Quién construyó el techo de la casa de Fax?

14. ¿Hasta qué siglo tenía que durar el techo?

Vikie: El monstruo del pozo

15. ¿Qué cree Snorre que hay dentro del pozo?

16. ¿Qué quieren hacer Vikie y Ylvi?



Vikie: La música amansa a las fieras

17. ¿De qué tiene que convencer Fax a Ulme?

18. ¿A quién le gusta las canciones de Ulme?

19. ¿Quién persigue a los vikingos?

Vikie: El gran secreto

20. ¿Qué ha enseñado Vikie al perro de Ylvi?

Vikie: ¡Que viene la bola!

21. ¿Qué están construyendo Vikie y Ylvi en lo alto de la montaña?



THE COMICS CHALLENGE QUIZ

VIKIE



Vikie: El tesoro de los piratas

1. ¿Qué hacen los dos piratas en la playa?

- Los piratas están desenterrando un tesoro en la playa.

2. ¿Qué le pide Ilva a su marido?

- Ilva pide a su marido que lave la colada y que la cuelgue.

3. ¿Para qué quiere el padre de Vikie las monedas de oro?

- El padre de Vikie quiere las monedas de oro para comprar una lavadora para su mujer.

4. ¿Qué le pasa a Ilva cuando ve a las gallinas?

- Ilva se asusta y desmaya cuando ve a las gallinas.

Vikie: ¿Quién cazó a quién?

5. ¿Qué animal están intentando cazar?

- Están intentando cazar un oso.

6. ¿Qué quiere enseñar la madre de Vikie a hacer a los niños?

- La madre de Vikie quiere enseñar a los niños a fregar.

7. ¿De qué huyen el jabalí, el oso y los cazadores?

- El jabalí, el oso y los cazadores huyen de las abejas.

8. ¿Cuántos animales han cazado los cazadores al final?

- Los cazadores al final no han cazado ni un animal.



Vikie: Los ladrones voladores

9. ¿Qué quiere comer Fax?

- Fax quiere comer una docena de huevos.

10. ¿Qué invento quieren construir Fax y su amigo para llegar a los huevos que hay encima del árbol?

- Fay y su amigo quieren construir un avión vikingo.

Vikie: Salchichas floreadas

11. ¿Cuál es el invento que acaba de hacer Urobe?

- Urobe acaba de construir una máquina automática de hacer salchichas.

12. ¿Qué echan Vikie y su amiga dentro de la máquina?

- Vikie y su amiga echan flores, zapatos, martillos y una pelota rota dentro de la máquina.

Vikie: Dos tontos pasados por agua

13. ¿Quién construyó el techo de la casa de Fax?

- El techo de la casa de Fax lo construyó su abuelo.

14. ¿Hasta qué siglo tenía que durar el techo?

- El techo tenía que durar hasta el siglo XX.

Vikie: El monstruo del pozo

15. ¿Qué cree Snorre que hay dentro del pozo?

- Snorre cree que hay un monstruo dentro del pozo.

16. ¿Qué quieren hacer Vikie y Ylvi?

- Quieren engañar a los habitantes del pueblo haciéndoles creer que el monstruo existe.



Vikie: La música amansa a las fieras

17. ¿De qué tiene que convencer Fax a Ulme?

- Fax tiene que convencer a Ulme que vaya a cantar lejos del pueblo.

18. ¿A quién le gusta las canciones de Ulme?

- A los animales del bosque les gusta sus canciones.

19. ¿Quién persigue a los vikingos?

- El monstruo marino persigue a los vikingos.

Vikie: El gran secreto

20. ¿Qué ha enseñado Vikie al perro de Ylvi?

- Vikie ha enseñado al perro de Ylvi a hablar.

Vikie: ¡Que viene la bola!

21. ¿Qué están construyendo Vikie y Ylvi en lo alto de la montaña?

- Vikie y Ylvi están construyendo un muñeco de nieve.



THE COMICS CHALLENGE QUIZ

W.I.T.C.H.



1. ¿Cómo se llama el bebe?

2. ¿Qué tiene que hacer Will con su hermano William antes de irse con sus amigas?

3. ¿Qué tiene que encontrar Will?

4. ¿Por qué están preocupadas las amigas de Will?

5. ¿Cuál es el nombre del chico que también está preocupado por Will?

6. ¿Cuál es el nombre de la malvada que libera Will por accidente?



THE COMICS CHALLENGE QUIZ

W.I.T.C.H.



1. ¿Cómo se llama el bebe?

- El bebe se llama William.

2. ¿Qué tiene que hacer Will con su hermano William antes de irse con sus amigas?

- Will antes de irse con sus amigas tiene que cambiar el pañal a su hermano William.

3. ¿Qué tiene que encontrar Will?

- Will tiene que encontrar las raíces de su poder.

4. ¿Por qué están preocupadas las amigas de Will?

- Las amigas de Will están preocupadas porque no saben dónde está.

5. ¿Cuál es el nombre del chico que también está preocupado por Will?

- El nombre del chico que también está preocupado por Will es Matt.

6. ¿Cuál es el nombre de la malvada que libera Will por accidente?

- Will por accidente libera a la malvada Dark Mother.





M'ENCANTA



M'AGRADA



NO M'AGRADA



HAHA!



RENOI!



COMENTARI



I LOVE IT



I LIKE IT



I DON'T LIKE IT



HAHA!



WOW!



COMMENT

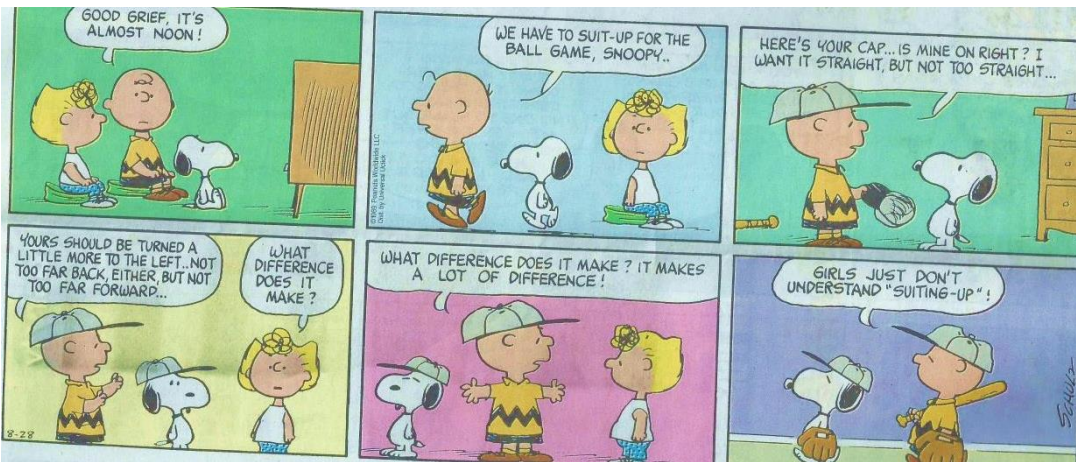
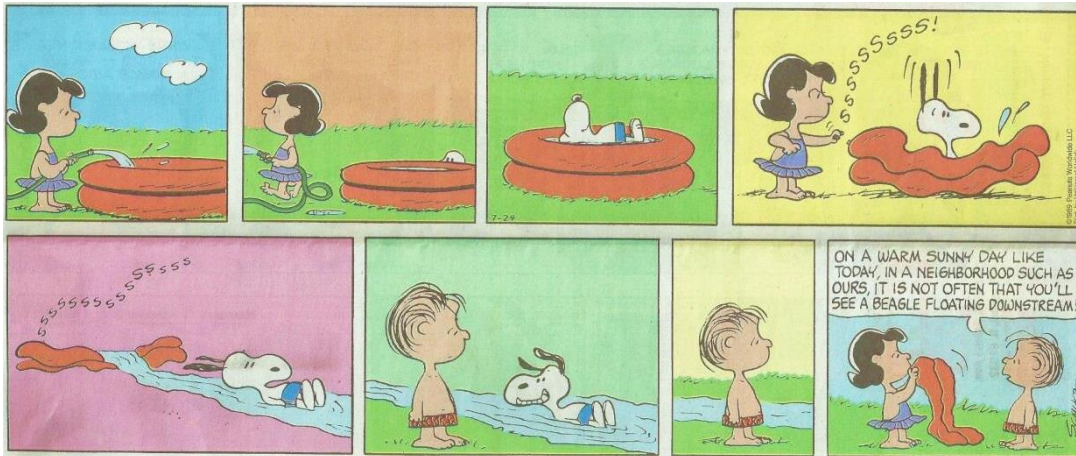






SUNDAY COMICS

CLASSIC PEANUTS



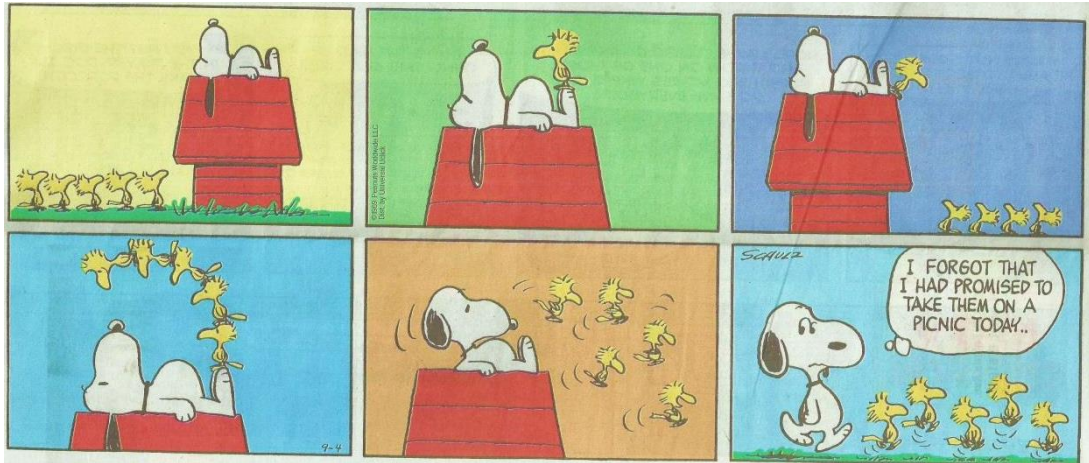
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CLASSIC PEANUTS



SUNDAY COMICS

CLASSIC PEANUTS



SUNDAY COMICS

GARFIELD



SUNDAY COMICS

ZITS



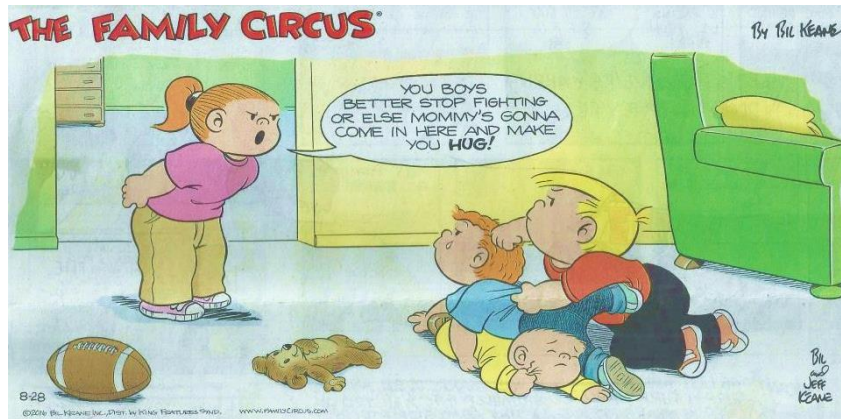
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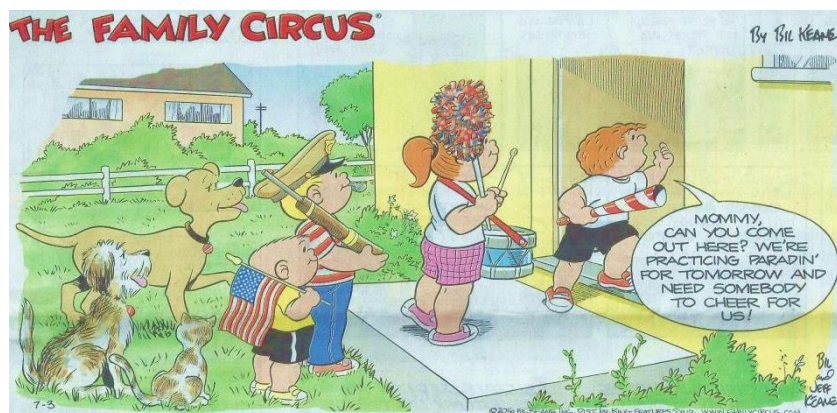
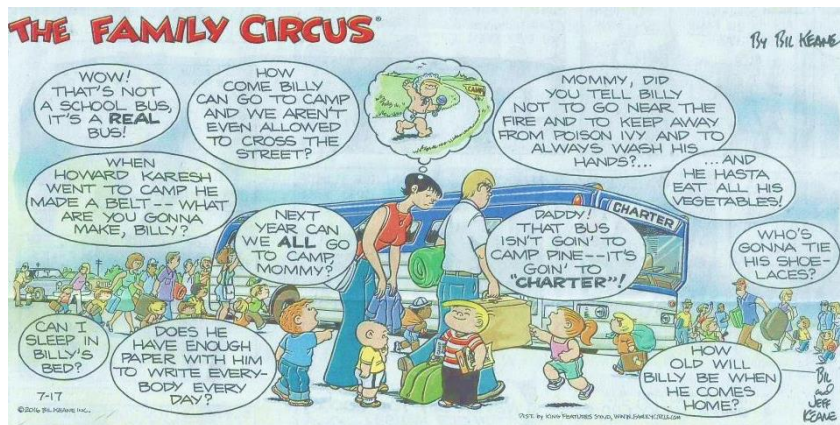
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THE FAMILY CIRCUS



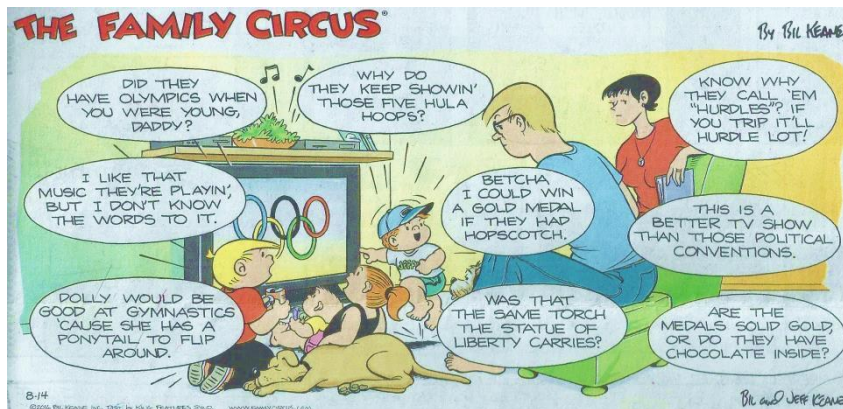
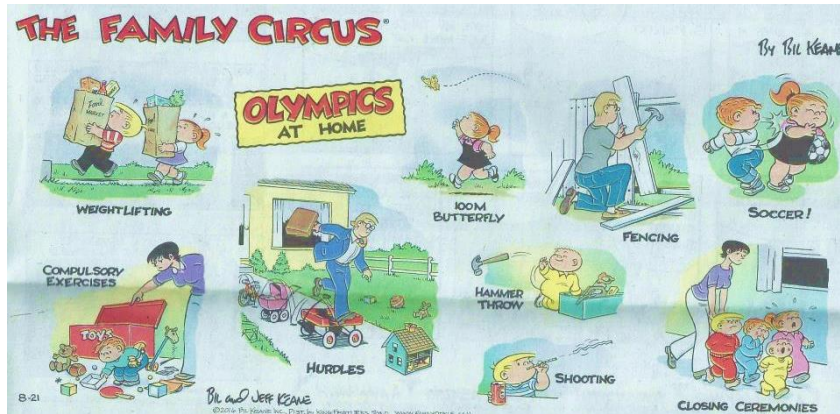
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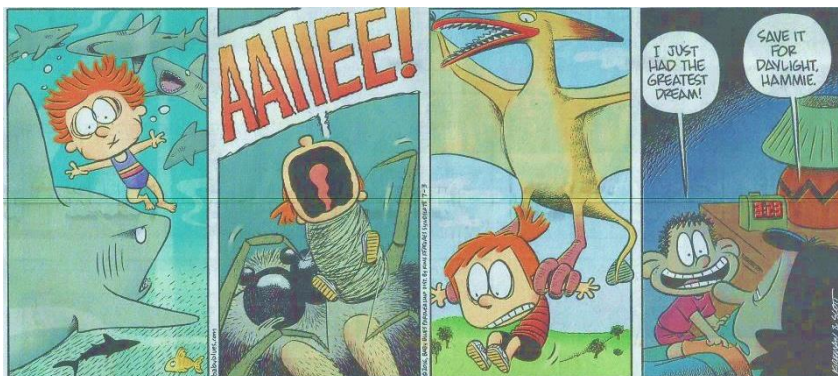
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THE FAMILY CIRCUS



SUNDAY COMICS

BABY BLUES



SUNDAY COMICS

BABY BLUES



SUNDAY COMICS

BABY BLUES



SUNDAY COMICS

TIGER



SUNDAY COMICS

TIGER

