Title: Pictures with Words

Introduction:
Graphic novels use images and short amount of text to create a bountiful story. This is similar to poetry. After reading Odd Squad: Bully Bait, students will use it as the inspiration for a poem. They may use a specific event, a character, or the theme of the novel. The purpose is to use imagery through words to create something profound. Much is imagined with a graphic novel, and everything must be with a poem. Students must create pictures with words.

TEKS:

§110.18. English Language Arts and Reading, Grade 6
15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
   (B) write poems using:
      (i) poetic techniques (e.g., alliteration, onomatopoeia);
      (ii) figurative language (e.g., similes, metaphors); and
      (iii) graphic elements (e.g., capital letters, line length).

§110.19. English Language Arts and Reading, Grade 7
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
   (B) write a poem using:
      (i) poetic techniques (e.g., rhyme scheme, meter);
      (ii) figurative language (e.g., personification, idioms, hyperbole); and
      (iii) graphic elements (e.g., word position).

§110.20. English Language Arts and Reading, Grade 8
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
   (B) write a poem using:
      (i) poetic techniques (e.g., rhyme scheme, meter);
      (ii) figurative language (e.g., personification, idioms, hyperbole); and
      (iii) graphic elements (e.g., word position).

Instructions:

1. Read The Odd Squad: Bully Bait by Michael Fry as a class or in literature circles.
2. Discuss how the graphics add to the storyline. Ask, “What impact do the graphics have on the novel?”
3. Discuss how characters are more developed due to graphics. Ask, “What do we learn about the main characters through the graphics that we do not from the text?”
4. Discuss Michael Fry’s purpose in writing this novel. Ask, “What do you think Michael Fry wanted us to experience as we read this novel?”
5. Ask students to choose something about the novel that was meaningful to them: character, scene, tone, and theme.
6. Then, ask students to create a poem based on what was meaningful to them keeping in mind that they must create the images using just words. Imagery is the goal. Pictures through words!
7. Lastly, the students create an illustration to accompany their poem to enhance it.

Resources:
Rubric: file://localhost/Users/dragsay/Downloads/Poetry Rubric.doc
https://www.pinterest.com/dragsay/odd-squad-ideas/
https://www.pinterest.com/dragsay/poetry-ideas/

Professional Resources:

Graphic Novels for the Classroom - http://www.brodart.com/pdfs/Graphic_Novels/GraphicNovelHelpfulResources.pdf

Title: Groovy Graphics in the Classroom (Math, History, and Science)

Math: Prove It
Introduction:
Do you have any access to iPads or other tablets? If so, these assignments are perfect for your classroom. Using the app Comic Life, students will creatively explain the answers to equations, make predictions about specific events in history, or inventively show the process of photosynthesis. Comic Life allows students to create posters or comic books with rich media. Students are allowed to use higher level thinking skills and have fun at the same time.

TEKS:
§111.26. Grade 6
§111.27. Grade 7
§111.28. Grade 8
(1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
(A) apply mathematics to problems arising in everyday life, society, and the workplace;
(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
(C) select tools, including real objects, manipulatives, paper and pencil, and technology
as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
(E) create and use representations to organize, record, and communicate mathematical ideas;
(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Instructions:

1. Watch the instructional video on how to use Comic Life.  
   https://vimeo.com/27924135
2. Make sure that Comic Life is downloaded on all the iPads for classroom use.
3. Assign students a student answer for an equation.
4. Ask each student to evaluate if the student followed the correct math steps to complete the equation correctly. The student will have to defend and support the steps made.
5. They will create their evaluation using Comic Life by inserting bubbles along the equation.

List of Supplies:
1. iPads
2. App Comic Life
3. Student Equation Answers

Resources:
Cooking up Groovy Graphics: https://www.smore.com/t9dg

History: Supposed History
Introduction:
You will need iPads and the app Comic Life for students to create this assignment. They will take an important event in history and use research and prediction skills to create the exact conversations that changed history.

TEKS:
§113.18. Social Studies, Grade 6
§113.19. Social Studies, Grade 7
§113.20. Social Studies, Grade 8
Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Instructions:
1. Watch this instructional video on how to use Comic Life.
   https://vimeo.com/27924135
2. Make sure that the app Comic Life is downloaded on all iPads for student use.
3. Ask students to research a very specific moment in Texas, American, or other relevant time in history. They are looking for personal elements of the people involved in changing history.
4. Using what they learned, they are to create a conversation between the historical figure and another individual that shows what could have occurred and spurred on the events in history.
5. Students will design their conversation on paper.
6. Then, they will use Comic Life to create a comic strip of “Supposed History”.
7. Students can work individually or in groups of 2-3.

List of Supplies:
1. iPads for student use.
2. App Comic Life
3. Databases for student research

Resources:
Cooking up Groovy Graphics: https://www.smore.com/t9dg

Science: Light it Up
Introduction:
Students will design a lab using the scientific method. The lab will be documented using Comic Life’s tools (speech bubbles and image adding). This can be done individually or in groups 2-3.

TEKS:
§112.18. Science, Grade 6
§112.19. Science, Grade 7
§112.20. Science, Grade 8
(A) Scientific investigations and reasoning.
(i) To develop a rich knowledge of science and the natural world, students must become familiar with different modes of scientific inquiry, rules of evidence, ways of formulating questions, ways of proposing explanations, and the diverse ways scientists study the natural world and propose explanations based on evidence derived from their work.
(ii) Scientific investigations are conducted for different reasons. All investigations require a research question, careful observations, data gathering, and analysis of the data to identify the patterns that will explain the findings. Descriptive investigations are used to explore new phenomena such as conducting surveys of organisms or measuring the abiotic components in a given habitat. Descriptive statistics include frequency, range, mean, median, and mode. A hypothesis is not required in a descriptive investigation. On the other hand, when conditions can be controlled in order to focus on a single variable, experimental research design is used to determine causation. Students should experience both types of investigations and understand that different scientific research questions require different research designs.

(iii) Scientific investigations are used to learn about the natural world. Students should understand that certain types of questions can be answered by investigations, and the methods, models, and conclusions built from these investigations change as new observations are made. Models of objects and events are tools for understanding the natural world and can show how systems work. Models have limitations and based on new discoveries are constantly being modified to more closely reflect the natural world.

Matter and energy. The student knows that interactions occur between matter and energy. The student is expected to:
(A) recognize that radiant energy from the Sun is transformed into chemical energy through the process of photosynthesis;
(B) demonstrate and explain the cycling of matter within living systems such as in the decay of biomass in a compost bin; and
(C) diagram the flow of energy through living systems, including food chains, food webs, and energy pyramids.

Instructions:
1. Make sure the app Comic Life is downloaded on all iPads
2. Watch the instructional video for Comic Life.
   https://vimeo.com/27924135
3. Students will design a lab from a list of topics covered in the current school year.
4. As the students complete the lab, they will take pictures and create documentation.
5. At the completion of the scientific process, the students will collect all data and assimilate the information.
6. Then, students will use Comic Life to show the Scientific Process they followed and the results of their experiment.

List of Supplies:
1. iPads for student use.
2. App Comic Life downloaded onto iPads.
3. List of Scientific topics for experimentation
4. Supplies for each lab will be dependent on what is selected, but students will be responsible for collecting all supplies for their chosen experiment.

Resources:
Cooking up Groovy Graphics: https://www.smore.com/t9dg
Middle School Science Fair Project Ideas: http://www.education.com/science-fair/middle-school/
Middle School Science Activities and Experiments: http://www.education.com/activity/middle-school/science/