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| **GENERAL INFORMATION AND PROFILE** | | | | | | | |
| **Content/Language** | | Expressive Arts/Literacy | | Spanish | | | |
| **Age** | | 10-13 | | | **Date** |  | *(to be completed by teachers)* |
| **Language level** | | A2 | | | **Lesson length** | 60 min | |
| **Rationale**  *(links to previous content and language* | | *(to be completed by teachers)* | | | | | |
| **Materials needed** | | **Resources in folder**  Teachers and learners need access to online comic apps. It is therefore recommended that learners have specific e-mail addresses (e.g. gmail.com) which are only used for educational purposes.  Depending on the site used, computers/tablets with Flash enabled may be necessary.  Recommended sites:  [www.pixton.com](http://www.pixton.com/) (sign up only with Google/Facebook/Microsoft account, one-week free trial version)  [www.makebeliefcomix.com](http://www.makebeliefcomix.com/) (free registration)  [www.stripgenerator.com](http://www.stripgenerator.com/) (free registration) | | | | | |
| **OUTCOMES**  4 Cs integrated focus (Coyle, 2006; Coyle, Hood & Marsh, 2010) | | | | | | | |
| **Main teaching aims** | | | | | | | |
| **Content** | | | Learners can   * use technology to design and revise their own comics. * publish their work online and make it accessible to a wider audience. | | | | |
| **Cognition** | | | Learners can   * analyse and evaluate each other’s work. * create their own comic. * present their work. | | | | |
| **C**  **o**  **m**  **m**  **u**  **n**  **i**  **c**  **a**  **t**  **i**  **o**  **n** | Language **of** learning | | *cambiar, insertar, suprimir, clicar, dibujar, elegir/seleccionar*  *composición de la página, bocadillos, texto*  *fondo, personajes, paneles, leyenda*  (This lesson allows for many opportunities to recycle vocabulary from various domains.) | | | | |
| Language **for** learning | | *¿Cómo puedo cambiar/suprimir el fondo/color/personaje/bocadillo?*  *Creo que deberías cambiar/insertar/suprimir...*  *Prueba a cambiar...*  *Clica aquí para...*  *Dibuja ‘xyz’ en el marco…* | | | | |
| Language **through** learning | | Many opportunities to recycle language already acquired (e.g. colours, feelings, objects, plants) | | | | |
| **Culture** | | | Learners can   * learn from each other in groups. * present their work to the others. * publish their work online. | | | | |
| **PROCEDURE: Stage, teacher and student activity** | | | | | | | |
| **Lead-in** | | | The teacher presents learners with a simple comic (e.g. *The Living Scarecrow,* see additional materials). The comic serves as a model for the learners.  The teacher tells the learners that it is very easy to create comics like this one online and ask them whether they would like to try it (motivation).  The teacher presents the online comic app to the learners. S/he shows them briefly how simple it is to create a single panel. In so doing, she uses key language repeatedly.  The teacher explains how to write a comic script using the PowerPoint or handout to illustrate each step (see additional materials). The learners can ask questions at any point during the presentation. | | | | |
| **Core activity** | | | Learners create their comics in pairs or groups of three (depending on how many computers/tablets are available). In doing so, they have to discuss and evaluate their work repeatedly. The teacher observes and supports the learners during this process.  As a lot of language through learning is likely to emerge during this stage, the teacher will serve as the main language resource. Additionally, dictionaries could also be made available to the learners. | | | | |
| **Follow-up** | | | Learners publish their work online. They look at others’ comics and rate them in class and/or on the respective website.  The teacher starts a class discussion on what makes the comics which received the highest rating so appealing and records the learners’ answers on the board. This way relevant language and content aspects can be revised. | | | | |
| **EVIDENCE AND ASSESSMENT** | | | | | | | |
| **Success criteria** | | | **Language** | | | | **Content** |
| Learners suggest changes.  Learners ask specific editing questions.  Learners give clear instructions to each other.  Learners use their linguistic knowledge to create a short story or scene based on the prompt. | | | | Learners use technology to design and revise their own comics.  Learners publish their work online.  Learners rate each other’s work online. |
| **Assessment** | | | **Formative**  Observation, immediate feedback while performing the activity | | | | **Summative**  Oral presentations, rubrics |
| **NEXT STEPS** | | | | | | | |
| **Content** | | | An extension of this lesson could be the production of a brief graphic novel using various online resources (see *Materials needed*). | | | | |
| **Language** | | | Based on the complexity of the plot, more advanced language can be included in the production of thegraphic novel. | | | | |