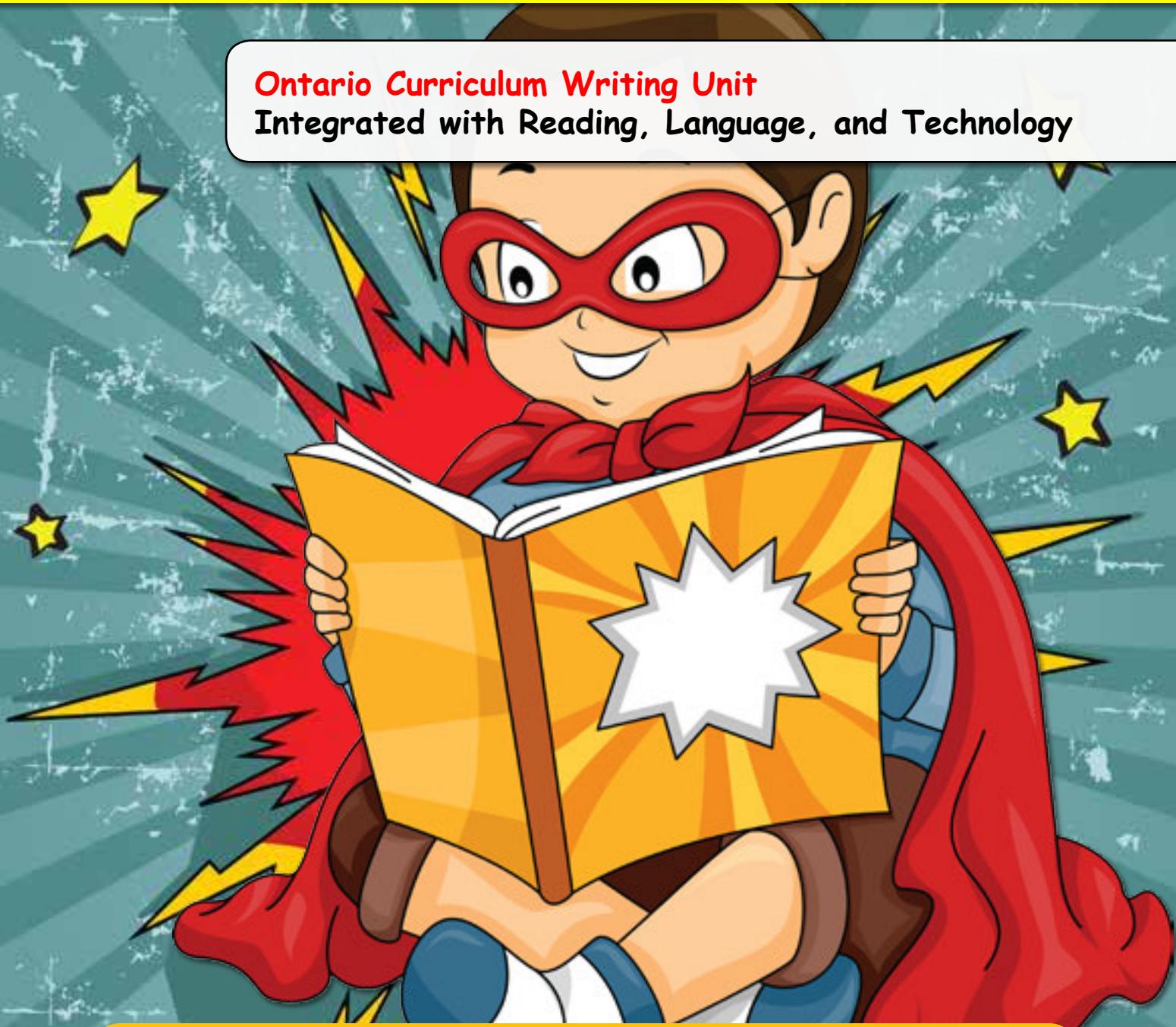


Homework Buddies

Learn How to Write a Graphic Story

Ontario Curriculum Writing Unit
Integrated with Reading, Language, and Technology



Name:

Ontario Curriculum Unit

Integrated Writing with Reading, Language, and Technology

Licensed to the teacher for white board display, use on student devices, or printable handouts within the teacher's own classroom.

Homework Buddies

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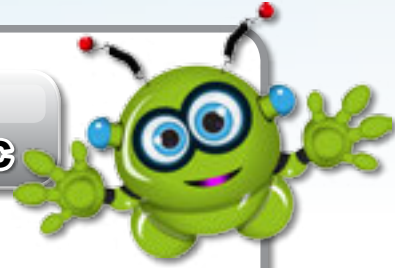
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Lesson Expectations and Rubric



Expectation	Level 1	Level 2	Level 3	Level 4
Purpose and Audience				
Organizing Ideas				
Form: Graphic Story				
Voice				
Word Choice				
Language Links for Revision				
Producing Drafts				
Punctuation				
Editing/Proofreading				
Publishing				
Technology: THPLink				
Interconnected Skills				
Vocabulary/Resources				

Comments:

G

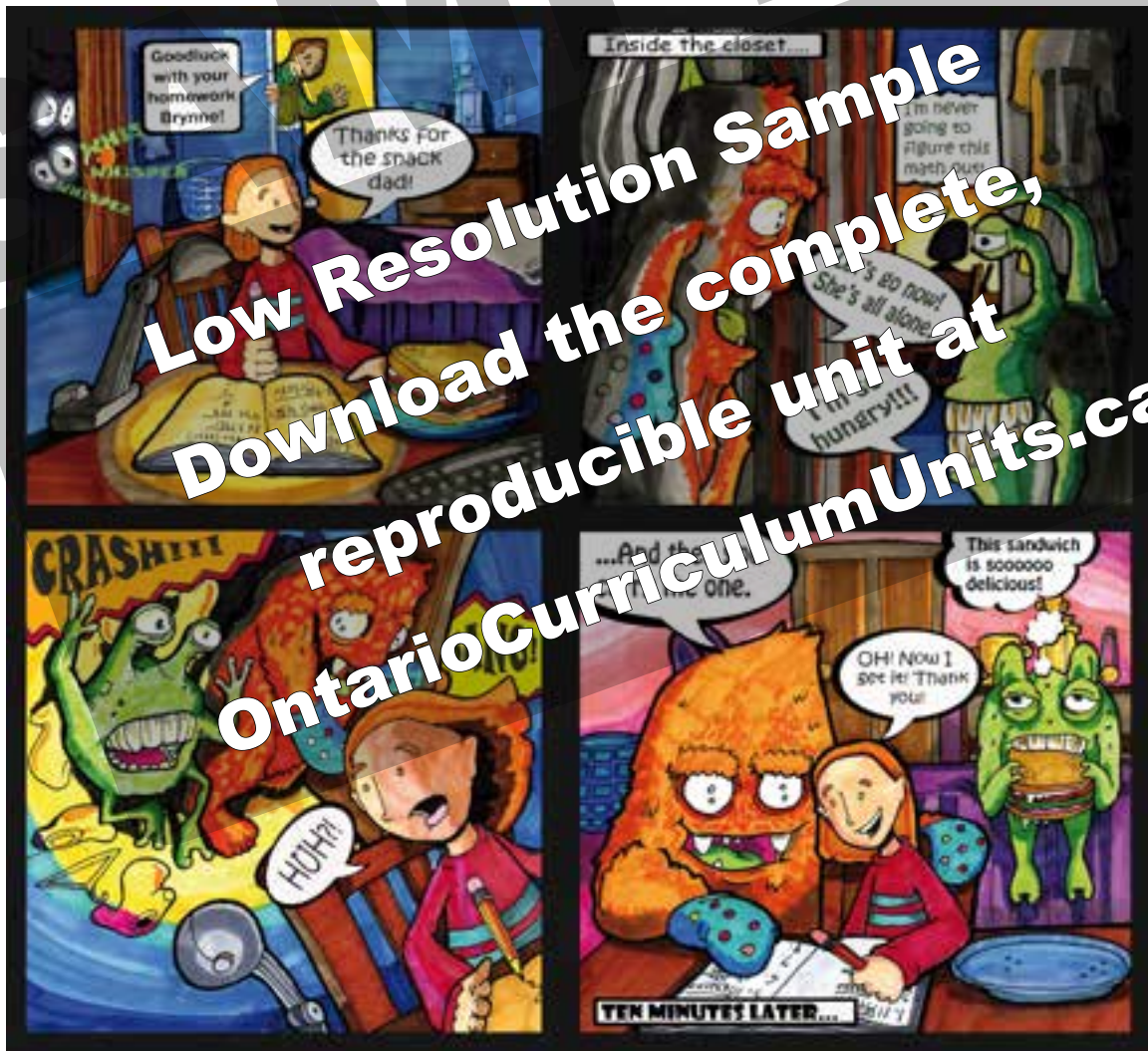
enerate, Gather, and Organize



A graphic story uses pictures to tell the story. It also uses words in dialogue balloons and narrative captions. The story is told in a series of frames.

Read this graphic story.

Homework Buddies



Read the dialogue balloons. Read the narrative captions.

Notice how pictures and words go together to tell the story.

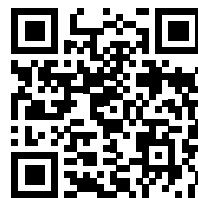
Notice the font types and sizes used in this graphic story. Sound effects are also used to make graphic stories more interesting. Find two examples of these.

1. How do we know the daughter is having trouble doing her math homework?
2. What are the monsters doing in the closet?
3. How does she feel when the monsters storm out of the closet? How do you know?
4. How does she feel at the end of the story? Why do you think she feels this way?
5. Would you like these aliens to help you do your math homework? Why or why not?

THPLink Number 100022

Scan the QR code or go to the website below. Listen to the story and watch the video presentation. Work with your teacher or a family member to search online for other graphic stories. This will help you write your own graphic story.

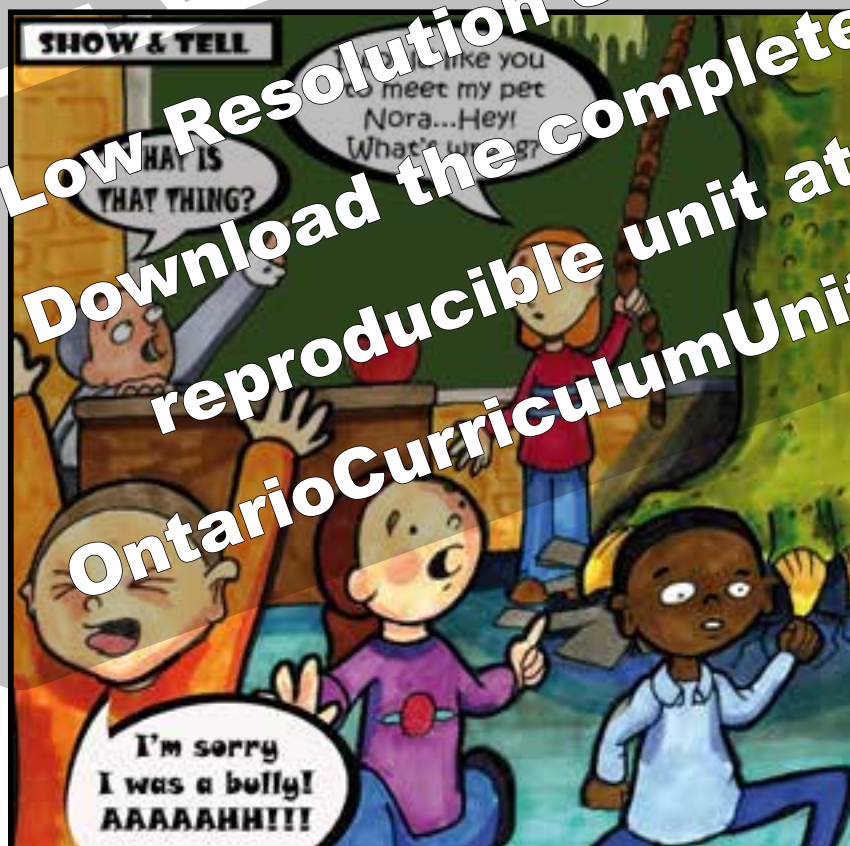
<http://thplink.tv/100022.html>



You are going to write a graphic story. You will write it for your family to enjoy. Do you want to scare your readers? Do you want to make them laugh?

Read the graphic story frame below. Look at the characters in this frame.

1. The girl in the graphic story on page 4 has brought her new friend, Nora to show and tell. What do you think Nora is? What do you think she looks like?
2. How does the teacher feel about Nora? How can you tell?
3. Look at the other students. Describe their response to Nora.
4. What will happen next? Will Nora create a problem? If so, how will this problem be solved?
5. How do you think this story will end?



If you like, use this frame to begin your graphic story. Then you will write the next 3 frames to finish it.

Complete the story plan below in point form.

Characters

Setting

Problem to be solved

Solution to the Problem

D

raft and Revise



Write your first draft on the following pages. In pencil, draw the characters. Stick characters will do at this early stage. When your rough illustrations are done, do the following:

- Write the dialogue in dialogue balloons. You don't have much room, so choose your words carefully.
- Write the captions in boxes. You only have room for a few words here as well.
- Write what a character is thinking in a thought balloon.
- Then add more details to your background and artwork.
- Add more detail to your stick characters.
- Now colour to complete your illustrations.

Would sound effect words like “**GRAK!**” and “**Zap!**” help bring your story to life? Look at your graphic story again. Can you add sound effect words to improve your draft?

Try to use punctuation in a creative way to give your writing a stronger voice. Creative use of punctuation such as “**Look out!!!**” and “**What???**” helps you show strong emotion in your writing.

SAMPLE

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Language Link for Revising



Complete the Language Link and use this information to improve the first draft of your graphic story.

Voice

Use voice in your writing to show how you feel. Show how you feel about your topic. Just be yourself when you write. You show your voice when you share your emotions.

Show a strong personal voice by

1. Creative use of punctuation marks.
 - Alex **jump!** **Jump!** **NOW!!!**
 - Meg was led into the **MARK** room. Then the lights came on and everyone screamed **HAPPY BIRTHDAY!!!**
2. Use vivid language that shows you care about your topic and audience.
 - When Devin understood the danger, **he broke out in a cold sweat.**
 - The evil wizard's **stare was cold as ice.**
3. Using an emotional tone in your writing.
 - Use a serious tone when writing a letter to the editor about bullying in your community.
 - Use a friendly tone when writing an email to a relative.
4. Creative use of dialogue can show how you feel.

E

dit and Proofread



With a partner, share and improve your graphic stories.

Talk about:

- Is there a clear problem to be solved in the story?
- Is the problem solved?
- Is the dialogue in speech balloons? Is the narrative text in boxes?
- Have sound effects been used well? If not, what could be added?
- Has punctuation been used to show strong feeling? Should it? If so, how?
- Are there too many words in too little space? If so, which words should be left out?
- Which art details could make the characters more interesting?
- Which art details could make the background setting more interesting?

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P

ublish, Share, and Reflect



Using your partner's ideas, write your final draft. Select your letter size and style carefully to add feeling to your story. Scary letters might be used if your story is scary, funny looking letters could be used if your story is funny. Share your final draft with your family.

Date: _____

Author: _____

Title: _____

Frame 1

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