

MORE ACTIVITIES using the COMICS

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1. Allow each child to select a comic strip that appeals to them. Ask them to cut apart the frames. Each child should then exchange his/her comic strip with another student. Can the second student place the comic strip back in its proper sequence? Note: It is sometimes possible to place comic strips in more than one sequence which makes sense.
2. Ask the students to select their favorite comic strip character. Describe the character in words. They should include physical characteristics, occupation, family, home etc.
3. Allow your students to choose a comic strip. Ask them to circle all of the nouns in red and the verbs in green. This can be done for many parts of speech.
4. Using the comic page, ask your students to point out all the poor health practices observed.
5. Ask your students to pretend one of the comic characters has decided to leave his/her position. Encourage your students to write a classified advertisement for a replacement. Example: Wanted: A fat, lazy cat who likes lasagna, as a replacement for Garfield.
6. Present your students with a comic strip which has had all the dialogue removed. Ask them to write their own words for the strip. Compare this with the original.
7. Let your students select a comic strip which tells a continuing story. Ask them to predict what tomorrow's episode might be like. Illustrate the predictions. Have them check tomorrow's newspaper to see how accurate their predictions were.
8. Allow your students to select a comic strip to help them improve their skill in writing dialogue. Remind the students they will have to use good descriptive words as the reader will not be able to see the drawings. Compare the efforts of several students.
9. Review several comic strips with your students for the use of idioms and slang.
10. It is fun to let your students create cartoons which illustrate the literal meaning of figures of speech. Example: Johnny had to eat his words.
11. Comic strips frequently use stereotypes. Ask your students to find examples and discuss their importance.
12. Use the panels of a comic strip to have your students demonstrate fractional parts of a whole. For example: one panel from a four-frame strip would represent $\frac{1}{4}$. Caution: Not all comic strip panels are of equal width.
13. Ask your students to watch daily in search of comics that mention math concepts. Make a bulletin board of math humor.
14. Frequently comic strips offer a study in personal conflicts. These can be examined by students using value clarification techniques.
15. Ask your students to read the comic page. (They won't object!) When they have finished, ask them to select the type of humor used in each strip: slapstick, wit, irony, satire, puns, sight gags, etc. Display the results on a bulletin board or poster.
16. Have your students select a favorite comic strip. Have them rewrite the strip as a short story. Remind them that they will have to describe the setting and the actions as there will be no pictures. Be sure to use correct quotation form for the dialogue.