

Comic Publisher

Overview: Students will use supported iPad writing applications to compose and publish writing.

Procedure:

1. Download supported writing apps to iPad such as Comic Life or StoryPatch.
2. These apps will provide students with a supported framework in which to write/type and illustrate their own stories or comics.
3. Have students take pictures with the iPad camera or select pictures for built in clip art gallery to use in their stories/comics.
4. Have students caption photos/images, type or touch/drag text into story frames, and arrange comic cells or story board in order.
5. When students have completed the story or comic, download as a PDF and print.

ASOL Covered in this Activity:

5E--WP2a: The student will use technology (including assistive technologies) to produce and publish writing.

Extension Idea: Have students collect pictures and information from around the school and publish a weekly (or daily) school newspaper using the writing framework from these supported writing apps.

5E--WP6a: The student will use technology to produce and share writing.

Extension Idea: Have student collaborate in creating a shared Google Document reporting on daily weather observations. This report would be shared for peers throughout the school to use.

5E--WP1b: The student will select an event or personal experience and use drawing, writing, or dictating to compose a message about it;

Extension Idea: Have students select a favorite activity, what they did over a holiday break or weekend, and draw a picture or give a verbal report about what they did.

5E--WP3c: The student will select an event or personal experience and write one thing about it;

Extension Idea: Have students bring in pictures from a personal experience, vacation, special event, etc. and compose written stories or captions using the images and apps.

Materials Needed:

iPad, supported writing apps, printer, paper.

Instructional Setting:

Classroom.

Community Connections and/or Peer Interaction:

Have students co-author comics or stories with peers and/or share their stories with one another. Find public place, such as bulletin boards at grocery stores, to post and share comics (with guardian and location permission).

Functional Activity/Routine:

Have students create written to-do lists, reminders, menus, schedules, etc. using these writing apps that will support them throughout the day.

Strategies to Collect Evidence:

Completed writing activities from the storypatch and comic life apps can be downloaded as pdfs and submitted as writing evidence. An anecdotal record should be included to describe the activity and the pre-planning done by the student.

Specific Options for Differentiating this Activity:

Students with physical impairments that cannot access the iPad can use a switch to access the web-based versions of comic life and storypatch.

Students with visual impairments should use the voice over options available of the iPad when utilizing these apps, or the web-based versions along with a braille or high contrast keyboard.

Allow students to arrange images or symbols or place drawings into sequential order to tell a story if they are pre-literate.