

Speech Bubbles

Overview: This is a fun activity that allows for creativity! It can be easily differentiated, as students at any [developmental stage of writing](#) can participate.

Procedure: Allow students to select a photograph or illustration. Present each student with a thought bubble/speech bubble. Ask students to think about what the subject of the picture is saying or thinking and then write it in the speech bubble. Attach the bubble to the picture with tape, glue, paperclip, or hook & loop.

ASOL Covered in this Activity:

5E--WP 1b: The student will select an event or personal experience and use drawing, writing, or dictating to compose a message about it.

Extension Idea: Invite students to take a picture during a special event or community-based instruction. They can describe the activity by writing a caption or speech bubble.

5E--WP 3a: The student will select a text and write an opinion about it and one reason to support the opinion.

Extension Idea: Print a picture of your student holding a text and include a speech bubble. She can write her opinion of the text in the bubble.

5E--WP 3b: The student will select a topic and write about it including one fact or detail.

Extension Idea: Students would select a topic by selecting a picture. The fact or detail will be included in what the student writes in his speech bubble.

5E--WE 1a: The student will use simple question words (interrogatives) (e.g., *who*, *what*).

Extension Idea: Print an image of a character from a book that your class is reading. Give students a list of question words as prompts and ask them to each write a question that the character may be asking.

5E--WE 3b: The student will use end punctuation, and correct spelling when writing.

Extension Idea: Allow students to practice their understanding of end punctuation when filling out speech bubbles that include statements (.), questions (?), and exclamations (!).

8E--WE 1a: The student will use standard English rules when writing by using question marks at the end of written questions.

Extension Idea: Print pictures of animals that appear to have a confused or inquisitive look on their faces. Ask students to fill out a

thought bubble that includes a question that the animal may be asking.

8E--WE 3a: The student will use standard English rules when writing by using ending punctuation and capitalization when writing a sentence or question.

Extension Idea: Ask student to fill out a speech bubble with at least two questions, thereby providing the opportunity to practice capitalization and ending punctuation at least twice.

HSE--WP 1a: The student will write about a personal opinion and give more than one reason supporting and rejecting the claim.

Extension Idea: Use speech bubbles to create a graphic organizer for students. Include multiple happy faces or another positive looking character, in whose speech bubbles the student will write statements that support the original claim. Include more serious looking characters, in whose speech bubbles the student will write statements that reject the original claim.



HSE--WE 1a: The student will use standard English rules by using correct punctuation when writing.

Extension Idea: Use prompts to encourage students to display the target punctuation in their speech bubbles. If you want students to demonstrate an understanding of ending punctuation, ask them to write multiple sentences. To check for commas, ask students to write a list of some sort in their bubbles.

Materials Needed:

- a fun illustration or photograph
- writing utensil or alternative pencil
- printed speech or thought bubble

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

After each assignment, give students the opportunity to share their writing (Author's Chair). Peers can ask questions and make positive comments.

Form small groups of students to create a comic book, where each student is responsible for a particular character.

Functional Activity/Routine:

Organize a group writing activity where students use pictures and thought bubbles to create a Classroom Rules poster.

Strategies to Collect Evidence:

Include the student’s writing sample along with a detailed anecdotal record that includes the prompt given. If your student is a scribbler or in one of the other early stages of developmental writing, be sure to include an interpretation of the writing in your anecdotal record.

Specific Options for Differentiating this Activity:

Allow students to use their preferred “pencil” to complete this activity. This may include a writing utensil, a keyboard, or an alternative pencil.

A student in any of the developmental stages of writing can complete this activity.

*If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.

Examples:

Three Speech Bubbles:

- First has scribble with a writing utensil
- Second has scribble from a keyboard (“aabccccg”)
- Third has conventional spelling (“Hey, this activity seems like fun!”)



scribble with a writing utensil



scribble with keyboard or



conventional spelling