
ACTIVITY THREE: WHAT HAPPENS NEXT?

Making predictions in reading and listening activities is a great way to develop learners' critical thinking skills. In order to make predictions, learners need to evaluate the components of the information they have while also making reasonable judgments about possible outcomes. Evaluating, reflecting, and making judgments are all part of the critical thinking skills needed for learners to fully engage in learning and to use what they learn beyond the classroom.

In this Teacher's Corner activity, students use the first part of a comic strip as a starting point for creating their own endings. This activity is simple and fun, and can be used with any age group at any level. As you work through the activity, think about possible variations in addition to those offered below.

LEVEL

Beginning and above

LANGUAGE FOCUS

Reading
Writing

GOALS

During this activity, students will be able to do the following tasks:

- Read a comic strip and make a reasonable prediction about an ending.
- Plan, write, and draw their own version of the comic strip's ending.

MATERIALS

- Comic strip from [American English: Why English? Comics for the Classroom](#) (see Appendix A)
- Comic strip template (see Appendix B)
- Paper, pencils, or any drawing materials available

PREPARATION

- Print enough copies of the comic for each student in the class.

americanenglish.state.gov

PROCEDURE

1. Begin class by asking students to describe a comic strip.
 - a. Let students offer suggestions, but also ensure that they know comic strips are short stories presented through pictures and words.
2. Write the title of the comic strip on the board, “Lost in the Desert.” Ask learners what they think the comic might be about, based on the title.
3. Tell students that they will read the first part of the comic strip in class and then write new endings.
4. Hand out a copy of the comic strip to each student in the class.
5. Tell learners to look at the pictures and read the language silently.
6. After giving learners time to work individually, read the comic as a group by calling on different students to read aloud.
7. Check learners’ reading comprehension by asking the following questions of the whole class:
 - a. Where is the person in the comic?
 - b. What problem does the person have?
 - c. What does the person try to do to solve the problem?
8. Once the story has been discussed, begin a group brainstorm.
 - a. Ask learners to think about what happens next in the comic strip.
 - b. Encourage students to share some of their ideas with the class.
 - c. Write students’ ideas on the board for everyone to see. Spend at least 5-7 minutes listening and writing their ideas on the board so that students have a chance to hear from their classmates and refine their own ideas.
9. Tell students that it’s now their turn to write and draw the rest of the comic.
 - a. Give them a blank comic strip template (Appendix B) and any additional drawing materials you have available.

- b. Tell students to use all six squares to complete the story. All six squares must have a drawing.

At least three squares must include language.

10. After students have finished their comics, put students into pairs by having students work with the person sitting to their left.
11. In the pairs, students will read the comic with their new endings to their partners.

VARIATIONS

Instead of having students finish a comic strip, students can make their own comic strips. Then they give the first half of their comic strip to a partner. The partner will then write their own endings to their classmate's comic strip.

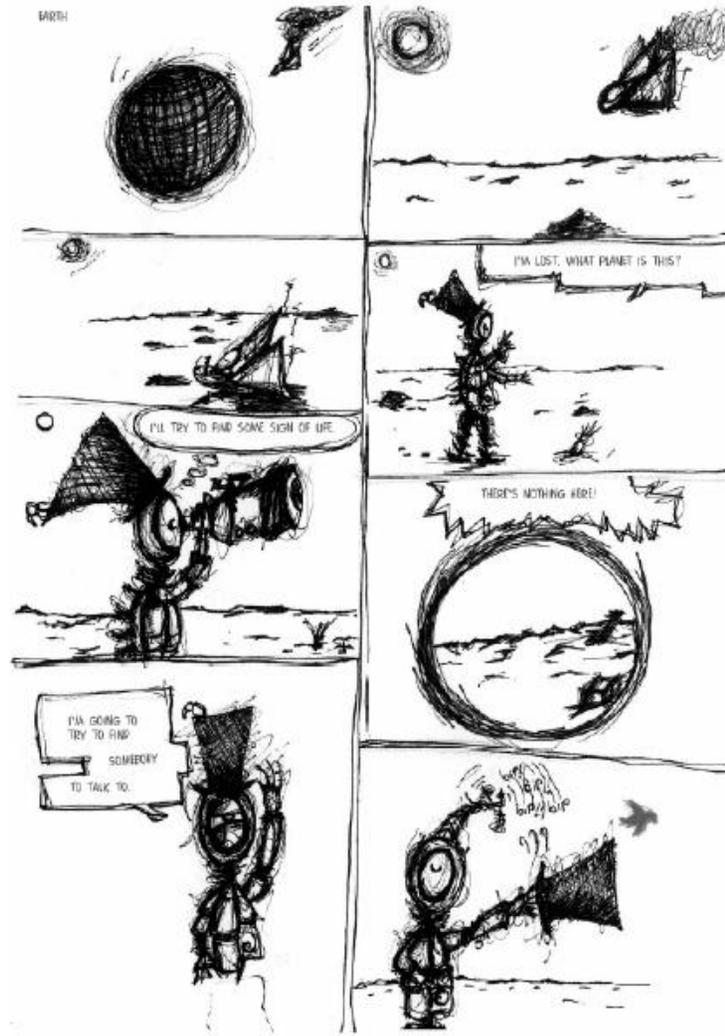
Another alternative is to give students short stories or poems to finish. [American English](#) has both poems and short stories available for free to teachers and learners.

APPENDIX A

LOST IN THE DESERT

JOSÉ CARLOS CHÁVEZ BERNEDO

AREQUIPA



APPENDIX B
