

## Didactic Unit

# Configuration of Family and Comic Strip

## Configuração Familiar e Comic Strip

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## 1 TABLE OF CONTENTS

### Organization of Didactic Unit

Discourse	Notion	Genre	Register	Speech Acts	Lexicogrammar
Different family configurations	Family and relationships	TV SHOW; Family Tree; Comic strip; Infographic; Youtube Tutorial	TV series Modern family; "Modern family" family tree; Comic strips (Garfield, Black Duck and Gil); Types of families; How create a comic strip	To explore different types and configurations of family; To discuss the differences between families; To understand the genre comic strip; To interpret comic strips; To reflect on the importance and definition of family; To produce a comic strip about family	Kinship terms; Emotions; Conjunctions; Linking words; Genitive case; Types of family

## 2 TARGET AUDIENCE / TEACHING CONTEXT

The target audience of this pedagogical material is 7th grade students, aged between 12/13 years-old. This material can be used in public or private schools that offer

all the necessary structure for the comfort and educational development of the students, such as: Internet (if not available use print material), computer laboratory, and Library.

### **3 THEME**

The theme of this didactic unit is different configurations of family.

### **4 GENRE (S)**

The main genres used in the didactic unit are: Comic strips, and TV show. In addition, we used other genres (Infographic; Youtube Tutorial, and Family Tree) to corroborate with the theme and the selection of genres.

### **5 COMPETENCE**

Comic strips in language learning classes motivate younger learners, provide a context, and provide logical connections, which are helpful in the English language learning process, while the visual information is helpful for comprehension (NOÉMI, 2006). In addition, the Family theme is important to understand that there are a lot of configurations of families in our society, realizing that the world is diverse and that this diversity needs to be respected.

### **6 OBJECTIVE**

- To teach the English language approaching different family contexts, aiming to explore and discuss different types of families;
- To explore the comic strip genre in English language classes;
- To understand the purpose, characteristics and other aspects about this genre, in order to learn how to interpret, to understand its use;
- To produce a comic strip.

## 7 RESOURCES

Texts: Online dictionary definitions of family, comic strips about family, scene from the TV show Modern Family.

Tools/material used: Canva and Storyboard (websites, if internet is available), Posters, cardboard, printed pictures.

## 8 ACTIVITIES

This unit is divided into two main parts: the first one is about Configuration of family and the second is about Comic strip.

### 8.1 Introducing the theme: Let's talk about families

#### Pre-reading

1) Para você, o que é família? E qual é o papel da sua família na sua vida? (Nota para o teacher: esta questão pode ser feita em grupo, com toda a turma, caso família seja um tópico sensível para algum aluno)

2) Com quem você se relaciona em questão de afetividade? Você consideraria essas pessoas como sua família?

3) Como você classificaria sua família em termos de afetividade?

Funny 🤔

Serious 😐

Loving 😊

Supportive 🤝

Distant 👤 → 👤

Talkative 🗣️

4) Com base na figure 2, você conhece esses personagens? Quem são eles? Se não conhece, tente imaginar quem são essas pessoas (se são amigos, pais, irmãos, etc.), analisando o texto e as imagens.

5) Pela figure 2, como você classificaria as expressões das pessoas na cena?

6) Observe a reação dos personagens e os elementos que se repetem nas imagens para responder: Qual você imagina ser o contexto dessa cena? Por que estão todos reunidos?

7) A fim de analisarmos a parte verbal do texto, conecte o vocabulário destacado no trecho à imagem que o representa.

Figure 1 – Different worlds



“We are from different worlds (1),  
But somehow we fit together (2).  
Love is what binds us  
Through fair (3) or stormy weather (4)”

Source: Unsplash

8) O que você acha que o narrador quis dizer com a fala “We are from different worlds, But somehow we fit together” ?

9) Na frase “We are from different worlds, But somehow we fit together”, qual é o sentido que a palavra “but” acarreta na frase?

( ) Addition

( ) Summary

( ) Time

( ) Contrast

( ) Place

( ) Cause and effect

10) Na frase “Through fair or stormy weather”, qual é o sentido da palavra “or”?

( ) Addition

( ) Summary

( ) Time

( ) Contrast

( ) Place

( ) Cause and effect

### Post-reading

Essa cena (na imagem abaixo) nos mostra um pouco sobre os Pritchett, uma família divertida, variada (tanto culturalmente quanto por diferentes sexualidades) e moderna. Neste episódio de *Modern Family* (episódio 1 da primeira temporada), Cameron e Mitchell apresentam a nova integrante da família: Lily, sua filha adotiva.

Figure 2 – Modern Family - episode 1, season 1



“We are from different worlds,  
But somehow we fit together.  
Love is what binds us  
Through fair or stormy  
weather”

Source: Compilation of images made by the authors<sup>1</sup>

<sup>1</sup> Editing from images found on the Star+ website.

11) Você se identifica com a cena? Sua família costuma se reunir?

12) Quais as semelhanças e diferenças que você vê entre a família da cena e a sua?

13) Por que a família Pritchett pode ser considerada uma família moderna?



## 8.2 Definitions and configurations of family

Observe as definições sobre família no verbete do dicionário (figure 3) e responda:


a) As definições do dicionário são próximas com sua própria definição de família?

b) Qual das duas definições você diria que é mais adequada aos dias de hoje?

Figure 3 – Dictionary entry

**family** [ fam-uh-lee, fam-lee ] [SHOW IPA](#)  

See synonyms for: [family](#) / [families](#) on Thesaurus.com

 Elementary Level

*noun, plural fam-i-lies.*

- 1 a a basic social unit consisting of parents and their children, considered as a group, whether dwelling together or not:

**family**

*noun*

UK  /'fæm.ə.li/ US  /'fæm.ə.li/

---

**family** *noun* (SOCIAL GROUP)



**A1** [ C or U + sing/pl verb ]

**a group of people who are related to each other, such as a mother, a father, and their children:**

Sources: Dictionary.com, Dictionary cambridge

### Family Members:

Associe as palavras em inglês às suas respectivas traduções em português (figure 4).

Figure 4 – Kinship terms

1-Son			9-Cousin
2-Mother	( ) Marido	( ) Pai	10-Brother
3-Niece	( ) Irmã	( ) Tia	11-Father
4-Wife	( ) Avó	( ) Primo (a)	12-Nephew
5-Husband	( ) Neto (a)	( ) Tio	13-Daughter
6-Grandchild	( ) Sobrinha	( ) Filha	14-Grandfather
7-Sister	( ) Esposa	( ) Irmão	15-Uncle
8-Grandmother	( ) Filho	( ) Avô	16-Aunt
	( ) Mãe	( ) Sobrinho	

Source: created by the authors

Figure 5 – Genitive case

(Continue)

# Genitive Case

O uso do caso genitivo indicará **posse**. Quando um elemento pertence a outro elemento.

**Regra Geral**

↓

**Possuidor 's + coisa possuída**

The **toy** of the **boy**

↙ ↘

coisa possuída      possuidor

The **boy's** toy

↙ ↘

possuidor      coisa possuída

The name of the man

↙ ↘

The man's name

## Outros usos do caso genitivo

1

Adicionamos 's (apóstrofo + s) aos substantivos.

Exemplos :

- Henry is Emma Swan's son.
- The Sorcerer's Hat will suck Emma into its vortex
- The Evil Queen's castle is on the hill.
- The children's toys are new.

Source: created by the authors



Figure 5 – Genitive case

(Conclusion)

**2**

Substantivos no singular ou plural terminados em- **s** recebem **apenas o apóstrofo**.



Exemplos:

- The princess' diary is on the table
- The girls' dolls are under the bed
- The horses' riders are sick

**3**

Nomes próprios ou sobrenomes terminados em -s deve ser acrescentado - 's.

Exemplo:

Jones'**s** house is blue

Marcos'**s** chair is broken

Mr. Jonas'**s** office is close

**4**

Quando houver **dois ou mais** possuidores para o **mesmo item** coloca-se '**s apenas no último possuidor**.

Exemplo:

Snow White and Prince Charming'**s** wedding

Sally and Susan'**s** car

My mother and father'**s** trip will be next month

**5**

Quando temos dois ou mais possuidores de itens diferentes **coloca-se 's em todos** os possuidores.

Exemplos:

men'**s** and women'**s** clothes  
(roupas de homens e roupas de mulheres)

Captain Hook'**s** and Peter Pan'**s** ship  
(o navio do capitão Hook ≠ o navio de Peter Pan)

Belle'**s** and Cinderella'**s** voices  
(a voz de Belle ≠ a voz de Cinderela).

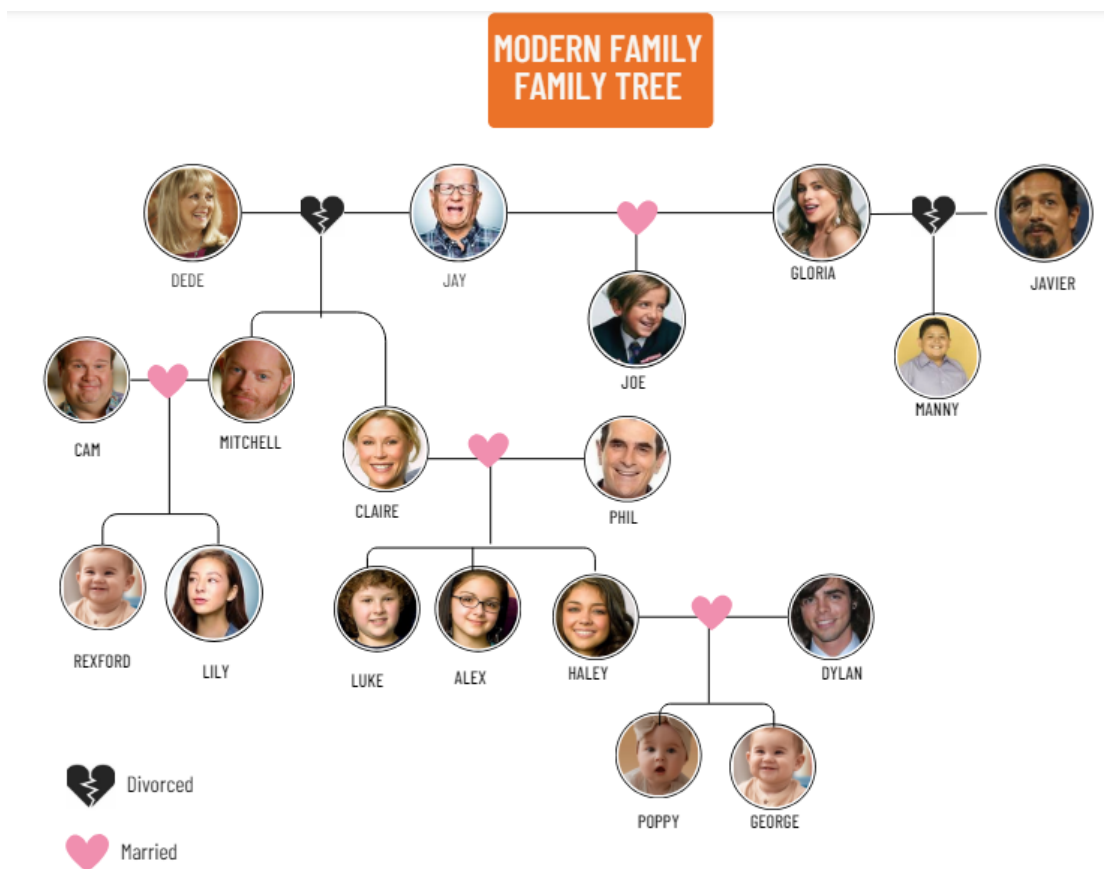


Source: created by the authors

1) Analise a Family Tree da família Pritchett (Figure 6) e complete as lacunas com a relação de parentesco de cada uma das pessoas abaixo.

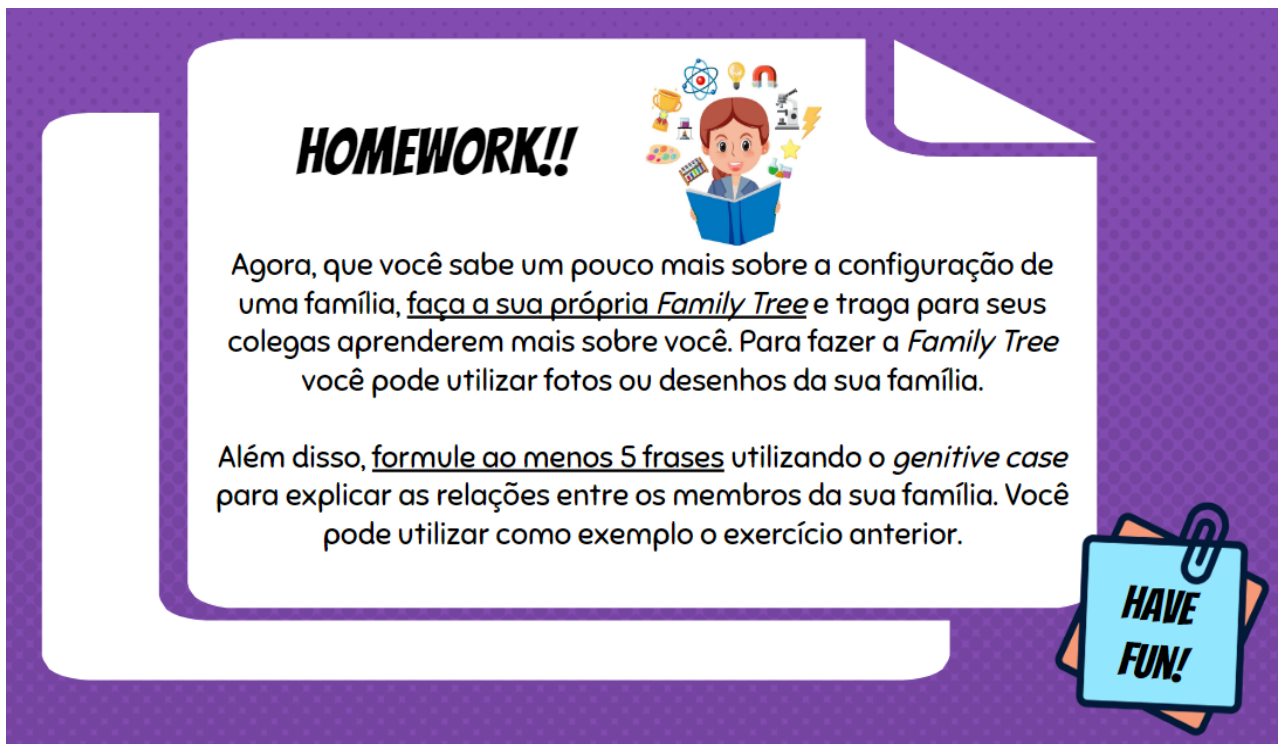
- a) Jay is Luke's Grandfather
- b) Mitchell is Jay's \_\_\_\_\_
- c) Dede is Claire's \_\_\_\_\_
- d) Phil is Claire's \_\_\_\_\_
- e) Alex is Lily's \_\_\_\_\_
- f) Gloria is Jay's \_\_\_\_\_
- g) Haley is Alex's \_\_\_\_\_
- h) Redford is Lily's \_\_\_\_\_
- i) Poppy is Luke's \_\_\_\_\_
- j) Luke is Cam's \_\_\_\_\_

Figure 6 – Modern Family's family tree




Source: created by the authors

Figure 7 – Homework



***HOMWORK!!***



Agora, que você sabe um pouco mais sobre a configuração de uma família, faça a sua própria *Family Tree* e traga para seus colegas aprenderem mais sobre você. Para fazer a *Family Tree* você pode utilizar fotos ou desenhos da sua família.

Além disso, formule ao menos 5 frases utilizando o *genitive case* para explicar as relações entre os membros da sua família. Você pode utilizar como exemplo o exercício anterior.

**HAVE FUN!**

Source: created by the authors

### 8.3 COMIC STRIPS

**WARM-UP: *Observe os textos (Figure 8) e responda:***

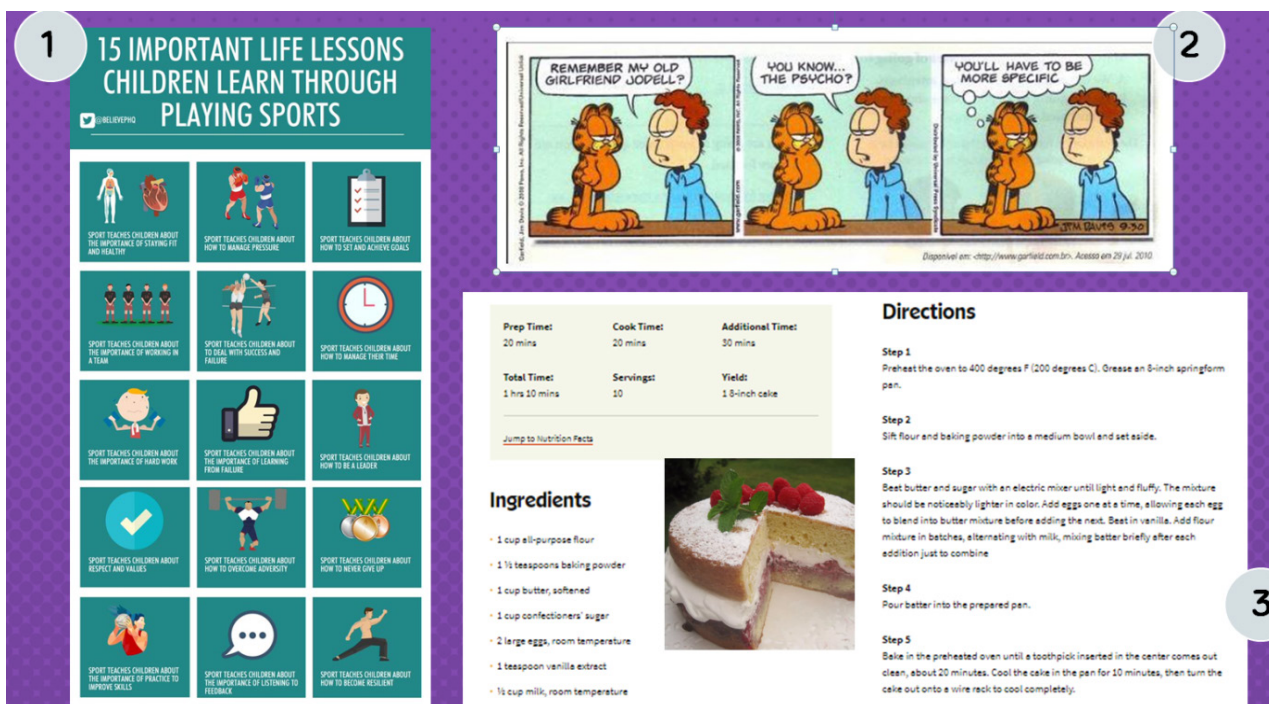
- 1) Qual dos textos possui mais imagens (non-verbal text)?
- 2) Qual dos textos possui mais texto escrito (verbal text)?
- 3) Associe os textos a suas respectivas funções sociais.

Text 1 (a)  To instruct  
 Text 2 (b)  To inform  
 Text 3 (c)  To entertain

4) Qual é o gênero textual de cada texto? Quais elementos te levaram a essa conclusão?

Text 1: \_\_\_\_\_ Text 2: \_\_\_\_\_ Text 3: \_\_\_\_\_

Figure 8 – text 1, text 2, and text 3



Sources: Believephq, Garfield, Allrecipes

### Analyzing comic strips

- 1) In general<sup>2</sup>, a Comic Strip ...
- ( ) tells a story through verbal text only.
  - ( ) tells a story through non-verbal and verbal text.
  - ( ) tells a story through non-verbal text only.

- 2) Where do we usually find comic strips?
- ( ) Newspaper
  - ( ) Humor websites
  - ( ) Culinary websites

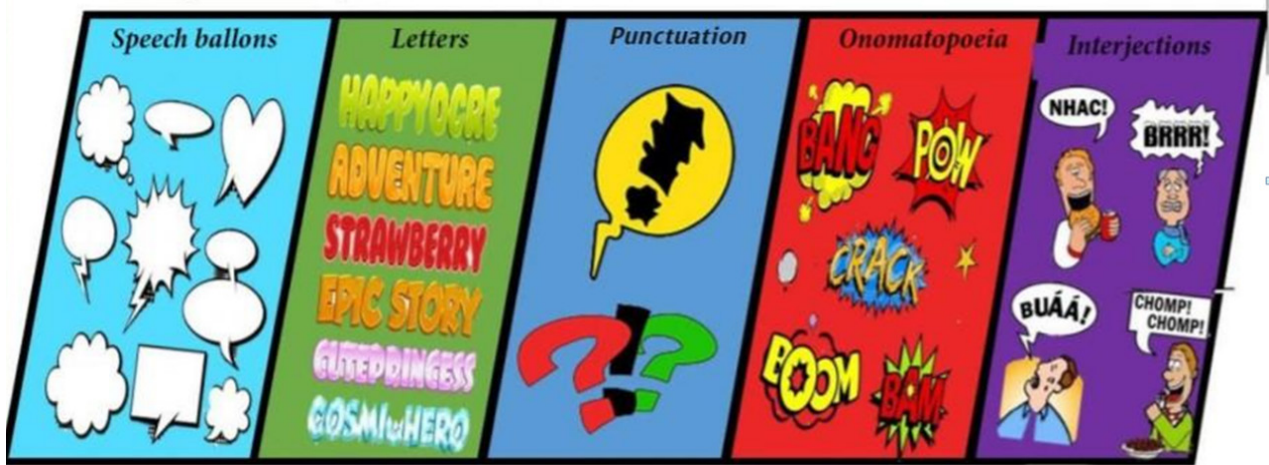
- 3) What elements do we usually find in comic strips?
- ( ) Speech balloons
  - ( ) Sound effects
  - ( ) Images/drawings
  - ( ) Paragraphs
  - ( ) Steps
  - ( ) Recommendation

### 8.4 Recursos gráficos das Comic Strips

Nas Comic Strips as histórias são contadas com a ajuda de recursos gráficos que auxiliam a expressar as emoções, os sentimentos, os sons e os ruídos.

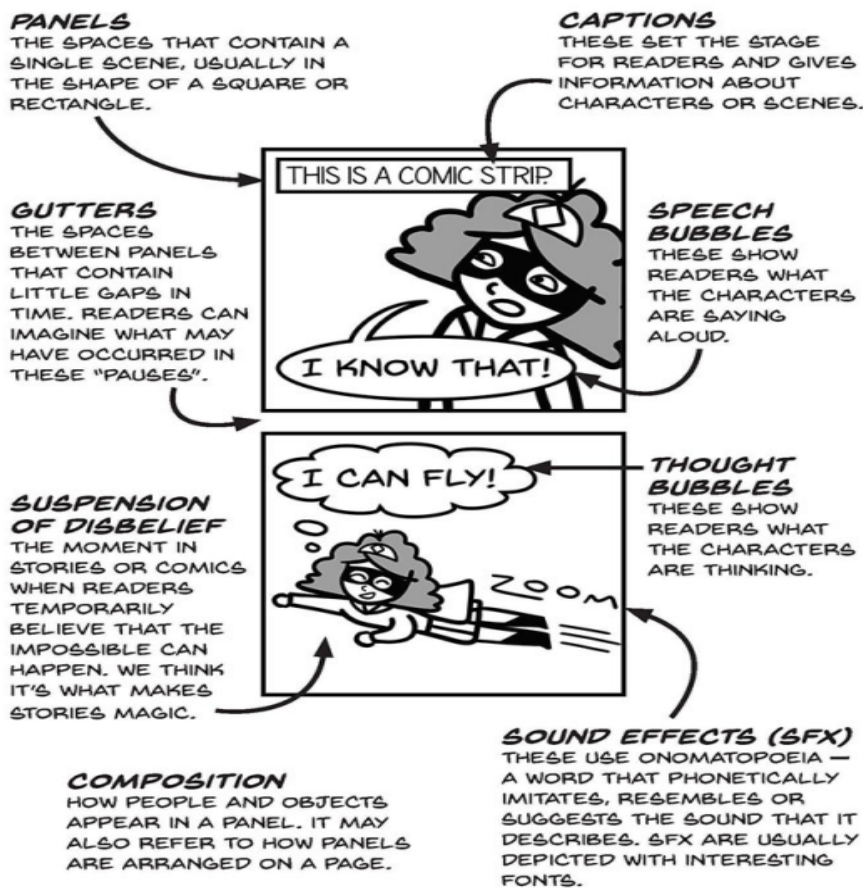
<sup>2</sup> Para o teacher: enfatizar o “in general”, pois existem Comic Strips sem o texto verbal, compostas apenas por imagens

Figura 9 – Recursos gráficos das Comic Strips



Source: Adapted from Descobrimdo o ABC

Figure 10 – Elements of comic



4) Agora, observe as Comic Strips do Black Ducks e Garfield (figure 11) e liste alguns dos recursos gráficos que estão presentes nelas. Use as figuras 9 e 10 como apoio para listar os elementos/recursos gráficos.

Black Ducks

1- \_\_\_\_\_

2- \_\_\_\_\_

3- \_\_\_\_\_

4- \_\_\_\_\_

Garfield

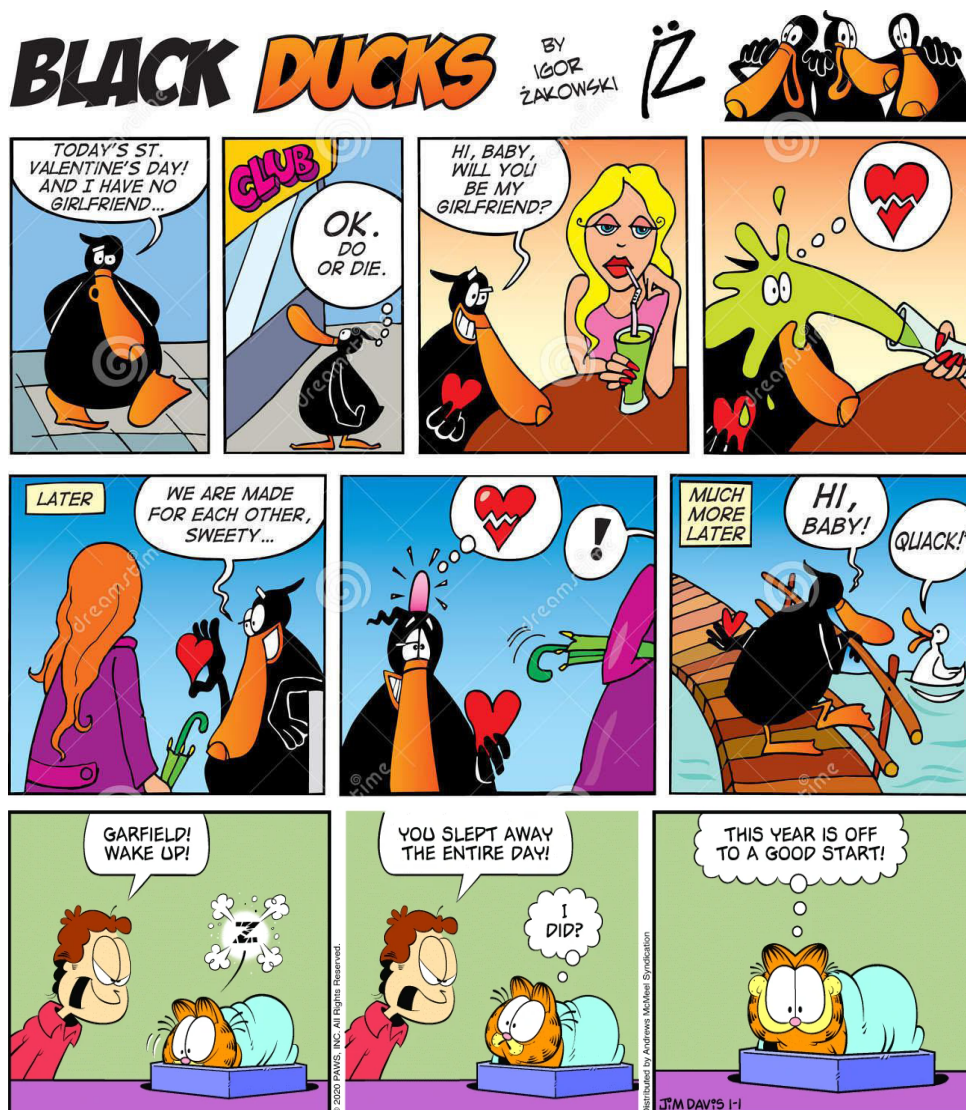
1- \_\_\_\_\_

2- \_\_\_\_\_

3- \_\_\_\_\_

4- \_\_\_\_\_

Figura 11 – Black Ducks and Garfield’s comic strips

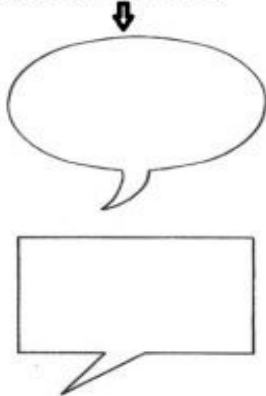


Sources: Iphotos, Garfield comic strips fandom

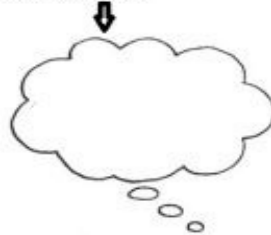
# MODELOS DE BALÕES

A PARTE EXTERNA DO BALÃO OBEDECE A NORMAS DE EXPRESSÃO. VEJA ABAIXO AS MAIS COMUNS.

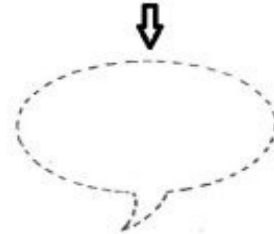
**FALA COMUM:** UMA LINHA SIMPLES, INTEIRIÇA, OVAL OU RETANGULAR, COM PONTA DIRECIONAL SIMPLES.



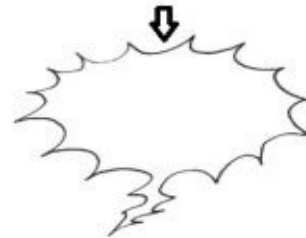
**PENSAMENTO:** LINHAS CURVAS IMITANDO NUVEM E PONTA DIRECIONAL COM BOLINHAS. TAMBÉM USADO PARA SONHOS.



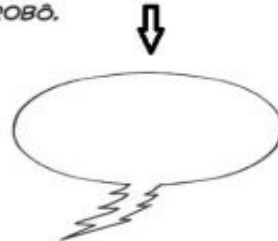
**SUSSURRO:** LINHA PONTILHADA E PONTA IDEM.



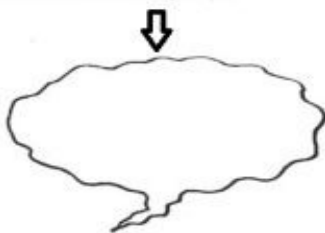
**GRITO:** LINHAS ESPALHADAS EM FORMA DE EXPLOÇÃO E PONTA IGUAL. AS LETRAS SÃO GRANDES.



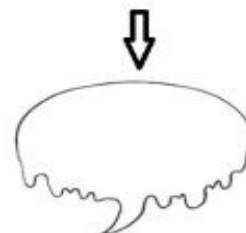
**FALA ELETRÔNICA:** LINHA SIMPLES E PONTA DIRECIONAL EM FORMA DE RAIOS. USADO PARA SONS DE RÁDIO, TELEFONE, TV E ROBÔ.



**EXPRESSÃO DE MEDO:** LINHA INTEIRIÇA, MEIO TRÊMULA, COM PONTA DIRECIONAL IGUAL.



**FRIO:** LINHA ESCORRIDA, PONTA IGUAL. TAMBÉM SERVE PARA EXPRESSAR FRIEZA AO FALAR.



Sources: Differenceengine, Mdiatividades

Figura 12 – Let's explore

Do you know any famous family comic strips?



Let's explore!

Source: created by the authors

### Analyzing Gil's comic strip

#### Pre-reading

- 1) Do you know those characters in figure 13? What is the relationship between them?
- 2) What are they doing? What are they talking about?

#### Reading

- 3) Why do you think the words "awesome" and "that" are highlighted in figure 13?  
 Destacar uma entonação diferente do restante da fala.  
 Destacar um recurso gramatical.  
 Escolha visual sem nenhuma influência no sentido do texto.



Figura 13 – Gil's comic strip



Source: Archive.boston

4) Você sabe o que é uma “nuclear family” (ou família nuclear)? Faça pressuposições sobre o significado desse termo.

5) Procure uma definição de “nuclear family” na internet ou dicionário. Ela coincide com a sua pressuposição?

6) Os personagens entendem da mesma forma o sentido/significado da palavra “nuclear”? Qual dos personagens tem a mesma ideia abaixo (figura 14)?

Figura 14 – Dictionary Entry: nuclear

## nuclear

*adjective*

UK /ˈnjuː.kli.ə/ US /ˈnuː.kli.ə/

**B2**

relating to weapons, or the use of weapons, which use the power produced when the nucleus of an atom is divided or joined to another nucleus:

- a nuclear war/attack
- nuclear disarmament
- How many nations have a nuclear **capability** (= have nuclear weapons)?

Source: Dictionary cambridge

Figura 15 – To think about 1

## To think about!



Você lembra de alguma outra configuração de família, diferente da “nuclear family”? Se sim, qual(is)?

Source: created by the authors

### Family configurations:

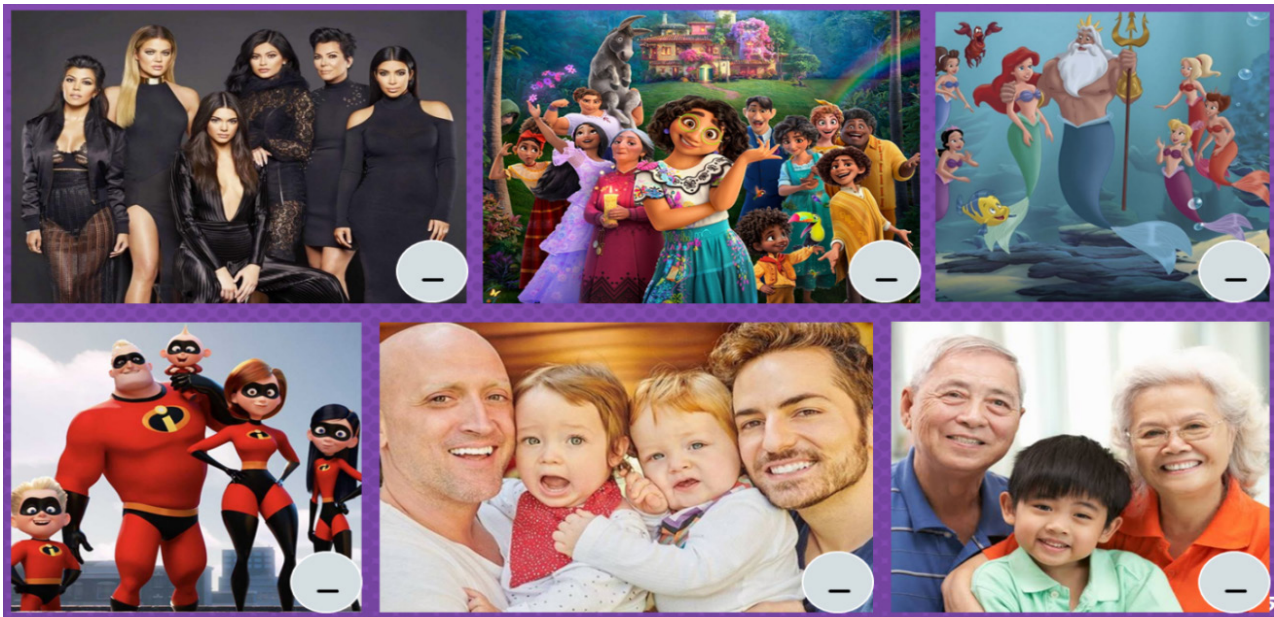
Faça inferências sobre as diferentes famílias abaixo (figure 16) e tente conectar ao seu significado. Depois, tente conectar esses termos às famílias das imagens (figure 17).

Figura 16 – Activity: configuration of family

1	Nuclear Family	Man, woman and any number of kids
2	Same-sex Family	Many relatives (aunts, cousins, grandparents...) living together
3	Extended Family	One adult separated from their lover that has one or more kids
4	Single Parent Family	Grandparents taking care of the kid(s), with no parents present
5	Reconstituted/ blended Family	Step family; two families united by a new marriage
6	Grandparent Family	Homosexual couple and any number of kids


Source: created by the authors

Figura 17 – Different families









Sources: The Kardashians, Disney: Encanto, The Little Mermaid, The Incredibles, Paulo Gustavo Instagram, Pexels

Figure 18 – Types of families



## Types of families

 <p><b>Nuclear family</b></p> <p>A family unit consisting of two adults and any number of children living together. The children might be biological, step or adopted.</p>	 <p><b>Extended family</b></p> <p>Grandparents, aunts, uncles, and cousins, either all living nearby or within the same household.</p>
 <p><b>Reconstituted family</b></p> <p>Also known as a step family. A family where one or both adults have children from previous relationships living with them.</p>	 <p><b>Single parent family</b></p> <p>An individual who is unmarried or legally separated from a spouse and has one or more children for whom the individual has custody or joint custody or is pregnant.</p>
 <p><b>Same-sex family</b></p> <p>A same-sex family is a homosexual couple living together with biological, step or adopted children.</p>	 <p><b>Grandparent family</b></p> <p>A grandparent family is a family with grandchildren and no parents present in the intervening generation.</p>

To think about!



Does your family relate to one of these types of family? Which one? Why?

Source: created by the authors

Figura 19 - To think about 2

## To think about!



Based on the previous infographic, which type of family do you think the Pritchett family belongs to? Why?



Sources: created by the authors and Star+ website

## Analyzing Marvin's comic strip

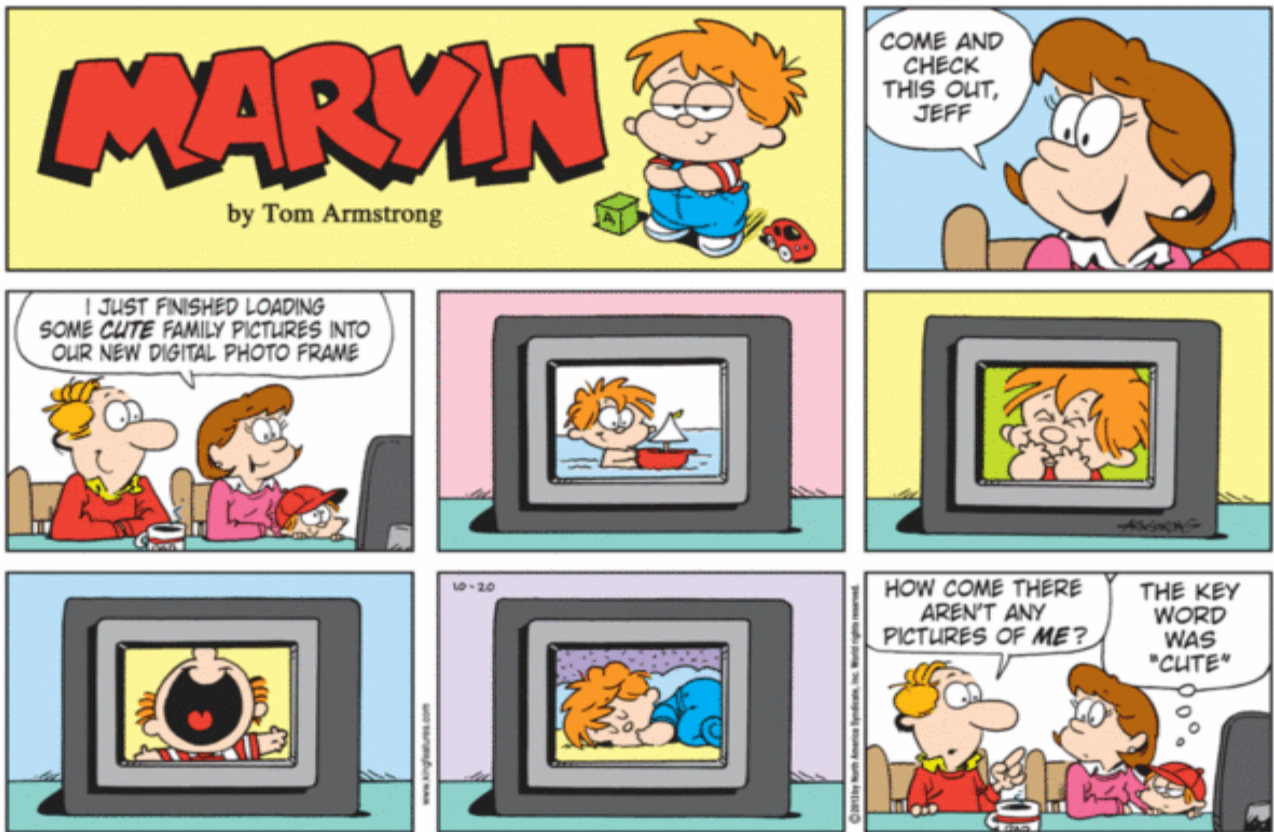
### Pre-reading

- 1) Do you know these characters in figure 20? Have you ever read Marvin's comic strip?
- 2) Which type of family do you believe Marvin's family belongs to? Why
- 3) Does your family also have the habit of looking at old pictures? If so, are the photos digital (like Marvin's) or printed?

### Reading

- 4) a) What do you think a digital photo frame is?  
( ) A printed photo album    ( ) An electronic photo album  
b) Do you have one?
- 5) a) In "the key word was cute" (figure 20), Marvin means that...  
( ) His father is not cute.  
( ) His mother is not cute.  
( ) He is not cute.  
b) Did he say it out loud? What graphic element showed you that?

Figure 20 – Maryin’s comic strip



Source: Pinterest

### 8.5 Collaborative work: Let’s work together to produce a comic strip!

Figure 21 – How to create a comic strip

How to create a comic strip?  
What are the steps to do it? Let’s watch the video to find out!

Check (✓) the alternative(s) that belong to this genre.

- Dialogues
- Long paragraphs
- Characters
- Images or pictures
- Onomatopoeia
- Interjections
- Headlines

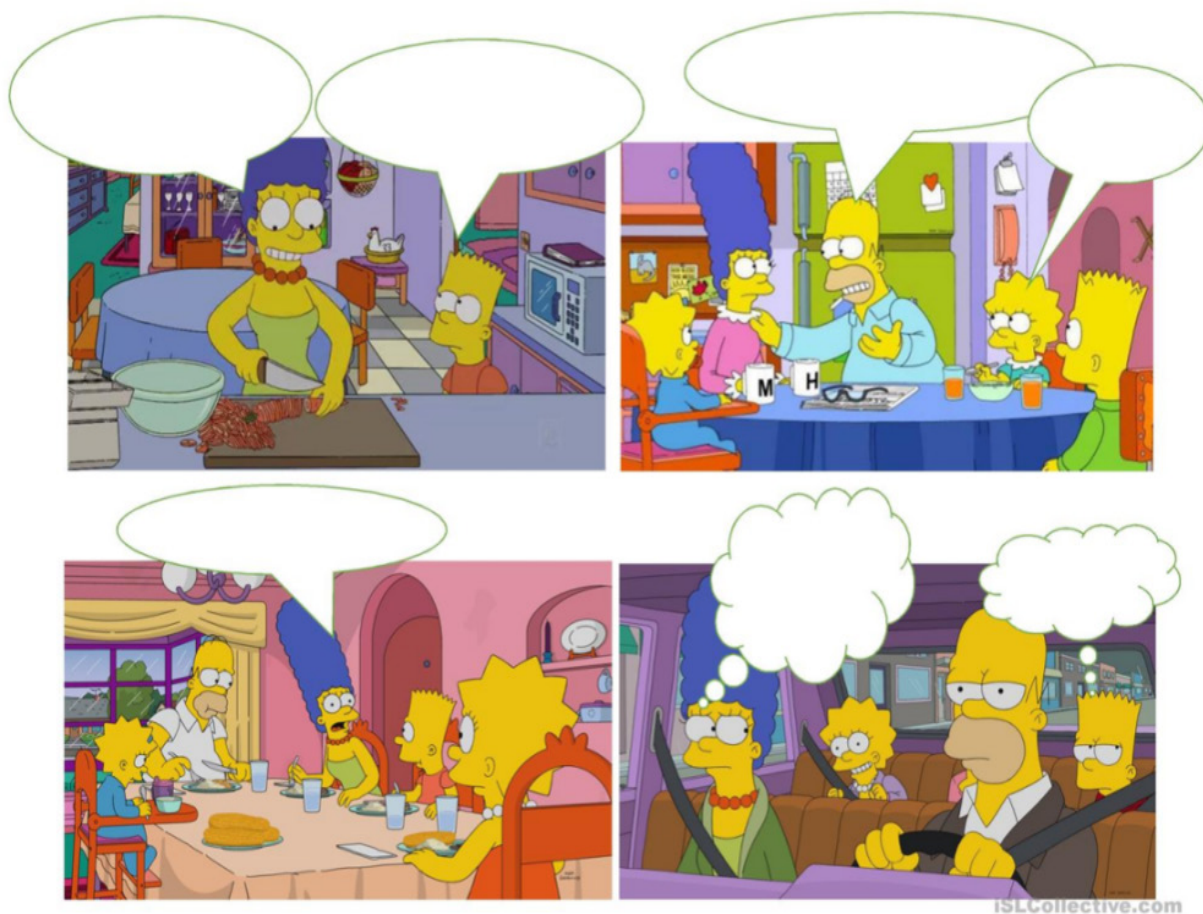
Source: LEARN Youtube channel

### Speech Ballons Activity

Em relação a figure 22, responda as questões abaixo:

- 1) Do you know this family (figure 22)? Who are they? What are their personal characteristics?
- 2) Why are there different types of balloons? What do they represent?
- 3) What is the context of the scenes?
- 4) What do the characters' expressions show us?
- 5) Fill up the speech balloons with a possible conversation between the members of this family.

Figure 22 – Simpsons Speech Ballons



Source: islcollective

## WEBCOMIC!

What is a Webcomic?

**Check (✓) the best alternative.**

comics published exclusively in newspapers.

comics published exclusively on the Internet.

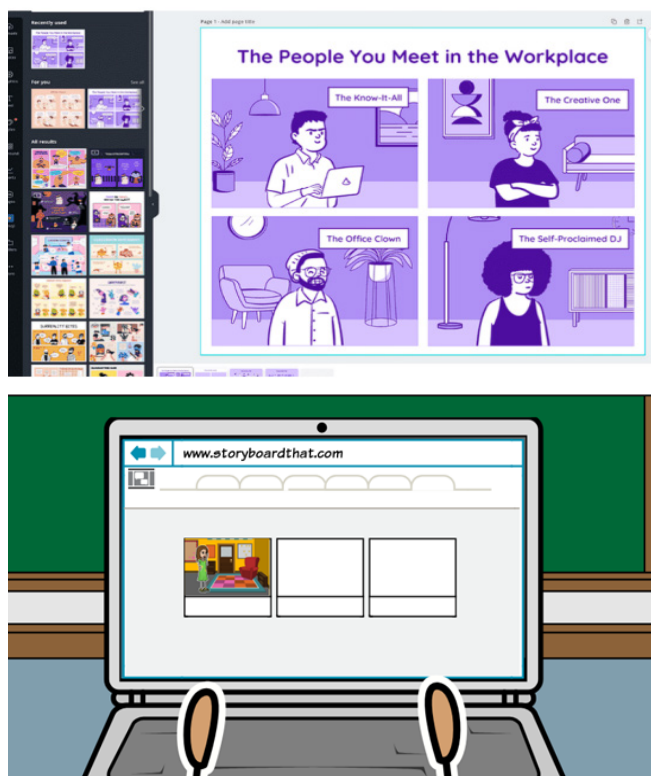
comics published both on the internet and in newspapers.

## Now, let's make your webcomic!

Use one of the websites<sup>3</sup> below to create your own webcomic about your family.

Use your creativity and have fun!

Figure 23 – Storyboard creator tutorial



Sources: Canva, StoryboardThat

<sup>3</sup> Caso recursos digitais e/ou internet não sejam acessíveis, o professor pode utilizar os templates impressos.

### Ideas for sharing

Now that you produced your comic strips, let's share them with your community!

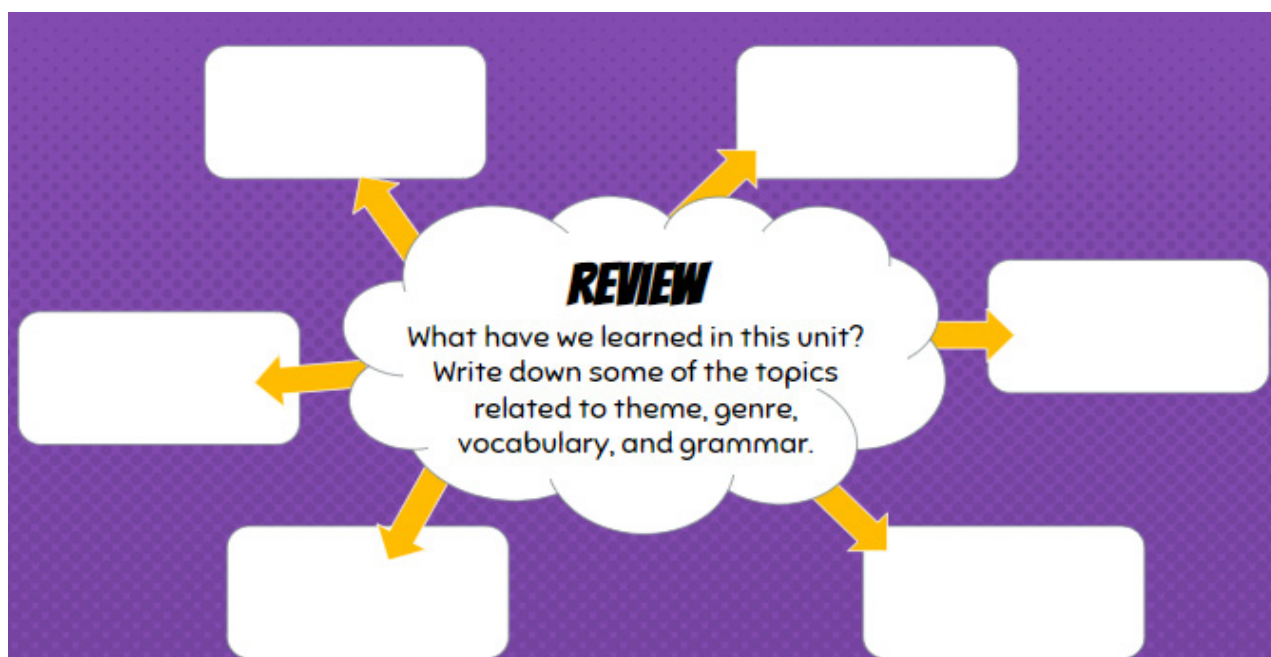
Some ideas to share the texts:

- Make an exposition/gallery at school
- Create an Instagram to publish students' comic strips online
- Produce a comic book with all the students' productions
- Publish them on the school's Facebook page (if the institution has one)

### Reviewing the unit

What have we learned in this unit? Write down some of the topics related to theme, genre, vocabulary, and grammar (figure 24).

Figure 24 – Reviewing the unit



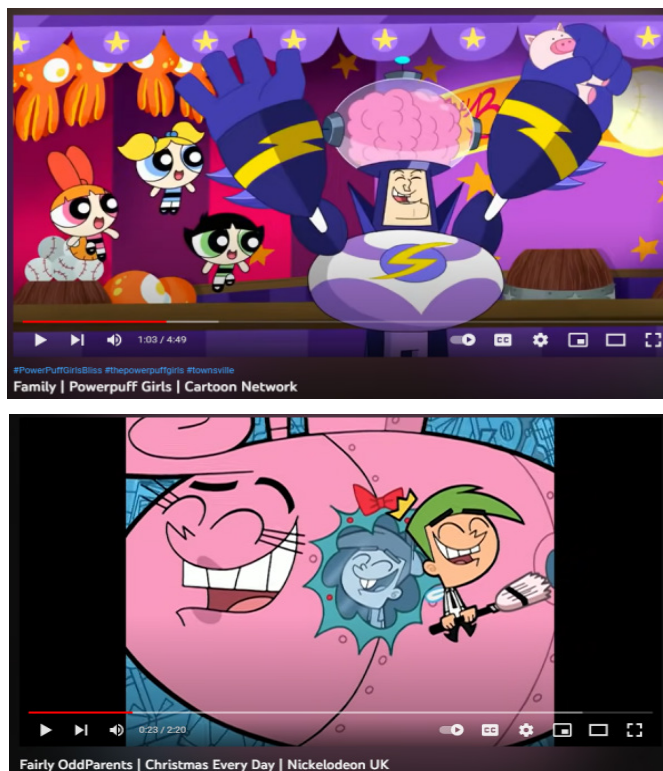
Source: created by the authors



## 8.6 Extra activity

Let's watch the videos and transform them into comic strips.

Figure 25 – videos into comic strips



Sources: The Powerpuff Girls Youtube channel, Nickelodeon UK Youtube channel

### Let's produce a comic strip!

Divida a turma em dois grandes grupos. Cada grupo ficará responsável por um vídeo (figure 25) e o transformará em Comic Strip. Os grupos podem se organizar para dividir as seguintes funções:

- 1) transcrever/sintetizar o episódio;
- 2) reproduzir as imagens/desenhos;
- 3) produzir os diálogos dentro dos balões<sup>4</sup>;
- 4) inserir elementos gráficos (interjeição, onomatopeia, fonte textual...).

### Share your work!

Use some of the ideas presented previously to share students' productions.

<sup>4</sup> Para o teacher: trabalhar com os alunos o processo de síntese - transformar as falas em frases mais curtas.

## REFERENCES

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