

Name of Activity:

Factor and Multiple Comic Strip

Standards:

TN State Curriculum

GLE 0406.2.2 Develop fluency with multiplication and single-digit division.

GLE 0406.2.3 Identify prime and composite numbers.

✓0406.2.7 Identify factors of whole numbers and model factors and products beyond basic multiplication facts using arrays and area models.

SPI 0406.2.4 Find factors, common factors, multiples, and common multiples of two numbers.

Common Core

CCSS.Math.Content.4.OA.B.4 Find all factor pairs for a whole number in the range 1–100.

Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Steps Taken to Implement the Activity:

1. I introduced the activity by showing the comic strip I made on the Promethean board.
2. I read my comic aloud, and we went over the definition of a factor and a multiple together as a class. I then shared with the class that they are going to be making comic strips today.
3. I went to the make beliefs comix's website, and showed the students how to create a comic strip. I showed the students all the controls, how to add characters, how to move things around, how to make objects bigger or smaller, how to add thought and talk bubbles, how to add backgrounds, and how to add color.
4. I showed the students the "My Comic Script" worksheet, and explained to them that they need to write the definition of a factor, their factor number, a factor rainbow for their factor number, the definition of a multiple, their multiple number, and the first five multiples of their multiple number.

5. I explained to the students that their job is to take the information from their worksheet and put it into a comic strip, and that each part of the worksheet has to be included in the comic strip.
6. I showed the students a factor and multiple card, and explained to them that they will all get their own card that will tell them what number to make a factor rainbow for and what number to list the first five multiples of.
7. After I explained the worksheet and the card, I passed out the worksheet, factor and multiple cards, and the directions sheet.
8. I explained to the students that they have to bring their worksheet to me before they can get a computer to create their comic strip.
9. After the students completed their worksheet, had me check off their worksheet, and got a computer, they were allowed to start creating their comic.
10. Once a student finished their comic strip, I checked their comic to make sure it had all the required elements, and then I emailed their comic to myself.
11. I told the students that I would print out their comics, and return them tomorrow.

Reflection:

Overall, the activity went really well, and the students had a lot of fun. The process of creating the comic strip went really well because the students were engaged, and they had a lot of fun creating their comic strip. It was a good thing that I had the students write out their script before I let them get a computer because the students were very focused on the characters, the background, and the story line. Having the students fill out the worksheet first also, kept them focused on the math behind the activity. Also, I think the topic of the activity fit very well because the students were able to incorporate the definition of a factor, the definition of a multiple, the factors of their number, and the multiples of their number very well into a comic strip. I also really like the website that I choose for the students to use because it let the students have free range in creating their comic strip. The only major limitation that I found with the website is that it would only let you have up to four scenes in your comic strip.

After implementing the activity, there are some things I would change. For example, I would have the students create their text inside the thought or talk bubbles first. I noticed that a lot of students were more concerned with the layout of their comic than with what their comic said. The point of the activity was for the students to practice with factors and multiples, and so I would want to make sure that the students had that information in their comic before they went on to designing the layout. I would want the students to have the information first in their comic because some students only had their characters and backgrounds picked out when math time was over. Also, I could assign the “My Comic Script” worksheet for homework, and the next day I could let the students who have completed the worksheet for homework create their comic strip in class. This way students would have more time to create their comic, and choose characters and backgrounds. I would also change my method for checking off the students’ worksheets. Since there was only one of me, a lot of time was wasted on students having to wait for me to check their worksheet. If I had some Ipads in my classroom, I would include QR codes on the back of some of the factor and multiple cards. That way some students could scan the QR code to check their worksheet instead of waiting on me to check off their worksheet. I would create a document for some of the cards that had the definition of a factor, the definition of a multiple, the factors for the number on the card, and the first five multiples for the number on the card. All students would have to do is quickly show me they have their worksheet completed, and then I would give them permission to get an Ipad, which would take less time than me having to check each part of each student’s worksheet individually.