Pixton Practices Handout
Language Acquisition

For Use with Pixton PowerUp Webinar

Best Practice #1: Create the Scene

Prep

To set up Create the Scene, choose a setting. Use Pixton's Content Packs or the available backgrounds for ideas. Then, write a three- to six-frame dialogue (or longer for more advanced students). Check your dialogue for appropriate language levels—thematic vocabulary from your unit, grammar topics that students will be able to understand, and proper use of expressions and idioms.

Activity

Review the vocabulary terms and concepts necessary to understand the dialogue, especially if Create the Scene is being used shortly after the vocabulary has been introduced. Then, provide students with the dialogue. Have students use Pixton to create the scenes and the characters who will be saying the dialogue.

PowerUp Variations

One variation of this activity is to use student-created dialogue. Have your students partner up, with each one creating a brief dialogue. Have the partners give each other the dialogue, and then they can work to create the images for their partner's words. Another variation can be made more challenging by providing the original dialogue out of order and then having students identify the correct order based on context clues.

Differentiation

Adjust Vocabulary Levels: Provide simplified or more advanced dialogue incorporating differing vocabulary or idioms.

Allow Use of Speech-to-Text or Text-to-Speech Tools: Students can hear the dialogue using speech-to-text tools instead of typing it.

Use Remix Tools: Create base sets for students to use to illustrate the dialogue.

Partner Work: Have students create the illustrations for the dialogue in pairs or small groups.

Best Practice #2: Yesterday-Today-Tomorrow

Prep

Review verb forms with students. Before completing this activity, students should know how to express past, present, and future, ideally using different subjects. If appropriate for the target language, provide verb charts.

Activity

Students choose an activity. They create a three-panel comic that shows the activity three times. They then caption each panel using a different tense: past, present, or future.

PowerUp Variations

Create scenarios displaying an activity with no descriptions. This encourages students to identify the correct verb to use while reinforcing verb tenses in the target language. You can also experiment with different perspectives, changing the sentence's subject as appropriate—for example, using I, you, they, or we as subjects. In another variation, give the class a blank Yesterday-Today-Tomorrow that shows different activities, or have students create a series of various activities. Then, have students swap to fill in potential activities from each other's comics. This allows the students to practice with multiple verbs and increases the vocabulary usage for the activity.

Differentiation

Use Verb Charts: Allow students to use verb charts to check that they are using the correct form of the verb.

Use Speech-to-Text: Allow students to use speech-to-text instead of typing their captions.

Add Sequencing Words: Have students include words such as "yesterday," "tomorrow," or days of the week to increase vocabulary and practice with longer sentences.

Best Practice #3: Comics Jigsaw

Prep

Write several dialogues for students. These can be conversations, familiar stories, retellings of historical events, or sequences of activities. Divide each dialogue into several parts. Ensure you have enough distinct dialogues and dialogue segments for each student in your class.

Activity

Hand out the segments to students. Students will work to find other people with parts of the dialogue on the same topic. Once students have identified their group members, they will work together to illustrate the story or dialogue.

PowerUp Variations

Provide students with only partial sentences and have them fill in the blanks with words that would fit. This can be especially effective when reviewing a variety of units, as students could select appropriate words related to sports, school, health, or other topics.

Differentiation

Use Speech-to-Text: Allow students to use speech-to-text instead of typing their captions.

Group Students Intentionally: Instead of handing out pieces of the dialogue at random, provide students with more or less challenging dialogues based on their learning needs. Another option is to plan groups with at least one struggling student and one high achiever to utilize peer tutoring.

Provide Groups: Group students into the mixed-up dialogue so they don't need to find their own groups to get started.

Associated Research

Derrick, J. (2008). Using comics with ESL/EFL students. *The Internet TESL Journal*, *14*(7), http://iteslj.org/Techniques/Derrick-UsingComics.html

Ortiz Orellana, X.G. & Mena Mayorga, J.I. (2021). Pixton as a digital teaching tool to encourage the writing skill. *Ciencia Digital*, *5*(3), 20–35. https://doi.org/10.33262/cienciadigital.v5i3.1621

Sadik, A. (2008). Digital storytelling: A meaningful technology-integrated approach for engaged student learning. *Education Technology Research Development*, *56*, 487–506.