

***Teens and Toondoo***  
by  
Anna Gay

**Targeted Grade Level:** 9<sup>th</sup> Grade

This lesson targets students in an English I class. While the text is primarily used as a transitional text for high school freshmen, the foundation of the lesson and the web 2.0 tool could be adapted to various levels of English.

**Length of Lesson:** Five 90 minute block periods to introduce and explain the project, model the project, and allow the students to work on their narrative Toondoo books. However, if the students are working on the project simultaneously while reading the novel, the entire process of reading the novel/working on the project may take several weeks, depending on your class.

**Overview of the Lesson:** During this lesson, students will effectively create a personal narrative using the Web 2.0 tool Toondoo, in which they make connections between David Lubar's *Sleeping Freshman Never Lie*, their own high school experiences, and those in other global cultures.

**Essential Learning Outcomes:**

<b>Students will be able to:</b>	
Academic Goals	<ul style="list-style-type: none"><li>• Analyze and evaluate text components (such as organizational structures and story elements)</li><li>• Make connections between works, self and related topics</li><li>• Compare and contrast their own experiences in high school with those in other global cultures</li><li>• Respond reflectively to the text with an awareness of how personal and cultural influences affect the response</li><li>• Narrate experiences about their freshman year in high school</li></ul>
Process Goals (aligned with the Partnership for 21 <sup>st</sup> Century Skills)	Communicate Clearly Manage Goals and Time Work Independently Be Self-directed Learners
Product Goals (Aligned with the Partnership for 21 <sup>st</sup> Century Skills)	Create Media Products Apply Technology Effectively (Through the use of the Multi-modal tool Toondoo)

**NC Common Core Standards Being Addressed:**

***English Language Arts Standards 9-10***

<i>Reading Standard R. 9-10.2</i>	Determine a theme or central ideas of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by its specific details; provide an objective summary of the text.
<i>Writing Standard W. 9-10.3</i>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p style="margin-left: 40px;">Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p style="margin-left: 40px;">Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p style="margin-left: 40px;">Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<i>Writing Standard W. 9-10.6</i>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically

#### **Materials Needed:**

- Classroom copies of *Sleeping Freshman Never Lie*- David Lubar
- Access to computers/ Toondoo ([www.toondoo.com](http://www.toondoo.com))
- Writing Prompts (See below for samples)
- Handouts/Student Directions for project (see below for samples)
- Rubric for grading projects (see below for sample)

#### **How the Lesson Will Flow:**

*Sleeping Freshman Never Lie* is a young adult novel written somewhat as a diary that narrates about the high school experiences of a young boy named Scott Hudson. The story includes journal entries, lists, and anecdotes, as well as Scott's various attempts at creative writing, all the while discussing both humorous and serious topics that occur during one's high school experience. During the course of the novel, the students will respond to various writing

entries that mimic the ones written by Scott in the novel. As they conclude the novel, they will compile their best entries and publish them using the web 2.0 tool Toondoo.

Below is a timeline for completing the project:

Day 1: Begin *Sleeping Freshman Never Lie* Unit. This includes with an introduction to high school culture in other countries, and the Web 2.0 tool Toondoo

Day 2: Begin reading *Sleeping Freshman Never Lie*

Day 3: Introduce the Toondoo project and what will be required of the students (see Handout 1)

Day 4: Allow time for students to create a Toondoo log in and become familiar with all of the features of the tool itself. The tool is easy to use, but there are multiple layers with which they need to become familiar. Have them create a sample book for practice (See Handout 3).

Days 5-13: Students are given writing prompts that correspond with the material in the novel which they will later input into their Toondoo. Each of these prompts are personal reactions, but mimic entries in the novel. (See Handout 2)

Day 14: Workday with computers! Students who have approved drafts work on creating their Toondoo books. Other students continue working on drafts.

Days 15-16: Assess student progress by having them complete self assessments/reflections about their progress, questions, and concerns. Continue with writing prompts as the students are reading.

Days 17-19: Workdays with computers! Students who have drafts approved work on creating their Toondoo books. Other students work on writing their Toondoo drafts. St

Day 20: Project Due/Share projects!

### **Assessment:**

Informal Assessments:

- Entrance/exit slips to track student progress

- Video Surveys/post assessment surveys at the end of the project

Formal Assessments:

- The students projects will be graded according to the following rubric:

### **Story Writing : Toondoo Project**

Teacher Name:

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Requirements	All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Extra Prompts	The story included 10 total prompts (four more than the required amount)	The story included 9 prompts (three more than the required amount)	The story included 6 prompts (two more than the required amount)	The story included 5 prompts (one more than the required amount)

Title	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.
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**Sources consulted for this Lesson:**

Northern Nevada Writing Project

\*In Handout 1, some of the instructions and the first five prompts were adapted from the Northern Nevada Writing Project website:  
[http://writingfix.com/Chapter\\_Book\\_Prompts/sleeping\\_freshmen3.htm](http://writingfix.com/Chapter_Book_Prompts/sleeping_freshmen3.htm)

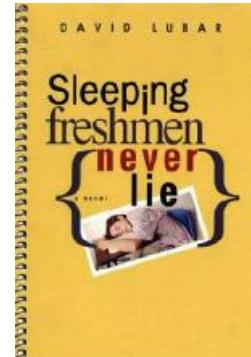
**Handouts:**

- 1- Student Assignment Sheet/Prompts 1-5\*
- 2- Student Prompts 6-13
- 3- Toondoo “How-To”
- 4- Toondoo “How-To”- Publishing and Saving

## Handout 1- Assignment Sheet

# Creating a School Survival Guide Using ToonDoo

Sleeping Freshmen Never Lie by David Lubar.



Scott Hudson, is a 13-year-old boy struggling to survive his freshman year of high school. When he finds out his mom is pregnant, it is almost too much to deal with and, since he loves to write, he decides he needs to write about all of his fears, frustrations, desires, experiences, etc. But since “boys don’t write diaries,” he decides the format of his expression will be a “high school survival guide” to his yet-to-be-born younger sibling.

By now, YOU are probably (or are quickly becoming) an expert on how to survive in high school. Secondly, you may think you would have benefitted heavily from a survival guide written by someone with experience.

Your assignment: **to develop a personal narrative about high school modeling that of Scott Hudson's.**

This assignment is designed to be a reflective journey in which you explore personal experiences through a variety of writing skills and genres.

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### How To:

As you read the chapters of the novel, you will stop each time that Scott Hudson adds an entry to his diary and model it, replacing Scott's experience with your own.

**Final Product:** Your personal narrative full of memories, lists, rules, maps, pictures, comparisons, rankings, etc. A big piece of you will be in your guide and that piece of you will come through as you develop your voice. You will use that voice to convey emotion and capture tone, mood and humor. Readers of your guide will not only be able to learn from your rules of survival, they will get treated to rich descriptions of people, places and events that provided the backdrop and storyline of your freshman year so far.

The first five entries are as follows:

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**\*\*\*Rate Your Year** ...for the first entry, reflect upon your year and, taking all things into

consideration, give it an overall grade (A+, B-, F, etc.) Write a one page narrative explaining how you came up with the grade you did using vivid, detailed memories and experiences as support.

**\*\*\*Field Guide To** ...after reading a field guide to fish, which describes the various kinds of fish in the world, Scott Hudson finds himself stuck on a scary bus with a shouting bus driver. Scott decides to do a “field guide to bus drivers,” which explains the five different types of bus drivers one might encounter. Since Scott covered that topic, choose your own field guide that explores a topic applicable to a high school freshman (ex: five different kinds of cliques). Model Scott’s example of 5 different examples with a two or three sentence description of each.

**\*\*\*My First Class Schedule** ...Scott is very interested and excited when he gets his first schedule. Where are his classes located? Does he have any friends in them? How about the Julia, the girl he is obsessed with? What are his teachers like? Are the classes hard with lots of homework? I bet those questions sound familiar. There are three parts to this entry. First, list your class schedule with period, room, class and teacher. Second, write a two to three sentence blurb about each class, telling the reader what they need to know: avoid this class, you have to get this teacher, the best unit in this class is..., the one thing you have to know about this class is..., etc.

**\*\*\*My First Day/Week** ...As Scott shares the memories of his first day and first week of high school, many things will sound familiar. Think back to that crucial time and do an entry that compares and contrasts your experience to Scott’s. Did you get lost? Did you get picked on? What was your new outfit/hairdo on the first day of school? Did you have friends for support or did you have to go it alone? What was your first reaction to your classes, teachers, homework, etc. Be as descriptive and detailed as you can while comparing your experience to Scott’s.

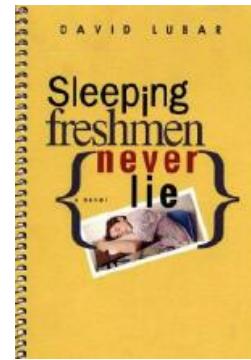
**\*\*\*High School Survival Tips** ...By the end of chapter 5, Scott Hudson already has a list of seven rules for high school survival. Some are humorous, some are intense, all of them are directly tied to personal experience. After reading Scott’s rules, come up with seven rules of your own. Be sure to avoid generic rules (do your homework, stay out of trouble, go to class) and focus on personal experience (don’t go out with a guy who will treat you bad, cheat on you, lie right to your face and date that awful Sarah Smith!, don’t take your mom’s car on a quick joyride around the block and get seen by twelve different neighbors in five minutes!).

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#### **Instructions:**

- As you read the chapters of the novel, you will stop each time that Scott Hudson adds an entry to his diary and model it, replacing Scott’s experience with your own. Sometimes this work can be done in class, and other times it will involve time outside of class.
- I will give you prompts in class. Some of these will be directed, and some of them will be more of a free-writing style.
- You will be given time in class to work on this, but you must also plan ahead!
- As you write, you will choose pieces which you will edit and revise, and then polish for your Toondoo project.
- Each entry **MUST** be planned and written out as a draft before it can be entered on the Toondoo (If you are going to work on the Toondoo at home, Ms. Gay must approve your drafts).
- **Your final Toondoo project will include AT LEAST 10 of your entries, including the five listed on this page.**
- **This counts as a MAJOR PROJECT GRADE!**

## Handout 2- Toondoo Prompts Continued



- #6: What could be worse? Scott makes a guide of things that are worse than gym class in order to get through the ordeal. Pick your least favorite class and make a list of five things that are worse, so that if you thought about them, it would make getting through your class easier . Be descriptive!
- #7: Tom Swifties Scott loves English class!(yay!) Remember that Tom Swifties are a play on words using the last word in the sentence as well as an adjective that goes with it (Ex: "Who turned off the *lights?*", Tom said *dimly*. Write a list of your own 5 Tom Swifties!
- # 8: Writer's Block: Scott makes his first attempt at writing an article for the school newspaper; but he is immediately stuck with writer's block. What would you do if you were in his shoes?  
Write a column about an event that you've recently been to (it can be a sports event, school event, family event, etc) in the same style that Scott writes his column.  
\*Look at page 74 for the example\*  
\*I am not looking for you to write Tom Swifties, but for you to write like Scott wrote his original entry\*
- # 9: Scott Hudson's Guide to Teacher Types  
In chapter ten, page eighty-two, Scott makes a guide for each of the types of teachers that he has. Read over the guide again and name a teacher that you've had in the past who fits his description. Explain why that teacher fits the description.  
Ex: Your eighth grade science teacher was a comic. You had a really fun time, but you didn't really learn anything. That's why Biology is so hard this year!
- # 10: Make your own list for spotting unpredictable/odd people. See page 96 in chapter twelve for the example. (chapter 12)
- #11: Couplets: In chapter thirteen (p.112) Scott writes couplets (a couplet is a pair of lines that rhyme) about the football game.  
Prompt: Pick an extracurricular activity and write 2-3 couplets about it. Be creative!
- #12: Seven Reasons: Scott discusses seven reasons why he shouldn't join the wrestling team. Think about something that you have tried to avoid (get out of) and list seven reasons why you shouldn't do it.
- #13: Guide to Lethally Hot Foods: On page 138 Scott lists four foods that he considers lethally hot. Look at his list and then list your own foods that you consider "lethally hot."

## Handout 3- Toondoo How To

### **Sleeping Freshmen In Class Assignment with Toondoo**

In order to begin familiarizing yourself with Toondoo, there are several steps that you MUST follow.



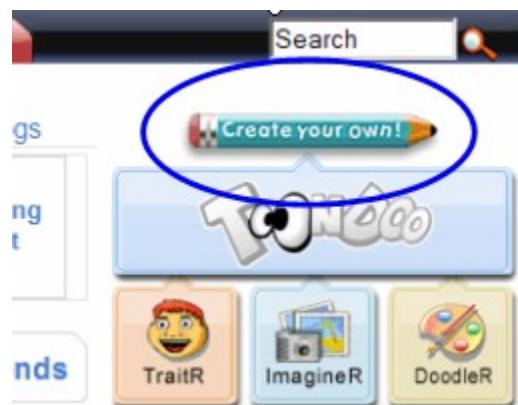
#### **Part 1 Instructions:**

You will need to create an account. Click on the sign up for free icon in the top right hand corner. When the pop up screen shows up, click on the right hand side, Toondoo (not Toondoo spaces).

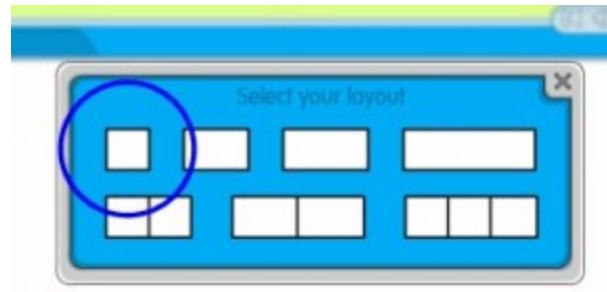
- 1) You will need to create your own user name and password (IE: username:john.smith and password:khs1234). You will also need to enter your e-mail address.  
**\*THIS NEEDS TO BE SOMETHING YOU CAN REMEMBER!!!!!!**
- 2) Once you create a username and password, hit register. You will receive a message if you done so correctly. Once you have registered correctly, you will need to use your username and password to log in.
- 3) Log in and follow the directions below to create a toondoo.

#### **Part 2: Creating Your First ToonDoo**

1. Click on the *Create Your Own!* pencil in the upper right corner of the ToonDoo homepage.



2. You will see this screen prompting you to select your layout. Choose a single panel cartoon.



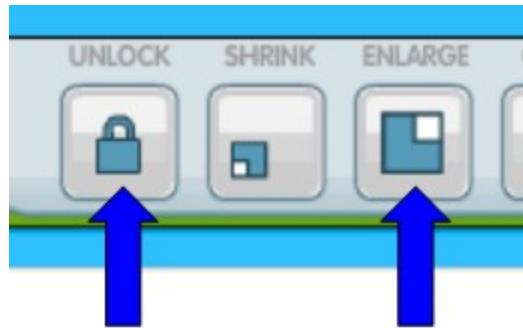
3. Next, mouse over the *Backgrounds* menu and choose the abstract backgrounds. The background used in this cartoon is located on the second page of the abstract backgrounds. Drag the background to your cartoon panel.



4. Now, choose the *Characters* menu item and click on the bear (ToonDoo calls him Jambav), and select the character indicated in the picture below. Drag Jambav to your cartoon panel.



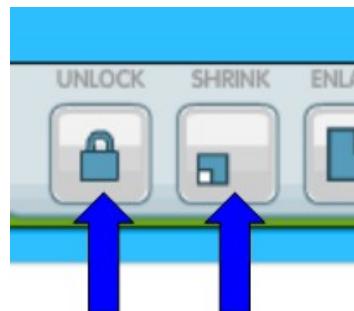
5. You can use the *Toolbar* at the bottom of your screen to make changes to your character. For our cartoon, we enlarged Jambav, and then locked him in place.



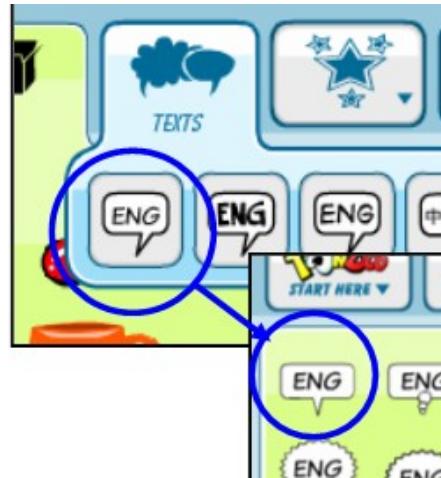
6. Let's give Jambav something to munch on. Mouse over the *Propsmenu* and choose the apple on the first row.



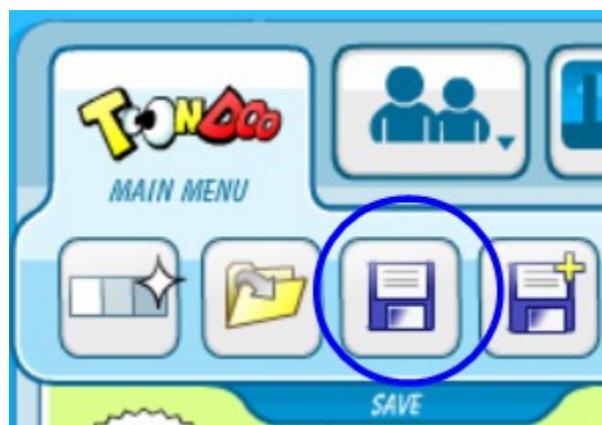
7. Use the *Toolbar* to shrink the apple. Place the apple in Jambav's hand, and lock it in place.



8. Make Jambav talk by choosing the *Text* menu item and choosing the icons illustrated below.



9. Type something witty for Jambav to say. (Hint: use the toolbar to shrink the dialog balloon before you begin to type.) You have to press the Enter key on your keyboard to start a new line of text.
10. Enlarge and shrink the dialog box as needed and position it as you like. You can move the pointer of the dialog box as well.
11. Lock the dialog box in place.
12. Save your ToonDoo by selecting the *Save* option from the *Start Here* menu.



13. Complete the information and options on the publish prompt and click the Publish button.

*Congratulations! You just created your first ToonDoo!*

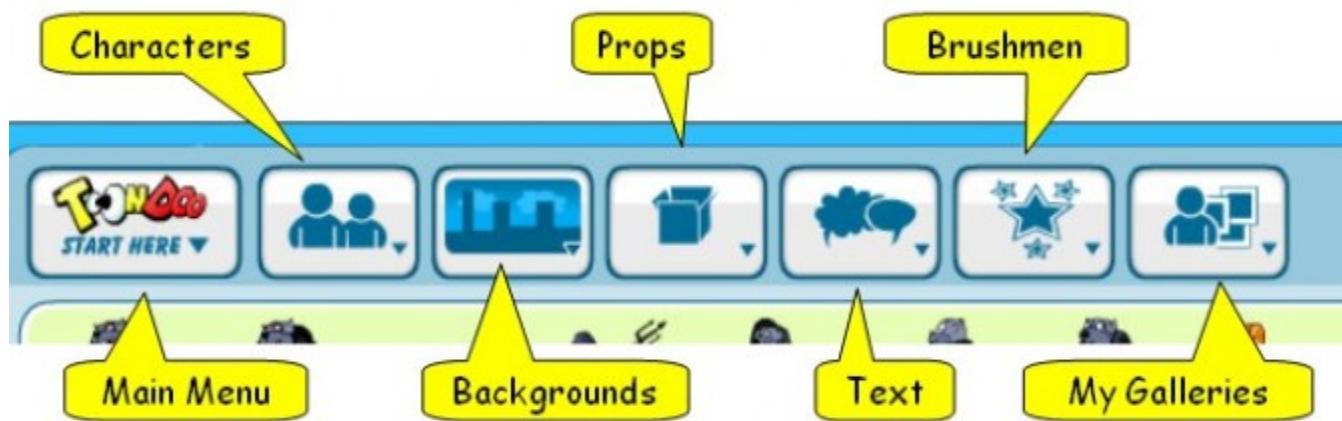
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Once you are finished creating your ToonDoo, feel free to experiment with the program. Get comfortable with the various features that are in it (menus, backgrounds, characters, props, etc), since you will be using these for your book.

If you are finished with ToonDoo, you may work on your writing prompts.

### Design Menu

The Design Menu on the ToonDoo creation screen is pictured below. The Main Menu gives you a number of options to customize your ToonDoo.



### Main Menu

From the Main Menu you can create, save, or open a new ToonDoo. You can also submit feedback to the people at ToonDoo.

### Characters

The Characters menu offers you the choice of hundreds of different ToonDoo characters. They are classified into categories like Men, Women, Children, Stick Figures and more. Later, you'll see that you can manipulate the positions and facial expressions of each character.

## **Backgrounds**

There are dozens of cartoon panel backgrounds to choose from here. Most can be altered only between color and black-and-white.

## **Props**

The Props menu is just what you need for adding important details to your ToonDoo. What's a mad scientist without a well-stocked laboratory? Or a football hero without a football? Most of these can be manipulated by size, position, and color.

## **Text**

The Text menu lets you create dialog balloons to make your ToonDoo characters come alive. You have several choices of fonts and languages, and you can change the colors as well.

## **Brushmen**

This menu catalogs all of the graphic elements in Toondoo—characters, props, backgrounds—by the artist who created the graphic. This is useful if you really like one particular style or need to have your elements work well together stylistically.

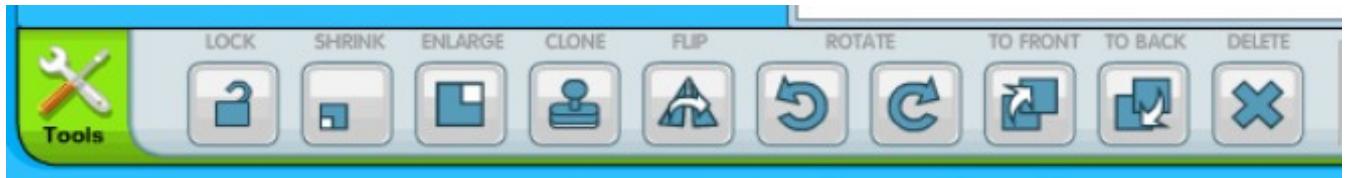
## **My Galleries**

This menu allows you to import your own images into ToonDoo, create customized characters, create drawings and store your most frequently used graphics.

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## **Tools Menu**

The Tools menu gives you a variety of options for manipulating your graphics to suit your desires. From here, you can change the size, color, position, orientation and expression of your characters, props and backgrounds. Some menu options work with all of the graphics; others only work with some of them.



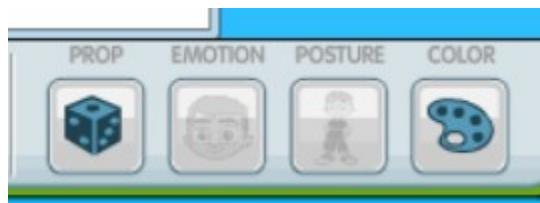
- Lock: Locks the selected graphic in place
- Shrink: Makes the selected graphic smaller
- Enlarge: Makes the selected graphic larger
- Clone: Makes an exact copy of the selected graphic
- Flip: Makes a mirror image of the selected graphic
- Rotate Left and Rotate Right: Pivots the selected graphic in the desired direction
- To Front: Places the selected graphic on the top layer
- To Back: Places the selected graphic on the bottom layer
- Delete: Removes the selected graphic from your ToonDoo

The options listed above work with almost all of the graphics except the backgrounds. backgrounds cannot be brought to the front or cloned.

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### Props Menu

The Props menu allows you to change the color, expression, posture and orientation of many of your props and characters.



- Prop: Changes the orientation of some props
- Emotion: Changes the facial expression of some characters
- Posture: Changes the position of some characters
- Color: Changes the colors of some props and backgrounds

## Handout 4- Toondoo How To- Publishing and Saving

### Publishing and Reviewing Cartoons

In order to create a ToonDoo book, you must first create a number of cartoons.

Once you have several saved cartoons, then go to your “My Toondoos” section.



When you select this, ToonDoo should take you to screen that shows you all of your saved cartoons.



When you mouse over your cartoons, you will see a variety of options show up.

### My ToonDoos



Choose the “Add to Toonbag” option for each cartoon that you want to use in your book. Once you have done this, you will need to go to your ToonBag. You can access this through the green “Books” navigation tab.



Once in your “ToonBag,” make sure to check the box next to each cartoon that you want to include in your book.



After you have all of the cartoons checked, then click the “make a book button.”



Now all you have to name your book in the dialog box and save it.

- You can post your created cartoons as a saved image file (you cannot do this with a book). This is a way for you to include any of your cartoons in Word documents, on a webpage, in a power point, etc.

This task is similar in that you go back to your “My Toondoos” section. Select one of your cartoons by double clicking on it.

Once the cartoon comes up, right click once on the cartoon and you will be presented with numerous choices. You will want to choose the “Save Picture As...” option.



You want to save the image into the “My Pictures” folder that is in your “My Documents” folder. Your cartoon is now available for you to use as an image.

- Another useful toondoo tool is the ability to post comments. You can post a comment to anyone’s cartoon. All you need to do is select the cartoon that you want to review. At the bottom of the screen is a place for you to post comments. Simply type in what your thoughts are and click submit.

Simply type your thoughts in this space and then click submit!

Anyone can view the comments that have been posted so be careful what you say!

- To view posted comments, click on the “Galleries” navigation tab. One of the choices will be comments – that is the one you select.



You can now scroll through and review all of the posted comments. I recommend using the search option otherwise there are a lot of comments to scroll through!



Taken from: <http://toondooguide.wordpress.com/publishing-and-reviewing-cartoons/>