ANTHONY NASH

CLAYMATION CREATION

9th-12th Grade | Animation / Claymation
**VISUAL ART LEARNING SEGMENT PLAN**

**UWM METHODS TEMPLATE**

Learning Segment Title: Claymation Creation

Number of Planned Lessons: 5

Age Group: 9-12

**ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT**

<table>
<thead>
<tr>
<th>Central Focus:</th>
<th>Enduring Understanding</th>
<th>Key Concepts: Empathy</th>
<th>Essential Question: How can you express empathy through claymation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3-4 sentences describing the core concepts for the learning segment and meaningful connections to the subject-specific objectives, including: interpreting art, developing works of art/design, and relating art to context.) The central focus revolves around the concept of empathy. Students will use Feldman’s model to investigate film clips and stills from various claymation artists including the works of Tim Burton. Students will design their own characters and sets and they will learn about shot, lighting and sound techniques to evoke a greater sense of empathy in their own claymations that they will create in small groups. Upon completion, students will then create a poster, instagram, or IMDB movie review to hook viewers into watching their films.</td>
<td>(What do you want students to understand through this learning segment?)</td>
<td></td>
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**LEARNING OBJECTIVES & VISUAL ART STANDARDS**

Students will be able to create claymation shorts that relate to empathy using filmmaking techniques to evoke an emotional response in the audience.

<table>
<thead>
<tr>
<th>National Core Art Standards (list grade level specific number and text)</th>
<th>Learning Objectives</th>
<th>Learning Tasks &amp; Assessment Alignment</th>
</tr>
</thead>
</table>
| **HS Accomplished - Standard VA:Re.7.2.Iia:** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences. | **Interpreting Art:** Students will use Feldman’s model to describe, analyze, interpret and evaluate film clips and stills from works by filmmakers like Tim Burton. Students will also evaluate the progress and effectiveness of their peers work. | **Learning Tasks:**
  - Looking and talking about film stills and clips using Feldman’s model
  - Midpoint Critique
  - Rotten Tomatoes critique

  **Assessments/Feedback:**
  - In-class snowball discussion
  - Exit tickets |

| **HS Accomplished - Standard VA:Cr.2.1.Iia:** Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. | **Developing Works of Art/Design:** Students will collaborate in groups to plan, create, and exhibit claymation shorts using a variety of shot, lighting and sound techniques. | **Learning Tasks:**
  - Outline and Storyboard
  - Create a setting and characters
  - Film and edit claymation

  **Assessments/Feedback:**
  - Submitted video
  - Submit characters and sets
  - Exit tickets |
### HS Advanced - Standard
**VA:Cn10.1.IIIa:** Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

### Relating Art to Context:
Students will be able to explain their artistic decisions in their filmmaking and relate their story/concept to their own individuality and personalities in order to strive for originality. Students will also be able to present their work in a persuasive fashion that encourages audiences to view their films.

### Learning Tasks:
- Final assessment write up

### Assessments/Feedback:
- Final assessment (poster, instagram OR IMDB review)
- Exit tickets

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### ACADEMIC LANGUAGE

<table>
<thead>
<tr>
<th>Language Demands (Describe language demands that are essential to this learning segment)</th>
<th>Planned Supports (Instructional strategies, learning tasks, &amp; materials)</th>
<th>Assessments/Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Function:</strong> Interpret</td>
<td>Students will interpret the films and stills from various clayimation artists. Questions informed by Feldman’s model will guide these discussions giving students the tools to dig below just surface level questions.</td>
<td>Evidence of learning is exhibited through in class discussions during the looking and talking activity. Students will also be handing in exit tickets each lesson day.</td>
</tr>
</tbody>
</table>

### Vocabulary: (list & define)
- **Empathy:** The ability to understand and share the feelings of another.
- **Stop Motion:** Form of cinematography where the camera is repeatedly stopped and started, for example to give animated figures a sense of movement.
- **Claymation:** A branch of stop motion that uses clay figures.
- **Frame:** A still image (not to be confused with a shot which doesn’t HAVE to be a still image).
- **Frame Rate:** Number of frames in one second (usually 24-60)
- **Shot:** A series of uninterrupted frames (includes high/low angle shots, long shots and close ups).
- **Foley Sound Effects:** Foley (named after sound-effects artist Jack Foley) is the reproduction of everyday sound effects that are added to film, video, and other media in post-production to enhance audio quality.

Vocabulary is introduced through a slideshow presentation. Most of the terms and techniques are also described during a live demonstration of stop motion using the Stop Motion Studio app provided on the iPads from the school. All of the terms and concepts will additionally be provided on hard copy “cheat sheets” which are also available digitally over Powerschool (slideshow is also available on Powerschool)

Student’s claymation films will encompass all of the techniques and concepts gone over in class. Students will demonstrate an understanding of shot, lighting and sound techniques as well as an understanding of the concept of empathy through their final submitted film.

### Discourse (or Syntax):
Students will have several discussions and critiques that will require students to have an understanding of these terms. These include the snowball discussions, rotten tomatoes critique, and individual feedback.

Questions will be on the board that follow Feldman’s model to help facilitate discussions. The rotten tomatoes sheet is also a support for giving students talking points when critiquing one another's work.

Students will submit a final assessment (poster, instagram or IMDB review) that will require student knowledge on these terms in order to be successful.
LESSON #1

Descriptive Lesson Title: Intro to Claymation

Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Students will be introduced to the concept of empathy. We will start by exploring why is it that we feel empathy for fictional characters in films and books etc. Students will share moments where they felt emotional because of films and books and attempt to rationalize why these feelings were evoked. I will then show a quick film (To This Day) that does a tremendous job at emotionally impacting the audience. Students will engage in a snowball style discussion to evaluate the film. I will then introduce the basics of claymation and show a quick video that uses claymation in a fun way. Students will be assigned their groups this day and handed out their groups packets to simply write their names and be able to take a look at what’s to come. Students will get into random groups afterwards and will be looking and talking about film stills (printed out) from popular claymation movies. Using Feldman’s model, students will answer questions about their assigned film still and we will go over each groups findings in class. Through this activity, I will get students to understand the importance of every frame in a film and how one still can say a lot about the context of the story. I will also emphasize the expressions on characters faces and how that plays a role in empathy. At the end of class, students will fill out an exit ticket and turn it in as they leave.

Materials:
(Instructional, art making, and organizational materials required for this lesson)

slideshow, film still print outs

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
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<tbody>
<tr>
<td>5 min</td>
<td>I will quickly lecture and lead discussion about empathy.</td>
<td>Students will be introduced to the concept of empathy. They will be asked to think about their own experiences with film and think of moments where they felt emotional and analyze why these feelings were evoked.</td>
<td>A slideshow will accompany my lecture.</td>
</tr>
<tr>
<td>10 min</td>
<td>I will show the “To This Day” film.</td>
<td>Students will view the film with a slightly different lens as they will be paying attention to moments where they feel emotional and be prepared to explain how they think these feelings were evoked.</td>
<td>The video is available to students on Powerschool in case they have missed a day or simply need to revisit information.</td>
</tr>
<tr>
<td>15 min</td>
<td>I will now assign groups; Facilitate snowball discussion.</td>
<td>Students will be introduced to their filmmaking groups. They will also engage in a discussion style where they partner up, then discuss as a group before meeting for whole class discussion.</td>
<td>Questions related to Feldman’s model will be displayed to guide discussions.</td>
</tr>
<tr>
<td>10 min</td>
<td>I will introduce claymation; Show quick film by Guildies to inspire students.</td>
<td>Students will be exposed to the world of claymation and hopefully feel inspired by the Guildies film.</td>
<td>The video and other resources are available to students on Powerschool in case they have missed a day or simply need to revisit information.</td>
</tr>
<tr>
<td>Time</td>
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</tr>
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<tr>
<td>15 min</td>
<td>Review the previous days lesson, initiate snowball discussion about clip from Mary and Max. The film does a good job of displaying empathy.</td>
<td>Students will watch film clip and partner up for discussion, then talk with their groups before meeting for a full class discussion. Students will look for film strategies the claymation artist uses to evoke emotions.</td>
<td>Fedman's questions will be posted on the screen to help facilitate discussions.</td>
</tr>
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</table>

**Relevant Assessments & Planned Feedback** *(Initial, Formative, and/or Summative)*

Students will be assessed during the snowball discussion and looking and talking activity based on their participation. I will also look at students exit tickets to check for understanding.

**Teacher Self-assessment/Reflection:** *(To be completed following teaching; include connections to relevant theory)*

I noticed some students felt a little confused with the film still discussions because I grouped students randomly using UNO cards (i.e. red cards get together, blue cards get together etc) almost directly after figuring out the students filmmaking groups. Next time I’d rather have students do this discussion with their filmmaking groups right away to avoid any confusion. I will also probably wait to give out group packets for the next lesson day since this lesson was more of an introductory lesson and students only needed the packets this day to essentially list their group member names. Students don't need to fill anything else out on the packets until the next lesson.
### LESSON #3

**Descriptive Lesson Title: Stop Motion Demo Day**

**Lesson Description:**
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

I will first show a clip from Tim Burton’s behind the scenes of Frankenweenie where the director discusses his process. I will use this as a segway into my own live stop motion demo that uses the app, Stop Motion Studio. I will use the same iPads students will be using and demonstrate on action figures and clay models that I will bring in. Students will be asked to assist a lot during the demo to keep them engaged. Through this demo, I will go over how to use the app to create stop motion and explain different shot, lighting and sound techniques and cover the difference between frames and shots. At the end of class, I will also complete a Foley sound effect activity where students must try and use items around the room to mimic a certain sound. Students can also use this time to experiment with the iPad and models I have brought in for the demo. Students are also allowed to use the time to continue planning for their claymations. Students will fill out another exit ticket on their way out of class.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
<th>Student Expectations</th>
<th>Additional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>I will go over the group packets and explain project parameters through a slideshow.</td>
<td>Students are encouraged to follow along closely in order to be aware of what the project entails. They will be given instructions on what to include i.e. character and set requirements, time threshold, frame count etc.</td>
<td>Students are also encouraged to work on Google Drive and use the digital copy of the handouts available on Powerschool so that every member has the same copy.</td>
</tr>
<tr>
<td>30 min</td>
<td>I will check in with groups as they work on planning their projects; hand out and collect exit tickets.</td>
<td>Students will use the remainder of class to plan out and begin their projects with their peers; Students will also fill out exit ticket which will address a major learning point from the day.</td>
<td>Extra videos and links are also available on Powerschool for students who need more inspiration.</td>
</tr>
</tbody>
</table>

**Relevant Assessments & Planned Feedback** *(Initial, Formative, and/or Summative)*

Students will be assessed during discussions based on their participation. I will also check students exit tickets to check for understanding. Students are also encouraged to start their planning stages in which I can begin checking in with groups and seeing their progress.

**Teacher Self-assessment/Reflection:** *(To be completed following teaching; include connections to relevant theory)*

Students had a lot of time to brainstorm, yet there were two groups in particular that ended the class without any ideas still. For next time, I want to include some kind of activity that will help guide students as they develop ideas (i.e. mind mapping or pair and shares etc). I also felt like the discussions for the Mary and Max video were not as enriching as the first snowball discussion, therefore, I don’t see doing the same activity more than once to be beneficial if I were to repeat this project (I could still show the video and quickly discuss about it but not spend too much time on it as I did in this lesson).
**Materials:**  
(Instructional, art making, and organizational materials required for this lesson)

- Slideshow, iPad, spotlight and action figures/clay models (for demo), random objects for Foley effect activity, exit tickets; materials for the project will now be available if students have time to start constructing sets, figures etc. These materials include the colored oil-based clay itself, cardboard boxes, wire for armatures, iPads and various art supplies available in the room.

**Instructional Strategies & Learning Tasks**  
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

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<tr>
<td>5 min</td>
<td>I will show a clip from Tim Burton’s Behind the Scenes of Frankenweenie</td>
<td>Students will learn how the mind of Tim Burton works and understand the tedious process that goes into character and set making.</td>
<td>The video is available to students on Powerschool in case they have missed a day or simply need to revisit information.</td>
</tr>
<tr>
<td>15 min</td>
<td>I will demonstrate how to use Stop Motion Studio on an iPad using my own clay models and action figures. I will go over film techniques as well.</td>
<td>Students will learn how to use the Stop Motion Studio App. They will also be introduced to filmmaking techniques they will be required to use when they make their own films. These techniques will help them create empathy in their films.</td>
<td>Stop Motions Studio has help options directly on the app, however, I will also include a link to Stop Motion Studios help page on Powerschool in case students are not able to remember everything. Students also have a cheat sheet that covers vocab and film techniques.</td>
</tr>
<tr>
<td>5 min</td>
<td>I will explain directions for Foley Effect activity</td>
<td>Students will learn about the concept of Foley Effects and use this time to experiment with the idea. Students can also familiarize themselves with the iPads if they finish quickly, or continue planning their projects.</td>
<td>The directions are also displayed on the smart board.</td>
</tr>
<tr>
<td>25 min</td>
<td>I will allow students to share their sound effects; hand out and collect exit tickets</td>
<td>Students can now share their sound effects which they can possibly use for their own films or at least use for inspiration. Students will also fill out exit ticket which will address a major learning point from the day.</td>
<td>Students who struggle to understand how Foley Sound Effects can be made will now be able to hear their peers solutions to the problem.</td>
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</tbody>
</table>

**Relevant Assessments & Planned Feedback**  
(Initial, Formative, and/or Summative)

Students are only required to submit exit tickets and share sound effects. I will check in with groups and see what direction they wish to take their films. I will discuss with students using their outlines and storyboards as a guide.

**Teacher Self-assessment/Reflection:**  
(To be completed following teaching; include connections to relevant theory)

I allowed some students to help me demo by letting them move the figures while I snapped the photos and lectured. While all of my assistants were super happy to participate, students who weren’t able to participate felt a little disheartened for not being picked. Next time, I might make this selection random or pull smaller groups aside so that everyone in those small groups can take turns being a helper. I think smaller groups might be more beneficial regardless especially since I was demoing with an iPad which is a small screen to begin with.
LESSON #4

Descriptive Lesson Title: Claymation Creation (3-4 weeks)

Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Students are now in the process of working on their films whether it be sculpting their sets and characters or filming and editing. Each day will be relatively self-guided as groups will be on different levels of completion day to day. I will check in with groups regularly to help groups troubleshoot any issues and make sure every member is actively engaged.

** Midway through the making process, students will be engaging in a “Pause, Ponder, Praise, Polish” midpoint critique to access each other’s progress and give one another some feedback for helping one another strengthen their films.

Materials:
(Instructional, art making, and organizational materials required for this lesson)

colored oil-based clay, cardboard boxes, armatures, iPads and other materials for props

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

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<tr>
<td>60 min</td>
<td>Each day will be the same schedule. I will make sure materials are set up for students prior to the start of class. Once students have begun working, I will go around and check in with each group regularly. At the end of class I will warn students their work time is almost up and initiate clean up procedure (which students by now are aware of the clean up ritual).</td>
<td>Students are now undergoing the creating process. They will be expected to participate fully everyday and work proactively with their team members. Teams can accomplish tasks however they choose (it is recommended they split tasks, i.e. some teammates make the set, others make the characters etc).</td>
<td>Students will be offered extensions if they’re working at a more slow and meticulous pace (they will NOT be however, if they are clearly not using class time wisely). Likewise, students who finish early will be pushed to go beyond project requirements.</td>
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Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Students are not required to turn in anything during this time period (no more exit slips). Instead, I will be walking around to assist and assess students as they work in their groups. At the end of these work sessions, however, students will submit their films through Powerschool. Here, I will be able to grade their films and put them into a slideshow to show later when students watch and critique one anothers films.

Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)

Students needed even more days to work on the project. This was ok for the class since the schedule was very flexible and time permitting. Students clearly showed dedication to the project by not only using the entirety of the class time but also coming in for “flex periods” which are similar to study halls that students can choose to sign up for. During the midpoint critique, students were very much engaged, but a few students were not so much involved with critique. I wish to really emphasize next time that everyone’s voice matters and that it is important for everyone to be actively participating, even if it means asking for someone from the back of the room to participate (in other words not selecting a specific student, but a group of students in a part of the room that hasn't spoken much).
## LESSON #5

**Descriptive Lesson Title: Movie Night**

### Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Once students have submitted their films, we will spend time watching everyone’s films in class. Students will have a “Rotten Tomatoes” critique sheet to use for reference. At the end of every film, students can use these sheets to assist them as they critique one another’s films. Students will then be given their final assessment which will consist of either a poster, Instagram or IMDB movie review. These will be completed by each individual member and submitted as a separate grade from the claymation itself. Students will have one week to complete the assignment.

### Materials:
(Instructional, art making, and organizational materials required for this lesson)

- slideshow (to present movies), rotten tomatoes sheets, final assessment sheets with rubrics, popcorn!

### Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

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<tr>
<td>50 min</td>
<td>I will present each student's film on screen and encourage students to use their rotten tomatoes sheet as a guide for discussion. I will also hand out popcorn!</td>
<td>Students will be able to view each other's work. They will be able to use the rotten tomatoes sheets to assist them as they talk about each other's work after viewing each film.</td>
<td>Films will be made available on Powerschool in case students wish to view them more than once. The rotten tomatoes sheet is also helpful especially for students who may not know what to talk about when discussing.</td>
</tr>
<tr>
<td>10 min</td>
<td>I will explain and handout the instructions for student’s final assessment.</td>
<td>Students will now be able to write about their finished pieces honing their persuasive writing abilities along the way.</td>
<td>Students are allowed choice with the final assessment. Each option includes different amounts of writing and allows room for creativity.</td>
</tr>
</tbody>
</table>

### Relevant Assessments & Planned Feedback
(Initial, Formative, and/or Summative)

Students will submit their final assessments individually. These assessments are meant to analyze their abilities to talk about their art while also demonstrating their persuasive abilities in the sense of convincing an audience to watch their films.

### Teacher Self-assessment/Reflection:
(To be completed following teaching; include connections to relevant theory)

Students rushed to complete the final assessment in order to move on quicker. Next time, I wish to warn students further ahead of the assignment so they have time to work on it at their own time and pace. Regardless, these turned out to be just as great as the claymations and overall the class did a wonderful job at completing everything to an excellent degree in a timely manner.
Rotten Tomatoes Critique Sheet Student Example:

**A Rainy Life**
- I thought the way they played the character was really good. I liked how they show the struggle of the character.
- The rainy day made the setting really interesting.
- I thought the music was really good. It made me feel sad and hungry.
- The ending was really unexpected. I didn't see it coming.
- The acting was really good. The characters were really believable.

**The Future**
- I really liked the way they handled the time travel. It was really interesting.
- The story was really well written. It kept me engaged.
- The setting was really well done. I felt like I was really there.
- The acting was really good. The characters were really believable.
- The ending was really surprising. I didn't see it coming.

**Ripped Costume**
- I really liked the way they handled the costume change. It was really well done.
- The story was really well written. It kept me engaged.
- The setting was really well done. I felt like I was really there.
- The acting was really good. The characters were really believable.
- The ending was really satisfying. It made me feel happy and content.

**Sunny Girl**
- I really liked the way they handled the balance between action and emotion. It was really well done.
- The story was really well written. It kept me engaged.
- The setting was really well done. I felt like I was really there.
- The acting was really good. The characters were really believable.
- The ending was really satisfying. It made me feel happy and content.
**Focus Student 1: Written Assessment Work**

<table>
<thead>
<tr>
<th>Claymation Set</th>
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<tbody>
<tr>
<td><img src="image1" alt="Claymation Set" /></td>
<td><img src="image2" alt="Claymation Set" /></td>
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<table>
<thead>
<tr>
<th>Final Assessment (Poster)</th>
<th>Final Assessment (Poster Summary)</th>
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<tr>
<td><img src="image3" alt="Final Assessment (Poster)" /></td>
<td><img src="image4" alt="Final Assessment (Poster Summary)" /></td>
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</tbody>
</table>

**Summary:**

A woman’s brother was recently murdered. There is no evidence at the crime scene, but she saw him in the presence of a murder. She didn’t see their faces, but she heard them singing to the song “I Want It That Way.” In this short film, the woman, with the murderer’s help, makes an unnecessary, incorrect confession. Bolo, the detective, has the 5 suspects sing different lyrics to the song. Karen, the sister of the new murderer, is able to recognize that number 5 was the murderer.

- Cool idea to use snap chat as a resource for contrasting your poster. Loved how we weaved it in, and I’m sure the audiences will really feel in some feelings. - Mc. John J
Focus Student 2: Written Assessment Work

Claymation Set

Final Assessment (Instagram Page)

1 like
peppas_artproject PEPPA, call @tammash we finished our project you can see the disappointment in peppas eyes that nash is leaving. #papigahour #crafttime #endofterm
3 hours ago

Final Assessment (Instagram Page) Post No. 1

1 like
peppas_artproject sneak peek to how the claymation is gonna turn out... hope it makes some people laugh 😂😂
#behindthescenes #lol #theless
5 days ago

Final Assessment (Instagram Page) Post No. 2

1 like
peppas_artproject Peppa what are you doing in my chocolate! This is our inspiration for our claymation project!!! #peppa #sculpture #chocolate
6 days ago

Final Assessment (Instagram Page) Post No. 3
Focus Student 3: Written Assessment Work

Claymation Set

Final Assessment (Poster Summary)

Summary: There once was a girl named Maggie who really wanted a dog. She would always ask her parents if they could get her one but they always said no. One day they found a stray dog and Maggie really wanted to keep it. As usual, her parents said no. The next day the dog randomly came to their house and Maggie's parents actually let her keep it so they lived happily ever after.

The characters are a little cartoony, don't you think? I loved the use of tense that it put this together (with the grammar on the poster, however). - Mr. Burch

Final Assessment (Poster)

Doggie Days

Woof

The story of how a girl that never thought she would get a dog!