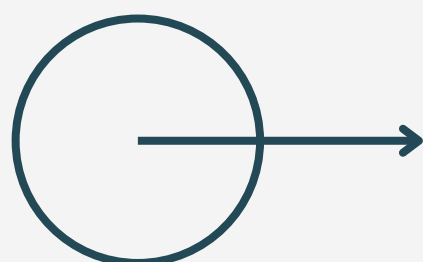




SMUDGE EPISODE 4

K-3 GUIDE

Integrating SEL, ELA, and Creative Expression





OVERVIEW

In this episode, Smudge and the Inkompletes are trapped by Calumbra, a terrifying villain who drains characters of their "potential" (the ink inside them). Calumbra tries to manipulate Smudge with scary words and mean questions, but Smudge refuses to give in. With teamwork and bravery, the group escapes—but Iggy stays behind to save his friends. The Inkompletes journey through the magical Unfiniverse on a giant Tome Turtle, heading toward the Weaver (a giant spider) for help. Meanwhile, Calumbra reveals he let them escape on purpose—he's using them to find something important.

EP 4

Key Themes

- Being True to Yourself: Smudge refuses to let Calumbra define who they are
- Bravery When You're Scared: The Inkompletes are terrified but still act courageously
- Friendship and Sacrifice: Iggy gives himself up so his friends can escape
- Standing Up to Bullies: Calumbra tries to make Smudge feel bad, but Smudge resists





LEARNING PATHS

With our comprehensive set of resources, teachers can focus on three key paths to maximize engagement with Smudge Episode 4:

1

ELA

- Focus: Vocabulary development, character development, sequencing events, analyzing character emotions, and reading comprehension.

2

SEL

- Focus: Understanding bravery, recognizing manipulation tactics, identifying emotions, building self-worth, and exploring friendship qualities.

3

Creative Expression

- Focus: Drawing imaginary creatures, creating personal narratives about bravery, and visualizing magical worlds.

PRE-WATCH DISCUSSION

These questions encourage students to actively listen for key literary elements, identify story themes, and reflect on character motivations, sparking discussions on creativity, storytelling, and perseverance.

Prompts:

- Has anyone ever tried to make you feel bad about yourself? What did you do?
- What makes a villain scary in a story?
- If your friend was in danger, what would you do to help them?



DURING-WATCH DISCUSSION

DURING

Prompts:

- Pause when Calumbra says "Puppet or puppeteer?" and ask:
 - What do you think Calumbra wants Smudge to choose?
 - Why is this a mean question?
- When Smudge says "I'm an Inkomplete," ask:
 - Why is Smudge's answer brave?
 - What does it mean when Smudge chooses to be themselves?
- When Iggy stays behind, ask:
 - Why did Iggy make this choice?
 - How do you think his friends felt?
- As they ride the Tome Turtle, ask:
 - What magical things do you see in the Unfiniverse?
 - Would you want to visit this place? Why or why not?



POST-WATCH DISCUSSION

AFTER

Prompts:

- Why did Calumbra try to make Smudge feel bad? What did he want?
- Iggy stayed behind to help his friends escape. Was he a hero? Why?
- At the end, we learn Calumbra lets them escape. Why do you think he did that?
- The Inkompletes are going to meet the Weaver—a giant spider. What do you think will happen?



CHARACTER PROFILES



- **Smudge:** A brave Inkomplete who refuses to let Calumbra control him. Smudge is scared but stands up for who they are.
- **Calumbra:** A scary villain wrapped in shadowy feathers. He was once a complete character in the World Book, but the authors erased him. Now he's angry and drains other characters' potential to complete an ancient manuscript.
- **Fleck:** The confident leader who uses her magical scarf, Stitch, to help the group escape. She's protective and quick-thinking.
- **Dot:** A smart and kind Inkomplete who knows a lot about the Unfiniverse. She can play music.
- **Spinks:** A funny friend who makes jokes even when he's scared. He calls Calumbra names like "shadow monger" and "Captain Creepshow."
- **Iggy:** A dramatic Inkomplete who becomes a true hero when he sacrifices himself so his friends can escape.
- **Stitch:** Fleck's magical scarf that can move on its own and help in battles.

PLOT BREAKDOWN



Introduction:

The Inkompletes are surrounded by Calumbra and his shadow creatures (called the Unwritten) in the Wilds of the Unknown. Calumbra uses his shadow tendrils to trap everyone except Smudge.

Conflict:

Calumbra tries to make Smudge feel bad by asking mean questions: "Did they laugh at you? Tell you that you were wrong?" He tells Smudge about how he was erased from the World Book and offers a choice: be a "puppet" (controlled by others) or a "puppeteer" (control others).

Climax:

Smudge refuses both choices and says, "I'm an Inkomplete!" The group uses teamwork to escape—Stitch wraps around Calumbra's face like a blindfold. Iggy dives in to save Dot and stays behind so everyone else can run. Calumbra lets them go because he's using them to lead him somewhere important.

(continued)

PLOT BREAKDOWN (CONT'D)



Falling Action:

The Inkompletes run through the woods. They reach the River of Revisions (a river made of flowing pages). Dot plays music on magical reeds, and a giant Tome Turtle named Shelly surfaces to give them a ride.

Resolution:

The group rides Shelly toward the Archive to find the Weaver. They see magical things along the way: floating sheep that crash into each other, a paper nymph who returns Smudge's dropped pen. Meanwhile, Calumbra's shadow panthers follow them in secret. At his dark workshop, Calumbra drains another Inkomplete's potential using a special pen to complete his ancient manuscript.

GRADE K-3 RESOURCES





Activity 1. Vocabulary Word Match

Focus: ELA - Vocabulary Building

Students match key vocabulary words (sacrifice, unwritten, potential, gaunt, tendrils, spectral) to their definitions, then complete fill-in-the-blank sentences using these words in context.

Teaching Tips:

- Pre-teach vocabulary before watching the episode
- Have students act out words like "tendrils" (making grabbing motions)
- Discuss why these words sound scary or mysterious



Name: _____Date: _____

VOCABULARY WORD MATCH

This episode has some big, interesting words. Let's learn what they mean!

Match each word to the correct meaning by drawing a line.

sacrifice	Like a ghost or shadow
unwritten	Very thin in a scary way
potential	Long, twisty shadow arms that grab
gaunt	Giving up something important to help others
tendrils	What you could become someday; your special ink
spectral	Shadow creatures who used to be characters

Fill in the Blank. Use the words from above to complete these sentences:

1. Calumbra is _____ and scary-looking, like a ghost.

2. His shadow _____ grabbed the Inkompletes and held them in the air.

3. The _____ are Calumbra's mindless followers.

4. Calumbra wants to steal the Inkompletes' _____ (their special ink).

5. Iggy made a _____ when he stayed behind to help his friends.

ANSWER KEY

Activity 1: Vocabulary Word Match

Word Match:

Sacrifice = Giving up something important to help others

Unwritten = Shadow creatures who used to be characters

Potential = What you could become someday

Gaunt = Very thin in a scary way

Tendrils = Long, twisty shadow arms that grab

Spectral = Like a ghost or shadow

Fill in the Blank:

1. spectral
2. tendrils
3. Unwritten
4. potential
5. sacrifice





Activity 2: Calumbra’s Questions

Focus: ELA, SEL

Students analyze the questions Calumbra asked Smudge, identifying his intent to shame and manipulate. They explain why Smudge's response ("I'm an Inkomplete") was brave.

Teaching Tips:

- Discuss what makes a question "mean" vs. "curious"
- Connect to real-life situations where someone tried to make them choose between two bad options



Name: _____Date: _____

CALUMBRA’S QUESTIONS

Calumbra tried to make Smudge feel bad by asking mean questions.

Read each question Calumbra asked. How would you feel if someone asked you these questions?

1. “You reek of the world above. What ever did you do to end up here?” This question tries to make Smudge feel: (Circle one)

☐ Proud

☐ Ashamed

☐ Happy

☐ Excited

2. "Did they laugh? Tell you it was wrong? That you're just a character?" Why is Calumbra asking if people laughed at Smudge? (Circle one)

☐ To be nice

☐ To make Smudge feel bad

☐ To learn about Smudge's story

☐ To become friends

3. Calumbra asked: "Which would you rather be? Puppet or puppeteer?"

☐ A PUPPET = Someone who is controlled by others

☐ A PUPPETEER = Someone who controls others

Why was this a mean question? _____

Smudge said: "Neither. I'm an Inkomplete."

Why was this brave? _____



ANSWER KEY

Activity 2: Calumbra's Questions

1. Ashamed
2. To make Smudge feel bad
3. Sample answer: It was mean because it only gave Smudge two bad choices and didn't let Smudge be himself.
4. Sample answer: It was brave because Smudge refused to be what Calumbra wanted and chose to be himself instead.



Activity 3: Storyboard a Scene

Focus: Creative Expression

Students create a simple 4-panel storyboard showing a scene from the episode (or create their own scene). Each panel includes a drawing and a caption describing what's happening.

Teaching Tips:

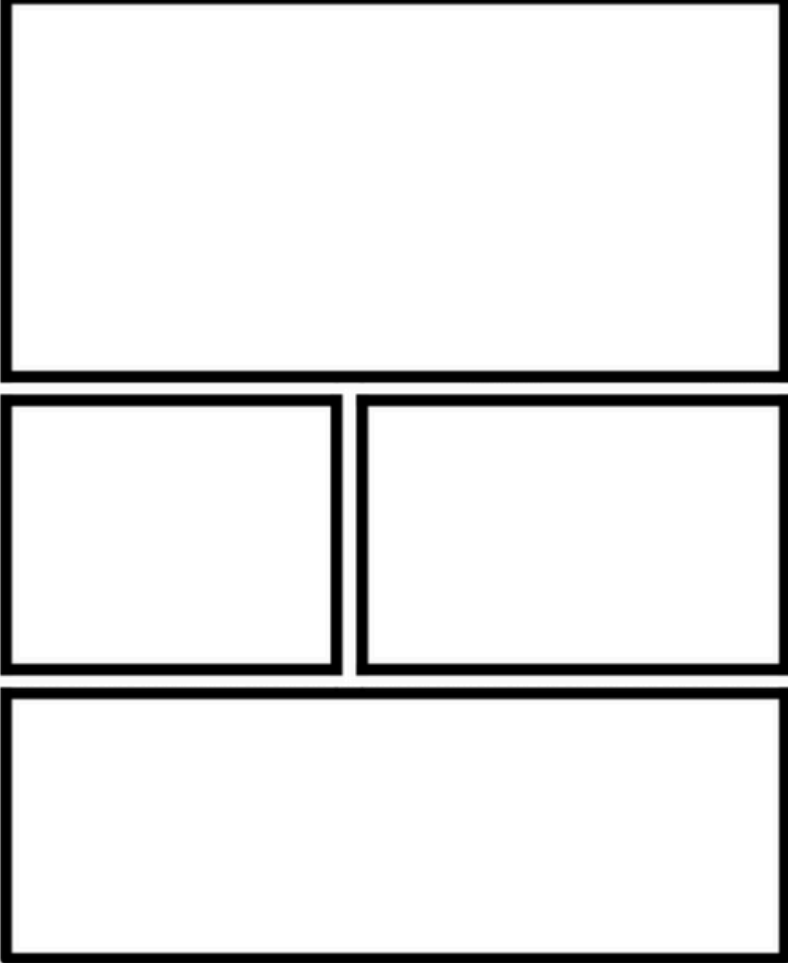
- Explain that animators use storyboards to plan out shows before animating
- Show examples of simple storyboards (stick figures are okay!)
- Emphasize that the goal is to show the action, not create perfect art
- Use sequence words: First, Next, Then, Finally

Accept any reasonable storyboard.

Name: _____ Date: _____

STORYBOARD A SCENE

Animators use storyboards to plan out scenes before they animate them. A storyboard is like a comic strip that shows what happens in order. Choose a scene from the episode to create on this storyboard.



Activity 4: Iggy the Hero

Focus: ELA - Sequencing, SEL - Sacrifice

Students sequence key events from Iggy's heroic moment, complete sentences using a word bank, and reflect on what Iggy gave up and why.

Teaching Tips:


- Discuss what "sacrifice" means in kid-friendly terms (giving up something you want to help someone else)
- Share examples of small sacrifices students make (sharing toys, waiting their turn)
- Emphasize that heroes can be scared but do the right thing anyway

Name: _____ Date: _____

IGGY THE HERO

Number these events in order (1-5):

- ___ Iggy dives in to save Dot from the panthers
- ___ Calumbra's tendrils grab the Inkompletes
- ___ Iggy raises his hand in salute to his friends
- ___ Spinks and Dot escape
- ___ Iggy says, "Let history remember my sacrifice"



Fill in the blanks using the words: friends, hero, sacrifice, brave, escape

Iggy made a _____ so his _____ could _____.

He was very _____ and acted like a _____.

Answer the question:

What did Iggy give up? Mark all that apply.

- ☐ His safety
- ☐ His chance to escape
- ☐ His freedom

Why do you think he did this? _____

Draw the moment when Iggy raises his hand in salute. Add a speech bubble with what he might be thinking.

ANSWER KEY

Activity 4: Iggy the Hero

Iggy the Hero (Sequencing):

1. Calumbra's tendrils grab the Inkompletes
2. Iggy dives in to save Dot from the panthers
3. Spinks and Dot escape
4. Iggy raises his hand in salute to his friends
5. Iggy says, "Let history remember my sacrifice"

Fill in the blanks:

Iggy made a sacrifice so his friends could escape. He was very brave and acted like a hero.



Activity 5: The Magical Unfiniverse

Focus: Creative Expression

Students design their own magical creature or object for the Unfiniverse, describing what it looks like, what it does, and drawing it.

Teaching Tips:

- Brainstorm magical elements from the episode first (Tome Turtle, River of Revisions, paper nymph)
- Encourage creativity - there are no wrong answers.

Answer Key: Accept any reasonable responses and illustrations.

The worksheet is titled "THE MAGICAL UNFINIVERSE" and is designed for students to create a magical creature or object. It includes fields for "Name:" and "Date:" at the top. Below the title, a paragraph states: "Inkompletes saw lots of magical things on their journey. If you could add one magical creature or object to the Unfiniverse, what would it be?". This is followed by three lines for "Name:", "What it looks like:", and "What it does:". At the bottom, there is a large rectangular box labeled "Draw it:" for a drawing. The worksheet has a decorative border with small, faint illustrations of magical creatures and objects.



Activity 6: Smudge’s Emotions

Focus: SEL - Identifying Feelings and Emotions

Students identify what emotions Smudge felt during different events in the episode, then draw or write about a time they felt brave.

Teaching Tips:

- Create an emotion word wall with faces showing different feelings
- Discuss how characters can feel multiple emotions at once (scared *and* brave)
- Validate all student responses - emotions aren't right or wrong

Answer Key: Accept any reasonable answers.



Name: _____Date: _____

SMUDGE’S EMOTIONS

Directions: Smudge felt lots of different emotions throughout the video. Draw lines to connect what happened to how Smudge probably felt:

What Happened	How Smudge Felt
Calumbra asked if people laughed at Smudge	Hurt and sad
Calumbra trapped everyone with shadows	Worried and sad
Smudge said "I'm an Inkomplete"	Brave and proud
Iggy stayed behind	Scared and frozen
Riding on Shelly's back	A little safer, but still worried

When was a time you felt brave like Smudge? Draw a picture and tell about it.



Activity 7. Shadow Word Breaker

Focus: ELA - Phonics/Syllabication

Students break vocabulary words into syllables by clapping them out, drawing lines between syllables, and counting them. They then draw their favorite word escaping from shadows.

Teaching Tips:

- Model clapping out syllables as a class first
- Make it physical and fun - stand up to clap!

Answer Key:

spectral - spec/tral - 2 syllables
tendrils - ten/drils - 2 syllables
sacrifice - sac/ri/fice - 3 syllables
potential - po/ten/tial - 3 syllables
Unfiniverse - Un/fin/i/verse - 4 syllables



Name: _____Date: _____

SHADOW WORD BREAKER


Directions: Calumbra's shadow tendrils trapped these words. Break them into syllables to set them free!

For each trapped word:

1. Clap out the syllables

2. Draw lines between syllables

3. Write the number of syllables



Trapped Words:

Word	Break It Apart	How Many Syllables?
spectral	spec tral	
tendrils	ten drils	
sacrifice	sac ri fice	
potential	po ten tial	
Unfiniverse	Un fin i verse	

Pick your favorite word and draw it escaping from the shadows!



Activity 8. Comprehension Quest

Focus: ELA - Comprehension

Students answer comprehension questions about key plot points from the episode, then draw their favorite scene.

Teaching Tips:

- Allow students to rewatch parts of the episode if needed
- Use think-pair-share for discussions before writing



Name: _____Date: _____

COMPREHENSION QUEST

Directions: Answer these questions about what happened in the episode.

1. Who trapped the Inkompletes with shadow tendrils?

2. What did Smudge say when Calumbra asked "puppet or puppeteer"?

3. Who stayed behind so the others could escape?

4. Why did Calumbra want the Inkompletes "potential"?

Draw your favorite scene from the episode!

ANSWER KEY

Activity 8: Comprehension Quest

1. Calumbra
2. "Neither. I'm an Inkomplete."
3. Iggy
4. Sample answer: To drain their potential/ink and use it to complete his manuscript.





Activity 9. Sentence Builder

Focus: ELA - Sentence Structure

Students practice combining simple sentences into more complex, interesting sentences using examples from the episode.

Teaching Tips:

- Model combining sentences as a class using the example provided
- Introduce conjunctions: and, but, because, while, whose
- Read combined sentences aloud to hear how they flow

Answer Key: Accept any reasonable combined sentences.



Name: _____Date: _____

SENTENCE BUILDER

Directions: The River of Revisions makes sentences better. Combine the following short sentences into longer, more interesting ones.

Example:

- Calumbra is scary.
- Calumbra has shadows.
- The shadows grab people.

Combined Sentence: Calumbra is a scary villain whose shadows grab people.

1.

- Smudge was afraid.
- Smudge was brave.
- Smudge said "I'm an Inkomplete."

Combine Sentence: _____

2.

- The turtle is giant.
- The turtle is named Shelly.
- Shelly lives in the river.

Combine Sentence: _____

3.

- Iggy helped his friends.
- Iggy stayed behind.
- The panthers caught Iggy.

Combine Sentence: _____

Challenge: Write your own sentence about the episode using at least 10 words.

Activity 10. Feelings Matter

Focus: ELA - Emotions Recognition, Empathy

Students complete a chart showing character emotions at different moments, drawing their facial expressions, identifying the emotion, and explaining what evidence supports their answer. They then make a personal connection.

Teaching Tips:

- Discuss facial expressions and body language that show emotions
- Emphasize that even villains have feelings (Calumbra felt sad about being erased)
- Use this to build empathy - understanding feelings doesn't mean excusing bad actions

Answer Key: Accept any reasonable answers

Name: _____Date: _____

FEELINGS MATTER

Directions: Draw a picture of each character's face showing their feelings. Then circle the feeling word that matches the characters feelings.

<div>SMUDGE</div> <div>When Calumbra asked "puppet or puppeteer?"</div> <div><div></div></div>	<div>IGGY</div> <div>When he stayed behind to help his friends escape</div> <div><div></div></div>	<div>CALUMBRA</div> <div>When he talked about being erased from the World Book</div> <div><div></div></div>
Smudge felt: <input type="checkbox"/> Scared <input type="checkbox"/> Brave <input type="checkbox"/> Sad <input type="checkbox"/> Angry <input type="checkbox"/> Confused <input type="checkbox"/> Happy <input type="checkbox"/> Excited	Iggy felt: <input type="checkbox"/> Scared <input type="checkbox"/> Brave <input type="checkbox"/> Sad <input type="checkbox"/> Angry <input type="checkbox"/> Confused <input type="checkbox"/> Happy <input type="checkbox"/> Excited	Calumbra felt: <input type="checkbox"/> Scared <input type="checkbox"/> Brave <input type="checkbox"/> Sad <input type="checkbox"/> Angry <input type="checkbox"/> Confused <input type="checkbox"/> Happy <input type="checkbox"/> Excited
How do you know? What did you see or hear? _____ _____ _____	How do you know? What did you see or hear? _____ _____ _____	How do you know? What did you see or hear? _____ _____ _____
MY FEELINGS CONNECTION: Have you ever felt like one of these characters? If so, when? Explain. _____ _____ _____		



Activity 11. Friendship Recipe

Focus: Creative Expression, SEL - Friendship

Students identify what made Iggy a good friend by checking actions he took, then create their own "friendship recipe" listing ingredients (qualities) that make a good friend.

Teaching Tips:

- Brainstorm friendship qualities as a class (kindness, loyalty, honesty, listening, etc.)
- Discuss how being a good friend sometimes means doing hard things
- Have students think about friends who have shown these qualities to them

Answer Key: Accept any reasonable answers



Name: _____Date: _____

FRIENDSHIP RECIPE

Iggy was a good friend. Let's think about what makes a good friend!

What Iggy did

Check all that apply:


☐ He stayed with Smudge

☐ He was brave

☐ He helped his friends escape

☐ He was kind

☐ He believed in Smudge



Draw Iggy being a good friend

FRIENDSHIP RECIPE: What ingredients make a good friend? Fill in the recipe!

1 cup of: _____ (Example: kindness)

2 cups of: _____ (Example: listening)

A pinch of: _____ (Example: sharing)

A lot of: _____ (Example: caring)

Stir together with: _____ (Example: fun!)

Draw your friendship recipe!

Activity 12. I am Special

Focus: SEL - Self Worth, Identity

Students reflect on Smudge's brave declaration ("I'm an Inkomplete") and fill in a star with things that make them special and unique.

Teaching Tips:

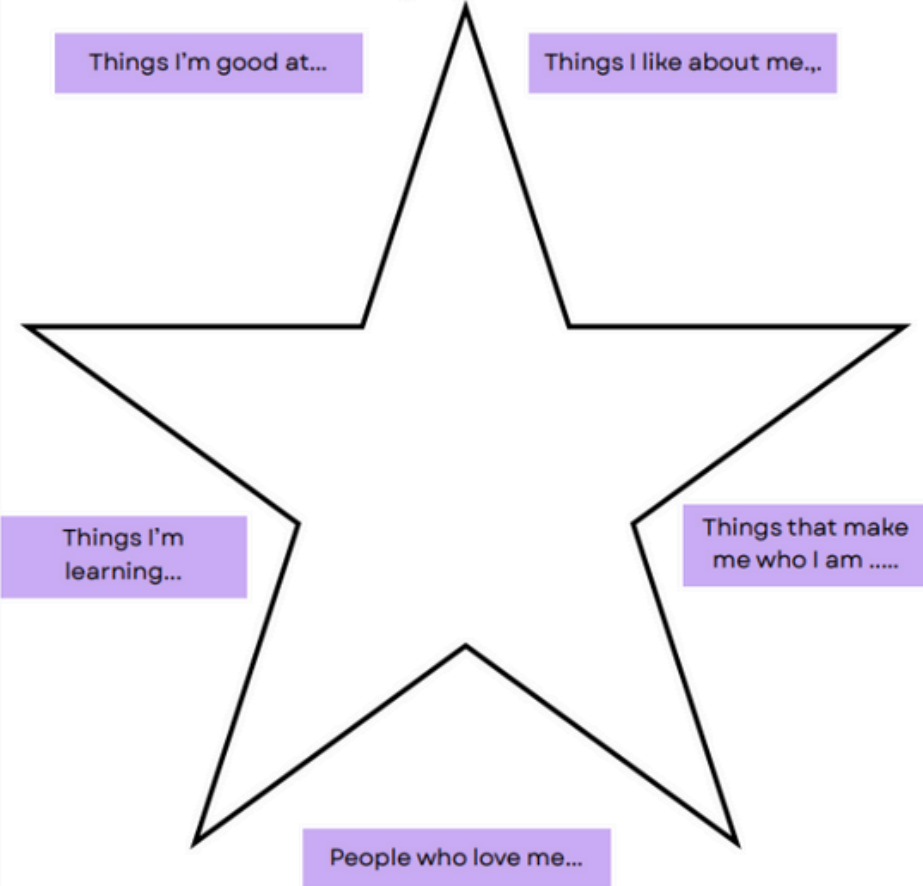
- Emphasize that being "incomplete" or "still learning" is normal and good
- Share your own example of something special about you
- Create a class display of all students' stars to celebrate uniqueness

Answer Key: Accept any reasonable answers

Name: _____ Date: _____

I AM SPECIAL

Smudge was brave! When Calumbra asked "puppet or puppeteer?", Smudge said "Neither. I'm an Inkomplete." Smudge chose to be himself, even though others said he was incomplete. You are special just the way you are, too! Fill in the star with things that make you special.



Things I'm good at...

Things I like about me..

Things that make me who I am

People who love me...

Things I'm learning...

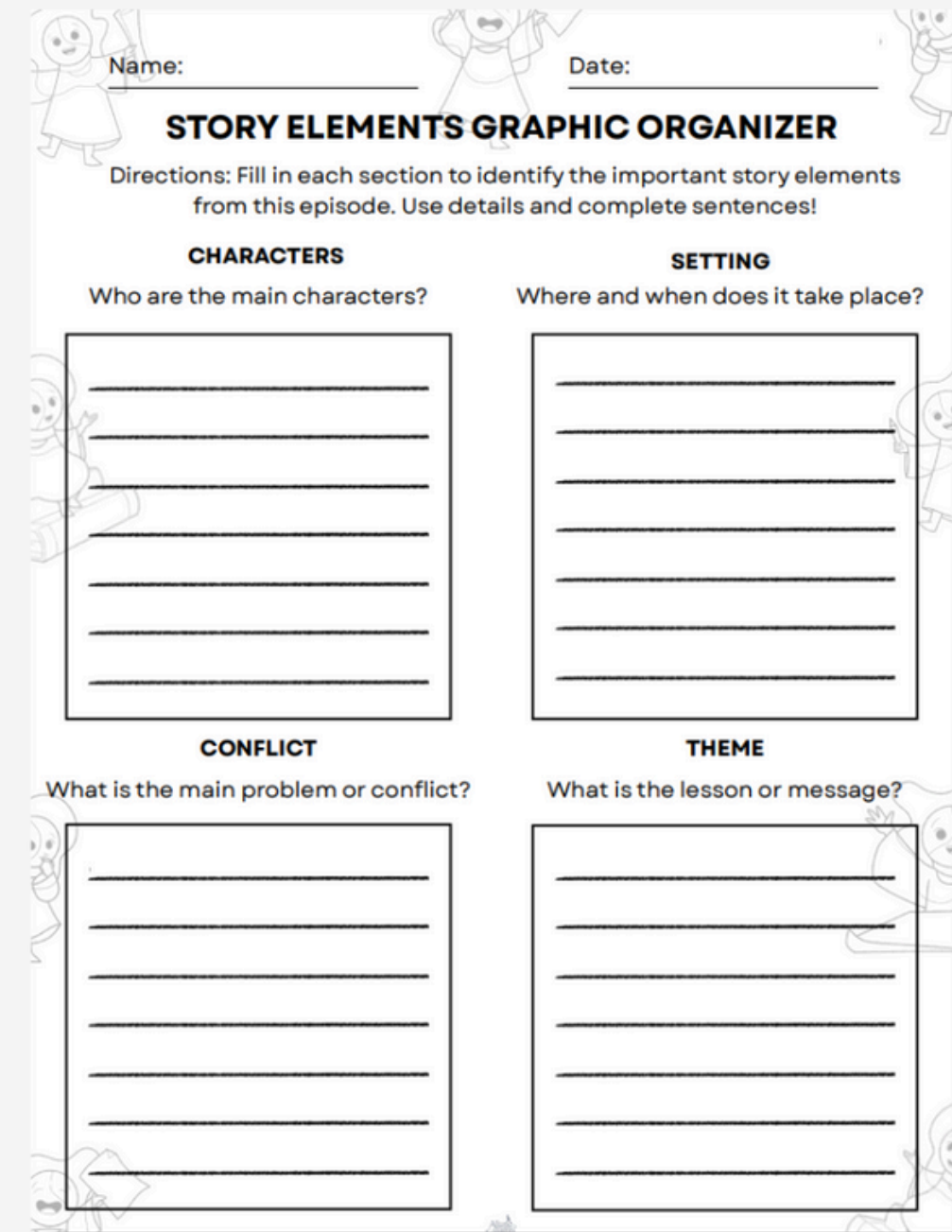
Activity 13. Story Elements Graphic Organizer

Focus: ELA - Story Structure

Students identify characters, setting, problem, key events (in order), solution, and theme/message. This helps them understand how stories are built and prepares them for writing their own.

Teaching Tips:

- For theme, push beyond surface level—not just "be yourself" but why that matters
- Use this organizer for any story students read or watch
- Compare answers—there can be more than one right answer if it's well-supported



A worksheet titled "STORY ELEMENTS GRAPHIC ORGANIZER" with a decorative border of cartoon characters. At the top, there are fields for "Name:" and "Date:". Below the title, directions state: "Directions: Fill in each section to identify the important story elements from this episode. Use details and complete sentences!". The organizer is divided into four sections, each with a title and a question, followed by a box with horizontal lines for writing:

- CHARACTERS**: Who are the main characters?
- SETTING**: Where and when does it take place?
- CONFLICT**: What is the main problem or conflict?
- THEME**: What is the lesson or message?

● ● ● ● ● ● ● ● ● ● ● ● ● ●

ANSWER KEY

Activity 13: Story Elements Graphic Organizer

Characters:

Smudge, Calumbra, Iggy, Fleck, Dot, Spinks, Stitch, the Unwritten, Shadow Panthers, Shelly (Tome Turtle)

Setting:

The Wilds of the Unknown and the River of Revisions in the Unfiniverse; Calumbra's dark workshop

Conflict:

Calumbra traps the Inkompletes and tries to manipulate Smudge into joining him so he can drain their potential

● ● ● ● ● ● ● ● ● ● ● ● ● ●

Theme/Message: Be true to yourself; friendship means sacrifice; bravery means doing the right thing even when you're scared; don't let bullies define who you are



Activity 14. What Makes You "You"?

Focus: SEL - Self-Awareness & Identity

Students reflect on their own identity by thinking about their core values, interests, personality traits, important relationships, and parts of themselves others might not understand. This connects Smudge's journey to their own lives.

Teaching Tips:

- Share your own example first (something personal but appropriate)
- There are no wrong answers—this is about self-discovery
- Give students time to really think—this isn't a quick activity

Name: _____ Date: _____

WHAT MAKES YOU "YOU"

Smudge chose to stay an inkcomplete. What makes you YOU? What parts of yourself would you never want to change, even under pressure.

Complete these statements.

My cores values (what I believe is important):

Interests/passions I care about:

Personality traits that make me unique:

Relationships that matter most to me:

Something about me others might not get, but is important to who I am:

ANSWER KEY

Activity 14. What Makes You "You"?

These are personal reflection activities - there are no right or wrong answers. Look for:

- Thoughtful, genuine responses
- Specific examples rather than vague generalities
- Evidence of self-reflection
- Understanding of the difference between healthy and unhealthy change



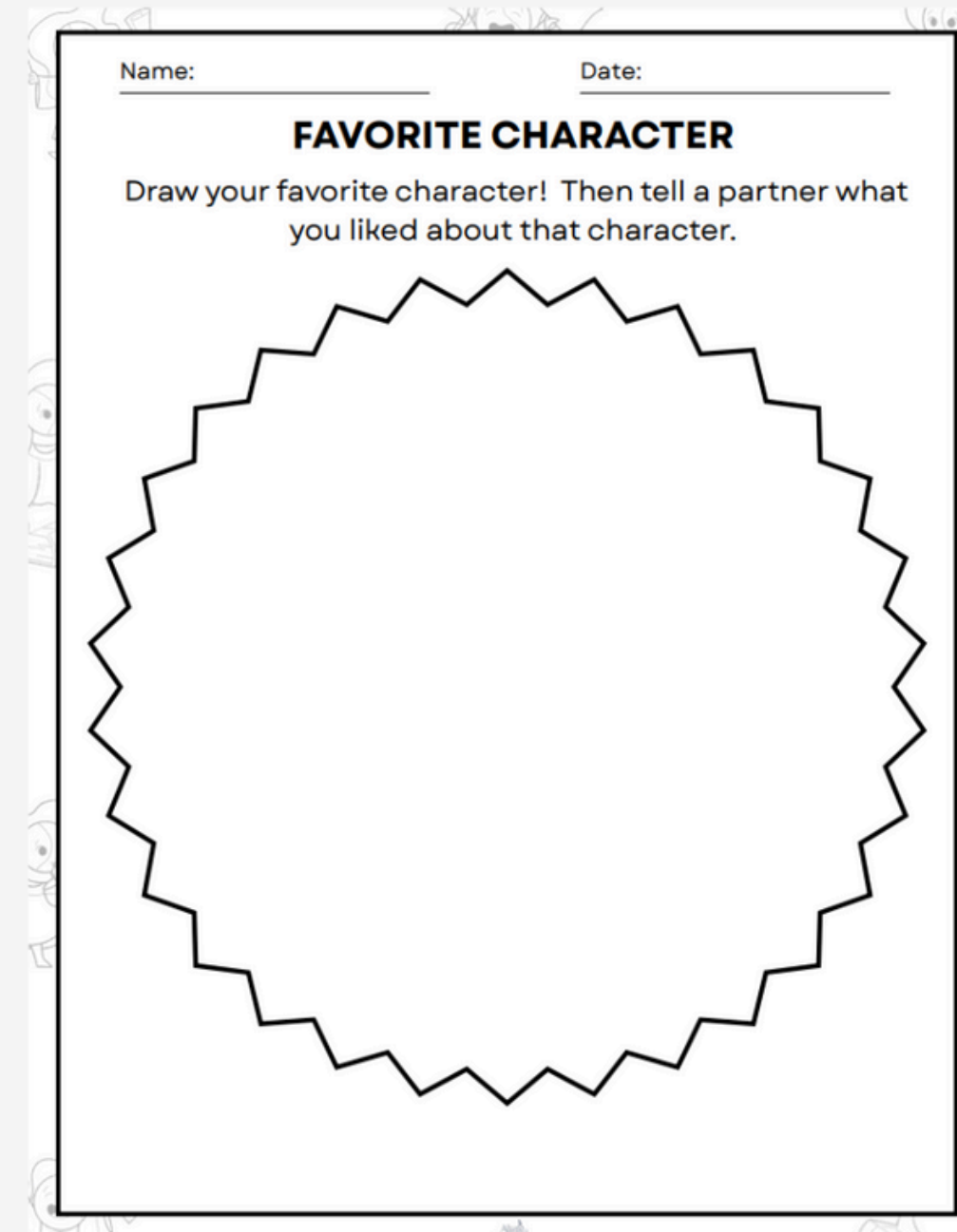
Activity 15: Favorite Character

Focus: ELA - Character Analysis

Students draw their favorite character from Episode 4, then share with a partner what they liked about that character.

Teaching Tips:

- Model the activity by drawing your own favorite character and explaining why
- Provide sentence starters: "I like ___ because..." or "My favorite character is ___ because they are..."
- Encourage students to use character trait words (brave, funny, kind, helpful, smart)
- For shy students, allow them to practice with you first before sharing with a partner
- Create a class chart showing which characters were most popular



A worksheet titled "FAVORITE CHARACTER" with a decorative border. At the top, there are lines for "Name:" and "Date:". Below the title, the instructions read: "Draw your favorite character! Then tell a partner what you liked about that character." The main area of the worksheet is a large circle with a jagged, star-like border, intended for drawing a character.

Activity 16: Beginning Sounds

Focus: ELA - Phonics (Beginning Sounds)

Students identify the beginning sounds of character names (Smudge starts with S, Iggy starts with I), trace the letters, and find or draw other things that start with those sounds.

Teaching Tips:

- Say each character name slowly, emphasizing the first sound
- Connect letter sounds to students' names in the class that start with the same letters
- For letter tracing, remind students to start at the dot/arrow
- Extend the activity by having students find items in the classroom that start with S or I
- Consider adding Calumbra (C), Fleck (F), Dot (D), or Spinks (S) for additional practice


Name: _____ Date: _____

BEGINNING SOUNDS

What sound does each character's name start with?

Smudge starts with **S**


Trace the letter S:



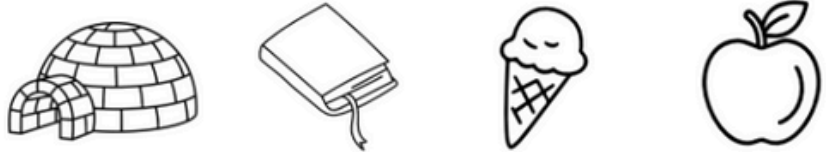
Draw something else that starts with S:

Iggy starts with **I**

Trace the letter I:



Circle the pictures that start with I:



Activity 17: Order of Events

Focus: ELA - Sequencing

Students sequence three key events from Episode 4 by drawing lines to match images with the correct order: (1) Calumbra traps the Inkompletes, (2) They ride Shelly the turtle down the River of Revisions, (3) They escape into the woods.




Teaching Tips:

- Review the episode or key scenes before completing the worksheet
- Use sequence words: first, next, then, finally, last
- Have students retell the events orally before matching
- Extension: Ask students to draw what they think happens next (meeting the Weaver)
- For struggling students, act out the three events physically to reinforce the sequence

Name: _____ Date: _____

ORDER OF EVENTS

Directions: Draw lines to match the numbers with the order of events as they happen in episode 4 of Smudge.

	1
	2
	3

Activity 18: Design your own InKomplete

Focus: Creative Expression

Students design their own Inkomplete character by drawing them, naming them, and describing their special abilities or personality traits.

Teaching Tips:

- Show students how animators design characters by starting with simple shapes
- Encourage students to think about how their character moves (fast/slow, graceful/clumsy)
- Discuss what colors and shapes might show different personalities (pointy = scary, round = friendly)
- Have students present their characters and explain their design choices
- Create a class gallery of "New Inkompletes" on a bulletin board

The worksheet is titled "DESIGN YOUR OWN INKOMplete" and is designed for students to create a character. It includes a "Name:" and "Date:" field at the top. Below the title, it says "Animators design characters by thinking about their shapes, colors, and personalities. Now it's YOUR turn to be an animator!". The main section is "PART 1: DRAW YOUR CHARACTER", which instructs students to "Draw your Inkomplete character in the box below. Think about:" followed by three bullet points: "What shape is their body? (round, tall, short, skinny)", "What colors are they?", and "Do they have any special features? (big eyes, funny hair, cool clothes)". A large, empty rectangular box with rounded corners is provided for drawing. To the right of the drawing box, there are several lines of text for describing the character, including "te:", "y)", "y • Serious. • Creative", and "se?". The worksheet is decorated with small, stylized character icons along the edges.

Focus: Creative Expression, ELA

Students choose one writing prompt from the provided options, giving them autonomy over their writing while practicing narrative skills.

Teaching Tips:

- Allow students to choose their own prompt to increase engagement and ownership
- Set clear expectations for length (e.g., "Write at least 1 page" or "Include at least 3 paragraphs")
- Provide graphic organizers for students who need additional structure
- Create a gallery walk where students share their completed pieces
- Emphasize that different prompts require different writing styles (letter vs. story vs. description)

Name: _____ Date: _____

WRITING CHOICE BOARD

Directions: Choose one writing activity from the board below. Complete your writing on a separate piece of paper or digitally. .

<p style="text-align: center;">Draw and Label</p> <p>Draw your favorite part of the story. Label 3 things in your picture. Write one sentence about what is happening.</p>	<p style="text-align: center;">Letter to Iggy</p> <p>Write a letter to Iggy. Tell him why he was brave to stay behind and help his friends escape.</p>	<p style="text-align: center;">What Smudge Saw</p> <p>Make a list of 5 magical things Smudge saw in the Unfiniverse. Draw your favorite one and write one sentence about it.</p>
<p style="text-align: center;">Finish the Story</p> <p>What happens when the Ink completes meet the Weaver? Write 3-5 sentences to finish the story. Draw a picture of the Weaver.</p>	<p style="text-align: center;">Describe Calumbra</p> <p>Write 3-4 sentences describing what Calumbra looks like and how he acts. Draw a picture of him.</p>	<p style="text-align: center;">News Report</p> <p>You are a reporter in the Unfiniverse! Write a news report about the Ink completes escaping from Calumbra. Include: what happened, who was there, and where they're going now.</p>
<p style="text-align: center;">Compare/Contrast</p> <p>Write a paragraph comparing Smudge and Calumbra. How are they different? How do they act? What does each character want?</p>	<p style="text-align: center;">Opinion Writing</p> <p>Do you think Smudge was brave when they said "I'm an Ink complete"? Write an opinion paragraph with at least 3 reasons to support your answer.</p>	<p style="text-align: center;">Travel Guide</p> <p>Create a travel guide for the Unfiniverse! Describe three places: Wilds of the Unknown, River of Revisions, and the Archive. What will visitors see at each place?</p>