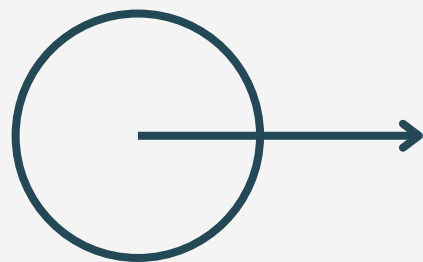




SMUDGE EPISODE 5

K-3 TEACHER GUIDE

Integrating SEL, ELA, and Creative Expression





OVERVIEW



EP 5

In Episode 5, the Inkompletes finally reach the Archive, where all stories are woven together like a giant tapestry. It is supposed to be guarded by the Weaver, a giant spider. But when they arrive, it is messy and chaotic, with wild traps, possessed pages, and strange surprises. After a very eventful journey through the Archive, they finally meet the Weaver, who tells them the full truth about Calumbra.

Long ago, an author wrote a story and put it into the World Book. When people said his writing was not good enough, he became obsessed with being perfect. He started stealing pieces from other stories, mixing them into his own, until his character, Calumbra, became something strange and powerful. The Inklings Society had to remove the story and break the author's pen to stop him. Now Calumbra wants to use the Inkompletes' ink to put his story back together. And if he succeeds, he will escape the Unfiniverse and destroy every other story in his path. The Weaver gives the Inkompletes a clue to find the Storyteller, the one person who can help them. A mysterious figure arrives just as the episode ends, and we do not yet know if they are a friend or an enemy.



KEY THEMES



EP 5

- Being Brave Even When Things Are Scary and Funny: The Archive is wild and chaotic, but the Inkompletes stick together.
- Caring About Stories: The Weaver warns that Calumbra will unmake every story. This episode asks students to think about why stories matter.
- Mistakes and Perfectionism: The author made terrible choices because he was afraid of not being good enough.
- Learning That Bad Choices Have Consequences: Understanding where Calumbra came from helps us think about choices.
- Trusting Friends and Asking for Help: The Inkompletes keep going even when things are hard.

LEARNING PATHS

With this guide's resources, teachers can focus on three paths to maximize engagement with Episode 5:



1

ELA

- Build listening and comprehension skills
- Learn new vocabulary
- Practice story retelling and sequencing
- Identify characters and key events

2

SEL

- Explore emotions like worry, bravery, and frustration
- Connect the author's story to conversations about perfectionism appropriate for young learners
- Practice empathy for characters who made mistakes

3

Creative Expression

- Draw and imagine the world of the Archive
- Create original Unfiniverse creatures
- Write predictions about what happens next

PRE-WATCH DISCUSSION



These questions help young students activate prior knowledge and build curiosity before viewing. Keep them brief and conversational. Five minutes is enough.

Prompts:

- Has anyone ever said something mean about something you made, like a drawing or a story? How did that make you feel? What did you do?
- The Inkompletes are going to meet a giant spider who wants to help them. Does something being big and scary-looking mean it's dangerous? Can you think of something that looks scary but is actually kind?
- We know Calumbra is the villain, but in this episode we are going to learn HOW he became a villain. Do you think there's always a reason why someone becomes mean? What might it be?



DURING-WATCH DISCUSSION



Pause points and prompts to use during the episode. Pick one or two. You don't need to use all of them.

Prompts:

- Pause during the chaotic Archive sequence and ask: This place is a mess! Why do you think the Archive is falling apart? What does that tell us about what Calumbra is doing to stories?
- Pause when the Weaver begins telling Calumbra's origin story and ask: So Calumbra used to be a character in a story. That's surprising! Does that change how you feel about him at all?
- Pause when the Weaver says Calumbra will 'unmake every story' and ask: What does 'unmake' mean? What would it feel like if your favorite story disappeared forever?



POST-WATCH DISCUSSION

AFTER

Prompts:

- The author who created Calumbra got so upset about people saying his writing wasn't good that he did terrible things. Have you ever felt really upset when someone said something wasn't good enough? What do you think would have been a better choice for the author?
- The Weaver told the Inkompletes they need to find the Storyteller. Do you think they'll find him? What do you think the Storyteller can do?
- Someone arrived at the very end of the episode. Do you remember who they are? A friend or an enemy? What clues did you notice?



CHARACTER PROFILES



- **Smudge:** A brave Inkcomplete who is learning to believe in themselves. Even when the Archive is wild and scary, Smudge keeps going.
- **The Weaver (Arachnotherum Giganticus):** A giant, ancient spider who lives in the Archive and guards the tapestry of all unfinished stories. She is wise but blunt and no-nonsense. She tells the Inkcompletes the truth about Calumbra and gives them a clue to find the Storyteller.
- **Fleck:** The confident leader of the group. Her magical scarf, Stitch, helps the group navigate dangerous situations. She keeps everyone focused even when the Archive is chaotic.
- **Dot:** A smart, kind Inkcomplete who knows a lot about the Unfiniverse and can play music. She loses her scarf in the Archive chaos but stays calm.
- **Spinks:** The funny friend who makes jokes even when things are terrible. He mistakes the Weaver's web creations for a 'fan club' and makes everyone laugh even in tense moments.
- **Calumbra:** The villain. In this episode we learn the full story of how he was created. An author who stole from other stories and became obsessed with perfection made him. Calumbra is powerful and dangerous, but understanding his origin makes him more complex.

PLOT BREAKDOWN



Introduction

The episode opens with Smudge's author Edgar discussing Smudge with Wendell. Edgar says 'I just worry.' This sets a tone of urgency and concern. Meanwhile, the Inkompletes are making their way toward the Archive to find the Weaver.

Rising Action

The Inkompletes arrive at the Archive. It looks abandoned and messy. As they move through it, the Archive comes alive with chaos: possessed pages, strange traps, and fire. This results in Spinks losing his pants and Dot losing her scarf. Stitch helps them navigate and they find a way through.

Climax

They meet the Weaver, who greets them with a dry 'You're late.' When they explain that Calumbra has captured Iggy and ask why he wants their ink, the Weaver tells them Calumbra's complete origin story: he was created by an author who stole from other stories and became a parasite of imagination. Now he wants to use the Inkompletes' ink to restore his story. If he succeeds, he will return to the world above and unmake every story in his path.

(continued)

PLOT BREAKDOWN (CONT'D)



Falling Action

The Weaver gives the Inkompletes a clue that will lead them to the Storyteller. She urges them to go immediately. Before she can say more, the Unraveling demands her attention.

Resolution

A familiar figure arrives. The episode ends on this moment of tension.



K-3 RESOURCES



Activity 1: Can You Feel It?


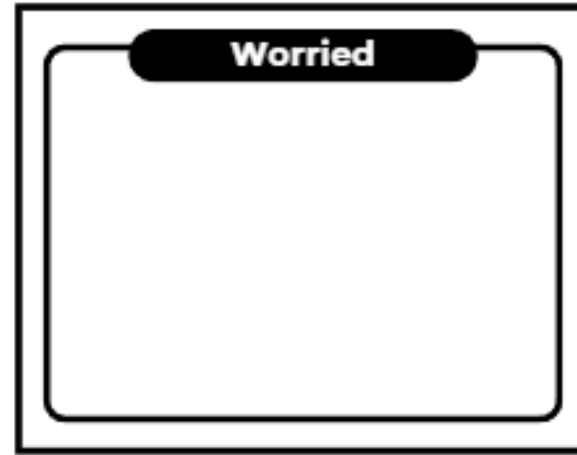
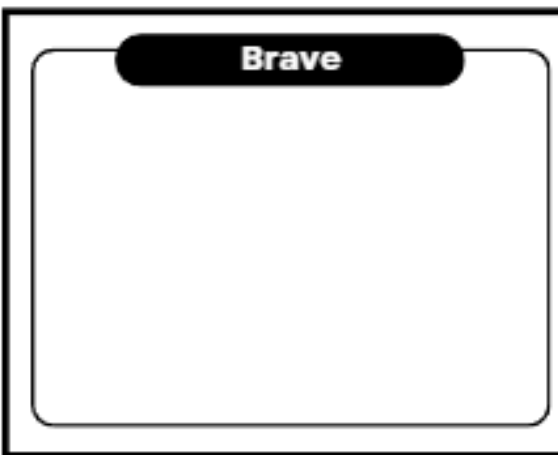
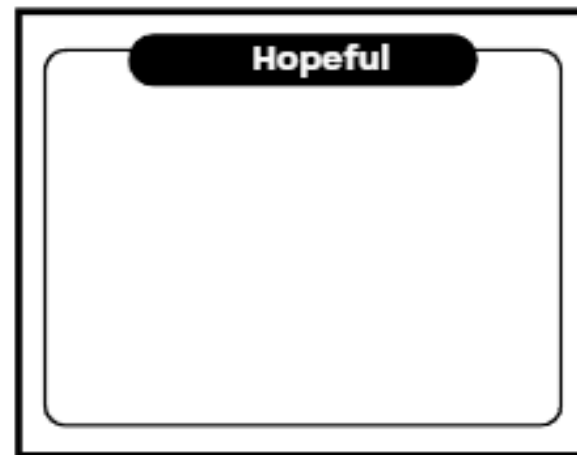
Focus: SEL, Emotional Awareness

The opening line of the episode, 'Can you feel it?', is a wonderful entry point for emotional vocabulary. Before starting, name several emotions students might 'feel but not see': excitement, worry, hope, dread. Draw faces together on the board. Validate all responses. There is no wrong answer here. This activity pairs well with a class discussion before writing.

Name: _____ Date: _____


CAN YOU FEEL IT?

Directions: The episode starts with someone asking, 'Can you feel it?' Sometimes we feel things inside, like excitement or worry, even when no one can see. In each box below, draw a face showing that feeling.

<p>Excited</p> 	<p>Worried</p> 
<p>Brave</p> 	<p>Hopeful</p> 

Right now, I am feeling: _____

I can tell because: _____



Activity 2: Brave Even When You're Scared

Focus: SEL, Courage


Pre-teach this key idea explicitly: 'Brave doesn't mean you're not scared. It means you do the right thing even when you ARE scared!' Ask students to raise their hand if they've ever felt both scared and brave at the same time. Encourage sharing. Return to Spinks as a model. He makes jokes because he is nervous, but he still acts.

Name: _____ Date: _____

BRAVE EVEN WHEN YOU'RE SCARED


Directions: Being brave does **NOT** mean you are not scared. It means you do the right thing even when you **ARE** scared. Draw a scary moment from the episode, and then draw a time you were brave.

Draw a scary or hard moment from the episode:



Why were they brave even though it was hard?

Draw a time YOU were scared but brave:



What happened?

Activity 4: Is It Okay to Make Mistakes?

Focus: SEL, Growth Mindset

This is a key SEL connection to the episode's villain origin story. Keep it age-appropriate. You do not need to discuss perfectionism in formal terms. Simply ask: 'The author in the story got really upset when people said his writing wasn't good. Has that ever happened to you? What is the kind, healthy thing to do when someone says our work isn't perfect?' Guide students toward growth mindset language.

Name: _____ Date: _____



IS IT OKAY TO MAKE MISTAKES?

Directions: The author got very upset when people said his writing was not good. He made bad choices because of it. Circle the good choices he could have made instead.

Ask a friend for help	Try again with a new idea
Take a break and come back later	Listen carefully to the feedback

When someone says my work is not perfect, I can:

Making mistakes is okay because:



Activity 5: Teamwork Moment

Focus: SEL, Cooperation

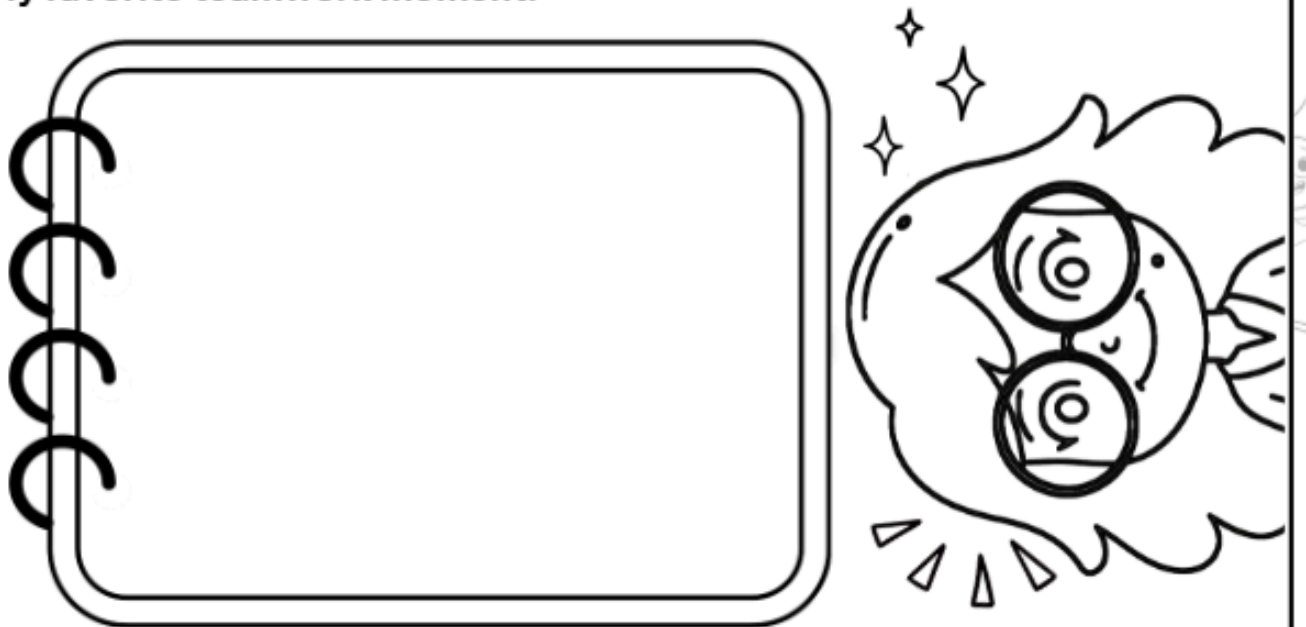
Before students draw, briefly list the teamwork moments from the episode together: Stitch helping navigate, the group problem-solving traps, everyone listening to the Weaver together. Let students choose their favorite moment. This pairs well as a partner share. Ask them: Tell your partner what moment you drew and why.

Name: _____ Date: _____

TEAMWORK MOMENT

Directions: The Inkompletes help each other through the wild Archive. Draw your favorite teamwork moment from the episode.

My favorite teamwork moment:



Who helped who, and how?

Working together helped because:

A time I worked as a team with someone:

Activity 6: Story Sequencing

Focus: ELA, Story Order

Name: _____ Date: _____


STORY SEQUENCING

Directions: These events from Episode 5 are mixed up! Number them 1 to 6 in the order they happened.

___	The Weaver tells the Inkompletes about Calumbra's origin story.
___	The Inkompletes run through the wild, chaotic Archive.
___	Two unknown voices talk about Smudge at the very beginning.
___	The Weaver gives the Inkompletes a clue to find the Storyteller.
___	A mysterious figure arrives at the end of the episode.
___	The Inkompletes finally reach the Weaver and ask for answers.

1 2 3 4 5 6

What do you think will happen next in Episode 6?



Activity 7: Who Said It?

Focus: ELA, Characters


Name: _____ Date: _____

WHO SAID IT?

Directions: Match each quote to the character who said it. Draw a line OR write the character's name next to the quote.

"You're late."	•	•	The Weaver
"I just worry."	•	•	Unknown Voice
"We don't have time for bedtime stories."	•	•	Fleck
"We don't have time for bedtime stories."	•	•	Mysterious Figure
"You have to say it. Yep."	•	•	Spinks / Dot

Which quote is your favorite and why?



Activity 8: New Words I Learned



Focus: ELA, Vocabulary

Name: _____ Date: _____

NEW WORDS I LEARNED



Directions: Draw a picture for each word, copy the definition, and use the word in your own sentence.

1 Archive
Definition: A special place where stories and important things are kept and protected.



Use it in a sentence:

2 Weaver
Definition: Someone (or something!) that weaves things together, like a tapestry or a story.



Use it in a sentence:

Activity 9: Beginning, Middle, End


Focus: ELA, Story Structure

Name: _____ Date: _____

BEGINNING, MIDDLE, END


Directions: Fill in each box to show what happened in Episode 5. Draw a picture and write a sentence for each part.

➔ **BEGINNING:** How does the episode start?

B 

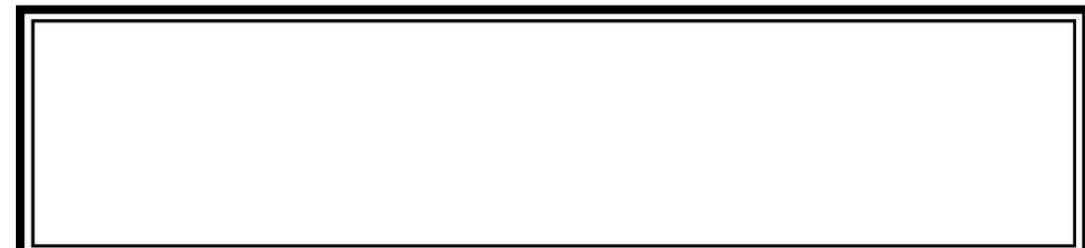
Write one sentence:

➔ **MIDDLE:** What is the most important thing that happens?

M 

Write one sentence:

➔ **END:** How does the episode end?

E 


Write one sentence:

Activity 10: Retell It!
Focus: ELA, Retelling

Name: _____ Date: _____

RETELL IT!

Directions: Use the sentence starters below to retell Episode 5 in your own words. Write as much as you can!



First, the Inkompletes went to _____

Then they met _____

The Weaver told them _____

If Calumbra succeeds, he will _____

At the end, _____

Activity 11: Draw the Archive

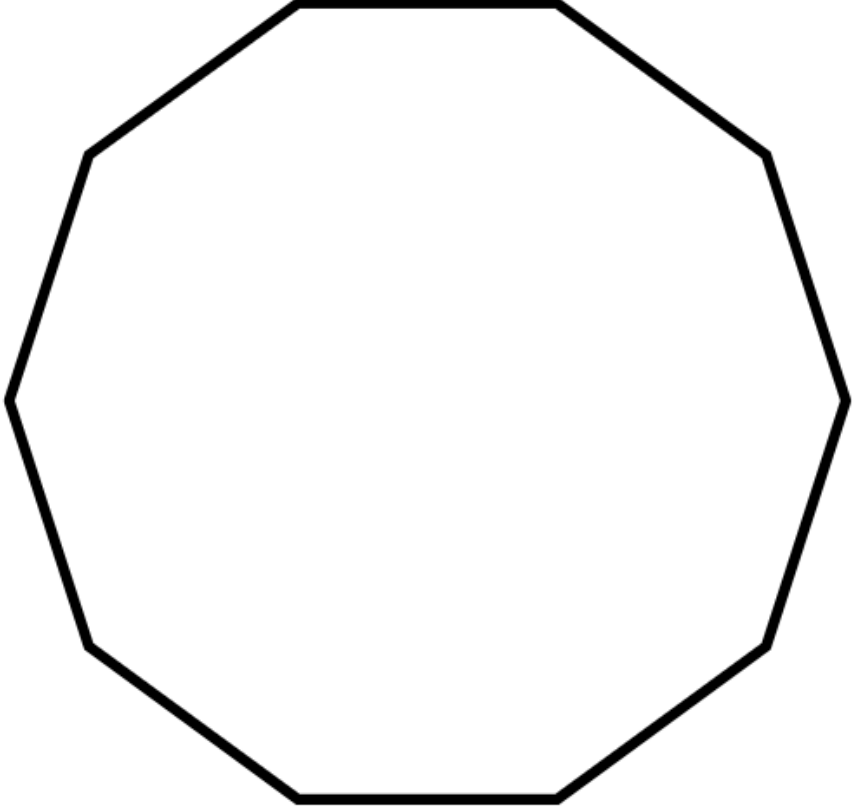
Focus: Creative Expression

After students draw individually, create a class gallery walk. Discuss: 'Why did different people imagine it differently? What details from the episode helped you picture it?' Connect to the idea that stories let each of us imagine things in our own way.

Name: _____ Date: _____

DRAW THE ARCHIVE


Directions: The Archive is where all stories are kept. It has a giant loom, webs, and a tapestry made of stories. When the Inkompletes arrive, it is a MESS! Draw what you imagine the Archive looks like inside.



Three things I put in my Archive drawing:

- ①
- ②
- ③

What would the Archive smell like?



Activity 12: Design Your Own Story Creature

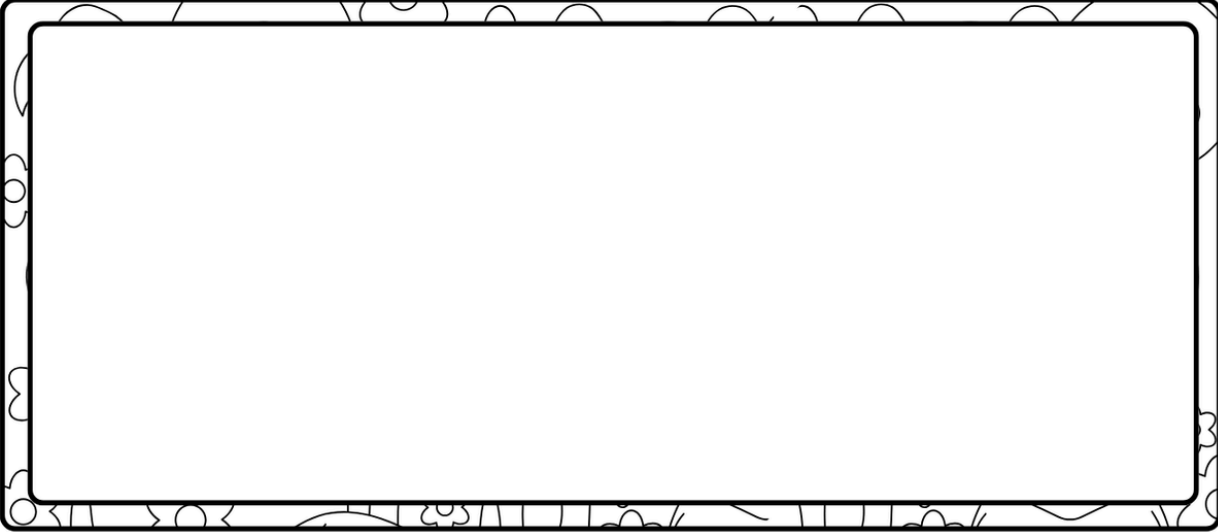
Focus: Creative Expression

Encourage wild creativity. There are no wrong answers. If students are stuck, prompt: 'What if it was part book and part animal? What if it could turn into something? What is it missing? What makes it incomplete?' Share and celebrate.

Name: _____ Date: _____

DESIGN YOUR OWN STORY CREATURE

Directions: The Unfiniverse is full of amazing creatures. Design your very own creature that lives there! It can be part animal, part book, part anything you can imagine.



My creature's name: _____

It lives in the Unfiniverse near: _____

Its special power is: _____

The one thing it is missing (its incomplete trait) is: _____

Is it friendly or dangerous? Tell me about it: _____

Activity 13: What Should the Author Have Done?

Focus: SEL and Creative Expression

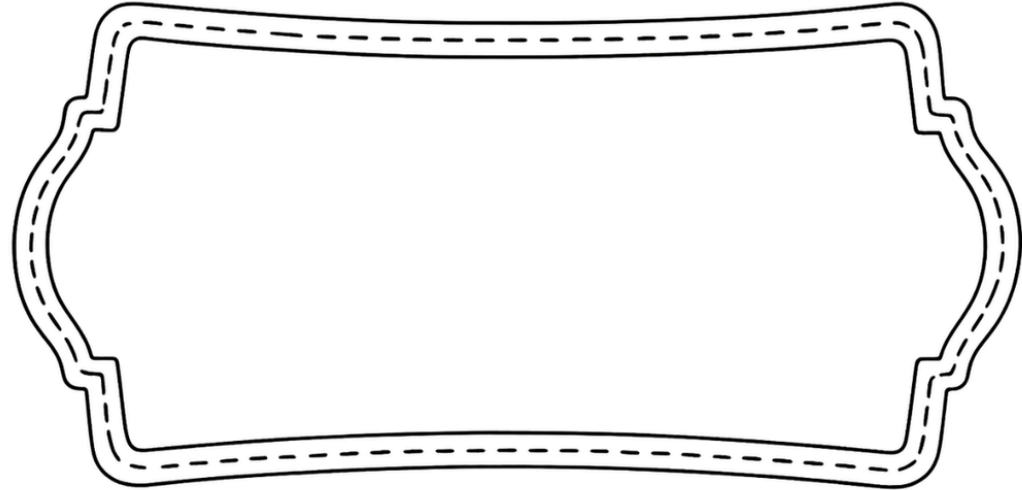
This is a gentle introduction to handling criticism. Keep focus on the character. Guide students toward responses like: 'He could have asked for help,' 'He could have tried again,' 'He could have listened to the feedback!' The lesson is about how we respond to criticism, not that criticism is bad.

Name: _____ Date: _____

WHAT SHOULD THE AUTHOR HAVE DONE?

Directions: The author who created Calumbra got very upset when people said his writing was not good enough. Instead of asking for help or trying again, he made bad choices. Write a note giving him advice!

Draw the author looking upset when people criticized his story:



Write a note to the author. Tell him what he should do instead of stealing from other stories:

Dear Author,

Your friend, _____

Activity 14: My Favorite Story

Focus: Creative Expression


This is a celebration activity. Share your own favorite story first. Allow time for genuine reflection. Do not rush it. Consider displaying responses as a class 'Story Wall' to honor what students love. This creates a powerful visual connection to the episode's theme that stories are worth protecting.

Name: _____ Date: _____

MY FAVORITE STORY

Directions: The Weaver warns that if Calumbra succeeds, he will unmake every story. Think about YOUR favorite story: a book, a movie, or a show. What would the world lose if it disappeared?

Draw a scene from your favorite story:



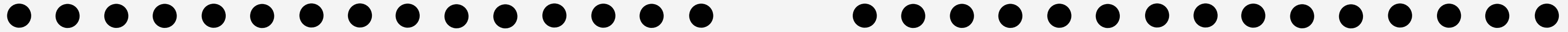
My favorite story is:

My favorite character in it is:

The best part of this story is:

If this story disappeared, the world would lose:

Why do you think stories are important?



STANDARDS CONNECTIONS

- **ELA: Key Ideas and Details in listening and viewing; Craft and Structure; Speaking and Listening; Writing: Narrative, Opinion, and Informational text.**
- **SEL: Self-awareness; Social awareness; Responsible decision-making; Relationship skills (CASEL framework).**
- **Creative Arts: Visual expression; imaginative world-building.**