

PVON LESSON PLAN - Makol

Title of Lesson:	Creature Brainstorm
Teacher:	Suzanne Makol
School:	Prairie View Ogden North
Grade Level:	2nd

Big Idea that drives Unit:

The theme for this art unit is the Bizarre. We will think about ways that creatures (animals, monsters or other imaginary creatures, or even people [although we are not focusing on real people, hopefully students can see the connection]) are different, unusual, strange, bizarre, or weird. These words sometimes have a negative connotation, but students will explore how these “unusual” qualities can be superpowers, strengths, or even if they are challenges, how they can define creatures by how they overcome it.

These kinds of questions and ways of thinking in the unit are the topical focus, but students will also explore ways of developing their creative skills. Students will use surrealist/collaborative games or activities as a way to come up with creative ideas they may not have thought of.

Fine Arts Goals Met by the Objectives:

- **26.B.1d Visual Arts:** Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.

DAY 1

Big Idea that drives Lesson:

The first session will be to introduce the concept of bizarre/strange/unusual by reading a story and playing surrealist games. By participating in exquisite corpse games, students will be free to come up with ideas/combinations that they may not have come up with on their own. This will make it a lot easier to start on their bigger projects than it would be with a completely blank slate.

Vocabulary Acquisition:

- Exquisite Corpse: an artmaking game where artists collaborate with each other. Each artist contributes a piece of the work without seeing the whole thing.
- Bizarre/strange/unusual: something that is unexpected or out of the ordinary. It can be a unique quality or an unexpected combination. Something that is bizarre is not only unusual, but is also amusing, or what makes the creature interesting.

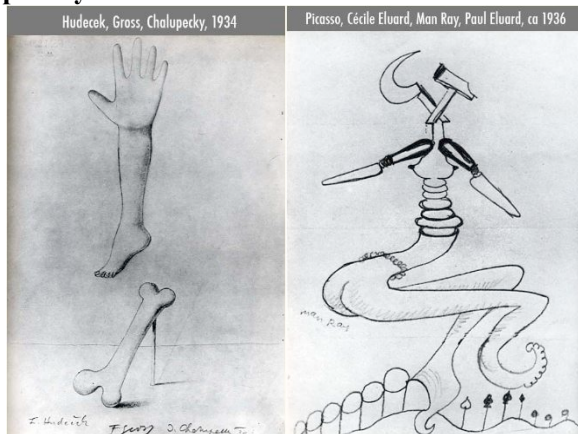
Key Artistic Concepts:

- Image/text exquisite corpse: students will draw an adjective and noun out of a hat. They will write the phrase on the first page of a small book or folded paper. Then they will spend a few minutes drawing their interpretation of the phrase on the next page. Next, students will pass their book on to a different student, only revealing the drawing. The next student will write a phrase on the next page. Students will continue on, switching between image and text, about 6 or more times.
- If there is time left over, students will also make a folded exquisite corpse drawing. The paper will be folded in thirds, with each student drawing a head, body, or legs, once again taking turns, only seeing a guiding line to connect their third to the previous third.
- For both activities, students can use any drawing material they like (pencil, marker, etc.)

Artmaking Materials Needed:

- Paper
- Drawing utensils, such as pencils, markers or pens.

Contemporary/Historical/Multicultural/Literature exemplars:



- <http://languageless.com/portfolio/monkey-jello/>

Procedures:

- INTRODUCTION: (3 minutes)
 - Who I am
 - Theme is “Bizarre.” What does that mean?
 - Students will give a few ideas of what they think
 - To add to their ideas: the bizarre is a quality or feature of something or someone that is unusual or unexpected, that makes in interesting or amusing.
 - What we will do today (with tiny hint of the rest of the 9 weeks)
 - Read a few examples from “Really Weird Animals”
 - Play a game (or two?) to come up with some bizarre creatures.
 - The rest of the unit of 9 weeks we will work more on creating creatures, and coming up with ways everyone’s unique creatures can interact with each other.
- STORY TIME: (12 minutes)
 - We will read selections from “Really Weird Animals” by Tammy Everts and Bobbie Kalman (a book about animals with unusual characteristics/abilities that help them survive/thrive.
 - Short discussion about the book
 - What is an example of a “weird” characteristic/quality of one of the animals? Why does the animal have this bizarre trait/ability?
 - Are there any bizarre qualities from one of the animals that you wish you had? Why/why not?
 - If you could design a creature, what bizarre quality would they have and why?
- DESIGN/WORK SESSION: (22 minutes)
 - Text/Image Exquisite Corpse
 - Each student will receive an odd phrase, which will be an adjective and noun combination.
 - Students will write the phrase on the first page of a small book or folded piece of paper.
 - On the next page, students will draw a picture of their interpretation of the phrase.
 - Students will leave only the drawing page visible, and pass their book on to another student.
 - The second student will write a phrase (on the next blank page) of their interpretation of the drawing.
 - This cycle will continue for a few rounds (about 6 or more), with about 2 minutes spent on each.

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- In the end, students will open their books to reveal all the stages of creature transformation.
- If there is time left over, students will do another version of exquisite corpse, which is to fold a piece of paper into thirds and take turns drawing a head, torso and legs, without seeing the other students' drawing portion. Students will keep the drawing that includes the *head* that they drew. If we run out of time, we can begin the next week with this activity.
- CLEAN UP: (2 minutes)
 - Clean up should be pretty easy since we aren't using any messy materials. Students will put away any writing/drawing utensils in their supply box.
 - I will probably take the students work to document it and bring it back for the following week, because we will use it as inspiration.
- CLOSURE: (1 minute)
 - Briefly mention that we will use today's creations as inspiration for next week to create their own bizarre creature.
 - Ask: After what we did today, what do you think "bizarre" is?

DAY 2

Big Idea that drives Lesson:

Today we will build off of the brainstorming we started last week. Students will base their creature off of either exquisite corpse creature. If students are having trouble with the inspiration being too open, I may ask them to specifically use the head/body/feet exquisite corpse. Students will think about what qualities they want their creature to have and why.

Vocabulary Acquisition:

- *Exquisite Corpse*: an artmaking game where artists collaborate with each other. Each artist contributes a piece of the work without seeing the whole thing.
- *Bizarre/strange/unusual*: something that is unexpected or out of the ordinary. It can be a unique quality or an unexpected combination. Something that is bizarre is not only unusual, but is also amusing, or what makes the creature interesting.

Key Artistic Concepts:

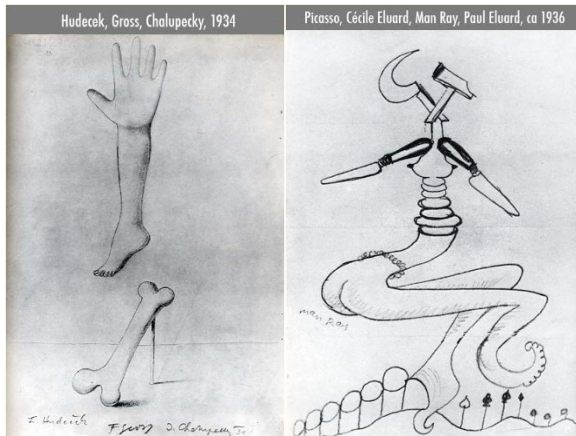
- If we ran out of time to do the folded exquisite corpse, we will start the day with that activity. The paper will be folded in thirds, with each student drawing a head, body, or legs, once again taking turns, only seeing a guiding line to connect their third to the previous third.
- The main focus for the day will be creating/designing their bizarre creature. Students will use a worksheet as their guide. There will be a space to draw what the creature looks like, and a space to write descriptions of the creature. Students will choose from several possible questions, such as: How does the creature travel/move? What does the creature like to eat? Does the creature get along well with others? What is a special ability that the creature has?

Artmaking Materials Needed:

- Paper
- Drawing utensils, such as pencils, markers or pens.

Contemporary/Historical/Multicultural/Literature exemplars:

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- <http://languageless.com/portfolio/monkey-jello/>

Procedures:

- INTRODUCTION: (3 minutes)
 - Recap: What we did last week: Talked about “bizarre,” and played a fun brainstorming game to come up with bizarre creatures.
- STORY TIME: (12 minutes)
 - We will read selections from “The Most Disgusting Animals on the Planet” by John Perritano.
 - Short discussion about the book
 - What is an example of a “weird” characteristic/quality of one of the animals? Why does the animal have this bizarre trait/ability?
 - Are there any bizarre qualities from one of the animals that you wish you had? Why/why not?
 - If you could design a creature, what bizarre quality would they have and why?
- DESIGN/WORK SESSION: (22 minutes)
 - Folded Exquisite Corpse (6 minutes)
 - Students will take turns drawing the head, torso, and legs of a bizarre creature without seeing what the other students drew. Students must make sure to leave a small guideline for the next student to continue the drawing with.
 - Creature Design (16 minutes)
 - Students will use both exquisite corpse activities as inspiration for their creature design. The goal is for students to design a bizarre creature that has an unusual ability. Students will design their bizarre creature on a template (worksheet) I give them, which will have a large box to draw the animal, and lines at the bottom to write a description. A separate sheet will have possible questions for the students to choose from to write about their creature. Students may have different writing abilities, and so some students may decide to write more detailed/complex descriptions or sentences, while some students will write simple descriptive words.
- CLEAN UP: (2 minutes)
 - Clean up should be pretty easy since we aren’t using any messy materials. Students will put away any writing/drawing utensils in their supply box.
 - I will take the students’ work to document it and bring it back for the following week.
- CLOSURE: (1 minute)
 - Students will informally reflect on how they did for the day. We will see if everyone finishes their design, or if we will finish it next week (which is more likely).

DAY 3

Big Idea that drives Lesson:

Today we will continue what we started in week 2: designing the bizarre creature cards. Students will get into detail about what their creature looks like, how it moves, and what its distinguishing characteristics are.

Vocabulary Acquisition:

- *Exquisite Corpse*: an artmaking game where artists collaborate with each other. Each artist contributes a piece of the work without seeing the whole thing.
- *Bizarre/strange/unusual*: something that is unexpected or out of the ordinary. It can be a unique quality or an unexpected combination. Something that is bizarre is not only unusual, but is also amusing, or what makes the creature interesting.
- *Feature*: a major quality of something.
- *Myth*: a story or belief that many people believe, but that is (probably??) not true, or not confirmed to be true. Sometimes it is an exaggeration of something real.

Key Artistic Concepts:

- The main activity for the day is to complete the creature card design. Since the student will be working on it for about 1.5 sessions, they should have a lot of detail in their design, which includes drawing and text.

Artmaking Materials Needed:

- Creature Card template
- Brainstorming sheet
- Paper
- Drawing utensils, such as pencils, markers or pens.

Contemporary/Historical/Multicultural/Literature exemplars:

- Pokemon cards
- Magic the Gathering

Procedures:

- INTRODUCTION: (2 minutes)
 - Recap: Today we will continue the creature cards we started last week.
- STORY TIME: (12 minutes)
 - We will read selections from “Biggest, Baddest Book of Monsters” by Anders Hanson
 - Short discussion about the book
 - What are some real animals that some of the mythic creatures were based off of? (i.e. Kraken based on giant squid, which was not confirmed to be real for a very long time.)
 - Is your creature mythical or real?
- DESIGN/WORK SESSION: (22 minutes)
 - Creature Design
 - Students will use both exquisite corpse activities as inspiration for their creature design. The goal is for students to design a bizarre creature that has an unusual ability. Students will design their bizarre creature on a template (worksheet) I give them, which will have a large box to draw the animal, and lines at the bottom to write a description. A separate sheet will have possible questions for the students to choose from to write about their creature. Students may have different writing abilities, and so some students

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may decide to write more detailed/complex descriptions or sentences, while some students will write simple descriptive words.

- Since students will have this started from the previous week, or at least have started brainstorming, today they will finalize in detail their design so that it can be copied for the following week.
- If for some reason students are finished quickly, they may begin to think about and sketch the footprint(s) of their creature.
- CLEAN UP: (2 minutes)
 - Clean up should be pretty easy since we aren't using any messy materials. Students will put away any writing/drawing utensils in their supply box.
 - I will take the students' work to print on cardstock for next week.
- CLOSURE: (2 minutes)
 - Students will informally reflect on how they did for the day.

DAY 4

Big Idea that drives Lesson:

Today students will create footprints for the back of their creature cards. They will consider what marks their creature would leave behind, depending on the way that the creature moves. A few simple printmaking techniques will be available, including Styrofoam plates and recycled/reused materials.

Vocabulary Acquisition:

- *Bizarre/strange/unusual*: something that is unexpected or out of the ordinary. It can be a unique quality or an unexpected combination. Something that is bizarre is not only unusual, but is also amusing, or what makes the creature interesting.
- *Footprint*: a mark left behind by a creature.
- *Printmaking*: an art process where you can (usually) make multiple copies of the same image.

Key Artistic Concepts:

- Students will learn the basic concept of printmaking with the Styrofoam plate. They will use pens to “carve” into the plates. Anything they carve will be white, and everything else will be the color of the paint.

Artmaking Materials Needed:

- Completed Creature Card template
- 14 copies of each student's creature card (printed onto cardstock, cut into individual cards)
- Brainstorming sheet
- Paper
- Pens (for “carving” into the Styrofoam plates)
- Yarn
- Styrofoam plates
- Tempera paint
- Brayers
- Plexiglass plates (for rolling paint)
- Paper towels
- Something to transport the wet cards to the drying rack

Contemporary/Historical/Multicultural/Literature exemplars:

- Pokemon cards
- Magic the Gathering

Procedures:

- INTRODUCTION: (2 minutes)
 - Pass out the creature cards that I scanned and printed for students. Each student should have at least 14 (or 15 or 16 so I can have a copy?) copies of their creature cards, and informally show their cards to the neighbors at their table.
- DESIGN/WORK SESSION: (28 minutes)
 - Printmaking demo
 - I will have an example of a Styrofoam plate of footprints, and will talk with students about the process of how I made it: thinking about how my creature walks, sketching out my idea (to actual size), carving it into the plate, picking a color, “inking” the plate with paint, and printing it onto my cards.
 - Sketching out the footprint idea (to scale)
 - Students will have to first sketch out their idea. When they show me that they are ready, I will hand them their “plate.”
 - Printing on the cards!
 - I will have a separate table set up for when students are ready to print so that their individual desks will not get messy. I will probably make the first print for each student, and then let them take over. Not everyone will be able to print at once, so students will help each other, and hopefully we’ll have a little “factory” going where students will churn out their prints. I will have a designated area for prints to dry.
 - Since people will work at different paces, and inevitably some students will finish earlier than others, students will have the option to look through creature books, some that we’ve read and some that we haven’t.
- CLEAN UP: (8 minutes)
 - Clean up today will be a little more work. Once everyone is done printing, hopefully I can have a couple volunteers help me wash the paint off the printmaking tools. If time doesn’t allow and/or the cleaning area is hard to get to, I will just put the paint-covered tools in a bin to clean right after class.
 - If for some reason there is a significant amount of time left, I may decide to end class by reading a book.
- CLOSURE: (2 minutes)
 - Students will informally reflect on what they thought about the printmaking process, and about designing their footprints.

DAY 5

Big Idea that drives Lesson:

Today students will finish printing footprints on the back of their creature cards, since they didn’t finish last week.

Vocabulary Acquisition:

- *Bizarre/strange/unusual*: something that is unexpected or out of the ordinary. It can be a unique quality or an unexpected combination. Something that is bizarre is not only unusual, but is also amusing, or what makes the creature interesting.
- *Footprint*: a mark left behind by a creature.
- *Printmaking*: an art process where you can (usually) make multiple copies of the same image.

Key Artistic Concepts:

- Students will continue printing with the Styrofoam plate, trying to make good copies of their image.

Artmaking Materials Needed:

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- Tempera Paint
- Newsprint
- Brayers (16)
- 8 sheets of Plexiglas (for rolling out tempera)
- Completed Creature Cards (14 sets per student)
- White and colored paper to make extra footprints on
- Brainstorm sheets
- Blank paper
- Crayons/markers/pencils to draw and write with

Contemporary/Historical/Multicultural/Literature exemplars:

- Pokemon cards
- Magic the Gathering
- Board games like Candyland

Procedures:

- INTRODUCTION: (2 minutes)
 - Pass out cards from last week, and see how many each student has left to print.
 - Make it clear to the students how the work stations will be set up so that things will go a little more smoothly in regard to having enough materials to share and for cleaning up.
 - There will be 6-8 printing stations set up. It will flow from left to right: the Plexiglas will have a sheet of newsprint on it, with one color per station. There will be another clean sheet of newsprint to the right of the inking area for printing. I will help squirt a reasonable amount of paint on the newsprint on the Plexiglas. Each station will have one brayer for “inking” the plate, and one clean brayer to help press the card onto the plate. Water with paper towels will help clean small messes as they happen. (Maybe a water bottle would be a good idea?)
- DESIGN/WORK SESSION: (16 minutes)
 - Finish printing all the cards from last week.
 - Some students were closer to being finished, so those students may already start brainstorming their story for next week. Another, perhaps better option, is that students who finish printing on their creature cards can continue printing on other plain white or colored paper to have the print as a work of art on its own!
- CLEAN UP: (10 minutes)
 - Today I will set up the printmaking stations in a more organized way, so hopefully the cleaning will be even faster than this.
- STORYTIME: (10 minutes if time, otherwise this will be added to work time)
 - If everyone is finished in time, we may read this book at the end, although I think it will be better to save for the beginning of next week because 30+ minutes of writing may be too much for one session.
 - “Even Monsters Need Haircuts” by Matthew McElligott (a book about a boy who gives monsters haircuts every full moon)
 - Talk about the structure of the story: beginning, middle, end. What was the climax of the story? What were some of the monsters included in it?
- CLOSURE: (2 minutes)

Students will informally share one of their best cards (meaning best footprints on the back).

DAY 6

Big Idea that drives Lesson:

Today students will trade creature cards and begin to come up with a story that features at least three of the creatures.

Vocabulary Acquisition:

- *Bizarre/strange/unusual*: something that is unexpected or out of the ordinary. It can be a unique quality or an unexpected combination. Something that is bizarre is not only unusual, but is also amusing, or what makes the creature interesting.
- *Setting*: the location where a story takes place.
- *Narrative*: a good story usually includes a beginning, middle, and end, and includes a peak struggle/action.

Key Artistic Concepts:

- Students will have to think of creative ways to combine some creatures that don't automatically go together. They will interpret the creature cards of their classmates however they see fit. This will be good practice for them to use a source as inspiration while still making it their own idea.

Artmaking Materials Needed:

- Completed Creature Cards (14 sets per student)
- Brainstorm sheets
- Blank paper
- Crayons/markers/pencils to draw and write with

Contemporary/Historical/Multicultural/Literature exemplars:

- Pokemon cards
- Magic the Gathering
- Board games like Candyland

Procedures:

- INTRODUCTION: (2 minutes)
 - Pass out a full set of everyone's creature cards to each student.
- STORYTIME: (12 minutes)
 - "Even Monsters Need Haircuts" by Matthew McElligott (a book about a boy who gives monsters haircuts every full moon)
 - Talk about the structure of the story: beginning, middle, end. What was the climax of the story? What were some of the monsters included in it?
- DESIGN/WORK SESSION: (22 minutes)
 - Pass out a full set of everyone's creature cards to each student.
 - Give and explain brainstorm sheet to students
 - Who is in your story?
 - Where will it take place?
 - What happens in your story?
 - Beginning?
 - Middle?
 - End?
 - What is the conflict/climax/main point of your story?
 - After explaining each step of the story process, students will write on their brainstorm sheets as I go around and help students individually.
- CLEAN UP: (2 minutes)
 - Clean up today will be easy since we're not using any messy materials.

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- CLOSURE: (2 minutes)
 - Students will informally reflect on how their stories are coming along.

DAY 7

Big Idea that drives Lesson:

Today students will begin to make a landscape interpretation of the stories they worked on last week. Some students may start by finishing up the stories first.

Vocabulary Acquisition:

- *Bizarre/strange/unusual*: something that is unexpected or out of the ordinary. It can be a unique quality or an unexpected combination. Something that is bizarre is not only unusual, but is also amusing, or what makes the creature interesting.
- *Setting*: the location where a story takes place.
- *Narrative*: a good story usually includes a beginning, middle, and end, and includes a peak struggle/action.
- *Birds' eye view*: a perspective of what things look like from up above.

Key Artistic Concepts:

- Students will interpret their stories into drawings. Students will be encouraged to think beyond drawings and consider making a board game since they have the cards to use.

Artmaking Materials Needed:

- Completed Creature Cards (14 sets per student)
- Brainstorm sheets
- Blank paper (approximately 8.5" x 14")
- Crayons/markers/pencils to draw and write with

Contemporary/Historical/Multicultural/Literature exemplars:

- Pokemon cards
- Magic the Gathering
- Board games like Candyland

Procedures:

- INTRODUCTION: (8 minutes)
 - Pass out the stories students started last week.
 - Discussion about landscape drawings vs. bird's eye view
 - What does a landscape drawing show?
 - What does a bird's eye view drawing show?
 - What are some examples of each? (I will bring some, like Candyland for the bird's eye view.)
 - Talk about reasons for choosing either method.
 - Think about what is important to show for your story. How do you show the passing of time in a single image?
- DESIGN/WORK SESSION: (26 minutes)
 - Students will continue to work on their story, or if they are finished, refresh/reflect on it briefly.
 - Students will work on their landscape drawings. I will go around the room helping with the issues discussed above.
 - Students will be encouraged to share their work with their neighbors, especially if they want to make a game.
- CLOSURE: (4 minutes)
 - Students will be asked to share with a partner or their table how their project is going.

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- CLEAN UP: (2 minutes)
 - Clean up today will be easy since we're not using any messy materials.

DAY 8

Big Idea that drives Lesson:

Today students will make sculptures of their creatures out of dough.

Vocabulary Acquisition:

- *Bizarre/strange/unusual*: something that is unexpected or out of the ordinary. It can be a unique quality or an unexpected combination. Something that is bizarre is not only unusual, but is also amusing, or what makes the creature interesting.
- *Setting*: the location where a story takes place.
- *Narrative*: a good story usually includes a beginning, middle, and end, and includes a peak struggle/action.
- *Birds' eye view*: a perspective of what things look like from up above.

Key Artistic Concepts:

- Students will begin to incorporate clay sculpture into their stories. Students will gain from this complex process of figuring out how to turn their concepts, 2-D drawings and stories into a 3-dimensional form.

Artmaking Materials Needed:

- Completed Creature Cards (14 sets per student)
- Brainstorm sheets
- Blank paper (approximately 8.5" x 14")
- Crayons/markers/pencils to draw and write with
- Clay (homemade?)

Contemporary/Historical/Multicultural/Literature exemplars:

- Pokemon cards
- Magic the Gathering
- Board games like Candyland

Procedures:

- INTRODUCTION: (6 minutes)
 - Students will be shown how to use the clay, including basic techniques to connect the clay.
 - DESIGN/WORK SESSION: (26 minutes)
 - Students will continue to work with their creatures/story creations. There will not be a specific assignment because at this point it will be up to them to decide from a variety of options of what to make with the clay: make their creatures in three dimensional form, make game pieces if they are making a game, or anything else related to the bizarre creatures or stories.
 - Students will be encouraged to think about how their work interacts with each element (drawings with sculptures with cards), and with viewers (can people play with the clay figures like toys).
 - CLOSURE: (4 minutes)
 - Students will be invited to share their project so far with the class.
 - CLEAN UP: (4 minutes)
 - Clean up of the clay should be pretty easy. I will collect the clay works in a box. A scraper will be handy to get any excess clay off the desks.
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DAY 9

Big Idea that drives Lesson:

Today is the last day! Students will paint their creature sculptures they started last week, and at the end of class we will reflect on the whole process from exquisite corpse to creature card to today.

Vocabulary Acquisition:

- *Bizarre/strange/unusual*: something that is unexpected or out of the ordinary. It can be a unique quality or an unexpected combination. Something that is bizarre is not only unusual, but is also amusing, or what makes the creature interesting.
- *Color*: red+yellow= orange, yellow+blue=green, blue+red=purple
- *Contrast*: differences/variety in light/dark and in different colors will help the creature's features to stand out

Key Artistic Concepts:

- Students will paint their creature sculptures, and reflect on the process of making the bizarre creatures for 9 weeks.

Artmaking Materials Needed:

- Completed Creature Cards (14 sets per student)
- Completed creature sculptures (made with homemade dough)
- Tempera paint
- Brushes
- Water cups
- Palettes for mixing colors
- Newsprint as a work surface to protect the tables

Contemporary/Historical/Multicultural/Literature exemplars:

- Pokemon cards
- Magic the Gathering
- Board games like Candyland

Procedures:

- DEMO: (8 minutes)
 - We will talk about color: how to mix it and ways we choose color in our art making. Because there is little time and it's the last day, I may not focus too much on mixing colors, and have secondary paint colors available. But I will at least go over how to make the secondary colors, and brown.
 - We will have a discussion about what colors mean in art, particularly their project:
 - What colors best describe your creature? (i.e. warm fiery colors for an energetic and fiery creature, or dark blues and purples for a somber creature, earth tones for a creature that wants to blend in)
 - Using contrast to make features stand out (i.e. dark eyes on a yellow face will stand out, similar colors will tend to blend together)
 - Thinking about the environment the creature lives in to help pick the colors.
- DESIGN/WORK SESSION: (19 minutes)
 - Students will use tempera paint to paint their creature sculptures. It is very possible that not everyone will finish, but they can always finish it on their own time.
- CLEAN UP: (5 minutes) FINISH BY 10:30AM!
 - I want to do clean up before wrapping up today so that it's not madness at the very end, but I'll have to be careful that the cleanup doesn't take away from the end of class. I would rather finish

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cleaning the brushes on my own after class than spending a significant amount of time doing it in class. At the very least, students will have their desks completely clean.

- CLOSURE: (8 minutes)
 - Student's creatures will be set up in a line on the side table and everyone will line up to walk past all the creatures to get a good look at them (sort of a reverse parade). We will end class standing around the table of their creations and have a discussion about what they thought about the 9 weeks:
 - What did we do?
 - What was your favorite activity?
 - Do you think you'll continue designing bizarre creatures?
 - Do you think you'll play with them? How?
 - Since it will be difficult to transport the wet creatures, I will ask the teacher if I can quickly take pictures of them set up on the table as the students transition into RTI.