

Toondoo



1. Accounts:

1. Create a generic class login/password (e.g. JohnsonClass, 12345) – all students can login in under the same teacher account
2. Have each student get parent permission to create their own account
3. **Support:** Toondoo Wiki:
<http://toondoo.wiki.zoho.com/How-do-I.html>

2. Follow the Toondoo directions handout to create your very own ToonDoo cartoon.

1. Other Cartoon resources: [Read/Write/Think](#), [Pizap](#), [Make Belief Comix](#) (will not allow duplicate objects), [Domo Animate](#), [Prezi](#) (use to create an animated cartoon of images), [Pixton](#), [More Sites Like ToonDoo](#)

3. General Resources:

1. [Cartoons for the Classroom](#)
2. [Concept Cartoons Strategies](#) & [Concept Cartoons & ConcepTests](#) (Use in conjunction with Mind-mapping for concepts: <https://bubbl.us/>)
3. [Read/Write/Think interactive Comic Vocabulary](#)
4. [Examples of ToonDoo in the Classroom](#)
5. [Lesson Plans by Content Area with a Comic Theme](#)
6. [More Comics & Graphic Novels Lessons & Resources](#)

4. Math:

1. [Spiked Math](#) & [Math Prezi](#)

5. English:

1. [Shakespeare](#)
2. [Cartoon Classroom: Humor](#)
3. [Macbeth Interactive Graphic Novel Demo](#)
4. [Meanwhile](#), [Shel Silverstein](#), [Mo Willems](#)

6. History:

1. [Interpreting Political Cartoons in the History Classroom](#)
2. [Using Editorial Cartoons to Teach History](#)

7. Science:

1. [Science Concept Cartoons](#)
2. [Ideas in Motion: Illustrating Basic Science Concepts](#)
3. [Scienecr's Notes: Concept Cartoon](#)
4. [Concept Cartoons](#)
5. [Cartoonist Group: Chemistry Cartoons & Chemistry Comics](#)
6. [The Periodic Table of Comic Books](#)

Lesson Ideas

Endless possibilities!

Workstations, creative writing, plot retelling/sequencing events, explaining math or science concepts, three-step equations, retelling historical events, poetry, book reviews, vocabulary (multiple languages), dialogue, pre-reading & cues

Use cartoon in other graphic projects: PowerPoint, Word, Glogster, TeacherWeb

Print to SMART to annotate!

General Samples:
[Social Networking](#)
[Student Email Comic](#)

Comic Strip Rubric

Source: armstrong-history.wikispaces.com/space/showimage/Cartoon+History+Topics+&+Rubric.pdf

	A	B	C	D
Choice of Scenes	Captures all the most important events involving that person/main idea.	Captures most of the important events involving that person/main idea.	Captures some of the most important events, but also highlights some unimportant elements.	Captures few of the most important events. Information is incomplete or focused on less important points.
Captions	Captions are related to the events of history studied in class. Connections are easily understood.	Captions are related to the events of history and most of the connections are easy to understand.	Captions are related to the scenes and the events of history, but the connections are less obvious.	Captions do not relate well to the events of history. There seems to be no connection or connections are very general.
Characters	Historical characters are clearly identified and their actions and dialogue are well-matched to the historical actions and events they were involved in.	Historical characters are easily identified and their actions and dialogue match the historical actions and events they were involved in.	Historical characters are identified, but their actions and dialogue are too general to show their relationship to the historical actions and events they were involved in.	It is hard to tell who the main characters are, or the main characters in the comic incorrectly relate to the historical actions and events they were involved in.
Spelling & Grammar	There are no spelling, punctuation, or grammar errors.	There are 1-3 spelling, punctuation, or grammar errors.	There are 4-5 spelling, punctuation, and grammar errors.	There are more than 5 spelling, punctuation, and grammar errors.

Sample Rubric: c/o Sue @

<http://cegsa.editme.com/edet3302toondoolesson>