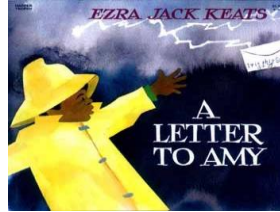




Making Stationery


Standards:

ELA.SL.CC.PS.1 - 3
 ATL.EP.PS.1 - 5
 CA.VA.PS.1 - 5
 ELA.W.PD.PS.1


Materials:

- *A Letter to Amy*
- stationery template
- variety of adhesives • ink pads and stamps
- collage material
- photos of sample stationery
- variety of writing utensils

Vocabulary:

- invite/invitation: ask someone to do something
- design: to plan(v); combination of details(n)
- stationery

Preparation: Set up materials.

Intro to Centers:

“In *A Letter to Amy*, Peter **invited** Amy to his birthday party.”

“The **invitation** told Amy where and when the party was happening, and what kind of party it was. What do you notice?”

“Peter wrote his **invitation** on plain paper, but sometimes people write on paper called **stationery**. What do you notice?”

“Today in the Art Studio, you can **design stationery** with these materials. What do you notice?”

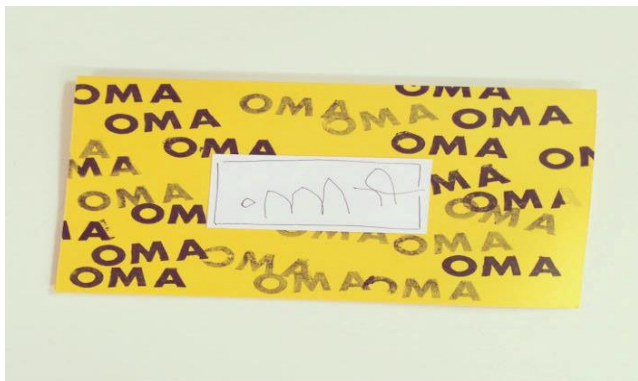
“Leave the center of your **stationery** blank for the words you will write in Writing and Drawing.”

*Show illustration.
 Children respond.*

Show examples of stationery.

Show materials and trace the border on the stationery template. Children respond.

Point to the center of the stationery template.



During Centers:

Support children in designing their stationery. For children who have difficulty discerning the border from the blank space, show only one part of the border. If using alphabet, number, or shape stamps, discuss what children know about these symbols, i.e., “You’re using a square shape on your border. If we turn it, is it still a square?”

Guiding Questions during Centers:

- How is creating stationery similar to or different from creating collages?
- If children appear to be creating a pattern, ask them to describe their pattern.
- How will you use your stationery, i.e., for an invitation, a letter, a card?
- Where else have you seen stationery, i.e., a letter sent home, a birthday card?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

In addition to using the stationery for *Writing on Stationery*, use children’s stationery to make signs for the classroom or for notes that you send home. If children make multiple pieces of stationery, ask them if they would like to put them in Writing and Drawing for other children to use or to send home for their families to use. You might even put some on your desk to use to write notes. This values the work children have done as useful.