Animal Stories

Writing & Drawing

A Hat for MINERVA LOUISE

by Janet Morgan Stoeke
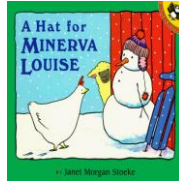
Materials:
• *A Hat For Minerva Louise*
• paper
• blank books
• writing/drawing utensils

Vocabulary:
● fictional: pretend
● non-fictional: real
● setting: where a story happens
● plot: what happens in a story

Preparation: Set up materials.

### *Intro to Centers:* "In *A Hat for Minerva Louise*, Minerva Louise is a chicken. Is she a ***fictional***--pretend--chicken, or is she a ***non-fictional***--real--chicken? How do you know?"	*Show illustrations. Children respond.*
"In *Rabbits And Raindrops*, are the rabbits ***fictional***--pretend--or ***non-fictional***--real? How do you know?	*Show illustrations. Children respond.*
"Today in Writing and Drawing, you can write a ***fictional*** or ***non-fictional*** animal story using these materials. Decide what the ***setting*** will be-- where the story happens, who the characters are, and what the ***plot*** will be-- what happens. "	*Show materials.* *Children respond.*
"How will a reader know that your story is ***fictional*** or ***non-fictional***?"	

During Centers:
Encourage children to use *Animal Research* as the beginning/setting of their animal stories. Encourage children to collaborate, i.e., one child can write and another child can illustrate. Encourage children to use their animal stories for Storytelling/ Story acting. Support children in creating props and using *Animal Coverings* to act out their stories. Encourage children to use sequential language, i.e. *'first', 'next', 'last'* and/or include page numbers in their stories.

Guiding Questions during Centers:
- What was the inspiration for your story?
- How is your non-fictional animal doing fictional things/ how is your fictional animal doing non-fictional things? (i.e, a chicken is a real animal, Minerva Louise is doing things real chickens don't usually do)
- How did you collaborate with your friends?
- At the end of your story, this happened to your animal character. What happens next?

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:
Encourage children to write a series of stories featuring their animal characters. Compare and contrast to Ezra Jack Keats' series of stories about Peter, or to other series, i.e., *Don't Let The Pigeon Drive The Bus*, *If You Give A Mouse A Cookie,* etc.