



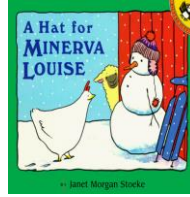
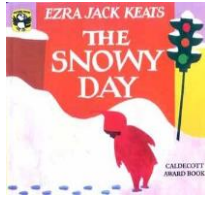
Winter Stories



Writing &
Drawing

Standards:

ELA.SL.CC.PS.1 - 3
ELA.SL.PKI.PS.2 -3
W.TTP.PS.1 - 3
ELA.W.PD.PS.1
ELA.W.R.PS.1-2



Materials:

- paper
- blank books
- staplers
- drawing/writing tools
- *A Hat For Minerva Louise*
- *A Snowy Day*

Vocabulary:

- adventure: something interesting that happens
- explore: walk around to look at things
- fiction: pretend
- non-fiction: real
- author: person who writes a story
- illustrator: person who creates pictures
- setting: where a story happens
- character: a person or animal in a story

Preparation: Set up materials.

Intro to Centers:

"In *The Snowy Day*, Peter played in the snow and had many **adventures**. In *A Hat For Minerva Louise*, Minerva Louise **explored** the farm. What do you notice?"

"How were Peter's adventures in the snow similar to or different from Minerva Louise's?"

"Today in Writing and Drawing, you can be an **author**--writer--of stories with winter **settings**--where they take place. You can **illustrate**--create pictures--your story. Your story can be a **fiction**--pretend-- story, like *The Snowy Day* or *A Hat for Minerva Louise*, or a **non-fiction**--true--story. How will the reader know your story is **fiction** or **non-fiction**?"

Show illustrations.
Children respond.

Children respond.

Children respond.

During Centers:

Encourage children to collaborate, i.e., one child be the author, another child the illustrator. Help children to incorporate their *Animal Research* and *Weather Research* in their stories. Suggest that children act out their stories in Dramatization. Support children with numbering the pages of their story. Add children's stories to Library and Listening. Encourage children to write alternate endings to Read Alouds.

Guiding Questions during Centers:

- How is your story similar to or different from *The Snowy Day / A Hat For Minerva Louise/* your friends' stories?
- How did you collaborate with your friend(s)?
- What was your inspiration for this story?
- Do the fictional characters in your story do pretend things? Do your pretend characters in your story do non-fictional things?

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: Invite children to act out their stories for Story Acting. Encourage children to make costumes, scenery, and props.

Encourage children to write a series of winter stories with similar character and settings.