



WEEK 7 Day 4

**Writing & Drawing: Stories in Imaginary Places**

Children draw and write stories that take place in their imaginary places  
(from Read Aloud Day 3).

<b>Big Ideas</b>	<p>Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.</p> <p>People’s perspectives depend on culture, history, location, age, and personal views or ideas. All perspectives are valid. Stories help us experience different perspectives.</p>
<b>Guiding Questions</b>	<p>What processes help people construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?</p>
<b>Vocabulary</b>	<p><b>imaginary:</b> something that is make believe <b>construct:</b> creating or building</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● pencils and other writing and drawing utensils</li> <li>● writing paper with and without lines</li> <li>● <i>Roxaboxen</i>, Alice McLerran</li> <li>● My imaginary Place <a href="#">template</a>, from Read Aloud</li> <li>● examples of children’s imaginary places</li> <li>● chart paper</li> </ul>
<b>Intro to Centers</b>	<p><i>We have been reading Roxaboxen by Alice McLerran. In this story children create an imaginary, a make believe, place to play. What are some of the things that children created in Roxaboxen?</i></p> <p>Harvest a few responses.</p> <p><i>This week, you wrote about your own imaginary place and you will be creating them in Discovery and Blocks.</i></p> <p>Show some examples of the children’s writing from the Read Aloud. <i>What are some things you included?</i></p>

	<p>Harvest a couple of responses.</p> <p><i>In Writing &amp; Drawing, you can draw and write stories that happen in your imaginary place. Think about what your imaginary place looks like and then you can create a story that happens there. If my imaginary place was a _____, I could tell a story about _____. Let's brainstorm some story ideas.</i></p> <p>As children share their ideas, write them on the chart paper.  <i>These are fantastic story ideas. You are really using your imagination just like the children in Roxaboxen did. You can start by asking yourself what kind of story you want to create for your imaginary place. You can be both the writer and illustrator of your story or you can collaborate with other children. Remember to use the skills you are learning during Phonics and Stations to write the words of your story.</i></p>
<b>During Centers</b>	<p>As children start to organize themselves to create their stories, remind them to try and follow the design process. Invite them to share their ideas with each other and collaborate on the creation of their stories. If they need support with writing, start by helping them to use their knowledge of letter/sound correspondence. If children are stuck, encourage them to help each other or support them by scribing words that are challenging.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What is your imaginary place?</li> <li>● What happens first in your story? Next? What happens at the end?</li> <li>● What inspired you?</li> <li>● How are you working with other children to create your story?</li> <li>● What else will you include?</li> </ul>
<b>Standards</b>	<p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p> <p><b>R.6.K.a</b> With prompting and support, identify characters settings and major events in a story.</p> <p><b>R.6.K.b</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>SL.3.K.b</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SEL. Relationships Skills:</b> Teamwork (Boston)</p>

<b>Notes</b>
--------------