



Writing & Drawing: Constructing Stories

Children create their own stories.

<p>Big Ideas</p>	<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>
<p>Guiding Questions</p>	<p>Where do people find inspiration for building, creating, and composing? What processes help people construct structures, ideas, and works of art?</p>
<p>Vocabulary</p>	<p>construct: creating or building fairytale: a pretend story that has been told over time imagine: to picture in your mind</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● writing tools ● writing paper with and without lines ● blank paper ● construction paper ● storytelling notebook ● animal stories written by children, from Unit 2 ● <i>The Three Little Pigs</i>, Paul Galdone ● <i>The True Story of the Three Little Pigs</i>, ● <i>The Little Red Fort</i>, Brenda Maier <p>Arrange materials so that children can easily access them. Set out books and images.</p>
<p>Intro to Centers</p>	<p><i>During Read Aloud we have read several texts that are fiction, stories, and fairy tales. Do you remember any of them?</i></p>

	<p>Harvest a few responses</p> <p><i>This week we are reading The Little Red Fort, which is a retelling of the original fairytale: The Little Red Hen.</i></p> <p>Show children the text.</p> <p><i>Sometimes authors retell stories and sometimes they make up new ones. You tell stories all the time during storytelling, we write those down so that we can act them out.</i></p> <p>Show children a sample of the storytelling notebook and remind them of some of the stories they have told.</p> <p><i>During the Animal and Habitat Unit you wrote stories about animals. Do you remember any of the ones you told?</i></p> <p>Harvest some responses and show children samples of their animals' stories.</p> <p><i>This week, you can construct, create, your own stories about anything you want just like you do in storytelling. You can be inspired by fairytales we have read or you can write your own. You can start by imagining, picturing in your mind, what kind of story you want to create.</i></p> <p>Think Pair Share.</p> <p><i>I heard some of you talking about _____ and _____. It sounds pretty imaginative!</i></p> <p><i>You can plan your story out. What will happen first, what happens next, if there is a problem and how it ends. Your stories can be short or long, you can decide. You can be both writer and illustrator and collaborate with other children as you create stories together.</i></p>
During Centers	<p>Invite children to share their ideas with each other and collaborate on the creation of their stories. Guide them to think about the sequence of their story. Remind them to use books and other resources as inspiration. 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>
Facilitation	<ul style="list-style-type: none"> ● How did you decide what your story is about? ● How did you organize your story? ● What happens first in your story? Next? What happens at the end? ● How is the problem in your story resolved? ● What inspired you? ● How are you working with other children to create your story?
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p>

	<p>R.5.K.B Retell key details of text with prompting and support, including the main topic.</p> <p>R.6.K.a With prompting and support, identify characters settings and major events in a story.</p> <p>R.6.K.b With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>W.3.K.b Use a combination of drawing and writing to communicate a topic.</p> <p>SEL. Relationships Skills: Teamwork (Boston)</p>
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Notes