UNIT 2: FRIENDS / WEEK 1 - 2
Writing on Stationery

Enduring Understanding(s):
- A friend is someone we care for and want to spend time with.
- Friends like to do things together and enjoy each other's company.

Essential Question(s):
- How can you find the resources, strategies, and people to solve your problems?
- How do you deal with and express complex feelings in productive and creative ways?

Materials	Vocabulary	Books
A Letter to Amy - stationery made in Creative Arts - variety of writing utensils: pens, pencils, markers - word cards children might use in their writing (to, from, hello, love, friend, etc.) - template for invitations (see Resource) - envelopes and/or envelope template (see Resource) - stickers to use as stamps - glue sticks - images of postage stamps (see Resource) - stationary samples	**stationery:** writing paper **envelope:** paper container used to enclose a letter **(postage) stamp:** small piece of paper which costs money that is needed to mail an envelope **invite:** to ask someone to go somewhere **invitation:** written request to go somewhere or do something	

Intro to Centers

Preparation: *Set up materials.*	
"In *A Letter to Amy,* Peter sent an ***invitation*** to Amy. ***Invitations*** are often written on ***stationery***, like the ***stationery*** you created. What do you notice?"	**Show illustrations.** Show samples of stationery/child-made stationery. **Point** to blank space in the center of the stationery. **Children respond.**
"What could you write on your **stationery**?"	**Children respond.**
"Today in Creative Writing, you can use these materials to ***illustrate*** and write your own stories with vocabulary words you've learned."	**Show** materials.
"After you complete your (card, ***invitation***, etc.), insert it into an ***envelope***. Put a ***postage stamp*** on your ***envelope*** like Peter did. Why did he need a ***postage stamp***?"	**Show** materials. **Children respond.**

During Centers:

Model how to fold and crease paper. Support children in using the envelope template. Encourage children to use word cards and/or labels. Encourage children to notice the features of postage stamps, especially the numbers corresponding to the amount of postage. Encourage children to use their cards, letters, or invitations in Dramatic Play.

Guiding Questions during Centers:

- How are you using your stationery (as a card, announcement, invitation)?
- Who will you send your (card, announcement, invitation) to?
- What will you need if you want to mail your (card, announcement, invitation)?
- How and why is stationery different from plain paper?
- How is what you are creating similar to or different from Peter's invitation in *A Letter to Amy*?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

Provocation:

Research mail and/or the post office. Visit a local post office or mailbox. Collaborate with another Pre-K classroom to create a pen pal system. Use this as an opportunity to discuss size and scale, ("You folded your card in half and made your stationery smaller. I wonder what size envelope you might need?"). Send home child-made stationery for children and families to write on at home.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide cards with pictures in addition to words for children who need additional support. A visual schedule for the steps in creating the letter and getting it ready to mail may also be helpful.