

Making Stationery

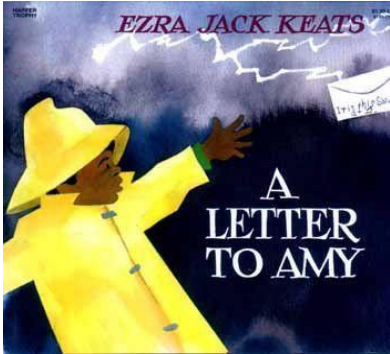
Standard Connection:
 ELA.W.PK4.5
 ELA.SL.PK4.1a
 M.G.PK4.3
 M.G.PK4.4
 SS.FC.PK4.6b
 PD.FM.PK4.4
 VA.CR1a2.PK
 VA.PR4.1PK

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
<ul style="list-style-type: none"> • <i>A Letter to Amy</i> • stationery template • variety of adhesives • ink pads and stamps • collage material • samples of stationery (see Resources) • variety of writing utensils 	<p>invite/invitation: to ask someone to do something</p> <p>design: to plan(v); combination of details(n)</p> <p>stationery: writing paper</p>	

Intro to Centers	
Preparation: Set up materials	
"In <i>A Letter to Amy</i> , Peter invited Amy to his birthday party."	Show illustration.
"The invitation told Amy where and when the party was happening, and what kind of party it was. What do you notice?"	Show illustration. Children respond.
"Peter wrote his invitation on plain paper, but sometimes people write on paper called stationery . What do you notice?"	Show examples of stationery. Children respond.
"Today in Creative Arts, you can design stationery with these materials. What do you notice?"	Show materials and trace the border on the stationery template. Children respond.
"Leave the center of your stationery blank for the words you will write in Creative Writing."	Point to the center of the stationery template.

During Centers:

Support children in designing their stationery. For children who have difficulty discerning the border from the blank space, show only one part of the border. If using alphabet, number, or shape stamps, discuss what children know about these symbols ("You're using a square shape on your border. If we turn it, is it still a square?").

Guiding Questions During Centers:

- How is creating stationery similar to or different from creating collages?
- If children appear to be creating a pattern, ask them to describe their pattern.
- How will you use your stationery (for an invitation, a letter, a card)?
- Where else have you seen stationery (a letter sent home, a birthday card)?

Thinking and 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 processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

In addition to using the stationery for *Writing on Stationery*, use children's stationery to make signs for the classroom or for notes that you send home. If children make multiple pieces of stationery, ask them if they would like to put them in Creative Writing for other children to use or to send home for their families to use. You might even put some on your desk to use to write notes. This shows the children that their work is valuable.

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 a variety of writing materials, including stickers or stamps, so children with a range of abilities can participate.