



Blank Books

Standard Connection:
 ELA.RF.PK4.2
 ELA.W.PK4.1c
 M.CC.PK4.2
 PD.FM.PK4.3
 PD.FM.PK4.4
 VA.CR1a.2.PK

Enduring Understanding(s):

- Weather can inspire artistic expression and provide opportunities for recreation.

Essential Question(s):

- How do living things work together to solve problems and accomplish goals?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Gilberto and the Wind</i> • paper (different colors and sizes) • crayons • markers • pencils • scissors • staplers • tape • vocabulary word cards 	<p>author: person who writes a story</p> <p>illustrator: person who creates pictures</p> <p>create: to make</p> <p>collaborate: work together</p>	

Intro to Centers	
Preparation: Set up materials.	
<p>“The author - the person who wrote the words - and the illustrator - the person who created the illustrations - of <i>Gilberto and the Wind</i> is Marie Hall Ets. What do you notice?”</p>	<p>Show illustrations. Show front cover and point to author/illustrator’s name. Children respond.</p>
<p>“Today in Creative Writing, you can author and illustrate your own book using these materials. What do you notice?”</p>	<p>Show materials. Children respond.</p>
<p>“You can work independently - by yourself, like Marie Hall Ets did, or collaborate with someone else, like Frieda Wishinsky and Carol Thompson did to create <i>Oonga Boonga</i>. How could you collaborate with a friend to create a story?”</p>	<p>Show materials. Children respond.</p>
<p>“After your book is created, you can add it to Library and Listening for your friends to read.”</p>	<p>Children respond.</p>

During Centers:

Encourage children to sound out words and write letters. Offer children pre-made blank books or encourage children to fold and staple paper together. Encourage children to number the pages of their books. Support children in sequencing their stories (beginning, middle, end).

Guiding Questions during Centers:

- What was the inspiration for your story?
- How is the story in your book the same as or different from _____ (Read Aloud)/your friends'?
- How did you collaborate with your friends to create your story/book?
- Is your story fiction or non-fiction? How will a reader know?

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:

Invite children to act out their stories in Dramatic Play or for Story Acting. Challenge children to write another ending to a familiar story (a story about what happened after Peter's birthday in *A Letter to Amy*).

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 children answer Guiding Questions. During Centers, support children who prefer to dictate their stories. Provide a variety of writing materials for book making.