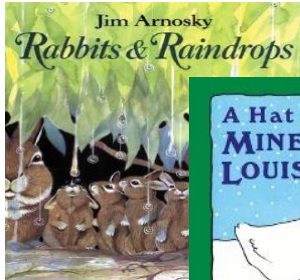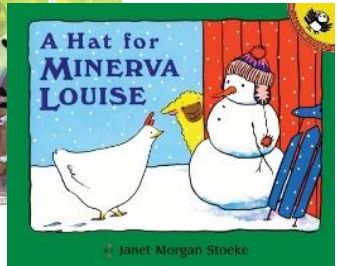UNIT 3: WIND AND WATER / WEEK 3

Animal Stories

Enduring Understanding(s):
- Living things often depend on each other for shelter and protection.

Essential Question(s):
- How do living things work together to solve problems and accomplish goals?

Materials	Vocabulary	Books
A Hat for Minerva Louise *Rabbits & Raindrops* - Different-sized paper - blank books - variety of writing/drawing utensils - samples of children's *Storm Stories* and *Animal Research*	**fictional:** pretend **non-fictional:** real **setting:** where a story happens **plot:** what happens in a story	

Intro to Centers

Preparation: *Set up materials.*	
"In *A Hat for Minerva Louise*, Minerva Louise is a chicken. Is she a *fictional* - pretend - chicken, or is she a *non-fictional* - real - chicken? How do you know?"	**Show** illustrations. **Children respond.**
"In *Rabbits & Raindrops*, are the rabbits *fictional* - pretend - or *non-fictional* - real? How do you know?"	**Show** illustrations. **Children respond.**
"Today, in Creative Writing, you can write a *fictional* or *non-fictional* animal story using these materials. Decide what the *setting* - where the story happens - will be, who the characters are, and what the *plot* - what happens - will be."	**Show** materials.
"How will a reader know that your story is *fictional* or *non-fictional*?"	**Children respond.**

During Centers:

Encourage children to use *Animal Research* and/or *Storm Stories* as the beginning/setting of their animal stories. Encourage children to collaborate (one child can write, and another child can illustrate). Encourage children to use their animal stories for Storytelling/Story Acting. Support children in creating props and using *Animal Coverings* to act out their stories. Encourage children to use sequential language ("first," "next," "last") and/or include page numbers in their stories.

Guiding Questions during Centers:

- What was the inspiration for your story?
- How is your non-fictional animal doing fictional things? How is your fictional animal doing non-fictional things? (A chicken is a real animal; Minerva Louise is doing things real chickens don't do.)
- How did you collaborate with your friends?
- At the end of your story, this happened to your animal character. What happens next?

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:

Encourage children to write a series of stories featuring their animal characters. Compare and contrast to Ezra Jack Keats' series of stories about Peter or to other series (*Don't Let the Pigeon Drive the Bus, If You Give a Mouse a Cookie*, etc.).

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, strategically partner children who may have difficulty writing and illustrating stories with children who have more advanced skills in this area. Provide picture cards with sequential language or numbers to help children put parts of their story in order.