



# Winter Stories

Standard Connection:

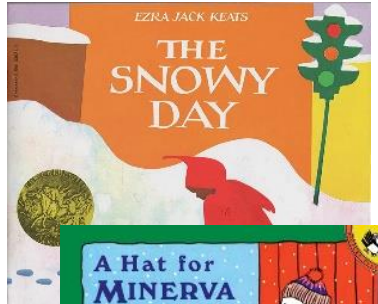
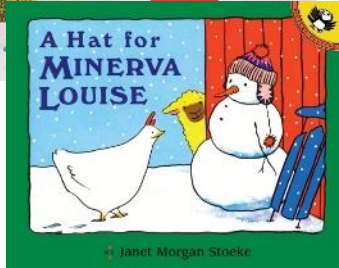
ELA.W.PK4.5  
ELA.SL.PK4.6  
M.CC.PK4.2  
M.MD.PK4.2  
SS.FC.PK4.9  
SS.FC.PK4.8  
PD.FM.PK4.4  
PD.SHS.PK4.3  
VA.CR2a.3.PK

## Enduring Understanding(s):

- Living things respond in different ways to different kinds of weather.

## Essential Question(s):

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

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>A Hat for Minerva Louise</i></li> <li><i>The Snowy Day</i></li> <li>paper of different sizes</li> <li>blank books</li> <li>stapler</li> <li>variety of drawing/writing utensils</li> </ul>	<p><b>adventure:</b> something interesting that happens</p> <p><b>explore:</b> walk around to look at things</p> <p><b>fiction:</b> a pretend story</p> <p><b>non-fiction:</b> a real story</p> <p><b>author:</b> person who writes a story</p> <p><b>illustrator:</b> person who creates pictures</p> <p><b>setting:</b> where a story happens</p> <p><b>character:</b> a person or animal in a story</p>	 

## Intro to Centers

**Preparation:** Set up materials.

"In <i>The Snowy Day</i> , Peter played in the snow and had many <b>adventures</b> . In <i>A Hat for Minerva Louise</i> , Minerva Louise <b>explored</b> the farm. What do you notice?"	<b>Show</b> illustrations. <b>Children respond.</b>
"How were Peter's <b>adventures</b> in the snow similar to or different from Minerva Louise's?"	<b>Children respond.</b>
"Today in Creative Writing, you can be an <b>author</b> - writer - of stories with winter <b>settings</b> - where they take place. You can <b>illustrate</b> - create pictures - of your story. Your story can be a <b>fiction</b> - pretend - story, like <i>The Snowy Day</i> or <i>A Hat for Minerva Louise</i> , or a <b>non-fiction</b> - true - story. How will the reader know your story is <b>fiction</b> or <b>non-fiction</b> ?"	<b>Children respond.</b>

### **During Centers:**

Encourage children to collaborate (one child could be the author, another child the illustrator). Encourage children to incorporate Animal Research and Weather Research in their stories. Encourage children to act out their stories in Dramatic Play. Encourage children to number the pages of their stories. Add children's stories to Library and Listening. Encourage children to write alternate endings to Read Alouds.

### **Guiding Questions during Centers:**

- How is your story similar to or different from *The Snowy Day*/*A Hat for Minerva Louise*/your friends' stories?
- How did you collaborate with your friend(s)?
- What was your inspiration for this story?
- Do the fictional characters in your story do pretend things? Do your pretend characters in your story do non-fictional things?

### **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 for Story Acting. Encourage children to make costumes, scenery, and props.

### **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 numbers for children to copy for their story. Strategically place children together for collaborations. Provide a variety of writing materials for writing alternate endings to Read Alouds.