

# Make-A-Story



## Stories Galore

## Language Arts

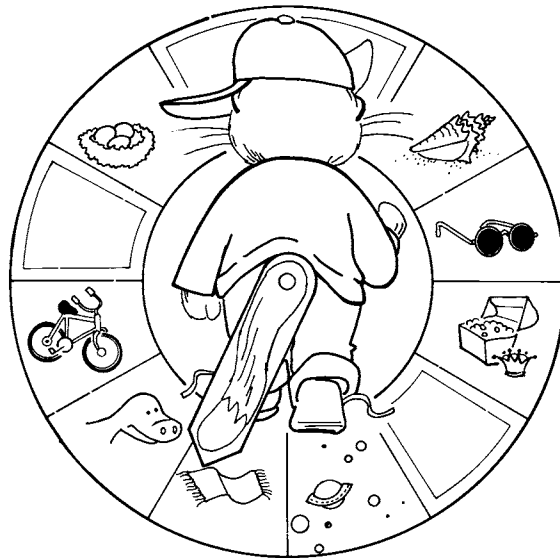
Divide the class into four groups. Have each student make a drawing on an index card (or paper of similar size). (Younger children may cut pictures from magazines.) Have group one make drawings of animals; group two, vehicles; group three, foods; and group four, furniture. Collect the drawings and place them in separate stacks face down on a table near the chalkboard.

Shuffle the stack of animal cards. Have a student pick an animal card and show it to the class. Ask a volunteer to start a story using this animal in the beginning sentence. Print the sentence on the chalkboard. Continue the story by repeating the process with the three remaining stacks of cards. When the story is complete, read it to the class.

## Spin-A-Tale

## Creative Dramatics

Divide the class into groups of four or five students each. Make a copy of page 74 for each group. Students can color the pictures if they wish and then assemble the spinners. (They may need assistance.)



Instruct the students to take turns within their groups, spinning Bailey's tail and making up sentences for a collaborative story. Explain that if the tail points to a space without a picture, they can make up anything at all. If the tail points to a picture, they can still be creative but need to include something about the picture in the story. Demonstrate the process to the class before they start to work in groups.

The stories can simply "unfold" verbally within the groups. Or, if older students, volunteers, or teacher's aides are available, they can print the stories or enter them on a computer as students dictate. Then the completed stories can be assembled into booklets and shared with the class.

## Take Care

## Science

Help your students work together to write a story about the environment. Explain that the theme is how to improve the environment in our own neighborhood. Ask students if they have noticed or heard about any problems (trash in a park near the school, polluted water, wasted electricity, etc.). If necessary, bring in news stories about local environmental problems or take a "mini field trip." (For example, look at the amount of trash generated by school lunches.) Encourage students to "dream up" creative ways to solve one of these problems. Together, brainstorm these solutions.

Then, either in small groups or with the class, create a story about solving the problem. Help students define the setting by asking them to verbally describe the place where the problem exists. Encourage students to include students, local leaders, teachers, etc., as the characters in the story. Tell them to be as creative and inventive as they can and, best of all, to have a happy ending that provides a solution to the problem. If possible, print on chart paper as the students tell the story.

## Unfolding Life Story

## Social Studies

Make a copy of page 75 for each student. Explain that each student can use this activity sheet to take notes during an interview of someone who is important to the student (parent, teacher, principal, grandparent, coach, etc.). The sheet contains symbols and words suggesting questions students could ask in their interviews. For example, "Where did you grow up?" "Have you taken any interesting trips?" Tell students that they can "take notes" by making little pencil sketches or printing a word or two in the boxes. (Younger children might ask one or two questions and draw pictures to represent their answers.) Encourage them to make up their own questions and add notes to the "other" category. Include in your discussion the importance of good manners when interviewing (setting up a convenient time, not asking embarrassing questions, thanking the person after the interview, etc.).

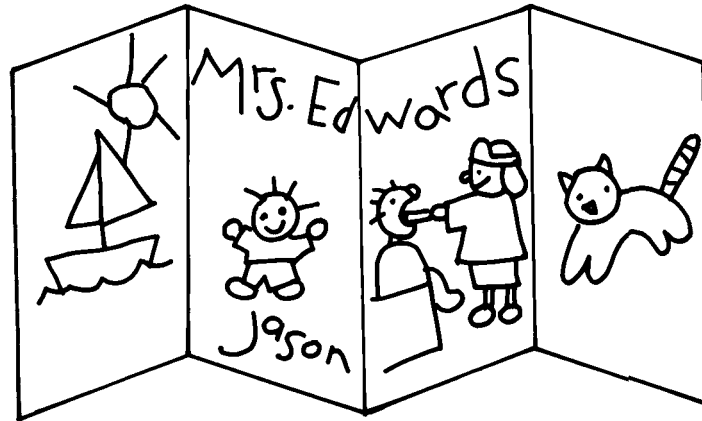
After the interviews, give each student a piece of heavy white paper (about 6 by 18 inches) folded accordion-style into four or five sections. Allow time to draw a picture that represents something about the person's life in each section of the folded paper.

The form is titled "Interview Notes" and is a 4x2 grid. Each cell contains a small icon and a label. The top-right cell is filled with a drawing of a family and the name "Jason-3". A pencil icon is positioned to the right of the top-right cell.

Interview Notes	
home farm	family Jason-3
early years	travel
work	favorites
plans	other

(Students can use the completed interview notes for reference.) Explain that the pictures can be very simple. For example, if the person enjoys playing the piano, draw some notes. Or, if the person is the school nurse, draw a thermometer.

Then, over a period of several days, have students take turns telling the class about the people they interviewed while displaying the folded illustrations.



### New News

### Social Studies

Clip out pictures from newspapers or current affairs magazines and place them in a box. Let each student take a turn drawing a picture out of the box. Allow students time to think about and plan news stories involving the pictures to tell to the class. Students need not be concerned with what really happened; encourage them to be creative and humorous, if they wish.

As students take their turns, you can introduce them "news broadcast style." For example, "Tonight's news is brought to you by Happy Crunch Cereal. Here now with the latest news is Jamie Gonzales." Or, "We interrupt this broadcast with a late-breaking news story. From our newsroom in Middletown, here is Maria Jordan."

## Storytellers





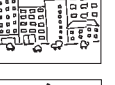

## Creative Dramatics

Explain that storytelling is an important part of our heritage. Stories have been used to teach and to entertain.

Make a copy of page 76 for each student. Tell students that they will be making up their own stories to share with the class. Explain that this activity sheet contains many choices of characters, objects, settings, etc., for them to use in their stories. Ask students to circle one picture from each row on their activity sheets. Allow time for them to invent their own stories, incorporating the characters, objects, and settings they have selected. Students can also make additional notes (words or drawings) on the back of the sheets.

**Pick-A-Plan**

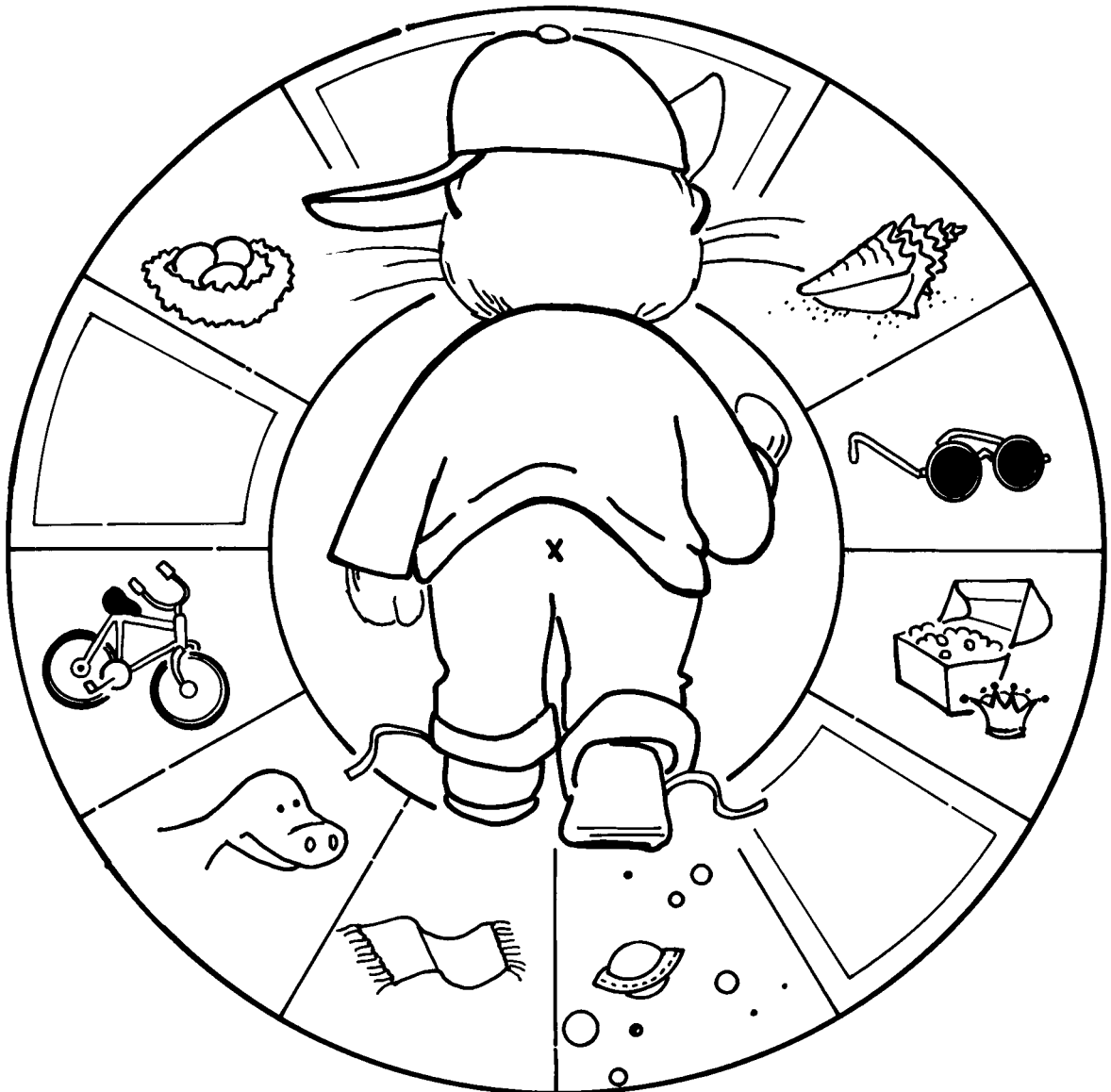
Circle one picture in each row. Use these in your story.

Over a period of several days, set aside a time for each student to tell the whole class the made-up story. It may be helpful to have a preset time (just before lunch or after physical education) for storytelling time.









# Spin-A-Tale

1. Copy page and mount on cardboard.
2. Color.
3. Cut out. Punch hole in tail.
4. Attach tail loosely at "x" with a brass fastener.



Use with "Spin-A-Tale" (page 70).

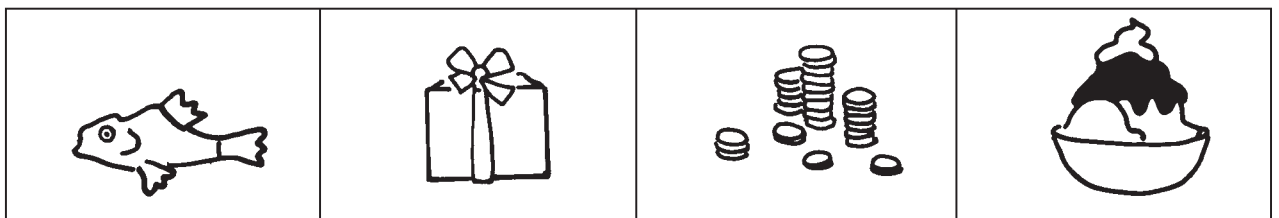
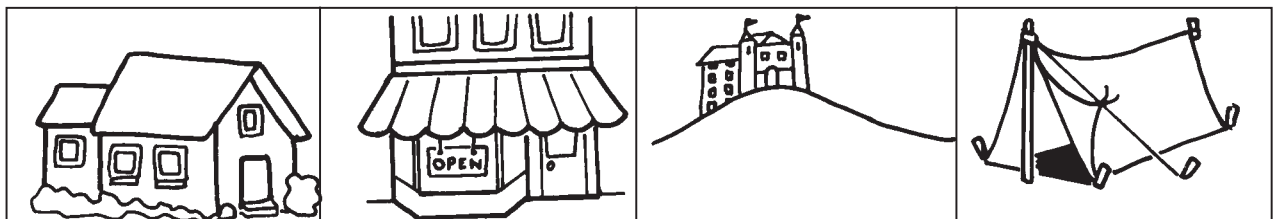
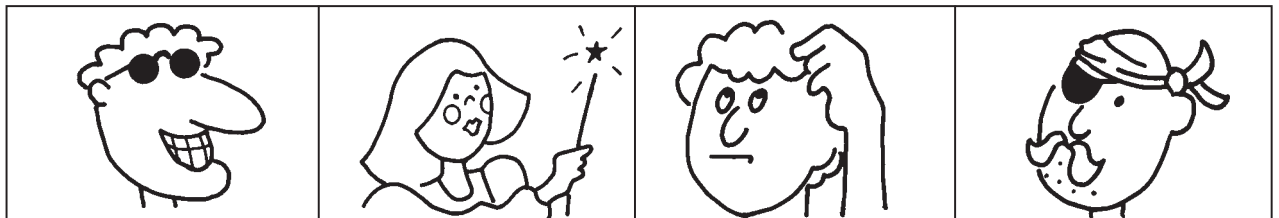
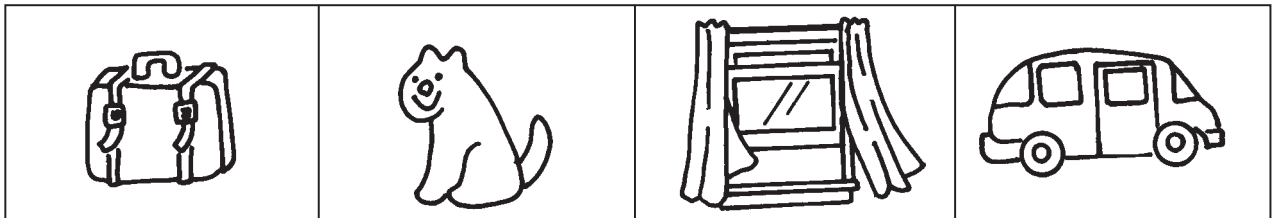
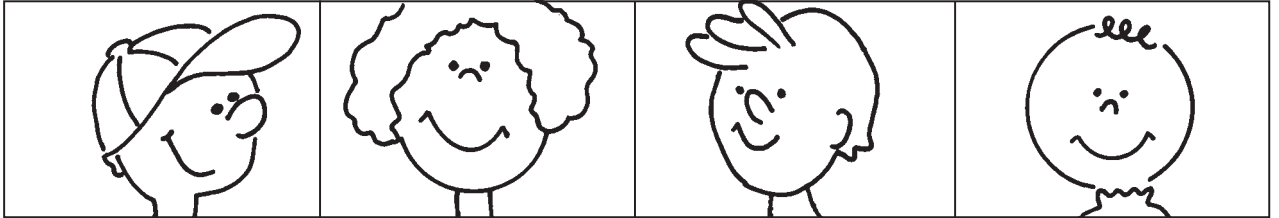
# Interview Notes

 home	 family
 early years	 travel
 work	 favorites
 plans	 other

Use with "Unfolding Life Story" (page 71).

# Pick-A-Plan

Circle one picture in each row. Use these in your story.



Use with "Storytellers" (page 73).