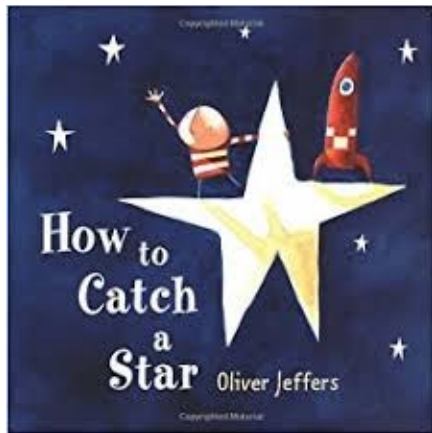


## Writing Trait: Ideas and Voice

Learning Intention: Most stories have a problem and a solution. In this lesson, students will use oral language as a vehicle to deepen their understanding of this story element. During a maker activity, they will try to solve a star-catching problem themselves.

Get your camera ready!

Carol.walters@sd71.bc.ca



By Oliver Jeffers

### Before Reading

Tell students that stories almost always contain a problem and a solution. Ask students to use the picture and title to predict what the problem might be in this story. Ask students to turn and talk about connections they may have to catching things.

Oliver Jeffers had to solve a problem when he wrote this story. That will be your job too. Given a variety of 'maker materials', you will try to find a way to catch a star.

### During Reading

As the story is read, ask students to think about the problem this character seems to have. Pause while reading this book and ask students to predict how the author may solve this issue. Discussions like this allow students to see that there are many ways to solve problems and fuel them with ideas for their own stories.

### After Reading

After listening to this Oliver Jeffers book, provide students with lots of maker materials. Their job will be to use the materials in a creative way to catch a star. 'Tent' cards are provided as a place to capture the stories each child tells as they explain what they've built and how they'll use it to catch a star!



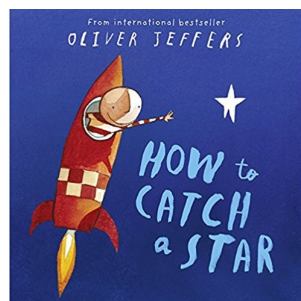
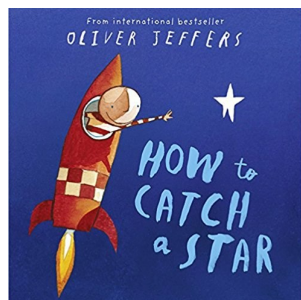
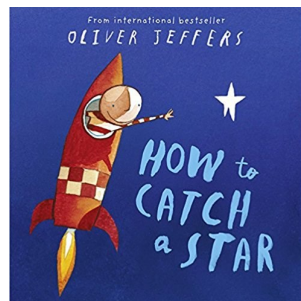
Walt

## *We Are Learning to...*

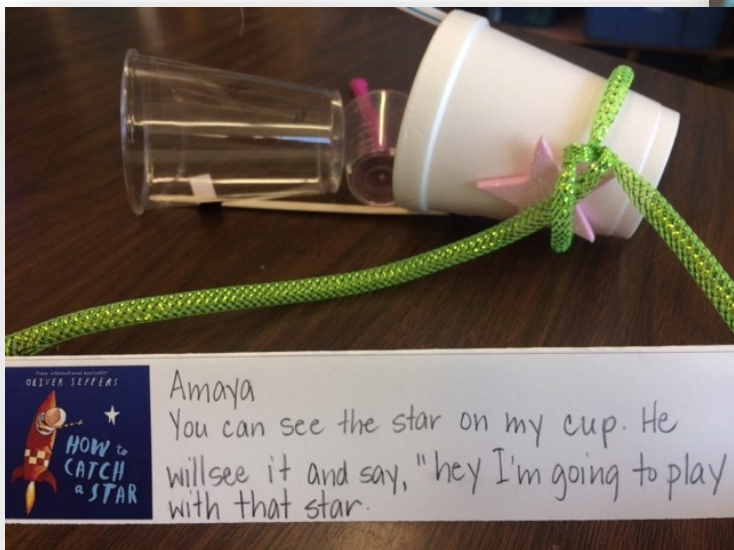
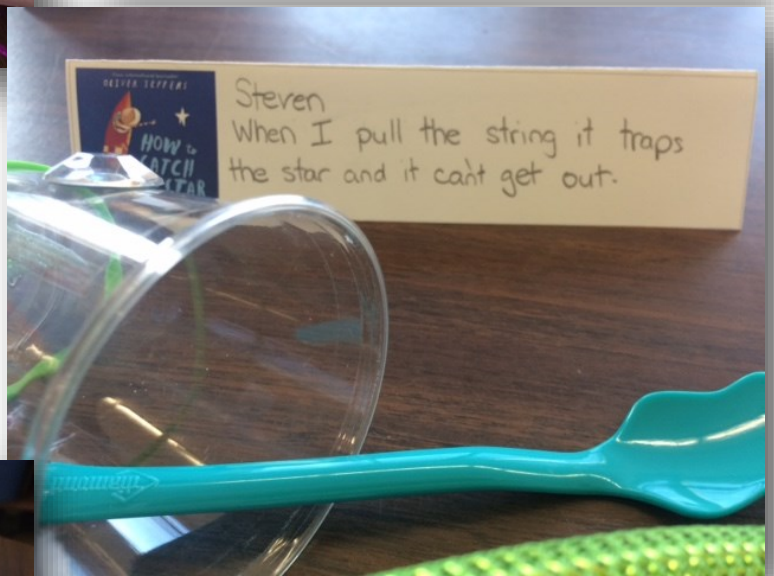
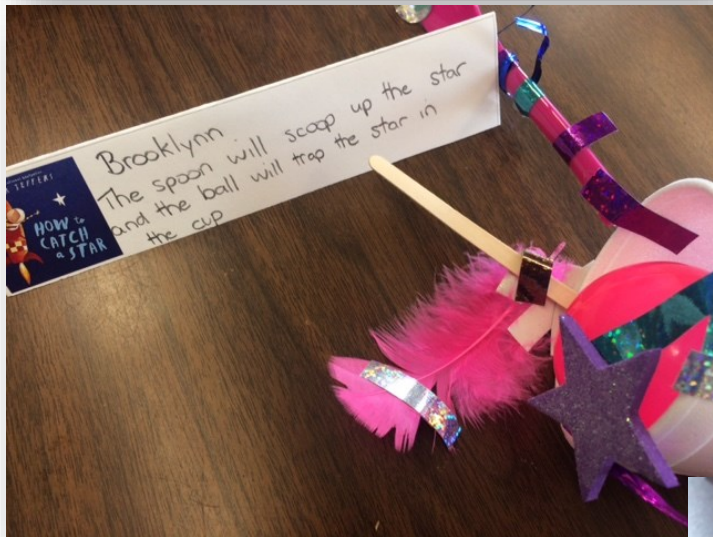
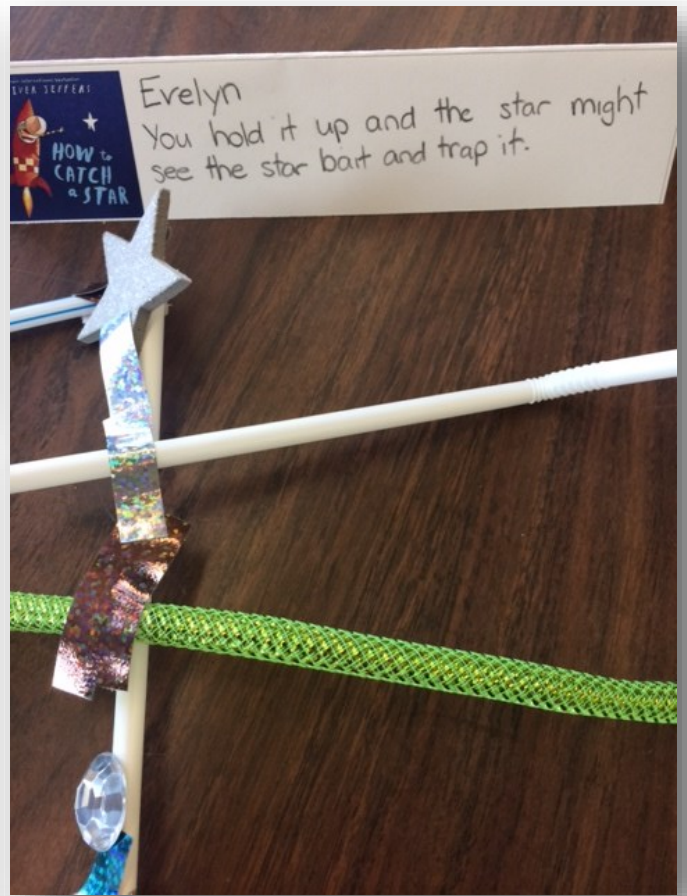
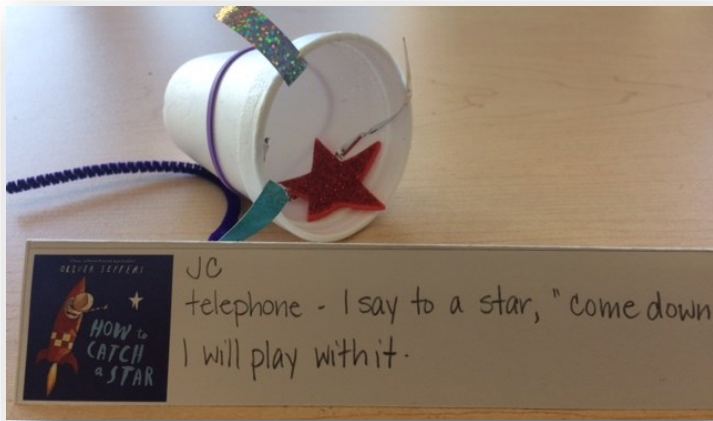
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- . create a star-catcher and share the story
- . share materials as we create

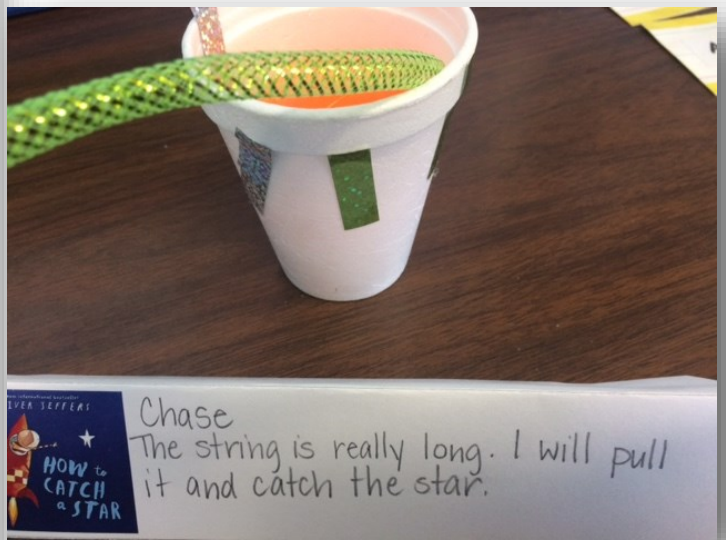
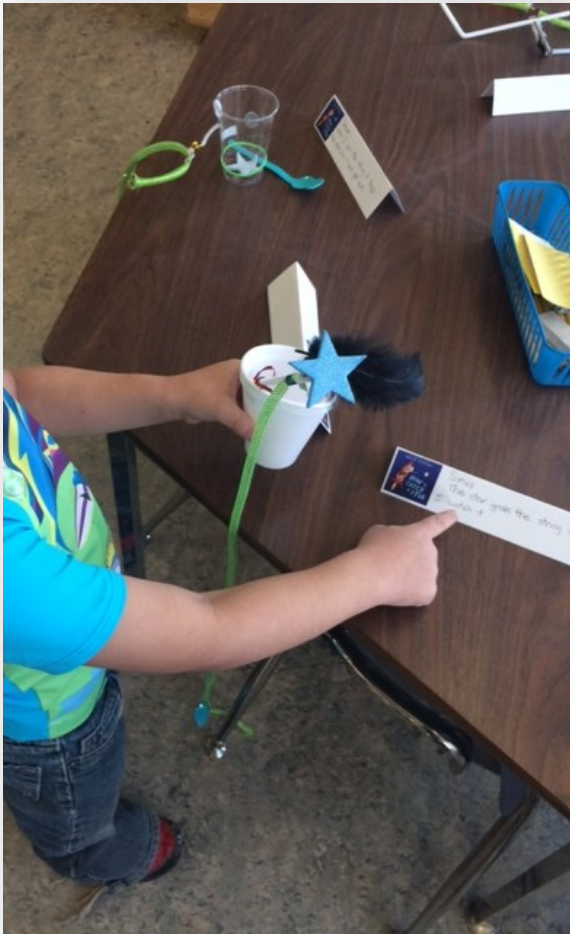
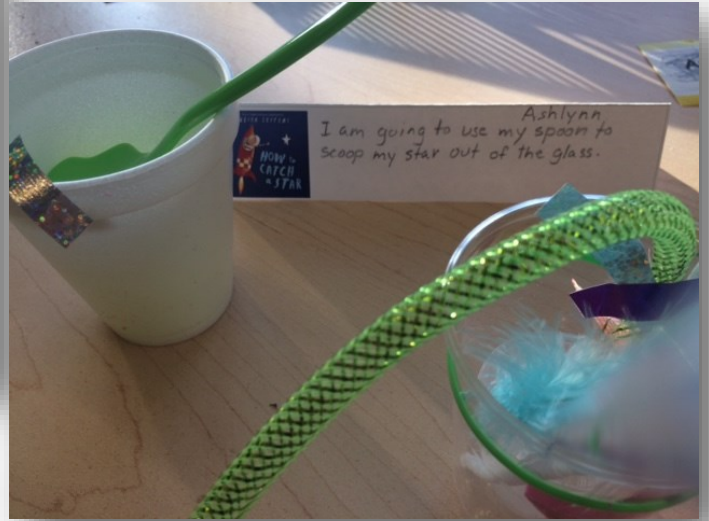
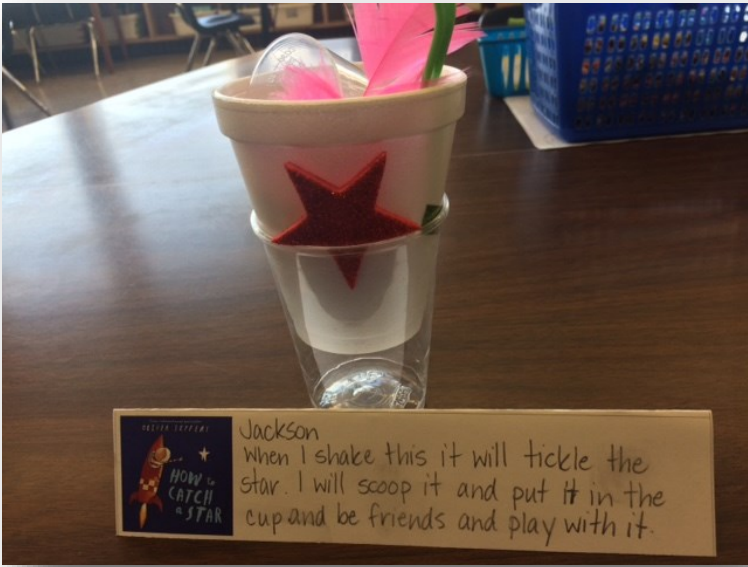
# Tent Cards to capture each child's story











# How to Catch a Star

jump higher



climb



throw something



fly



a helping bird



Catch another  
type of star





# English Language Arts

## Big Ideas

Language and story can be a source of creativity and joy.

# K

1 2 3 4 5 6 7 8 9

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Through listening and speaking, we connect with others and share our world.



## Curricular Competencies

- ▶ Use developmentally appropriate reading, listening, and viewing strategies to make meaning
- ▶ Exchange ideas and perspectives to build shared understanding
- ▶ Explore oral storytelling processes



## Content

- the relationship between reading, writing, and oral language

adjusting volume, pace, tone, and articulation; focusing on the speaker; taking turns; asking questions related to the topic; making personal connections; making relevant contributions to discussion

### Strategies and processes

- reading strategies
- oral language strategies
- metacognitive strategies

writing processes





# CREATIVE THINKING

## Competency Profiles

### 1. Novelty and value

#### SAMPLE "I" STATEMENTS

- I get ideas when I play. My ideas are fun for me and make me happy.
- I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials.
- I generate new ideas as I pursue my interests.
- I get ideas that are new to my peers.
- I can develop a body of creative work over time in an area I'm interested in or passionate about.

### 2. Generating ideas

#### SAMPLE "I" STATEMENTS

- I get ideas when I use my senses to explore.
- I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems.
- I deliberately learn a lot about something (e.g., by doing research, talking to others or practising) so that I am able to generate new ideas or ideas just pop into my head.
- I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative.
- I have interest and passions that I pursue over time.

### 3. Developing ideas

#### SAMPLE "I" STATEMENTS

- I make my ideas work or I change what I am doing.
- I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them.
- I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.
- I use my experiences with various steps and attempts to direct my future work.
- I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking.



# SOCIAL RESPONSIBILITY

## Competency Profiles

### 1. Contributing to community and caring for the environment

Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment.

#### SAMPLE “I” STATEMENTS

- With some support, I can be part of a group.
- I can participate in classroom and group activities to improve the classroom, school, community, or natural world.
- I contribute to group activities that make my classroom, school, community, or natural world a better place.
- I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change.
- I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change.

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### 2. Solving problems in peaceful ways

Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.

#### SAMPLE “I” STATEMENTS

- I can solve some problems myself and can identify when to ask for help.
- I can identify problems and compare potential problem-solving strategies.
- I can clarify problems, consider alternatives, and evaluate strategies.
- I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.



# COMMUNICATION

## Competency Profiles

### 1. Connect and engage with others (to share and develop ideas)

Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus. Examples include literature circles, book clubs, blogs, and small group discussions/decision making/informal debating.

#### SAMPLE “I” STATEMENTS

- I ask and respond to simple, direct questions.
- I am an active listener; I support and encourage the person speaking.
- I recognize that there are different points-of-view and I can disagree respectfully.



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### 2. Acquire, interpret, and present information (includes inquiries)

Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology. Examples include “show and tell,” explaining a concept, sharing a Power Point presentation about a research/inquiry topic, and creating a video proposal.

#### SAMPLE “I” STATEMENTS

- I can understand and share information about a topic that is important to me.
- I present information clearly and in an organized way.
- I can present information and ideas to an audience I may not know.

### 3. Collaborate to plan, carry out, and review constructions and activities

Students work together to accomplish goals, either face to face, or through digital media. Examples include planning a construction, inquiry or performance, solving a problem, conducting an inquiry, and working together on community projects.

#### SAMPLE “I” STATEMENTS

- I can work with others to achieve a common goal; I do my share.
- I can take on roles and responsibilities in a group.
- I can summarize key ideas and identify the ways we agree (commonalities).