Year-Long StoryMaking Plan

<table>
<thead>
<tr>
<th>Unit of Study (Approximately 9 week units)</th>
<th>Focus Lesson Topics</th>
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| August–October Launching and Lois Ehlert Study | • Routine, rituals, and management expectations  
• StoryMaking purpose: What stories can you imagine by playing with these materials?  
• Introduce collage with natural loose parts  
• How to imagine, play, make, and share  
• How to remake a story  
• How to study illustrations to make their stories better  
• How to publish and celebrate |
| November–December Colors and Feelings Study | • Building our vocabulary of feeling words related to colors  
• Making stories with a strong feeling  
• How to use new colored materials to imagine, play, and make a story (e.g. watercolors, oil pastels, color-coded collage)  
• How to study illustrations to make our characters feelings known  
• Using mentor texts to help us imagine better versions of our story  
• Publish and celebrate using colored objects to express feelings  
• Repeat inquiry framework twice (e.g. mini-inquiry cycle) |
| January–March Building Our Own Stories Study | • How to use photographs to imagine new stories to play and make  
• Using sketches of known buildings to imagine new stories to play and make  
• How to use new building materials to imagine, play, and make a story (e.g. Velcro rollers, foam blocks for stamping, architectural sand molds)  
• How to imagine, play, make, and share settings in our stories  
• How to study illustrations to make setting details  
• Publishing using the letters I know on paper  
• Celebrate by creating a project to share with others (e.g. sitting in a box structure to retell stories)  
• Repeat inquiry framework (e.g. mini-inquiry cycle) |
| April–June Let Our Ideas Shine Through | • Imagine stories about different times in their life  
• How to use new reflective materials to imagine, play, make, and share their stories (e.g. mirrors, gems, light sources, sand stories on light table)  
• How to use sculpture (e.g. foil and wire) to create characters  
• How to use their shadows to imagine their characters’ actions  
• Using dialogue and sounds during play to make their stories  
• How to study mentor texts to learn how to end a story  
• Publishing using the words I know on paper  
• Celebrate by creating a project to share with others (e.g. shadow puppet stories)  
• Repeat inquiry framework (e.g. mini-inquiry cycle) |