

FableVision[®]



Let's Get Writing!

TM

**Activities and Tips
for Making the Most of
Stationery Studio[®]
Across the Curriculum**

Dr. Peggy Healy Stearns

Illustrated by Peter H. Reynolds

Imagine

Write

Share



Let's Get Writing!™

**Activities and Tips
for Making the Most of
Stationery Studio®
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by Peggy Healy Stearns, Ph.D.

Illustrated by Peter H. Reynolds

Let's Get Writing!™

Activities and Tips for Making the Most of **Stationery Studio** Across the Curriculum™

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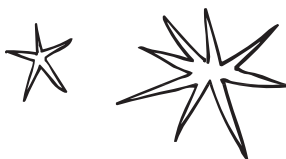
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Welcome



A Note From The Author

Stationery Studio was inspired by the desire to motivate and support young writers. Educators universally listed this as one of their most important and challenging teaching objectives. On a more personal level, I wanted to share the joy I experienced as a young author, the joy that shines on the faces of children as they produce their first proud work. This was my vision as I researched, designed and developed *Stationery Studio*.

As the program took shape, my excitement grew. I saw more clearly the many ways in which *Stationery Studio* would inspire and support writers both at school and at home. Educators and students who playtested the program were equally enthusiastic and bursting with ideas.

In this book, we share some of the excitement and ideas generated in this process. We've included 30 ready-made activities and lessons along with 108 more ideas for using *Stationery Studio* across the curriculum. You'll also find a variety of teacher resources – tips for encouraging young writers, suggestions for setting up your writing center, ideas for publishing students' work, and a list of books, websites and professional organizations that support the writing process. We hope these resources will help motivate the young writers in your life.

For us, the vision that inspired *Stationery Studio* is now reality. We've seen *Stationery Studio* work its magic on young writers. We invite you to join the journey. Take a look at our ideas, try them in your own classroom or home, then use them as a launching pad to inspire a flurry of new creative adventures for you and your students.

Peggy Healy Stearns, Ph.D.

12 Ways to Support Young Writers



With young writers, a little encouragement can go a long way. So as you and your students embark on new creative adventures with *Stationery Studio*, remember that YOUR support and encouragement may be the most important influence on their writing development. Here are some simple ideas that can guide you in this role.

1. Encourage conversation

Good speaking skills help students develop writing skills. Talk with children about their lives, their family, their friends and their world. Encourage them to express ideas, opinions and feelings and to describe the sights, sounds, smells, taste and touch that fill their lives.



2. Read, read, read

Read to your students and with your students. Read to yourself while students read silently. Surround children with print – books, letters and notes, magazines, newspapers, packages, signs, and other forms of print relevant to their world. Reading inspires writing and provides models on which students can base their work.



3. Write often

Write across the curriculum. Write for a variety of purposes and audiences. Writing takes practice. The more students write, the better they get.



4. Share

Provide time, daily if possible, for children to share what they write. Sharing is part of the writing process, part of the publishing process.



5. Provide choice

Help students identify topics that interest them. Keep an idea bank of prospective topics, themes, writing prompts, and story starters, and encourage students to suggest their own. Conduct brainstorming sessions and post the results.



6. Teach process

Teach students to plan, draft, revise, help their buddies revise, edit, confer with teachers, and publish. Remember to model the process and guide students step by step.



7. Model writing strategies

Writing collaboratively as a class provides an opportunity to model and practice writing strategies while students are engaged in the process. Use student work, your own work, and mock samples for mini-lessons that highlight specific skills.



8. Create a writing center

Dedicate an area of your classroom to writing. Stock it with essential and motivating supplies that support young writers and encourage creativity. (See “Writing Center Supplies” on page 11.)



9. Write for a real audience

Everyone writes better when writing has purpose. Provide authentic writing opportunities. Compose letters, notes, and postcards that will be delivered. Write stories, poems, and articles for a school newspaper or literary magazine. Work collaboratively to create bulletin board, hallway and library displays.



10. Lavish praise

Children, like adults, are motivated by success. When students feel like writers, they keep writing. Limit your criticisms to a few areas of current concern. Focus on content rather than the mechanics.



11. Keep a writing folder for each child

A portfolio of children's work allows both students and teacher to evaluate progress and share with parents. Students enjoy seeing their progress and will be more able to identify problem areas.



12. Publish

Publishing is the final step in the writing process and one of the most important ways to encourage and support young writers. Publishing allows students to share their work with the world and celebrate success. See "Publishing Children's Work" on page 12 for publishing ideas.



Writing Center Supplies



Encourage writing by providing plenty of tools and materials to motivate and assist young writers. A well-stocked writing center should include the following supplies:



- Signs and charts that outline writing criteria, the writing process, and a revision checklist



- Class word bank
- Age-appropriate dictionaries and a thesaurus for older children

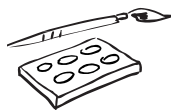


- A variety of writing paper - lined, unlined, half and half
- Special purpose paper, stationery, notes, envelopes



- Pencils, pens, colored pencils, markers, crayons in appealing containers

- Erasers and white-out



- Alphabet stamps, picture stamps and colorful scented stamp pads

- Glitter, beads, 3-dimensional items for decoration



- Materials for binding books like yarn, ribbon, staples and rings

- Students' writing folders



- Tape recorders for children to listen to stories and record their own (and to provide background music)



- A computer equipped with writing and publishing software

Publishing Children's Work

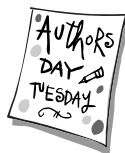




Children understand the importance of written communication and are motivated to write when they know their work will be published. Here are a few ways to share students' work with the world.

- Bind stories and books and place them in the class or school library.
- Encourage students to sign out and read each other's work.
- Send final products home to share with family and friends.
- Include students' work in letters and newsletters you send home.
- Stamp and mail students' letters.
- Publish students' work in a class or school literary magazine.
- Provide a display rack for newly published works.
- Encourage students to "hire" a publicist to design a flyer to promote their latest publication.



- Display student work on the bulletin board or in the hall.
- Sponsor an Authors' Day when students share their work.
- Have students write reviews of each other's work.
- Encourage young authors to visit other classrooms and read to younger children.
- Share student publications with the community. Place students work in dentists' and doctors' waiting rooms, senior citizens' lounges, parents' offices, and other suitable locations around the community.



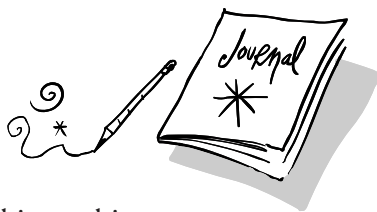


Using *Stationery Studio* Across the Curriculum

Stationery Studio can support your instructional objectives in an endless variety of imaginative ways. Here are a few ideas to get you started:

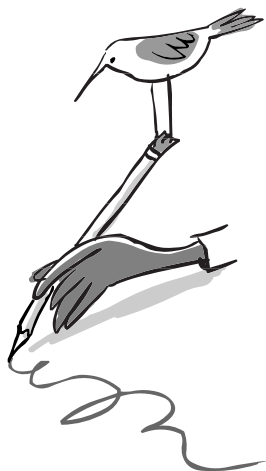
Language Arts

- Address books
- Alphabet books
- Announcements
- Biographies and autobiographies
- Book labels
- Book reports
- Bookmarks
- Business letters
- Collaborative writing
- Creative writing
- Descriptive writing
- Envelopes
- Expository writing
- Friendly letters
- Handwriting practice (using a dotted font)
- Invitations
- Journals
- Letters in the voice of storybook characters
- Letters to storybook characters
- Message pads
- Narrative writing



Language Arts, continued

- Newsletters
- Note cards
- Notices
- Persuasive writing
- Poetry
- Programs
- Reports
- Shape books
- Story starters
- Word books



Social Studies

- Essays
- Historical news reports
- Journal entries in the voice of a historical character
- Letters in the voice of a historical character
- Letters requesting information about historical and geographical sites
- Letters to environmental, historical or other activist groups
- Letters to friends or relatives describing area attractions
- Letters to government officials voicing an opinion
- Letters to historical characters
- Letters to the editor of the local newspaper
- Menus for multi-cultural food festivals
- News reports
- Recipe cards for ethnic or historical food festivals
- Reports
- Travel logs (real or imaginary)

Science & Health

- Animal stories
- Exercise journals
- Interviews
- Journals
- Letters to government organizations or officials supporting or opposing scientific research or venture
- Letters to scientists asking for information or expressing an opinion
- Log of science experiments
- Menus for healthy meals
- Reports
- Stories set in a rainforest, desert, tundra, ocean bottom, outer space, or other authentic scientific setting
- Weather reports and forecasts



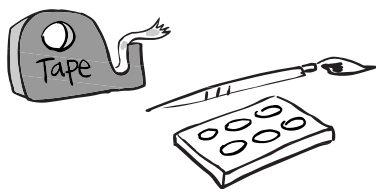
Math

- Activity sheets
- Journals
- Math mysteries
- Number books
- Shape books
- Stories which convey information mathematically
- Time sheets
- Word problems



Across the Curriculum

- Art and craft projects
- Awards
- Bulletin board displays
- Cards
- Certificates of completion or achievement
- Decals
- Decorations
- Fairy tales



Across the Curriculum, continued

- Flyers
- Fold-over notes
- For Sale signs
- Gift certificates
- Gift tags
- Hall passes
- Invitations
- Jokes and riddles
- Labels
- Letterheads
- Letters to parents
- Lyrics
- Mailing labels
- Membership cards
- Mobiles
- Name tags
- Nursery rhymes
- Phone messages
- Picture frames
- Pillows
- Place cards
- Placemats
- Postcards
- Posters
- Recipe cards
- Refrigerator magnets
- Scrapbook pages
- Sportscasts
- Stickers
- Symbols for graphs and charts
- Thank-you notes
- Tote bags
- T-shirts
- Want ads



Tips & Techniques



Here are a few tips and techniques to help you take full advantage of *Stationery Studio* and create really cool projects:

- ✓ Use your own favorite fonts in your *Stationery Studio* projects! Go to the **Font** menu to select any font installed in your system. If you're using lines, *Stationery Studio* will automatically adjust line width and properly place the broken midline.
- ✓ Use the **Set Margins** tool (*the button at the right end of the Layout toolbar*) to change the margins. Your current layout, whether it be full page, half page, letter, envelope, or other, will be reformatted to fit. All new layouts will “pour” into these margins.
- ✓ Use the **Set Margins** tool with shapes when you want a rectangular writing area rather than the free-form text area that conforms to the shape. This is a good way to center text inside an irregular shape.
- ✓ Paste your own graphics into any border or shape. Add a photograph, clip art, drawing, school or club logo, or any image in PICT or BMP file format. (*Generally your computer automatically converts any image you copy into your clipboard into one of these formats.*) If you place your graphic in a lined area, lines and typed text will print over your image. You can use the **Set Margins** tool (*at the right end of the Layout toolbar*) to drag the margins and define a new text box so text and graphics don't overlap.

✓ Ordinarily pasted graphics are opaque and completely cover underlying graphics. If you want overlapping graphics to blend together, go to **Preferences** and check **Blend Pasted Graphics**. Experiment with different effects! (*Note: Blend Pasted Graphics is available only when you have a pasted graphic and applies to the current Stationery Studio file only.*)

✓ Create a shape book. Choose an appropriate shape and add lines and/or text. When you go to print, choose **Shape with Layout** for inside pages, **Shape Only** for the cover, and **Mirror Image** for the back cover. Or if you want, create a separate cover page to allow for a different layout and font size.

✓ Use photographs or children's original art to create postcards. Paste the graphic into a blank stationery studio border, then use the **Set Margins** tool to draw a small text area for a caption. See "Postcard With Photo" in the **Photo Gallery**.

✓ Here's how to create a quick and easy watermark or a cool graphic effect.

- Open any shape or border.
- Click the **Color** tool, then click **Erase All** so only the outline remains.
- Now choose any light color in the palette and click anywhere on the outline (*not inside*) to paint it. Instant watermark! If you want, use the **Set Margins** tool to extend the text box over your watermark. Handwritten or typed text in dark colors will show up on top of your watermark. See "Valentine Watermark" in **Sample Projects**.

✓ Create an original watermark using a school or club logo, a favorite photo, or original art. Use a graphics program to adjust the lightness of the graphic. Paste the "dimmed" graphic into your stationery to create a watermark.

- ✓ Create fold-over notes by printing the friendly letter format on one side of your paper and the envelope format on the other.
- ✓ Make a mini-book. Create a 4-page book, then select the 4-per-page print option. Pages will be printed so they can be folded to form a mini-book without cutting.
- ✓ Keep small printouts readable. When you use the 4-per-page print option, choose larger fonts and wider line widths since everything will be reduced to about 25% of the original size.
- ✓ Customize letter formats. The number of lines in letter formats varies depending on line width and font size. Narrow lines allow room for a full return address and many lines in the body of the letter. With wide lines, the return address includes only a date line and there are fewer lines in the body. You can also use **Set Margins** to change the margins and fit the desired number of lines.
- ✓ Use envelope designs to create both envelopes and fold-over notes. When creating an envelope, fold the bottom third up using the envelope design as a guide and tape the edges. If you trim the sides of the matching stationery, it will fit inside the envelope more easily.
- ✓ Stuff your creativity! Make a pillow by designing both pillow front and back, transferring your creations to fabric, then cutting the pieces, sewing together and stuffing. You can transfer your designs to fabric by printing directly on printer fabric sheets or by printing on heat transfer paper (*using your printer's reverse image feature*) and then ironing onto fabric.
- ✓ Use heavy stock paper for fold-over notes, cards, post-cards, and book covers.

- ✓ Laminate book and project covers to create more durable projects for classroom use.
- ✓ Try a variety of bindings such as staples, yarn, raffia, metal fasteners, rings, and plastic coils.
- ✓ Use label paper to print name tags, book labels and anything you want to stick to a surface.
- ✓ Use magnetic sheets to create refrigerator magnets using the 4-per-page format.
- ✓ Create stationery to use as printer paper. Print *Stationery Studio* borders or shapes without lines, then use the stationery when printing with any word processor, desktop publisher or other program.
- ✓ Use stickers to seal fold-over notes and envelopes.
- ✓ Use glitter, 3D items and other craft materials to decorate cards, book covers, and other projects.
- ✓ Draw outside the lines! Encourage students to elaborate on *Stationery Studio* borders and shapes by adding their own art.
- ✓ Be creative. *Stationery Studio* is an easy way to create gift tags, gift coupons, bulletin boards, mobiles, and much more. Check out the **Photo Gallery**, **Sample Projects** and **Classroom Activities**, then out-do us! Stretch your imagination and exploit the program.
- ✓ Visit the *Stationery Studio* web site for more great ideas: www.fablevision.com/stationerystudio.

The Activities



This book includes 30 ready-made activities and lesson ideas for language arts, social studies, math, science, health and more. Although we've organized activities by subject, most are cross-curricular and reinforce skills in more than one area.

The activities feature a variety of projects including mini-books, shape books, friendly letters, business letters, envelopes, journals, awards, stories, reports, poetry, note cards, memo pads and more.



Since *Stationery Studio* is designed to motivate and support students' handwritten projects, the activities focus on creating appropriate stationery for students to complete away from the computer. However, if desired, students (*or teacher*) can use the text tool and print finished products directly from the computer. You'll see many such examples in our **Photo Gallery**.



Template files for all of these projects are included with the *Stationery Studio* software, in the section called **Classroom Activities**. Each curriculum-based activity includes one or more ready-made files along with simple lesson plans for using the activity with your students.

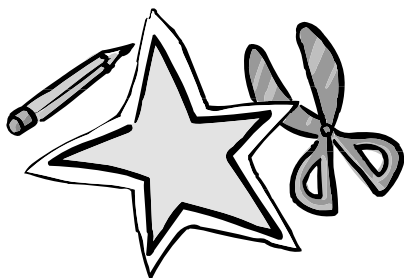
The lesson plans for each activity include:

- Goals
- Overview
- Materials – usually printed copies of the activity file(s) and a few other standard classroom materials
- Directions
- *Stationery Studio* Extensions – ideas for related *Stationery Studio* activities and projects

These ready-made files can be customized in dozens of ways to better suit your curriculum objectives and student population. Before printing you may edit text or adjust line style, width, color, or layout. *(Be aware that changing lines and fonts may affect layout. Experiment! You can always undo or close the file and reopen the original.)*

The ready-made activities will inspire dozens of rich and motivating classroom lessons. But they're only the beginning. Use our examples as a launching pad, then unleash your own creative energies and discover how *Stationery Studio* can revitalize and support writing across the curriculum.







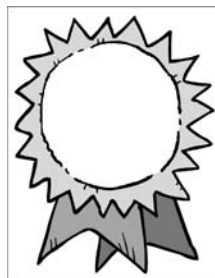
Language Arts Activities

- An Awarding Activity
- Be a Hero!
- Book Reviews
- Creative Writing - Monsters
- Message Center
- Modeling Literature
- Writing Poetry - Haiku

An Awarding Activity

Goals

- To build self-esteem
- To develop respect for others
- To print legibly with properly spaced numbers, letters and words



Star Student:
Interviewed by: _____
What do you like to do? _____
What are you especially good at? _____
What are you most proud of? _____
Why do people praise you? _____

Overview

Children interview classmates and identify something special about their partners. They complete a certificate acknowledging that special trait and present the award.

Materials

- Copies of “Award Interview Form”
- Copies of “Award Template 1” or “Award Template 2”
- Crayons, colored pencils, or markers

Directions

1. Assign each child a partner and give everyone a copy of the “Award Interview Form”. Have students interview each other and identify something special about their partner.

Stationery Studio Activity **Language Arts**

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2. Give each child a copy of “Award Template”. Have children complete the awards with their partner’s name and something special they discovered about them. Let children color their awards.
3. Have an awards ceremony in which children present their awards. After the ceremony, display the awards or let students take them home to share with family and friends.

Stationery Studio Extensions

- Encourage children to design awards for themselves honoring something of which they are proud.
- Choose a shape or border related to a theme or topic you’ve studied and create award certificates to celebrate students’ success.
- Have students interview family, friends, school staff or members of the community and make awards for these individuals.
- Let children design awards for real or fictional characters in history or literature. Host an awards ceremony and have children explain why their characters deserve awards.

Be a Hero!

Goals

- To write an imaginative news story that demonstrates effective descriptive and expository writing skills
- To write clear and coherent sentences and paragraphs that develop a central idea



Overview

Students paste photos or draw pictures of themselves and write fictional news reports explaining how they became heroes.



Materials

- Copies of “Hero Template” printed in either of the following ways:
 1. the blank template as is with room for each student to draw a self-portrait and write their story
 2. a personalized template for each student with his or her digital photo pasted at the top (*teacher or students will have to paste in photos as per example above*)
- If students will be drawing their self-portraits: Crayons, colored pencils, markers, and/or other drawing materials
- Optional: One or more short news stories of interest to students

Stationery Studio Activity **Language Arts**

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Directions

1. If desired, begin with a mini-lesson on news reporting.
Read one or more short news articles of interest to students, preferably featuring people who have done something heroic. Note the style in which news reports are written with an attention-grabbing headline and important facts first followed by less important details.
2. Ask students what it means to be a hero and have them name some heroes. Then ask each student to imagine something he or she might do to become a hero. Encourage students to consider a variety of possibilities such as personal accomplishments, team efforts, community action, or heroic rescues.
3. Give each child a copy of the “Hero Template” . Ask students to write a news story about themselves and their heroic actions. Remind them that news stories have an attention-grabbing headline and important facts first followed by less important details.
4. If students are drawing their own illustrations, ask them to draw a picture that features their heroic actions.

Stationery Studio Extension

- Ask students to write a news article about someone they consider a hero. Have them draw or paste a photo of the person. If their hero is someone they know or can contact, encourage students to interview that person and give their hero a copy of the finished news article.

Book Reviews

Goals

- To provide an overview of a favorite book and give reasons why you like it
- To create a collection of reviews of recommended books to use as a classroom reference



Overview

Students write brief reviews of favorite books to share with classmates.

Materials

- Copies of “Book Review Pages”
- Copy of “Book Review Cover”

Directions

1. Have students name some favorite books they’ve read in class or individually. Ask them to explain why they liked the books.
2. Have each student choose one of the books he or she enjoyed. Give students copies of the “Book Review Pages” and ask them to complete their reviews by adding title, author, a brief description of what the book is about, and why they like the book. If you want, have students color-code their reviews by assigning different colors for different genres – fiction, non-fiction, biography, and so on.

Stationery Studio Activity **Language Arts**

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3. Organize the reviews by book type, title or author (*possibly color-coded as suggested above*), and add the “Book Review Cover” as the first page. Hole punch the entire collection and fasten with a ring or place in a binder.
4. Keep the binder in your reading center or class library as a reference along with extra copies of the “Book Review Pages” so students can add reviews throughout the year. Encourage students to read each other’s reviews, discuss their favorite books, and use this information when selecting books to read.

Stationery Studio Extensions

- Make photocopies of all the book reviews and create a second binder to share with another class or place in the school library.
- Choose a shape or border correlated with a popular topic like dinosaurs, insects or pets and create theme-centered book review templates.

Creative Writing - Monsters

Goals

- To develop a storyline based on an illustration
- To write a story that includes an effective beginning, middle and end
- To use effective descriptive language



Overview

Students complete an illustration featuring several monsters and write a story about their adventures with the monsters.

Materials

- Copies of “Creative Writing – Monsters” template printed in black and white (*so the monster in the lower left is not printed*)
- Crayons, colored pencils and/or other drawing materials
- Optional: Children’s books that feature monsters such as *Where the Wild Things Are* by Maurice Sendak

Directions

1. If desired, begin the lesson by sharing a children’s book about monsters.

Stationery Studio Activity **Language Arts**

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2. Give each child a copy of the “Creative Writing – Monsters” template. Ask students to describe the monsters. Do they look friendly or scary? Where might these monsters live? What might they eat? What do they do all day? What do they do at night? Ask students how they feel about monsters.
3. Have students complete the drawing by adding their own monster in the lower left. Tell them to give their monster a name.
4. Ask students to imagine they are going on an adventure with the monsters. Tell them to write a story about their adventure. Remind them that their story must have a beginning, middle and end. Encourage them to use descriptive language.
5. Bind the books together as an anthology of monster adventures, or create a monster bulletin board featuring students’ stories, favorite books about monsters, and other *Stationery Studio* monster shapes and borders.

Stationery Studio Extension:

- Ask students to write a paragraph describing a monster using imagery that incorporates all five senses – sight, sound, smell, taste and feel.
- As a collaborative writing activity, create a monster shape book using the “Monster” shape from the **Imagination** theme.
- Host a “Monster Bash” and invite another class to come and meet your monsters. Use one of the monster shapes or borders to design your invitations.

Message Center

Goals

- To read, write and understand date and time
- To use written memos to communicate
- To print legibly with properly spaced numbers, letters and words



Overview

Children write memos that include “To”, “From”, “Date”, and “Time” along with a message.

Materials

- Copies of “Message Template” printed 4-per-page and cut apart to form quarter-page memos. You can also print 2-per-page or full page to create larger message forms.

Directions

1. Ask students when it might be appropriate to give someone a written message rather than talking with the person.
2. Give each child a memo form. Point out the spaces for the following information: To, From, Date, Time and Message.

Stationery Studio Activity **Language Arts**

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3. Have students write their names on the line next to “From”. Help them enter the correct date and time. Let them decide someone to whom they would like to send a message – a classmate, teacher, staff member, relative or friend. Ask students to write that person’s name and a message in the space provided. Have children deliver their messages when appropriate. (*You may want to write messages ahead of time to be sure every child receives one.*)
4. Make a stack of memo forms available in the writing center or some other accessible location and encourage children to use them when appropriate. Remember to use the forms yourself!

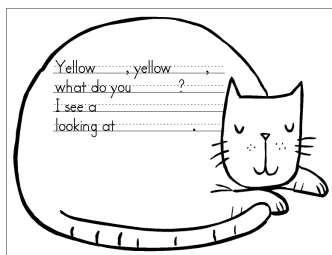
Stationery Studio Extensions

- Make extra copies of the memo forms for children to use at home.
- Use other *Stationery Studio* designs to create original memo pads that correlate with themes or units of study.
- Encourage children to choose a favorite shape or border and create their own memo pads.
- Create a “Homework” form for students to fill out themselves or for a student helper to complete when a classmate is absent.

Modeling Literature - Yellow Cat, Yellow Cat

Goals

- To recognize rhyming words
- To recognize language patterns
- To complete a passage modeled on the rhyming words and predictable language from a popular children's book



Overview

After reading *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, students complete a passage modeled on this popular book and draw a picture illustrating their adaptation.

Materials

- Copy of *Brown Bear, Brown Bear, What Do You See?* by Bill Martin
- Copy of "Yellow Cat Cover" printed in color or black and white
- Copies of "Yellow Cat Pages 1" printed in black and white
- Optional: Copy of "Yellow Cat Cover" printed as "Mirror Image" for back cover
- Crayons, colored pencils and/or other drawing materials

Stationery Studio Activity **Language Arts**

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Directions

1. As a class, read the book *Brown Bear, Brown Bear, What Do You See?* by Bill Martin. Help students recognize the rhyming words and the predictable language. Encourage children to think of other rhyming words and to predict what comes next.
2. Give each child a copy of “Yellow Cat Pages 1”. Tell them they are going to write a book called *Yellow Cat, Yellow Cat*. Read the text together, noting the blanks. Ask students to think about Bill Martin’s book and decide what might go in the blanks. What might the yellow cat see?
3. Let students work individually or in pairs to complete their pages. Student responses may be realistic or fanciful.
4. Ask students to draw a picture illustrating their version of the story.
5. Compile the pages, attach the cover(s), and share the finished product with the class. Keep the book in your classroom or school library for students to read on their own.

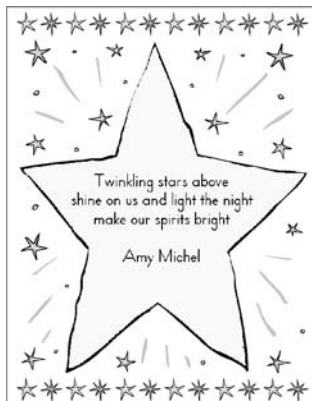
Stationery Studio Extension:

- Create an alternate version of “Yellow Cat, Yellow Cat” using “Yellow Cat Pages 1” as the first page and “Yellow Cat Pages 2” for successive pages.
- Select appropriate *Stationery Studio* shapes or borders and write additional stories modeled on other popular children’s books.
- Write an original story that uses rhyme and/or predictable language.

Writing Poetry - Haiku

Goals

- To recognize the form used in haiku poetry
- To identify and count syllables
- To write an original haiku poem that uses the correct form and effective descriptive language



Overview

Students review the form used in Haiku poetry, choose a border or shape, and then write an original haiku poem inspired by the stationery.

Materials

- Copies of three or more borders and shapes related to nature. Some good choices include:
 - *Bamboo*
 - *Butterflies*
 - *Camping*
 - *Cloud*
 - *Dolphins*
 - *Earth*
 - *Farm*
 - *Flowers*
 - *Frog*
 - *Insects & Spiders*
 - *Jungle*
 - *Leaves*
 - *North Star*
 - *Penguin*
 - *Pets*
 - *Planets*
 - *Rabbit*
 - *Rainbow*
 - *Rainforest Animals*

Stationery Studio Activity **Language Arts**

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- *Shells*
- *Ship*
- *Snowflakes*
- *Snowman*
- *Spring*
- *Star*
- *Starry Gift*
- *Sun*
- *Moon & Stars*
- *Volcano*
- *Water Birds*
- *Whale*
- *Winter Scene*
- *Woodland Animals*

Go to **New Stationery** and choose **View All** to open these or other designs.

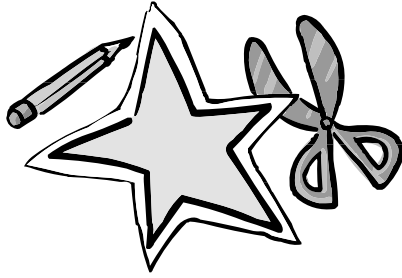
- Crayons, colored pencils, markers

Directions

1. Begin the lesson by sharing some examples of haiku poetry and discussing what defines haiku. Help students count syllables and note the pattern – first line five, second line seven, third line five.
2. Have students work individually or in pairs. Let them choose one of the stationery designs you printed. On scrap paper, ask them to write words that describe their design. Then have them count the number of syllables in each of their words.
3. Tell students to use their word bank to write a haiku poem that uses descriptive language and the correct number of syllables per line.
4. Host a poetry reading or bind poems into a book for all to share.

Stationery Studio Extension

- Have students choose other stationery borders and shapes and write poetry in another style inspired by the design.





Math Activities

- Budget Planner
- Math Journal
- Money
- Number Book
- Shapes Template
- Telling Time

Budget Planner

Goals

- To note and compare prices
- To use addition, subtraction and multiplication skills to compute cost and change
- To plan purchases within a specified budget

Shopper's Name: _____
Budget Amount: _____

Purchases

Name of Item	Price	Quantity	Cost

Total Cost of Purchases _____
Change: _____

Overview

Students research and compare prices of items they'd like to purchase. They plan a budget based on available funds, compute the cost of proposed purchases, and calculate the balance.

Materials

- Copies of the "Budget Planner" activity sheet
- Advertising materials with prices for materials students might purchase such as snack foods, crayons, markers, toys, sports equipment, or video games

Directions

1. Give students a "budget" and ask them to think about ways they might spend the money. Bring in sales materials for students to use, and ask them to do the same. Have them research prices at area stores, in newspapers and catalogs, or online. If you want, make a list of specific items students might purchase and ask them to identify the best price they found for each item.

-
2. When students have completed their research, give them copies of the “Budget Planner” activity sheet. Tell students to decide what items they’d like to buy and complete the form by filling in the name of the item, quantity of each item, total cost per item and the grand total. (*Older students can compute and add tax.*) Then have students figure their change.
 3. Ask students to share and compare their budgets:
 - How many students stayed within their budgets?
 - Who came closest to spending exactly what they had?
 - Who had the most change?
 - Did anyone spend more than his or her budget?

Stationery Studio Extensions

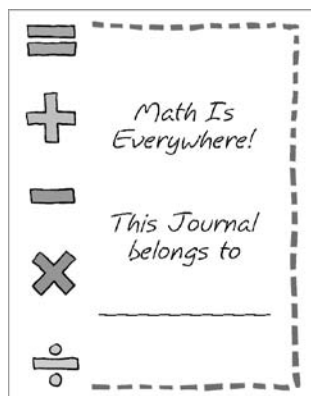
- Make a budget for a school party or a family trip.
- Give students extra budget sheets and challenge them to plan their next real-world shopping trip.
- Use a *Stationery Studio* border to design a check template and print 4-per-page for a checkbook activity.

Math Is Everywhere!

Math Journal

Goals

- To identify math concepts and skills in everyday life
- To use math skills to solve everyday problems
- To keep a journal of math adventures and discoveries



Overview

Students create a math journal to record and share their experiences with math in everyday life.

Materials

- Copies of “Math Journal Cover” printed full page or 2-per-page (*one cover needed per student*)
- Copies of “Math Journal Pages” printed full page or 2-per-page (*at least 5 pages per student*)
- Stapler, hole-punch, ring binder, yarn, or other materials for binding journal pages

Directions

1. Ask students to look around the classroom, school or neighborhood to find examples of math concepts such as numbers, shapes, and math operations. Talk about how they use math to solve everyday problems.

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2. Give students copies of the “Math Journal Cover” and “Math Journal Pages”. Have each student bind the pages together to create their own math journal.

3. Point out the journal title “Math Is Everywhere.”

Challenge students to seek out math in their everyday lives and record their discoveries in their journals. Note that there is room for them to write about and illustrate their findings. Discoveries can be as simple as the shape of a sign or can involve more difficult concepts and calculations. Have students keep notes daily for one week. You may want to suggest the following writing prompts or some of your own:

- “Today we learned...”
- “Today I discovered math is part of...”
- “Today I noticed math in...”
- “Today I used math to...”

4. Take a few minutes each day to review student entries.

Keep a running list of “discoveries” on a piece of chart paper. Challenge students to look for new examples and to use math to solve different kinds of problems.

Stationery Studio Extension

- Encourage students to choose their own designs to create customized journals for math, language arts, science or personal entries.

Money

Goals

- To identify coins and the value attached to each
- To count money
- To write a story that incorporates money skills



Overview

Students write original stories involving coins and bills, and then color the appropriate amount of money in the illustration at the top of the page.

Materials

- Copies of “Money” template
- Crayons, colored pencils or markers

Directions

1. Give each student a copy of the “Money” template. Have students orally identify the coins and dollar bill and the value of each.
2. Tell students they are going to make up stories about money. Brainstorm some intriguing titles as a class, or suggest some of the following:
 - *My Lucky Day*
 - *Money Mystery*
 - *Magic Money*
 - *The Money Tree.*
 - *The Problem With Money*

Have students write their stories on the “Money” template, then color only the coins and/or bill used in their story.

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3. Have students act out their stories using paper and/or plastic money. *(If you don't have paper money on hand, print extra copies of the "Money" template, preferably on heavy stock, and cut out the coins and bills.)*

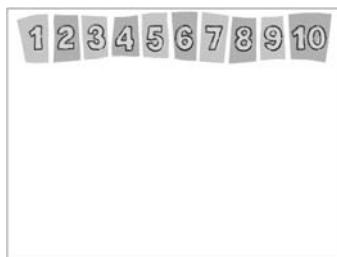
Stationery Studio Extensions

- Have students make up word problems involving money and then exchange and solve each other's problems. Suggest they color, circle or otherwise mark the units of money used in the problem.
- List prices for items students might buy for less than a dollar. Ask students to choose one or more items, tell how much money they would need, and color the coins they would use to buy the item(s).

Number Book

Goals

- To identify numerals 1 through 10 and associated number words
- To identify the number of objects associated with each number



Overview

Children complete a page for each number 1 through 10. They color the featured number in the number line, trace the numerals and number words, and draw the appropriate number of items. When finished, they add a cover page and combine their pages to create a personal number book.

Materials

- Copies of “Number Book Template” pages 1 through 10 printed in black and white (*If desired, choose a different style dotted font before printing.*)
- Copies of “Number Book Cover” printed in black and white or color
- Optional: Pictures children can paste on the page instead of drawing, or catalogs for children to cut out pictures

Directions

1. Give children copies of page 1 of the “Number Book Template”. Ask them to color the appropriate number in the number line at the top and trace the numeral and number word written in dotted font. In the space below,

-
- tell students to draw the appropriate number of items or paste appropriate pictures.
2. On subsequent days, give children the other number pages one by one. Have students complete each page in the same way.
 3. When children have finished all ten pages, give them a copy of the “Number Book Cover” and have them fill in their name. Then staple or bind together to create individual number books for each child.

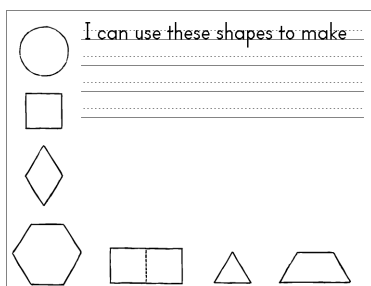
Stationery Studio Extensions

- Modify the activity sheet to allow room for students to write a brief number story for each page.
- Have children choose a favorite border or shape and create an original counting book that reflects that theme.

Shapes Template

Goals

- To identify geometric shapes
- To combine shapes to create a picture
- To identify the individual shapes that make up a picture or object



Overview

Students color the shapes and draw a picture that combines two or more shapes. They complete a sentence telling what they drew.

Materials

- Copies of “Shapes Template” printed in black and white

Directions

1. Give children copies of the “Shapes Template”. Ask them to identify each shape and then color the shapes using the color scheme suggested below or one of your own.

- *Circle – purple*
- *Triangle – green*
- *Square – orange*
- *Rectangle (made from two squares) – orange*
- *Trapezoid – red*
- *Rhombus – blue*
- *Hexagon – yellow*

-
2. Ask children to draw a picture that combines two or more shapes. Then have them complete the sentence to tell what they drew.
 3. Have children exchange papers with a partner and have their partner identify the shapes in their drawing.

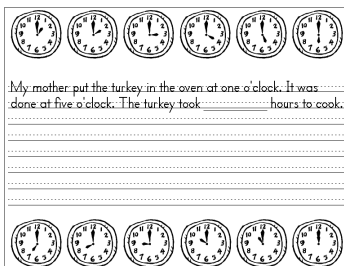
Stationery Studio Extensions

- Have students match standard pattern blocks with the shapes on the page and use them as templates for tracing when doing the above activity. Or print extra copies of the “Shapes Template”, preferably on heavy stock, for students to cut out and use for tracing or to paste on the sheet.
- Give students copies of the “Shapes Template” with the text deleted (*or go to New Stationery and open Shapes*). Assign each pair or small group of students a specific shape to investigate. Ask students to write the name of their shape at the top of the page and color that shape. Then send students on a treasure hunt around the classroom or school to find and list examples of that shape. In addition to the activity sheet, students might carry an appropriate pattern block as a guide.

Telling Time

Goals

- To tell time as displayed on analog clocks
- To use correct notation and terminology
- To use addition and subtraction to determine elapsed time
- To make up a word problem that incorporates time



Overview

Students complete a word problem involving time and then make up a problem of their own to share with the class. They circle, color or draw arrows to the clocks that display times referenced in the problem.

Materials

- Copies of “Time” activity sheet
- Optional: Crayons, colored pencils or markers

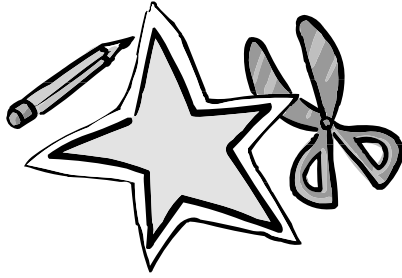
Directions

1. Give each student a copy of the “Time” activity sheet. Review the time displayed on each of the clocks. As a class, do some oral problems involving elapsed time. Use both analog and digital terminology.

-
2. Have students work individually or in pairs to solve the word problem on the activity sheet. Ask them to circle, color or draw arrows to the clocks that display the times closest to those used in the problem.
 3. Ask students to make up their own time problems and write them in the space provided.
 4. Have students exchange papers and solve each other's problems.

Stationery Studio Extensions

- Have students make a schedule listing times and events on a school or weekend day.
- Ask students to make up a schedule for an ideal day.
- Have older students write a story for younger students using time to relate the events of an exciting, mysterious or challenging day. When finished, have students read their stories to their young partners.



Science & Health Activities




- Balanced Diet
- Feelings
- How Plants Grow
- Simple Machines
- Take Care of Earth
- Weather Report

Balanced Diet

Goals

- To identify food groups and foods that belong to each
- To plan a balanced meal that includes foods from most or all of the food groups
- To select breakfast, lunch and dinner menus that together include appropriate portions of all the food groups



Student Menu Planner:

A healthy menu for (what meal?):

Grains:

Fruits:

Vegetables:

Protein:

Milk:

Overview

Each child designs a balanced breakfast, lunch or dinner menu. Menus are organized by meal and combined to create a menu guide. Students use the guide to choose favorite menus for breakfast, lunch and dinner to create a daily diet that includes appropriate servings of all the food groups.

Materials

- One or more standard or ethnic/cultural food pyramids including information on recommended servings (*available at <http://www.nal.usda.gov/fnic/Fpyr/pyramid.html>*)
- Copies of “Balanced Diet Pages” for each student
- Copy of “Balanced Diet Cover”

Stationery Studio Activity **Science & Health**

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Directions

1. Review the food pyramid with students and ask them to name some foods in each group. Remind students that they should have foods in each group every day. For older students, list recommended servings for each food group.
2. Give students copies of the “Balanced Diet Pages”. Let children choose a meal they’d like to plan, or assign them a meal. Have children complete the menu template being sure to include a food in all or most of the categories.
3. Organize students’ menus by meal and combine into a book. Use the “Balanced Diet Cover” for the front and bind. Ask children to review the book and choose menus for breakfast, lunch and dinner that will provide appropriate portions of all food groups by the end of the day.

Stationery Studio Extensions

- Print the “Recipe Cards” template in **More Activities** 2-per-page, preferably on heavy stock paper, then cut to form individual cards. Tell students to ask a relative or friend for a favorite healthy recipe and give each student a recipe card on which to write the recipe. Make the recipes available in a file box or bind as a cookbook and/or make copies for students to take home.
- Have students work in pairs or small groups. Ask them to imagine they own a restaurant. Tell them to devise a menu that is both healthy and appealing. Then ask them to choose and print a suitable border or shape and write out their menus. If you want, ask students to bring in an item from their menu and host a food tasting festival.

Feelings

Goals

- To understand everyone has a variety of feelings and they are all okay
- To understand that it's normal for feelings to change
- To develop strategies for dealing with negative feelings



Overview

Children complete a book on feelings with a page for each of the following: happy, sad, angry, scared. On the last page, they identify things they can do to help themselves when they are in a negative mood. Students complete a cover page and bind all the pages into a book.

Materials

- Copies of “Feelings Pages” (5 pages total), one set per student
- Copies of “Feelings Cover”

Directions

1. Ask children how they are feeling. Then ask them to think about times when they feel happy. What makes them happy? How do they act when they're happy?
2. Give every child a copy of page 1 of “Feelings Pages”. Tell children to find all the faces that look happy and color them a happy color. Then ask them to complete the page

Stationery Studio Activity **Science & Health**

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by giving an example of when they feel happy and what they like to do when they're happy. Ask each child to draw a picture of himself or herself when happy.

3. On subsequent days, give children the other pages (*sad, angry, mad*) one by one. After discussion, have them complete each page in the same way. On the last day, talk about ways children can help themselves when they're feeling bad and have children complete page 5.
4. When children have finished all five pages, give them a copy of the "Feelings Cover" and let them color and fill in their name. Staple or bind all the pages to create a feelings book for each child. Encourage children to take their books home to share with family and friends.

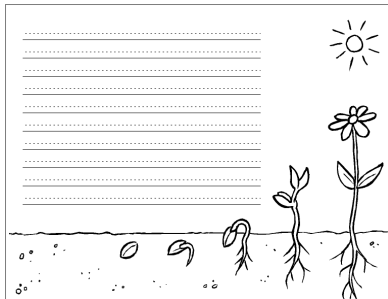
Stationery Studio Extensions

- Let children choose a border or shape that reminds them of a happy experience. Ask them to write about that person, place, thing or experience and tell why it made them happy.
- Ask students to think of someone with whom they've been angry or unhappy. What would they like to tell that person? Suggest they write a letter to the person explaining their feelings. Let each student select a border and then go to **Layout** and choose the friendly letter format. Students need not send their letters.
- Have students work in teams to design motivational cards to remind them of ways to be their best or to cheer themselves up when they're feeling down. Help them choose a border or shape and write short messages on each of four pages. Print 4-per-page on heavy stock and cut into cards. If you want, make a class set and encourage students to draw a card from the stack at appropriate times. See "Get Motivated!" in **More Activities** as an example.

How Plants Grow

Goals

- To identify the stages of germination and plant growth
- To explain what happens at each stage



Overview

Students complete a page for each stage of plant growth and then combine pages into a book. This activity can be simplified for younger students by having them write short descriptions on a single page.

Materials

- Copies of “How Plants Grow Pages” – up to five copies per student or team (*one for each stage of plant growth*)
- Copies of “How Plants Grow Cover”
- Crayons, colored pencils, or markers
- Optional: Pots, soil, and bean, pea or other seeds

Directions

1. Discuss the stages of plant growth. If possible, do this activity in conjunction with a classroom experiment in which students observe plant growth.

Stationery Studio Activity **Science & Health**

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2. Give each student or team of students several copies of “How Plants Grow Pages” (*one page for stage of germination and growth depending on how many stages you want to define*). Have students label one page for each stage, tell what happens at that stage, and color or draw an arrow to the appropriate illustration.
3. When students have completed a page for each stage, give them copies of the “How Plants Grow Cover” and have them combine all the pages into a book.

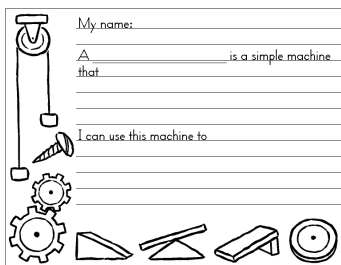
Stationery Studio Extension

- For similar lessons on animal and insect growth, use “Frog Metamorphosis” or “Butterfly Metamorphosis” (*go to New Stationery and then choose Animals & Insects*).

Simple Machines

Goals

- To identify simple machines and their function
- To give examples of how we can use simple machines to solve problems or make life easier

A worksheet template for a simple machines activity. It features a vertical line of simple machines on the left: a pulley, a screw, a gear, and a wedge. To the right of these illustrations are four sets of horizontal lines for writing. The first set is preceded by the text 'My name:'. The second set is preceded by 'A _____ is a simple machine that _____'. The third set is preceded by 'I can use this machine to _____'. The fourth set is preceded by '_____'. At the bottom of the page, there are five small illustrations of simple machines: a pulley, a screw, a gear, a wedge, and a wheel and axle.

My name: _____

A _____ is a simple machine that _____

I can use this machine to _____

Overview

Students choose a simple machine, tell what it does and then give an example of how they could use that machine.

Materials

- Copies of “Simple Machines” template
- Optional: Crayons, colored pencils, markers

Directions

1. Introduce the activity by showing students pictures or working examples of simple machines. Ask students what each machine does and how they might use it.
2. Give students copies of the “Simple Machines” template. Have each student or pair of students choose a machine (*or assign one*). Tell students to circle or color their machine. Then have them write a short description of the machine and tell how they might use it.
3. Have students present their work using the working examples, if available, to demonstrate.

Stationery Studio Activity **Science & Health**

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Stationery Studio Extensions

- Print blank copies of “Simple Machines” stationery with lines on the top half of the page only. Have students write a paragraph describing a more complex machine that combines two or more simple machines and then draw a picture below.
- Ask students to “invent” a toy or machine that combines two or more simple machines, then write a description and draw a picture.

Take Care of Earth

Goals

- To understand some problems facing our planet
- To name ways children can help save the earth



One of the problems we have with planet earth is _____

We can help solve this problem by _____

I'm an Earth Hero!

Overview

Each student completes a page explaining one of the problems facing our planet and what he or she can do to help solve the problem. Students' pages are combined to create a book.

Materials

- Copies of "Earth Pages"
- Copy of "Earth Cover" (*add class name before printing if you want*)

Directions

1. Introduce the activity by asking students to name some problems facing our planet. Then talk about ways we can help save the Earth.
2. Give each student a copy of "Earth Pages". Have students complete the page by explaining one problem facing our planet and then telling what they might do to help solve the problem. Ask students to write their name next to "I'm an Earth Hero". Students can draw a picture illustrating the problem and/or solution in the space at the left.

Stationery Studio Activity **Science & Health**

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3. Combine all the pages into a book and bind together using “Earth Cover” as the front page. Keep the book in the reading center for students to share and use as a reference.

Stationery Studio Extensions

- Use other environmentally themed borders and shapes (*go to New Stationery and check Animals & Insects and Earth & Space*) to create other books on similar themes.
- Print *Stationery Studio* shapes and borders correlated with environmental themes and keep copies in the writing center. Have students select appropriate stationery when writing on environmental topics.
- Encourage students to print a shape or border correlated with the theme of a book they’ve read and use it to write a book review.

Weather Report

Goals

- To understand standard weather terms and symbols and use them to report current conditions
- To predict weather based on current conditions and seasonal weather patterns
- To use correct time and date notation



 Daily Weather Report

Your local weather reporter is:

 Reporting from:

 Today's date:

Time:

 Current temperature:

Current conditions:

 My forecast for tomorrow:

Overview

Students take turns reporting time, temperature and current conditions and predicting the weather for the following day.

Materials

- Copies of “Weather Report” page
- Outdoor thermometer
- Optional: Crayons, colored pencils, markers

Directions

1. Introduce the activity by discussing current and recent weather conditions. Put weather terms on the board so students can refer to them. Then go through each season of the year and talk about the kinds of weather associated with each.

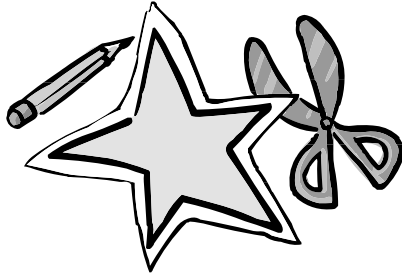
Stationery Studio Activity **Science & Health**

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2. Give students copies of the “Weather Report” page. Review each weather symbol and what it represents.
Ask students which symbol best describes the current weather. As a class, fill out a sample page for the day’s weather.
3. Assign every student or pair of students one day in the coming month. On that day, give students time to observe and record the weather and predict the weather for the following day. Have students present their report to the class. On the following day, refer back to the prediction from the day before so students can evaluate their accuracy.

Stationery Studio Extension

- Encourage students to choose a *Stationery Studio* border related to weather or seasons (*see New Stationery, Holidays & Seasons*). Ask students to write about a personal event that happened in that kind of weather or write an imaginative story that uses that setting. In their stories, students should describe the weather and make it clear why weather is important to the story.






Social Studies Activities

- Community Helper Interviews
- Explorer Journal
- Following Directions
- Letter to Editor
- My School Bus
- Point of View
- State Report

Community Helper Interviews

Goals

- To identify community helpers and what they do
- To interview community helpers and learn more about their jobs
- To give reasons why one would or would not like a job



My Name:

Community Helper's Name:

Job description:

Best things about job:

Hardest part of job:

Why I would or would not like this job:

Overview

Children interview community helpers, complete a report, and explain why they would or would not like that job.

Materials

- Copies of "Community Helper" interview form
- Crayons, colored pencils, or markers

Directions

1. Ask students to name some community helpers and tell what each does. Make a list of jobs and have students vote for their favorite jobs.

Stationery Studio Activity **Social Studies**

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2. Tell students they are going to interview community helpers to learn more about what they do. Provide a list of people who have agreed to be interviewed and ask each student or pair of students to choose someone from the list (*or let them choose a community helper they know personally*).
3. Give students copies of the “Community Helper” interview form. Have students meet with their community helpers and use the questions on the “Community Helper” form to guide their interviews. Let students color their completed interview forms.
4. Have students share the results of their interviews with the class. Then have students vote again on their favorite jobs. If possible, graph the results of this survey and the earlier one and compare. If students changed their minds, ask why.

Stationery Studio Extensions

- Help students to choose stationery and use the friendly letter or business letter format to write a thank you to the community helpers they interviewed.
- Have students write letters inviting community helpers to visit their class.

Explorer Journal: Adventure on the High Seas

Goals

- To understand the challenges faced by early explorers
- To write an imaginary journal entry which relates some experiences of an early explorer



Overview

Students research life on board one of Columbus' ships or that of another early explorer. They assume the identity of an explorer and write journal entries describing their adventures and challenges.

Materials

- Print and electronic resources that describe the sea voyages of early explorers
- Copies of the "Explorer Journal" printed in color or black and white. If desired, add lines before printing.

Directions

1. Have students work in pairs or small groups to research life on board Columbus' ship or that of another early explorer.

Stationery Studio Activity **Social Studies**

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2. Give students copies of “Explorer Journal”. Ask them to assume the identity of an early explorer and then write a journal entry for one or more days. Tell students to be sure to date their journal entries. If they want, they can identify the ship and embellish their journals with sketches. Remind students to use descriptive language to convey the challenges they faced. (*See “Explorer Journal Sample ” as an example.*)
3. Have students share their journal entries with the class or post them for everyone to read. Discuss what the entries have in common and how they are different. Ask which entries seem most authentic and why.

Stationery Studio Extensions

- Have students choose a contemporary explorer such as an astronaut, deep-sea diver, or arctic explorer and write a real or imaginary journal entry on appropriate stationery.
- Help students choose a border for a personal journal and write an account of one of their own adventures.

Goals

- To correctly use directional words such as right, left, north, south, east and west
- To write a logical sequence of directions
- To follow directions

Starting Point:

Destinations:

Directions:

Students write a logical sequence of directions, draw a map illustrating the directions, and then exchange papers and follow each other's directions by either walking the route or using a map.

- Copies of “Following Directions” template
- Maps of school building, school grounds or neighborhood
- Optional: Compasses

1. Identify several starting points and final destinations around the school or neighborhood and let students choose.
2. Give students copies of the “Following Directions” template. Ask them to fill in starting point and final destination, and then write sequential directions to get from one place to the other. At the bottom of the page, have them

Stationery Studio Activity **Social Studies**

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draw a map illustrating their route. Encourage students to refer to school or neighborhood maps.

3. Ask students to exchange papers with a partner and follow each other's directions, referring to maps when necessary. Then have students conference with their partners and tell if they were able to follow each other's directions. If not, why? Ask students to edit their directions to correct and clarify.

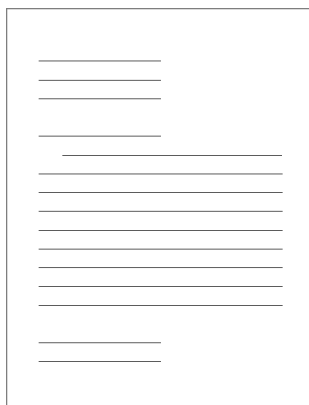
Stationery Studio Extension

- Encourage students to choose a *Stationery Studio* border related to a place they might visit – for example, fire station, amusement park, campground, farm, zoo, or beach – and then write sequential directions for getting there from home or school.

Letter To the Editor: Let Your Voice Be Heard!

Goals

- To formulate an opinion on a controversial issue
- To write a letter to the editor stating an opinion and providing supporting details
- To use proper business letter format



Overview

Students formulate an opinion on a controversial issue. They write a letter to the editor that expresses their opinion and provides supporting details.

Materials:

- Copies of “Letter to Editor” template
- News articles on a controversial issue of interest to students

Directions

1. As a class (*or individually for older students*) read one or more news articles on a controversial issue of interest to students (*for example, school uniforms, a new community*)

Stationery Studio Activity **Social Studies**

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park, environmental problems, a proposed law). Discuss the issue with the class and encourage them to talk with family and friends. Older students can continue to research the topic on their own.

2. Write two or more statements on the board that summarize different points of view, then take a survey to see how many students support each position. Ask students for reasons to support their positions and write them down.
3. Check the local paper for letters to the editor on the topic or on other topics of interest to students. Read examples and discuss what makes a good letter to the editor.
4. Give students copies of the “Letter to Editor” template. Review the different parts of a business letter. Ask each student to write a letter to the editor stating his or her opinion and providing supporting reasons. Students can use the business letter format for their draft to ensure proper format or for their final copy.
5. Bring the daily newspaper to class to see if students’ letters are printed. Clip, share and post published letters.

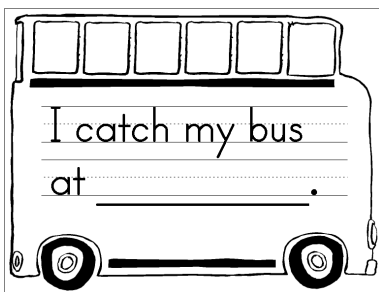
Stationery Studio Extensions

- Encourage students to use the business letter format to write opinion letters to government officials.
- Help students choose a *Stationery Studio* border related to a controversial topic of interest and then write a persuasive paragraph stating their opinion and providing supporting details.

My School Bus

Goals

- To know one's school bus number, driver, bus stop, and pick-up time
- To print legibly with properly spaced numbers, letters and words



Overview

Each child completes a copy of the “My School Bus” book with his or her bus information.

Materials

- Copies of the “School Bus” template printed 4-per-page and folded to form a mini-book. Alternately, you can print the template 2-per-page or full page and then cut out and bind pages to create a shape book.
- Crayons, colored pencils, markers
- Optional: Scissors and staples or other binding materials

Directions

1. Give each child a copy of the “School Bus” template. Review with children their bus numbers, drivers, stops and pick-up times.
2. Have children print their bus information in their booklets and color the pages.
3. Let children read their finished booklets to each other and then take them home to share with parents and caregivers.

Stationery Studio Activity **Social Studies**

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Stationery Studio Extensions

- Give students copies of the “Clocks” border (**New Stationery, School & Home**). Help them write a schedule for a typical school day including the times when they catch their buses.
- As a class, choose a *Stationery Studio* shape correlated with a current unit of study. Write a collaborative story, then cut out and bind the pages to create an original shape book. Or print 4-page stories as mini-books and duplicate to make copies for each child.

Point of View: Recognizing Bias in the News

Goals

- To recognize bias in news reporting
- To write a news article that presents a biased point of view
- To compare different news reports of the same event and identify the bias each represents



Overview

Students read and discuss a controversial subject, write news reports from opposing points of view, and then share and compare their news articles.

Materials

- Print or electronic resources on a controversial subject
- Copies of “Point of View” template

Directions

1. As a class, choose a controversial topic and read two or more articles written from different points of view. Encourage debate and help students articulate opposing points of view.

Stationery Studio Activity **Social Studies**

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2. Encourage students to choose a point of view or assign one. Then ask individual students or small teams to write a biased news report that tells the story from their point of view. Have students write their final drafts on the “Point of View” template.
3. Schedule a “newscast” in which students read their reports to the class. After each report, ask the class to identify the bias. Do all the reports tell the same story? Does one get a different impression depending on which news report he or she hears? Should news reporters be unbiased, or is it okay to tell the story from a biased point of view?

Stationery Studio Extension

- Have students print stationery using the business letter format and write a letter to the editor expressing an opinion on a topic of importance to them. (See “Letter to Editor” *activity*.)

State Report

Goals

- To identify states and regions
- To research and write a brief report summarizing important facts about a state
- To formulate an opinion about the state and give supporting reasons



Overview

Students research one of the 50 states and complete a brief report that includes important state facts and reasons why they would or would not want to visit the state.

Materials

- Print and electronic resources on the 50 states
- Copies of “State Report” template printed in black and white

Directions

1. Assign or let students choose one of the 50 states.
2. Give each student a copy of the “State Report” template. Have students find and color their states in the border. If they want to color other states, have them choose a different color and use that color for all the others.
3. Give students time to research their state and complete the “State Report” template.

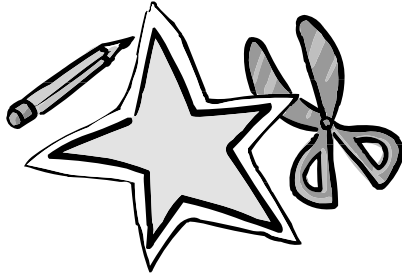
Stationery Studio Activity **Social Studies**

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4. Plan a “Tour the USA” day when students share highlights from their reports and explain why they would or would not want to visit the state. If you want, conclude by letting students vote for the state they would most like to visit.

Stationery Studio Extensions

- Have students print stationery using the business letter format and write to states for tourist information.
- Have students choose a border that reflects one of the tourist attractions in their state and then write a review of the attraction for a travel magazine or a story about a real or imaginary trip there.
- Encourage students to choose their own stationery and print using the friendly letter format. Then have them write to friends and relatives in other states telling them about attractions in their home state.





More Activities

- Address Book
- Get Motivated!
- Gift Coupons
- Recipe Cards

Address Book

Goals

- To know one's address and phone number and that of the school
- To recognize the value of recording addresses and phone numbers
- To write legibly with properly spaced numbers, letters and words

Name	
Street	
City	
State & Zip	
Phone	
Email	Birthday
Name	
Street	
City	
State & Zip	
Phone	
Email	Birthday

Overview

Children create personal address books and enter name, address, phone number and additional information for each entry starting with the school and their home address. Students note each address on a city or neighborhood map.

Materials

- Copies of “Address Book Cover” (*one per student*) printed 2-per-page and cut in half – or printed full page to create larger address books
- Copies of “Address Book Pages” (*at least 5 per student*) printed as above

Directions

1. Ask students how they contact friends, family and neighbors. Do they phone, go to their homes, write letters, or send email? Ask students if they've ever wanted to contact someone but not known how to reach them.

Stationery Studio Activity **More Activities**

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2. Introduce the idea of an address book to keep track of addresses, phone numbers and other contact information. Give students copies of “Address Book Cover” and “Address Book Pages” and help them staple or bind the pages to form a book.
3. Ask students if they know the school address and phone number. Write this information on the board and have students enter it in their address books. Ask students to enter their own name, address, and phone number. Help students add other information for friends, relatives and neighbors as well as emergency phone numbers.

Stationery Studio Extensions

- Have students use their address books as a reference for letter writing activities.
- Help children choose a favorite border and create address books for family or friends.

Get Motivated!

Goals

- To identify ways to motivate and inspire oneself
- To use effective language to write short inspiring messages



Overview

Students identify ways they can motivate themselves and write short motivational phrases on individual cards. If desired, cards can be converted to refrigerator magnets or stickers.

Materials

- Copies of “Get Motivated!” template (*or a design of your own choosing*) printed 4-per-page and cut apart to create 2-4 individual cards per student; if possible, print on heavy stock paper, label paper, or magnetic sheets

Directions

1. Ask students if they sometimes have a hard time getting themselves to do or act the way they want. If so, what do they say to get themselves going? Ask students to think of some positive messages they might use to encourage themselves. Tell them to use only a few powerful words to get their message across. List examples on the board or chart paper.

Stationery Studio Activity **More Activities**

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2. Have students work in pairs or small groups to brainstorm more brief motivational messages. Ask each student to pick his or her favorites. Then give each child a set of “Get Motivated!” cards. Have students write one message per card. If possible, let children use *Stationery Studio* to type the text and create a polished product.
3. Suggest students post their messages or use them as bookmarks.

Stationery Studio Extension

- Let students choose a favorite *Stationery Studio* border or shape to design personalized motivational message cards.

Gift Coupons

Goals

- To become familiar with traditional holidays
- To provide students with an appropriate way of giving
- To print legibly with properly spaced letters, numbers and words



Overview

Students identify ways they can provide service and complete gift coupons for Father's Day, Mother's Day, birthdays or other holidays.

Materials

- Copies of "Coupon Father's Day", "Coupon Mother's Day", or "Coupon Birthday" printed 4-per-page and cut apart to form quarter page coupons (*2-4 coupons per student*). For other holidays, use one of the above templates and edit the text before printing.

Directions

1. Point out the date of an upcoming holiday on the calendar. Ask students the purpose of the holiday and how they might celebrate.
2. Ask students to think of services they could provide as a way of giving. List ideas on the board or chart paper.

Stationery Studio Activity **More Activities**

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3. Give each child a set of coupons. For each coupon, have the student fill in the name of the person for whom the coupon is intended and what the coupon is good for. Students can add their names at the bottom.
4. Have students deliver their coupons on the appropriate day. Remind them to follow up on their commitments.

Stationery Studio Extensions

- Encourage students to choose a *Stationery Studio* border or shape and design their own gift coupons for another occasion.
- Have students choose a favorite border and use the friendly letter format to write a letter to send with their gift coupons.

Recipe Cards

Goals

- To use correct units of measure
- To write a logical sequence of directions
- To follow directions

Name of Chef: _____
Recipe for: _____
Ingredients: _____

Directions: _____

Overview

Students complete a recipe card including units of measure for each ingredient and sequential directions.

Materials

- Copies of “Recipe Cards” template printed 2 per page, preferably on heavy stock, and cut in half – or full page for younger students
- Crayons, colored pencils, markers

Directions

1. Do this activity in connection with the study of a specific culture, an ethnic foods festival, or a unit on healthy eating. Have students ask family and friends for a suitable recipe. Have a few cookbooks and recipe clippings on hand for students who need them.
2. Give students copies of the “Recipe Cards” template. Ask them to list appropriate units of measure for each ingredient and sequential directions for preparing the recipe.

Stationery Studio Activity **More Activities**

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3. Make copies and help students bind their own cookbooks, or keep recipe cards in a box to share. If possible, have a foods festival in which students bring in or the class prepares some of the recipes.

Stationery Studio Extension

- Let students choose a *Stationery Studio* design related to a specific culture or holiday and write an appropriate recipe or menu.

Teacher Resources

Books

Areglado, Nancy and Dill, Mary. **Let's Write**. New York: Scholastic, 1997.

Dierking, Connie Campbell, and Anderson-McElveen, Susan. **Teaching Writing Skills With Children's Literature**. Gainesville, FL: Maupin House Publishing, 1998.

Frank, Marjorie. **Complete Writing Lessons for the Primary Grades**. Nashville, Tennessee: Incentive Publications, Inc., 1987.

Frank, Marjorie. **If You're Trying to Teach Kids to Write...** Nashville, Tennessee: Incentive Publications, Inc., 1995.

McCarrier, Andrea, Pinnell, Gay Su, and Fountas, Irene C. **Interactive Writing: How Language & Literacy Come Together, K-2**. Portsmouth, NH: Heineman, 1999.

Price, Scott. **Creative Writing for Primary Grades**. Greensboro, NC: Carson-Dellosa, 1996.

Senn, J.A. 325 **Creative Prompts for Personal Journals**. New York: Scholastic, 1992.

Websites

The following websites provide a broad selection of resources for educators, children and parents. Be aware that some sites do include advertising.

AbcTeach

www.abcteach.net

Authors and Illustrators on the Web

www.ucalgary.ca/~dkbrown/authors.html

Awesome Library

www.awesomelibrary.org

The Butterfly Website

<http://butterflywebsite.com>

Community Learning Center

<http://cln.org>

FableVision

www.fablevision.com

Internet Public Library KidSpace

www.ipl.org/div/kidspace

PBS Kids

www.pbskids.org

PBS Teacher Source

www.pbs.org/teachersource

Reading Rockets

<http://readingrockets.org>

Scholastic

www.scholastic.com

Stone Soup Magazine

www.stonesoup.com

SuperThinkers

www.superthinkers.com

WWW 4Teachers

www.4teachers.org

Professional Organizations

The following professional organizations are wonderful resources for information on standards, lesson plans, and teacher resources.

International Reading Association

www.ira.org

National Council of Teachers of English

www.ncte.org

National Council for the Social Studies

www.ncss.org

National Council of Teachers of Math

www.nctm.org

National Science Teachers Association

www.nsta.org

National Writing Project

www.writingproject.org



Dr. Peggy Healy Stearns

Peggy Healy Stearns Ph.D. is a teacher, parent, writer, seminar presenter, and award-winning software designer. Peggy's trademark "real-world classroom" design for software comes from her extensive experience including 20 years at the K-12 level as classroom teacher and district technology coordinator. She also taught at the State University of New York at Buffalo Graduate School of Education. Peggy earned her Masters from Harvard University and her Ph.D. from the State University of New York at Buffalo where she was honored as a "University Inventor".

Peggy has published seven best-selling children's software programs including *The Graph Club*, *Neighborhood MapMachine*, *Community Construction Kit*, *Diorama Designer*, and *Rainforest Designer*.

Dr. Peggy Healy Stearns' software has earned nearly two dozen major national awards including:

- Technology and Learning Award of Excellence
- Early Childhood News Directors' Choice Award
- Parents' Choice Silver Honor Award
- Curriculum Administrator's Districts' Choice Award
- eSchool News Readers' Choice Award
- Software & Industry Association Codie Award Finalist
– *Best New Curriculum Software for Early Education*
- Software & Industry Association Codie Award Finalist
– *Best New Education Program*
- Developmental Software Award

Stationery Studio

is a wonderful tool that inspires teachers, parents and children to communicate, share... and get writing! In this activity book, *Let's Get Writing!*, Dr. Peggy Healy Stearns provides tips and suggestions for making the most of this versatile piece of software. It includes 30 ready-made activities and many other ideas for creating classroom lessons using *Stationery Studio* across the curriculum. Peggy also suggests invaluable strategies for encouraging your students' creative adventures, such as how to supply a well-stocked writing center and publish student work!



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