

Winter Rebus Story Project

After reading holiday/seasonal rebus stories, students will create their own rebus stories using PowerPoint software and will publish them on the library website to share with other students.

Day 1

1. Remind students what a rebus story is and that we read one at Halloween.
2. Re-read *Inside a House That Is Haunted* by Alyssa Satin Capucilli, having students pay close attention to the rhyme and repetition in the story.
3. Read *The Jacket I Wear in the Snow* by Shirley Neitzel, and again have the students pay attention to the rhyme and repetition in the story.
4. To practice rhyming skills, students will complete the online rhyming activity – Reggie the Rhyming Rhino (<http://teacher.scholastic.com/activities/bl/reggie/>).
5. Students will brainstorm ideas for a Christmas/Winter rebus story (teacher will record these in Word or SMART Notebook).
6. Students will fill out **story planner** to plan their stories.

Day 2

1. Students will write the rough draft of their stories, circling the words they will be substituting pictures clues for in their final draft.
2. After completing their rough drafts, students will revise their stories with a partner using the **revision checklist**.
3. Students will type their stories in PowerPoint, substituting graphics for the circled words.

Day 3

1. Students will complete typing stories.
2. Students will peer edit stories using **editing checklist** and make final corrections.

Day 4

Students will do a gallery walk and view each other's stories and give feedback on provided author **feedback sheet**.

7. Missouri Communication Arts Grade Level Expectations

R121a

* Identify relevant connections between

- a. text to text (text ideas --- similarities and differences in information and relationships in various fiction and non-fiction works)

R2B2

* Identify examples of rhythm, rhyme and alliteration

R2C2c

Use details from text to

- c. identify events in logical sequence

W1A2a-3

* Follow a writing process to

- a. use a simple strategy in prewriting when appropriate
- b. compose a draft in written form on student-selected topic
- c. reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice, with assistance (refer to W2A, W2B, W2C, W2D)
- d. edit for conventions (refer to W2E) with assistance
- e. share writing

W2A2

* Compose text showing awareness of audience

W2B2a

* Compose text with

- a. a clear controlling idea

W2D2

* Compose text using words that are related to the topic, and some words that are specific and accurate

L1A2

Listen

- for enjoyment
- for information
- to solve problems
- for directions to complete a simple task

L1B2

Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact)