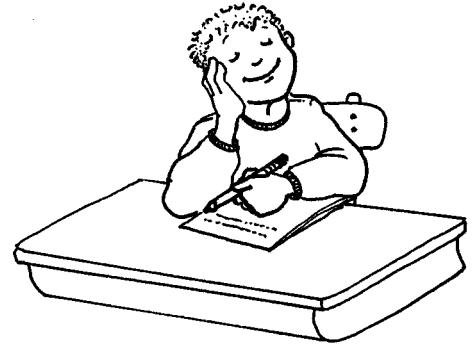


D Is for Dreams

Objective: Students record snippets of daydreams or nighttime dreams and elaborate upon one.



Get Ready . . .

- ☛ Engage students by recalling stories in which a main character has an amazing dream, such as Dorothy did in *The Wizard of Oz*, or read aloud *Ben's Dream* by Chris Van Allsburg or *Cowboy Dreams* by Dayal Kaur Khalsa.
- ☛ Turn down the lights. Ask students to think about dreams they've had that stick in their minds. These memorable dreams might be funny, scary, puzzling, silly, weird, sad, or wishful.
- ☛ Talk about ways to sort the kinds of dreams students have experienced. For instance, they can think about nighttime dreams, daydreams, and nightmares (bad dreams).

Get Set . . .

- ☛ Tell students that they are going to describe a dream. Duplicate and distribute the Dream Diagram Form on page 17 and the Dream Description Form on page 18. Be sure students understand how to use these pages.
- ☛ Have students brainstorm on their own or daydream to recollect dream memories. When they finish, invite pairs or small groups to share ideas. From this discussion, each student can decide which of his or her dreams to describe in greater detail.

Write!

- ☛ The Dream Diagram Form is meant as a free-association tool. Students should complete this page first. Then, when they have chosen the dream they wish to describe in detail, they should use the Dream Description Form.
- ☛ Allow emergent writers to tell their dream story to a scribe who can help write it down, or they can speak into a tape recorder.

Get Together

- ☛ Invite students to share their Dream Descriptions in small groups.
- ☛ Challenge students to act out dreams for classmates, or to make up endings for dreams that ended abruptly.
- ☛ Extend by having students free-write to evocative music, and then elaborate upon some of these daydream ideas.

Name _____

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