

## Encounter

This activity is based on the following book:

Yolen, Jane. (1996). *Encounter*. Sandpiper Publishers.  
ISBN-10: 015201389X ISBN-13: 978-0152013899

*Encounter* (1996) by Jane Yolen is a children's book that is great for read aloud activities. If you don't have time for this more in-depth activity, feel free to use it just as a read aloud book.

### ACTIVITY ONE: SKETCHING

1. Give each student a piece of blank white paper and ask them to fold it into fourths, so that they end up with four squares on the paper. Explain that you are going to read a story out loud to them. They are not going to see the pictures the first time through the story. Instead, after you've read a section of the book, you are going to ask them to draw a picture of what they just heard in one of the squares on their paper. They are going to do this 4 times (you can have them draw as many times as you think makes sense for the story—4, 8, 10—maybe every 2 or 3 pages they draw a picture). It doesn't have to be colored—they can just sketch in pencil and go back and color it at a later time. When you've reached a predetermined stopping point, tell students they have 3 minutes to sketch what they just heard—the thing that sticks out to them the most, the most interesting part, their favorite part, etc—give them whatever guidance you'd like. For three minutes (you can adjust the time) they sketch in one of the boxes. Then, begin reading the story again, stopping at the predetermined points, and allowing them to sketch until you've read the whole story. (You can stop here if you like, waiting until the next day to finish the lesson).
2. Now, read the story out loud again. This time show students the pictures and allow them to compare them with their own.
3. When you've finished the story, give students the opportunity to process either as a whole group, small group, or with a partner how their pictures were different than the book. You could also have students do a quick write telling how their perceptions of the story were different before they saw the pictures.
4. You can also return to their sketches the following day to allow time for students to practice retelling the story. Using just their sketches, students have to retell the story to a partner, each partner taking turns telling part of the story. Or this could be a whole class activity, using some kind of a story map - an enlarged poster size or one projected onto a large screen. Have the class retell the events of the story using their sketches. Fill out the story map as you go.

### ACTIVITY TWO: WRITING

Write about a time a new person moved into your neighborhood or home. What were your thoughts and feelings?