



The Christmas Wind Story Project

by Stephanie Simpson McLellan

*Few of us have to wonder or ponder
about very much these days.*

*The answer to most big and small questions is a mere click or tap away.
It's like we all have our own personal fast forward button ... which is marvelous,
and also a little troubling, because wonder is the mother of discovery,
and discovery is the fuel that takes us to new frontiers.*

**What would happen
if our kids lost the wonder gene?**

What is the Christmas Wind Story Project?

**A Social Experiment:
Children Unplugged**



Ironically we're using digital technology to bring kids back in time to when computers didn't exist

**A Serialized
"Radio Show"**



"It's all about the power of sound and listening." - CBC

A Pause Button



(No binge listening possible)

**Time Travel &
Fortune Telling**



Traveling back three quarters of century in order to draw (predict) what will happen

Learn more at: ChristmasWindStoryProject.com

**The Lost Art of
Visualization**



12 regions of the brain must come together to enable the complex task of imagining

Un-Googleable



Few of us have to wonder or ponder about very much these days. The answer to most big and small questions is a mere click or tap away. If wonder is the mother of discovery, and discovery is the fuel that takes us to new frontiers ...

... what would happen if our kids lost the wonder gene?

Connection



With each other • With students in every province/territory of Canada (& Australia) • With a story • With an author • With themselves

~~facebook~~

**Connect through (invented) personal profiles
"Exterior connection"**

bracebook

**Connect through characters and story
"Interior Connection"**

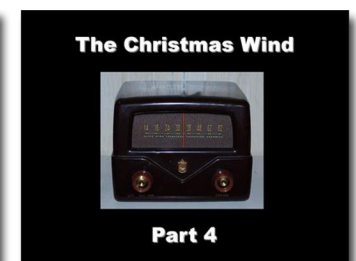
The W.I.N.D. Story Project: What it is & How it Works

Variouly called The W.I.N.D. Story Project and The Christmas Wind Story Project, this unique literacy initiative challenged students from JK-Grade 6 to listen to a story in a format akin to an old, serialized radio show.

Each week, for 8 weeks, an audio portion of a story was uploaded to their class webpage and they were asked to illustrate what they imagined. The book they drew pictures of is not yet on the shelves, so the students had a clean, uninfluenced slate to start from.

Fuelled by a desktop computer in Newmarket, Ontario, this project brought students back in time to when things were un-googleable, and wonder and wait weren't foreign words.

A cool aspect of this project is that we used technology to bring kids back to a time when technology didn't do so much thinking for them. In an age when the google button is making it easy to not imagine, the W.I.N.D. Story Project connected diverse classrooms (as far as 18,000 km apart) through the spoken words of a story, igniting the wonder gene in over 1,700 students from every province/territory of Canada and in four classrooms in Australia



Children listen to the words of the story ...

(like people used to listen to stories on old radio shows)

... and then draw what they imagine

(NOTE: No binge listening possible. They have to wait for the next story segment to be uploaded to their class web page and then ... wait and process and imagine)



Come in ... it's warm and stay over



Give it back ... my shovel

How Does the Project Benefit Children?

- Intimate and uninfluenced engagement with the words of a story
- A pause button in a lightning fast, endlessly googleable world
- Exercise in the lost art of visualization
- Connection with an author (a relationship vs. a visit)
- Jumpstart individual creativity and attention span
- Creative inspiration (I can create too)
- Deeper connection with story/ownership of story



Unplugged from ...

- Technology
- Google
- “Right” answers



Plugged into ...

- Story/Characters
- Mental Workspace
- Themselves/Each Other
- Students Across the Country
- An Author

Why Were Teachers So Eager to Embrace this Project?

- **Wonder**

- **Intimate connection**

- With literature
- With other schools
- With an author
- With their visualization skills

- **New way to learn**

- Students learn to interpret
- Teachers learn about their students

- **Developing new writers/artists**

“I was surprised at the detail in Hope’s pencil drawing as it showed a huge understanding in her that I didn’t realize was happening as she doesn’t verbalize a great deal.”

- JK Teacher, Ontario

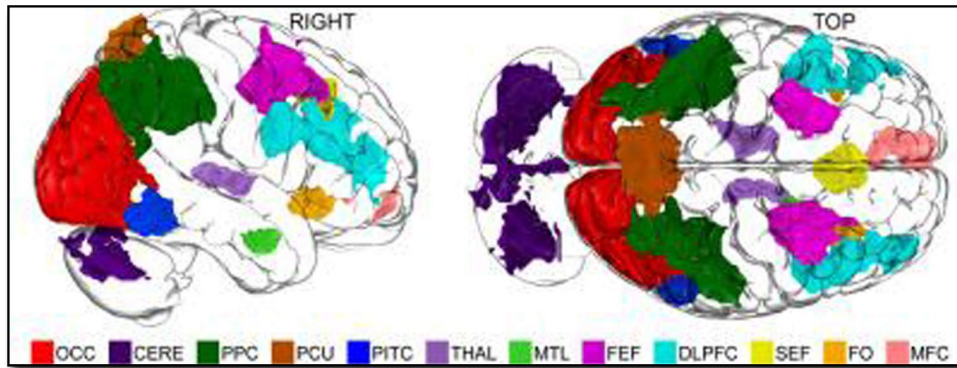
These JK-Grade 6 students, from vastly different backgrounds and regions, were connected through the spoken words of a story, and the impact on them has been galvanizing.

Insightful teachers in small pockets across the country wedged the program into their curriculum, and despite the distractions of our lightning fast world, these young students became emotionally invested in the "old fashioned" process, charged to wait days between story segments, coming back to school if they missed a segment so they could catch up, memorizing and shouting out lines of the story as they heard them week by week, creating "what happens next" scenarios, in one case even producing their own recording of the story, and the only visual reference they had to forge this connection were the drawings they created themselves.

“The program gave me a further insight into my students. It made me realize that our world is becoming so technology-based that the kids' imagination skills are becoming blunt. I had to play the separate parts numerous times in order for the students to visualize a picture to illustrate”

- K-6 Teacher, Labrador

New brain mapping research identifies **twelve** regions of the brain that have to come together to enable the complex task of imagining



The “Mental Workspace” is a widespread neural network that coordinates activity across several regions in the brain and consciously manipulates symbols, images, ideas and theories.

“... our imagination of a sound or a shape changes how we perceive the world around us in the same way actually hearing that sound or seeing that shape does.”

“... what we imagine hearing can change what we actually see, and what we imagine seeing can change what we actually hear.”

Unplugging and Creating in this Way Actually **Rewires the Brain**

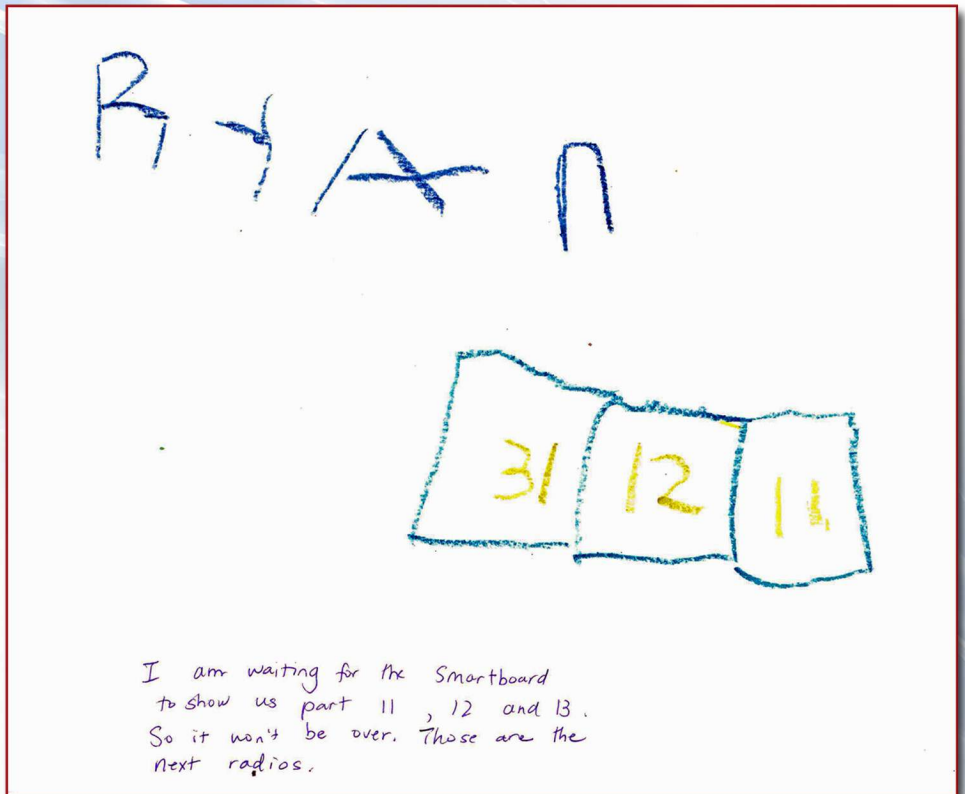
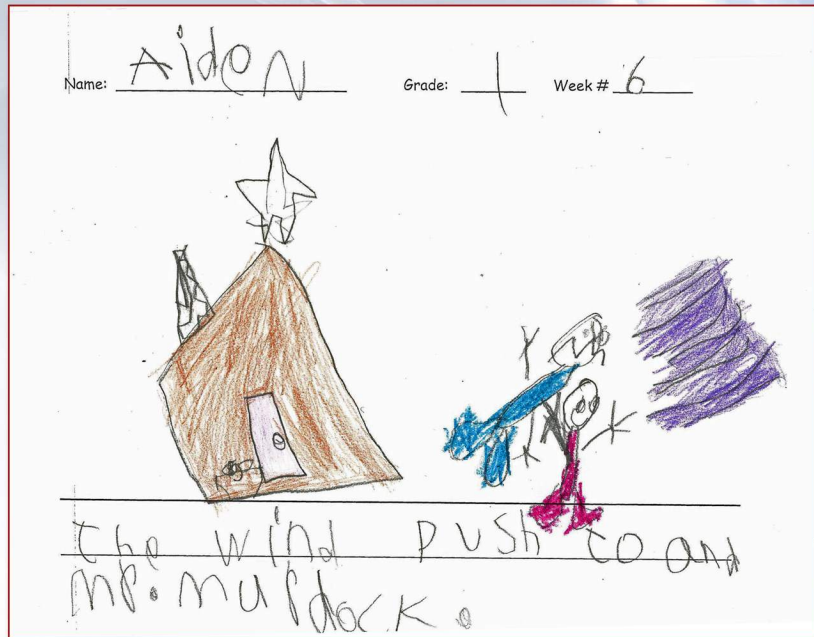
“The creativity, innovation and imagination used while creating or participating in the arts is essential to a child’s development, according to St. Michael’s Hospital developmental pediatrician Dr. Elizabeth Young. ‘Art is a great way to learn about yourself and to learn about who you are,’ she told students. ‘It is a great way to test out new ideas.’ Participating in the creation of art, in any form, is a way for children to explore the world around them and their own ideas while still feeling a sense of safety, Young said. Physically, art participation actually rewires the brain and allows children to see things from a different perspective, develop creative problem-solving skills and improve motor function.”



In the story these children listened to, the wind brought people together

This story project did the same thing . . .

(Note, for example, the “trading cards” in this box which the students mailed with pen pal letters to each other)



. . . and they wanted more

“I am waiting for the smartboard to show us part 11, 12 and 13 so it won't be over. Those are the next radios.”
- JK Student, Ontario


No Possible Tree ...

“We talk about our little area, and in their brains, they’re still so egocentric. They don’t realize how big Canada really is.” “It’s the idea that it’s children talking to children, so it’s a children’s eye view of where you live. [In Quebec] what seemed to come up most was the letter they got from Nunavut, because they learned that it was -200C there in the spring time and I think that really made sense to them, like, wow, it’s really cold. Here’s a group of students chewing over this fact: “It told us that there were no trees. It says, ‘tree ... no possible tree’”. It’s like they have this big, blank internal map, and now they have one idea to put in there: ‘No possible tree.’”

- Excerpt from CBC Radio Interview with *The Christmas Wind class from Lennoxville, QC*




QUEBEC
Lennoxville Elementary School





Sherbrooke, QC


Grades: **K-6**
Students in School: **298**
Grade 1/2s Participating: **18**



Fun Facts: We are a bilingual school nestled in the beautiful Eastern Townships of Quebec. We're a university town with close ties to Bishop's University. We have a large focus on technology. Our grade 5/6 students (each with their own iPad) are in charge of photographing the grade 1/2 students' Christmas Wind illustrations for this project.




Je me souviens / I remember



www.ChristmasWindStoryProject.com

QUEBEC
Motto: *Je me souviens / I remember*


Capital City: Quebec City
Population: 7,870,026 (Rank: #2)
Became Part of Canada: July 1, 1867 (Rank: #1 with ON, NS & NB)
Total Area: 1,542,056 km² (Rank: #2)
+ **Land Area:** 1,365,128 km² (88.5%)
+ **Water Area:** 176,928 km² (11.5%)
Proportion of Canada: 15.4%

Flower:	Bird:	Tree:
		
Blue Flag (Iris Versicolor)	Snowy Owl	Yellow Birch

WIND FACTS:
Normal Annual Wind Speed: 13.7 km/hr
Days/Yr with wind > 52 km/hr: 7
Most often blows from: West (26% of the time)


© 2016 Stephanie Simpson McLellan

NUNAVUT
Sam Pudlat School





Cape Dorset, NU


Grades: **K-6**
Students in School: **227**
Grade 2's Participating: **18**
Teacher: **Ms. Saimaiyu Akesuk**



Fun Facts: Cape Dorset is known as the Inuit Art Capital of the world. Grade 2 teacher Saimaiyu Akesuk (who is leading the Christmas Wind Project at Sam Pudlat) is a gifted artist whose work has been exhibited in New York City.

Explore Canada's Arctic



www.ChristmasWindStoryProject.com

NUNAVUT
Motto: *Nunavut, Our Strength (Nunavut Sanginivut)*

Capital City: Iqaluit
Population: 32,558 (Rank: #13)
Became Part of Canada: April 1, 1999 (Rank: #13)
Total Area: 2,038,722 km² (Rank: #1)
+ **Land Area:** 1,877,787 km² (92.1%)
+ **Water Area:** 160,935 km² (7.9%)
Proportion of Canada: 20.4%

Flower:	Bird:	Tree:
		No Official Tree Has Been Named
Purple Saxifrage	Rock Ptarmigan	

WIND FACTS:
Normal Annual Wind Speed: 15.7 km/hr
Days/Yr with wind > 52 km/hr: 42.9
Most often blows from: Northwest (30% of the time)

© 2016 Stephanie Simpson McLellan

“See” What They “Heard”

- A key benefit for students of this project is that they are asked to draw what they hear and to thereby draw on their intellectual powers of visualization and imagination.
- A key benefit for teachers is that these student drawings enable them to “see” what their students are “hearing” and “thinking”

Why is this important?

“It allowed me to see understanding in some students that they either couldn’t verbalize at all or couldn’t verbalize without a concrete item to guide their thinking.”

“I learned that I have auditory learners and those that have trouble processing what they hear. I also learned that some young students have difficulty picking out details in what they hear. This allowed me to plan lessons on listening for details. Each of the students made a lot of progress in this area because of the project. I never would have realized this quite so clearly without being involved in this project. “

“It allowed the students to visualize, predict and practice patience - we couldn’t google the answer or next bit of the book. We had to wait.”

“The program gave me a further insight into my students. It made me realize that our world is becoming so technology-based that the kids’ imaginations skills are becoming blunt. I had to play the separate parts numerous times in order for the students to visualize a picture to illustrate.”

“It was a very valuable learning experience for my students. It helped them become more creative thinkers and it also helped them focus on their creative imaginations - which some of them didn’t know they had.”

“I really loved Hope’s black and white pencil drawing. That showed a huge understanding in her that I didn’t realize was happening as she doesn’t verbalize a great deal. Certainly speaks to the many ways we all learn.”

What follows are various compilations of student drawings that will enable you to “see” this learning in action.

I've compiled some of the outcomes of this story project that are too good not to share at:

www.ChristmasWindStoryProject.com

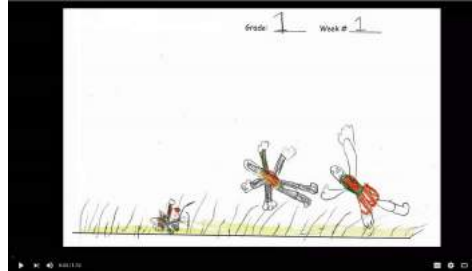
The screenshot shows a web browser window displaying the website <http://www.ChristmasWindStoryProject.com>. The page features a grid of 20 interactive cards, each with a unique design and text. The cards are arranged in five rows and four columns. Each card includes a title, a small image, and a call-to-action button that says "CLICK IMAGE to [action]". The actions include listening to audio, seeing news coverage, reading teacher and student reactions, watching a movie of student illustrations, seeing student drawings, watching a scarf thread, and seeing a video overview of the project. The cards are organized into sections: the top row includes news coverage, student voices, teacher reactions, trading cards, and a sample school page; the second row features audio recordings from Quebec, Newfoundland, The Yukon, and New Brunswick; the third row contains "Part 1" and "Part 2" of the story, a movie of student illustrations, "Part 3" of the story, and "The Scarf" thread; the bottom row includes a map of Canada with participating schools, a Quebec student audio recording, student drawings, student illustrations, and a video overview of the project.

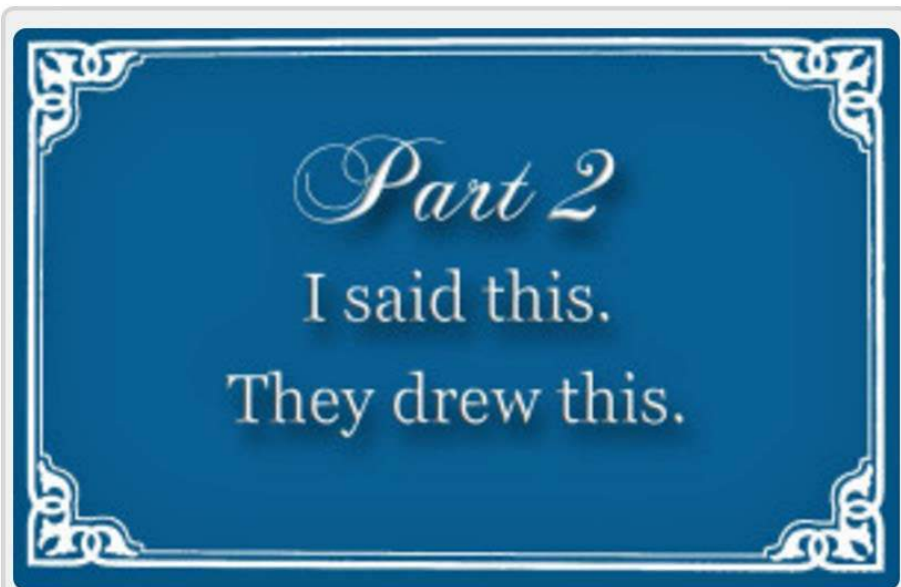
Part 1:
I said this.
They drew this.

**CLICK IMAGE to SEE what they
HEARD when I said: "The wind
shoved Jo sideways . . ."**



Watch the video compilation of student drawings at:
www.ChristmasWindStoryProject.com





CLICK IMAGE to SEE what they HEARD when I said: "The wind stole her scarf, and blew out the light . . ."



Watch the video compilation
of student drawings at:

www.ChristmasWindStoryProject.com

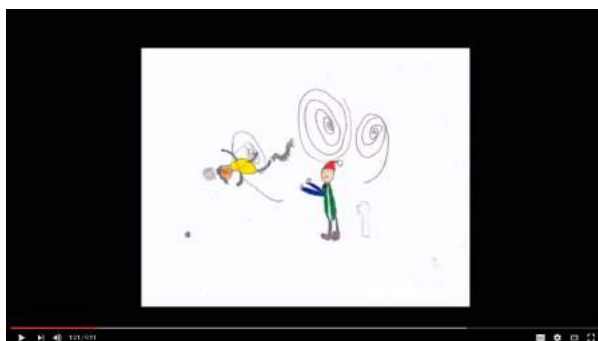




CLICK IMAGE to LISTEN to student explain how to draw the wind in this **CBC Labrador Interview**



Watch this video compilation of student drawings about how to draw the wind at: www.ChristmasWindStoryProject.com



Part 3
I said this.
They drew this.
The Shovel

CLICK IMAGE to SEE what they HEARD when I said: "Grabbing a shovel, she raged towards the house ..."

If the scarf was a symbol of the wind's resolve . . .

. . . the shovel is a manifestation of Jo's courage

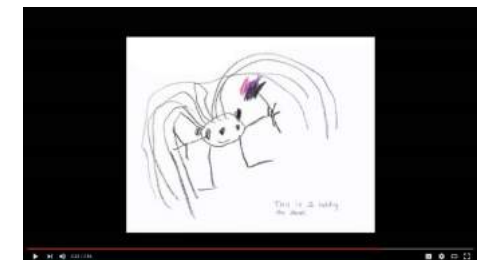
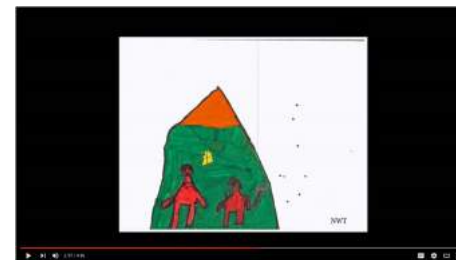
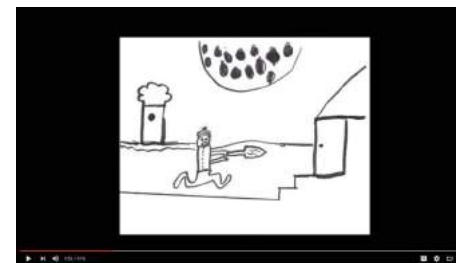
While it's unlikely that the Primary curriculum teaches literary symbolism . . .

. . . student drawings make it clear that they intuitively understood this . . .

. . . as they wielded Jo's shovel with passion and anger in classrooms across the country.

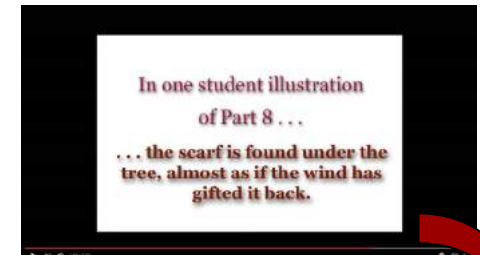
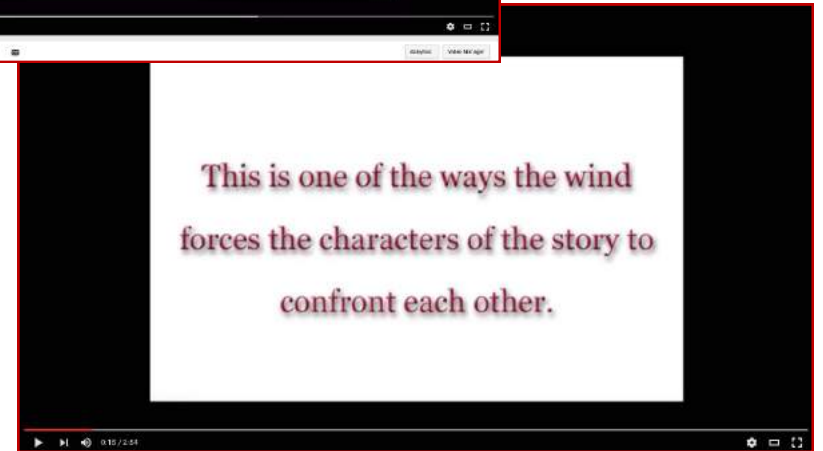
Watch the video compilation of student drawings of Jo's shovel from across the country at:

www.ChristmasWindStoryProject.com



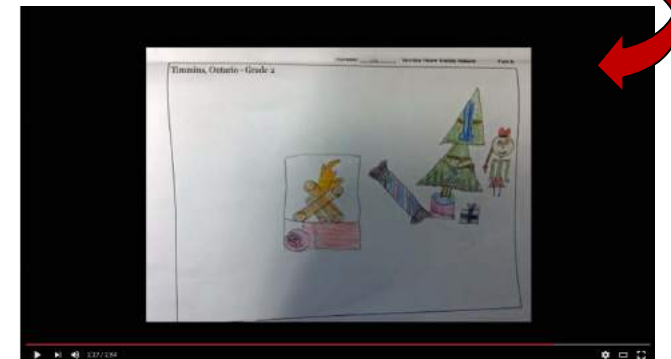


CLICK IMAGE to WATCH how Jo's scarf thread student illustrations together across the nation



Watch the video compilation of student drawings of Jo's scarf from across the country at:

www.ChristmasWindStoryProject.com



Both teachers and students are featured in these CBC Radio Interviews from across the country:



Listen to the Christmas Wind class
from
Newfoundland



Labrador Morning
with Todd O'Brien & John Gaudi
LABRADOR MORNING | March 13, 2016

**The Christmas Wind
"Radio Show" Story
Experiment**

About a thousand students are taking part in a literary experiment across the country including here in Labrador. Children's author Stephanie McLellan has written a new story. She's challenged school primary school kids to come up with illustrations by just listening to the story. While the book won't be published until this Fall, here's how some of The Christmas Wind sounds.

RELATED LINKS
www.WindStoryProject.com
www.ChristmasWindStoryProject.com

PARTICIPATING COMMUNITIES:
LABRADOR: Hopedale, Labrador City, Makkovik, Rigolet | ONTARIO: Aurora, Bowmanville, Brantford, Burlington, Hamilton, Hurville, Ottawa, Thunder Bay | BRITISH COLUMBIA: Surrey



Listen to the Christmas Wind class
from
Quebec



Listen to the Christmas Wind class
from
New Brunswick

**“It’s all about the
power of sound and
listening.” - CBC**



Listen to the Christmas Wind class
from
The Yukon

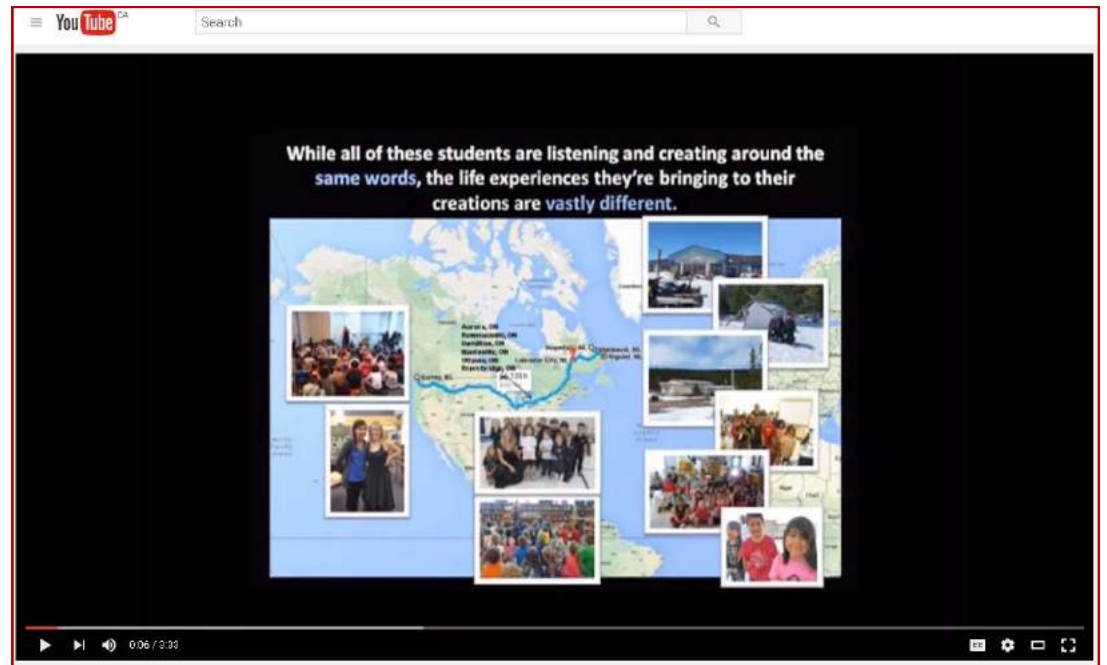
Listen to these CBC Radio interviews at:

www.ChristmasWindStoryProject.com

**You Just Have
to “Hear”
This!!**

**Christmas Wind
Students from Across
the Country Left Me
“Voice Mail”!**

**CLICK IMAGE to LISTEN to
students from Cape Dorset
(Nunavut), Timmins (Ontario),
Campobello Island (New Brunswick),
Lennoxville (Quebec) and Kamsack
(Saskatchewan)**



**An audio / video compilation of student voices
from across the country can be found at:**

www.ChristmasWindStoryProject.com

**Full audio voice messages by class can
be found at:**

<http://stephaniemclellan.com/1959/03/listen-to-your-fellow-christmas-wind-classes-2/>

LISTEN to Your Fellow Christmas Wind Classes

Click on any of the little screens below to **LISTEN** to what your fellow Christmas Wind classes think about this project and about the story

Do you have something to say, too? Use the “send me a voicemail” app on your school page to let me know and I’ll post it here!

THE CHRISTMAS WIND
with Student Illustrations
& Student Voices

Lennoxville Elementary - Sherbrooke, QC
Mme. Luce's Grade 1-2's
with photographic assistance from
Mme. Christiansen's Grade 5's

**CLICK IMAGE to LISTEN to the story,
VOICED by the Quebec Students**

The Quebec class sent me voice mails of them speaking various parts of the story. I edited their voices in with mine and published their own special version of the story at:

www.ChristmasWindStoryProject.com

The Christmas Wind

with Student Illustrations

*From Across the
Country*



**CLICK IMAGE to Watch a Movie of
Student Illustrations from students
across the country up to Part 5**

I created a partial National movie by pulling in illustrations from every province/territory to the enhanced soundtrack of The Christmas Wind. Watch this movie at:

www.ChristmasWindStoryProject.com

Engagement even at the Kindergarten level

Kindergarten student

R → A n

I am waiting for the smartboard to show us Part 11, 12 and 13 so it won't be over. Those are the next radios.

31 12 13

I am waiting for the Smartboard to show us part 11, 12 and 13. So it won't be over. Those are the next radios.

From Year 1:

The Wind

When we draw something none of us has seen, i.e. the invisible “wind”, most of us picture it the same way.

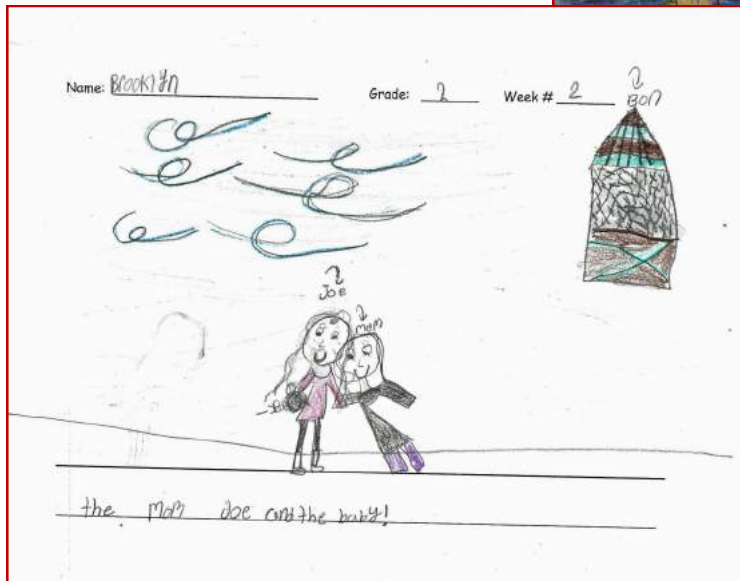
BC

In the CBC interview with [primary students in Makkovik, Labrador](#), a Grade 2 student explains “how” you draw the wind:

“We just go straight, then we turn up.” ... the wind is ‘curvy’!



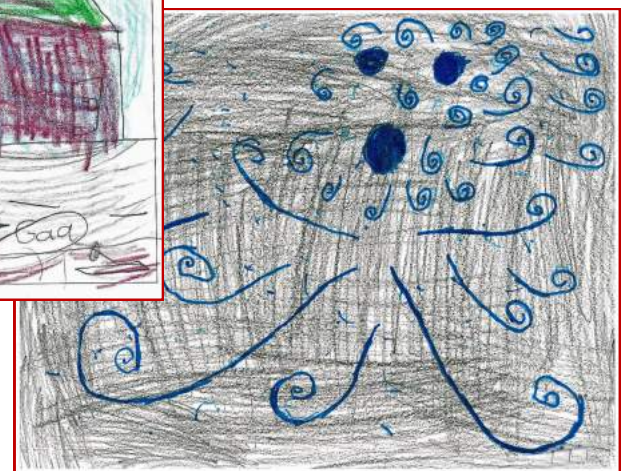
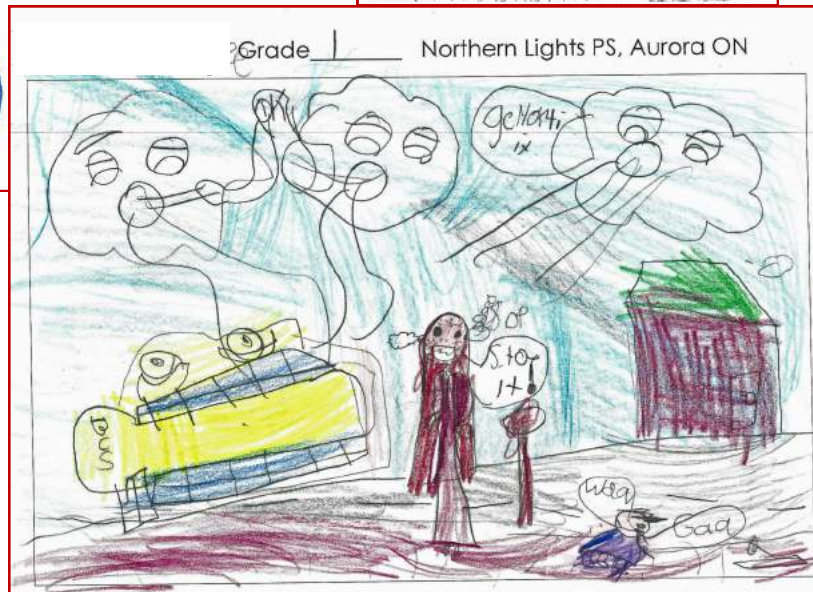
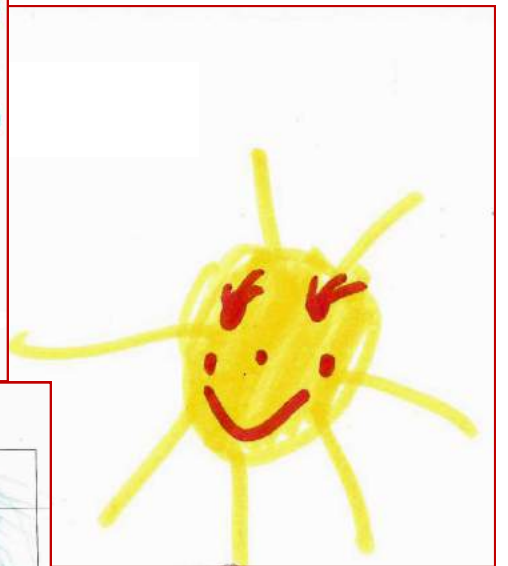
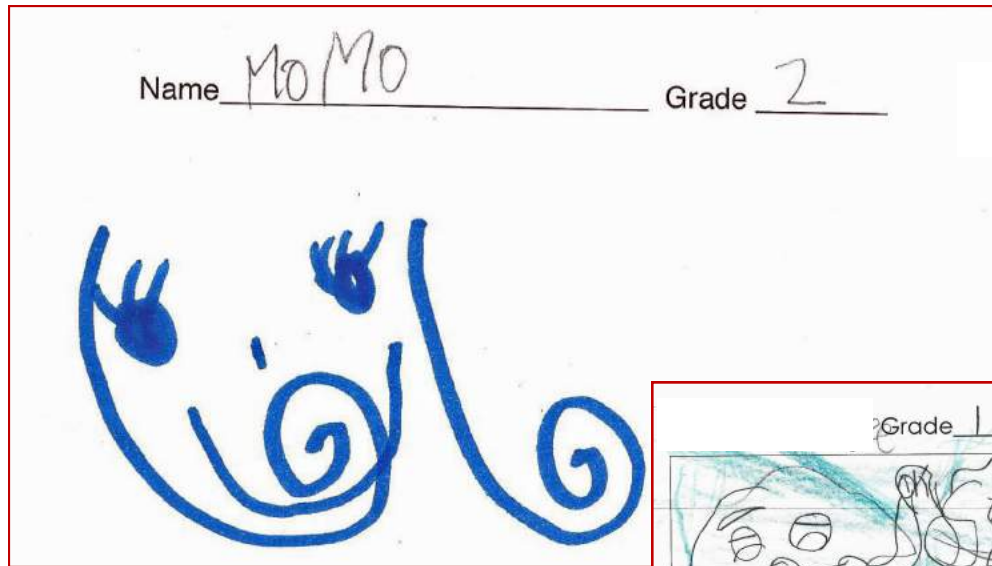
Ontario



Labrador



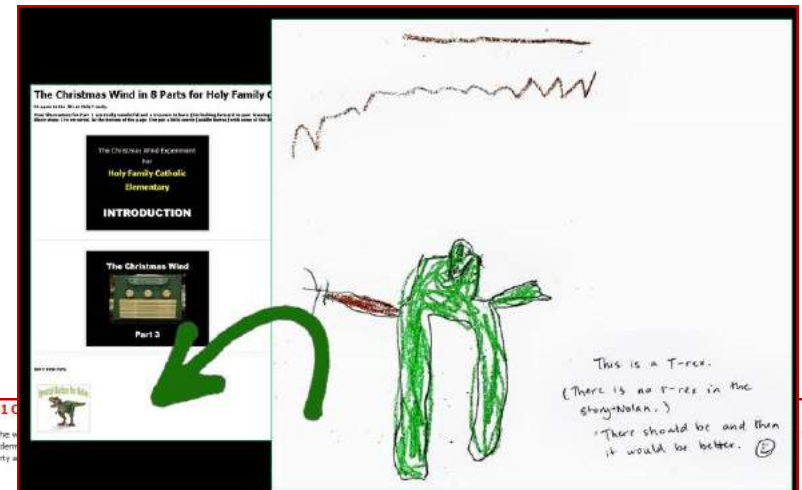
The wind is a character ... it has a face



Writer in Virtual Residence:

There was much back and forth between me and the classes. Students were able to ask me questions about the story and the process in real time (inducing the day the Nova Scotia class deluged me with questions about my life to fuel biographies they were writing for language arts!) I answered every question personally through the class comments at the bottom of each class page.

This back and forth also enabled me to respond, enhance and re-steer the project when I discovered things like dinosaurs, crocodiles and Spiderman in the illustrations (as none of those elements exist in the story!). By leveraging these “out of thin air” elements, I was able to make a personal connection with these students (such as sharing something about Spiderman from my own son’s growing up to giving them links to dinosaur and crocodile resources) to try to re-engage them in the process.



10 comments to Protected: The Christmas Wind in 8 Parts for Holy Family Catholic Elementary

FDK - Room 132 Holy Family
March 11th, 2015 at 2:35 pm
Thank you for making our picture videos. The horse video was really cool - we liked it! The story was great. We are happy Mr. Murdoch and Jo became friends. We think they will be friends for a long time and maybe that Jo will even get to stay and live there.

steph
March 11th, 2015 at 2:55 pm
Thank you for letting me know your thoughts all of you in Room 132. I've really had fun working with your illustrations. By the time you get back after March Break, I'm sure there will be more Parts to your class movie. I liked the baby cow video too. Two more baby calves were born on Monday night (bull calves, meaning boys). You might be interested to know that the average baby cow weighs about 70 lbs at birth. The little calves in the video you saw only weighed 50 lbs. Do you know what I think that's what will happen in the story too... it's what I imagine myself. Don't you think a farm would be a great place to grow up? I think Jo would be a big help on the farm too as she definitely knows how to hold her own. I hope you all have a warm and fun March Break and I'll be back in touch on your return. Thanks!

FDK - Room 134 Holy Family
March 11th, 2015 at 3:35 pm
We loved the baby cows they were so cute!
We like your Christmas story. We hope they continue to get to be friends.
Thanks for the story we listened to each week. We loved it!
Thank you for the happy ending. We were scared for awhile!

steph
March 11th, 2015 at 3:40 pm
Hi Room 134... thank you for writing. I had you scared, did I? That's a funny thing though, don't you think? Happy is even more "happy" which you came from so far behind so Jo and Murdoch did. I wanted to have you cheering for them and I'm glad you like the way the story ended. I do think Jo and Murdoch (and Merry and Christopher) will continue to be friends. I have a feeling Jo and her family might even end up living there. What do you think?
I think the baby calves are adorable too and I'm glad you enjoyed the video. There are a few more details about them in the note back to Room 132 that you might find fun. I hope you all have a really fun March Break!

FDK - Room 133 Holy Family
March 11th, 2015 at 4:00 pm
We really liked the story.
Thank you for writing the story and making little videos with our pictures.
We liked the beginning of the story even though it was so sad. The end made us happy. We can't wait for them to open the presents.
We think Mr. Murdoch will let them live there!
We really like the video of the cows!
We still love Tweedle too!

SOMETHING FOR THE SPIDERMAN FAN FROM MRS. ROBERTSON'S GRADE 1 CLASS

When my son Tristan (who is Tweedle in the stories Kungie in the Middle and Tweedle into Everything) was little, he made him a Spiderman costume for Halloween when he was six, and his seventh birthday party was ALL about Spiderman. I am looking at pictures of Tristan/Tweedle at his party that year! The photo on the far right is from a Halloween party where EVERYbody wanted to be Spiderman! Can you guess which one is Tristan/Tweedle?

Max 22nd, 1999 | Categories: The Christmas Wind Experiment

4 comments to Protected: The Christmas Wind in 8 Parts for Coyote Creek

Mrs. Yokote's Class/Mrs. Sturm
March 11th, 2015 at 7:26 pm
I like your story. It is really nice!
I really like the pictures that you put in the story. I like how you put our drawings up!
I like all the pictures!
I like the tiny cat picture!
I hope that the next part of the story comes up soon!
I hope your story gets a lot of hits!
I like your story because there is a farm in it!
I like how your story is coming together. G
I like your story! I hope you make more!
I love your story because there is a cat in it!
Do you like cats?
I am enjoying the story!
What will happen next? Maybe something awesome!

before? Have you ever been to Bob's farm? Do the twin calves have names? We hope to hear back from you soon. From your friends at JCEM

steph
March 9th, 2015 at 12:52 pm
I have seen a real calf before as I've been to my cousin's farm a few times. Last year when I went, the calves were a bit older. The ones in the video are only a few days old!
Bob wrote me again last night to tell me that another set of twins was born! This is pretty big news for him as it helps him to grow his herd faster. I'll let him know you liked the video.
He sent me another funny one he called "Sheep in Love". I've posted it to your page.

Stephanie
March 12th, 2015 at 11:44 am
Hi JCEM students... I thought I'd let you know about the names of the calves. I said there were a second set of twins, but Bob just wrote to tell me that the mother cows foaled them all in the middle of the night and that there were actually two mother cows involved... so not second set of twins, just two moms and two babies. I think it's funny to think of the cows pulling a prank at midnight on the farmers. There is that first set of twins though, and they are 2 of 12 calves that have been born so far at the farm. Three of the 12 babies have names now. My cousin's grandson named them Stranger, Danger and Ranger. Farmer Bob wondered if maybe you'd like to give him some ideas for names for the other nine babies?
Were you guys on the radio yesterday?

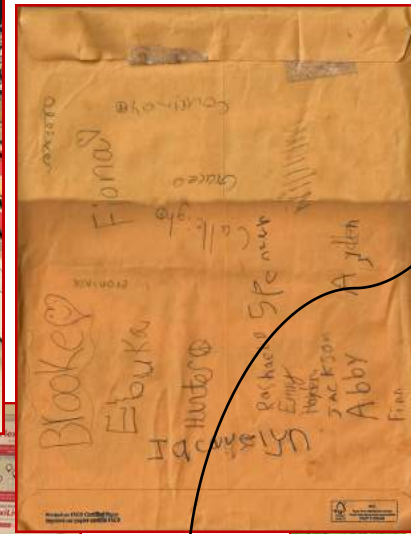
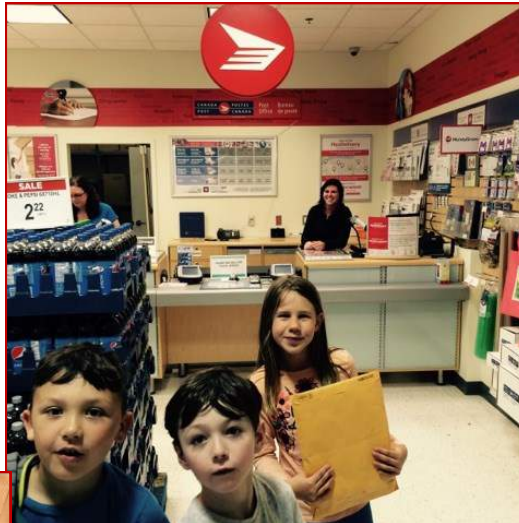
JCEM K12
March 17th, 2015 at 2:13 pm
Mrs. McLellan,
We thought the sheep were cute. We thought this was chewing gum! We like that the names of the babies rhyme! We think the others should be called "Manger", "Manger", "Canser", "Fanger", "Franger", "Rudolph", "Chloe", "Bredy", and "Adey". What are the sheep names? We're just getting ready to listen to part 8. We are excited and ready!
Your friends at JCEM

steph
March 17th, 2015 at 2:31 pm
That's funny... it does look like the sheep are chewing gum, doesn't it! I like your idea for names too. "Manger" is particularly apt for this story, isn't it... although even though it's spelled the same way, it doesn't rhyme. That's Mr. Tricky English at work there. I will pass on your name ideas to Farmer Bob. I hope you enjoy the end of the story!

In Year 1 of the program, I sent each class a set of self-addressed, stamped envelopes so they could mail the student illustrations back to me for scanning each week. In Year 2 I had the teachers scan and email the drawings to me, but the snail-mail engine of the pilot project led to some serendipitous learning from the class in Huntsville, Ontario:

What is a mail box?

“We put part 2 in my mailbox today. Our class discovered that the envelope was too big to fit in the normal mail slot on the street in front of our school. I took pictures of what a rural mailbox looks like and showed them where the mailman would find it. By week 8 I think we'll have gone on a walk to the post office down the street!”



...
and they did!



This project is also about what readers bring to the story.

We get to “see” these diverse experiences and many are both surprising and delightful ...



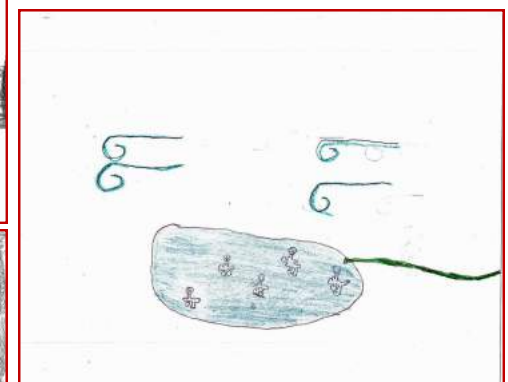
LABRADOR



ONTARIO



B.C



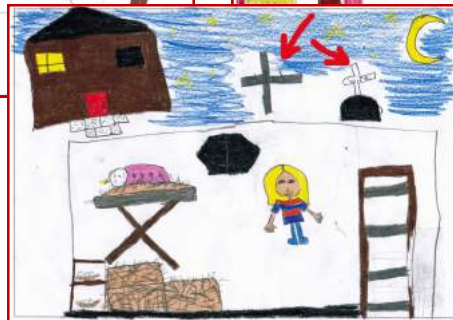
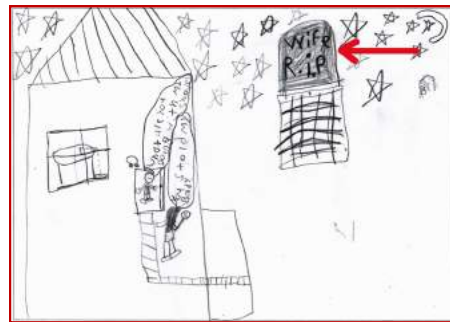
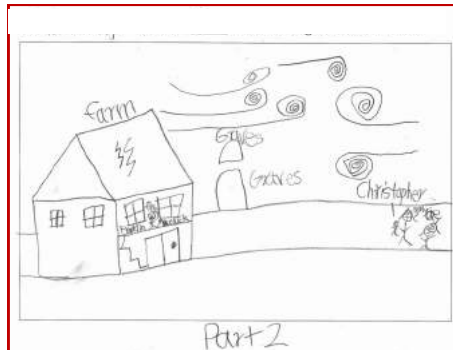
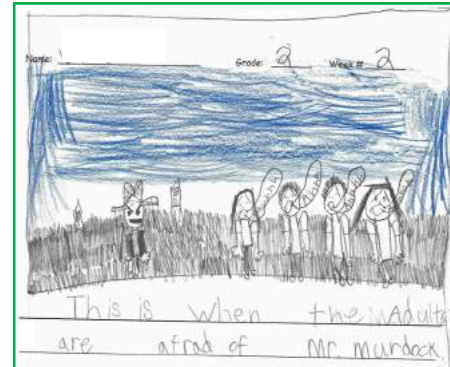
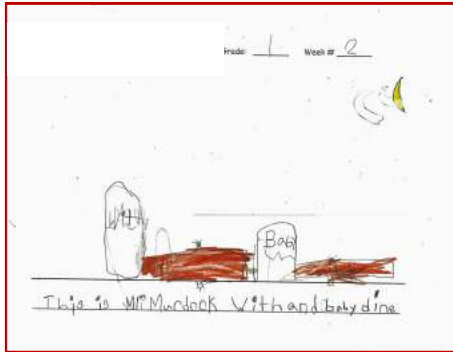
“The wind shoved Jo sideways, stealing feeling from her fingers and toes. It chased her with ghostly moans and creepy shrieks.”

More of the personified “ghostly moans” can be seen in the “Part 1 - I said this. They drew this.” compilation at:

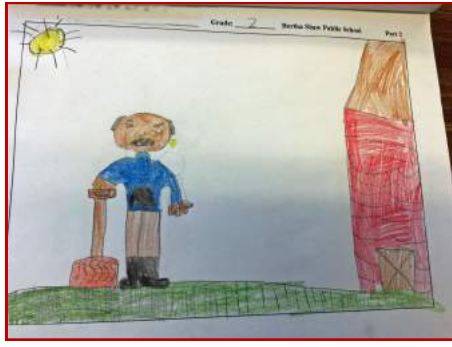
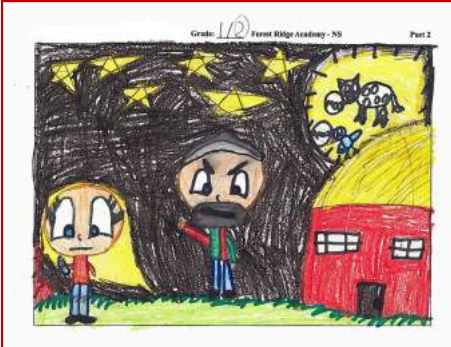
www.ChristmasWindStoryProject.com

“The farm to her left belonged to an old man as unfriendly as the wind.

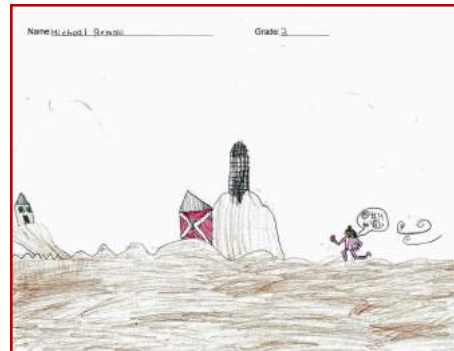
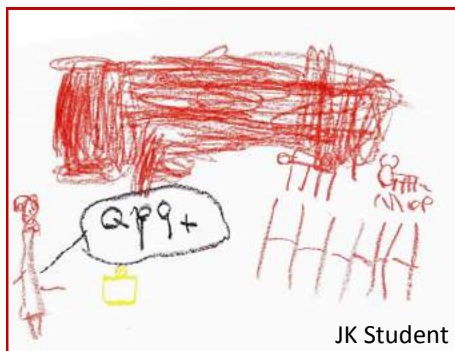
“Franklin Murdock. His very name felt like a curse. **The loss of his wife and only baby on a Christmas Eve long ago had turned him so crusty and mean, even grown-ups were afraid of him.**”



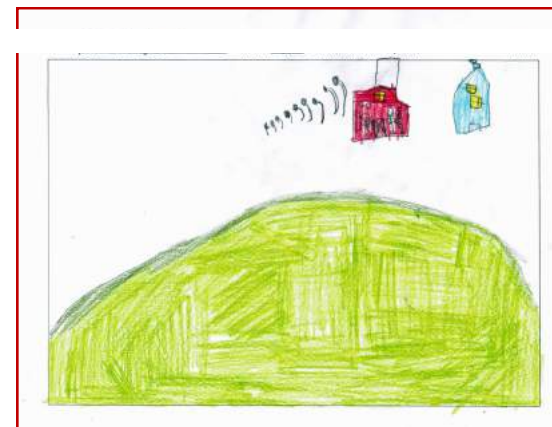
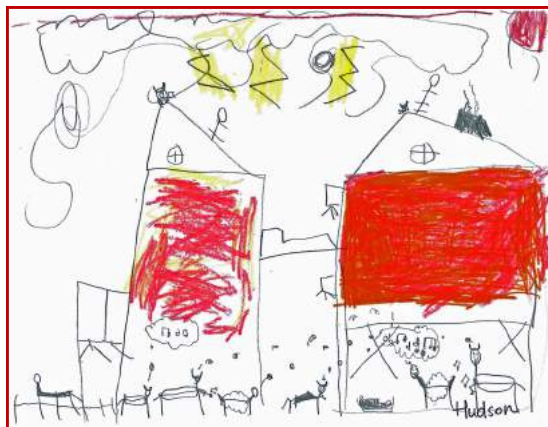
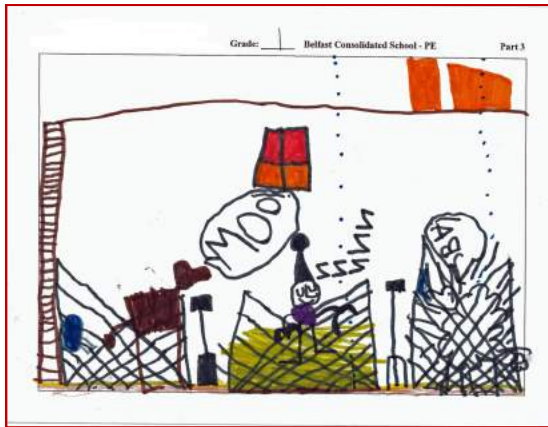
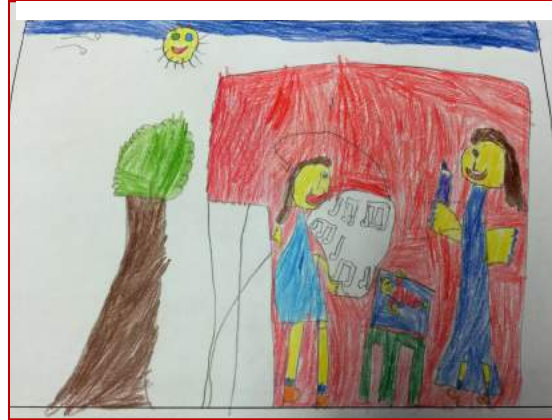
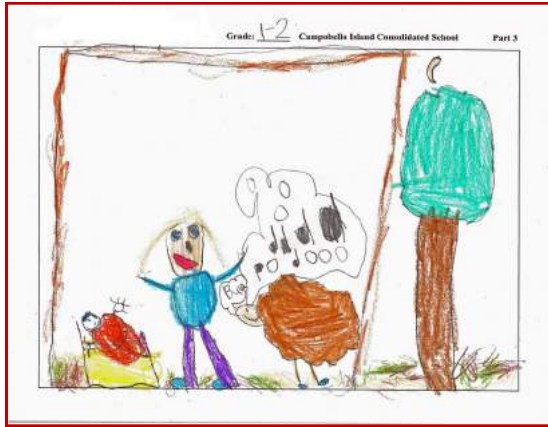
“Franklin Murdock. His very name felt like a curse.”



“She said words she knew she wasn’t allowed to say.”

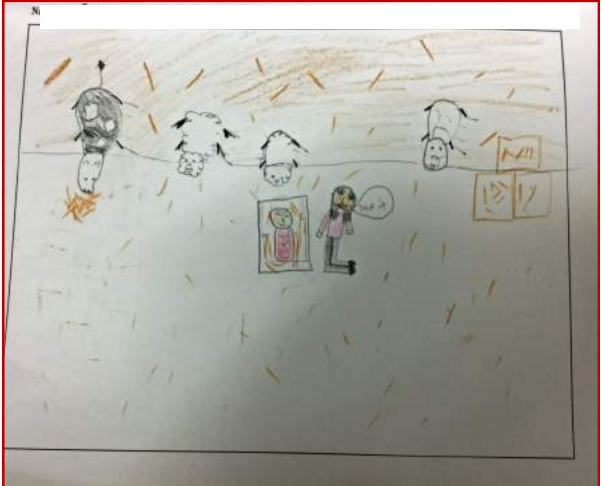


“The cattle started lowing softly in the stalls around them. Quiet braying, and the gentle baa of sheep joined in and rose above the stalls in a kind of lullaby.”



The cattle started lowing softly in the stalls around them. Quiet braying, and the gentle baa of sheep joined in and rose above the stalls in a kind of lullaby.

“Quiet yourselves,” Jo whispered.

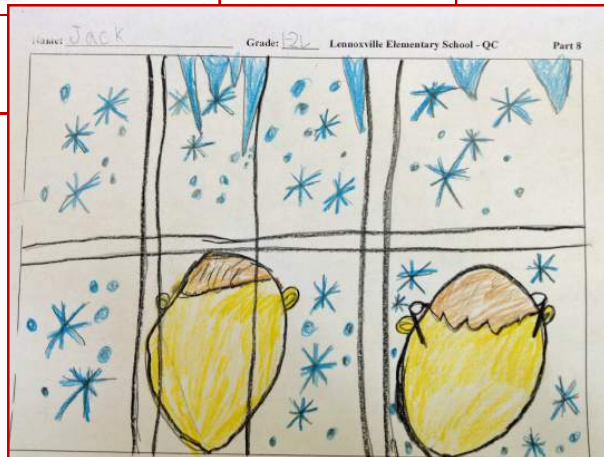


“Silence swaddled the small room. As Jo and Murdock looked out the window, delicate white flakes flew towards them like a host of angels.”



I Love your
storey and my
Favit ppt
is ppt 8 I Love
wan Murdock
LUK+ out
the wibow
and sou so facts
and he that that it was archis

I love when
Murdock looked
out the window
and saw
snowflakes and
he thought that it
was angels.



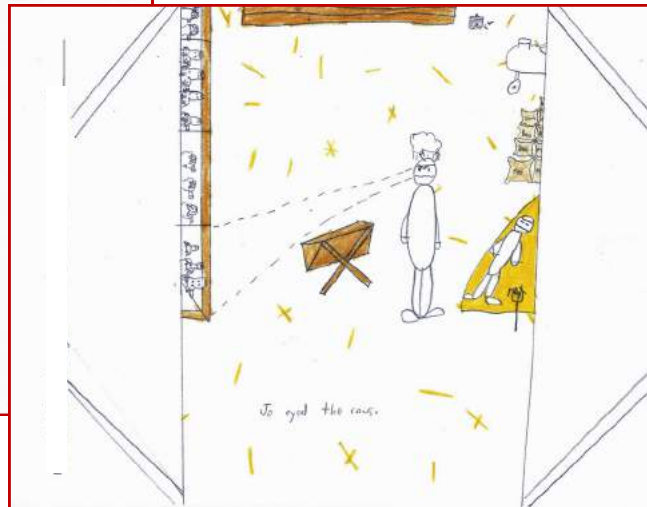
Stories within stories (see the secret message?)



A budding author/illustrator ...

Grade: 3rd

Shall we open them?" asked Murdock. "No, let's wait 'till my mom and Christopher wake up, then we will." "Okay, you want something to eat?" He asked. "Sure," said Jo. "I have the turkey ready." "Ummm, I think the turkey's for dinner." "Right," said Murdock. "So you want pancakes?" "Okay, fine with me," Jo said. So Murdock made some pancakes and they ate 'till only two were left. "Let's save these for your mom," said Murdock.



"Shall we open them?" asked Murdock. "No, let's wait 'till my mom and Christopher wake up, then we will." "Okay, you want something to eat?" He asked. "Sure," said Jo. "I have the turkey ready." "Ummm, I think the turkey's for dinner." "Right," said Murdock. "So you want pancakes?" "Okay, fine with me," Jo said. So Murdock made some pancakes and they ate 'till only two were left. "Let's save these for your mom," said Murdock.



Kennedy and Student 23

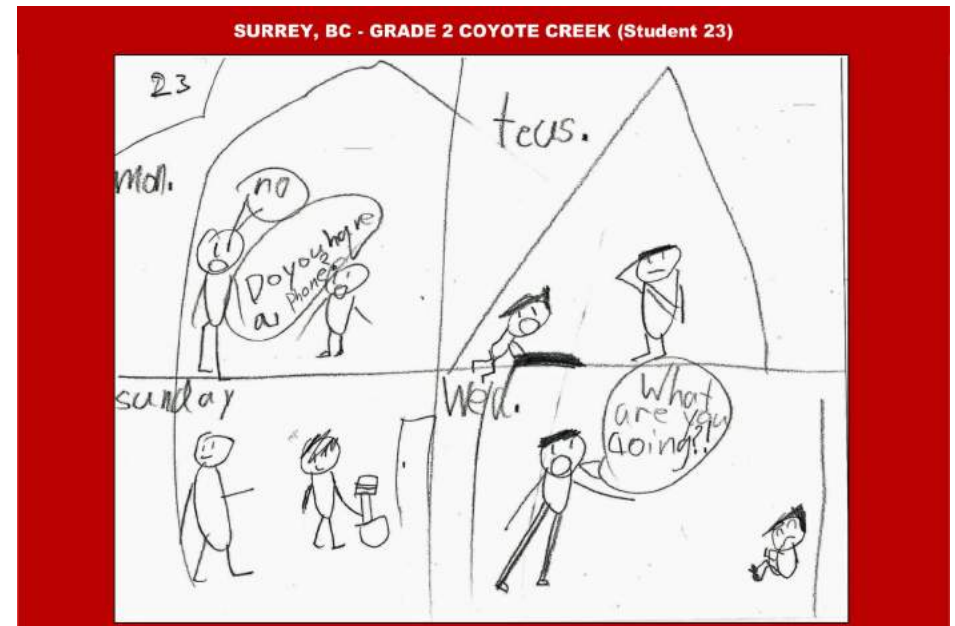
Hopedale, NL

Surrey, BC

- Population: Just over 500
- Subarctic continental climate that can plunge to lower than -20 C from November to February

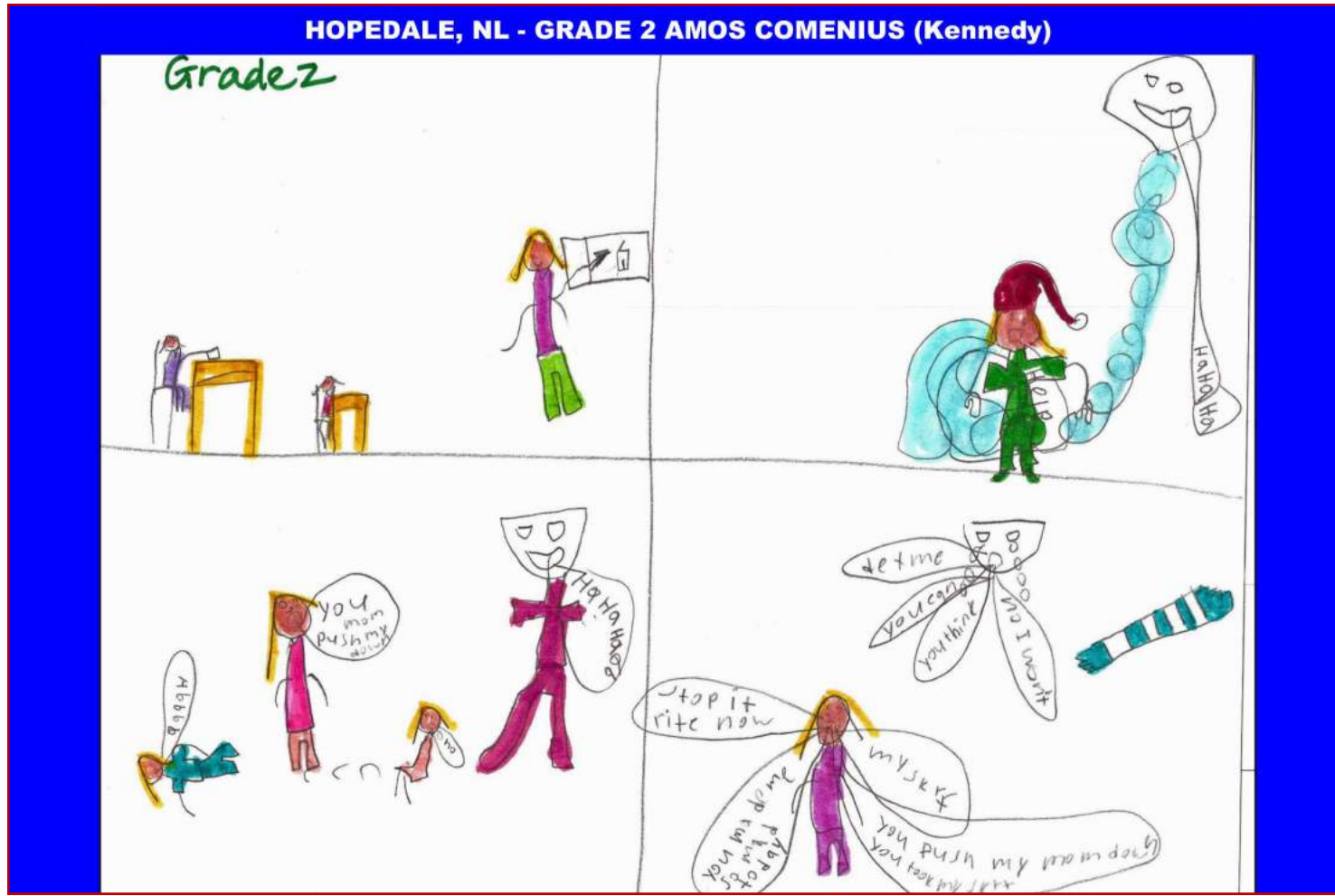


- Population: Almost 500,000
- Inter-coastal Pacific-Northwest and barely dips below 0 degrees C in the winter



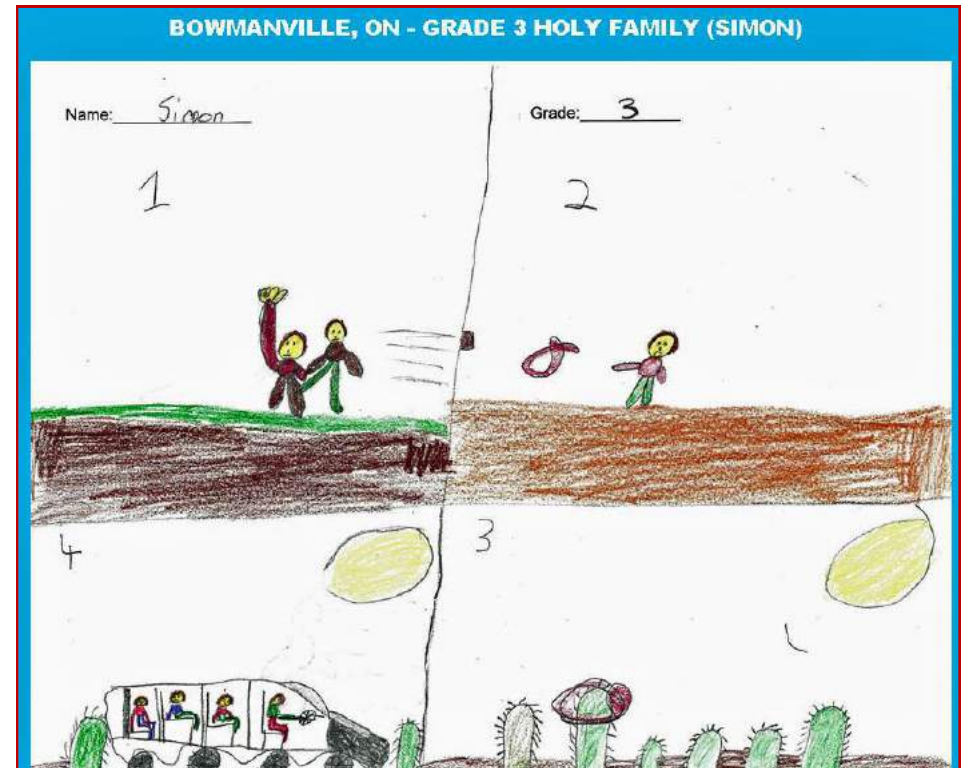
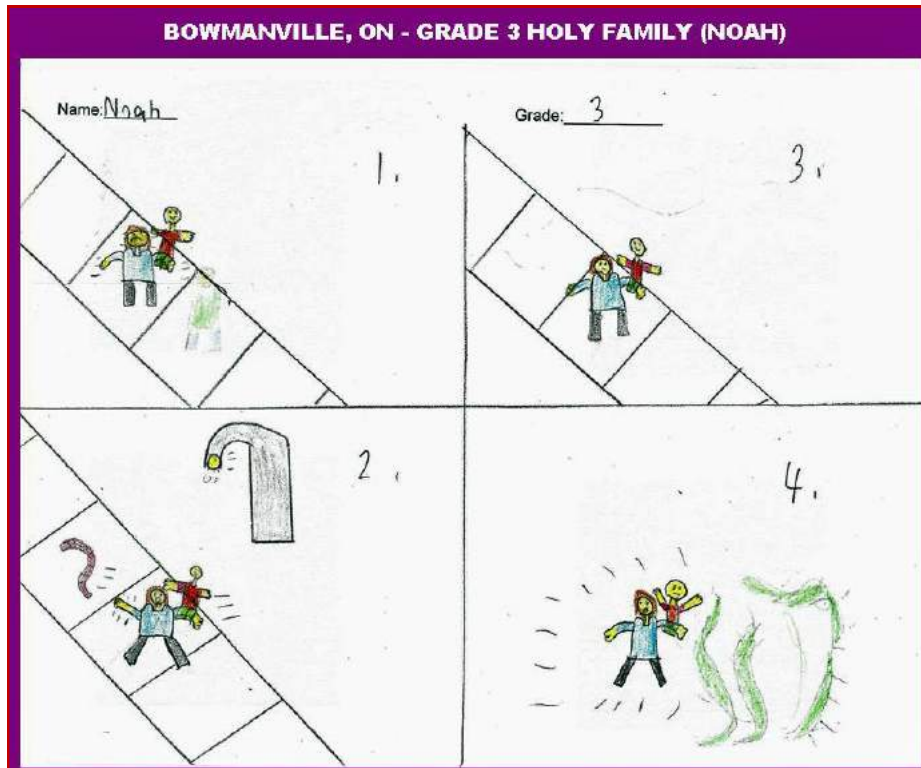
The wind elbowed Jo's mother and kicked her to the ground.

"Stop it!" Jo shook her fist at the sky. Ignoring her, the wind stole her scarf and blew out the light.



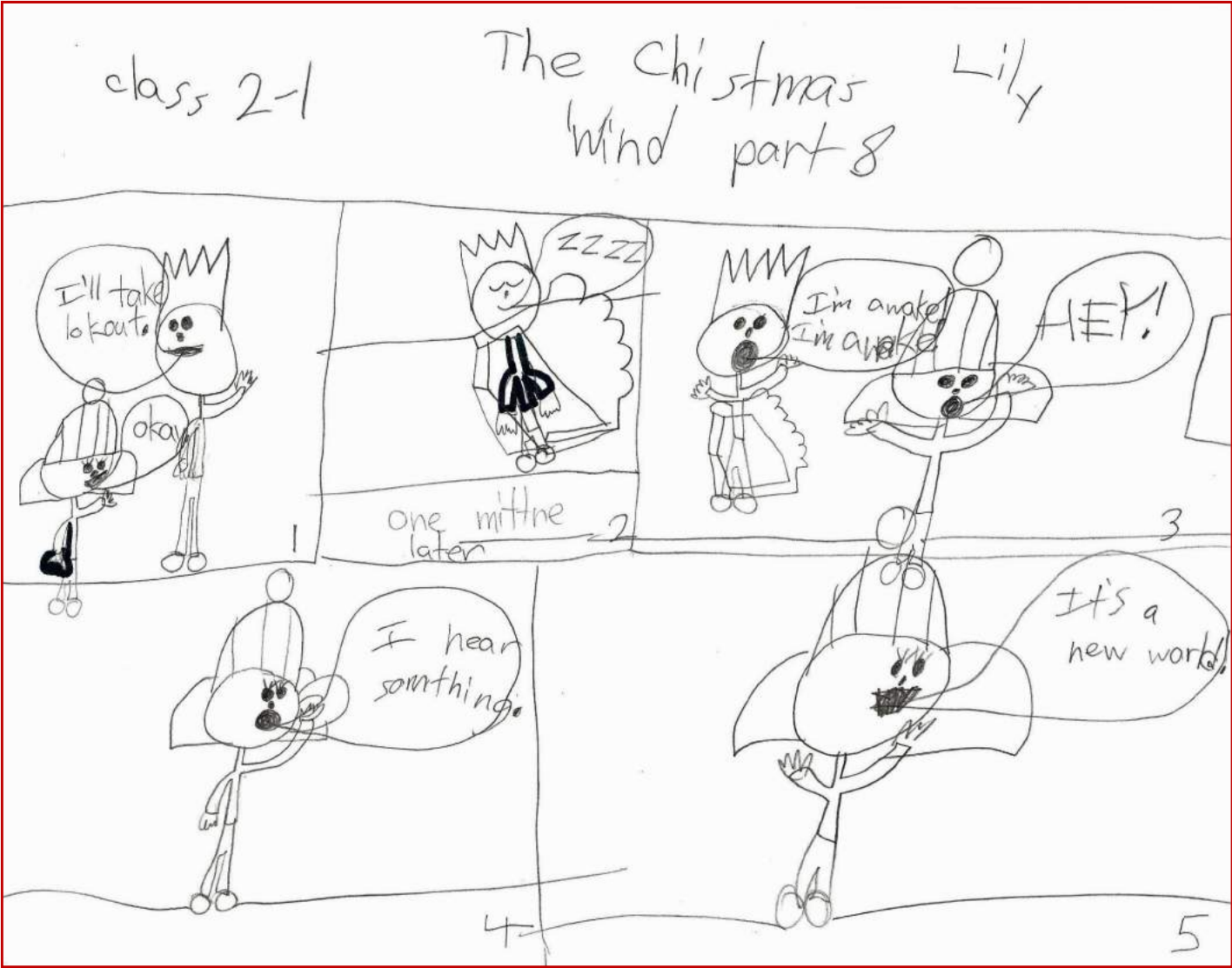
Noah and Simon ... More kindred spirits

With a howl, the wind forced them off the road and into the prickly fields.



Very interesting detail: the scarf is snagged in the "prickly fields"

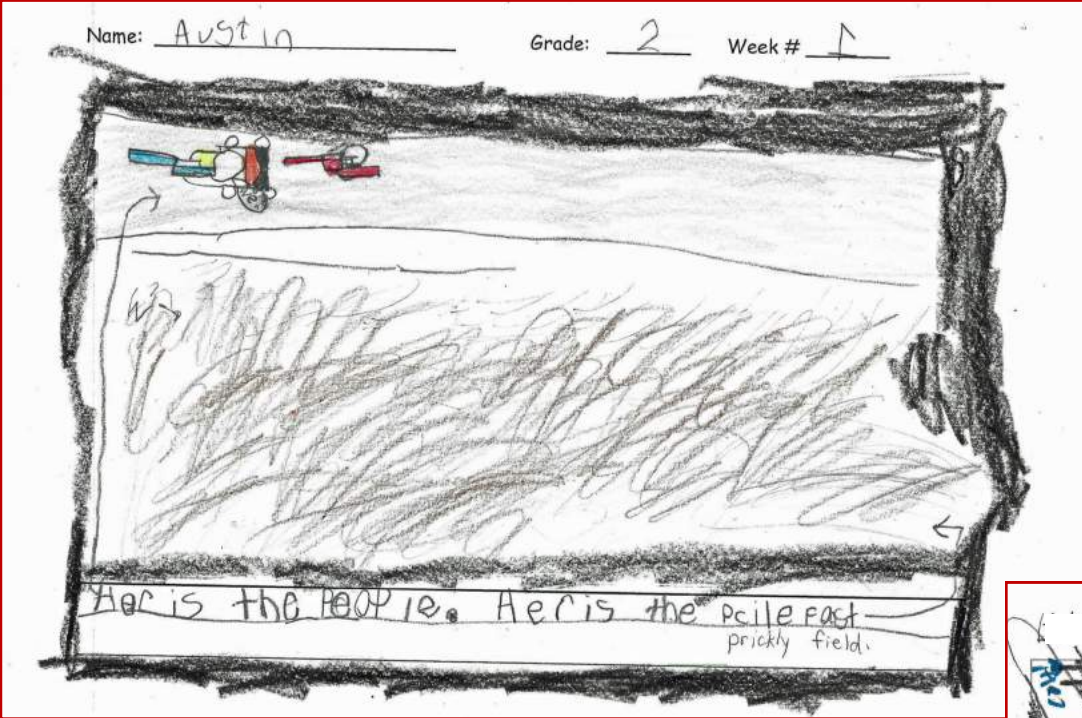
Part 8 on steroids ...



Different student, more steroids ...

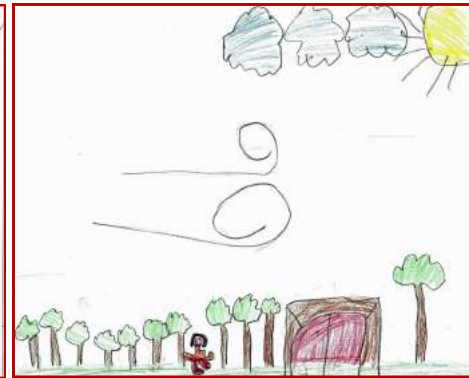
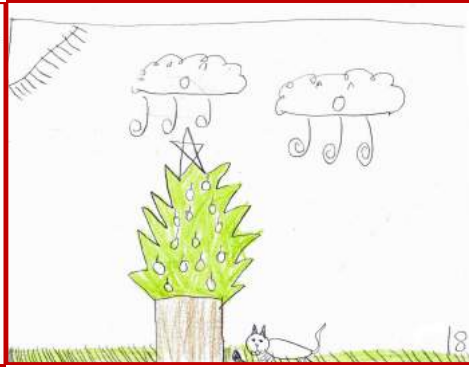
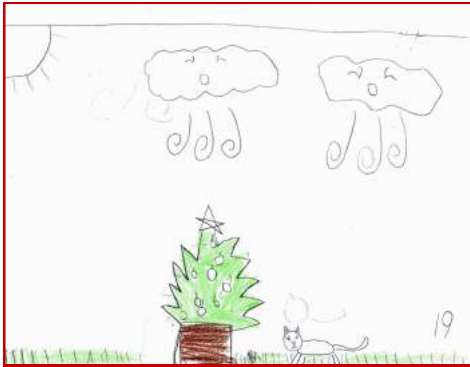


Interesting perspectives ...



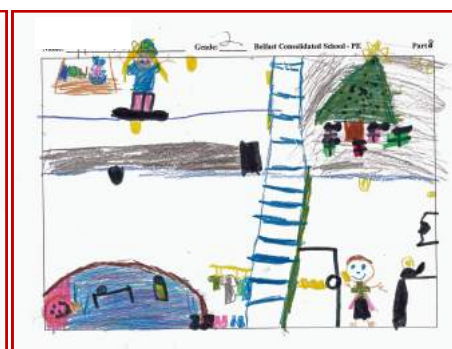
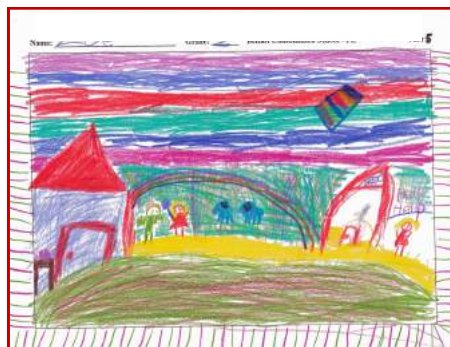
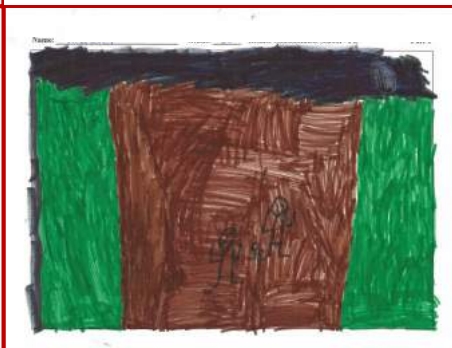
Who did it better? Copy Cats ...

“Originality is nothing but judicious imitation. The most original writers borrowed one from another.”
-- *Voltaire*



>> Turn page to See MORE Copy Cats

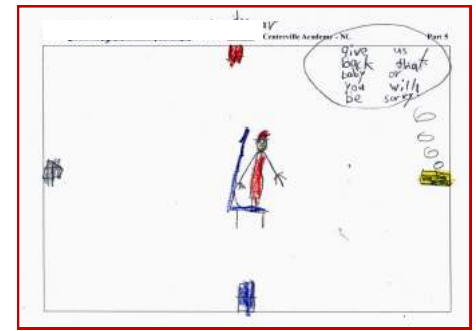
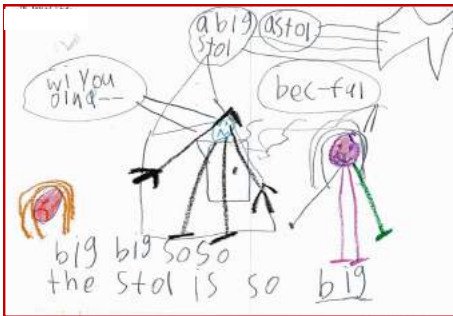
Imitation is the sincerest form of flattery



Words beget pictures beget words ...



And more words ...



The protagonist, a little girl of about 8, is leaving with her sick mother and infant brother for “someplace else” on a cold, windy and snowless Christmas Eve.

Along the way, the ferocious wind pushes them around, forcing them to stop for the night to hide out in the barn of a notoriously grouchy old man named Franklin Murdock.

Her first confrontations with each of these antagonists were widely illustrated ...

***“This is when the scarf gets blown away.
It’s colourful and it was a pretty thing when she said it.”***

-- Grade 2 student, Ontario



Jo's scarf flying across the country ...



The words to the right are from Part 1 of *The Christmas Wind*. This image of Jo's scarf often carries through the students' illustrations in later parts of the story even though it isn't mentioned again ... almost as if it's threading the story together for the students.

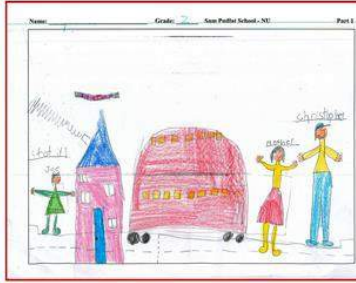
"Stop it!" Jo shook her fist at the sky. Ignoring her, the wind stole her scarf and blew out the light.



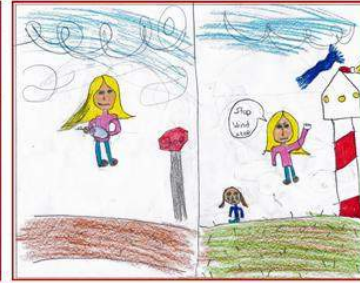
Yukon (Part 1)



North West Territories (Part 1)



Nunavut (Part 1)



Newfoundland (Part 1)



Nova Scotia (Part 1)



British Columbia (Part 3)



Saskatchewan (Part 1)



Ontario (Part 5)



Prince Edward Island (Part 5)



Alberta (Part 1)



Manitoba (Part 2)



Quebec (Part 3)



New Brunswick (Part 1)

"This is when the scarf gets blown away. It's colourful and it was a pretty thing when she said it."

- Grade 2 student,
Ontario

“Stop it!” Jo shook her fist at the sky. Ignoring her, the wind stole her scarf and blew out the light.

EAST

WEST

G-K



G-6



The scarf is most often red ...

She charged the front door and banged on it with her fist.
 ... Murdock opened the door a crack. Jo gripped the shovel like a weapon.
 "What are you doing with my shovel?" said Murdock.

EAST

WEST

G-K



G-6



What They “Bring” to the Process

Whether they're aware of it or not, every reader brings something of themselves to every story

- There are surprising ways this showed itself in the students' drawings
- Some of it has to do with regional diversity - i.e. their "***exterior landscape***"
- But their "***interior landscape***" - their paradigm and emotional framing is also at play

**What follows are some collections of student illustrations
that reveal all of these factors within classrooms and
across the country**

The Exterior Landscape they Brought to the Process

(Some regional diversity overlaid the emotional unity)



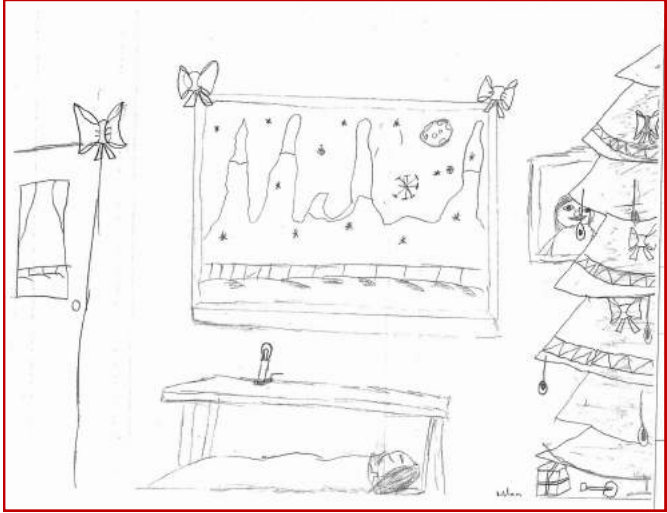
Guess the province ...



>> Turn page for more

Labrador's coastal towns where most travel is by skidoo as there are no roads, so no cars

Guess the province ...



>> Turn page for more

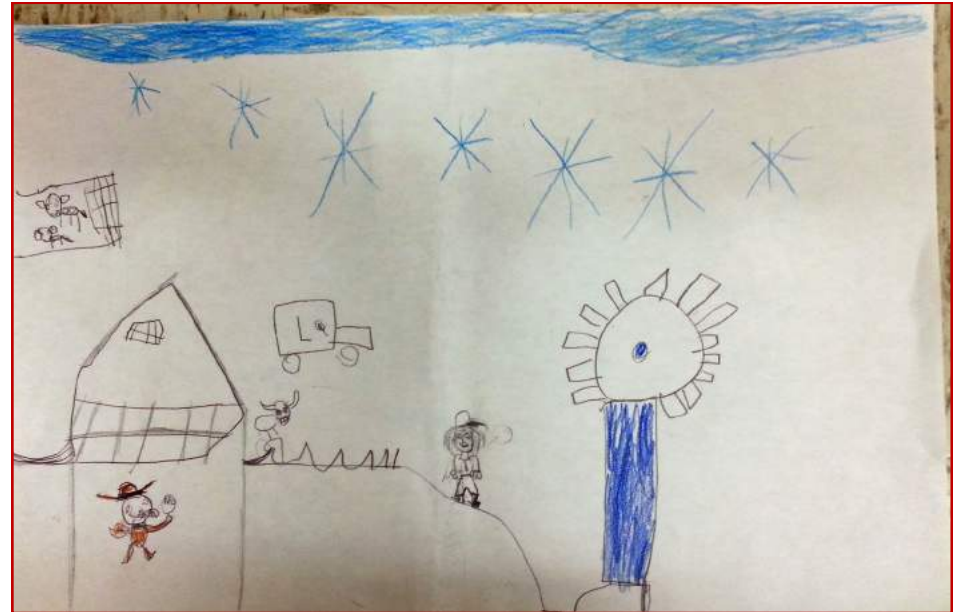
B.C. with it's beautiful mountains

Guess the province ...



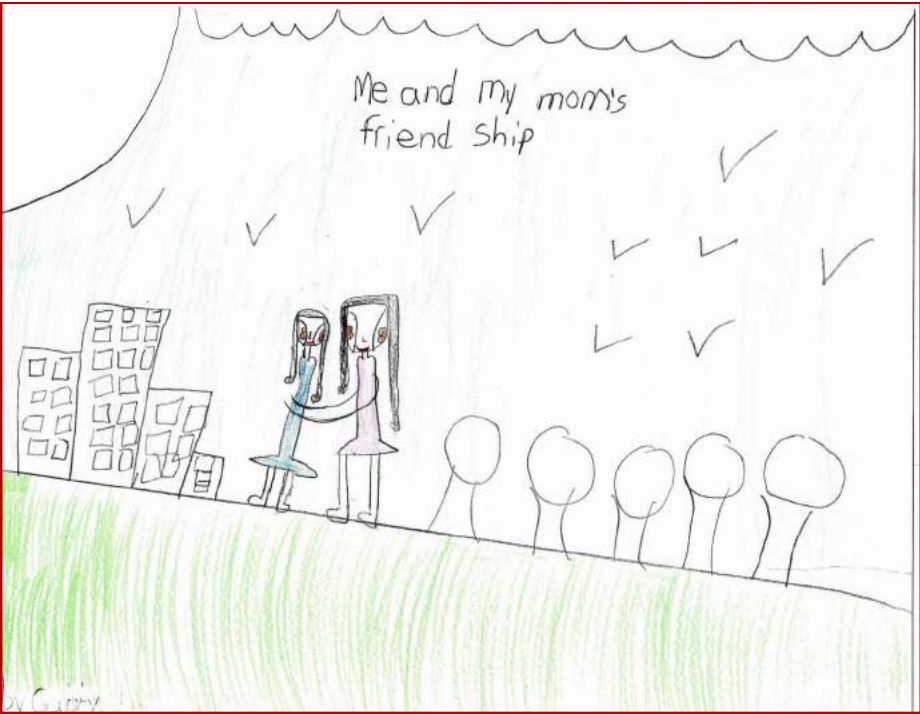
>> Turn page for more

Guess the province ...



>> Turn page for more

Guess the city ...



>> Turn page for more

Guess the city ...



>> Turn page for more

Hamilton and the Stelco smokestacks

There are no buses in Makkovik (Labrador) ...

“... we listened [to Part 1] again one more time, to be sure we had a good idea of what to draw. Some of them had a great idea, but a lot of them got stuck on the concept of the bus. Funny seeing how there's no busses in Makkovik!”

– *J. C. Erhardt Memorial School, Makkovik*



From Year 1:

“The day before Christmas but still no snow. She should have been glad, but the **skinny road seemed colder without it.”**

BC

Paved roads in Ontario and BC



Paths in Labrador

Ontario



Labrador



>> Turn page for more

From Year 1:

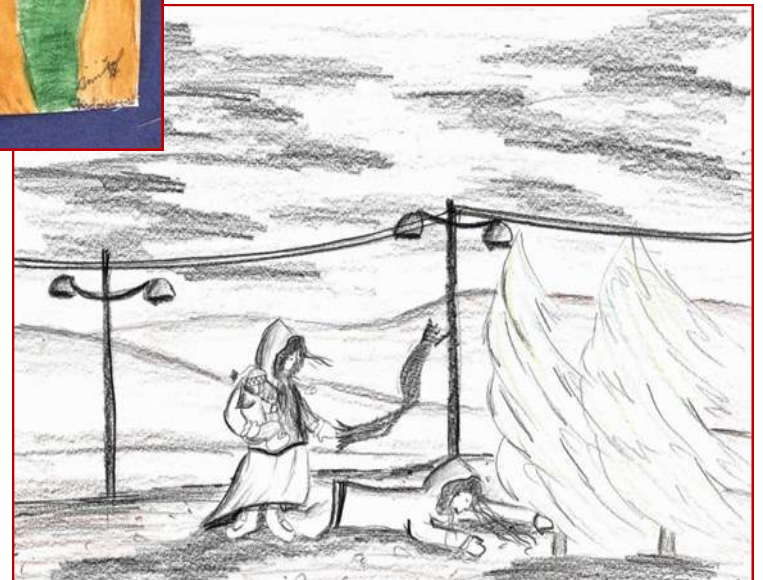
“The wind elbowed Jo’s mother and kicked her to the ground.”

BC

Ontario



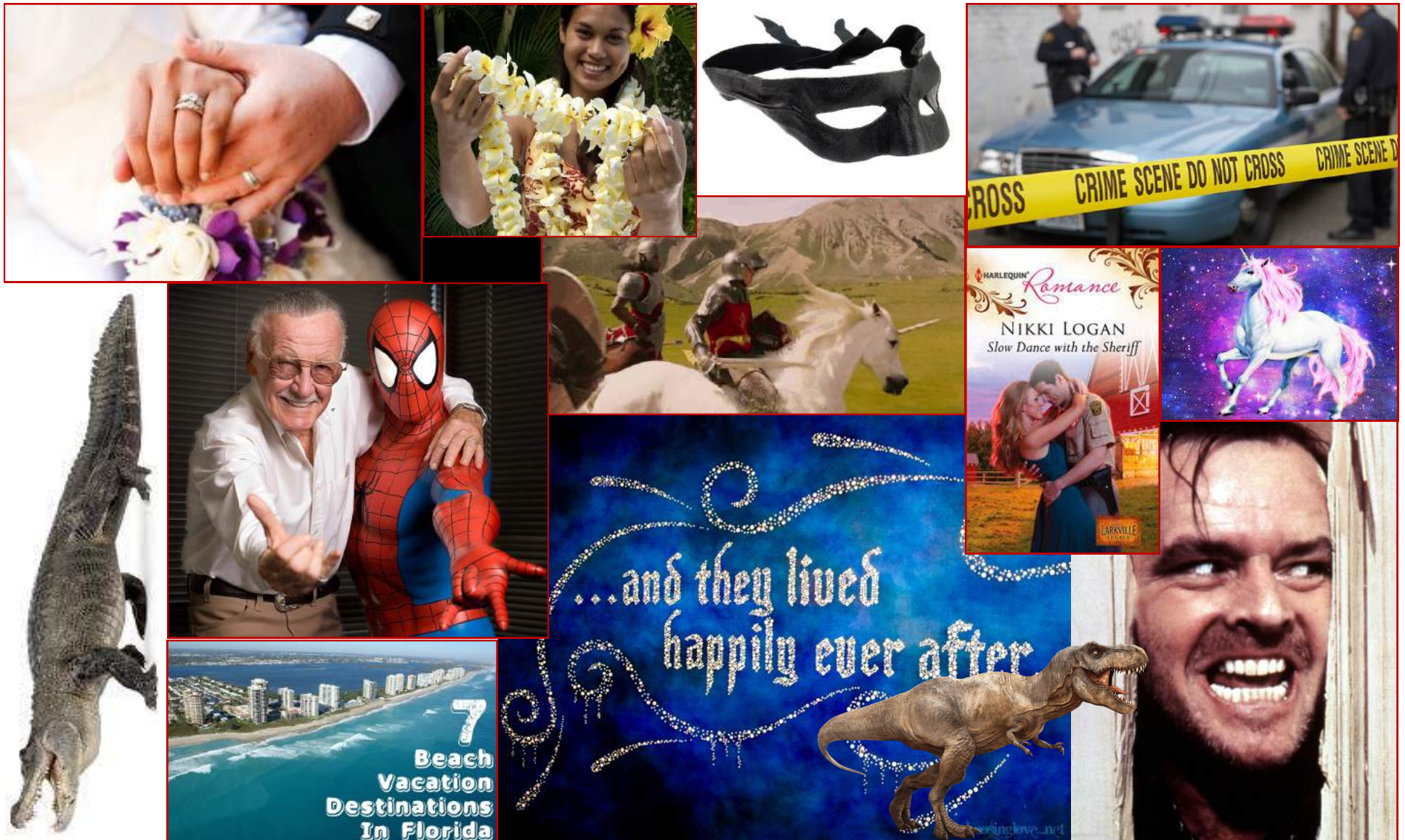
Labrador



>> Turn page for more

The Interior Landscape they Brought to the Process

Much of this was brought forth when they were asked to predict what would happen next (after the last words of the story)



The Harlequin Romance versions ...

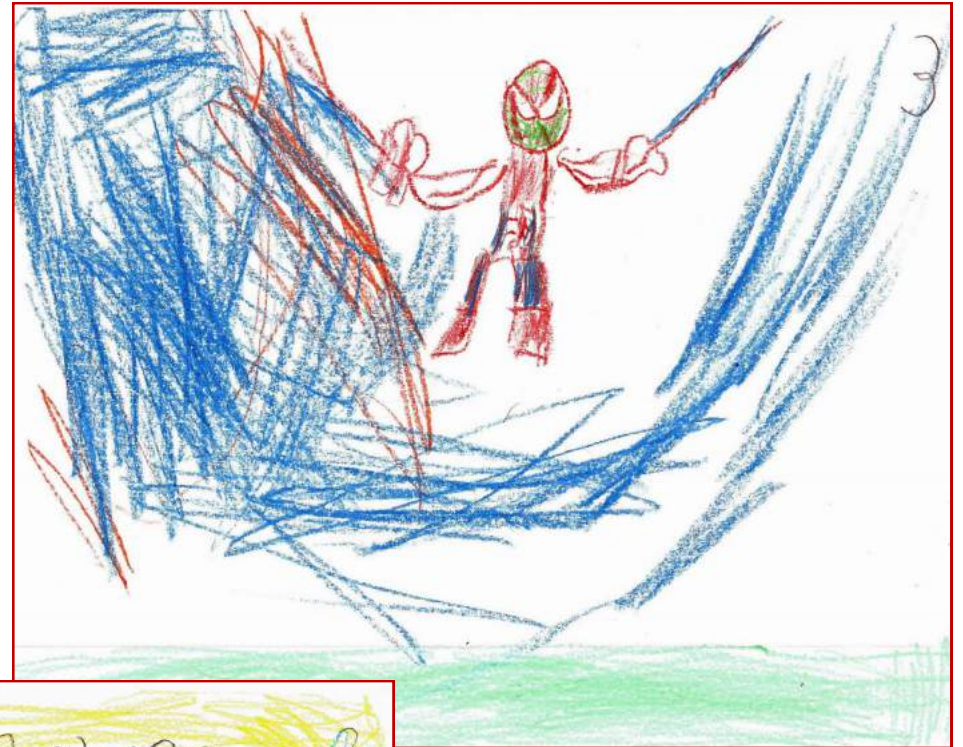
NOTE: Murdock is supposed to be about 80 years old and Merry about 30. An (unintended) Winter / Spring romance for sure!



The Stephen King versions ...



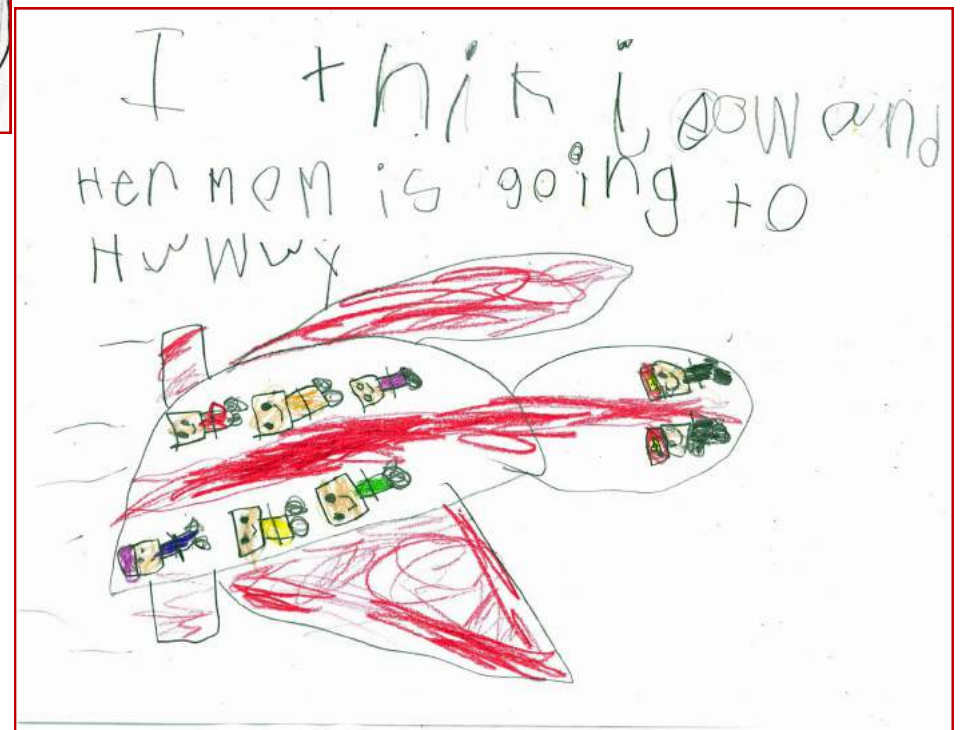
The Stan Lee version ...



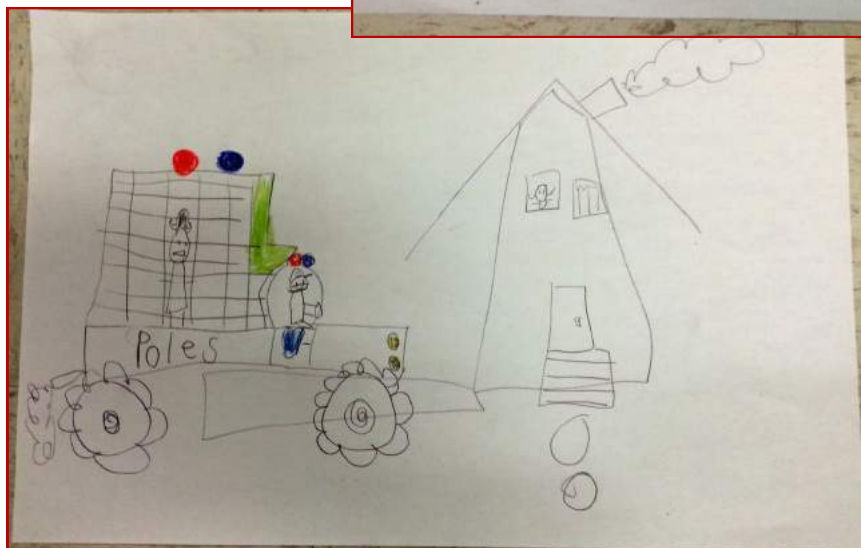
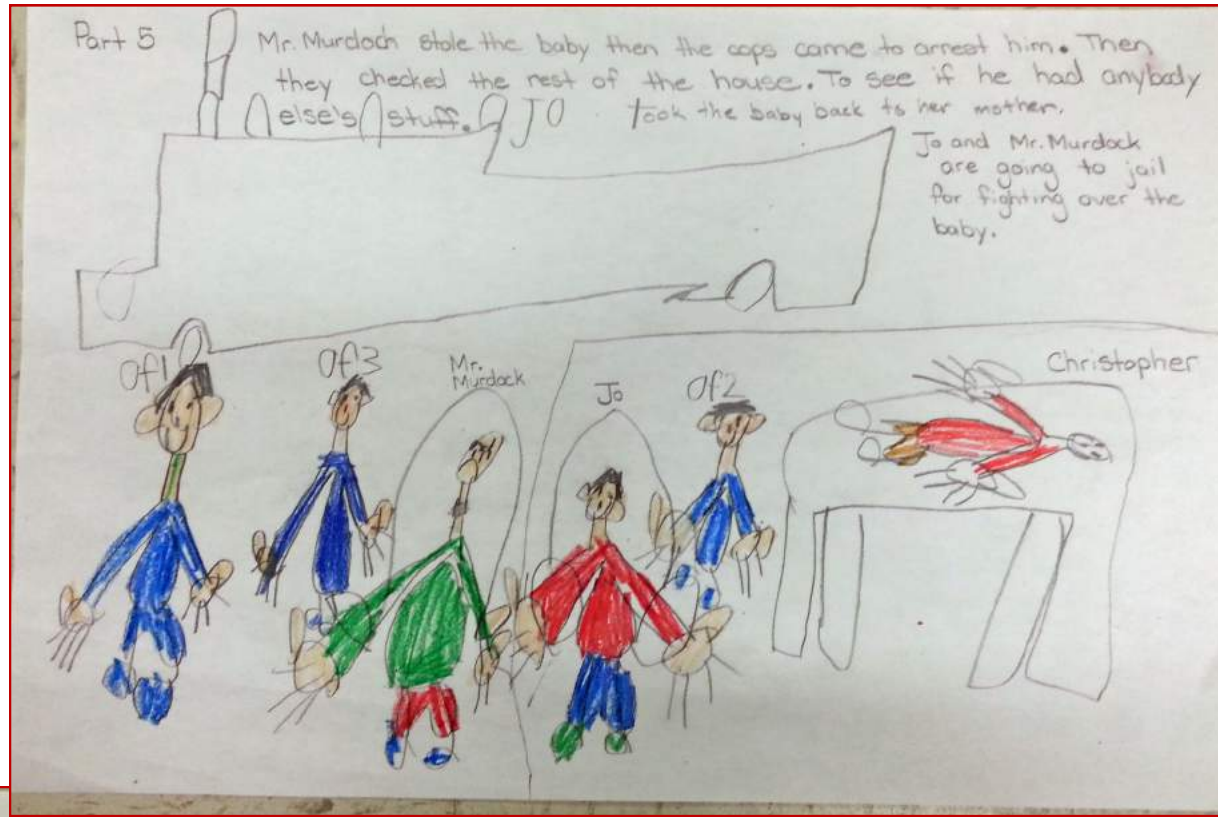
The happily ever after in Florida version ...



... or perhaps Hawaii?



The CSI versions ... (Investigating domestic violence in *The Christmas Wind*)



The Narnia version ...



The Lone Ranger version ...



The Scary Creature versions ...



Feb 29, 2016

Dear Vincent,

I was very sorry to hear about your great fall from the desk. You must feel very sad that you have become a cone head for a while. At least you didn't suffer the same fate as Humpty Dumpty. Thank goodness you are still in one piece!

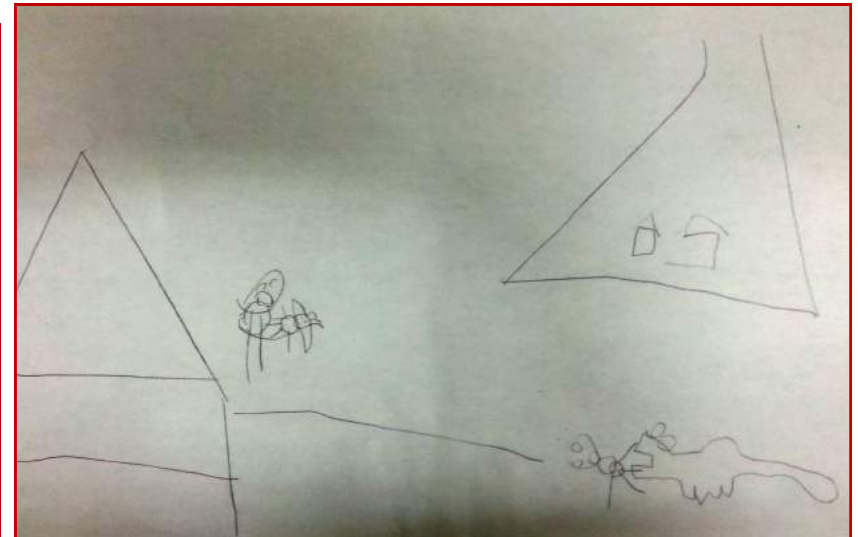
One thing that always makes me feel better when I am sick is curling up in bed and reading a good book. In case you want to do the same, I've listed some titles below that might be of particular interest to you given that the heroes are all alligators (or crocodiles) like you. I would be willing to bet that Ms. Stankusz will have many of these books or at least could help you find some of them.

I hope you feel better soon.


Your friend,
Stephanie *Stephanie*




[CLICK HERE to read my Get Well letter to Vincent](#)



The alligator version above might possibly (read definitely) be influenced by the fact that the Kamsack, Saskatchewan grade 2 class has a (stuffed) alligator named Vincent Bumblebee Jackson for a class pet.



This is a T-rex.
(There is no t-rex in the story-Nolan.)
There should be and then it would be better. 😊

 **Grade 2C**
January 25th, 2016 at 6:12 pm · Edit | Delete | Spam

Some of the students' predictions:

- For part 3, I think they will go into the house. Then they'll ask somebody "can we stay for the night?".
- I think they'll stay for the whole night, then they'll move out and stay somewhere else.
- I think they will go in the barn and they'll get caught by the farmer.
- When they go in the farm, they'll play with the animals and ask the farmer if they can stay for the week.
- They'll go on the farm and the farmer has a pond, and then an alligator comes and chases them off the farm.
- I think the farmer is secretly nice.
- I think Jo and her mom will go in the city.

Special additions to the Kamsack, SK class page:



The Grade 2 Class Pet
Victoria School
Kamsack, SK
Vincent Bumblebee Jackson

I'm putting Vincent in this square because he looks friendly, and I'm certain that if the Chicago alligator ever tried to jump into the baby calf video that Vincent would come to the rescue... don't you think?

Getting to the heart of the story ...

Name: Alex Matof 9/8 Grade: 3A

Christopher got a spoon but the best gift was of the time that they had together

Christopher

Dear Stephanie, it was fun to be your illustrator. They opened Mr. Murdoch's home the gifts and with joy again. Was filled

Name: Ciera Crawley Grade: 3

Name: Mia Gaspar Grade: 3b

Later that day Joe and Mary woke up and went to the presents. Mr. Murdoch was laughing because Joe was opening the shovel present.

Thank you it was great to be the illustrator!

Christmas with

Thank you for letting us be the illustrator.

Thank you!

Vare mach.

They are opening the presents. Mr. Murdoch has not had a happy Christmas in so long.

JK/SK Predictions - Bowmanville, Ontario

After The Christmas Wind is over: Room 132

- Ella: Mr. Murdoch and Merry get married.
- Marissa: Jo stays at the farm.
- Olivia: Someone will get sick again.
- Seb: Jo's family stays in the barn forever.
- Chloe: They celebrate Christmas with the tree.
- Hope: The mom stays sick and then gets better.
- Payton: I know they get married.
- Liam: Mr. Murdoch is going to get a dog and cat.
- Devon: The family decided to live in the barn.

After the Christmas Wind is over Room 134

- Aaron: They open presents and have dinner.
- Chace: They get married.
- Makayla: They stay at the farm.
- Brianna: Mr. Murdoch makes more food so Merry gets better.
- Lucas: They keep walking to the bus when Merry feels better.

- Alex: First they eat dinner then they open presents.
- Danica: They stay with Mr. Murdoch for 3 weeks.
- Nathan: They open the presents.
- Chelsea: The Wind will stop now.
- Matt: The snow will stop and the family will keep going.

- Savannah: Mr. Murdoch and Merry will fall in love.
- Sophia: Merry will leave and take them home.
- Thomas: They will keep going on the bus to see Dad.

What happens after the Christmas Wind? Room 135

- Madolynne: It's Christmas so they open up presents.
- Noah: They fall in love and marry.
- Katelyn: They get to stay at his house.
- Maddie: They start to have a family.
- Claire: They get married and have more children.
- Elena: They will be friends but go on the bus to find their Daddy.
- Dallas: They fall in love.
- Joslyn: They become best friends and live in the barn.
- Reilly: They get married and stay.

What happens after The Christmas Room 105

- Anthony: The family stays with Mr. Murdoch forever.
- Riley: Merry dies and the kids stay with Mr. Murdoch.
- Andrew: The family will leave and go back home on the bus.
- David: They stay with Mr. Murdoch and he gives Merry more medicine.
- Gabriel: They go home and get their stuff to live with him.
- Kaitlyn: They go to the bus station to see their dad.
- Declan: They sell their house and live with Mr. Murdoch.

What happens next in The Christmas Wind? Room 133

- Andrew: The family will get on a bus and meet the dad at the airport.
- Keira: Mr. Murdoch and Merry get married.
- Blake: The family gets on a bus to go meet their friends.
- Declan: They leave Mr. Murdoch's house and go on a long walk to work.
- Jasper: Mr. Murdoch goes on a vacation and the family stays there.
- Aria: The father comes back and they go back to their house and Mr. Murdoch comes for Christmas dinner.
- Ellie: Mr. Murdoch still misses his family. Jo and her family stay with him.

Stephanie Simpson M^cLELLAN

337 Timothy Street, Newmarket, Ontario L3Y 1P4

Tel (905)853-9530 ♦ Fax (905)898-0294 ♦ Email: stephanie@StephanieMcLellan.com

Website: www.StephanieMcLellan.com ♦ Facebook Page: <https://www.facebook.com/StephanieMcLellanAuthor>

Twitter: <https://twitter.com/StephanieMcLe> ♦ Pinterest: <http://pinterest.com/stephaniemclell/>

EDUCATION:

- ♦ BA, Queen's University – Major: English Literature / Minor: Economics (1980)
- ♦ MBA, University of Toronto – Major: Marketing (1983)
- ♦ University of Toronto - SCS 2749: Writing Popular Fiction - Instructor: Author, Eve Silver (Fall 2012)
- ♦ University of Toronto – SCS 1686: Online Mentoring Course – Mentor: Arthur Slade (Dec 2012)

PUBLICATIONS:

- ♦ *The Chicken Cat* – illustrated by Sean Cassidy (Fitzhenry & Whiteside, 2000)
- ♦ *Jeremiah* – illustrated by Ron Berg (short story in Today's Parent magazine, Aug 2003 issue)
- ♦ *Leon's Song* – illustrated by Dianna Bonder (Fitzhenry & Whiteside, 2004)
- ♦ *Audrey the Octopus & George the Mouse* scripts for Roll Play Preschool Television Program (Treehouse). Sinking Ship Entertainment, 2006
- ♦ *Lola the Mermaid and Albert the Ant* scripts for Roll Play Preschool Television Program (Treehouse). Sinking Ship Entertainment, 2008
- ♦ *Hoogie in the Middle* – illustrated by Dean Griffiths (Pajama Press, May 2013)
- ♦ *Tweezle into Everything* – illustrated by Dean Griffiths (Pajama Press, Fall 2013)
- ♦ *The Christmas Wind* (Red Deer Press, pub date: Fall 2017)

AWARDS:

- ♦ The Mr. Christie Award Gold (*Chicken Cat*) – 2001
- ♦ The Ruth Schwartz Award Winner (*Chicken Cat*) – 2001
- ♦ Blue Spruce Award Finalist (*Chicken Cat*) – 2001
- ♦ Tiny Torgi Print Braille Award Finalist (*Chicken Cat*) – 2001
- ♦ Blue Spruce Award Finalist (*Leon's Song*) – 2006
- ♦ Chocolate Lily Award Finalist (*Leon's Song*) 2006

RELATED WORK/VOLUNTEER EXPERIENCE:

- ♦ Today's Parent Magazine – Children's Book Reviewer (2001-2012)
- ♦ Volunteered as writer / mentor for The Neighbourhood Diaries – a creative literacy project where we worked with kids from the Jane/Finch corridor in Toronto to help them tell their stories (Nov 2009)
- ♦ Freelance Writer – Sinking Ship Entertainment – wrote several scripts for the Gemini nominated children's television show, Roll Play (2008-2009)
- ♦ Submitted The W.I.N.D. Story Project in the 2016 CST Inspired Minds Learning Project Contest. It was selected as a Top 10 Idea and was awarded \$1,500 for donation to The Canadian Children's Book Centre

MEMBERSHIPS:

- ♦ The Writers' Union of Canada, The Canadian Children's Book Centre, PEN Canada, Writers' Trust of Canada, CANSCAIP, and SCBWI.

RANDOM FACTS:

- ♦ I transformed my bedroom into a library when I was 10 (complete with library cards and due dates)
- ♦ I interviewed Maurice Sendak for Today's Parent magazine in January 2012 for the May 2012 issue

Stephanie Simpson M^cLELLAN

337 Timothy Street, Newmarket, Ontario L3Y 1P4
Tel (905)853-9530 ♦ Fax (905)898-0294 ♦ Email: stephaniemclellan@rogers.com

EDUCATION:

- ♦ BA, Queen's University – Major: English Literature / Minor: Economics (1980)
- ♦ MBA, University of Toronto – Major: Marketing (1983)

EMPLOYMENT:

- **Director of Marketing - CP Productions (1996 – Present) - Newmarket, Ontario**

CP Productions is a real estate coaching organization responsible for training over 30,000 agents worldwide. Pivoted on the Quantum Leap Real Estate Success system, this training shows agents how to make more money in less time by implementing smart direct response marketing coupled with effective lead conversion and presentation strategies.

As Director of Marketing, I develop, write and implement strategic and trackable marketing to fill 2-4 annual seminars (attended by 2,000+ agents per seminar) and create awareness and purchase of various additional training products and coaching opportunities.

- **Freelance Writer/Marketer/Project Management (1989 – 1995) - Toronto, Ontario**

Managed and developed creative for various clients (Canadian Holidays, Alliance of Small Businesses, Nestle)

- **Account Director – Maclaren:Lintas Advertising (1986 – 1989) - Toronto, Ontario**

Responsible for developing brand strategy and ensuring the smooth production of advertising campaigns through both liaising with creative teams and managing the client relationship for Nestle Pet Food and Unilever products such as Lipton Soup.

- **Senior Product Manager - Del Monte Canada Inc (1986) – Hamilton, Ontario**

Responsible for managing product line P & L, product life-cycle, new product business development, pricing, promotion and commercial strategy and implementation for Chun King Chinese Food.

- **Senior Product Manager – Unilever (1983 – 1986) - Toronto, Ontario**

Responsible for managing product line P & L, product life-cycle, new product business development, pricing, promotion and commercial strategy and implementation for Lipton Soup, Knox Gelatin, Lipton Herbal Teas.