

Unit 6: Author Study




Introduction

Congratulations! You have made it to the last unit of study for the year. We hope you and your students have enjoyed the journey and they are well on their way to being confident and competent readers and writers.

This unit is a good way to end the year, with a spring study of insects and plants integrated with Eric Carle's works. As a prolific and popular children's author, your students will be familiar with and enjoy his stories. Visit his Web site at <http://www.eric-carle.com> to get ideas and motivation for this unit. Collaborating with your teacher librarian and/or technology teacher on this unit is a good idea as well. Plan with these fellow educators to increase your students' learning. Gather as many of his books as you can find and place them accessibly in your classroom. The books referred to in the lessons should be available in your building, but you probably have favorites you want to share with your students.

The lessons for this unit came primarily from America's Choice *Eric Carle, Grade K*. The writing lessons closely align with reading lessons and follow a reading response format. Writing books is not directly referred to in these lessons, but feel free to continue making books with students and use the lessons to help them incorporate the author's language and style.

"Your students will be listening, reading, and writing to and about Eric Carle's books. He will become a friend." (America's Choice *Eric Carle, Grade K*)

-  Cultural Competency (CC) connection—The lessons throughout this unit are deliberately designed to promote the goals of cultural competency. This icon identifies strategies and materials that address these goals.
-  English Language Learner (ELL) connection—These planning guides were written to intentionally integrate transitioning ELLs' needs. The star symbol indicates a strategy and/or additional support essential for transitioning ELLs and embedded throughout the lessons. These suggestions may also benefit other learners. The Notes column shows details and reminders related to ELL strategies, as well as additional information for teachers working with different student populations.
-  Information Literacy and Technology (ILT) connection—Throughout this unit of study are suggestions to infuse informational literacy and technology into the lessons to provide students with opportunities for 21st century learning.

Standards

- Standard 1: Read and understand a variety of materials.
- Standard 2: Write and speak for a variety of purposes and audiences.
- Standard 3: Write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- Standard 4: Apply thinking skills to reading, writing, speaking, listening, and viewing.
- Standard 5: Read to locate, select, evaluate, and use relevant information from a variety of media, reference, and technological sources.
- Standard 6: Read and recognize literature as a record of human experience.

New Standards

- Speaking and Listening Standard 1: Habits—Talking a Lot, Discussing Books, Conversing at Length on a Topic
- Speaking and Listening Standard 2: Kinds of Talk and Resulting Genres—Narrative, Explaining and Seeking Information, Producing and Responding to Performances
- Speaking and Listening Standard 3: Language Use and Conventions—Vocabulary and Word Choice
- Reading Standard 2: Getting the Meaning
- Writing Standard 1: Habits and Processes
- Writing Standard 2: Writing Purposes and Resulting Genres
- Writing Standard 3: Language Use and Conventions

Reading Workshop: Big Ideas

- Develop and use understanding of print concepts.
- Use beginning comprehension strategies to understand text, such as wondering.
- Use reading strategies for independent reading.
- Make text-to-self, text-to-text, and text-to-world connections based on individual cultures and experiences.
- View themselves as members of a diverse and respectful community of readers.
- Compare and contrast books by the same author.
- Build oral language and vocabulary.

Writing Workshop: Big Ideas

- Try some of author's language and illustrations and/or techniques in their own writing.
- Make text-to-self, text-to-text, and text-to-world connections based on individual cultures and experiences.
- View themselves and perform as authors in a diverse and respectful community of writers.
- Use beginning comprehension strategies to understand text.
- Write text responses that show comprehension and make connections.
- Build oral language and vocabulary.

Reading Resources

- *Eric Carle, Grade K*, by America's Choice
- *Reading and Writing Grade by Grade* by NCEE
- *Speaking and Listening for Preschool Through Third Grade* by NCEE
- *Fifty Strategies for Teaching English Language Learners*, Second Edition, by Adrienne Herrell and Michael Jordan ★
- Collection of Eric Carle books:
 - Do You Want to Be My Friend?* ★
 - ¿Oso pardo, oso pardo, qué ves ahí?* by Bill Martin, illustrated by Eric Carle ★
 - Does a Kangaroo Have a Mother Too?/¿El canguro tiene mama?* ★
 - From Head to Toe/De la cabeza a los pies* ★
 - The Very Busy Spider/La araña muy ocupada* ★
 - Have You Seen My Cat?*
 - The Very Quiet Cricket/El grillo silencioso* ★
 - The Very Lonely Firefly/La luciérnaga malhumorada* ★
 - The Very Clumsy Click Beetle*
 - The Very Hungry Caterpillar/La oruga muy hambrienta* ★
- Collection of nonfiction books showing stages from caterpillar to butterfly in clear, colorful pictures

Writing Resources

- *Eric Carle, Grade K*, by America's Choice
- *Reading and Writing Grade by Grade* by NCEE
- *Using Rubrics to Improve Student Writing, Kindergarten*, by NCEE
- *About the Authors: Writing Workshop with Our Youngest Writers* by Lisa Cleaveland and Katie Wood Ray
- *Fifty Strategies for Teaching English Language Learners*, Second Edition, by Adrienne Herrell and Michael Jordan ★
- Collection of Eric Carle books:
 - Do You Want to Be My Friend?* ★
 - ¿Oso pardo, oso pardo, qué ves ahí?* by Bill Martin, illustrated by Eric Carle ★
 - Does a Kangaroo Have a Mother Too?/¿El canguro tiene mama?* ★
 - From Head to Toe/De la cabeza a los pies* ★
 - The Very Busy Spider/La araña muy ocupada* ★
 - Have You Seen My Cat?*
 - The Very Quiet Cricket/El grillo silencioso* ★
 - The Very Lonely Firefly/La luciérnaga malhumorada* ★

Lessons 1-5	Reading Workshop	Lesson 1: Exploring Books of One Author ★ ⊕ 📖	Lesson 2: Meeting Eric Carle ★ ⊕ 📖	Lesson 3: Using High-Frequency Words as a Reading Tool ★ ⊕ 📖	Lesson 4: Creating an Attribute Chart to Guide Writing a Literature Response ★ ⊕ 📖	Lesson 5: Making Text-to-Self Connections ★ ⊕ 📖
	Writing Workshop	Lesson 1: Making a Class Book as a Response to Literature (AC) ★ ⊕ 📖	Lesson 2: Responding to an Author's Work (AC) ★ ⊕ 📖	Lesson 3: Creating a Book in the Author's Style ★ ⊕ 📖	Lesson 4: Creating an Innovation from Personal Text Connections (AC) ★ ⊕ 📖	Lesson 5: Practicing Text-to-Self Connections (AC) ★ ⊕
Lessons 6-10	Reading Workshop	Lesson 6: Dramatizing a Story ★ ⊕ 📖	Lesson 7: Creating a Rubric for Responding to Literature ★ ⊕ 📖	Lesson 8: Using High-Frequency Words ★ ⊕ 📖	Lesson 9: Using Pictures Like Good Readers to Understand More About a Story ★ ⊕ 📖	Lesson 10: Looking at Story Structure ★ ⊕ 📖
	Writing Workshop	Lesson 6: Writing About Text-to-Text Connections (AC) ★	Lesson 7: Revising a Literary Response (AC) ★	Lesson 8: Creating a High-Frequency Word Collage ★ 📖	Lesson 9: Interesting Language and New Words (AC) ★ ⊕	Lesson 10: Using Dialogue and Punctuation Like an Author (AC) ★ ⊕
Lessons 11-15	Reading Workshop	Lesson 11: Using a Venn Diagram to Compare Two Books ★ ⊕ 📖	Lesson 12: Reviewing Elements of a Story With a Story Map ★ ⊕ 📖	Lesson 13: Learning from Pictures and Text ★ ⊕ 📖	Lesson 14: Sequencing a Story ★ ⊕ 📖	Lesson 15: Reader's Theater—A Celebration ★ ⊕ 📖
	Writing Workshop	Lesson 11: Writing a Response to an Eric Carle Book (AC) ★	Lesson 12: Creating a Rubric for Responding to Literature (AC) ★	Lesson 13: What We Learned About Eric Carle and His Work (AC) ★ ⊕ 📖	Lesson 14: Writing a Letter to Eric Carle (AC) ★ ⊕ 📖	Lesson 15: Posting a Letter to Eric Carle ★ ⊕ 📖