

Curriculum Map

*Eric Carle Author Study
Kindergarten*

*Holyoke Public Schools
America's Choice*

*Curriculum Map prepared by Holyoke Public School Staff
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Mary Curro, Academic Coordinator for Kindergarten

*Jen Consedine, K, Sullivan
Linda Griffin, K, Donahue
Virginia Heymanns, K, Morgan
Ellen Souza, K, E.N. White
Korri Tessier, K, Lawrence*

*Standards alignment developed by HPS staff during course, Implementing
a Standards Based Early Childhood Model, Spring, 07*

Mary Curro, Academic Coordinator for Kindergarten

*Margaret Bartley, Morgan, Gr. 2
Patricia Ferro, Donahue, K
Linda Griffin, Donahue, K
Catherine Hebert, Donahue, K
Virginia Heymanns, Morgan, K
Lindsay McCloud, Donahue, Technology
Deborah Poulin, Kelly, Gr. 1
Priscilla Ruppert, Donahue, K
Gilda Sanchez, Kelly, Gr. 1
Dianne Theroux, Donahue, K
Susan Werenski, Morgan, Technology*

Eric Carle

Author Study for Kindergarten

The first America's Choice Author Study for kindergarten focuses on the beloved children's author, Eric Carle. During this study, children will learn how Eric Carle draws on his own childhood memories, everyday experiences, and his artist's eye to write. As they are immersed in the rich language and rhythms of such a gifted writer, they will grow as readers and writers themselves.

In preparation for this unit, in order to learn basic autobiographical information about Eric Carle, teachers should read *Flora and Tiger: 19 Very Short Stories of my Life*. Carle's official website, <http://www.eric-carle.com>, also has extensive information as well as details about writing to Eric Carle. Teachers should create an **Eric Carle Center** where artifacts and materials relating to Eric Carle can be kept and used during this unit.

The Eric Carle author study is designed by America's Choice to be a **read aloud study** that utilizes big books, charts, and some shared reading. The main focus of the author study is to guide children to think in depth in **response to literature**. The literature used will be more sophisticated than kindergarten students can read independently. This author study will teach children to respond to literature through **oral communication, drama, drawing, and writing**. Please note that teachers can certainly expand the unit to include related and extended activities about Eric Carle's stories as appropriate.

Many of the beginning lessons in this Author Study will be teacher directed. As the children develop more skills through exposure to **Accountable Talk**, they will learn to make specific references to text and to each other's talk to support their responses. In the course of the Author Study, children will gradually develop more strategies and assume more responsibility for their own learning. Teachers and students will work together during this unit to create the following ongoing attribute charts that will help to guide written responses:

- *About Eric Carle*
- *Books by Eric Carle*
- *Ways to Respond to Books*

Five Essential Practices for ELL Learners
(America's Choice, Teaching English Language Learners, Literacy)

America's Choice has developed Five Essential Practices to support the literacy needs of ELL learners. These research based strategies should be the core of instructional practice in all classrooms with ELL students.

1. Develop Oral Language through Meaningful Conversation and Context

Rich oral language and vocabulary is developed in context using daily readalouds, shared reading, choral verse, songs and finger plays, listening center/audio retellings of stories, think alouds, turn and talk activities.

2. Teach Targeted Skills through Contextualized and Explicit Instruction

Targeted skills of phonemic awareness and phonics are supported and strengthened when explicit instruction in combined with a meaningful context using Big Books, shared reading, daily news, charts and poems, finger plays and word walls. Specific attention needs to be paid to linguistic differences in sound/symbol relationships.

3. Build Vocabulary through Authentic and Meaningful Experiences with Words

Vocabulary developed in an intentional context such as curriculum based dramatic play, word splashes and word webs, and word walls has meaning and relevance for the ELL learner. Abstract terms such as positional vocabulary and transitional words need to be modeled and explicitly taught. Both Tier I and Tier II vocabulary need to be emphasized.

4. Build and Activate Background Knowledge

Prior knowledge needs to be activated and utilized to develop and strengthen comprehension through discussion and oral sharing. Focus on family culture and activities, engaging hands on learning activities, and careful selection of relevant and appropriate instructional materials will encourage students to connect background knowledge to learning.

5. Teach and Use Meaning Making Strategies

Students need explicit instruction and modeling early on as well as regular and sustained time to practice comprehension strategies such as visualization, making connections, and self monitoring for meaning.

Additionally, MA DOE has published English Language Proficiency Benchmarks and Outcomes for English Language Learners to be used in conjunction with MA Curriculum Frameworks to support instruction for ELL learners. The outcomes from the ELBPO have been linked to the MA Frameworks Standards in each lesson of this document.

MA Curriculum Frameworks/ ELA Standards Author Study, K

Language Strand

- 1.1 Follow agreed-upon rules for discussion (*raising one's hand, waiting one's turn, speaking one at a time*).
- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.
- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 3.2 Maintain focus on the topic.
- 4.1 Identify and sort common words into various classifications (*colors, shapes, textures*).
- 4.2 Describe common objects and events in general and specific language.
- 5.4 Identify appropriate end marks (*periods, question marks*).
- 6.1 Identify formal and informal language in stories, poems, and plays.

Reading and Literature Strand

- 7.1 Demonstrate understanding of the forms and functions of written English:
 - recognize that printed materials provide information or entertaining stories
 - know how to handle a book and turn the pages
 - identify the covers and title page of a book
 - recognize that, in English, print moves left to right across the page and from top to bottom
 - identify upper- and lower-case letters
 - recognize that written words are separated by spaces
 - recognize that sentences in print are made up of separate words
- 8.1 Make predictions using prior knowledge, pictures, and text.
- 8.2 Retell a main event from a story heard or read.
- 8.3 Ask questions about the important characters, settings, and events.
- 9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.
- 11.1 Relate themes in works of fiction and nonfiction to personal experience.
- 12.1 Identify the elements of plot, character, and setting in a favorite story.
- 13.3 Make predictions about the content of a text using prior knowledge and text and graphic features.
- 13.4 Explain whether predictions about the content of a text were confirmed or disconfirmed and why.
- 15.1 Identify the senses implied in words appealing to the senses in literature and spoken language.
- 17.1 Identify the elements of dialogue and use them in informal plays.

Composition Strand

- 19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.
- 19.2 Dictate sentences for a story and collaborate to put the sentences in chronological sequence.
- 21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.
- 22.1 Print upper and lower-case letters of the alphabet.
- 23.1 Arrange events in order when writing or dictating.
- 23.2 Arrange ideas in a way that makes sense.
- 25.1 Support judgments about classroom activities or presentations.

MA Arts Frameworks PreK-Gr. 4

Theatre Strand

- 1.1 Read, listen to, and tell stories from a variety of cultures, genres, and styles.
- 1.2 Imagine and clearly describe characters, their relationships, setting, conflict, and plot from a variety of appropriate literature.

Visual Arts Strand

- 1.1 Use a variety of materials and media, for example, crayons, paint, clay, various kinds of papers, textures, and yarns and understand how to use them to produce different visual effects,
- 1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for assemblage and construction

MA Instructional Technology Standards PreK-Gr. 4

- 1.1 Develop basic skills for using hardware and applications (e.g., open/close a file, navigate using scroll bars, arrow keys, and mouse).
- 1.10 Explore the use of drawing and painting applications for class projects.

The following MA ELA Standards will be incorporated into all lessons of the Author Study:

- 1.1 Follow agreed-upon rules for discussion
- 2.1 Contribute knowledge to class discussion in order to develop a topic for a class project.
- 3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.
- 3.2 Maintain focus on the topic.
- 4.1 Identify and sort common words into various classifications (*colors, shapes, textures*).
- 4.2 Describe common objects and events in general and specific language.
- 9.2 Identify similarities in plot, setting, and character among the works of an author or illustrator.

**English Language Proficiency Domains and General Learning
Outcomes
MA DOE**

Listening and Speaking (S)

S.1 Vocabulary

Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes. (FL 1, 2, 4, 5, 6, 7; ELA 4)

S.2 Social Interaction

Students will comprehend and communicate orally, using spoken English for personal and social purposes. (FL 1, 2, 4, 5, 6, 8; ELA 5, 6)

S.3 Academic Interaction

Students will comprehend and communicate orally, using spoken English to participate in academic settings. (FL 1, 2, 5, 6, 7; ELA 1, 2, 5)

S.4 Presentation

Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. (ELA 3, 18; FL 3, 6, 7)

Reading (R)

R.1 Vocabulary and Syntax in Print

Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text. (ELA 4, 5; FL 5, 6)

R.2 Beginning to Read in English

Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech. (ELA 7; FL 5)

R.3 Comprehension

Students will read English fluently and identify facts and evidence in order to interpret and analyze text. (ELA 8, 11)

R.4 Literary Elements and Techniques

Students will identify and analyze text elements and techniques of written English as used in various literary genres. (ELA 9, 10, 11, 12, 14, 15, 16, 17, 18)

R.5 Informational/Expository Text

Students will identify and analyze purposes, structures, and elements of nonfiction English texts. (FL 4, 7; ELA 8, 10, 13)

R.6 Research

Students will gather information in English from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own and others' questions. (ELA 24)

Writing (W)

W.1 Prewriting

Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

(ELA 4, 20, 23; FL 7)

W.2 Writing

Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail. (ELA 19; FL 1)

W.3 Revising

Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

(ELA 20, 21, 25)

W.4 Editing

Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing. (ELA 5, 22; FL 5)

W.5 Media

Students will use, analyze, and produce a variety of media in English, including audio, television, Internet, and emerging technologies. (ELA 26, 27; FL 6, 7)

*America's Choice Performance Standards
Author Study, K*

*Reading Standard 2
Getting the Meaning*

Self Monitoring and Self Correcting Strategies

- Ask why a character would do that

Comprehension

- Retell a story in their own words
- Reinact a story in correct sequence
- Respond to simple questions about book content
- Create artwork or written response that shows story comprehension
- Use knowledge from own experience to make sense of and talk about text
- Make predictions based on illustrations

*Reading Standard 3
Reading Habits*

Reading a Lot

- Choose reading as a way to enjoy free time
- Listen to one or two books read aloud each day and discuss books with teacher guidance
- Reread or read along with two to four familiar books a day

Reading Behaviors

- Hold a book right side up and turn pages in the correct direction
- Be able to follow text with a finger, pointing to each word read
- Pay attention to what words read are saying

Discussing Books

- Give reactions to a book read with backup reasons
- Listen carefully to each other
- Relate their contributions to what others have said
- Ask each other to clarify things they say
- Use newly learned vocabulary

Vocabulary

- Notice unknown words and guess meaning from use in text
- Talk about words and word meanings encountered in books and conversation
- Show an interest in collecting and playing with words
- Learn new words daily from books and talk

America's Choice Performance Standards
Author Study, K
Writing Standard 1
Habits and Processes

Habits

- Write daily
- Generate content and topics for writing
- Write without resistance when given time, place and materials
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such as gestures, intonations, and role played voices
- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning

Writing Standard 2

Writing Purposes and Resulting Genres

Producing and Responding to Literature

- Reenact and retell stories
- Create their own stories, poems, plays, and songs
- Use literary forms and language

Writing Standard 3

Language Use and Conventions

Style and Syntax

- Uses the syntax of oral language

Vocabulary and Word Choice

- Uses words in writing that are used in conversation, usually represented phonetically
- Takes on language of authors and uses words from literature in writing
- Makes choices about which words to use based on whether the chosen words accurately convey meaning

Spelling

- Independently creates text with words that can be deciphered
- Rereads own text and matches what is said with what is written
- Pauses to reread what has been written
- Leaves space between words
- Controls for directionality
- Represents words frequently with initial consonant sound

Punctuation

Kindergarten children are not yet expected to show any regularity in use of punctuation. They may begin to use the period as a marker to separate words or designate the end of line or page. They will move towards the conventional use of a period at the end of a sentence. (p. 89, Reading and Writing Grade by Grade, Primary Literacy Standards, K-3)

America's Choice Performance Standards
Author Study, K

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about their ideas, experiences and feelings
- Share and talk about what they are reading
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate
- Share and talk about their writing daily

Discussing Books

- Compare two works by the same author
- Talk about several books on the same theme
- Refer explicitly to parts of text when presenting or defending a claim
- Politely disagree when appropriate
- Ask each other questions that seek elaboration and justification
- Attempt to explain why their interpretation of a book is valid
- Extend the story
- Make predictions and explain their reasoning
- Talk about the motives of characters
- Describe causes and effects of specific events
- Retell or summarize the story

Speaking and Listening, Standard II

Kinds of Talk and Resulting Genres

Narrative

- Independently give a detailed narrative account of an experience.
- Engage the listener's attention directly or indirectly before going into full account.
- Orient the listener to the setting.
- Describe information and evaluate or reflect on it
- Develop characters by portraying themselves as one or by talking about another character's goals and motivations
- Include quotations
- Build sequence of events and comment on how they were resolved.
- Mark end of story

Producing and Responding to Performances

- Draw from a rehearsed repertoire to give a brief performance
- Rehearse and memorize short poems or lines of a play
- Give a brief author performance or presentation of work

Speaking and Listening, Standard III

Language Use and Conventions

Rules of Interaction

- Know and be able to describe rules for school and interactions
- Learn rules for polite interactions
- Hold oneself and others accountable to the rules by using verbal reminders to self and others
- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting

Vocabulary and Word Choice

- Build word maps that show the relationship between words, placing newly acquired words in relevant categories
- Learn new words from reading, being read to daily, and classroom study
- Know more than one way to describe a person or action
- Increase vocabulary of verbs, adjectives, and adverbs

America's Choice/Accountable Talk

Accountable Talk as described in the Author's Study Guide is a prominent feature of the America's Choice model

- Accountable talk involves links to our own lives.
- Accountable talk references the text.
- Accountable talk questions why an author did something.
- Accountable talk looks at elements of author's writing style.
- Accountable talk builds on what others say.
- Accountable talk revolves around the validation of other's thoughts
- Accountable talk encourages speakers to look deeper through questioning.

(See p. 22, Author's Study for specific examples)

Section One

Lesson I: Introducing the Eric Carle Author Study

MA ELA Standards

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.3 Comprehension Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of English as used in literary genres.

America's Choice Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about their ideas, experiences and feelings
- Share and talk about what they are reading
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate
- Share and talk about their writing daily

Speaking and Listening, Standard III/Language Use and Conventions

Rules of Interaction

- Hold oneself and others accountable to the rules by using verbal reminders to self and others
- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak and adjust volume to setting

Reading Standard 3/Reading Habits

Reading a Lot

- Choose reading as a way to enjoy free time
- Listen to one or two books read aloud each day and discuss books with teacher guidance

Discussing Books

- Give reactions to a book read with backup reasons
- Use newly learned vocabulary

Students will develop the concept of an author study.

Students will be introduced to Eric Carle and explore his works.

Students will be introduced to the ritual of recording on an attribute chart.

Before the lesson, teacher needs to gather all of the Eric Carle literature together, establish an Eric Carle Center with title, and create the attribute chart, *Books by Eric Carle*.

Opening

- Teacher will introduce the routines of an Author Study.
- Every day children will read at least one book or a part of a book by Eric Carle
- Every day children will have a work period during which they will work on something they have noticed about Eric Carle's work.
- Every day after the work period, children will share their work and discuss their ideas.
- Teacher will introduce *Do You Want to Be My Friend?* and add title to attribute chart *Books by Eric Carle*.
- Teacher will preview book and model giving the following information:
 - *Do You Want to Be My Friend?* is Eric Carle's favorite book.
 - It is about friendship.
 - It took Eric Carle over two years to write this book.
 - He has written over 60 books.
 - Eric Carle is both an author and an illustrator.

Work Period

- Children will work in small groups and examine many of Eric Carle's books.
- Teacher will encourage them to notice characters and settings.
- Students will exchange books so that children can examine a variety of Carle's works.

Closing

- Class will come together and add discoveries they have made about Eric Carle's books to the attribute chart, *Books by Eric Carle*. (p. 20, Author Study).

Work Product: Attribute chart

Lesson 2: Making a Class Book to Retell a Story by Eric Carle

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

19.2 Dictate sentences for a story and collaborate to put in chronological sequence.

23.1 Arrange events in order when writing or dictating.

ELPBO W.1 Prewriting Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.

America's Choice Standards

Reading Standard 2/Getting the Meaning

Comprehension

- Retell a story in their own words
- Create artwork or written response that shows story comprehension

Writing Standard 1/Habits and Processes

Producing and Responding to Literature

- Reenact and retell stories

Speaking and Listening, Standard I, Habits

Discussing Books

- Retell or summarize the story

Students will define specific attributes of a story.

Students will establish the ritual of recording on an attribute chart.

Students will retell a story by making a class book.

Students will establish the ritual of Accountable Talk.

Opening

- Teacher will reread *Do You Want to Be My Friend?*
- Teacher will engage children in discussion of text.
- During discussion, teacher will model Accountable Talk by making specific references to text. (See p. 22 of Author Study for examples of specific features of Accountable Talk.)

Work Period

- Children will work in pairs to create assigned pages of their retelling of *Do You Want to Be My Friend?* One or two students will create snake/grass on long strip of paper prepared by teacher to stretch across all of the pages.
- Teacher will circulate during work period encouraging children to be specific in their illustrations and to refer to the book for details.

Closing

- Teacher will gather children together and initiate discussion of what they have learned from text. Teacher will add comments to attribute chart, *Books by Eric Carle*. (p. 23)
- Children's work will be reassembled into class book, *Do You Want to Be My Friend?*
- Teacher will stress that retelling a story is one way to respond to literature.

Work Products: Class book, attribute chart

Lesson 3: Using a Reader's Notebook to Think About an Author's Work

MA ELA Standards

7.1 Demonstrate understanding of the forms and functions of written English: recognize that printed materials provide information or entertaining stories, know how to handle a book and turn the pages, identify the covers and title page of a book, recognize that, in English, print moves left to right across the page and from top to bottom, identify upper- and lower-case letters, recognize that written words are separated by spaces, recognize that sentences in print are made up of separate words.

ELPBO R.2 Beginning to Read in English Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

8.2 Retell a main event from a story heard or read

ELPBO R.3 Comprehension Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

America's Choice Standards

Reading Standard 3/Reading Habits

Reading Behaviors

- Hold a book right side up and turn pages in the correct direction
- Be able to follow text with a finger, pointing to each word read
- Pay attention to what words read are saying

Writing Standard 2/Writing Purposes and Resulting Genres

Producing and Responding to Literature

- Use literary forms and language

Speaking and Listening, Standard I, Habits

Discussing Books

- Retell or summarize the story

Students will establish the ritual of recording a response to literature using individual Reader's Notebooks.

Students will reinforce the ritual of recording on an attribute chart.

Students will write/draw an opinion/evaluation of a book and to refer to text.

Opening

- Teacher will read *Have You Seen My Cat?* aloud to class.
- Teacher will review text with children modeling tracking, emphasizing the pattern of the text and how the pattern changes at the end.
- Teacher will use map or globe to help students locate places visited by the main character in the text while looking for his cat.
- Teacher will introduce Reader's Notebook and model recording a sample entry on chart paper. Explain that one way to respond to a story is to give an opinion and explain why. Teacher will stress that Reader's Notebook responses may include both drawing and writing.

Work Period

- Students will reread book in small groups (multiple copies needed).
- Teacher will circulate reminding children to use Accountable Talk to discuss the story in their small groups.
- Children will then work individually using their Reader's Workbooks to record one thing about the story. Teacher will assist as needed and observe strategies children are using as they read and write.

Closing

- Students will bring Reader's Notebooks to closing circle. They will form small groups and share responses with each other. They will discuss what was easy and what was hard about recording in Reader's Notebook.
- Teacher will lead students in adding column and new information on *Have You Seen My Cat?* to attribute chart, *Books by Eric Carle*.
- Teacher will add columns on Connections and Questions to attribute chart and fill in children's responses. (p. 26)

Work products: Reader's Notebook entry, attribute chart

Lesson 4: Introducing Eric Carle

MA ELA Standards

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.3 Comprehension Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

22.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of written English as used in various literary genres.

25.1 Support judgments about classroom activities or presentations.

ELPBO W.3 Revising Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

America's Choice Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Comprehension

- Use knowledge from own experience to make sense of and talk about text

Writing Standard 1/Habits and Processes

Habits

- Make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning

Writing Standard 2/Writing Purposes and Resulting Genres

Producing and Responding to Literature

- Reenact and retell stories

Students will be introduced to the ritual of looking at an author's life with the About Eric Carle attribute chart.

Students will use the Books by Eric Carle attribute chart to talk and write about his books.

Students will be introduced to the ritual of the Reader's Chair.

Opening

- Teacher will introduce the *About Eric Carle* attribute chart.
- Teacher will read *Does a Kangaroo Have a Mother Too?* aloud to class.
- Teacher will add student comments to attribute chart, *Books by Eric Carle*.

Work Period

- Teacher models how to use chart, *Books by Eric Carle*, as a resource for writing their responses to literature.
- Teacher demonstrates to children how to date and title work.
- Teacher models how to draw and write about the most important part of the story.

- Students think about the story and then write their own response to literature in individual Reader's Notebook for *Does a Kangaroo Have a Mother Too?*

Closing

- Introduce Reader's Chair. Individual students will share their responses from entries in their Reader's Notebooks.
- Teacher will guide students to support, refute, or add information to student responses using Accountable Talk.

Work products: Reader's Notebook Entry, attribute chart

Lesson 5: Creating an Attribute Chart to Guide Writing: A Response to Literature

MA ELA Standards

7.1 Demonstrate understanding of the forms and functions of written English: recognize that printed materials provide information or entertaining stories, know how to handle a book and turn the pages, identify the covers and title page of a book, recognize that, in English, print moves left to right across the page and from top to bottom, identify upper- and lower-case letters, recognize that written words are separated by spaces, recognize that sentences are made up of separate words.

ELPBO R. 2 Beginning to Read in English Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.

8.1 Make predictions using prior knowledge, pictures, and text.

ELPBO R. 3 Comprehension Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

America's Choice Standards

Reading Standard 2/Getting the Meaning Comprehension

- Use knowledge from own experience to make sense of and talk about text
- Make predictions based on illustrations

Reading Standard 3/Reading Habits

Reading Behaviors

- Hold a book right side up and turn pages in the correct direction
- Be able to follow text with a finger, pointing to each word read
- Pay attention to what words read are saying

Speaking and Listening, Standard I, Habits

Discussing Books

- Compare two works by the same author
- Talk about several books on the same theme
- Refer explicitly to parts of text when presenting or defending a claim
- Politely disagree when appropriate
- Ask each other questions that seek elaboration and justification
- Attempt to explain why their interpretation of a book is valid
- Extend the story
- Make predictions and explain their reasoning
- Talk about the motives of characters
- Describe causes and effects of specific events
- Retell or summarize the story
- Describe in their own words new information they have gained from text

Students will be introduced the ritual of asking questions and discussing Eric Carle and his books.

Students will create a guide for writing in their Reader's Notebook.

Before the lesson, teacher needs to gather the book *From Head to Toe* by Eric Carle, create *Ways to Respond to Books* attribute chart, and add to the chart *Books by Eric Carle*.

Opening

- Teacher refers to *Books by Eric Carle* attribute chart and models some questions and some wonderings that the teacher has about Eric Carle from previously read books. (See pg 33 for examples)
- Teacher will preview the book by looking at and discussing the illustrations on front and back cover and reading the title. Ask students to make predictions about the content of the book.
- Teacher will add title of the book *From Head to Toe* to the *Books by Eric Carle* attribute chart.
- Teacher will read aloud the story, conveying richness and enjoyment of literature. (Teachers may choose to make brief comments to scaffold students thinking and understanding of the story. (See pg 31))
- Teacher will engage students in discussion of the story, modeling making specific references to text and illustrations to support students' ideas.

Work Period

- Teacher creates new attribute chart *Ways to Respond to Books* asking students to think about different ways that we can respond to books that we read. (See pg 32 for sample attribute chart).
- Students will write a response to literature in their Reader's Notebook about the story *From Head To Toe*.

Closing

- Teacher and students will add to attribute chart *Books by Eric Carle*. Students will refer to their own notebooks and make suggestions to add to the chart from their personal responses.

Work products: Reader's Notebook entry, attribute chart

Section Two

Lesson 6: Modeling Personal Connections to Text

MA ELA Standards

8.2 Ask questions about the important characters, settings, and events.

ELPBO R.3 Comprehension Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of written English as used in various genres.

America's Choice Standards

Reading Standard 2/Getting the Meaning

Self Monitoring and Self Correcting Strategies

- Ask why a character would do that

Comprehension

- Use knowledge from own experience to make sense of and talk about text

Students will observe how a proficient reader makes personal connections and asks questions (wondering).

Students will make text to self connections.

Before the lesson, the teacher should visit Eric Carle's website. (<http://www.eric-carle.com>) Teacher should identify an experience relating to key themes in Carle's book, *Head to Toe*. Identify a good place in the text to pause and think aloud.

Opening

- Teacher will read story, *Head to Toe*, to students stopping to verbalize text to self connections. Teacher will remind students that good readers stop to ask questions about the story. (See p. 43 for examples)
- Teacher and students together will add to connections on attribute chart, *Books by Eric Carle*.

Work Period

- Teacher will model how to sit knee to knee and share with a partner.
- Students will sit with partners to discuss personal connections to book. Teacher will circulate during work period to support and encourage extended thinking.

Closing

- Teacher will model how to record a text to self connection on chart paper for future reference.
- Students and teacher will add to *Ways to Respond to Books* attribute chart together. (p. 32, Author Study)

Work products: Teacher model of text to self connection, attribute chart

Lesson 7: How the Text-to-Self Connection Builds Meaning

MA ELA Standards

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of written English as used in various genres.

19.1 Draw pictures and/or use letters or phonetically spelled words to tell story.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

25.1 Support judgments about classroom activities or presentations.

ELPBO S.4 Presentation Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

America's Choice Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about their ideas, experiences and feelings
- Share and talk about their writing daily

Discussing Books

- Refer explicitly to parts of text when presenting or defending a claim

Reading Standard 2/Getting the Meaning

Comprehension

- Create artwork or written response that shows story comprehension
- Use knowledge from own experience to make sense of and talk about text

Students will demonstrate explicitly how the text to self connection builds meaning.

Opening

- Before reading *The Very Hungry Caterpillar*, the teacher explains when readers tap their text to self connections, they have a deeper understanding of the text.
- While reading *The Very Hungry Caterpillar* to class, teacher explains how prior knowledge or experience helps them to think about the meaning of the story.

Work Period

- Children will work with partners and discuss their own personal experiences and knowledge-text to self connections- related to *The Very Hungry Caterpillar*.
- Selected partner groups will be chosen to share ideas with whole group.
- Students will create individual Reader's Notebook entries about their text to self connections to *The Very Hungry Caterpillar*.

Closing

- Students will work in triads to share their journal entries.
- Two or three students may share entries in Reader's Chair.

Work product: Reader's Notebook entry

Lesson 8: Practicing Text to Self Connections

MA ELA Standards

11.2 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of written English as used in various genres.

19.2 Draw pictures and/or use letters or phonetically spelled words to tell story.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

25.2 Support judgments about classroom activities or presentations.

ELPBO S.4 Presentation Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

America's Choice Standards

Speaking and Listening, Standard I, Habits/Talking a Lot

- Talk about their ideas, experiences and feelings
- Share and talk about their writing daily

Discussing Books

- Refer explicitly to parts of text when presenting or defending a claim

Reading Standard 2/Getting the Meaning/Comprehension

- Create artwork or written response that shows story comprehension
- Use knowledge from own experience to make sense of and talk about text.

Students will establish the routine of connecting personal experiences and prior knowledge to text.

Students will demonstrate understanding the big idea of a story.

Opening

- Teacher will reread *The Very Hungry Caterpillar* using puppets or flannel board characters.
- Teacher will lead discussion about text to self connections in the story.
- Teacher and students together will discuss the “big idea” of the story.
- Students will think about and brainstorm their own text to self connections for future recording in Readers Notebook.

Work Period

- Teacher will review the *Ways to Respond to Books* attribute charts with whole group.
- Students will write a text to self response to *The Very Hungry Caterpillar* in their Reader's Notebooks.

Closing

- Teacher will choose a student entry to be shared in the Reader's Chair.
- Students will respond to classmate's response to literature using Accountable Talk.
- Teacher and students together will add a *Very Hungry Caterpillar* section onto the *Books by Eric Carle* attribute chart.

Work products: Reader's Notebook entry, attribute chart

Lesson 9: Moving into a Story Through Dramatic Play

MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of English as used in various genres.

16.2 Retell or dramatize traditional literature.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of written English as used in various literary genres

America's Choice Standards

Writing Standard 2/Writing Purposes and Resulting Genres

Producing and Responding to Literature

- Reenact and retell stories
- Create their own stories, poems, plays, and songs
- Use literary forms and language

Students will use dramatic play to connect to a story.

Students will observe how a proficient reader makes personal connections to the text.

Before the lesson the teacher should think about how to dramatize the story, *The Very Busy Spider*. Teacher should prepare props-ball of yarn and animal characters/masks if desired-to use as props for retelling.

Opening

- Teacher will read and discuss the book, *The Very Busy Spider*.
- Children will take turns touching the pages and feeling the raised spider web.
- Teacher will share information about Eric Carle and discuss that he liked to make his books playful.

Work Period:

- Teacher will assign roles to students.
- Students will reenact *The Very Busy Spider* using simple props.
- Teacher will guide students through the scenes and discuss the characterization of each animal.

Closing:

- Teacher and students will discuss how drama often helps people understand the story more deeply.
- Students will share new connections they have made.
- Teachers and students together will add new connections to attribute chart, *Books by Eric Carle*.

Work products: Dramatic retelling of *The Very Busy Spider*, attribute chart

Lesson 10: Making Text to Text Connections

MA ELA Standards

9.2 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of English as used in various genres.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO S.4 Presentation Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

America's Choice Standards

Speaking and Listening, Standard I, Habits

Discussing Books

- Compare two works by the same author
- Talk about several books on the same theme
- Refer explicitly to parts of text when presenting or defending a claim

Reading Standard 2/Getting the Meaning

Comprehension

- Create artwork or written response that shows story comprehension
- Use knowledge from own experience to make sense of and talk about text.

Students will make text to text connections.

Students will record text to text connections in Readers Notebooks.

Before the lesson, teacher needs to think about specific connections to other stories to share with students.

Opening

- Teacher will read the inside cover of *The Very Lonely Firefly*, pointing out the “big idea”
- Teacher will direct discussion to review reading of *The Very Busy Spider* and asking students to identify the “big idea” in that book.
- Teacher will read Eric Carle’s description of the “big idea” of *The Very Busy Spider* from the front flap of *The Very Lonely Firefly*.
- Teacher will read *The Very Lonely Firefly* to the class and engage the students in a discussion of the text using Accountable Talk.
- Teacher will tell students that today’s focus will be about text to text connections. They will be thinking about how a book reminds them of other books, poems, or songs that they have read. (see p.56, Author Study)

Work Period

- Teacher will discuss with students text to text connections that may relate to Eric Carle's book.
- Teacher and students will review list, *Ways to Respond to Books*, and add ideas about text to text connections.
- Teacher will model writing a text to text connection on chart paper, reminding students to include book titles in work. (see p. 56, Author Study)

Closing

- Teacher will share entry with students and refer to the *Ways to Respond to Books* attribute chart, pointing out strategies used.

Work products: Teacher model of text to text connection, attribute chart

Lesson 11: Practicing Text to Text Connections

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

23.1 Arrange events in order when writing or dictating.

23.2 Arrange ideas in a way that makes sense.

W.1 Prewriting Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular purpose.

America's Choice Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about their ideas, experiences and feelings
- Share and talk about what they are reading
- Listen to others, signaling comprehension by clarifying, agreeing, empathizing, or commenting as appropriate

Discussing Books

- Compare two works by the same author
- Talk about several books on the same theme
- Refer explicitly to parts of text when presenting or defending a claim

Students will establish the ritual of making connections between texts.

Opening

- Teacher will review briefly each of the previously studied books by Eric Carle, discussing favorite parts of each book or orally retelling the story line of each text.
- Teacher will brainstorm and discuss some possible text to text connections between the books.

Work Period

- Teacher and students will review *Ways to Respond to Books* attribute chart.
- Students will gather in small groups to review and discuss a previously read Eric Carle book and discuss text to text connections.
- Students will write/draw a draft of a text to text connection for publication in Reader's Notebook.

Closing

- Individual students will share connections in Readers Chair.
- Teacher will encourage students to listen and build upon each other's observations.

Work product: Reader's Notebook entry

Lesson 12: Creating a Rubric for Responding to Literature

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make writing clearer, more logical, or more expressive.

ELPBO W.3 Revising Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

23.3 Arrange events in order when writing or dictating.

23.4 Arrange ideas in a way that makes sense.

ELPBO W.1 Prewriting Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular purpose.

America's Choice Standards

Writing Standard 3/Language Use and Conventions

Spelling

- Independently creates text with words that can be deciphered
- Rereads own text and matches what is said with what is written
- Pauses to reread what has been written
- Leaves space between words
- Controls for directionality

Students will create a rubric for responding to literature.

Students use a rubric for revision.

Before the lesson, teacher should review the kindergarten standards for Responding to Literature in the Reading and Writing Grade by Grade. Teacher will prepare a large sheet of paper to use to develop rubric.

Opening

- Teacher will have students come to meeting area with Readers Notebooks.
- Students will choose an entry from their Readers Notebooks to use during Work Period.

Work Period

- Teacher and students will work together to generate criteria for a rubric using the *Ways to Respond to Books* attribute chart as a guide (see p. 62, Author Study)
- Students will reflect on their chosen piece of work and use rubric criteria to make decisions about making their writing better.

Closing

- Teacher will reinforce the importance of writers looking at their work to see what they have done well and making decisions about how to improve their writing.
- Students will share orally what they are learning about themselves as readers and writers.

Work products: Rubric criteria, oral reflection

Lesson 13: Revising a Literary Response

MA ELA Standards

21.1 After writing or dictating a composition, identify words and phrases that could be added to make writing clearer, more logical, or more expressive.

ELPBO W.3 Revising Students will evaluate and revise word choice, sentence variety, and organization of ideas when writing in English for a particular audience and purpose.

23.3 Arrange events in order when writing or dictating.

23.4 Arrange ideas in a way that makes sense.

ELPBO W.1 Prewriting Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular purpose.

25.1 Support judgments about classroom activities or presentations.

ELPBO S.4 Presentation Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

America's Choice Standards

Writing Standard 3/Language Use and Conventions

Spelling

- Independently creates text with words that can be deciphered
- Rereads own text and matches what is said with what is written
- Pauses to reread what has been written
- Leaves space between words
- Controls for directionality

Students will use a rubric to guide revision.

Students will work with a partner to revise a piece using the rubric as a guide.

Opening

- Teacher will review the rubric criteria with students.
- Teacher will discuss how students are learning to revise their work and what they can do to make work better.
- Teacher will demonstrate how to make simple revisions using carets, arrows, and cross outs.

Work Period

- Students will work individually to evaluate and revise a chosen piece of work.
- After revising, they will work with a response partner to review revisions, using the rubric criteria as a guide.

Closing

- Teacher will ask for volunteers to read revisions in the Reader's Chair.
- Students will either share their plans for revision or share a finished piece.

Work products: Teacher model of revision, student revision of Reader's Notebook entry

Section Three

Lesson 14: How Good Readers Use Pictures To Learn More About A Story

MA ELA Standards

8.1 Make predictions using prior knowledge, pictures, and text.

ELPBO R.3 Comprehension Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

9.3 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of English as used in various genres.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

America's Choice Standards

Reading Standard 2/Getting the Meaning

Comprehension

- Respond to simple questions about book content
- Create artwork or written response that shows story comprehension
- Use knowledge from own experience to make sense of and talk about text
- Make predictions based on illustrations

Students will recognize that reading has to make sense.

Students will look at pictures to learn more about a story.

Before the lesson, teacher should preview *The Very Quiet Cricket* to become familiar with the various insects in the book.

Opening

- Students will talk about insects with a partner and share what they know with the class.
- Teacher will show students the front and back cover of *The Very Quiet Cricket* and read the title. Teacher will encourage students to share predictions and questions (wonderings).
- Teacher will read the story aloud to the class.
- Teacher will then revisit the story with the class while discussing what the students can learn about insects from the text and pictures.
- Teacher will mark pages with sticky notes demonstrating a way to remember interesting facts, details, or ideas which they may want to include in their Reader's Notebook.

Work Period

- Teacher and students will create a chart, *What Good Readers Do To Figure Out the Information and Meaning in a Story*(See pg 72, Author Study).
- Teacher will review the concept of the “big idea” by reading Eric Carle’s
- description of his “big ideas” the inside flap of *The Very Lonely Firefly*.
- Teachers and students will add ideas to the attribute chart *Books by Eric Carle*.

Closing

Students will share a previous entry from their Reader’s Notebooks.

Work products: Important ideas marked in text, attribute chart

Lesson 15: Interesting Language and New Words

MA ELA Standards

4.1 Identify and sort common words into various classifications (*colors, shapes, textures*).

15.1 Identify the senses implied in words appealing to the senses in literature and spoken language.

17.1 Identify the elements of dialogue and use them in informal plays.

ELPBO S.1 Vocabulary Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.

America's Choice Standards

Speaking and Listening, Standard III/Language Use and Conventions

Vocabulary and Word Choice

- Build word maps that show the relationship between words, placing newly acquired words in relevant categories
- Alter word choice based on audience
- Learn new words from reading, being read to daily, and classroom study
- Know more than one way to describe a person or action
- Increase vocabulary of verbs, adjectives, and adverbs

Students will use strategies to help make sense of new words and phrases.

Students will recognize that reading makes sense.

Before the lesson, preread *The Very Quiet Cricket* for unfamiliar words or phrases. Plan stopping points to discuss strategies to figure out the word or phrases and the meaning.

Opening

- Read *The Very Quiet Cricket* aloud, asking students to listen for new and unusual ways Eric Carle writes his words and phrases. (See pg 73, Author Study)
- Teacher and students will create a chart of interesting words.

Work Period

- Students will act out the story while the teacher narrates.
- After acting out the story teacher will refocus the discussion on interesting language Eric Carle uses to describe each insects movement and speech.

Closing

- Teacher and students will comment on their favorite part or interesting words from the story. (Teacher may add ideas to *Ways to Respond to Books* attribute chart if desired.)

Work product: Chart of story vocabulary

Lesson 16: Looking at Story Structure

MA ELA Standards

8.1 Make predictions using prior knowledge, pictures, and text.

8.2 Retell a main event from a story heard or read.

8.3 Ask questions about the important characters, settings, and events.

ELPBO R.3 Comprehension Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO S.4 Presentation Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

America's Choice Standards

Writing Standard 1/Habits and Processes

- Write without resistance when given time, place and materials
- Communicate and make meaning using drawings, letter strings, scribbles, letter approximations, and other graphic representations such gestures, intonations, and role played voices

Writing Standard 2/Writing Purposes and Resulting Genres

Narrative Writing

- Contains a “story” that may be only a single event or several events loosely linked
- Tells events as they move through time
- Build sequence of events and comment on how they were resolved.

Students will identify beginning, middle, and end.

Students will retell a story.

Before the lesson the teacher needs to make a chart.(See pg 75, Author Study.)

The teacher also needs text, *The Very Lonely Firefly* and a light stick or glow stick.

Opening:

- Teacher has students sit in a circle on the rug, turns off the lights, and lights the light stick or glow stick.
- Students will pass the light stick/glow stick around the circle and name something that is a light source or say “pass”.
- Teacher will preview *The Very Lonely Firefly* and give information about fireflies to class.
- Teacher will read the story to the class and discuss the “big idea” of the story.
- Teacher will guide students to look at prepared chart (see pg 78, Author Study) discussing how students can think about the structure of the story focusing on beginning, middle, and end.

Work Period

- Teacher will encourage students to refer to *Ways to Respond to Books* attribute chart before responding in their Reader's Notebooks reminding them to include storyline (b, m, e) in their response.
- Students will respond to story with entry in Reader's Notebooks.

Closing

- Teacher will add a column, *The Very Lonely Firefly*, to *Books by Eric Carle* attribute chart and add in student contributions as they discuss the process of writing used by Eric Carle in this text.

Work products: Reader's Notebook entry, attribute chart

Lesson 17: Using a Venn Diagram to Compare Two Books

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of English as used in various genres.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

19.2 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

23.2 Arrange ideas in a way that makes sense.

ELPBO W.1 Prewriting Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular purpose.

25.1 Support judgments about classroom activities or presentations.

ELPBO S.4 Presentation Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

America's Choice Standards

Speaking and Listening, Standard I, Habits

Discussing Books

- Compare two works by the same author
- Refer explicitly to parts of text when presenting or defending a claim

Reading Standard 2/Getting the Meaning

Comprehension

- Create artwork or written response that shows story comprehension
- Use knowledge from own experience to make sense of and talk about text.

Students will see the similarities and differences between two books.

Opening

- Teacher will tell students that they will compare *Do You Want To Be My Friend?* and *The Very Lonely Firefly*.
- Teacher will reread and review *Do You Want To Be My Friend?*
- Teacher will share Eric Carle's comments about the "big idea" of *The Very Lonely Firefly* - belonging.
- Teacher will prompt student discussion of different groups they belong to (for example: a family group, a classroom group).
- Teacher and students will discuss the similarities and differences between the two books and record thoughts on the Venn Diagram.

Work Period

- Teacher and students will discuss the similarities and differences between the two books and record thoughts on the Venn Diagram.
- Students will respond to literature in their Reader's Notebooks. Prompts to write about include:
 - Two books discussed
 - Something they have noticed about Eric Carle
 - Something they wonder about Eric Carle
 - Use a previous entry and add to it

Closing

- Teacher will guide students to add any new information or questions (wonderings) about the author the *About Eric Carle* attribute chart.
- Students will share in the Reader's Chair.
- Teacher will guide students to use Accountable Talk in their discussion.

Work products: Reader's Workbook entry, Venn diagram, attribute chart

Lesson 18: Reviewing Elements of a Story With a Story Map

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of English as used in various genres.

11.1 Relate themes in works of fiction and nonfiction to personal experience.

ELPBO S.4 Presentation Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of English as used in various genres.

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

America's Choice Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Narrative

- Independently give a detailed narrative account of an experience.
- Orient the listener to the setting.
- Develop characters by portraying themselves as one or by talking about another character's goals and motivations
- Build sequence of events and comment on how they were resolved

Students will organize thinking about a story with a story map.

Students will review the elements of a story.

Before the lesson, the teacher should prepare a horizontal sheet of butcher paper.

Opening

- Teacher will preview *The Very Clumsy Click Beetle* with the class and ask students to make predictions about the story based on what they know about Eric Carle's books. (For example: Do they think there might be a surprise included in the book?)
- Teacher will read *The Very Clumsy Click Beetle* to the class.
- Teacher and students will discuss text-to-self connections and comparison to other works by Eric Carle.
- Teacher will review story structure by discussing the beginning, middle, and end and introduce the concept of creating a story map as another way to think about a story.

Work Period

- Teacher and students will create a story map using interactive writing (See pg 82, Author Study).
- After creating the map, teacher will guide students to fill in each section of the map using the book for reference.
- Teacher will ask for volunteers to complete the drawings for each section of the story map.

Closing

- Students will reread previous entries from their Reader's Notebooks.
- Students will discuss the links they have discovered among the Eric Carle books.

Work product: Story map

Lesson 19: Using A Story Map As A Resource For More Thinking

MA ELA Standards

8.2 Retell a main event from a story heard or read.

8.2 Ask questions about the important characters, settings, and events.

ELPBO R.3 Comprehension Students will read English fluently and identify facts and evidence in order to interpret and analyze text.

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of English as used in various genres.

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of English as used in various genres.

America's Choice Standards

Speaking and Listening, Standard II/Kinds of Talk and Resulting Genres

Narrative

- Independently give a detailed narrative account of an experience.
- Orient the listener to the setting.
- Develop characters by portraying themselves as one or by talking about another character's goals and motivations
- Build sequence of events and comment on how they were resolved

Students will record a response to a story with reference to setting, character, problem and/or solution.

Students will write a story line.

Opening

- Teacher will reread *The Very Clumsy Click Beetle* and guide the students to fill in the *Books by Eric Carle* attribute chart (see pp. 85& 86, Author Study).
- Teacher will review the story map and discuss the ideas on both charts.

Work Period

- Teacher will model using story map to begin a story response in Reader's Notebook.
- Students will respond to *The Very Clumsy Click Beetle* in Reader's Notebooks.
- Teacher and students will add to attribute chart, *Ways to Respond to Books*.

Closing

Several students will be selected to share entries.

Work products: Teacher's model of story response, Reader's Notebook entry, attribute chart

Lesson 20: Writing A Response To An Eric Carle Book

MA ELA Standards

12.1 Identify the elements of plot, character, and setting in a favorite story.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of English as used in various genres.

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

23.5 Arrange events in order when writing or dictating.

23.2 Arrange ideas in a way that makes sense.

ELPBO W.1 Prewriting Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular purpose.

25.1 Support judgments about classroom activities or presentations.

ELPBO S.4 Presentation Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

America's Choice Standards

Speaking and Listening, Standard I, Habits

Talking a Lot

- Talk about their ideas, experiences and feelings
- Share and talk about their writing daily

Discussing Books

- Refer explicitly to parts of text when presenting or defending a claim

Reading Standard 2/Getting the Meaning

Comprehension

- Create artwork or written response that shows story comprehension
- Use knowledge from own experience to make sense of and talk about text.

Students will write a response to a book using response strategies, Ways to Respond to Books, learned in this unit.

Before the lesson, teacher needs to gather all previously studied Eric Carle books, *Ways to Respond to Books* and *Books by Eric Carle*.

Opening

- Teacher read an Eric Carle story for read aloud.
- Teacher will tell students that today they will begin a draft of a response to literature for an Eric Carle book of their choice. They will revise and publish this piece.
- Teacher will review the *Ways to Respond to Books* attribute chart (See p. 96, Author Study).

Work Period

- Students will select an Eric Carle book of their choice. They may choose to talk with a partner before writing their draft.
- Students will begin their draft in Reader's Notebook. Teacher will confer with students as needed.

Closing

- Teacher and students will discuss the progress on their drafts
 - What was easy?
 - What was difficult?
 - What books did students select to write about?

Work product: Reader's Notebook entry draft

Lesson 21: Creating A Rubric For Responding To Literature

MA ELA Standards

19.1 Draw pictures and/or use letters or phonetically spelled words to tell a story.

ELPBO W.2 Writing Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.

23.1 Arrange events in order when writing or dictating.

ELPBO W.1 Prewriting Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular purpose.

America's Choice Performance Standards

Writing Standard 3/Language Use and Conventions

Spelling

- Independently creates text with words that can be deciphered
- Rereads own text and matches what is said with what is written
- Pauses to reread what has been written
- Leaves space between words
- Controls for directionality
- Represents words frequently with initial consonant sound

Student will create a rubric for responding to literature.

Student will use the rubric for making writing better.

Before the lesson, the teacher will review the kindergarten standards for responding to literature in *Reading and Writing*. Teacher will display criteria previously developed for rubric.

Opening

- Students will bring their Reader's Notebooks to meeting place.
- Teacher will tell students that they will talk about what writers do to write good responses.

Work Period

- Teacher and students will examine a response together using rubric criteria. Teacher may use a teacher created response as an example or use the response of a willing student.
- Students will select a response from their Reader's Notebooks to examine and work on using the criteria for the rubric.

Closing

- Teacher and students will discuss the writing process, talking about what they are learning and how they can improve their work.

Work products: Rubric based on previously developed criteria, Reader's Notebook entry that has been reviewed and/or revised based on criteria for rubric

Lesson 22: What We Have Learned About Eric Carle and His Work

MA ELA Standards

9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.

ELPBO R.4 Literary Elements and Techniques Students will identify and analyze text elements and techniques of English as used in various genres.

23.1 Arrange events in order when writing or dictating.

ELPBO W.1 Prewriting Students will plan for writing in English by building on prior knowledge, generating words, and organizing ideas for a particular purpose.

America's Choice Standards

Reading Standard 3/Reading Habits

Discussing Books

- Give reactions to a book read with backup reasons
- Listen carefully to each other
- Ask each other to clarify things they say
- Use newly learned vocabulary

Reading Standard 2/Getting the Meaning

Comprehension

- Create artwork or written response that shows story comprehension
- Use knowledge from own experience to make sense of and talk about text.

Students will create a class chart of our learnings.

Students will revise drafts.

Opening

- Teacher will read an Eric Carle story selected by the students.
- Teacher will prompt students to make a chart ***Things We Noticed About Eric Carle's Books***. Students will use the attribute charts, including ***About Eric Carle*** chart, murals, and their Reader's Notebook entries.
- Teacher will encourage students to include the following points:
 - What important things did they notice about the work of Eric Carle?
 - What did they like and why?
 - What are their thoughts about the life of Eric Carle and his writing?What questions do they still have that they would like to ask Eric Carle?

Work Period

- Students will continue to work on making their responses to literature better and work toward a final piece.
- As students complete their revisions, they should meet with a partner for final response.

Closing

- Student writings that reflect different kinds of responses to a variety of books will be selected to share in the Reader's Chair.

Work products: Revised Reader's Notebook entry, attribute chart

Response to Literature
Writing Rubric and Scoring Guide

(based on p.104, Author Study, America's Choice, NCEE, 2003)

<i>Got It</i>	<i>On the Way</i>	<i>Not Yet</i>
Response to literature contains a detailed retelling of the story line or a detailed summary of the information in the book.	Response to literature contains a retelling which describes the main storyline or an overview of the information in the book.	Response to literature includes only a skeletal retelling or overview.
Response to literature includes an opinion that is supported with examples from text and reflective comments about the book, author, or topic.	Response to literature includes an opinion about the book, author, or topic.	Response to literature includes a simple opinion (e.g. "I like) about the book, a character, the author or topic.