

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts-Grade K

Instructional/Learning Activity Task Template:

Overview

Unit Title: Response to Literature

Annotation: The purpose of this lesson and for doing an author study is to give students the opportunity to look deeply across the works of one author. By doing so, students can easily begin to notice common features among an author’s work and use what they have learned to make predictions about other books by the same author.

Grade, Subject, Topic, Author: Kindergarten, Creating an Attribute Chart to Guide a Response to Literature, Ashley Gallagher

Special Notes To Teacher:

- When doing an author study, reading books and adding information to an attribute chart is on-going. This particular lesson is suggested for the third or fourth day of an author study. Prior to this, you should have discussed simple background information on the author, shared several read-alouds by Eric Carle, have explained the attribute chart, and filled in several “cells” of information as a class. *See attachment.*
- Your attribute chart may be created by using several sheets of chart paper linked together, by using large sheets of butcher paper, etc.
- Your attribute chart will look different if you choose to do an author study at the beginning of the year verses the end of the year. At the beginning of the year, you may choose fewer “cells” of information to be filled in, and decide to explore things such as: title of book, author, characters, setting, favorite part of the story, and questions. You may decide to write most of what is written in each “cell” or use “shared-writing”(i.e. sharing the pen so that select students can contribute writing on the attribute chart along with the teacher). You may choose to allow students to draw pictures to place in the appropriate categories. Mid-year or towards the end of the year, your attribute chart may encompass headings such as: title of book, author, illustrator, characters, setting, problem, solution, connections, things we learned, and questions/wonderings. Students may be much more involved in adding information to the attribute chart as the year progresses.
- Students must be able to work in small groups prior to this lesson being presented.

Standards

Focus Standard/Element(s):

ELAKR6 The student gains meaning from orally presented text. The student:
c.) Asks and answers questions about essential narrative elements.

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Complementary Standard/Element(s):

ELAKR6 The student gains meaning from orally presented text. The student:

a.) Listens to and reads a variety of literary (e.g., short stories, poems,) and informational texts and materials to gain knowledge and for pleasure.

f.) Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text.

ELAKLV1 The student uses oral and visual skills to communicate. The student:

a.) Listens and speaks appropriately with peers and adults.

h.) Uses complete sentences when speaking.

Learning Goals

Essential Question(s):

What is an author?

What is an illustrator?

What is an author study?

What is an attribute chart?

What are connections?

What are characters?

What is a setting?

What are discoveries?

Knowledge:

Before starting this lesson your student should be familiar with the following concepts:

- An author writes the words in a story.
- An illustrator creates the pictures in a story.
- The setting of a story is where/when the story takes place.
- An author study is a series of lessons that focuses on the writing of one particular author.
- There are three types of connections:
 - Text-to-text (making connections to other books)
 - Text-to-self (making personal connections)
 - Text-to-world (making connections to events/occurrences that are happening in the world.)

Skills: The students will be able to listen to the book The Very Busy Spider, by Eric Carle, and discuss the various story elements within the text. Students will also be able to participate in completing the attribute chart for the story in which they explored.

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Balanced Assessment for Task

Assessment Method/Type: teacher observation and checklist (*see attachment*)

Description/Directions for Assessment: You will assess the student’s understanding of the book by asking questions about it after it has been read. A checklist (*see attachment*) for assessment will be used during the worktime and closing portion of reader’s workshop to see if students comprehended the story elements.

Student Work Samples (optional):

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Opening: Gather your students on the carpet to begin the Reader’s Workshop lesson for the day. Identify the standard and elements in which you all will be working on: *ELAKR6 The student gains meaning from orally presented text. The student: Asks and answers questions about essential narrative elements.* Refer to the attribute chart in the classroom and begin by reviewing some of the narrative elements that have previously been discussed (*see attached*). Explain to the class that they will be continuing their author study on Eric Carle and that they will have an opportunity to help create contributions to add to the attribute chart during their worktime. Preview the book by looking at the front and back cover and reading the title. Next, begin reading the book The Very Busy Spider, stopping periodically to model “thinking-aloud” to scaffold students’ thinking and understanding of the story.

The following is an example of possible stopping points in the story (think-aloud).

- After a few pages, wonder if Eric Carle writes this book in a pattern as he did in his previous books.
- Notice that the fly is buzzing over each animal and wonder if it is an important character in the story.
- Note that *now* you understand the title of the book, The Very Busy Spider, because the spider is busy spinning her web.
- When the cat in the story asks if the spider wants to take nap, explain that your cat at home also naps often.

After reading the story, begin the discussion by modeling some wonderings/questions/connections you may now have about Eric Carle and add them to the attribute chart. For example, you might wonder if Eric Carle likes animals or has a lot of pets because you have noticed many animal characters in his books. Next, ask students to talk about what they noticed or connections they may have made. Encourage students to use “accountable talk” and to use the language of the Georgia Performance Standards, by reminding them to begin their sentences with words such as, “I wonder . . .”, “I noticed . . .” or “This book reminded me of . . .” As students comment, leaf back through the book to help them make specific reference to the text and illustrations. Add these to the attribute chart. (You may want to write the

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child’s name in parentheses next to his/her question to encourage others to think about the story and to also help you, the teacher, for documentation.)

Worktime: After a thorough discussion of the story, divide students into small groups and assign each group a task. (You may have several students in charge of drawing and labeling the characters in the story while only one student is in charge of writing/illustrating the title or setting.) Model how to draw and label a particular element. Remind students to add lots of details to their drawings and, if applicable, to write about what they have drawn (*label* the character, *list* the title, etc). Dismiss students by groups to their designated areas to complete parts of the attribute chart. Give each group a copy of the book for students to thumb through as reference while working on their assignments. Allow students about ten minutes for this task. While students are working, you might want to rove through the room, asking questions to individuals/groups of students to assess their understanding of the story. You may ask questions such as: “Who is the main character in this book?”; “Who are some other characters in this book?”; “Can you tell me the setting of this story?” You might use the attached checklist to make documentation regarding your observations and to make anecdotal notes. This is also a time to give assistance where needed.

Closing: Gather students back to the carpet to briefly discuss today’s reading and to summarize the lesson. At this time you will refer to the attribute chart hanging on the wall. Call out each topic (title, author, characters, setting, etc.) requesting individuals or small groups to come to the front, discuss their product, and place it on the attribute chart. Facilitate the discussion, and note children’s accomplishments or difficulties on the checklist.

Resources, Materials, and Equipment:

Attribute chart(s) (*see attached*)

A Very Busy Spider, by Eric Carle (or another book depending on which author you are studying)

**See attached list for suggested authors to study.*

Additional copies of A Very Busy Spider (for group work)

Markers

Pencils

Crayons

Construction paper for students to create their product

Tape

Teacher check-list (*see attached*)

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation: Students with difficulties will work with the teacher in a small group identifying story elements from a familiar classroom book.

Enrichment/Extension: Students will be given their own miniature attribute chart to fill in as they study Eric Carle’s works. (*See attachment / modify as needed*)

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Attribute Chart

Title of Book	Author	Illustrator	Genre	Characters	Setting	Connections	Questions/ Wonderings

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Attribute Chart

Eric Carle Author Study

Title of Book	Author	Illustrator	Genre	Characters	Setting	Connections	What we learned or discovered	Questions/ Wonderings
Do You Want to be My Friend?	Eric Carle	Eric Carle	fiction	Mouse, snake, horse, alligator, lion, hippo, seal, monkey, etc.	Outside on the grass (snake)	We make friends in kindergarten.	The grass is really a snake. Eric Carle writes about animals. Eric Carle uses bright colors.	Does Eric Carle always write surprise endings?
Have You Seen My Cat?	Eric Carle	Eric Carle	fiction	little boy, different types of cats, man and woman on the bench, etc.	different parts of the world	I've seen lots of different types of cats at the zoo.	There are different types of cats in the cat family.	Does Eric Carle have cats?
From Head to Toe	Eric Carle	Eric Carle	fiction	Children, animals (penguin, giraffe, buffalo, monkey, seal, gorilla, cat, etc.)	outside	This book reminds me of playing the game, "Monkey See, Monkey Do."	People can imitate animals. Some yoga exercises my mom does are like the animal movements in the book.	Did Eric Carle act like animals when he was a little boy?
The Very Busy Spider								

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Assessment Tool for Author Study

Student Name	Title of Book	Author	Illustrator	Genre	Characters	Setting	Connections	Questions/ Wonderings

- Place a (+) or a (-) in the appropriate box indicating whether a student understands each story element or contributes a connection, question, or wondering.
- Suggestion - a date could also be added to each box representing mastery of each element.

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Suggested List of Possible Authors to Study:

Frank Asch
Eric Carle
Lois Ehlert
Kevin Henkes
Ezra Jack Keats
Leo Lionni
Jonathan London
Robert Munsch
Don and Audrey Wood