



<b>Unit:</b> Author Study	<b>Complete 4 Category:</b> Genre
<b>Why Teach This?</b> To enhance comprehension by reading several texts written by the same author. To help students notice and discuss an author’s unique style (language, characters, setting) To help students identify story elements (characters, setting, problem and solution) To help students compare, contrast, and make connections between and among texts.	
<b>Framing Questions:</b> <ul style="list-style-type: none"><li>• How does what we know about an author help us understand his/her texts?</li><li>• What text to text connections can we make that deepen our understanding?</li><li>• How can we use story elements to read books by one author?</li></ul>	
<b>Unit Goals:</b> <b>Students will:</b> <ul style="list-style-type: none"><li>• Understand and know the range of texts written by an author</li><li>• Identify common story elements found in the author’s texts.</li><li>• Understand and name unique features of an author</li><li>• Compare and contrast books by an author</li><li>• Use the knowledge of an author and his/her unique features to deepen their understanding.</li></ul>	
<b>Anchor Texts and Resources:</b> <p>Teacher will choose an author to read that through this reading, will deepen the comprehension capacity of all readers. The author chosen will be used for demonstration in the whole class lessons. In addition, texts by this author will be used by students for at least <b>part of the independent practice</b> (depending on the author chosen and the reading capabilities of the students). Book boxes need to be filled with appropriate texts for the reader. If there are not books by the author on the child’s independent reading level, then during independent practice, students will practice and “read” a text by the author (noticing story elements or unique features) to deepen comprehension, but will then continue to read books that are just right for that reader.</p> <p>In addition, <b>BookFlix</b> should be used. When you go to BookFlix (User Name: RCSD, Password: Mounties), click the resources tab. From here, you can search by title, author, award winner, etc.). Students should go to BookFlix as a center where they <b>listen to and read along with the text</b>. Below is a list of authors who were chosen because they work well for lesson demonstration, as well as offer a wide range of opportunities for independent practice.</p> <p>Authors to Consider: Lois Ehlert</p> <ul style="list-style-type: none"><li>• <i>Snowballs, Leaf Man, Oodles of Animals, Waiting for Wings, In My World, Boo to You, Nuts to You, Red Leaf Yellow Leaf, Color Zoo, Feathers for Lunch, Growing Vegetable Soup, Top Cat, Pie in the Sky, Color Farm, Circus, Wag a Tail, Hands,</i></li></ul>	

*Mole's Hill: A Woodland Tale, Moon Rope, Crocodile Smile*

Mem Fox

- *Kaola Lou, Possum Magic, Ten Little Fingers and Ten Little Toes, Whoever You Are, Sleepy Bears, Tough Boris, Hello Baby, Where is the Green Sheep?, Harriet, You'll Drive Me Wild, A Particular Cow, Night Noises, The Magic Hat, Hattie and the Fox, Whoever You Are, Sophie, Boo to a Goose*

Beverly Randell (Easiest to Order from Rigby)

- *Baby Hippo, Wake Up Dad, Father Bear Goes Fishing, Blackberries, Baby Bear Goes Fishing, Mother Bear's Scarf, Honey for Baby Bear, Baby Bear's Present, Baby Bear Climbs A Tree, Eggs and Dandelions, Baby Bear's Hiding Place, Mushrooms for Dinner, The Bears and the Magpie, House Hunting, Father Bear's Surprise, The Photo Book, Wake Up Dad, The Merry-Go-Round, The Flower Girl, The Bumper Cars, Balloons Go Pop, Hide and Seek, Where are the Sunhats?, Snowy Gets a Wash, Sally's New Shoes, Sally and the Elephant, Sally and the Leaves, Sally's Snowman, Sally and the Daisy, Sally's Beans, Sally and the Sparrows, Sally's Red Bucket, Sally's Friends, Locked Out, Goldfish, Parakeets, Cats, Dogs, Brown Bears, Kangaroos,*

Jules Feiffer

- *Bark, George, I Lost My Bear, A Room With a Zoo, Which Puppy?*

Syd Hoff

- *Grizzwold, The Horse in Harry's Room, Stanley, Chester, Danny and the Dinosaur, Happy Birthday, Danny and the Dinosaur, Danny and the Dinosaur Go to Camp, Oliver, Who Will Be My Friends?, The Littlest Leaguer, Sammy and the Seal, Barney's Horse, Mrs. Brick's Mice, Duncan the Dancing Duck, Morris Goes to School*

Bill Martin Jr

- *Kitty Cat, Kitty Cat, Are You Waking Up, Polar Bear, Polar Bear, What Do You Hear?, Panda Bear, Panda Bear, What Do You See?, Chicka Chicka Boom Boom, Chicka Chicka 1,2,3, Here Are My Hands, Up and Down on the Merry Go Round*

Mo Willems

- *The Pigeon Has Feelings, Pigeon Finds a Hot Dog, Don't Let the Pigeon Stay Up Late, Don't Let the Pigeon Drive the Bus, The Pigeon Loves Things That Go, The Pigeon Wants a Puppy, Pigs Make Me Sneeze, I Am Invited to a Party, Elephants Cannot Dance, Watch Me Throw the Ball, Are You Ready to Play Outside?, There is a Bird, Today I Will Fly, I Will Surprise My Friend, I Love My New Toy, I Am Going!, My Friend is Sad, Can I Play Too?, Knuffle Bunny, Knuffle Bunny Too,*

Reading	Unit Assessment		
Student:	Emerging	Developing	Independent
Understand and know the range of texts written by an author			
Understand and name unique features of an author			
Compare and contrast books by an author			
Use the knowledge of an author and his/her unique features to deepen their understanding.			

Stage of the Unit	Focused Instruction You will:	Independent Practice Students will:
Immersion  4 days	<ul style="list-style-type: none"> <li>• Introduce the unit by reading aloud a book written by the author of study. Ask “What is this writer writing about?” Begin a chart: <i>What We Notice About _____’s books.</i></li> <li>• Read aloud another book by the selected author. Compare this book to the</li> </ul>	<ul style="list-style-type: none"> <li>• Browse and “read” a variety of texts by this author to notice and discover his/her special text characteristics. Some students will read these books using BookFlix. Others will “re-read” a very familiar book (ten minutes). Students will “read” from their book baggies or book boxes two or more carefully selected books written by the same author.</li> <li>• Browse and “read” a variety of texts by this author to notice and discover his/her</li> </ul>

	<p>book you read on the previous day. Add to the chart.</p> <ul style="list-style-type: none"> <li>• Read excerpts about the author’s life from one or more of the following: <i>Meet the author</i> series, author’s website, and biographies (links to author’s website can be found on BookFlix as well <i>meet the author</i>). Discuss how the things that have happened in the author’s life have affected his/her writing.</li> <li>• Create a circle map about what you’ve learned about the author.</li> </ul>	<p>special text characteristics. Some students will read these books using BookFlix. Others will “re-read” a very familiar book (ten minutes). Students will “read” from their book baggies or book boxes two or more carefully selected books written by the same author.</p> <ul style="list-style-type: none"> <li>• Browse and “read” a variety of texts by this author to notice and discover his/her special text characteristics. Some students will read these books using BookFlix. Others will “re-read” a very familiar book (ten minutes). Students will “read” from their book baggies or book boxes two or more carefully selected books written by the same author.</li> <li>• Browse and “read” a variety of texts by this author to notice and discover his/her special text characteristics. Some students will read these books using BookFlix. Others will “re-</li> </ul>
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		<p>read” a very familiar book (ten minutes). Students will “read” from their book baggies or book boxes two or more carefully selected books written by the same author.</p>
<p>Identification</p> <p>3 days</p>	<ul style="list-style-type: none"> <li>• Create a <b>Unique Features Chart</b> (language, characters, and setting). Model browsing through texts by the author and notice the unique features of this particular author. For example, class author is Mo Willems. You will notice and chart what students say. Possibilities include: <i>familiar setting, silly simple characters that speak in speech bubbles, different size print that show the emotion of the character, characters that talk like u,s etc.</i></li> <li>• Continue to model browsing through books to find one feature listed on the chart. Use a sticky note to write a sentence describing how the book lends itself to that feature. Post sticky note under the correct heading of the chart.</li> </ul>	<ul style="list-style-type: none"> <li>• With a partner, students will be given post its with a L,C,S (language, characters, setting) a few pages of the text. Students will mark pages where they notice the unique features of the author’s writing. When completed, return to the carpet to share findings.</li> <li>• Partners will continue to browse through their selected pages to find examples of their features. Continue to use coded (L, C, S) sticky notes to put on the chart.</li> </ul>

	<ul style="list-style-type: none"> <li>Review chart with class to compare and contrast different books by feature thus deepening their understanding of the author’s style. Select a favorite book and name the feature that makes it your favorite and tell why.</li> </ul>	<ul style="list-style-type: none"> <li>With a partner, agree upon your favorite book and name the feature that makes it your favorite. Explain why.</li> </ul>
<p>Guided Practice</p> <p>6 days</p> <p><b>Create an author checklist. Students will select an individual author checklist (list of titles written by that author). Indicate the date book was used.</b></p>	<ul style="list-style-type: none"> <li>Model how to use what you know about the features of one book to choose another book. Teachers can refer to features chart.</li> <li>Model how to use the features (language, character, and setting) of the book to identify story elements (character, setting, problem, and solution).</li> <li>Create a bubble map that describes one of the characters in the previously read class anchor text.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use what they know about the features of one book to choose another book by the same author from their book bin. Independent reading. Share today’s feature with their classmates. (Record date on checklist)</li> <li>With a partner, choose and read a book by the author. Work together to identify the story elements. Several students can share with the class. (Record date on checklist)</li> <li>With a partner, create a bubble map that describes one of the characters in a book that they read. (Record date on checklist)</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a bubble map that describes the setting in the previously read class anchor text.</li>   <li>• Create a bubble map that describes the problem in the previously read class anchor text.</li>   <li>• Create a bubble map that describes the solution in the previously read class anchor text.</li>   <li>• Create a double bubble thinking map to compare and contrast two of the previously read anchor texts by the same author.</li> </ul>	<ul style="list-style-type: none"> <li>• With a partner, create a bubble map that describes the setting in the book that they read. (Record date on checklist)</li>   <li>• With a partner, create a bubble map that describes the problem in the book that they read. (Record date on checklist)</li>   <li>• With a partner, create a bubble map that describes the solution in the book that they read. (Record date on checklist)</li>   <li>• With a partner, create a double bubble map that compares and contrasts two of the previously read anchor texts by the same author. (Record date on checklist)</li> </ul>
<p>Commitment</p> <p>2 days</p>	<ul style="list-style-type: none"> <li>• Begin to formulate the big idea of the author by completing the following prompt: _____ is the kind of author who...</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the writing prompt giving examples from their own reading (students will refer to their reading checklist, classroom charts, thinking maps, and books)</li> <li>• Share their writing with the class!</li> </ul>

TOTAL: 15 days

