Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Kindergarten	**Reading**	**N/A**	**What Do We Need?**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
Year Long	**Beginning in Sept-Oct**	✓ Study begins after the *Fundamental Needs of Humans* impressionistic lesson ✓ Ability to sit for 20-30 minutes without disturbing others ✓ Emergent/beginning reading level ✓ *Read Aloud* and *Shared Reading* experiences ✓ Emergent handwriting/invented spelling

Unit Description

Reading is the primary tool with which students access the Montessori cultural curriculum. Just as the standards establish "a *staircase* of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school", the Montessori approach incorporates the *use of concrete reading and writing structures* (e.g., the 3-part card material mentioned in the writing samples) from the earliest grade levels to ensure students continue to develop and strengthen their language skills in these areas. As also illustrated in the standards, the Montessori methods used to teach reading are focused on "a progressive development of reading comprehension" with more advanced levels of textual structures introduced and practiced, so that "each student advances through higher levels of learning and gains the most from what they read". Through effective reading skills students are expected to build their knowledge, gain insights, explore possibilities, and broaden their perspective. The rich Montessori cultural curriculum ("Cosmic Education"—see A.3 Program of Instruction) serves as a great motivator and platform for students to practice and gain mastery in all language areas, especially the core content area of reading.

Author Studies provide a wonderful platform for studying the author's and/or illustrator's craft. Students are exposed to and become aware of different genres and text structures. They use pictures and graphics as a way of predicting what the book will be about, or will teach. Author studies provide many types of opportunities for modeling and demonstrating reading and thinking strategies that aid in deeper comprehension. Through concrete organizers such as K-W-L charts, Picture Walks, etc., students gain models of organizing their thoughts and discoveries. Author studies provide an easy connection to the cultural subjects, which, in turn, facilitates more reading and research in a variety of areas.

For this reading sample, the author chosen is Ann Morris, and the illustrator/photographer, Ken Heyman. Ann Morris writes non-fictional/informational & explanatory texts that connect well with one of our cultural themes, the "fundamental needs of humans". Her books present needs such as clothing, bread, transportation, shelter, etc. in a way that celebrates our similarities and differences as people and cultures of the world.

Curricular connections (see A.3 for more information about curriculum and framework)

- ✓ History--Fundamental Needs of Humans
- ✓ Writing—Research skills
- ✓ Mathematical thinking—sets and sub-sets, classification work, sorting, looking for patterns

Standards:	**Strand:** Reading Standards for Informational Text **Cluster:** Craft and Structure ***Standard #6:*** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Summative Assessment	**All progress data and observation notes entered into MRX data system** **Assessment specific to the required standard:** ▪ Student oral responses to specific questions regarding a minimum of 3 books from book selection for author study. ▪ Progress and mastery assessed using *Author Study Oral Response Rubric* ▪ The essential skills which demonstrate mastery of required standard are: o *Student uses words to describe what an author is and what they do.* o *Student uses words to describe what an illustrator is and what they do.* o *Student identifies Ann Morris as the author of selected books for Author Study* o *Student defines the role of Ann Morris in presenting her ideas and information in the selected books.* o *Student identifies Ken Heyman as the illustrator of selected books for Author Study* o *Student defines the role of Ken Heyman in presenting his ideas and information as photographs in the selected books.* **Leading to mastery of required standard—samples of student work:** ▪ KWL process, practice, and student samples ▪ Picture Map, process, practice and student samples
Scoring for Summative Assessment	Each of the identified essential skills is rated according to the rubric sample below. ***10-12 points per sample*** for a minimum of 3 books is the criteria for mastery.

Kindergarten

Author Study—Student Oral Response Rubric

Student:	**Date:**
Reading Text Structure: Informational & Explanatory	**Reading Standard Cluster:** Craft & Structure
BOOK TITLE:	

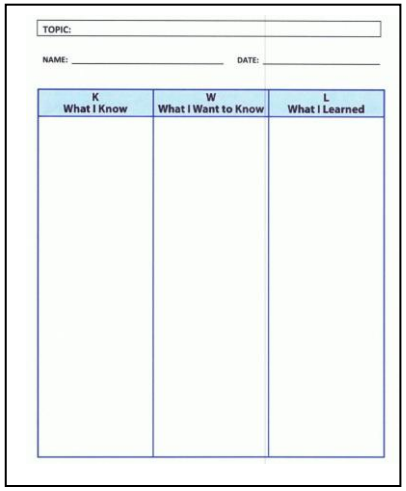
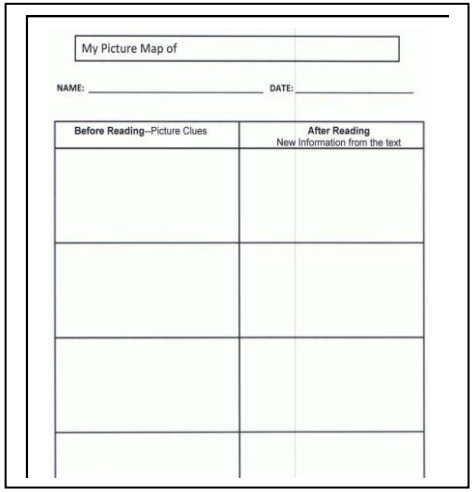
Reading Standard: When presented with a book from the selected author study, *the student will identify Ann Morris as the author and Ken Heyman as the illustrator, and will give details and/or define their roles pertaining to the role of each in presenting the ideas or information in the selected book.*
Criteria for Mastery = 10-12 points (80%) per book/minimum 3 books assessed

TOTAL POINTS	**0-1 Points** ***Needs more practice***	**2 Points** ***Mastered***	**3 Points** ***Exceeds Expectations***
Student uses words to describe the difference between an author's and an illustrator's craft.			
Student is able to classify the text structure of the selected title (i.e., true, factual, non-fiction, information, etc.)			
Student identifies *Ann Morris* as the author of the selected book			
Student is able to provide details about how *Ann Morris* presented her ideas & information in the selected title OR defines the author's role in the presenting of her ideas and information in the selected title.			
Student is able to identify *Ken Heyman* as the illustrator of the selected title.			
Student is able to provide details about how *Ken Heyman* presented his ideas & information in the selected title OR defines the illustrator's role in the presenting of ideas and information in the selected title.			

Additional Comments:

Materials/Resources Needed *Include all items for the entire unit.*	**L2** Materials: ✓ Variety of hats including: baseball cap, cowboy hat, hardhat, derby, beret, etc. ✓ File folder game with envelope & photocopies of hats ✓ For each child: File folder; Photocopy of hats (laminated); Envelope; Marker; Pens/ Pencils ✓ KWL and Picture Maps	**Books by Ann Morris:** Bread, Bread, Bread Hats, Hats, Hats—big book format Other books from this set aligned with fundamental needs identified (e.g., Houses and Homes, Tools, etc.)

	Lesson 1 *Breaking Bread*	**Lesson 2** *How Many Hats Do You Wear?*	**Lesson 3** *A Picture is Worth a Thousand Words…*
Instruction and Timeline	Read Aloud—1st book *Bread, Bread, Bread* **Aim:** ✓ Provide a modeled reading strategy--K-W-L chart to set purpose for reading text **Background for the teacher:** *Bread, Bread, Bread* is easy to read and a perfect introduction to the world of bread—a seemingly universal food. The **photo index** at the back of the book provides background information on a variety of *breads and cultures* as well as interesting *information about each picture.* NOTE: Each book in this series has an index—may want to incorporate here, or save for a future book when time permits. **Pre-reading Activity:**	Read Aloud—2nd book *Hats, Hats, Hats* **Aim:** ✓ Provide a modeled reading strategy-Using a Picture Map to predict what the book will be about ✓ Use of a picture map to focus on illustrator's craft prior to reading text ✓ To compare information gained from text with that gained from illustrations. **Procedures:** Building Background and Creating Interest --*What do you know about hats?* Show the hats--*How are these hats the same? Different? Why do people wear hats?*	 Ken Heyman has *"the ability to sensitively interpret the human condition."* **Aim:** ✓ Provide an art appreciation experience that allows students to learn more about the illustrator's craft and purpose for clarifying informational text. Gather students together for study of Ken Heyman and his work.

	Show the cover of the book and have the children predict what it is about. Read the title, author, and illustrator. Record these on the K-W-L chart. Invite children to travel through the book with you and learn about bread in other lands. The first time you introduce the book just preview the pictures and record predictions and comments on the K-W-L chart (K = what we already know; W = what we want to find out; L = what we learned after reading) *SAMPLE:*  TOPIC: NAME: DATE: K What I Know / W What I Want to Know / L What I Learned **Read Aloud** Set the purpose for read aloud by asking students to observe the author's style of writing and conveying information about bread. Ask students to think about how	**Pre-reading** Show the cover of the book and have the children predict what it is about. Read the title, author, and illustrator. Record on the Picture Map. Look at the pictures—begin to record student predictions on Picture Walk chart. *SAMPLE:*  My Picture Map of NAME: DATE: Before Reading--Picture Clues / After Reading New Information from the text **Set purpose:** Let's read and find out more about hats. **Read-Aloud** Model "think aloud" strategies & continue recording new information learned from the text: ✓ What kind of hats are these people	Briefly review some highlights of his life. For example: *Ken Heyman's work has brought him a number of awards including "The World Understanding award," considered to be one of the top awards in photography. It is given "to honor the photographer whose work has contributed most to a better understanding among the world's people."* Then spend time appreciating the art of Heyman and thinking about what the "human condition", or fundamental need, might be in the photo above, or another piece of his work. Relate the discussion to how his illustrations helped clarify Ann Morris's writing. Do his photographs reveal more about the people in them than the type of hat they are wearing? And so on…

	the illustrations helped add information and helped the reader *travel* through the pages. **Post reading:** Talk about the variety of breads depicted in Ann Morris's book. Find out **how many children** have tasted each of the breads shown. Ask children to name other breads they've tasted. Call **attention to the photos** of the Indian family and the flat bread they are eating. Point out that in India, it is customary to eat with your fingers. Add lots of details/information to the K-W-L chart. Point out additional information learned from reading the text.	wearing? ✓ Why are these people wearing hats? ✓ Do you have any of these kinds of hats? ✓ What do these hats do? ✓ Are these hats the same or different? Why? ✓ Why are these people wearing hats?	

	Lesson 1	**Lesson 2**	**Lesson 3**
Student Activities and Timeline	**Individual:** Journaling about "Fundamental Needs"--Use writing and pictures of to compose your reactions/responses to the book read aloud, and share details learned about bread around the world. Include the title, author & illustrator in the response.	**Individual:** Journaling about "Fundamental Needs"--Use writing and pictures of to compose your reactions/responses to the book read aloud, and share details learned about bread around the world. Include the title, author & illustrator in the response. **Creative Activity:** Set up a file folder game in which the children can sort the hats in the book. Copy and laminate the pictures of the hats from the index. Put an envelope on one side of the file folder. Divide and label the other side into "protection",	**Individual:** Read/re-read at least 3 additional books in this collection by this author and illustrator. Complete the "Reader's Response" activity for the book and review it orally with the teacher. **(Assessed for progress & mastery of required standard of this reading sample)**

		"ceremony", "fashion". Have the children sort the hats into the three categories.	