A.5. CURRICULUM SAMPLE – Kindergarten Reading

Grade Level	Content Area	Course Title	Unit Title
Kindergarten	**Reading**	**N/A**	**Author/Illustrator**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 day, 30 min each	4th Quarter	Be able to sit listen to a story and verbalize and share their ideas.

Unit Description

Using the book **Show Me A Story, Writing Your Own Picture Book** to teach the concept of an author/illustrator's craft.
Students will define the role of an author and an illustrator by learning specific tools authors use to put a story together. Essential Questions: What does an author do? What does an illustrator do? How are they similar? How are they different? Students will identify the role of an author and illustrator, and name the tools an author uses when writing a story.

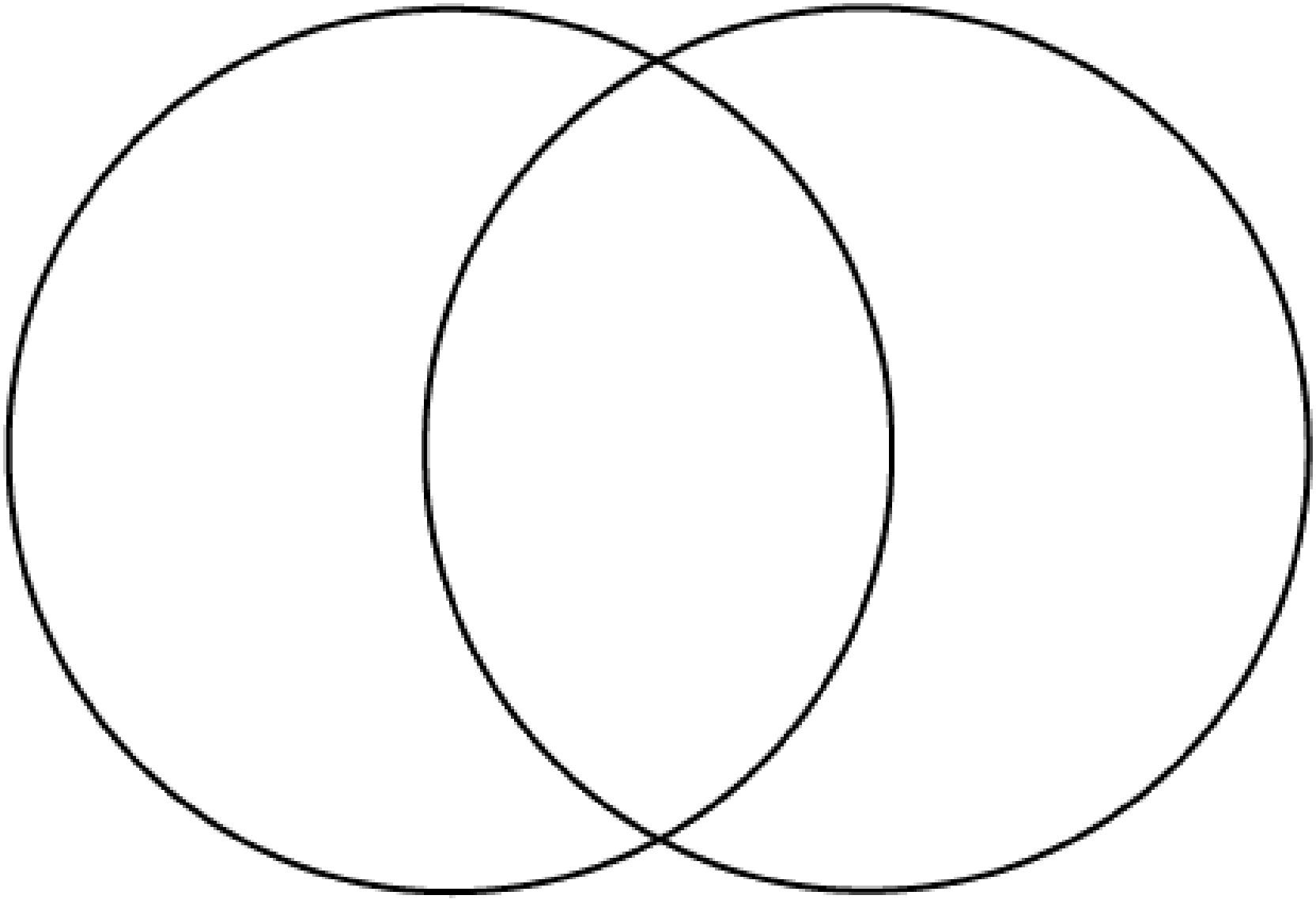
Common Core Standards	**K.RI.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Summative Assessment	Completion of a Venn diagram will reveal the students' understanding of the role of an author and an illustrator.
Assessment Scoring	Each child needs to contribute one answer to the Venn diagram. No scoring necessary. Assessment components: Contents and ideas and organization. Students' conversations and contributions to the word webs and Venn diagram convey their understanding of the reading. Students are to show illustrations that relate to specific details from the story and show a clear understanding of key events with sequential pictures from beginning to end.
Materials/Resources Needed	Copy of: **Show Me a Story**" by Nancy Loewen and illustrated by Christopher Lyles, two copies of culturally different Cinderella stories (ex. Cinderella and The Golden Sandal), large chart paper for word webs and Venn diagram, and story sequencing paper.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	Introduce unit by telling students they will be identifying specifically what an author and illustrator are and defining what they do. Read a traditional Cinderella story, introducing the book by naming the title, author, and illustrator and where they are found on a book	*Story *Begin lesson restating the roles of an author and illustrator by reviewing words webs. Introduce the story: **Show Me a Story**. Read the blurb on the back of the book. Tell the children that this book is about a goose that has a problem	*Tools 1-5 *Begin lesson by asking children to think about the story from yesterday: **Show Me a Story**. State that today we are going to look at how the author used specific tools in writing this book.	*Tools 6-15 Begin lesson by asking children to pair share what an illustrator and author do. *State: "We will learn about more tools that an author and illustrator use when writing a story." Continuing with the story on page 9.	*Begin lesson by asking children again to pair share one of the tools and what an author or illustrator uses when writing a story. *State: "On Monday we read a Cinderella story. Today as we read a new kind of Cinderella story think of the tools a good author uses when writing a story." (Culture Addition)

	and define them. After the reading, create a word web with the word: Author. Ask each child to give examples of what an author does when writing a story. Create a word web for illustrator as well and have each child contribute an answer. Save these two word webs.	he wants to fix. Explain to the students that as we read they need to think about what the author is trying to tell us in this story. What does the author want us to know? This story has two parts: the story and the author's tools. Read the story for this lesson. After the reading, have the children pair share their idea of what the author is trying to tell them in this story. Explain that the author is showing us how we can work together to solve problems.	Starting at the beginning of the book. Read each tool to the children and relate it to the story: **Tool 1**: Stories have a beginning, middle, and end. **Tool 2**. In the beginning we meet the main character. **Tool 3**. The author tells of a problem or a struggle that will shape the story. **Tool 4** The author presents a setting and we learn where the story takes place. **Tool 5** The illustrations help to tell these parts of the story and show details that words don't tell us. Ask the children to pair share the beginning, middle, and end of the story. Then they will illustrate their ideas.	Revisit the story by introducing the following tools. **Tool 6:** Stories solve problems. **Tool 7**. Dialogue is how an author creates conversation between the characters. **Tool 8**.The main part of the story is the middle where we find out how the character will solve the problem. **Tool 9** The things that happen in a story are called the plot. **Tool 10**. The turning point in a story is when something important changes. **Tool 11**. Creating a scene is when things are happening right in front of you in the pictures. **Tool 12.** Summary helps us get to the next part of the plot. **Tool 13**. Suspense creates a type of excitement to keep the reader interested. **Tool 14.** The climax is an exciting part of the	Read: The Golden Sandal. "Now turn to your partner and pair/share how the two authors in the Cinderella stories wrote the same, and how they wrote differently." Students will also pair share for the illustrators. Assessment: After the pair/share use a Venn diagram to compare the differences and similarities of an author and illustrator.

				story before it ends. **Tool 15**. A good ending should answer questions and make the reader feel pleased.	

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities	* Contribute ideas to the author and illustrator's word webs.	* Pair/share ideas about the author's message by answering the question: What is the author trying to tell us in this story.	*Illustrate the beginning, middle, and end of this story with these five tools in mind. Use the story sequence paper for this activity.	*Listen to each tool and how it relates to the story.	*Listen to the story. Pair/share similarities and difference between the two stories and the author's interpretation. *Contribute ideas to the Venn Diagram comparing author and illustrator's work.



Name: _____

Story Sequencing

Beginning	Middle	End