Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade KG	English Language Arts-Reading		**The "Fantastic Four" Fables to Teach Reading Skills**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 lessons	Beginning of the year	Definition of "pictures" and "words".

Unit Description: Classic stories plus scientific data based activities equal a high end learning experience.

Standards: Common Core State Standards for ELA	**Strand:** Reading Standards for Informational Text **Cluster**: Craft and Structure **Standard**: #6 With Prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will locate and identify the author and illustrator of a book, students will identify the roles of an author and illustrator in telling a story.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Students must score an eight out of ten (80% mastery) or better identifying author and illustrator's names and roles the author and illustrator have in telling a story.
Materials/Resources Needed *Include all items for the entire unit.*	*Word Wall cards for vocabulary *Sample Picture Books * *The Umbrella* by Jan Brett **Sidewalk Circus* by Paul Fleischman *Charade Word Cards End of Unit Assessment * KLW Chart *Crayons and Pencils * *Brown Bear Brown Bear What Do You See* by Bill Martin **The Enormous Carrot* by Vladmir Vagin *Chart Paper for Class Story and Group Illustrations

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Teacher will begin instruction with a KWL chart on Authors and Illustrators. Teacher will ask students to share what they already know about authors and illustrators. Teacher will record student responses on the Knowledge section of the KWL chart. After recording responses, teacher will introduce vocabulary cards "Author" and "Illustrator" and discuss definitions of each word. Teacher will explain to class they will be learning about the roles of authors and illustrators in telling a story. Teacher will ask students what they would like to learn about authors and illustrators and record answers on the What section of the KWL chart. Teacher will display a variety of fiction picture books on whiteboard. Teacher will model where to find the names of the author and illustrator on the covers and title pages of the books. Teacher will ask volunteer students to come up and identify where to find the author and illustrator names on the covers of the books. Teacher will divide students into groups of four. Teacher will describe the role of the author and illustrator, groups will work together to decide if teacher is describing the roll of the author or illustrator. If describing author groups will hold up a pencil if teacher is describing the illustrator, students will hold up a crayon. Teacher will read the story, Brown Bear Brown Bear What Do You See by Bill Martin. Teacher will ask students, "What does the author do in this story?" "Why is the author's job important?" Teacher will then ask students, "What the illustrator does in this	Teacher will review vocabulary cards "Author" and "Illustrator" from lesson one. Teacher will ask volunteer students to define/ describe the roles of the author and illustrator and explain why both roles are important in a story. On Elmo teacher will show students examples of paragraphs and pictures out of books. Teacher will ask students to distinguish if the sample written paragraphs and pictures are the job of the author or illustrator. Students will respond to each sample by showing a pencil in the air for author and crayon in the air for illustrator. Teacher will introduce the story The Umbrella by Jan Brett. Teacher will have students identify where on the cover and title pages they can find the name of the author and illustrator. Teacher will read The Umbrella. Teacher will prompt questions throughout the story, asking students what the author and illustrator jobs are in the story. Teacher will hold up book from Lesson One Brown Bear Brown Bear What Do You See, and in partners have students talk about how the two authors are the same and different. Teacher will ask groups to share answers with the class. Then teacher will ask students what is the same and different with the illustrators. Teacher will ask groups to share with the class. Teacher will end lesson asking two students to tell what an author does and two students what and illustrator does.	Teacher will review vocabulary cards "Author" and "Illustrator" from previous lessons. Teacher will ask volunteer students to define/ describe the roles of the author and illustrator and explain why both roles are important in a story. Teacher will introduce the book Sidewalk Circus by Paul Fleischman. Teacher will have students identify where the name of the author and illustrator are on the cover page and title pages of the book. Teacher will have the class preview the pages of the book before "reading" the story. Teacher will ask students what is different about the book compared to the stories the class studied in Lesson One and Lesson Two. Teacher will explain that not all books have authors and illustrators. Sidewalk Circus only has an illustrator, the story has no words. The teacher will start the story from the beginning having students view it a second time thinking in their minds what the story is about. Teacher will explain that today the class gets to be the authors. As a class teacher will guide students to telling the story in their own words. Teacher will record the students' responses about what is going in the story to create a class story for Sidewalk Circus having the students perform the role of the author. After completing the story the teacher will have a student stand up and hold the book, while the teacher reads the class story. Teacher will ask the class how the illustrator's job helped us do the role of the author. Teacher will ask groups to share with the class. Teacher will end lesson asking two students to tell what an author does	Teacher will review vocabulary cards "Author" and "Illustrator" from previous lessons. Teacher will ask volunteer students to define/ describe the roles of the author and illustrator and explain why both roles are important in a story. Teacher will explain to the class they will hear a story called The Enormous Turnip, but that all they get to do is listen to the story and look at the words to the story. The teacher will ask students to identify whose role is it to write the words for the story? Teacher will read the story The Enormous Turnip and ask students to create mental pictures of the story while she is reading the story. After listening to the story, Teacher will divide the students into groups of four. The teacher will read a small section of the story to each group and have each group do the role of the illustrator to illustrate a picture that goes with the section of the story she read to them. After students complete picture, teacher will reread the story, having each group stand up to display their illustration as she reads their section of the story. After reading the story, teacher will have each group stand up and tell why they created the picture they did. Teacher will lead discussion in how the role of the author in the Enormous Turnip, helped them do their roles of the illustrator. Teacher will show students the true cover and the title page of the book The Enormous Turnip. Teacher will have students identify where to find the names of the author and illustrator on the cover and title pages of the book. Teacher will end lesson asking two students to tell what an author does	Teacher will review vocabulary cards "Author" and "Illustrator" from previous lessons. Teacher will ask volunteer students to define/ describe the roles of the author and illustrator and explain why both roles are important in a story. Teacher will review how to find author and illustrator names on cover pages and title pages of books. Teacher will partner students, and explain that in partners students will pick a book from the book library. They will work together to identify the title and author and illustrator's names in the book. Partners will then preview and/or read the book together. Teacher will circulate room visiting each group. Teacher will ask students to identify where they found the author and illustrator names in the book, and what they think the book is about from reading and/or previewing the illustrations in the book. Teacher will ask how the author and illustrator helped each other to make the book enjoyable for them. Teacher will ask some groups to share their responses with the class. Teacher will break students into groups of four to participate in a game identifying the roles of authors and illustrators. Each group will get a stack of ten cards labeled "Author" and "Illustrator." Students will draw a card off the pile and act out the role on the card with body motions or writing on whiteboard. The rest of the group will hold up a pencil or a crayon to identify if the person is doing the role of an author or the role of an illustrator. Teacher will model with the class, then let groups complete activity in their small groups. After

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	story?" "Why is the illustrator's job important?" Teacher will record student answers on chart paper and post chart on the wall. Teacher will end lesson asking two students to tell what an author does and two students what and illustrator does.		and two students what and illustrator does.	and two students what and illustrator does.	Author Illustrator Charades, teacher will have class discuss what clues people did to help them determine if he/she was being an author or an illustrator. Students will share experiences. After charades, students will return to their seats. Teacher will show students KWL chart from Lesson One. Teacher will reread student responses to K and W sections of the chart. Teacher will ask students to share what they learned about author and illustrators during the past five lessons. Teacher will record student responses on L section of the chart, and then reread the L section to the class. Teacher will pass out assessment papers to each student. Teacher will read the assessment to the students, and students will circle the answer they think is correct for each answer.
Student Activities and Timeline	1. Students will participate in a group discussion identifying what they already know about Authors and Illustrators to begin creating a class KWL chart. 2. Students will discuss definitions of author and illustrator and add words to classroom word wall. 3. Students will identify where to find the names of the author and illustrator on a book cover.	1. Students will review vocabulary "Author" and "Illustrator" and discuss roles they have in telling a story. 2. Students will identify roles of the author and illustrator with teacher examples. 3. Students will identify where to find the name of the author and illustrator on the cover and title pages of the story. 4. Students will listen to the story The Umbrella and discuss the role of	1. Students will review vocabulary "Author" and "Illustrator" and discuss roles they have in telling a story. 2. Students will identify where to find the name of author and illustrator on the cover and title pages of the book. 3. Students will preview the book Sidewalk Circus, and identify how the book is different from The Umbrella and Brown Bear Brown Bear What Do You See from Lessons One and Two.	1. Student Activities: Students will review vocabulary "Author" and "Illustrator" and discuss roles they have in telling a story. 2. Students will listen and observe the words of the story The Enormous Turnip. 3. Students will identify the role of the author in writing the words to the story. 4. In groups of four students will complete the role of the illustrator creating an	1. Student Activities: Students will review vocabulary "Author" and "Illustrator" and discuss roles they have in telling a story. 2. In partners students will identify where to find author and illustrator names in the book and explain to the teacher the role of the author and illustrator in creating the story for the reader. 3. In groups students will act out and distinguish roles of authors and illustrators by

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	4. In groups students will discuss and identify the roles of the author and illustrator from teacher descriptions. 5. Students will listen to the story Brown Bear Brown Bear What Do You See by Bill Martin and a group discuss why the illustrator and author's jobs are important in the story. 6. Volunteer students will give definitions of author and illustrator to wrap up lesson one.	the author and illustrator. 5. Students will compare and contrast authors and illustrators of two different stories. 6. Volunteer students will give definitions of author and illustrator to wrap up lesson two.	4. Students will experience the book a second time, to brainstorm the plot of the story, by only using the illustrations of the story. 5. As a class students will do the role of the author and create a class story using the illustrations from the story as a guide. 6. Students will discuss how the illustrator's pictures helped us in writing a story to go with the illustrations. 7. Volunteer students will give definitions of author and illustrator to wrap up lesson three.	illustration that goes with an assigned section of the story. 5. Students will explain how the author helped them complete their job as an illustrator. 6. Students will identify where the names of the author are on the cover and title pages of the book. 7. Volunteer students will give definitions of author and illustrator to wrap up lesson four.	participating in Author Illustrator Charades. 4. Students will take an assessment identifying author and illustrators on story covers and title pages and the role the author and illustrator having in telling the story.

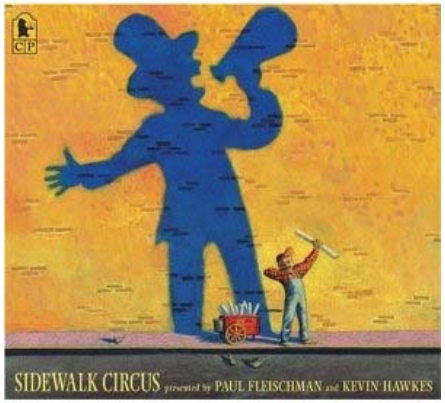
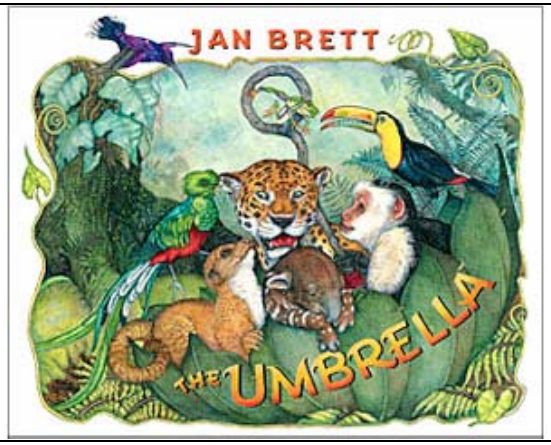
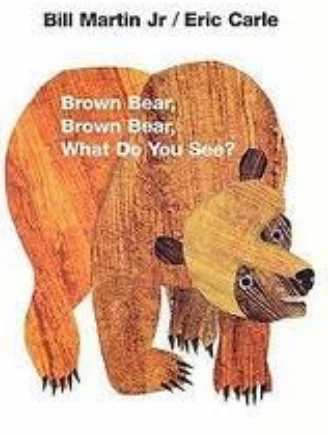
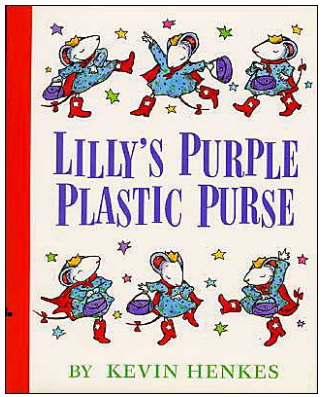
Know What we KNOW	Want What we WANT to learn	Learn What we LEARNED

Author	Illustrator
Author	Illustrator
Author	Illustrator
Author	Illustrator
Author	Illustrator

Student Name:_____

End of Unit Assessment: L.A. Standard #6 Identify Author and Illustrator and define the role of teach in telling a story.

Circle the answer author and illustrator names on each cover page.

1 	2 
3 	4 

Circle the answer that best completes the definition.

5. The <u>author</u> is a person who _____.

a. colors the pictures in a story.

b. writes the words to a story.

6. An <u>illustrator</u> is a person who _____.

a. colors the pictures in a story.

b. writes the words to a story.

Give two examples of something each of the following would do in a story. You can use pictures and/or words.

7 Illustrator	8 Author
9 Illustrator	10 Author