

Topic, Subject, Class, Date: ELA				
Planning Step 1: Lesson Curriculum: What are the Learning Goals for this lesson?				
Lesson Standards Always include a writing standard.	RL.K.6- with prompting and support, name the author and illustrator of a story and define the role of each in the telling of the story. W.K.1- Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the book they are writing about and state an opinion or preference about the topic or book			
Students Will Be Able To... (Do) <ul style="list-style-type: none"> ● Skills from standards including thinking (cognitive verbs). ● This is not activities. ● One or more goals should be Higher Order Thinking (Levels of Learning 3 or 4), and/or Reading Comprehension. ● Sequence these goals in the order in which they should be learned. 	<ul style="list-style-type: none"> ● name the author and illustrator of a story ● define the role of author and illustrator in telling the story ● Compose an opinion piece supporting the importance of the author and illustrator in telling a story 			
Students Will Know Knowledge from standards such as vocabulary, facts, formulas.	<ul style="list-style-type: none"> ● author ● illustrator ● role 			
Lesson Essential Question <ul style="list-style-type: none"> ● A question that communicates the Learning Goals. ● Reflect the Higher Order Thinking and/or Reading Comprehension Learning Goal(s). 	What role does the author and illustrator play in the telling of a story?			
Planning Step 3: Lesson Instruction: How will students learn?				
Activating Strategy <ul style="list-style-type: none"> ● Plan this after you plan your Learning Activities. ● How will you introduce the Lesson Essential Question? ● How will you draw attention to important vocabulary in the Lesson Essential Question? ● How will you build/link background knowledge? ● What prerequisite content might students need to know before the lesson? ● Which key vocabulary from the Learning Goals needs to be explicitly taught? ● Are there other vocabulary words that you think need to be taught? ● Which vocabulary strategy will you use? ● Previewing: <ul style="list-style-type: none"> ○ Advance Organizer ○ Prerequisite Content ○ Vocabulary 	Table groups will be given a bag that will have items such as pencils, markers, pictures, sentences and books. Students will discuss in their groups what all of the items have in common. Introduce the lesson essential question and assignment.			
	Key Vocabulary (for explicit instruction): author Illustrator role Vocabulary Strategy: <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">word</td> <td style="width: 33%;">definition</td> <td style="width: 33%;">picture</td> </tr> </table>	word	definition	picture
word	definition	picture		

	<p>Previewing (what, who, when):</p> <p>Preview with whole group</p>									
<p>Graphic Organizer</p> <ul style="list-style-type: none"> • How will students store and organize information as they learn during this lesson? • Base the organizer on the Higher Order Thinking or Reading Comprehension in the <i>Will Be Able To... (Do)</i> Learning Goals. • Determine how the organizer will be previewed for struggling students. • Determine how the organizer will be scaffolded for struggling students. 	<table border="1"> <thead> <tr> <th data-bbox="623 520 813 579">Author</th> <th data-bbox="813 520 1005 579">Both</th> <th data-bbox="1005 520 1195 579">Illustrator</th> </tr> </thead> <tbody> <tr> <td data-bbox="623 579 813 898"> <p>Author Name- write the authors role and tools that are used to create the book.</p> </td> <td data-bbox="813 579 1005 898"> <p>Title of book</p> </td> <td data-bbox="1005 579 1195 898"> <p>Illustrator Name- write the illustrators role and the tools that were used to create the book.</p> </td> </tr> <tr> <td data-bbox="623 898 813 1278"> <p>Author Name- how did the author tell the story</p> </td> <td data-bbox="813 898 1005 1278"> <p>Title of book</p> </td> <td data-bbox="1005 898 1195 1278"> <p>Illustrator Name- how the illustrator help with the telling of the story</p> </td> </tr> </tbody> </table>	Author	Both	Illustrator	<p>Author Name- write the authors role and tools that are used to create the book.</p>	<p>Title of book</p>	<p>Illustrator Name- write the illustrators role and the tools that were used to create the book.</p>	<p>Author Name- how did the author tell the story</p>	<p>Title of book</p>	<p>Illustrator Name- how the illustrator help with the telling of the story</p>
Author	Both	Illustrator								
<p>Author Name- write the authors role and tools that are used to create the book.</p>	<p>Title of book</p>	<p>Illustrator Name- write the illustrators role and the tools that were used to create the book.</p>								
<p>Author Name- how did the author tell the story</p>	<p>Title of book</p>	<p>Illustrator Name- how the illustrator help with the telling of the story</p>								
<p>Learning Activity 1 The Learning Goal(s) for this Learning Activity and Assessment Prompt:</p> <p>author illustrator</p> <p>Identify the names we give people that create books</p> <p>Consider:</p> <ul style="list-style-type: none"> • Explicitly teach Higher Order Thinking and/or Reading Comprehension Strategy (if didn't in a previous Learning Activity) • Content students need to learn • Chunk activity: <ul style="list-style-type: none"> o Several opportunities for thinking, talking, writing to learn o Distributed summarizing and/or practice o Questions to ask o Higher Order Thinking and/or Reading Comprehension Questions to ask • Active engagement: <ul style="list-style-type: none"> o Collaborative Pairs, Numbered Heads, 	<p>Read aloud: <u>If You Glve a Mouse a Cookie</u></p> <p>author: Laura Numeroff illustrator: Felicia Bond</p> <p>Look at the book and have students discuss with their shoulder partner how they think the book was created. What are the people called that create the book?</p> <p>Show the front of the book, point out where the author and illustrator names are located. Have students say the words author and illustrator, explain that these are the words that are used for the people that create books.</p> <p>Read the book pointing out different aspects of the book such as the pictures and words.</p> <p>Complete graphic organizer whole group</p>									

<p>Think-Pair-Share, etc.</p> <ul style="list-style-type: none"> o Variety o Movement ● Previewing prerequisite knowledge/skills ● Scaffolding content and process 	<p>Previewing (what, who, when):</p> <p>Author Illustrator with identified students</p> <p>Scaffolding (what, who, when):</p>
<p>Assessment Prompt for Learning Activity 1</p> <ul style="list-style-type: none"> ● Formative assessment of the Learning Goal(s). ● Ensure the task meets the expectation of the Higher Order Thinking and/or Reading Comprehension Learning Goal. ● Remediate: What is an additional learning opportunity for students who did not master the Learning Goal(s) before proceeding? 	<p>Teacher and TA will ask each student:</p> <p>What do we call the people that create books?</p>
<p>Learning Activity 2 The Learning Goal(s) for this Learning Activity and Assessment Prompt:</p> <p>role</p> <p>Identify the role of the author and illustrator of a story</p> <p>Consider:</p> <ul style="list-style-type: none"> ● Explicitly teach Higher Order Thinking and/or Reading Comprehension Strategy (if didn't in a previous Learning Activity) ● Content students need to learn ● Chunk activity: <ul style="list-style-type: none"> o Several opportunities for thinking, talking, writing to learn o Distributed summarizing and/or practice o Questions to ask o Higher Order Thinking and/or Reading Comprehension Questions to ask ● Active engagement: <ul style="list-style-type: none"> o Collaborative Pairs, Numbered Heads, Think-Pair-Share, etc. o Variety o Movement ● Previewing prerequisite knowledge/skills ● Scaffolding content and process 	<p>Read the book: <u>Pete the Cat, I Love My White Shoes</u></p> <p>author: Eric Litwin illustrator: James Dean</p> <p>With shoulder partners students will tell each other one name of person that creates book</p> <p>Discuss that the author and illustrator each have a special role in the creation of the book. The word role also means job. As the story is being read aloud discuss how the book was made and the job of the author and illustrator.</p> <p>Complete graphic organizer whole group</p> <p>Previewing (what, who, when):</p> <p>role- the job of the author or illustrator with identified students</p>

	Scaffolding (what, who, when):
Assessment Prompt for Learning Activity 2 <ul style="list-style-type: none">● Formative assessment of the Learning Goal(s).● Ensure the task meets the expectation of the Higher Order Thinking and/or Reading Comprehension Learning Goal.● Remediate: What is an additional learning opportunity for students who did not master the Learning Goal(s) before proceeding?	Exit ticket: Students will draw a quick sketch depicting the role of the author and illustrator

<p>Learning Activity 3 The Learning Goal(s) for this Learning Activity and Assessment Prompt:</p> <p>Communicate to a partner the role of the author and illustrator</p> <p>Consider:</p> <ul style="list-style-type: none"> ● Explicitly teach Higher Order Thinking and/or Reading Comprehension Strategy (if didn't in a previous Learning Activity) ● Content students need to learn ● Chunk activity: <ul style="list-style-type: none"> ○ Several opportunities for thinking, talking, writing to learn ○ Distributed summarizing and/or practice ○ Questions to ask ○ Higher Order Thinking and/or Reading Comprehension Questions to ask ● Active engagement: <ul style="list-style-type: none"> ○ Collaborative Pairs, Numbered Heads, Think-Pair-Share, etc. ○ Variety ○ Movement ● Previewing prerequisite knowledge/skills ● Scaffolding content and process 	<p>Students will act out the role of author and illustrator by playing charades. Teacher will pull sticks to choose various students to act out author or illustrator. Teacher will model how to play charades using words read, and write. All students will be given a whiteboard to write their guess. When everyone has made a guess, the students will hold up their boards. Teacher will call on students and ask “How do you know he/she was author/illustrator? What did he/she do to help you realize who they were?”</p> <p>Read aloud: <u>The Kissing Hand</u></p> <p>author: Audrey Penn illustrators: Ruth E. Harper and Nancy M Leak</p> <p>While reading the story stop to ask students questions about the role of the author and illustrator and what each person did to help understand the story better.</p> <p>Complete the graphic organizer whole group</p> <p>Previewing (what, who, when):</p> <p>Scaffolding (what, who, when):</p> <p>students will be given author and illustrator cards to hold up to answer charades rather than whiteboard to write answer.</p>
<p>Assessment Prompt for Learning Activity 3</p> <ul style="list-style-type: none"> ● Formative assessment of the Learning Goal(s). ● Ensure the task meets the expectation of the Higher Order Thinking and/or Reading Comprehension Learning Goal. ● Remediate: What is an additional learning opportunity for students who did not master the Learning Goal(s) before proceeding? 	<p>Students will be given a card that depicts the role of either the author or illustrator. Students will take the there card and place it under the the words author or illustrator tape on the wall.</p>

+Add 1-2 additional Learning Activities if needed

Planning Step 2: Lesson Assessment: How will students demonstrate understanding of the Learning Goals for this lesson?

Assignment

- Plan this before planning Lesson Instruction.
- How will students demonstrate their knowledge of the *Will Know* Learning Goals and the skills in the *Will Be Able To... (Do)* Learning Goals (especially the Higher Order Thinking and/or Reading Comprehension)?
- How will the Assignment be differentiated for support and challenge?
- Which students receive differentiation?
- For students who struggle with the Assignment, how will you remediate this lesson?

Using one of the stories we have read and our class graphic organizer, write a simple sentence giving your opinion about why the role of the author and illustrator of that story was important.

Differentiated Assignment for Struggling Students:

Using the book Pete the Cat I Love My White Shoes fill in the sentence frame:

The role of the _____ is important because _____,

The role of the _____ is important because _____.

For students that have trouble writing, the student will dictate the answers. The answers will be written in highlighter and the students will trace the highlighted words.

Remediation: