

Unit 2.6: Art and Author Study
English as a Second Language
4 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student does an author study of the teacher’s choice to identify the theme in a fictional text while exploring reading strategies such as predictions and connections. The student describes art using vocabulary for shapes, colors, and sizes by studying Puerto Rican art and by creating his/her own artistic responses to the author’s work.
Transversal Themes:	Knowledge, Values, Attitudes, Human Virtues, and Cultural Diversity
Integration Ideas:	Art, Reading, and Writing

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** What do good readers do?
EU1. Good readers use clues from the text to aid in comprehension of a word or part in the story.
- EQ2.** How does art tell a story?
EU2. Art can bring emotions or share feelings in a visual way.
- EQ3.** What do stories and art communicate?
EU3. Stories and art communicate cultural themes or lessons we can all relate to or learn from.

Transfer (T) and Acquisition (A) Goals

T1. The student will leave the class able to use his/her learning about themes to find greater meaning in both art and literature. The student will be able to discuss and write about “theme” using correct English grammar, spelling and vocabulary.

The student acquires skills to...

- A1.** Listen, interact, and participate in class by asking questions, offering support for and elaborating on opinions, describing personal experiences, and using words to express ideas.
- A2.** Describe text elements, identify main idea or lesson, and read and comprehend grade level text.
- A3.** Write to express him/herself by remembering information and applying features of a sentence when writing.
- A4.** Demonstrate a command of English grammar when writing and speaking as well as identifying connections between words and their use, such as adjectives.

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Puerto Rico Core Standards (PRCS)	
Listening	
2.L.1	Listen and interact with peers during social interactions, read-alouds, and class, group, and partner discussions.
2.L.1a	Ask and answer questions appropriate to the topic and offer opinions in conversations using learned phrases and open responses.
2.L.1b	Use gestures, expressions, and simple words/phrases to demonstrate engagement and understanding in a socially appropriate manner.
2.L.1c	Listen and respond to increasingly complex instructions, commands, and directions.
Speaking	
2.S.1	Participate in class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions with confidence about personal experience and texts using complete sentences.
2.S.2b	Use words, phrases, and expanded sentences to express ideas for a variety of purposes (e.g., communicate needs and desires).
2.S.4	Offer and support opinions by providing good reasons and increasingly detailed examples from experience and text.
2.S.4a	Tell and elaborate on statements, opinions, or arguments with increasing independence.
2.S.5	Describe personal experiences, using extended vocabulary, a growing number of nouns, noun phrases, adjectives, and verbs, to provide details appropriate to the situation and with some reliance still on first language to fill in gaps in oral English.
Reading	
2.R.1	Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using greater detail based on understanding of a variety of grade-level and read-aloud texts and viewing of multimedia with light support.
2.R.10	
2.R.2L	Retell stories, including key details, and identify main idea or lesson.
Writing	
2.W.1	Write to express feelings, familiar topics, experiences, and describe a picture; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.
2.W.3	Collaborate with peers to draw and write literary texts; use grade-level appropriate high frequency words (e.g., Dolch list) to write simple sentences.
2.W.7	Remember information about experiences or gather information from a variety of sources (e.g., word wall, book talks, grade-appropriate texts) to answer a question in writing.
Writing Foundational Skills	

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2.W.FS.9	Apply the distinguishing features of a sentence when writing (e.g., first word, capitalization, ending punctuation).
Language	
2.LA.1	Demonstrate command of English grammar and usage when writing or speaking.
2.LA.1b	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).
2.LA.1d	Use adjectives and choose between them depending on what is to be modified.
2.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
2.LA.2c	Write a letter or letters for short and long-vowel sounds (phonemes).
2.LA.2e	Use commas in dates and to separate single words in a series.
2.LA.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
2.LA.5a	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).
2.LA.5b	Distinguish slight differences of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.
2.LA.5c	Relate word meanings through similar words (synonyms) or distinguish slight differences in word meanings.
2.LA.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and connecting words (e.g., conjunctions like and because).

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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 2.L.1 2.L.1a 2.L.1b 2.L.1c 2.R.1 2.R.10 2.R.2L 2.S.1 2.S.4 2.S.4a 2.S.5 2.W.1 2.W.3</p> <p>EQ/EU: EQ1/EU1</p> <p>T/A: A1 A2 A3 A4 T1</p>	<ul style="list-style-type: none"> Reading strategies (synthesizing information, inferring unknown words, prediction, connections, themes in literature and art). 	<ul style="list-style-type: none"> Author Big idea, theme Connections Predictions Story elements (main character, setting, problem, solution) 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Author Study Art book</i></p> <ul style="list-style-type: none"> Step 1: See attachment, 2.6 Performance Task – Art Projects for Leo Lionni Books for ideas on how to create art projects based on an author study (in this case, Leo Lionni). The student creates an art piece in the style of illustrations for five books. For each of the books, the teacher asks the student, “What is the big idea of the book?” and the student comes up with the theme or main message from the text. Step 2: The student creates a book out of his/her art work and writes the theme for each picture in the art book. Step 3: As a conclusion, the student reflects on the 	<p><i>Story Mapping with Theme</i></p> <ul style="list-style-type: none"> (See attachment: 2.6 Performance Task – Story Map with Theme) The student uses the thinking process (e.g., At first I think _____. Now I think _____. And now I think _____. Finally, I think it’s really about _____.) in his/her notebook while reading the book to come up with the theme of the text in addition to the elements of the story (setting, characters, problem, solution). <p><i>Language Assessments</i></p> <ul style="list-style-type: none"> Sight Words/ Dolch Words Monitoring Throughout the year the teacher teaches a set of five to seven Dolch Words a week to improve the student’s fluency. The teacher uses attachment 2.6 Other Evidence – Dolch Checklist to monitor the student’s progress in acquiring Dolch Words. 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Finding Themes in an Author Study adapted from Hansen (2006) and Miller (2002)</i></p> <ul style="list-style-type: none"> The teacher selects an author to do an author’s study of five books by the same author. The teacher selects an author he/she is personally a fan of because his/her excitement will get the student excited as well! Examples of authors are: Leo Lionni, Eric Carle, Judith Viorst, Dr. Seuss, Eve Bunting, Kevin Henkes, etc.). The teacher refers to the website on authors and books to do author studies: http://www.booksource.com/Departments/PreK-Grade-2/Language-Arts/Author-Studies.aspx Pre-reading: The teacher does a walkthrough of a book to elicit predictions from the student of what the story is about. The teacher asks the student to share his/her thinking about why (What clues helped the student?) and what personal connections he/she can make to his/her life (What does the student already know about the animal featured in the book? What are examples of

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			<p>lessons he/she learned from the books. The student shares what he/she learned from the books and any connections the books have to his/her own life (friendships, relationships, working hard, etc.)</p> <ul style="list-style-type: none"> The teacher listens and observes as the student is writing to ensure that the student is writing a letter or letters for short and long vowel sounds correctly. If not, the teacher intervenes and gives a short mini lesson on the vowel sounds. The teacher uses attachment 2.6 Performance Task – Descriptive Writing Rubric to assess writing. 	<ul style="list-style-type: none"> Oral Assessment of Word Wall Vocabulary and Individual Vocabulary (see attachment: Resource 1 – Oral Assessment for Vocabulary Acquisition). Social Language Observation: During morning message, story time and instructions, the teacher uses attachment, Resource 7 – Social Language Rubric to note growth of the student’s ability to follow instructions and participate during read alouds. 	<p>friendship in the student’s life?). The teacher writes down student predictions on a predictions chart.</p> <ul style="list-style-type: none"> The teacher introduces key vocabulary from the text that the student might not know ahead of time (select five to seven words). During the reading, the teacher reads without interruption and the student listens to check if his/her predictions were correct or incorrect. After the reading, the student works with a partner to share if his/her predictions were correct or incorrect. The student discusses any questions or connections he/she made during the read aloud. After the discussion, the student joins the group and shares his/her learning. The teacher pulls out the elements of the story from the student (main character, setting, problem, solution). During this author study, the teacher introduces going deeper and finding out what the big idea is of the book. The teacher shares how the big idea is like a lesson we can learn from the text (connect to his/her prior knowledge of lessons from myths unit). The student journals or creates a reading response log of his/her thoughts of the lessons from the book, what he/she learned and enjoyed, any questions he/she still has, and how he/she can connect to the character or problem. The teacher models how to approach finding the theme by reading the book aloud again and modeling his/her thinking. The teacher
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					<p>shares how finding the theme is like a pebble that hits the water. “At first the ripple is small, but then it gets bigger and bigger. Our own understanding of the book grows like a ripple as we continue to read.”</p> <ul style="list-style-type: none">• During the reading, the teacher stops and models his/her thinking about the story: (example is from “Reading with Meaning” by two students on <i>A Color of His Own</i> by Leo Lionni) “First, I think the story is about a tadpole and a fish who are very best of friends.” The teacher keeps reading and adjusts his/her thinking. “Now I think it’s about a frog leaving his friend and going out to see the world.” The teacher continues reading and adds to his/her thinking. “Now I think Fish is going out to see his friend, Frog.” At the end, the teacher shares his/her final analysis of the theme, “Now I REALLY think the whole story is about friendship and coming back and staying in touch and being who you are.”• The teacher creates a chart afterwards so the student to has access to this thought process to find the theme: “At first I think _____. Now I think _____. And now I think _____. Finally, I think it’s really about _____.” Also, the teacher gives examples of how to change the thinking: “I used to think _____, now I think _____.” “Oh! This changes everything! Now I think _____.”• Themes can also be supported by the teacher asking the student to find the “golden sentence” that reflects the big idea of the
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					<p>story. The students can reread the book in pairs, or in groups to find the “golden sentence.”</p> <ul style="list-style-type: none">• After each exploration of the book, the student creates a piece of art that reflects the theme in the style of the illustrations of the book (e.g., collage, crayon, color pencil, paint). See attachment: 2.6 Performance Task – Art Projects for Leo Lionni Books for ideas.
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STAGE 1 – (Desired Results)			STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 2.LA.1 2.LA.1b 2.LA.1d 2.LA.2 2.LA.2e 2.LA.3 2.LA.5a 2.LA.5b 2.LA.5c 2.LA.6 2.LA.2c 2.S.2b 2.S.4 2.W.1 2.W.3 2.W.7 2.W.FS.9</p> <p>EQ/EU: EQ2/EU2 EQ3/EU3</p> <p>T/A: A1 A2 A3 A4 T1</p>	<ul style="list-style-type: none"> Parts of speech (noun, verb, adjective). Shapes (e.g., square, circle, triangle, rectangle, hexagon, pentagon, octagon, oval, dots, lines, spiral, heart, star). Colors (red, yellow, blue, green, black, brown, pink, magenta and purple). Sizes (small, medium, large, tiny, huge and gigantic). Types of contemporary, folk, and classical art from Puerto Rico. 	<ul style="list-style-type: none"> Art materials (crayons, paint, watercolor, pencil, pen, sponge, glue, brush) Collage Colors (red, yellow, blue, green, black, brown, pink, magenta, purple) Dark, light Parts of speech (noun, adjective, verb) Shapes (e.g., square, circle, triangle, rectangle, hexagon, pentagon, octagon, oval, dots, spiral, heart, star) Sizes (small, medium, large, tiny, huge, 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p><i>Accordion Book of Puerto Rican Art</i></p> <ul style="list-style-type: none"> Step 1: See attachment 2.6 Learning Activity – Accordion Foldable to create a foldable of examples of art that are famous in Puerto Rico. It can be photographs or drawings, but there should be five or more examples of art (e.g., folk art, holiday art, and classical art). Step 2: From each example, the student writes a sentence or two describing the art using descriptive (color, shape, size) words (e.g., This vejigante mask is <i>yellow</i> with <i>little red</i> dots. It has <i>long</i> horns.) Step 3: For each piece of art, the teacher asks, “What is the story?” The student writes what he/she believes 	<ul style="list-style-type: none"> Fluency Check: The student reads aloud to check for fluency: any words that the student has difficulty with, intonation, skipped words, and missed endings (see attachment: Resource 8 – Paired Reading Fluency Check as an evaluation). <p><i>Journal Writing</i></p> <ul style="list-style-type: none"> The student reflects on a story or art piece he/she liked best and writes about how the piece connects to his/her life and why. The student uses adjectives in a list to describe the art work. The student must use commas in his/her list of adjectives. The teacher has the student include any predictions he/she can make as to why the artist or author created the piece. The student does this on a regular basis (daily, weekly) 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p><i>Parts of Speech through Art</i></p> <ul style="list-style-type: none"> The teacher introduces the idea of parts of speech (noun, verb, adjective) through art from Puerto Rico. The teacher does a gallery walk by having pictures of art up around the room and including one of the following questions under each picture: “What do I see?” “What is happening?” For the first lesson, the teacher focuses on nouns. The teacher shares how nouns are persons, places, and things. The teacher shares how the student’s responses to “What do I see?” have nouns in them. From the list, the teacher gives examples of nouns (person, place, or thing). The student, with a partner, looks at a picture and writes up a list of nouns. The student classifies them as a person, place, or thing. The teacher addresses that if there is more than one noun it is a plural noun. The teacher shares some regular plural nouns (kids, stars, houses). The teacher shares how some nouns change when we make them plural and makes a chart with the singular

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		gigantic)	<p>to be the theme or story behind the piece.</p> <ul style="list-style-type: none"> • Step 4: As a conclusion, the student reflects on the messages or stories he/she interpreted from the different examples of art. What type of art does he/she prefer and why? 	including the date written with commas.	<p>noun and the irregular plural (foot-feet, child-children, tooth-teeth, mouse-mice, and fish-fish). The student then looks at the art and finds as many plural nouns as he/she can with at least two irregular plurals.</p> <ul style="list-style-type: none"> • For verbs, the teacher shares how the student’s responses from “What is happening?” can have verbs because verbs are action words. From the list, the teacher points out examples of verbs, and then the student, with a partner,, looks at a picture and comes up with a list of verbs (use paintings or art that have action, not an abstract piece). • The teacher shares how verbs can have slight differences in meaning (look, peek, glance, stare, glare, and scowl). The student uses the list of verbs to find a similar word (synonym) for a verb he/she has written, changing the meaning of the verb. • For adjectives, the teacher shares how these words describe nouns. The teacher looks at a painting and models how to describe what is seen. (e.g., This is large. That is round. The shape is yellow.) The teacher uses this as a chance to augment the student’s vocabulary of shapes, colors, and sizes so he/she can describe paintings (Use vocabulary flashcards http://www.kizclub.com/basiccards.htm). Abstract art would be a great way to have the student use vocabulary of size, shape, and color. • The teacher takes the time to discuss that adjectives can differ in intensity and instead
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					<p>of using big you could use large, gigantic, or enormous. The student makes a list of adjectives and makes a second list increasing the intensity of the adjectives that he/she can.</p> <ul style="list-style-type: none">• The teacher takes this opportunity of making lists to introduce and have the student practice using commas in a list.• The student creates a word journal of nouns, verbs, and adjectives found in his/her house, classroom, books and life (see attachment: 2.6 Learning Activity – Accordion Foldable).• The student acts out verbs from paintings or from flash cards. <p>http://www.kizclub.com/verbcards.htm</p>
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- *Possible Authors for Author Study:*
- *Leo Lionni:*
- *Little Blue and Little Yellow (A great book that can bring up topic of stereotypes or racism)*
- *Alexander and the Wind-Up Mouse*
- *Fish is Fish*
- *A Color of His Own*
- *Cornelius*
- *Swimmy*
- *Frederick*
- *Alphabet Tree*
- *Inch by Inch*
- *Eve Bunting:*
- *Fly Away Home*
- *The Wall*
- *A Day's Work*
- *Flower Garden*
- *Going Home*
- *Smoky Night*
- *Judith Viorst:*
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- *I'll Fix Anthony*
- *If I were in Charge of the World and Other Worries*
- *Rosie and Michael*

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- *Tomie dePaola:*
- *Oliver Button is a Sissy*
- *Strega Nona*
- *Charlie Needs a Cloak*
- *Tony's Bread*
- *Kevin Henkes:*
- *Chester's Way*
- *Chrysanthemum*
- *A Good Day*
- *Lily's Purple Plastic Purse*
- *Books on Puerto Rican Art:*
- *The Vejigante & the Folk Festivals of Puerto Rico by Edwin Fontanez*
- **Erin Foley**
 - *Puerto Rico (Festivals of the World)*
- **Patricia Levy**
 - *Puerto Rico (Cultures of the World)*

Additional Resources

- On Author Studies: <http://www.davidson.k12.nc.us/education/components/scrapbook/default.php?sectiondetailid=30060&PHPSESSID=87404792aa90d4ad6177896>
- *Reading with Meaning: Teaching Comprehension in the Primary Grades* by Debbie Miller
- *The Art of Author Study: Leo Lionni in the Primary Classroom* by Cory Cooper Hansen (in the Nov. 2006 issue of the Reading Teacher): <http://www.jstor.org/stable/20204460>
- Activities and books of Leo Lionni: <http://www.randomhouse.com/kids/lionni/>
- Art and Crafts from Puerto Rico: <http://www.topuertorico.org/culture/artsc.shtml>
- Art Museum of Ponce: <http://www.museoarteponce.org/>

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Performance Tasks

Accordion Book of Puerto Rican Art

- Step 1: See attachment 2.6 Learning Activity – Accordion Foldable to create a foldable of examples of art that are famous in Puerto Rico. It can be photographs or drawings, but there should be five or more examples of art (e.g., folk art, holiday art, and classical art).
- Step 2: From each example, the student writes a sentence or two describing the art using descriptive (color, shape, size) words (e.g., This vejigante mask is *yellow* with *little red* dots. It has *long* horns.)
- Step 3: For each piece of art, the teacher asks, “What is the story?” The student writes what he/she believes to be the theme or story behind the piece.
- Step 4: As a conclusion, the student reflects on the messages or stories he/she interpreted from the different examples of art. What type of art does he/she prefer and why?

Author Study Art Book

- Step 1: See attachment, 2.6 Performance Task – Art Projects for Leo Lionni Books for ideas on how to create art projects based on an author study (in this case, Leo Lionni). The student creates an art piece in the style of illustrations for five books. For each of the books, the teacher asks the student, “What is the big idea of the book?” The student comes up with the theme or message from the text.
- Step 2: The student creates a book out of his/her art work and writes the theme for each picture in the art book.
- Step 3: As a conclusion, the student reflects on the lessons he/she learned from the books he/she read by the author. The student shares what he/she learned from the books and any connections the books have to his/her own life (friendships, relationships, working hard, etc.).
- The teacher uses attachment 2.6 Performance Task – Descriptive Writing Rubric to assess writing.



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Suggested Sample Lessons

- Teaching Predictions with Leo Lionni Books: <http://www.readwritethink.org/classroom-resources/lesson-plans/wonder-lionni-increasing-comprehension-968.html>
- Author study of Leo Lionni Books: <http://www.readwritethink.org/classroom-resources/lesson-plans/building-matrix-lionni-books-263.html>
- Lessons, art projects, and math, science connections with Leo Lionni Books: http://www.mermaidtheatre.ns.ca/onTour/leoLionni/Leo_Lionni_SG/index.htm