I. ABSTRACT
What kind of literature are we reading to our children? This session will give you insight to various authors and illustrators who shape the minds of our young people. Print awareness and comprehension are becoming more important to children as young as two years old. Authors such as Maurice Sendak, Eric Carle, Rosemary Wells, Ezra Jack Keats, and Donald Crews are providing exposure to help enrich the lives of our children. This presentation will introduce authors as vehicles in developing lessons and extensions that will integrate themes and concepts.

II. OVERVIEW
A. Work Habits
   1. Develop Independent Work Habits
      a. Carry out oral directions: single-step directions. (Level I, p. 22)

B. Nursery Rhymes, Poems, Fingerplays and Songs
   1. Develop Memorization Skills
      a. Memorize and recite with others a simple nursery rhyme, poem, or song. (Level I, p. 42)
      b. Memorize and recite independently a simple nursery rhyme, poem, or song. (Level II, p. 42)

C. Storybook Reading and Storytelling
   1. Listen to Stories Read Aloud
      a. Attend and listen to illustrated picture books with simple story lines during a 15 minute reading. (Level I: Narrating, p. 48)
      b. Attend and listen to picture books with storylines (30 minutes), as well as books of other genres, such as information books (15 minutes). (Level II: Narrating, p. 48)
   2. Participate in Stories Read Aloud
      a. Describe an illustration. (Level I: Narrating, p. 49)
      b. In a book with repetitive phrases or a refrain, provide or join in repeating the refrain aloud. (Level I: Narrating, p. 49)

D. Emerging Literacy Skills in Reading and Writing
   1. Develop an Awareness of Written Matter/Print in Everyday Surroundings and Its Many Uses
      a. Depict and represent “in writing”: people, objects, events, or activities, derived from his/her experience or imagination. (Level II: Narrating or Imaging, p. 55)
      b. Dictate a description to accompany his/her drawings of people, objects, events, or activities, based on his/her experience or imagination. (Level II: Narrating or Imaging, p. 55)

E. Mathematical Reasoning and Number Sense
   1. Quantify Groups of Objects
      a. Recite the number sequence: 1-4. (Level I, p. 66)
      b. Recite the number sequence: 1-10. (Level II, p. 66)
   2. Develop an Understanding of Addition and Subtraction
      a. Illustrate the concepts of “put together” and “take away” with groups of 1-4 objects (4 being the maximum sum or difference): smaller quantities/groups can be “put together” to make larger quantities/groups;
smaller quantities/groups can be “taken away” from larger quantities/groups. (Level I, p. 68)
Illustrate the concepts of “put together” and “take away” with groups of 1-6 objects (6 being the maximum sum or difference). (Level II, p. 68)

F. Orientation in Time
1. Establish Reference Points in Time
   a. Use a year as a division of time: name the current month. (Level II, p. 73)
   b. Use a year as a division of time: name his/her date of birth (month and day). (Level II, p. 73)

G. Scientific Reasoning and the Physical World
1. Demonstrate an Initial Understanding of the Living World
   a. Identify and describe key physical and sensory characteristics of humans, as well as human needs, stages of development, and life cycle. (Level I, p. 84)
   b. Identify and describe objects on the basis of specific properties discerned through the five senses. (Level I, p. 84)
   c. Identify and describe key physical and sensory characteristics of humans, as well as human needs, stages of development, and life cycle. (Level II, p. 84)

H. Music
1. Listen to and Discriminate Differences in Sound
   a. Identify and associate sounds with the instruments which produce them (when the instruments are hidden from sight): rhythm band instruments. (Level II, p. 91)
   b. Identify a selection of music as either vocal or instrumental. (Level II, p. 91)

III. BACKGROUND KNOWLEDGE

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS
. Attend and listen to illustrated picture books with simple story lines during a 15-minute reading.
. Been previously introduced to the five senses.
. Been previously involved in activities (making a stop sign, playing Hokey Pokey, etc.) related to spatial words such as left, right, corner, center/middle, top, and bottom.
V. RESOURCES

Books

Video

Props
1. Can of chicken soup with rice
2. Writing papers, crayons
3. Really Rosie doll
4. Wild things stuffed animals
5. Large number squares 1-10
6. Safety glasses, invitations
7. Harmonicas
8. Eye chart, post cards
9. Envelopes
10. Stickers
11. Pens
12. Pencils

VI. LESSONS

Daily Objectives
1. Identify the author as the person who writes the book and the illustrator as the person who draws the pictures.
2. Listen to stories read aloud by using active listening skills.
3. Recite with others a simple poem.
4. Listen to picture books during a 15 minute reading period.
5. Dictate a description to accompany one’s own drawings.
6. Recite the number sequence 1-10.
7. Illustrate the concepts of “put together” and “take away” with groups of 1-10 objects.
8. Name his/her date of birth (month and day).
9. Identify and describe objects on the basis of specific properties discerned through the five senses.
10. Identify a selection of music as either vocal or instrumental.

Grouping
1. Whole group instruction

Materials and Preparation
1. VCR
2. Monitor
3. Table for props
4. CD player
5. *The Maurice Sendak Library* video
6. Can of chicken soup with rice
7. Writing papers
8. Crayons
9. Really Rosie doll
10. Wild Things stuffed animals
11. Large number squares 1-10
12. Safety glasses
13. Invitations
14. Harmonicas
15. Eye chart
16. Post card
17. Envelopes
18. Stickers
19. Pens
20. Pencils

Language of Instruction
1. Teacher: author, illustrator, fantasy, multi-cultural, urban setting
2. Students: author, illustrator, hearing, seeing, smelling, tasting, touching, apartment, harmonica, blind, fantasy, urban, multi-cultural, laps, roars, twice; spatial words such as first, second, third, corner, top, bottom, center/middle, left, right

Procedures/Activities
1. Maurice Sendak
   a. Introduce and give a brief history about Sendak, the fantasy and concept (alphabet, numbers) book author/illustrator.
   b. Play *The Maurice Sendak Library* video. Watch the interview with Sendak.
   c. Read *Chicken Soup with Rice* by Maurice Sendak.
   d. Ordering birthdays. Example: All people in January stand, in February, etc.
   e. Choral reading. Read March poem and discuss vocabulary words: laps, roars, twice.
   g. Play video. Watch *One Was Johnny*.
   h. Practice counting up by singing songs such as “One, Two, Buckle My Shoe” and “Ten Little Indians”.
   i. Practice counting down by singing song such as “Three Little Monkeys Jumping on the Bed”, “Five Little Monkeys Swinging on The Tree”, and “Three Little Ducks”.
2. Ezra Jack Keats
   a. Introduce and give a brief history about Keats, the multicultural and urban author/illustrator.
   b. Pass out harmonicas. Listen to music featuring the harmonica.
   c. Identify harmonica sound. Encourage students to play.
   d. Discuss vocabulary words: blind, apartment, super, five senses.
   e. Read *Apt. 3* by Ezra Jack Keats.
   f. Have the students wear blindfolds or safety glasses with dark paper covering the lenses.
   g. Discuss with students how they felt being unable to see.
   h. Ask students, “What is an invitation?”
   i. Listen to the answers and then show and identify several different kinds of invitations, an envelope, and a post card.
   j. Read *A Letter to Amy* by Ezra Jack Keats.
Using spatial words such as top, right, and center, discuss and show how to address an envelope.

Have the students address envelopes.

**Go A Little Further**

1. **For students who have difficulty:**
   - During the *Chicken Soup with Rice* ordering activity, ask the student “When is your birthday?” If the student does not respond, tell the student his date of birth (month and day). Have the student repeat his/her date of birth.
   - After reading *One Was Johnny*, allow students having difficulty counting from 1-5 to use their fingers.
   - After reading *Apt. 3*, students will be able to state 3 out of 5 senses by looking at related pictures.
   - After reading *A Letter to Amy*, students will be able to write letter-like symbols in the center of the envelope and place a sticker in the top right corner by looking at a model.

2. **For students who excel:**
   - During the *Chicken Soup with Rice* ordering activity, the teacher will display the months of the year. The student will find and state his/her date of birth (month and day).
   - After reading *One Was Johnny*, students will count up (1-10) and down (10-1).
   - After reading *Apt. 3*, students will be able to state all 5 senses as well as state their purposes. (“You hear with your ears.”)
   - After reading *A Letter to Amy*, students will be able to write their names in the center of the envelope and place stickers on the envelope by following simple directions.

**Assessment/Evaluation**

1. **Chicken Soup with Rice**
   - Oral assessment: Student will be able to state his/her date of birth (month and day).

2. **One Was Johnny**
   - Oral assessment: Student will be able to count from 1-10.

3. **Apt. 3**
   - Oral assessment: Students will be able to state the five senses.

4. **A Letter to Amy**
   - Oral assessment: Students will carry out oral directions.
   - Oral assessment: Students will be able to understand spatial words (top, bottom, corner, middle/center, left, and right).

**VII. CULMINATING ACTIVITY**

1. **Chicken Soup with Rice**
   - Write a recipe and cook chicken soup with rice. Objective: Follow a recipe depicted in words and pictures.

2. Create a graph representing the birth month of each student. Objective: Students will read data in simple bar graphs.
VIII. HANDOUTS/WORKSHEETS
   . Appendix A
   . Appendix B
   . Appendix C

IX. BIBLIOGRAPHY
   . Books
   . Videos
   . Albums
Appendix A

Title of Book: Peter's Chair
Author: Ezra Jack Keats

Draw a picture about the book.

Comments:
I liked when Peter was too big
to fit in the chair.

Name:

Mrs. Matson
Baltimore City Public School
Appendix B

<table>
<thead>
<tr>
<th>Title of Book:</th>
</tr>
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<tbody>
<tr>
<td>Author:</td>
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Comments:

Student's Name:

Clip Art from Microsoft Word 2000
Stephanie Haynes Matson
Baltimore City Public Schools
Appendix C

Book Title: __________________________________________________________

Author: __________________________________________________________

Illustrator: ________________________________________________________

1. What was this book about?

2. Who are the characters in the story?

3. Draw a picture about your favorite part of the book.

Student's Name: ____________________________________________________

Parent's Name: ____________________________________________________

Stephanie Haynes Matson
Baltimore City Public School