Author Studies in a 1st Grade Classroom

This project gives students the opportunity to explore various authors and many of their works.

Curriculum/State Standards
- Reading Process #1, 2, 3, 5, 7, 10, 11
- Writing Applications #3
- Research #1, 2, 3, 5
- Communication: Oral/Visual #1, 2, 3, 4, 5

Overview
Students will take an in-depth look at several authors and their work. Each author study will have corresponding, meaningful activities to go along with it.

Objectives
The students will study various authors and their works.
The students will make connections, such as text-to-text, text-to-self, and text-to-world.
The students will work cooperatively in small groups.
The students will deliver brief informational presentations about an author of their choice.

Materials
- a predetermined list of authors for the study, such as:
  - Eric Carle
  - Dr. Seuss
  - Bernard Waber
  - Ezra Jack Keats
  - Robert Munsch
  - Lois Ehlert
  - Kevin Henkes
- a variety of books written by each author
- access to computers
- presentation boards
- art supplies you currently have in your classroom

Readiness Activity
Students should be provided many opportunities with read-aloud throughout the year. Additionally, it is very important that each time a story is presented to the children, the author and illustrator’s names are mentioned.

Strategies/Activities
- Begin with a well-known author for a read-aloud (Dr. Seuss, Eric Carle)
- Facilitate a discussion with students about the author, noting facts down on an anchor chart as you go (this could be a shared writing opportunity if you keep it brief and limit it to a few facts for now). You could also begin with a KWL graphic organizer.
- Be sure to have a basket full of the author’s work, as well as a photo.
- As the month goes on, choose more of the author’s books for your read-alouds. You could begin a running chart with the titles of the author’s books, as you discover them.
- As for extension activities to go along with the author, that is up to you and your time limit. Some suggestions that I have that are general and could be done with any author are:
  - Write a letter to the author
  - Explore the author’s website together
  - Find a movie to match the book you have read
  - Compare/contrast two of the author’s books
  - Study the style of artwork the author or illustrator uses and have students complete their own artwork using the same style.
  - Discuss “setting” and have students choose their favorite scene from a book

THIS WINNING PROJECT IDEA SUBMITTED BY:
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Author Studies in a 1st Grade Classroom
....continued....

to illustrate.
o Illustrate and write about favorite parts of a book.

Culminating Activity
At the end of the studies (end-of-year), students will choose which author they enjoyed the most (with some teacher facilitation) throughout the year and work in small groups to complete a presentation board. The presentation board will contain at least 3 facts about the author, 3 of his/her book titles, picture of the author, and a letter to the author. The students will ideally have one adult facilitating their group to assist with the more difficult parts. These people could be support staff or parent volunteers.

Evaluation Method

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Collaboration with Peers</td>
<td>Always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.</td>
<td>Usually listens to, shares with, and supports the efforts of others in the group. Does not cause &quot;waves&quot; in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.</td>
<td>Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.</td>
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<tr>
<td>Content</td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
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<tr>
<td>Volume</td>
<td>Volume is loud enough to be heard by all audience members throughout the presentation.</td>
<td>Volume is loud enough to be heard by all audience members at least 90% of the time.</td>
<td>Volume is loud enough to be heard by all audience members at least 80% of the time.</td>
<td>Volume is often too soft to be heard by all audience members.</td>
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<td>Posture and Eye Contact</td>
<td>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.</td>
<td>Stands up straight and establishes eye contact with everyone in the room during the presentation.</td>
<td>Sometimes stands up straight and establishes eye contact.</td>
<td>Slouches and/or does not look at people during the presentation.</td>
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