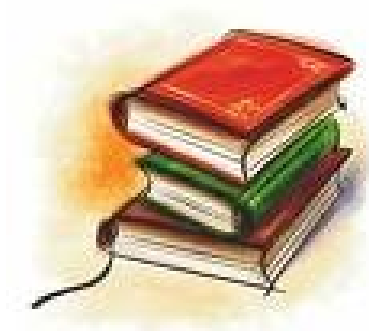


Reading with Eve Bunting

A Third grade unit plan

Author Study



Kamisha Cunningham

LAE 4416

Fall 2008

Introduction

The elementary years are the foundations of all content areas and disciplines. These are the years where children gain a conceptual understanding of many things and learn many essential skills necessary for their success. Allowing children to explore a specific author is a way for children to develop an aesthetic understanding of literature which will be beneficial for this success. Eve Bunting is one of the many authors that allow me to facilitate that knowledge and belief about literature through a holistic approach.

I wanted to do my Author Study on someone who wrote books that were diverse in storyline, age-levels, and culture. After conducting a brief research on an author who would fill these initial requirements, I came across Eve Bunting. She is an author who has impressed me with her ability to reach beyond what she already knows and write books that make impact and leave the reader with reflections and questions about life? I have not read much of Eve's books, but as I reviewed her works and dipped my fingers through some of the book pages, I see that she has a true talent with words.

As a future elementary school teacher, I may have to teach any grade from kindergarten to the sixth grade. Eve has a wide range of books of different genres, targeting children in those grades. I will be looking for many books that I can use in the classroom. I can use her works to show children how author's use language and pictures to evoke a message.

Guiding Questions

- ❖ Are there books written by the author that reach across grade levels and genres?
- ❖ What relation do the Author's books have with one another?
- ❖ How does the author's experience or background influence the content of the books?
- ❖ How does the author's work benefit the growth of the audience (children)?
- ❖ In what ways can I incorporate the book into the curriculum to make it relatable?

About the Author



“I have discovered the pleasures of telling a story of happiness or sorrow in a few simple words.” – Eve Bunting

Imagine being able to influence the minds of many young kids and people with just a few words or maybe even plenty. Eve Bunting is a well known author of over 100 books. She has authored books for very young children all the way to the brink of adulthood. Picture books are a pleasure for her because she can use illustrations and words to provoke higher order thought in young ones. Her older level books relate to young people as she tries to keep the characters in challenging, real world situations just as her readers are. Eve Bunting has achieved in writing books that reaches the heart of where her readers are.

Eve was born and raised in Ireland, where she had an enriching experience filled with language and traditional stories told by a Shanachie, a local storyteller. In 1958, she moved to California and made a home with her husband. Eve has received many awards during her writing career. Some of the awards include the Heal the World Award, Caldecott Medal, and the Golden Kite Award.



Visit these sites!!!

Biographical information, interview, lesson and unit plans -

<http://falcon.jmu.edu/~ramseyil/bunting.htm>

Great resources – lesson plans, discussion points, pre- and post-reading activities

<http://www.webenglishteacher.com/bunting.html>

Ten books by Eve Bunting

Annotated Bibliography



Your Move

Publisher: Harcourt Children's Books, 1997

A young ten-year-old boy named James considers joining a gang but has second thought when he spots his little brother witnessing him vandalizing a sign. This is a great story on morals, responsible behavior, and being a role model to others.



Train to Somewhere

Publisher: Clarion Books, 1996

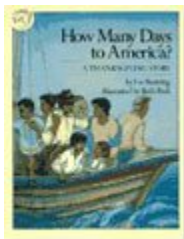
A great story that ignites hope in it's readers with a promising tale of a young girl who lives in an orphanage in New York City. From New York City to a new home out west, Orphan trains carried children. This story also provides great insight to American times in the 1850's.



The Wall

Publisher: Clarion Books, 2001

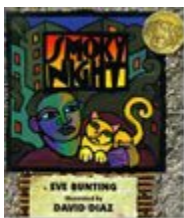
Ever take a trip to visit the Vietnam Veterans Memorial in Washington, D.C? Well that's were a young boy goes with his father to view the name of his grandfather on the Wall. Read this story to follow this experience as a child learns a piece of his family history.



How Many Days to America?: A Thanksgiving Story

Publisher: Clarion Books, 1988

America, the land where anyone can make a good life for one self and family. In this story a group of refugees from a Caribbean island travel by boat to this America. Children have a sense of what many people think of when they see America and why many people go through great lengths to come to America.



Smoky Night

Publisher: Harcourt Children's Books, 1981

During this time in America, Los Angeles had a very explosive environment with lots of riots. This book, which has received the Caldecott Medal, uses bold and colorful painting to depict the tension of the times as a boy and a mother who lose their cats and meet up on

their Korean neighbor.



Fly Away Home

Publisher: Clarion Books, 1991

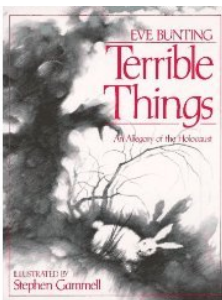
It's hard to imagine what life is like being homeless. When you have everything, it's easy to take things like shelter for granted. In this book, a boy tells of his life living in an airport with his dad. As they struggle through life, they notice how others seem to have so much.



The Memory String

Publisher: Clarion Books, 2000

Dealing with memories of a dead mother is hard. A young girl cherishes a string filled with buttons from members of her family. She especially holds sacred three buttons from her mother's dresses. When the string breaks, her new step mother consoles her but it's not the same. As time goes on, she discovers that her string is not only for holding past memories but also for new ones.



Terrible Things

Publisher: Harper and Row, 1980

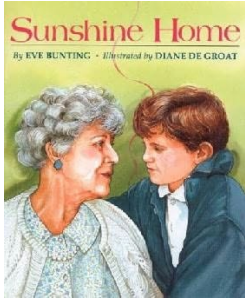
This is a great book if teaching about the holocaust, avoiding prejudice, and standing up for what is right. Animals in a forest are used to represent Jews from the holocaust. This Allegory is great for young children.



One Green Apple

Publisher: Clarion Books, 2006

Being the new kid is hard. Farah is a new kid, at a new school, in a new country. She feels at lost with nothing to make her feel comfortable. That is, until she pays attention to the little things that are universal everywhere such as joy, laughter, behavior, and emotion. She can make it here after all.



Sunshine Home

Publisher: Clarion Books, 2005

A young boy and his parent visit his grandmother at a nursing home. Everyone pretends to be happy like nothing is wrong but he brings everyone's true feelings to light.

Name: Kamisha Cunningham
Content: Eve Bunting Book Talks

Level: Grade 3

Date: 09/29/08

Daily Lesson Plan

<u>1A. Sunshine State Standards:</u> LA.3.2.1.2 - identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;	<u>1B. Goal 3 Standards</u> Effective Communicators Compose effective communications
<u>2. Objectives</u> Students will: In groups of 2 or 3, TLW discuss their reactions after reading a book by Eve Bunting TLW compile a list of points to review for their book talk TLW present a book talk on a book they read by Eve Bunting	

3. Assessment & Evaluation

Initial

Students will be already exposed to book talks from previous classes when I introduced books. I will assess prior knowledge with a review on how book talks are conducted by modeling with a book that the students are familiar with. I will ask students to guide me through my book talk by asking questions on the process and doing what they tell me I should do. Afterwards, the class will put together a list of criterion for a book talk on the board.

Informal

After introducing a few books by Eve Bunting and putting children in groups of 2 or 3, children will read a book selected by them from the given author. They will come up with a list or script of what they want to say about the book to get the class interested in the story.

Formal

In their groups, the students will present book talks to the class. In large group, students will vote on the books they would like to read independently. They will also vote on what book they would like to hear read aloud to them at the end of the day.

4. Introduction to Lesson

Engage class by asking, "Who can tell me what a book talk is?" and "Why do you think I give book talks. When children have answered, pick up a book they are familiar with such as Good Night Moon and ask them to pretend that you are giving a book talk on Good Night Moon and explain that their job is to guide you through your book talk.

5. Materials

Board/Chalk

A familiar book (ex: Good Night Moon)

Eve Bunting Books:

Your Move

Train to Somewhere

Fly Away Home

The Wall

The Memory String

How many days to America

	Sunshine Home Terrible Things One Green Apple Smoky Night Paper Pencils
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6. Technology Integration

Students may use overhead to show books

7. Teacher Presentation or Facilitation: (includes reviews and practice)

1. Have children guide me through book talk.
2. Ask, "What should I do next, what should I say next."
3. When kids have gotten a good idea of book talks, ask them to help you write a Criterion on the board for how to do a book talk.
4. As I call on students who raise their hand to contribute to the list, write them on the board. Acknowledge what they say by repeating it or by paraphrasing.
5. Then put children in groups of 2 or 3 by counting to 10 around the room. All ones go together, twos with twos, and threes with threes and so on.

10. Remind the class when they have 2 minutes

11. Call for the class to pay attention to me as I give directions to the first group to perform their book talk. Give each group 5 minutes.

12. Ask, "Who would like to start us off?"

13. After book talks, call on about 5 children to tell of which books they thought were interesting to them and would like to read later.

Differentiated Instruction

The children will follow along and role play with the teacher to walk through the process of a book talk. During this exercise, shy, auditory, and visual learners are tuned in because they get to play along and involve their input without much scrutiny.

As the children contribute to a list on the board of what goes into a book talk, all learners will benefit. ELL and auditory can hear the suggestions as they are written out. Visual learners will benefit from being able to revert back to the board to see the criterion whenever needed. Kinesthetic learners will be given a chance to come up to the board and write their own suggestion.

The children are put into groups of 2 or 3 to balance the weight of the assignment with those who need extra help and those who can offer it. Students with ESE and ELL's will be paired with a least one student who is strong in English and/or a strong student. These students also do better in group efforts because while they are accomplishing a task, they are able to learn from others.

Name: Kamisha Cunningham

Level: Grade 3

Date: 09/30/08

Content: Grand Conversations over Smoky Night

Daily Lesson Plan

<p><u>1A. Sunshine State Standards:</u></p> <p>LA.3.1.7.1 - identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading</p> <p>LA.3.1.7.3 - determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events</p>	<p><u>1B. Goal 3 Standards</u></p> <p>Effective Communicators Compose effective communications</p> <p>Creative and Critical Thinkers Use creative thinking skills to generate new ideas</p>
<p><u>2. Objectives</u></p> <p>Students will:</p> <p>TLW record their reaction, thoughts, and responses to a the book, Smoky Night in their journals</p> <p>TLW participate in a grand discussion by sharing their journal responses</p> <p>TLW analyze the author's craft to get ideas for the production of their own books.</p>	
<p><u>3. Assessment and Evaluation</u></p> <p><u>Initial</u></p> <p>I will re-introduce a book from the previous lesson's book talks called Smoky Night. I will ask children what they remember or know about the book based on yesterday's book talk or before then. The children will listen to me read the book aloud to them while jotting down notes, reactions, or sketches of what they hear.</p> <p><u>Informal</u></p> <p>After the story is read, students will get together in small group of 3 and share what they have written. Then students will form a large group circle and take turns sharing. After children finish sharing connections and ideas, I will direct the conversation to the author's craft – leads, figurative language, illustrations, etc.</p> <p><u>Formal</u></p> <p>Students will write in reading logs to reflect on the ideas discussed in the grand conversation. Students will answer some guiding and starter questions such as -</p>	

4. Introduction to Lesson

Give the class a recap of yesterday's book talks. Then say, "Who remembers the book, Smoky Night by Eve Bunting?" Call on a student whose hand is raised and ask, "What do you know or can remember about this book?" Then tell students that I will read them the story. Also mention, "You all should carry your reading logs so you can record your thoughts and ideas as we go along. We will be having a Grand discussion in which you will share what you wrote with each other."

5. Materials

- Smoky Night by Eve Bunting
- Reading Logs
- Pencils

6. Technology Integration

None

7. Teacher Presentation or Facilitation: (includes reviews and practice)

1. After the recap, mention, "You all should carry your reading logs so you can record your thoughts and ideas as we go along. We will be having a Grand discussion in which you will share what you wrote with each other."
2. Read the story
3. After reading, give students 2 to 5 minutes to complete their writing
4. Have students form small groups of 3 with their neighbors and share what they have written.
5. After 6 minutes, have children sit in a whole-class small circle in which everyone can be seen.
6. Start the discussion by asking, "Who would like to begin?"
7. As a student introduces a topic, classmates have open discussion on the given topic.
8. When the topic is retired, another child introduces a new topic to be discussed.
9. After open discussion, introduce students to one aspect of author's work such as the bold colors used in the book.
10. After discussion, let children write in reading logs what they have learned or taken from the grand discussion about Eve Bunting.

Technology Integration:

None

Differentiated Instruction

- ELL and timid students will write in reading logs to organize thoughts before getting into small group. The small groups are a great way for these students to feel comfortable with their responses before meeting with large group.
- Students with learning disabilities can write in their reading log or draw.
- Auditory, Visual, and Kinesthetic learners can listen and view a story while sitting down on the reading carpet.

Follow-up Reflection (completed after the lesson has been taught)

Content: What should I teach next or re-teach? Children should brainstorm ways to use the authors craft in their original pieces.	<u>Students: Who still needs support with this content?</u>
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Name: Kamisha Cunningham
Content: Collaborative Books

Level: Grade 3

Date: 09/30/08

Daily Lesson Plan

<u>1A. Sunshine State Standards:</u> LA.3.3.1.1 - generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material) LA.3.3.2.2 - organizing information into a logical sequence through the use of time-order words and Cause/effect transitions.	<u>1B. Goal 3 Standards</u> <u># 4 -Critical and Creative thinkers</u> <u># 8 -Cooperative workers</u> <u># 2 -Effective Communicators</u>
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2. Objectives

Students will:

In groups of 4, students will create their own stories with a sequential plot and pictures based on the crafts of Eve Bunting

3. Assessment & Evaluation

Initial

I will assess prior knowledge by having children jot down a list of what they believe are components of a story and what makes a good story based on Eve's books and other books that they have read. Students will raise their hands to contribute to a list on the board.

Informal

Students will be divided into groups of three that I have selected. They will brainstorm to create a plot and sequence of the story and delegate the roles and responsibilities of each member. Students will also pick a topic for their book based on real life experiences and connections made in one or more of Eve Bunting's books.

Formal

Each student will work to create at least four pages of the book which includes writing and pictures. They will collaborate and help each other with grammar, sequencing, writing, and illustrations to create a coherent piece or chapter.

4. Introduction to Lesson:

"Yesterday, we took an in depth look at how Eve Bunting used words and pictures to enhance her story. Based on what we discussed yesterday, what you wrote in your reader's journal, and other books you have read, take a moment to jot down a few things you believe go into a book to make a good book." Give children five minutes to free-write and brainstorm. Then ask class for their ideas. Write each idea on the board as a whole

5. Materials

White sheets of paper

Crayons

Markers

Pencils

Rulers

Magazines

class list.	<u>Scissors</u> <u>Lined paper</u> <u>Manila paper</u> <u>All of Eve Bunting's books (listed in annotated log above)</u> <u>Computer/Word processor</u>
<u>6. Technology Integration</u> <u>Computer/ Word Processor –(for students who want to type their narration) optional</u>	
<u>7. Teacher Presentation or Facilitation: (includes reviews and practice)</u> 1. Turn on the overhead and place a transparency sheet on it. This sheet will be to list the major and important points of their assignment. Do not write on it yet. 2. Tell class that they will be working in groups of four. The list below contains talking points and should be written on the overhead as well. <ul style="list-style-type: none"> - Create a book based on an idea or connection they have made with one or more of Eve Bunting's books. They can also choose to retell one of her stories. - Groups should decide on one topic. They will have 10 minutes to share with their group their proposals for a story and decide on one topic. - Afterwards, they should begin to write a storyline to go by. - Switch stories with a neighboring group to receive feedback. 	
8. When students are done with their rough drafts, they will switch drafts with another group to get feedback from their classmates. 9. Students will then work to make final drafts with revisions and corrections made. They will submit the book to the teacher for publication.	

Differentiated Instruction

ELL students will be able to write books collaboratively with English speaking students. This will help to provide assistance on choosing vocabulary, phrasing sentences and paragraphs, and spelling.

Culminating Activity:

As the culminating activity, students will read their stories aloud to the class for final feedback. They will give their perfected story to the teacher who will compile the stories together as chapters in a chapter book or collection of stories. After, the teacher will polish the book with a book binder and laminate the cover and back. The students will receive a chance to view the masterpiece and final product of their work. Their book will be put on the school library shelf for others to read. But first, they will be scheduled to read to one kindergarten class at the library. Each group will select a reader to read their chapter to the class.

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FEAP Reflection

In Elementary school, children are expected to learn how to be competent in reading, and writing, in addition to being well rounded in all types of literature and genre pieces. As I begin my teaching career, it is essential that I am able to help children grow a love for books and learn about how authors and illustrators use books to convey a message. By conducting an author study, I am allowing children time to explore why and what techniques an author used. It will also give them a chance to learn more about the author. According to Carol Jenkins, as mentioned by our textbook, "Author studies invite children to respond aesthetically, critically, and biographically to an author's body

of work which can significantly expand their literary and literacy understanding (Johnson, 2009).” Rather than teaching writing and reading through isolated contexts with no relation to a broader goal, children will not flourish in their growth. Conducting Author studies provides the structure, framework, and context for growth in many academic areas and domains. In light of this fundamental concept, this assignment has helped contribute to my pre-professional stages of teacher development in the Planning (#10) and Communication FEAPS.

The first pre-professional competency I have encountered is Planning. One of the most essential components of an author study is being able to make lessons that lead to a bigger goal. Each lesson should have the big idea of analyzing an author, their body of work. Children should also try to take ideas from an author’s writing to incorporate in theirs. In addition, students should learn also learn other work, study, social, and communication skills associated with cognitive, affective, social, and physical domains. Creating this author study unit plan has called for me to integrate many things I’ve learned in my teacher education. I have planned activities that utilize a variety of support and enrichment activities and materials such as copies of books, writing in reading journals, conducting book talks, and creating collaborative books. In my lesson plans, students had lots of support in which I would be able to assist them in using resources available to them such as creating criterions on the board, role-playing book talks, and using books as references and examples.

The second competency that I have exercised through this assignment is the FEAP for Communication. I realize the importance of communication between the teacher and the student and the students with each other. In each of my lessons, I made sure that I

had a balance of instruction where I can acquire and adapt interaction routines (e.g. active listening) for individual work, cooperative learning, and whole group activities.

This way, children can have time to do their own work and also work with others.

Students were also given opportunities to learn from each other while working on making their own book talks and collaborative books. Through my initial assessment, I was able to access prior knowledge and prepare for new knowledge by practicing strategies that support individual and group inquiry. This is evident when the children brainstorm criterion for what goes into a book talk or what makes a good book and when the children help me along with presenting a book talk.

Author studies can be a great unit for kids and teachers. For me, a future teacher, I see great opportunities which include being able to teach many skills and objectives in an effective and time efficient manner. Students would see books and authors in a new light. They would gain an appreciation for language and literacy because they understand many of the elements of writing. This is definitely a great way to increase a student's enthusiasm for books.

Reading with Eve Bunting A Third grade unit plan Author Study. Kamisha Cunningham LAE 4416 Fall 2008. Introduction The elementary years are the foundations of all content areas and disciplines.â Eve Bunting. Imagine being able to influence the minds of many young kids and people with just a few words or maybe even plenty. Eve Bunting is a well known author of over 100 books. She has authored books for very young children all the way to the brink of adulthood. Picture books are a pleasure for her because she can use illustrations and words to provoke higher order thought in young ones. Her older level books relate to young people as she tries to keep the characters in challenging, real world situations just as her readers are. Reading with Eve Bunting A Third grade unit plan Author Study Kamisha Cunningham LAE 4416 Fall 2008. Subscribe to view the full document. Introduction The elementary years are the foundations of all content areas and disciplines.â Eve Bunting is one of the many authors that allow me to facilitate that knowledge and belief about literature through a holistic approach. I wanted to do my Author Study on someone who wrote books that were diverse in storyline, age-levels, and culture. After conducting a brief research on an author who would fill these initial requirements, I came across Eve Bunting. She is an author who has impressed me with her ability to reach beyond what she already knows and write books that make impact and leave the reader with reflections and questions about life? Eve Bunting has written more than 200 books for children, many of which can be found in libraries around the world. Her other Clarion titles for very young readers include My Big Boy Bed, which was also illustrated by Maggie Smith, and Little Bear's Little Boat, illustrated by Nancy Carpenter. She lives in Pasadena, California. Read more. Customers Also Bought Items By. Patricia Polacco.