

Unit Title: Cynthia Rylant Author Study

Grade Level: 2

Subject Area: Language Arts

Duration/Length/Number of class periods: 4-5 days

Description:

This unit will focus on studying the author Cynthia Rylant, a prolific writer of books for readers ranging from preschool to young adult. She has created many books in a series, affording readers the opportunity to continue reading about favorite characters and settings. Students will listen to and read both picture books and chapter books to develop an understanding of the author's life and how her experiences and themes in her books.

Established Goals (National, State, Local):

- 2.1 Answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- 2.3 Describe characters in a story.
- 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

What Enduring Understandings are desired?

- 1. The way fiction text is organized leads to students comprehending stories.
- 2. Experiences define one's character.

What Essential Questions will be considered?

- 1. What is the overall structure of fiction texts?
- 2. How do illustrations help a reader understand the text?
- 3. How do major events impact characters in a story?

Students will know / be able to:

Students will be able to identify the who, what, where, when, why and how about a Cynthia Rylant story.
Students will be able to use illustration and text to describe a main character in a fiction story.

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Create a Sway presentation to introduce Cynthia Rylant to the students. Cover key vocabulary who, what, where, when, why and how.			x			x	6b
Students read a Henry and Mudge book. Students practice rereading the text on SeeSaw to enhance their fluency.	x			x	x	x	1c
Students retell the story using SeeSaw. Review as a class to discuss if the students were able to identify the who, what, where, when, why and how about the story.	x			x	x	x	6c
Students will tell the story of their independent (fiction) reading book using SeeSaw and point out illustrations or words in text to demonstrate their comprehension.		x			x	x	6c

Materials, tools and resources: Anchor text: Mr. Putter and Tabby; Henry and Mudge; various guided reading books; SeeSaw
Unit Plan Author : Anne Podratz, Vista View Elementary
Additional credit given to