
Learning Segment Focus or “Big Idea”: It is important for developing readers to fully understand the different parts of a book that help to tell a story. Sometimes the pictures show exactly what the text says, sometimes the pictures give clarity, and sometimes the pictures add meaning. By exposing beginning readers to the purpose of illustrations in a story, the lesson segments will help support students comprehension.

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<tr>
<th>Grade: Kindergarten</th>
<th>Content Area: English Language Arts</th>
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<tbody>
<tr>
<td>Time Alotted: 45 minutes</td>
<td>Classroom organization: Whole class instruction. Children will meet on the carpet and then move back to their desks for the project.</td>
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Content Standard(s):

CCSS.ELA-LITERACY.RL.K.7
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Specific Academic Learning Objectives:

• *What do you want students to learn in this lesson?*
  Students will learn that illustrations in a book help to tell a very important and unique aspect of the story.

• *What should students be able to do after the lesson?*
  By the end of the lesson, students will demonstrate their understanding of the learning objective by creating their own illustration and adding the writing to match the predictable pattern seen in Brown Bear, Brown Bear, What Do You See?

Assessment:

• *What evidence of student learning will you collect?*
  The teacher will collect student art projects and writing in order to evaluate their understanding of the role pictures play in Bill Martin’s Brown Bear, Brown Bear, What Do You See?

• *How will you use this evidence?*
  The evidence collected from this arts-based literacy lesson will be used to determine the next steps of the lesson sequence.

• *What criteria will you use to interpret the evidence?*
  The teacher will be looking for students to discuss the importance of illustrations and the role they serve in the story, and then students’ ability to recreate a new page in Bill Martin’s story.

• *How will the evidence affect your next steps in teaching?*
  The teacher will use this information to determine what the next steps are, either revisiting this concept and using a different text to support the understanding, or explicitly discussing how Eric Carle’s work adds to the story written by Bill Martin.

Instructional Sequence:

Time | Set or introduction: *How will you begin the lesson? How will you engage and motivate learners, connect to prior experience, activate prior knowledge and/or share learning outcomes?*

The lesson will begin with the teacher reading aloud Brown Bear, Brown Bear, What Do You See? without revealing the pictures. The teacher will say, “I want you to close your eyes and imagine the story as I read it.” The teacher will then ask students to turn and talk to a neighbor about what they would add if they were the illustrator. The teacher will stop before the last page.

Developing Content/Body of Lesson: *What instructional strategies and learning tasks will you use in the main part of the lesson?*

The teacher will then say, “This time when I read the story, I would like you to pay attention to the pictures and what they do to help tell the story. Do you know more about the story with the pictures? What do they show
talk along the way. The teacher will not read the last page. Students will move back to their desks. The teacher will say, “We are going to add a page to Bill Martin and Eric Carle’s story! The last page we read says, ‘Children, children, what do you see?’ I want you to add the next page. You will need to add the writing and the picture. You will be using the same technique that Eric Carle uses while creating his pictures. He uses tissue paper that he cuts out and glues down on paper to build pictures. Turn and whisper to a neighbor about what you think the children in this story see.”

**Checks for Understanding / On-going informal assessment:**
*How will you know what students are understanding? (questioning and observing throughout the lesson)*

The teacher will use questioning and observing throughout the lesson. She will be listening to students as they talk to each other and observing what they produce for the next page in order to determine their level of understanding of this concept.

**Closure:**
*How will learners summarize or reflect on what they learned (for example, share work, share a strategy, share a process, discuss what they learned, raise a new question)?*

The teacher will call students back to the carpet. Students will share out their ideas for the last page of the book. Then the teacher will read the last page of the book to students.

**Reflection, Next Steps:**

Student work will be turned into a class book that will be added to the library. Students will revisit this concept as they study new authors and encounter other picture books.

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**Rubric for Writing and Drawing**

<table>
<thead>
<tr>
<th>Details</th>
<th>Wow! Outstanding!</th>
<th>Nice work!</th>
<th>Good start.</th>
<th>Let’s work on it.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>I used a lot of</td>
<td>I used some</td>
<td>I added one or</td>
<td>I did not use</td>
</tr>
<tr>
<td>Perspective</td>
<td>I convinced the reader that I was a crayon talking to Duncan through my picture and writing.</td>
<td>I added dialogue to my picture to show the crayon is talking.</td>
<td>I thought about how the crayon might talk to Duncan.</td>
<td>I did not think about how the crayon might talk to Duncan.</td>
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<tr>
<td>Picture</td>
<td>The picture reveals the many ways Duncan might use the crayon.</td>
<td>The picture reveals the ways Duncan might use the crayon.</td>
<td>The picture only shows the crayon.</td>
<td>The picture does not relate to the assignment.</td>
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