

(1) Author Introduction

Kyla Baker · Kindergarten · English Language Arts – Author Study

Core Competencies:

Communication:

- Connect and engage with others (to share and develop ideas): I ask and respond to simple, direct questions.
- Acquire, interpret, and present information (includes inquiries): I can understand and share information about a topic that is important to me.

Thinking:

- Novelty and value: I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials. I generate new ideas as I pursue my interests.
- Analyze and critique: I can show if I like something or not.
- Question and investigate: I can explore materials and actions.

Personal & Social:

- Personal values and choices: I can tell what is important to me.
- Self-determination: I can show a sense of accomplishment and joy.

Big Ideas:

- Everyone has a unique story to share

Curricular Competencies:

Students will be able to:

- Use developmentally appropriate reading, listening, and viewing strategies to make meaning
- Use language to identify, create, and share ideas, feelings, opinions, and preferences

Content:

Students are expected to know:

- The relationship between reading, writing, and oral language

Incorporation of Aboriginal Education:

First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

Diversification/Differentiation:

- Students can use the books for references for a picture to draw
- Students can reference the folder modelled during the lesson if they can't remember where to put the needed information inside

Assessment Tools & Strategies:

- Observation – teacher will watch to see if students need help with cutting and pasting the information (holding scissors the proper way); teacher will ask students how their pictures are related to the author and/or books

Cross-Curricular Connections:

Arts Education: Using materials to draw, cut, and paste

Resources/Materials:

- Class Set of Folders
- Pencils
- Scissors
- Glue Sticks

- Blank Paper
- Information Sheet (see below)
- *Big Bear Hug* by Nicholas Oldland
- *Make the Moose Out of Life* by Nicholas Oldland
- *The Busy Beaver* by Nicholas Oldland
- *Up the Creek* by Nicholas Oldland
- *Walk on the Wild Side* by Nicholas Oldland

Method:

Prep: have a class set of information sheets printed

Lesson:

1. Introduce Nicholas Oldland and have his books displayed on the whiteboard ledge
2. Have students repeat the authors name
3. Inform them that he is the illustrator too – ask students if they know/remember what an illustrator is
4. Do a picture walk through two of the books asking the students to look for the little red bird that he often draws throughout his books
5. Have pictures displayed for students to see what he looks like; have a map to show students where North Hatley, Quebec (hometown) is
6. Show students the author study folders and tell them we need to put some information into them prior to reading his books
7. Tell students they have two jobs (1) to cut out the information needed and paste it into the folder and (2) draw a picture inspired by Nicholas Oldland and/or his books – maybe they want to draw an animal, nature, themselves in the book, etc.
8. Hand out/have students help hand out the information sheet

Picture of Nicholas Oldland taken from: http://www.goodreads.com/author/show/2968685.Nicholas_Oldland

Map taken from: <http://ca.epodunk.com/profiles/quebec/north-hatley/2001641.html>



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