

Unit 07: Caldecott Medal and the Theodore Seuss Geisel Award

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **HD 2 sessions FD 4 sessions**
Status: **Published**

Brief Summary of Unit

Kindergarten students will be introduced to the Caldecott Medal, an award given annually to children book illustrators by the American Library Association. Each year Media Specialists will gather the books awarded the Caldecott Award and the Theodor Seuss Geisel Award and read those award winning books to students. In addition, these lessons may also include readings and discussions on past award winners.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2021

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

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| LA.RL.K.1 | With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). |
| LA.RL.K.2 | With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). |
| LA.RL.K.3 | With prompting and support, identify characters, settings, and major events in a story. |
| LA.RL.K.6 | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| LA.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). |

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| LA.RL.K.10 | Actively engage in group reading activities with purpose and understanding. |
| LA.RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| LA.RI.K.2 | With prompting and support, identify the main topic and retell key details of a text. |
| LA.RI.K.5 | Identify the front cover, back cover, and title page of a book. |
| LA.RI.K.6 | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| LA.RI.K.7 | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| I | Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. |
| I.A | Learners display curiosity and initiative by: |
| I.A.1 | Formulating questions about a personal interest or a curricular topic. |
| I.A.2 | Recalling prior and background knowledge as context for new meaning. |
| I.B.3 | Generating products that illustrate learning |
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| TECH.8.1.2 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.2.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |

Essential Questions

- How are illustrations are used to support text?
- How can I understand and appreciate all types of literature?
- What determines an award winning book?
- What specific criteria is used to evaluate a book for an award?

Students Will Know/Student Will Be Skilled With

- Using illustrations and familiar words to create meaning from text by questioning, reflecting, responding and evaluating.
- Demonstrating active listening skills.

- Describing illustrations in story read-alouds.
- Participating in read aloud and storytelling experiences.
- Responding to literature with retellings, predictions, and discussions.
- There are award winning books to be found in a school library media center.
- To find connections between words and illustrations in books read aloud or read alone.
- Using illustrations and familiar words to create meaning from text by questioning, reflecting, responding and evaluating.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in media is evidenced through benchmark assessments as part of the media specialist's Student Growth Objective (SGO). Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

- Formative: Students will develop and state an opinion regarding a piece of literature.
- Formative: Students will listen attentively to books read aloud.
- Summative: Students compare a book in print and another format (ebook/video/audio book).
- Summative: Students will identify an award winning book.

Learning Plan

Media Specialists may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Media Specialists at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit. The order in which this information is presented is dependent upon the variables specific to each elementary school community.

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addition, these lessons may also include readings and discussions on past award winners.

Suggested Learning Plan:

Week One: Introduce Key Vocabulary and Explain Award(s)

Award-a prize or other mark of recognition given in honor of an achievement:

Randolph Caldecott: A British illustrator for whom the Caldecott Award is named after

Illustrator: an artist who makes illustrations

Illustration: a visual explanation of a text, concept or process

Display Caldecott Award poster. Explain that books are given this award for their illustrations, gold for first place and silver for runner up. Direct their attention to Caldecott award books on display and encourage them to take one home this week. Read book to group.

Continue with usual book hunt/check out procedure. As students browse for books as them to take note of one book that they come across that has earned an award.

Week Two: Identify that year's Caldecott Award Winner and read the award winning book to the class. Make sure to discuss what criteria made this book win the award. (See Materials List for guidance and previous lesson slides.)

Continue with usual book hunt/check out procedure. As students browse for books as them to take note of one book that they come across that has earned an award.

- Compare books they have read.
- Differentiate among award-winning books including but not limited to Theodore Seuss Geisel and Caldecott titles.
- Explanation of the Caldecott Medal and Theodore Seuss Geisel Award.
- Instruct and reinforce the appropriate skills necessary to be effective listeners while a story is being read aloud.
- Introduce key vocabulary: Caldecott Award, Theodor Seuss Geisel Award, medal
- Mini lessons may include: Reading an award winning book popular with age level of students and

identifying award winning books in the library media center.

- Preview the essential questions and connect to learning throughout the unit.
- Select resources for recreational and informational purposes.
- Share books by favorite award winning authors and illustrators.
- Utilize relevant fiction and nonfiction books.

Materials

The materials used in this course allow for integration of a variety of instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Suggested Supplemental Resources:

Current Caldecott winners (announced in January of each year)

Past winners popular with Kindergarten Students:

A Ball For Daisy (Raschka)

My Friend Rabbit (Rohmann)

First The Egg (Seeger)

Kitten's First Full Moon (Henkes)

Make Way For Ducklings (McCloskey)

What Do You Do with a Tail Like This? (Page)

www.ala.org

Caldecott Google Slides - [Officer Buckle and Gloria](#)

Caldecott Google Slides - [This is Not My Hat](#)

Caldecott Google Slides - [Beekle](#)

Geisel Google Slides - [2020 Geisel Award](#)

[Theodor Seuss Geisel Award Winners](#)

[Randolph Caldecott Medal Winners](#)

- Age appropriate websites
- Computer technology (Ipads/Laptops)
- Interactive board technology

- Media specialist produced interactive materials/presentations/visual aids
- Ongoing collaboration with teachers regarding units taught within the classroom
- Presentation software
- Quality LMC collection of print and nonprint relevant resources

Suggested Strategies for Accommodations and Modifications

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.