

Unit 07: Caldecott Medal and the Theodore Seuss Geisel Award

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

Brief Summary of Unit

First grade students will be introduced to the Caldecott Award, an award given annually to children book illustrators by the American Library Association and the Theodore Seuss Geisel Award, also given annually by the ALA for a book young readers can read independently. Students will also experience a wide variety of literature in this unit and develop a personal connection to literature by the end of the unit.

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.

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the reasons an author gives to support points in a text and explain the application

	of this information with prompting as needed.
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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

- Do many authors and illustrators write/illustrate in particular styles?
- How can I understand and appreciate all types of literature?
- How can reading become a foundational skill for learning, personal growth, and enjoyment?
- How do authors tell a story and provide information and enjoyment?
- What book awards are given according to a specific criteria?
- What determines an award winning book?
- What varied titles of books are produced by said author/illustrator?
- Why are illustrations an integral part of a story?
- Why is reading a foundational skill for learning, personal growth and enjoyment?

Students Will Know/Students Will Be Skilled At

- Appreciating award winning books.
- Books receive awards for specific reasons.
- Identifying a certain author/illustrator's style.
- Identifying an award winning book.
- There are connections between text and illustrations in books read aloud or read alone.
- There are different types of books and materials to be found in a library media center.
- 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: Respond and evaluate the use of illustrations to support text.
- Formative: Respond to literature with retellings, predictions, discussions.
- Formative: Students will develop and state an opinion regarding a piece of literature.
- Formative: Students will recognize authors/illustrators unique styles.
- Summative: Display knowledge of the importance of the Caldecott/Theodore Seuss Geisel Award.
- Summative: Students compare a book in print and another format (ebook/video).
- Summative: Students will be able to recognize and differentiate among award-winning books including but not limited to Theodore Seuss Geisel Award and Caldecott Award.

Learning Plan

Media Specialists at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit.

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. For example, students may be called to the carpet for a lesson followed by guided practice, then independent practice. After the lesson, students will check out books. Library Media time ends with an electronic story so that the media specialist can assist and model proper checkout procedures with students.

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.

First Grade students will be introduced to the Caldecott Award, an award given annually to children book illustrators by the American Library Association and the Theodore Seuss Geisel Award, also given annually by the ALA for a book young readers can read independently. Students will also experience a wide variety of literature in this unit and develop a personal connection to literature by the end of the unit. Suggested activities are listed below for this unit:

Suggested Learning Plan:

Key Vocabulary:

- 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

Week One: 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.

Week two: Turn and Talk: Recall criteria for Caldecott Medal. Picture read the winning Caldecott books for this year. Do not identify winner. Students vote on which they believe won the gold medal this year. Announce this year's winner and read book to group

Continue with usual book hunt/check out procedure.

- Compare books students 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.
- Introduce key vocabulary: author, illustrator, illustrations, publisher, copyright date, ebook, audiobook, and award.
- Mini lessons may include: Reading an award winning book, learning the criteria used to select an award winner, and critiquing books and deciding which deserve an award.
- Preview the essential questions and connect to learning throughout the unit.
- Share an opinion of a previously read book and create a book award.
- Share books in various formats including print and digital by favorite authors and illustrators.
- Utilize relevant fiction and nonfiction books, audiobooks, ebooks, and related videos.
- Utilize the library media center collection of award winning 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](#) /[Geisel](#) winners (announced in January of each year)

Past winners popular with First Grade Students:

Joseph Had An Overcoat (Taback)-Caldecott

Leave Me Alone(Brosgol)-Caldecott

Knuffle Bunny (Willems)-Caldecott

A Sick Day for Amos McGee (Stead)-Caldecott

Don't Let the Pigeon Drive The Bus (Willems)-Caldecott

Are You Ready To Play Outside (Willems)-Geisel

Not A Box(Portis)-Geisel

The Watermelon Seed (Pizzoli)-Geisel

I Spy Fly Guy!(Arnold)-Geisel

Mercy Watson Goes For A Ride (DiCamillo)-Geisel

Google Slides - [Beekle](#)

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

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

Google Slides - [2020 Geisel Awards](#)

- Age appropriate websites including ebooks
- Author websites
- Computer technology (Ipad/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.