

Unit 07: Caldecott Medal and the Theodore Seuss Geisel Award

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

Brief Summary of Unit

Second Grade students will learn further about the Caldecott Award, an award given annually to children book illustrators by the American Library Association. Students will also learn about 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.

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| LA.RL.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| LA.RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. |
| LA.RL.2.3 | Describe how characters in a story respond to major events and challenges using key details. |
| LA.RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive |

	part builds on earlier sections.
LA.RL.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.
LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.2	Recount or describe key ideas or details from 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

- How are illustrations an integral part of a story?
- How can I understand and appreciate all types of literature?

- How can reading be a foundational skill for learning, personal growth, and enjoyment?
- 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 are the criteria for an award winning book?
- What criteria is used to evaluate a book for an award?
- Why are some books distinguished with awards and recognized for their content/illustrations?

Students Will Know/Student Will Be Skilled At

- Independently locate award winning materials within the library media center.
- Recognizing why a book has been chosen to receive a Caldecott award.
- The Caldecott Medal is awarded annually by the American Library Association to the artist of the most distinguished American picture book for children published during the previous year.
- To find connections between text and illustrations in books read aloud or read alone.
- Understanding the criteria of an award winning book.
- 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: Display knowledge of the importance of the Caldecott.
- 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: 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 the Caldecott Award.

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. 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 or students going to a makerspace station.

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.

Second Grade students will learn further about the Caldecott Award, an award given annually to children book illustrators by the American Library Association. Students will also learn about 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: Introduce Caldecott Medal poster, and recall the sticker found on the cover of winning books, and the identifying spine label on school's library books. Discuss the significance of the Caldecott Medal, and the criteria the committee uses to select each year's winning books. Read past winner to group

Continue with usual book hunt/check out procedure. Tell students to note the title, author, and illustrator of

either a Caldecott Award winner to share with class after book hunt.

Week Two: Display a collection of new books that may be candidates to win this year. Direct the students to look at these books, and decide for themselves which one they believe should win this year. Follow Freeman's book p. 33 for suggestions on how to run this contest. Students vote using criteria learned for their winning choice.

Continue with usual book hunt/check out procedure. Tell students to note the title, author, and illustrator of either a Caldecott Award winner to share with class after book hunt.

Week Three: Disclose school's winning choice and then reveal the actual Caldecott selected by the Caldecott Committee for this year.

Continue with usual book hunt/check out procedure. Tell students to note the title, author, and illustrator of either a Caldecott Award winner to share with class after book hunt.

- 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.
- Give opportunities for students to recommend books to peers.
- Introduce key vocabulary: author, illustrator, illustrations, publisher, copyright date, ebook, audiobook, award, nonfiction.
- Mini lessons may include: Reading award winning books, learning the criteria for specific awards, using the criteria, and decide which books will receive a medal.
- Preview the essential questions and connect to learning throughout the unit.
- Share an opinion of a previously read book and create a book award.
- Utilize relevant fiction and nonfiction books, audiobooks, ebooks, and related videos.
- Utilize the library media center collection.

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 Second Grade Students:

- The Three Pigs (Wiesner)
 - Creepy Carrots (Reynolds)
 - Interrupting Chicken (Stein)
 - Sam and Dave Dig A Hole (Barnett)
 - Snowflake Bentley (Martin)
 - 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 including ebooks
 - Author websites
 - Computer technology (Iipads/Chromebooks/Tablets)
 - Interactive board technology
 - Media specialist produced interactive materials/presentations/visual aids
 - Ongoing collaboration with teachers regarding units taught within the classroom
 - Presentation software
 - Quality library media center 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.