Jan Brett’s Wonderful World of Books!

Unit Study on Jan Brett

By: Michelle Weiss

Children’s Literature

Grade: First

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**Introduction:**

I do not know much about Jan Brett, and I wanted to find out more about this author, so I decided to do a unit author study on her. I love the books she wrote because some of them are my favorite, like the *Gingerbread Man* and she wrote one about the gingerbread baby, and on Noah’s Ark. Jan Brett has a great range of books from animals, to old tales, and even about space. The author has a great variety of books, and I am going to use many of her books for my unit on animals.

The unit that I have planned with Jan Brett’s books is for first grade. This unit plan will range from 1 – 2 weeks and will integrate many different subject areas. There will be a lesson a day, and a review from that lesson every-day to see if students understood what was being taught. The students will have a great time learning through the author’s books, illustrations, and lesson plans.

**About the Author:**

Jan Brett is one of the most popular and beloved authors and illustrator of children books. Jan Brett was born on December 1, 1949 in Hingham, Massachusetts. Ever since Jan was a child, she loved to draw. “She loves animals and had many pets when she was a child. Now she puts them in her books. Most of her books have something to share about animal or nature.” Jan Brett’s first book is called *Fritz and the Beautiful Horses* in 1981. Jan wrote the book and drew the pictures. “In illustrating her books, her trademark is using detailed borders and side panels in her
pictures. She includes lots of details which add to the story in her borders. She has said that these borders and side panels hold her "overflow of thoughts" (Elmore).

Jan Brett is a wonderful woman and has many awards during her career. Some awards include the American Library Association, the New Yorker, the National Science Teachers Association, and the International Reading Association. She was also nominated five times for the Flicker Tale Children’s Book Award, Picture Book Category; in 1992 for The Mitten, in 1995 for Wild Christmas Reindeer, in 1998 for Armadillo Rodeo, in 2001 for Gingerbread Baby, and in 2002 for Hedgie’s Surprise. Jan Brett even has her own website. It is full of resources for teachers to look at. Jan provides sites of coloring pages, activity pages that are in alphabetical order like alphabets, bulletin board site words, flash cards with words and numbers, etc. She also includes videos, and printable games. I will defiantly use this site for my first grade classroom, and this site will help all teachers for planning lessons and thematic units. To learn more about Jan Brett, check out her website [http://janbrett.com/](http://janbrett.com/).

Source Cited


A) Annotated Bibliography:

*Gingerbread Baby* (1999)

*Gingerbread Baby* is a great book for students. In my introductory activity I read this book to my class and we fill out a story map. The story is about a boy who wanted to make something, so he took out a cookbook and make gingerbread cookies. When the little boy
opened the oven, out popped a gingerbread baby. The gingerbread had the boy chase him all around, and can only catch him if he can. Just by looking at these illustrations, the reader can understand what is happening in the story. I found this amazing video that goes with this book. Jan Brett makes a video of the story and her illustrations that inspired me to go pick one up and read it.  

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http://www.janbrett.com/video/gingerbread_baby.htm
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*On Noah’s Ark (2003)*

*On Noah’s Ark* is a famous story that Jan Brett retold. The story is about Noah, his grandchild, and other wildlife animals being on an ark for forty days and nights because of a flood and rain. They end up finding new land to live on when the rain finally stops. All of the animals get off the ark and were saved by Noah. Jan Brett wanted to retell this story because she loves animals and loves to draw them. Her trip to Africa inspired her because of all the beautiful birds and mammals she saw. This book is great for children to read and was always one of my favorite stories.

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*The Hat (1997)*

*The Hat* is a story about a little girl who was hanging her woolen clothes outside on a clothesline. Hedgie was poking around and a stocking got stuck on him. The hen, barn cat, farm dog, piglets, and pony all laughed at him when they saw him with the stocking on his head. Hedgie replied by saying, “Don’t you know that everyone should wear a hat in winter when it’s cold and snowy!” The girl found him and took her stocking back. When she returned to the clothesline, all the other animals were wearing all of her woolen clothes because they too
wanted to wear a hat just like Hedgie did. This story is silly and fun to read. It is based on animals that the author Jan loved to write about. The character Hedgie is one of the pets that Jan had when she was younger. Jan writes about her previous pets in books. This is another great way to get to know the author through her story. The illustrations include the borders and side panels that are a trademark of her work and include information about her thoughts when creating the book.

Fritz and the Beautiful Horses (1981)

Fritz and the Beautiful Horses is a story about a town that is known for its beautiful horses. Fritz was different and he was not beautiful like the other horses, he did not have a shiny coat and couldn’t run beautifully like the other horses. Fritz is hard working and showed the town that you do not have to be beautiful to be great at things. Jan Brett’s book is full of beautiful artwork and every page has great detail of the horse Fritz. Brett puts a lot of her time into her illustrations because she loves animals and feels that more detail will make the story come to life.

Annie and the Wild Animals (1985)

The story Annie and the Wild Animals is about a girl names Annie and how her cat disappeared. She was sad and felt there was no one else who wanted to be here friend. Annie was in the snow and a bear, a moose, and a wildcat had appeared. Annie was worried and she was scared because these other animals did not look as soft and nice as her cat. This story is about Annie’s adventure to find her cat and make new friends. Jan Brett has great detail in every page of the forest and the seasons. Jan Brett has boarders around the pages predicting
the main plot of Taffy's final return to her friend Annie. Jan writes these notes when she is writing her stories, and this is a traditional trademark in the books she writes.

**The Wild Christmas Reindeer** (1990)

*The Wild Christmas Reindeer* is a great story to read around Christmas time. This is a fiction book where Santa asks a little girl named Teeka to get his reindeer ready to fly on Christmas Eve. Teeka’s reindeer’s are wild and usually run free. Once she finds them, Teeka’s reindeers become wilder than they were before she began training them. She needs to find a way to get them to Santa so they can fly for Christmas. This is a fun fictional adventure book that all children would love to read in December. You can use Jan Brett’s books all year around. In her book, she shows detailed paintings on Teeka and the reindeer, and also the elves making toys and gifts in Santa's workshop, in the borders of every page.

**Goldilocks and the Three Bears** (1987)

*Goldilocks and the Three Bears* is a classic and one of my all time favorite books. Jan Brett retells and illustrates this book. This book is about a little girl who finds her way into a house. Goldilocks gets hungry and eats the bear’s porridge, and her curiosity has her touch everything around the house. This is a fun book for all children at home and at school. Jan Brett's retelling of the story has amazing illustrations and great details brings a whole new look to this wonderful folktale.
Comets Nine Lives (1996)

*Comets Nine Lives* is a book about a cat who knew he has nine lives. Comet always wonders around Nantucket Island and seems to get into trouble. He lost life number one in a flower garden and becomes scared because he thinks we will lose those nine lives fast. Comet spends lazy days wandering all over the island and doesn’t call any place home. This is a great book about a cat, which is a different animal than the other books we will read during the unit plan. Comet then finds a friend who is a cat in the light house and they spend the rest of his “lives” together. In Jan’s illustrations, she drew beautiful sandy beaches, gardens, and the sea, which is set within the shell borders.

The Umbrella (2004)

*The Umbrella* is a story about a boy named Carlos that goes into the forest and drops his umbrella when he climbed a tree. Carlos loves animals and when he looked down to find them, they were nowhere to be found. His umbrella was used by many animals, and they climbed inside and floated away. It got so crowded in the umbrella and there was no more room for animals or even birds. The umbrella was so full that all of the animals tipped over and fell out. Carlos came back home wondering why he did not see any animals today.

This is a great book because it shows so many beautiful illustrations. Jan Brett visited the forest in Costa Rica, and she felt just like the character in the story Carlos. This book also contains her trademark illustrations that include borders and side panels. Her trademark along with other books is around the border describing the main scene. She puts great detail into her illustrations and it makes the animals come to life. Her artwork provides a mysterious feel of the habitat on the mountains.
Hedgie’s Surprise (2000)

The story Hedgie’s Surprise is about two animals (one named after Jan Brett’s pet) that became friends. The Tomten kept stealing Henny the hen’s eggs and ate them for breakfast. With the help of her friend Hedgie, the two friends come up with a plan to create a diversion for Tomten from stealing her eggs. They kept replacing her egg with other edible things to eat. In the end, Hedgie went in place of the eggs and when Tomten tried to eat it, he got hurt by Hedgie’s sharp prickles. Tomten never bothered the hen and her eggs again. This is another book on animals that Jan Brett wrote an illustrated. Jan used watercolors for the pictures and the boarders in the book had needle points. I enjoyed reading this book and my students will also during week one of the unit plan.

Introductory Lesson Plan:

Before we start the unit on animals, the class will start off by a whole group discussion on Jan Brett and her book called Gingerbread Baby. The students will get to know the author and her books that we will use in the unit plan. I will start with a story map and ask questions, “Do you remember the terms author and illustrator?” The teacher will explain that Jan Brett is an author and an illustrator. “Who is the author of this book? (Teacher shows the class the book Gingerbread Baby.) Who is the illustrator of this book? What is on the cover of this book?” (Teacher calls on students.) I will start off by explaining that Jan is a great author, and we will be learning about many different activities including writing and reading fluency with Jan’s books. Next, I will perform a read aloud of the book, Gingerbread Baby. After the book is over, I will check for understanding through whole group discussion and filling out the rest of the story map. “What happened in the beginning, middle, and end of the story?” I will call on students for various answers and write it in the correct sections on the story map. Then the students will
make their own gingerbread cookies and use their creative skills and decorate their own cookie. This story was one of many amazing stories that Jan wrote. We are going to do so many fun learning centered activities with Jan’s books.

Guiding Questions:

1. What are some of Jan Brett’s bestselling children’s books?
2. What is the message that Jan is trying to tell you?
3. How did Jan get interested in writing children’s books?
4. What inspired her to write?
5. Why does Jan always write about animals?
6. Why did Jan re-write old folktale stories?

Overview of Unit Plan:

During a two week period, my first grade class will explore many books about animals that Jan Brett wrote and illustrated. I will be having a lot of choral reading and read aloud with the students because they are learning about books and what happens in the beginning, middle, and end of the story. My students are beginning to read so they need to understand story sequence of a book, and they will also have a chance to read on their own. My first lesson will be about *Goldilocks and the Three Bears* because this is an easy story for students to understand, and they will be able to put the story in correct order (beginning, middle, and end) with hands on experience. The next lesson will be with the book *Fritz and the Beautiful Horses*, students will predict and recognize vocabulary words by listening to the story, and using context clues to gain meaning by reading the story, and whole group discussion with hands on activity. They will see the types of animals in this book and how they are different animals from *Goldilocks and the Three Bear*. The third lesson (second week of unit) that we will be working on is based on the book *Noah’s Ark*. This book is great because there are so many different
animals. The students will complete a circle map on the story and fill in what they learned in the circle, and on the outside they will write where they learned it from (class, book, teacher, online, etc). The student’s will then do a quick write on their favorite animal and explain why it is their favorite, then they will draw a picture of that animal and share it with the class. All of these lessons will help students in fluency, reading, and writing, and will be full of fun hands on learning for all students.

**Sunshine State Standards:**

LA.1.2.1.2 retells the main events (e.g., beginning, middle, and end) in a story.

LA.1.1.7.1 identifies a text’s features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading.

LA.1.1.6.2 - listen to, read, and discuss both familiar and conceptually challenging text

LA.1.4.3.1 The student will draw a picture and use simple text to explain why this item (food, pet, and person) is important to them.

**Objectives: (First grade)**

The student will be able to retell what happens in the beginning middle, and end of a story through sequencing, and show their knowledge through activities with 80% accuracy.

The student will predict what the story is about, and recognize vocabulary words by listening to the story, using context clues to gain meaning by reading the story, whole group discussion, and hands on activity with 80% accuracy.

The student will be able to list animals from the story using a circle map, and use their writing skills to complete a quick write on their favorite animal with 85% accuracy.

**Lesson Plans:**

**Lesson 1, 2, 3:**

<table>
<thead>
<tr>
<th>1A. Sunshine State Standards:</th>
<th>1B. Goal 3 Standards</th>
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</thead>
<tbody>
<tr>
<td>LA.1.2.1.2 retells the main events (e.g., beginning, middle, and end) in a story.</td>
<td>Standard 1: Information Managers.</td>
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<tr>
<td>Outcome: Interpret and explain</td>
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</table>
LA.1.1.7.6 - arrange events in sequence. concept ideas and information. Competencies: Retell sequence, main ideas, and information.

2. Objectives

After reading the story *Goldilocks and the Three Bears*, the student will be able to retell what happens in the beginning middle, and end of the story through sequencing, and show their knowledge through activities with 80% accuracy.

3. Assessment & Evaluation

   **Initial**
   
   I will have a large group discussion on what this story might be about. I will take a picture walk, and the students will be able to tell the characters and setting of the story.

   **Informal**
   
   Students will fill out a story map and will be able to sequence the story of what happened in the beginning, middle, and end of the story. I will ask on-going questions to get their thinking going and keep them on the right track.

   **Formal**
   
   Students will participate in a sentence sequencing activity, and have a large group discussion on what they learned.

   **Activity:**
   
   - Students will have a sheet of paper with the story in boxes.
   - Students will cut out the story and paste it in sequential order on construction paper.

4. Introduction to Lesson:

I would like everyone to quietly go to your assigned letter on the carpet. Today we are going to read *Goldilocks and the Three Bears*. What characters do you see on the cover of this book? (Teacher calls on a student.) There are pictures of three bears. Let’s look a little deeper on the cover and who can tell me where these animals are? (Teacher calls on a student.) Yes, they are outside and that is where the setting of the story takes

5. Materials

15 Scissors
15 pencils
15 colored construction paper
Story map chart
15 glue sticks
place. We are going to take a picture walk to learn more of the story through our eyes. (This lesson will be the second lesson of the first week after we read Gingerbread Baby.)

6. Technology Integration

Teacher will present the sequencing activity with the students using a document camera.

7. Teacher Presentation or Facilitation: (includes reviews and practice)

(10 minutes)

I would like everyone to quietly go to your assigned letter on the carpet. Today we are going to read Goldilocks and the Three Bears. What characters do you see on the cover of this book? (Teacher calls on a student.) There are pictures of three bears. Let’s look a little deeper on the cover and who can tell me where these animals are? (Teacher calls on a student.) Yes, they are outside and that is where the setting of the story takes place. We are going to take a picture walk to learn more of the story through our eyes. Let’s fill out this information on our story map. (Teacher fills out the setting and characters with the class.)

(15 minutes)

Teacher reads the story Goldilocks and the Three Bears. Now that we read the story, who can tell me what happens in the beginning of the story? (Teacher calls on students.) (Teacher fills out chart while students are answering.) Your right, the little girl goldilocks wonders into the bear’s house. What happens in the middle of the story? (Teacher calls on students.) Goldilocks did eat the bear’s porridge and then went to sleep. Now let’s fill out what happens in the end of the story. (Teacher calls on a student.) The bears did come home, what happened next? (Teacher calls on students.) Now that we know what happens in the story, we are going to do a sequencing activity with the story and put what happened in order. When you are at your seats, I will give you directions. Everyone on the dark blue letters please go back to your seat. Everyone on the light blue letters please go back to your seat.

(10 minutes)

We are going to work on a sequencing activity. Everyone take out your scissors, glue sticks, and pencils. We are going to cut out these strips on the blue line, and paste it in the correct order from the story on your construction paper. (Teacher shows the student and example, reads a strip and asks students when in the story it happened.) Make sure to put your name on the back of the paper. (Teacher walks around to see if students are putting the story sentences in the correct order.)
**Differentiated Instruction**

Activating prior knowledge, building a background, and oral language development help the ESE/ESL student to understand language and thinking skills. The students are engaged in group discussions and given opportunities to answer simple or more complex questions about the concept being taught. By sequencing information from the story, the ESE/ESL learner will get a better understanding. By sequencing information from the story, the ESE/ESL learner will get a better understanding and engage in a hands-on activity by cutting and placing the strips on the construction paper.

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<th>1A. Sunshine State Standards:</th>
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<tr>
<td>LA.1.1.7.1 Identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make Predictions, and establish a purpose for reading.</td>
<td>Standard 2: Effective communicators</td>
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<tr>
<td></td>
<td>Outcome: Communicate using different modes.</td>
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<td>Competencies: communicates orally, writing, and in graphic form.</td>
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<tr>
<th>2. Objectives</th>
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<tr>
<td>After Reading the story <em>Fritz and the Beautiful Horses</em>, the learner will recognize vocabulary words by listening to the story, and using context clues to gain meaning by reading the story, whole group discussion, and hands on activity with 80% accuracy.</td>
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3. Assessment & Evaluation

Initial

We will discuss what prediction means and how we make predictions on books. The students are now ready to make predictions about the story using illustration and title through large group discussion.

Informal

In a large group setting, the students will be able to ask and answer questions about the different horses in the story. The teacher will go over previous vocabulary and use it when reading the story (determined, hardworking.)

Formal

Students in small groups will draw a picture of a horse or another animal from the story and complete a sentence frame provided by the teacher.

Example:

Under the picture of the animal you draw, you will write a simple sentence: A Horse is beautiful and can Jump. (A ______ is ___________ and can _____.)

4. Introduction to Lesson:

I would like everyone to go quietly to the carpet and sit on your assigned letter. To work on our fluency, I am going to read a small passage, and then have everyone echo read it back. (This lesson is the first lesson at the beginning of the second week after we have read four books during reading time.

5. Materials

Crayons
15 pieces of construction paper
15 pencils
Teaching Chart 13

6. Technology Integration

The teacher will show an example of the activity that the children will complete using a document camera.
7. **Teacher Presentation or Facilitation: (includes reviews and practice)**

(10 minutes)

I would like everyone to go quietly to the carpet and sit on your assigned letter. To work on our fluency, I am going to read a small passage, and then have everyone echo read it back. (Display Teaching Chart 13. Model reading each sentence with expression.) To work on our fluency, I am going to read a sentence and you will echo read it back! Everyone stay on your letters but turn towards the white board. (Teacher writes words **move, helps,** and **push** on the board. I would like a show of hands who can tell me what the word move means? How do you use move in a sentence? (Repeat with the words help and push.)

(10 minutes)

Today we are going to learn some vocabulary words and read a story *Fritz and the Beautiful Horses.* The word *determined* is used in this story. Who can use this word in a sentence? (Teacher calls on a student.) Determine means that you are willing to do whatever it takes to get something done, and nothing will stop you. Another word is hard-working. I am very hard-working at what I do. Who can use hardworking in a sentence? (Teacher calls on a student.) Let’s read the story *Fritz and the Beautiful Horses* and put our thumbs up when we hear those words.

(10 minutes)

Teacher finishes reading the story. What did you learn about the horse Fritz? (Teacher calls on a student.) Fritz was not as beautiful as the other horses but was hardworking and loved to help out around town. We are going to think about horses and other type of animals can that we read this past week. Please quietly go back to your seats and get ready for the next activity. At your seat, you will have a piece of paper and you will draw an animal that can be a horse, bear, dog, or any other animal you can think of that we read this past week. You can look through your story that you read to get ideas, or look around the room of different animals that we talked about. Under the picture, you will write a simple sentence: (A ______ is ___________ and can _____.) This is my animal (Teacher shows the students a visual example.) I am going to put this example under the camera document so you can see it if you need to. Now quietly go back to your seats, take out your pencils and crayons, and start on your animal. (Teacher will be walking around to check for understanding and helping students when needed.)
Differentiated Instruction

Building vocabulary help the ESE/ESL student to understand language and thinking skills. The students are engaged in-group discussions and given opportunities to answer simple or more complex questions about the concept being taught. Using pictures to build vocabulary. Modeling and demonstrating how to complete a sentence frame. The ESE/ESL students will be able to look at the pictures and words in the story as clues to help them build on their vocabulary. By categorizing information from the story, the ESE/ESL learner will get a better understanding.

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<tr>
<td></td>
<td>Competencies: Demonstrate meaning of ideas using pictures.</td>
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2. Objectives

The student will be able to list animals from the book *Noah’s Ark* using a circle map, and use their writing skills to complete a quick write on their favorite animal of the story with 85% accuracy.

3. Assessment & Evaluation

**Initial**

We will discuss the story *Noah’s Ark* and brainstorm ideas on the whiteboard what this story will be about, and how many animals are in the story.

**Informal**

The students will complete a circle map on the story *Noah’s Ark* and fill in what they learned in the circle, and on the outside they will write where they learned it from (class, book, teacher, online, etc.)

**Formal**

The students will work on a quick write and write about their favorite animal and explain why it is their favorite, and then they will draw a picture of that animal and share it with the class.

Student will start off the quick write with: My favorite animal is ________.
### 4. Introduction to Lesson:

I would like all of the boys to quietly come sit around the carpet. I would like all of the girls to come sit quietly around the carpet. Have any of you read the book called *Noah's Ark*? By a show of hands, who has read or heard of this book? Well this book is full of animals and our author Jan Brett loves animals and this is another one of her books she wrote and illustrated. We will take a picture walk to see what types of animals are in this story. (This less in one of the last books we will read.)

### 5. Materials

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<tbody>
<tr>
<td>Smart board</td>
</tr>
<tr>
<td>15 pieces of paper</td>
</tr>
<tr>
<td>15 pencils</td>
</tr>
<tr>
<td>15 circle map</td>
</tr>
<tr>
<td>White board</td>
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</table>

### 6. Technology Integration

Teacher shows an example of the circle map on the document camera and explains what the students need to do with directions.

**Directions:**

- Write the name of the book in the middle small circle.
- Think of animals that you remember from the book and list them in the circle.
- Think of other events that went on in the story and write it in the middle of the circle.
- Then on the outside of the circle, you will write where we read the story.

Teacher later on puts up directions for the quick write.

**Directions:**

- Think about an animal from the story that you like.
- Start by writing: My favorite animal is ________.
- Explain why you chose that animal and its part in the story.
7. Teacher Presentation or Facilitation: (includes reviews and practice)

(10 minutes)

I would like all of the boys to quietly come sit around the carpet. I would like all of the girls to come sit quietly around the carpet. Have any of you read the book called *Noah’s Ark*? By a show of hands, who has read or heard of this book? Well this book is full of animals and our author Jan Brett loves animals and this is another one of her books she wrote and illustrated. We will take a picture walk to see what types of animals are in this story. Let’s write down on the white board what animals you saw in the book. Now let’s read what the story will be about on the white board. (Teacher calls on students.) (This less in one of the last books we will read.) Everyone pay close attention to the animals in the story. *(Teacher starts reading the book Noah’s Ark.)*

(10 minutes)

Now that we have finished reading this story, I would like everyone to go back to your seats and get a pencil out. I would like the paper passer to pass out the circle maps. (Teacher waits until everyone receives a circle map.) Everyone put your name at the top of the page. This is a circle map. A circle map is what we are going to use to organize what we learned from the story. I am putting the directions on the overhead.

Directions:

- Write the name of the book in the middle small circle.
- Think of animals that you remember from the book and list them in the circle.
- Think of other events that went on in the story and write it in the middle of the circle.
- Then on the outside of the circle, you will write where we read the story.

Start on it and I will come around and answer any questions you may have. When you are finished, come show me so I can check your work. (Teacher puts a check mark if the students are completing it correctly and trying their hardest.) I would like everyone to take their blue folders out and put your circle maps away.

(10 minutes)

Everyone stand up and stretch. We are going to start on a quick write. Everyone take out a piece of lined paper and your pencils. A quick write is using your thinking skills and writing about an animal that we learned today. Here are the directions:

- Think about an animal from the story that you like.
- Start by writing: My favorite animal is ________.

Explain why you chose that animal and its part in the story.

*(Teacher will walk around and check for understanding.)*

Students will share their quick write with their neighbors.
**Differentiated Instruction**

Activating prior knowledge, building a background and oral language development help the ESE/ESL student to understand language and thinking skills. The students are engaged in-group discussions and given opportunities to answer simple or more complex questions about the concept being taught. The ESE/ESL students will be able to look at the pictures in the story as clues to help them build on their vocabulary.

**Culminating Activity:**

**Sunshine State Standard:**

LA.1.3.1.1 - generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, and other activities).

LA.1.1.5.1 - apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context.

**Objective:**

The Learner will make animal masks and participate in choral reading of the story *The Umbrella*, and write in their journals what they favorite book and activity was during the unit and what they learned about the author Jan Brett.

The Unit plan on Jan Brett will be completed with a choral reading on the story *The Umbrella*. There will be a character Carlos, Poppa, and some wild animals. The students will make wild animal masks (birds, tigers, humming bird, and monkey) and wear them when reading the story. They will make the masks out of construction paper, markers, sequences, and glue. The teacher will call on different students to read a page. Every student will get a chance to read. We are going to read this story because all of the books throughout the unit are based on animals. Jan Brett has love for animals and has been to the rainforest, so we are going to pretend we are in the middle of the rainforest during the lesson. We will also have props lying around if the students want to use them while they read (props: umbrella, a shaker to make rain noises.)

After the students get a chance to read a page in the story, we will talk about Jan Brett and how all of her books we read relate to animals. The teacher will use guiding questions to
check for understanding: Why does Jan always write about animals? What do all of the books we read have in common? The teacher will fill out a chart of what the main theme in all of these books is, and who wrote and illustrated the books (Jan Brett). After filling out the story chart, the students will then write in their journals for 10 minutes about their favorite book and activity that they completed these past two weeks and what they learned about Jan Brett. Teacher will have the directions on the board (Example: My Favorite book is _____________________. This is my favorite book because ____________________. My favorite activity is _____________________. I enjoyed this activity because _______________________. Jan Brett is ________________________).

Work Cited:


Reflection:

Creating this unit plan was a great experience and brought out my creative thinking skills for when I become a teacher. I have learned so much through the author Jan Brett, and she has so many amazing books and ideas that are great for my future first grade classroom. Jan Brett is very talented and makes reading a whole new world of learning and fun. She has so many books about animals that she took from life experiences, and had an amazing journey to writing and illustrating her beautiful books. Her books inspired me in creating this unit. and I know my first graders will learn a lot though reading, writing, and hands on experience. There are three
Educator Accomplished Practices (EAP) that has helped me develop my unit plan. The three EAPs are Planning, Communication, and Human Development and Learning.

Planning is a great EAP for all teachers. The pre-professional teacher recognized the importance of setting expectations for all students and designs learning experiences that meets the student’s needs and interest. The first indicator that has helped me plan my unit based on Jan Brett books is “Plans activities to promote high standards for students through a climate which enhances and expects continuous improvement.” The students will start off the week reading Jan Brett’s book *Goldilocks and the Three Bears*. The students will fill out a story map and get their thinking going on what they remember that happened in the beginning, middle, and end of the story. They will also tell me the characters of the book, title, and author. First graders are just learning about stories and how to retell what happens in a story, so this is a great activity to get the students thinking going. The students will then check their knowledge on the story and participate in hands-on sequencing activity. The students will cut out parts of the story and paste them in the correct order from beginning, middle, and end.

Another great indicator that I used during planning is “Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.” In my pre-activity to introduce the author Jan Brett, I will use questions strategies to get students thinking going and engage students in the conversation about the author we will be learning about in the unit plan. “Do you remember the terms author and illustrator?” The teacher will explain that Jan Brett is an author and an illustrator. “Who is the author of this book? (Teacher shows the class the book *Gingerbread Baby*.) Who is the illustrator of this book? I will call on many students for the answer to see if the class is paying attention. The teacher will read the story *Gingerbread Baby*, then the students get to use hands-on experience to make their own gingerbread cookies and decorate it to make it personal. These are activities students would love to participate in and will engage all students to learn.
The last indicator to help me as a future teacher when planning a unit is “Develops short and long term personal and professional goals relating to planning.” When planning a unit, my short term goal is to meet the needs of all students and add their learning strategies in my unit plans. There are a lot of visuals, hands on experience, and repetition for all learning needs. My long term goal when planning is to make sure students learn from the lessons and evaluate how the lessons went every day. I would make changes to my plans when needed. My goal is to make sure all students learn at their best and understand the concepts being taught.

The next EAP that has helped me plan my unit is Communication. The first indicator is “Establishes positive interactions between the teacher and students that are focused upon learning.” Throughout the lessons, the teacher will ask the students ongoing questions to see how they are doing on the activity. The teacher will give positive feedback to all students on their work and this will encourage students even more to work and have fun. It is important to have positive interactions with the students so they understand their learning and can ask the teacher for help when needed.

The next indicator is “provides opportunities for students to learn from each other.” In my unit, the students get to interact in small group discussion and large group discussions. Peer learning is important for students because they can learn from one another, and I incorporated opportunities for students to learn from each other in my two weeks of lessons. The last indicator is “acquires and adapts interaction routines (active listening) for individual work, cooperative learning, and whole group activities.” There will be a lot of questions through whole group activities during the time we read books. I will check for understanding and see if the students are listening when we have large group discussions on the author of the book and what the book is about. There will also be individual work during the two weeks of instruction and cooperative group learning so students can learn from each other and share their interest
and ideas. It is important to plan lessons around large group, small group, and individual learning so students can learn the lesson in all different ways.

Human Development and Learning is another great EAP that has helped me plan this two week unit. There are three indicators that are important to use in the classroom and when planning a lesson. The first one is “Recognizes developmental levels of students and identifies differences within a group of students.” As a future teacher, it is important to know each students developmental areas and incorporate their levels of learning in the lessons. All students learn in different way so that is why I planned activities for the students to see directions on the overhead, and participate in writing activities, hands on activities, and have many manipulative and resources around the room for students to use when needed.

The next indicator is “uses multiple activities to engage and motivate students at appropriate developmental levels.” It is very important to have many different activities for the lessons in the unit because different activities motivate different students, and it is important to make sure the lessons meet the developmental levels of the students. The teacher will read the story Fritz and the Beautiful Horses and show the class pictures of the book and other visuals so they understand what it is about. There is also an activity where the students can pick their favorite animal and complete a sentence about that animal. There will also be an example of a sentence and the directions on the overhead for students to look at when they need to. All of the objectives and the activities will meet the needs of all students.

The last indicator that I will use during my planning and after the lessons are taught is “Develops short term personal and professional goals relating to human development and learning.” After each lesson, I will check for understanding though observation and questioning and see what areas students need to develop on. I would then touch up on that subject area
and modify my lessons to meet the needs of that student. It is important for teachers to plan around the student's developmental level and also have activity to promote their learning.

This whole unit plan was a great learning experience for me. There were many times that I had to go back and change the lessons, incorporate Jan Brett's books, and see how the whole unit will flow. This was a challenging and fun project for me and I am very excited to use this unit plan with my future first grade class. I learned so much about Jan Brett and what an amazing author she is. Jan puts so much time and detail in each of her books and that is what makes them so special. My students will love her books and love learning about Jan. there are so many creative activities to do with each of her books and I know my first graders will love learning all about different animals. This unit will meet the needs of all students and have many activities that will incorporate small group, whole group, and peer learning.