

Lesson1

Materials: crayons, pencils and Pigeon books by Mo Williems, Pigeon Book Handout

District Obj: 9- tsw identify illustrators of interest, 5-tsw recognize library terms

PA Standards: 1.6, 1.1

Objective: Understand the concept of illustrator vs. author, to understand the term Dialog, to demonstrate sequencing

Set: Create a vocabulary chart on the board with two words in the middle: Illustrator and Author. Ask students to help you write a definition for each and explain the similarities and differences between the two. Also discuss the importance of both and why they are important.

Procedure: Open and read Mo Willem's book "Don't Let the Pigeon Drive the Bus". Discuss how this is a great book. Review the parts of a book by asking student to identify the title, spine, call number and then the Author and Illustrator. Explain that you want to add the author's name to our chart. What is it? Explain that you want to add the illustrator's name to our chart, what is it? Discuss why they are the same. Discuss how authors can also be illustrators. Discuss how people think and talk in the Pigeon books and the difference between thought bubbles and speech bubbles. Identify the term DIALOG. Discuss what dialog is and why it is important. Discuss what things are NOT written in the book (kids screaming NO!!). Explain that today they are going to make a book about that crazy pigeon! Review who Mo Williem's Pigeon is and what his books are about. On the board demonstrate the ease of drawing a pigeon. Explain that sometimes the Pigeon is all alone, sometimes he has a human there or we could add other characters. Review Mo Willem's other popular characters (Elephant, Piggie, Knuffle Bunny, Cat the Cat, etc.) or other characters from other books. Explain that you are going to give each student a page to cut up and make into a 6-7 page book. In this book they need to write AND illustrate a story about the pigeon. Explain that good writers brainstorm and think of their story first and then write it out, then add the illustrations. Discuss SEQUENCING and how they need to flip back and forth between the pages. Explain and demonstrate as needed and then allow students time to work. Collect books for a future project. **COLLECT ALL PAPERS!**

Closure: Ask students to explain to you what their job was today. Were they illustrators? Were they authors? Why?

Assessment: Student stories

Computer Notes: The top 5 stories will need to be scanned into the computer and inserted into PhotoStory for animation next week.

Lesson 2

Materials: Pigeon books by Mo Williems, student books from last week EACH NUMBERED INDIVIDUALLY from a DIFFERENT CLASS. Hand out a piece of paper numbered 1-25. Several Caldecott winning books, Mo Willem's award winning books, Newberry book examples

District Obj: 9- tsw identify illustrators of interest, 5-tsw recognize library terms

PA Standards: 1.6, 1.1

Objective: To critically evaluate our own work and the work of other authors

Set: Place the award winning books up front for all students to see. Explain that all of these books have something in common. Can you figure out what it is?

Procedure: Prompt and probe to draw students' attention to the awards on the front. Explain that all of these books won awards, Caldecott is for the best pictures, Newberry is for the best story and Mo Willem's books have won awards too for being so great. Discuss whether EVERY book wins an award? Why not? Explain that we have NEW books/stories in our library and some of them also deserve awards and today we have the hard task of choosing which ones. Hold up Explain that today we need to read all of these books and vote on the BEST ONE. Explain that none of these books are THEIR books. So keep voting fair these stories are those written in another class, by other students. They will vote without knowing the author simply judging the story on its writing and illustrations. Another class will vote on their stories. Explain that we will go down in the story time pit and **the teacher will read each story** in number order, use Elmo projector to display illustrations. After each story they should put a note a check mark next to the stories they think are really funny and should be made into a movie. Explain that students need to remember their favorites and honestly vote for one at the end. **Discuss which stories were the best and narrow it down to 3 or 4. BY SILENT VOTING (do not use "clap for the best" . Do not say "only clap for the ones you like"). Have students return to their seats as you tally the votes if possible reveal the stories that got the most votes. If needed as a tie breaker, hand back the paper and ask them to vote again as you read the ones with the most votes.** Keep the best story for a future project and allow the rest to go home.

Closure: Review what students' jobs were in this project (author and illustrator).

Assessment: Teacher Observation, student voting sheet.

Computer Notes: The top 5 stories will need to be scanned into the computer and inserted into PhotoStory for animation next week, please keep the best stories and note winners.

Lesson 3

Materials: Pigeon books by Mo Williems, saved winning photostory book, computer and projector, AWARD STICKERS, letters to parents

Note: HAVE PREPARED BEFOREHAND: Scan the winner from the past week's book into the computer and load into photostory. Save to your folder.

District Obj: 9- tsw identify illustrators of interest, 5-tsw recognize library terms

PA Standards: 1.6, 1.1

Objective: To bring our stories to life using technology

Set: Open PhotoStory file of winning book and ask students to explain the story to you and what is happening. Ask them what is missing: the voice!

Procedure: Explain that if they are VERY quiet, the reader can speak into the microphone and we will record her/his story. Ask the author if they want to be one of the voices and then select other students to be the other 'actors' (voices) and explain that the class will be our chorus and will ALSO have parts to say. Read through each script once determining what each 'actor' will say and how they will say it. Show students how this works and then record and show off the movie in its entirety. Hand the winner their book WITH an award sticker on the front and a letter to their parents. (Post online afterwards if possible.)

Closure: Review with students why these stories were the best, discuss who some of the best authors and illustrators are of all time and why.

Assessment: Teacher Observation

Computer Notes: Student files are saved in a special folder for their teacher. You will find it by clicking on MY Computer, Teachers, Hefley, Resources, First Grade, 2012-2013 AND then the teacher's named folder and then the student's name is on each file. You will have to press next several times in the PhotoStory program until you get to a screen with a red record button. Use this button to record each student talking into the microphone. I normally select one student each for the main characters and then assign words to the whole class to say loudly.

Handouts:

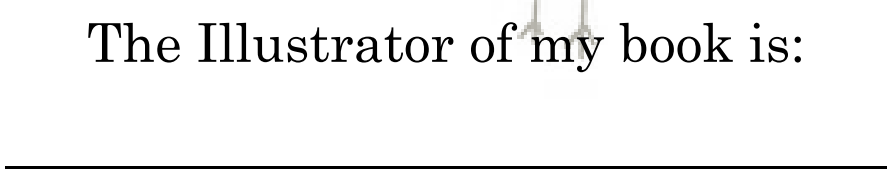
The Title of my Pigeon book is:



The Author of my book is:



The Illustrator of my book is:



Page 2

Page 4

Page 6

Page 3

Page 1

Back Cover

Page 5



May 18, 2013

Dear Family and Friends of Famous Pigeon Authors,

As you might know, your first grader has a great future ahead of them. I can tell because they are already great authors AND illustrators! First graders recently wrote great pigeon books based on the books by Mo Willems. Your first graders book was voted one of the best books in their whole class. It was a great book! They did a great job!

We took that book and made it into a short movie. If you would like to see the movie of their book please visit the website below. Please congratulate your new author again, they did a great job!

To find the videos, go to www.moniteau.k12.pa.us

Choose **Dassa McKinney Elementary Library**

Click on **Assignments and Handouts**

Choose **First Grade**

Find the first grade pigeon videos and click on **your first grader's name**

Thank you,

Susan Hefley

Librarian

Dassa McKinney Elementary School

P.S. If the video is not there the first time you check, please check back in a couple of days. Processing, uploading and posting these videos does take time but I will do my best to get them up ASAP!