

Kevin Henkes - Author Study for Grade 1

Goal: During this nine-week unit, students will explore various books by the author/illustrator: Kevin Henkes. Each book will be used as a springboard for various standards-based activities to reinforce language arts and math skills.

Lesson Plan Overview

Week	Book title	Activities
1	<i>Chrysanthemum</i>	<ul style="list-style-type: none"> Roll the cube: Plot, characters, setting, title, problem, solution Compare and contrast with <i>A Porcupine Named Fluffy</i>. Graph the number of letters in students' first names.
2	<i>Sheila Rae the Brave</i>	<ul style="list-style-type: none"> Cube Pair with nonfiction book: <i>Courage</i> Draw a picture about a personal experience that required courage. Write a sentence about the picture.
3	<i>My Garden</i>	<ul style="list-style-type: none"> Cube Compare and contrast with <i>Scarlette Beane</i>. Draw a picture about a fantasy garden similar to that described in the book. Write a sentence about the picture.
4	<i>Kitten's First Full Moon</i>	<ul style="list-style-type: none"> Cube Discuss Caldecott Award; show other examples of Caldecott winners, e.g. <i>Flotsam</i>, a wordless book. Students complete a 100 number grid on copies of the end papers of <i>Kitten's First Full Moon</i>.
5	<i>A Weekend With Wendell</i>	<ul style="list-style-type: none"> Cube Create a class book: "How to be a Good Friend"
6	<i>Owen</i>	<ul style="list-style-type: none"> Cube Draw a picture of your "Fuzzy" and write a sentence to explain. Examine various natural and man-made objects and classify by texture.
7	<i>Chester's Way</i>	<ul style="list-style-type: none"> Cube Students create a Venn diagram with a partner to show how they have interests that are similar as well as interests that are different.
8	<i>Wemberly Worried</i>	<ul style="list-style-type: none"> Cube Compare with <i>The Worrywarts</i> (alliteration, theme).
9	<i>Lilly's Big Day</i>	<ul style="list-style-type: none"> Cube Compare and contrast with nonfiction book <i>Mice</i>. Draw mouse expressions like Kevin Henkes to show emotions.

Week 1: *Chrysanthemum*

Goal: Students will compare and contrast two books with similar themes. They will create bar graphs to show the number of letters in the first names of students in the class. Students will understand the terms: plot, characters, setting, title, problem, and solution.

CCS Academic Standards

English/Language Arts

- 1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.
- 1.3.3 Confirm predictions about what will happen next in a story.
- 1.3.5 Understand what is read by responding to questions (*who, what, when, where, why, how*).

Math

- 1.1.1 Count, read, and write whole numbers 1 up to 100.
- 1.1.11 Construct, represent, compare, and interpret data using pictures and different kinds of graphs.

Materials

- Cube
- *Chrysanthemum*, by Kevin Henkes
- Examples of other Kevin Henkes books
- *A Porcupine Named Fluffy*, by Helen Lester, illustrated by Lynn Munsinger
- Graph paper for each student and instructor
- Colored pencils
- Document camera and screen

Procedure

1. Explain that we are starting an author study, in which we will read books by the author/illustrator Kevin Henkes. Show students some examples and ask if they recognize any of them.
2. Read the book *Chrysanthemum*, pausing at various points to check for comprehension, ask students to make predictions, and point out details in the illustrations.
3. After finishing, show students the "Magic Cube" and ask them to explain the words (plot, characters, setting, title, problem, and solution) printed on its faces. Tell students that we will be using this cube each week during our author study.
4. Ask a volunteer to roll the cube across the floor. Ask another volunteer to tell you how that term relates to the book: *Chrysanthemum*. Repeat twice.
5. Show students the book *A Porcupine Named Fluffy*. Point out that the author and illustrator are different. Explain that the book reminded you of *Chrysanthemum*. Ask them to listen carefully because afterwards, you will discuss how the books are similar and how they are different.
6. After reading, discuss how the books are similar (same theme; same general outcome) and different (different characters, settings, plots, authors, illustrators).
7. Ask students to move to the tables.
8. Distribute graph paper. Provide a variety of colored pencils at each table.

9. Ask students to put their names at the tops of their papers. Emphasize that they should write their full names for this, not their nicknames.
10. Explain that they will be creating a bar graph to show how many letters are in the first names of students in the class.
11. Direct students to count the number of letters in their names and write that number beside their names on their papers. Demonstrate on a page projected onto a screen with the document camera.
12. Ask students who have 1 letter in their names to raise their hands. Explain that since nobody raised a hand, we will not color in any squares.
13. Ask students who have 2 letters in their names to raise their hands. Direct students to color in the appropriate number of squares.
14. Continue until all students have been accounted for. Point out that Chrysanthemum has 13 letters in her name.
15. Ask a volunteer to explain what the bar graph tells us.

Week 2: *Sheila Rae the Brave*

Goal: Students will understand the difference between fiction and nonfiction text. They will make text to self connections and draw a picture of a personal experience that required courage.

CCS Academic Standards

English/Language Arts

- 1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.
- 1.3.3 Confirm predictions about what will happen next in a story.
- 1.3.4 Distinguish fantasy from reality.
- 1.3.5 Understand what is read by responding to questions (*who, what, when, where, why, how*).
- 1.6.2 Write in complete sentences.

Art

- 1.7.2 Create artwork about self, family, and personal experiences.

Materials

- Cube
- *Sheila Rae the Brave*, by Kevin Henkes
- *Courage*, by Bernard Waber
- Drawing paper with a large oval and writing prompt: "Courage is..."
- Colored pencils

Procedure

1. Remind students that they are doing an author study about Kevin Henkes. Last week we read *Chrysanthemum* and this week's read aloud is *Sheila Rae the Brave*. Show the covers of both books and ask students what they notice about the characters in each book. (They are mice.)
2. Read the book, pausing at various points to check for comprehension.
3. Point out that the illustrations give us information that we don't get from the text.
4. Ask students to make predictions about what will happen after Sheila Rae realizes she is lost.
5. After finishing, ask a volunteer to roll the cube 2-3 times, as in the previous lesson, and ask another volunteer to explain each term that comes up in relationship to the story.
6. Show students the book *Courage* and ask them to guess why you picked this one. Initiate a discussion about the definition of courage.
7. Point out that this book has a number on the spine label and came from the nonfiction side of the library. *Sheila Rae the Brave* is clearly a fiction book. Ask students how they can tell. Point out the E for Everybody on the spine label.
8. Read *Courage*, pausing to check for comprehension and explain as needed. As time allows, ask students to make text to self connections.
9. Upon finishing, ask students to turn and talk to share a time when they had to have courage.
10. Show students the drawing template and explain that they will be drawing a picture to show a time when they had to have courage. They will also finish the prompt: "Courage is..." to write a sentence explaining their picture.
11. Ask students to move to the tables, where papers and pencils are available.

Week 3: *My Garden*

Goal: Students will compare and contrast two fiction stories about gardens. They will draw a picture to show what they would grow in their fantasy gardens. They will write a sentence to explain their pictures.

CCS Academic Standards

English/Language Arts

- 1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.
- 1.3.4 Distinguish fantasy from reality.
- 1.3.5 Understand what is read by responding to questions (*who, what, when, where, why, how*).
- 1.6.2 Write in complete sentences.

Materials

- Cube
- *My Garden*, by Kevin Henkes
- *Scarlette Beane*, by Karen Wallace
- Drawing paper with a large oval titled My Garden
- Colored pencils

Procedure

1. Show students the covers of *Chrysanthemum* and *Sheila Rae the Brave* and point out that the characters are mice. Tell students that Kevin Henkes wrote other books with mice as characters and that we will be reading some of those over the next few weeks.
2. Show them the cover of *My Garden*, pointing out that they can immediately see that the characters in this book are not mice.
3. Show students the book: *Old Bear*, also by Kevin Henkes. Remind them that you read this to them in the library last year.
4. Explain that you did some research and learned that Kevin Henkes got the idea to write *My Garden* after he wrote *Old Bear*. He liked his illustrations of spring in *Old Bear* so much, that he decided to write a whole book about blooming gardens.
5. Tell students that authors get ideas from many different places and in this case, Kevin Henkes got an idea from another book he had written and illustrated.
6. Read *My Garden*, giving students opportunities to comment and make text to self connections.
7. Show students the cover of *Scarlette Beane* and ask them to tell you whether this is fiction or nonfiction.
8. As they listen to this book, they should think about how it is similar to and how it is different from *My Garden*.
9. Read the book, pausing at various points to check for comprehension and to point out details in the illustrations.
10. After finishing, ask a volunteer to roll the cube 2-3 times, as in the previous lesson, and ask a volunteer to explain each term that comes up in relationship to the story.
11. Ask students to tell you how the two books are similar and different.

12. Tell students that they will draw a picture and write a sentence about a garden that they would like to have.
13. Briefly review some of the pages in *My Garden* to remind students that the girl loved jellybeans, so she grew a jellybean bush. She loved seashells, so she grew seashells. Ask students to think about what they love and then to draw a picture of a tree, bush, flower, shrub, etc. that they would like to grow in their imaginary gardens.
14. On the back of their pages, they will write a sentence to explain their illustrations.
15. Ask students to sit at the tables, where drawing pages and colored pencils are available.

Week 4: *Kitten's First Full Moon*

Goal: Students will understand that the Caldecott Medal is given to one picture book each year for distinguished illustrations. Students will complete a number grid from 1 – 100.

CCS Academic Standards

English/Language Arts

1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.

1.3.2 Describe the roles of authors and illustrators.

1.3.3 Confirm predictions about what will happen next in a story.

Math

1.1.1 Count, read, and write whole numbers 1 up to 100.

Art

1.6.2 Identify and share personal preferences in art and recognize that people have different preferences.

Materials

- Cube
- *Kitten's First Full Moon*, by Kevin Henkes
- Other Caldecott winners, e.g. *Flotsam*, by David Wiesner
- Poster of past Caldecott winners
- Copies of other Caldecott winners
- Copies of the endpapers of *Kitten's First Full Moon*
- Pencils and colored pencils

Procedure

1. Show students the cover of *Kitten's First Full Moon*. Explain that this is another book by Kevin Henkes.
2. Point out the Caldecott Medal sticker. Explain that the Caldecott Medal is awarded to one illustrator each year for the "most distinguished" illustrations. The word: distinguished might mean best, or special.
3. Ask students to pay careful attention to the illustrations in this book because you want to know what they think. Point out that the Caldecott Medal is awarded by a group of adults and not everyone always agrees on which book has the best illustrations.
4. Read the book, giving students opportunities to make predictions about what will happen next.
5. Point out how Kevin Henkes uses panels to show the story moving forward.
6. After finishing, ask a volunteer to roll the cube 2-3 times, as in the previous lesson, and ask a volunteer to explain each term that comes up in relationship to the story.
7. Ask students what they thought of the illustrations. Remind them that we don't all have to agree; people have different ideas and different opinions.
8. Show students the poster of past Caldecott winners.
9. Show students some of the Caldecott winning books from our shelves.

10. Show students some of the silver medal winners as well.
11. Point out that *Flotsam*, a Caldecott winner by David Wiesner, is purely a picture book; it doesn't have any text. Turn the pages, asking students to explain, at various points, what is happening in the story.
12. Tell students that after they finish the activity at the tables, they may enjoy reading these Caldecott winners.
13. Show students a copy of the number grid sheet and show them the endpapers of Kitten's First Full Moon.
14. Explain that there are 100 "moons" on the sheet and that they will be writing in the numbers, then coloring the page if they wish.
15. Ask students to move to the tables, where papers, pencils, and colored pencils are available.
16. Students who need an additional challenge may color in circles to show patterns by 2, 5, and/or 10s.
17. While students are working, set Caldecott winners up for display on the floor in the sunroom.
18. After finishing their number grids, students may sit and read the Caldecott winners displayed in the sunroom.

Week 5: *A Weekend with Wendell*

Goal: Based on the behavior of the main characters in this book, students will contribute to a class book titled “How to be a Good Friend”.

CCS Academic Standards

English/Language Arts

1.2.3 Respond to *who, what, when, where, why,* and *how* questions and recognize the main idea of what is read.

1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story’s beginning, middle, and ending.

1.3.3 Confirm predictions about what will happen next in a story.

Social Studies

1.2.4 Describe ways that individual actions can contribute to the common good of the community.

Materials

- Cube
- *A Weekend with Wendell*, by Kevin Henkes
- Computer projected on a big screen and ready to send a document to a printer
- PowerPoint template for a class book: “How to be a Good Friend”.
- Colored pencils

Procedure

1. Show students the cover of the book and ask them to list some other books by Kevin Henkes which have mice as main characters.
2. Tell students that this is a book about friendship. After finishing the book, students will contribute ideas for a book called “How to be a Good Friend”. We will print out the pages and students will illustrate them.
3. Read the book, pausing to check for comprehension, point out details in the illustrations, and ask students to make predictions.
4. After finishing, ask a volunteer to roll the cube 2-3 times, as in the previous lesson, and ask another volunteer to explain each term that comes up in relationship to the story.
5. Ask students to move to the tables so that they can see the screen.
6. Initiate a discussion about Wendell and his behavior. Discuss Sophie’s reaction as well.
7. Ask students to share ideas for being a good friend. Type sentences into the PowerPoint template that is projected on the screen.
8. Print the finished pages and distribute to students to illustrate.
9. After class, compile finished pages into a class book.

Week 6: Owen

Goal: Students will draw a picture of their own “Fuzzy” and work with a partner to sort various objects into categories. They will write sentences to describe each category.

CCS Academic Standards

English/Language Arts

1.2.3 Respond to *who, what, when, where, why,* and *how* questions and recognize the main idea of what is read.

1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story’s beginning, middle, and ending.

1.3.3 Confirm predictions about what will happen next in a story.

Science

A. (IN 1.1.1) Observe, describe, draw, and sort objects carefully to learn about them.

Art

1.7.2 Create artwork about self, family, and personal experiences.

Materials

- Cube
- *Owen*, by Kevin Henkes
- Various natural and man-made objects such as: rocks, seashells, cotton balls, erasers, washers, fabric, yarn, pen caps, leaves, seeds, plastic bags, paper, paper clips, bottle caps, crayons, lego piece, etc.
- Drawing template titled “My Fuzzy” and a space for students to write the name of their fuzzy below.
- Colored pencils

Procedure

1. Show students the cover of the book and ask them to remember some other titles by Kevin Henkes which feature mice as characters.
2. Point out that this is a Caldecott Honor Book and won a silver medal. Ask students to explain the purpose of the Caldecott medal. Ask students the title of the book by Kevin Henkes which won the gold Caldecott Medal.
3. Explain that you want them to make text to self connections as you read, since they will be drawing a picture afterwards.
4. Read the story, pausing to check for comprehension, to ask students to make predictions, and to point out details in the illustrations.
5. After finishing, ask a volunteer to roll the cube 2-3 times, as in the previous lesson, and ask another volunteer to explain each term that comes up in relationship to the story.
6. Ask students to think about a blanket, stuffed animal, etc., that they had or still have. Tell them they don’t have to share if they don’t want to, but they may draw a picture of themselves with their special item. (If they choose not to share or if they don’t have a special item in mind, they may draw a picture of Owen with his Fuzzy.)

7. After they finish their pictures, they will receive a bag of items to sort. Show some examples and ask how they might be sorted (hard and soft; rough and smooth; big and little; light and dark, etc.)
8. Tell students they may sort their items any way they like, but they must be able to explain their thinking.
9. Ask them to find at least two different ways to sort the items.
10. Direct students to move to the tables, where papers and colored pencils are available.
11. Pair students up as they finish and give them a bag of items to sort. Provide papers and pencils for students to write down categories.

Week 7: *Chester's Way*

Goal: Students will create a Venn diagram to compare their interests and activities with those of a classmate.

CCS Academic Standards

English/Language Arts

1.3.5 Understand what is read by responding to questions (*who, what, when, where, why, how*).

1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.

1.4.6 Organize and classify information by constructing categories on the basis of observation.

Materials

- Cube
- *Chester's Way*, by Kevin Henkes
- Venn diagram pages
- Pencils
- Colored pencils
- Selection of other books by Kevin Henkes

Procedure

1. Show students the cover of *Chester's Way* and ask them to tell you the titles of some other Kevin Henkes books which feature mice.
2. Read the story, pausing to check for comprehension, point out details in the text, and have students make predictions.
3. After finishing, ask a volunteer to roll the cube 2-3 times, as in the previous lesson, and ask another volunteer to explain each term that comes up in relationship to the story.
4. Explain to students that you will be pairing them with a classmate for today's activity. They will be creating a Venn diagram to compare their own interests and activities with those of their partner. Just as Chester and Wilson found a new friend in Lilly, once they learned more about her, they might find someone with similar interests today.
5. Hold up the Venn diagram sheet and point out where they should write names. Remind them that they should take turns writing; it's not fair for just one person to do all of the writing.
6. Ask them to explain to you how they will complete this Venn diagram, i.e. what kind of information they should write in each section.
7. Ask them to think about their favorite colors, foods, sports, books, things to do in school, activities after school, etc.
8. Tell students they should have at least 10 things written in the Venn diagram.
9. When they have finished, they may read the Kevin Henkes books set up for display in the sunroom.

Week 8: *Wemberly Worried*

Goal: Students will compare and contrast two fiction books about the same theme.

CCS Academic Standards

English/Language Arts

1.2.3 Respond to *who, what, when, where, why, and how* questions and recognize the main idea of what is read.

1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.

1.3.3 Confirm predictions about what will happen next in a story.

Materials

- Cube
- *Wemberly Worried*, by Kevin Henkes
- *The Worrywarts*, by Pamela Duncan Edwards
- Whiteboard and markers

Procedure

1. Show students the cover of the book and ask them to tell you some other titles by Kevin Henkes in which the main characters were mice.
2. Read the story, pausing to check for comprehension, ask students to make predictions, and point out details in the illustrations.
3. After finishing, ask a volunteer to roll the cube 2-3 times, as in the previous lesson, and ask another volunteer to explain each term that comes up in relationship to the story.
4. Show students the book called *The Worrywarts*. Tell them that you will be asking them how these books are similar and how they are different.
5. Read the story, pausing to check for comprehension, ask students to make predictions, and point out details in the illustrations.
6. After finishing, ask a volunteer to roll the cube 2-3 times, as in the previous lesson, and ask another volunteer to explain each term that comes up in relationship to the story.
7. Ask students to tell you how the books are similar and how they are the same. Write student ideas on a large Venn diagram on the white board.

Week 9: *Lilly's Big Day*

Goal: Students will understand the difference between related fiction and nonfiction books. They will understand that they can get facts and information from a variety of print and digital sources.

CCS Academic Standards

English/Language Arts

- 1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.
- 1.3.3 Confirm predictions about what will happen next in a story.
- 1.3.4 Distinguish fantasy from reality.
- 1.3.5 Understand what is read by responding to questions (*who, what, when, where, why, how*).
- 1.8.1 Understand that print, media, and electronic materials provide information.

Materials

- Cube
- *Lilly's Big Day*, by Kevin Henkes
- *Mice*, by Kevin Holmes
- Whiteboard and markers
- Other nonfiction books about mice
- Encyclopedia with an article about mice
- Zoobooks magazine about mice
- Computer set up to project on a big screen
- Bookmarks with instructions for accessing Britannica Online and Kids Infobits

Procedure

1. Explain that this is the last session of our nine-week author study of Kevin Henkes. He has written many other books and hopefully students will check out more from our library and from the public library.
2. Read *Lilly's Big Day*, pausing to check for comprehension, ask students to make predictions, and point out details in the illustrations.
3. After finishing, ask a volunteer to roll the cube 2-3 times, as in the previous lesson, and ask another volunteer to explain each term that comes up in relationship to the story.
4. Hold *Lilly's Big Day* up beside *Mice*. Ask students to tell you what they notice. Confirm that one is fiction and the other, nonfiction. Point out the differences in the spine labels. Ask students to point to the side of the library where you might find each.
5. Point out that the book *Mice* has a table of contents and an index. Explain the purpose of each.
6. Ask students to listen for facts and information about mice as you read.
7. After finishing, ask students to recall facts from the book. Write them on the whiteboard.
8. Ask students if they have any other questions about mice. Ask where we could look to find additional information.
9. Show students other nonfiction books, an encyclopedia article, and a Zoobooks magazine about mice.
10. Direct students to sit at the tables so that they may see the screen.
11. Show students photos and information about mice in Kids Infobits and in Britannica Online.
12. Tell students they will receive bookmarks with instructions for accessing these sites from home.