

autobiography, and poetry from prose.

-Select a variety of materials to read for discovery, appreciation, and enjoyment, summarize the readings, and connect them to prior knowledge and experience.

A.4.4 Read to acquire information.

-Summarize key details of informational texts, connecting new information to prior knowledge.

-Identify a topic of interest then seek information by investigating available text resources.

Science, Standard C: Science Inquiry_Performance Standards

C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied.

C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations.

C.4.3 Select multiple sources of information to help answer questions selected for classroom investigations.

C.4.4 Use simple science equipment safely and effectively, including rulers, balances, graduated cylinders, hand lenses, thermometers, and computers, to collect data relevant to questions and investigations.

C.4.5 Use data they have collected to develop explanations and answer questions generated by investigations.

C.4.6 Communicate the results of their investigations in ways their audiences will understand by using charts, graphs, drawings, written descriptions, and various other means, to display their answers.

C.4.7 Support their conclusions with logical arguments.

C.4.8 Ask additional questions that might help focus or further an investigation.

English Language Arts - Standard A - Performance Standards Grade 4

A.4.1 Use effective reading strategies to achieve their purposes in reading.

- Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying their knowledge of letter-sound relationships, and analyzing word structures.
- Infer the meaning of unfamiliar words in the context of a passage by examining known words, phrases and structures.
- Demonstrate phonemic awareness by using letter/sound relationships as aids to pronouncing and understanding unfamiliar words and text.
- Comprehend reading by using strategies such as activating prior knowledge, establishing purpose, self-correcting and self-monitoring, rereading, making predictions, finding context clues, developing visual images, applying knowledge of text structures, and adjusting reading rate according to purpose and difficulty.
- Read aloud with age-appropriate fluency, accuracy, and expression.
- Discern how written texts and accompanying illustrations connect to convey meaning.

A.4.2 Read, interpret, and critically analyze literature.

- Recognize and recall elements and details of story structure, such as sequence of events, character, plot, and setting, in order to reflect on meaning.
- Draw upon a reservoir of reading materials, including fairy tales, fables, and narratives from the United States and cultures worldwide, to understand plots, make predictions, and relate reading to prior knowledge and experience.
- Summarize ideas drawn from stories, identifying cause-and-effect relationships, interpreting events and ideas, and connecting different works to each other and to real-life experiences.
- Extend the literal meaning of a text by making inferences, and evaluate the significance and validity of texts in light of prior knowledge and experience.

A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.

- Demonstrate the ability to integrate general knowledge about the world and familiarity with literary and nonliterary texts when reflecting upon life's experiences.
- Identify and summarize main ideas and key points from literature, informational texts, and other print and nonprint sources.
- Distinguish fiction from nonfiction, realistic fiction from fantasy, biography from

Good Health from the Ground Up lesson from PBS Ready to Learn site. Retrieved August 3, 2006.

Snowballs

http://www.readwritethink.org/lessons/lesson_view.asp?id=797

Teaching Shapes Using Read-Alouds, Visualization and Sketch to Stretch lesson by Deborah Kozdras. Read Write Think web site. Retrieved August 3, 2006.

<http://www.atozteacherstuff.com/pages/418.shtml>

Snazzy Snowpeople lesson by Stacey Mitchell. A to Z Teacher Stuff web site. Retrieved August 5, 2006.

http://www.readwritethink.org/lessons/lesson_view.asp?id=239

Let's Build a Snowman lesson by Rebecca L. Olness. Read Write Think web site. Retrieved August 3, 2006.

Color Zoo

<http://www.glc.k12.ga.us/BuilderV03/LPTools/LPShared/lpdisplay.asp?LPID=12485>

Color Zoo Shape Art lesson by Cessany Jones. Georgia Standards web site. Retrieved August 3, 2006.

Chicka Chicka Boom Boom

http://www.atozteacherstuff.com/Themes/Chicka_Chicka_Boom_Boom/index.shtml

Resources and lesson plans for a unit on Chicka Chicka Boom Boom. A to Z Teacher Stuff web site. Retrieved August 5, 2006.

Collage illustration technique

<http://www.trek-21.wvu.edu/pdsone/dhawkins/unit/web%20pages/collage.htm>

Collage Lesson #5 by Dale Hawkins. Art Through Children's Illustrators web site. Retrieved August 4, 2006.

Color Farm and illustration technique

http://www3.cesa10.k12.wi.us/clustera/summer/2002/Navarre_Schaffer_Goplin/artlesson.htm

Elements of Art lesson plan by Andrea Schaffer, Becky Navarre and Anne Goplin. Retrieved August 5, 2006.

Cuckoo

http://www.actsofkindness.org/file_uploads/files/110_pdf.pdf

Cooperative Learning Projects lesson by Sue. Random Acts of Kindness Foundation web site. Retrieved August 5, 2006.

Wisconsin Academic Standards addressed as part of author study:

Bright, bold, and rhythmic, this book is an imaginative and fun introduction to the letters of the alphabet. Like excited children, the lowercase letters of the alphabet engage in a daring race to the very top of the coconut tree. All seems to be going well, but once the entire alphabet has made the climb, their collective weight proves to be too much for the skinny tree and so it bends, causing all the letters to fall out of the tree.

Lesson plans to correlate with Lois Ehlert books:

Chanko, Pamela. (2005). Teaching With Favorite Lois Ehlert Books. New York: Scholastic, Inc.

Waiting for Wings

<http://eduscapes.com/fun/wings.htm>

Fun With Favorites by Annette Lamb and Nancy Smith. Retrieved August 3, 2006.

Planting a Rainbow

<http://www.lessonplanspage.com/SciencePlantingARainbowK1.htm>

Lesson by Molly Tucker on Lesson Plans Page site. Retrieved August 4, 2006.

<http://www.emsd63.org/CurrProjects/Plants.gradeK/Web.based.lesson.htm#Process>

Plants web lesson developed by Jennifer Katin, Patsy Lindoerfer and Katie Zlogar.

Retrieved August 5, 2006.

Fish Eyes

<http://www.coreknowledge.org/CK/resrcs/lessons/PreK98Oceans.htm>

Ocean unit by Stephanie Janz and Hazel Gentry presented on Core Knowledge

Foundation site. Retrieved August 3, 2006.

Red Leaf, Yellow Leaf

<http://www.lessonplanspage.com/ScienceCIMDPlants-VsTrees-EdibleParts-CeleryAnalysis14.htm>

Lesson by Sean Kathryn O'Connor on Lesson Plans Page site. Retrieved August 4, 2006.

http://205.213.162.11/project_write/PW_2002/units/units/Prim_Fall.pdf

Retrieved August 4, 2006.

Growing Vegetable Soup

<http://www.firstschool.ws/activities/nutrition/vegiebasket1.htm>

Vegetable Basket Craft lesson on First-School site. Retrieved August 3, 2006.

Eating the Alphabet

http://www.dshs.state.tx.us/kids/lessonplans/chap10_1.htm

Texas Department of State Health Services. Retrieved August 3, 2006.

http://www.klrn.org/healthystart/health_ground_up_lesson.pdf

In this Mexican folktale, the beautiful Cuckoo is lazy and never does her share of the work--that is until a field fire threatens the season's seed crop. Cuckoo is the only one who can save it, but will she risk harming her lovely feathers by flying through the smoke and fire?

Ehlert, Lois. (1997). *Hands*. San Diego, CA: Harcourt Brace and Company.
When a child works alongside her parents doing carpentry, sewing, and gardening, she thinks of being an artist as well when she grows up.

Ehlert, Lois. (2004). *Hands: Growing Up To Be An Artist*. San Diego, CA: Harcourt, Inc.

As the child in this story watches her mother and father work with their hands, she knows she wants to build and sew and garden and paint just like they do. All she needs is a special place to work, lots of good materials--and plenty of encouragement. With these tools, she is able to make the most wonderful things.

Ehlert, Lois. (1990). *Fish Eyes: A Book You Can Count On*. San Diego, CA: Harcourt, Brace & Company. **RCCL**

Get ready to put on scales, fins, and a tail, then dive underwater for a marvelous fantasy adventure. Children will enjoy learning to count the brilliantly colored fish swimming through the pages of Lois Ehlert's watery world. Look closely, and you'll find a friendly guide to accompany you on your journey.

Ehlert, Lois. (1992). *Circus*. New York: HarperCollins Publishers. **LES**
Leaping lizards, marching snakes, a bear on the high wire, and others perform in a somewhat unusual circus. The gorgeous antique circus wagons from the Circus World Museum in Baraboo, Wisconsin, inspired Ms. Ehlert to create this book.

Books illustrated by Lois Ehlert:

Murphy, Stuart. (1996). *A Pair of Socks*. New York: HarperCollins Publishers. **LES**
Introduces pattern recognition as a sock searches the house for its lost mate.

Baer, Gene. (1989). *Thump, Thump, Rat-a-Tat-Tat*. New York: Harper & Row, Publishers. **LES**
A distant marching band grows larger and louder as it nears, and then softer and smaller as it goes away again.

Martin, Bill Jr. and Archambault, John. (1989). *Chicka Chicka Boom Boom*. New York: Simon and Schuster Books. **LES RCCL**

Ehlert, Lois. (2005). Leaf Man. Orlando, FL: Harcourt, Inc. **RCCL**
Come along on a journey with a man made of leaves.

Ehlert, Lois. (1990). Color Farm. New York: HarperCollins Publishers.
In this companion book to Color Zoo, a Caldecott Honor Book, children will find farm animals hiding in familiar colors and shapes as they turn page after brilliantly colored page. **RCCL**

Ehlert, Lois. (1993). Nuts to You! San Diego, CA: Harcourt, Brace & Company.
The rooster, dog, sheep, cow, pig, and other animals on a farm are made up of colorful shapes such as square, circle, rectangle, and triangle.

Ehlert, Lois. (1998). Top Cat. San Diego, CA: Harcourt, Brace & Company. **LES RCCL**
An older cat must adjust when his owners bring home a new kitten.

Ehlert, Lois. (1992). Moon Rope: A Peruvian Folktale. San Diego, CA: Harcourt Brace & Company.
An adaptation of the Peruvian folktale in which Fox and Mole try to climb to the moon on a rope woven of grass.

Ehlert, Lois. (2004). Pie in the Sky. Orlando, FL: Harcourt, Inc. **LES RCCL**
A father and child watch the cherry tree in their backyard, waiting until there are ripe cherries to bake in a pie. Includes a recipe for cherry pie.

Ehlert, Lois. (2002). In My World. San Diego, CA: Harcourt, Inc. **LES RCCL**
Describes some of the many things in the natural world such as worms, seashells, flowers and stars that a child can appreciate. This die-cut book features a simple rebus game that encourages readers to look at the world in a whole new way.

Ehlert, Lois. (2000). Market Day: A Story Told With Folk Art. San Diego, CA: Harcourt, Inc. **LES RCCL**
Everyone heads to the market, but it's no ordinary market--it's a feast of folk art from around the world. As the reader follows the story of the goings-on at the market, textiles and folk and primitive art illustrate the action.

Ehlert, Lois. (1994). Mole's Hill: A Woodland Tale. San Diego, CA: Harcourt Brace & Company. **LES**
In this story, Mole must do some quick thinking--and digging--to save her burrow near the pond. Colorful collages accompany this retelling of a Seneca tale.

Ehlert, Lois. (1997). Cuckoo. San Diego, CA: Harcourt, Brace and Company. **LES RCCL**

LES stands for Ladysmith Elementary School and indicates the book can be found in the school's library.

RCCL stands for Rusk County Community Library and indicates the book can be found in the public library.

Ehlert, Lois. (1990). *Feathers for Lunch*. San Diego, CA: Harcourt Brace & Company. An escaped housecat encounters twelve birds in the backyard but fails to catch any of them and has to eat feathers for lunch. **RCCL**

Ehlert, Lois. (1987). *Growing Vegetable Soup*. San Diego, CA: Harcourt Brace & Company. **RCCL**
A father and child grow vegetables and then make them into soup. A recipe is included.

Ehlert, Lois. (1995). *Snowballs*. San Diego, CA: Harcourt Brace & Company. **LES**
Bold, full-color illustrations depict a fanciful snow family and snow animals decorated with found objects. **RCCL**

Ehlert, Lois. (1989). *Eating the Alphabet: Fruits and Vegetables from A to Z*. San Diego, CA: Harcourt Brace & Company. **RCCL**
An alphabetical tour of the world of fruits and vegetables, from apricot and artichoke to yam and zucchini.

Ehlert, Lois. (1989). *Color Zoo*. New York: J.B. Lippincott. **LES RCCL**
Nine animals, nine shapes, and sixteen shades of color make this glorious zoo a visual treat for little ones to explore. As readers turn each die-cut page, they can watch the pictures change--a lion turns into a goat; an ox into a monkey; a tiger into a mouse, and more.

Ehlert, Lois. (1991). *Red Leaf, Yellow Leaf*. San Diego, CA: Harcourt Brace Jovanovich, Publishers. **LES RCCL**
This is the story of a sugar maple tree and the child who planted it. As they grow up together, the child watches the tree through all the seasons. Ehlert uses watercolor collage, leaf-shaped die cuts and pieces of actual seeds, fabric, wire, and roots in this rich introduction to the life of a tree.

Ehlert, Lois. (1988). *Planting a Rainbow*. San Diego, CA: Harcourt Brace & Company. **LES RCCL**
This is a simple, stylized introduction to the joys of gardening, showing the varieties of blooms and bright colors that grow in a flowerbed.

Ehlert, Lois. (2001). *Waiting for Wings*. San Diego, CA: Harcourt, Inc. **LES RCCL**
The question of where butterflies come from is answered with simple rhyming text and color-drenched collages that provide facts on flowers and butterfly identification tips.

Teacher Resource File on author Lois Ehlert

compiled by Kathleen Lezotte-Zuck
August 2006

Objectives:

- To name/identify Lois Ehlert.
- To understand and use the collage illustration technique.
- To list books by Lois Ehlert.
- To read books by Lois Ehlert.
- To participate in science activities related to the topics of Lois Ehlert's books.
- To prepare for an author visit (hopefully!)

Biographies:

Harris, Laurie Lanzen. (2000). *Biography for Beginners*. Detroit, MI: Favorable Impressions. (page 37) **LES**

Holtze, Sally Holmes. (1996). *Seventh Book of Junior Authors and Illustrators*. New York: H.W. Wilson Company. (page 93) **LES**

Cummings, Pat. (1992). *Talking With Artists*. New York: Bradbury Press. (page 36) **LES**

(2000). Author of the Month. Retrieved August 3, 2006, from McGraw Hill Web site:
<http://www.mhhe.com/socscience/education/kidlit/aom/janaom.html>

(2006). Video interview with Lois Ehlert. Retrieved August 3, 2006, from Reading Rockets Web site: <http://www.readingrockets.org/books/interviews/ehlert#interviews>

In my world: Lois Ehlert. Retrieved August 4, 2006, from Harcourt, Inc. Web site:
http://www.harcourtbooks.com/authorinterviews/bookinterview_Ehlert.asp

Boatman, Edie (2003, March 7). Getting personal with Lois Ehlert. Retrieved August 4, 2006, from Milwaukee Journal Sentinel Web site:
<http://www2.jsonline.com:80/lifestyle/parenting/mar03/ehlert0307.asp>

Books written and illustrated by Lois Ehlert: