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Unit 4

Unit Instructional Plans


Becoming an Author

Getting Started

(student pages 35–44)

Introduction

“Becoming an Author” is a biographical text written in the format of a magazine article. The article contains biographical selections about Bill Martin Jr., Eric Carle, and John Archambault. A literacy connection for this unit might focus on children’s authors.

Lexile Text Measure 760L 

Building Background Knowledge

Provide books authored by Bill Martin Jr., Eric Carle, and John Archambault. Allow students time to explore the books. Debrief student responses to the books (e.g., *What do you think when you observe this cover? What predictions can you make about the authors’ interests based on the books?*).

(*SL.3.1, SL.3.2, SL.3.4, SL.3.6, DOK: 2, Bloom’s/RBT: Comprehension/Understand*)

Suggested Formative Assessment

Have students choose one of the authors introduced in the Building Background Knowledge activity and write a letter to the author asking questions about his life and his books. Review student letters to determine individual understanding of composing questions that will produce responses in order to gather interesting information about a topic.

(*W.3.4, W.3.5, L.3.1, L.3.2, L.3.3, DOK: 3, Bloom’s/RBT: Comprehension/Understand*)

Suggested Unit Content Literature

Continue building student knowledge related to this unit by selecting books from the following list for read alouds, for student independent reading, and for research resources.

If You Were a Writer – Joan Lowery Nixon

Author: A True Story – Helen Lester

What Do Authors Do? – Eileen Christelow

Panda Bear, Panda Bear, What Do You See? – Bill Martin Jr. and Eric Carle

Chicka Chicka Boom Boom – Bill Martin Jr. and John Archambault

Knots on a Counting Rope – Bill Martin Jr. and John Archambault

The Young Person’s Guide to Becoming a Writer – Janet E. Grant

Where Do You Get Your Ideas?: Favorite Authors Reveal Their Writing Secrets – Sandy Asher

Home: A Collaboration of Thirty Distinguished Authors and Illustrators of Children’s Books to Aid the Homeless – Edited by Michael J. Rosen

A House for Hermit Crab – Eric Carle

The Very Hungry Caterpillar – Eric Carle

Dragons, Dragons & Other Creatures That Never Were – Eric Carle

Flora and Tiger: 19 very short stories from my life – Eric Carle

The Ghost-Eye Tree – Bill Martin, Jr. and John Archambault

The Magic Pumpkin – Bill Martin Jr. and John Archambault

(*RL.3.10, RI.3.10, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6, DOK: 2, Bloom’s/RBT: Comprehension/Understand*)

Unit Instructional Plans

Becoming an Author

Unit 4

Vocabulary Focus

* Teachers using this selection for direct instruction may need to preteach these vocabulary words. If the unit selection is used for assessment, vocabulary should not be pretaught.

Selection-Specific Vocabulary

coauthored*	famous
published*	graduating
accomplishment	illustrator
audiences	imaginary
author	lever
biographies	musical
continued	rhyme
difficulty	rhythm

Standard Vocabulary

determine
explain
key detail/idea
main idea
recount
text

Vocabulary Activities

Define and Roll

Provide pairs of students with sets of cards containing Standard vocabulary words, sets of cards containing the matching definitions, and number cubes. Have partners shuffle the cards and place facedown. Instruct Partners A to reveal top cards and provide definitions or vocabulary words. If correct, Partners A roll the number cubes to determine earned point values. Have students continue until all word and definition cards have been played.

(RI.3.4, RF.3.3, SL.3.1, SL.3.6, DOK: 2, Bloom's/RBT: Comprehension/Understand)

Light the Word

Display Selection-Specific or Standard vocabulary words on the word wall. Dim classroom lights and use a flashlight to highlight words on the word wall. Instruct students to record the definitions or write sentences that demonstrate meanings of the highlighted words.

(RI.3.4, RF.3.3, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6, DOK: 2, Bloom's/RBT: Comprehension/Understand)

Suggested Formative Vocabulary Assessment

Using the Selection-Specific vocabulary, have students write similes that follow this pattern: _____ is like _____ because _____. Allow students to post or share similes. Use student responses to clarify misconceptions and to plan further instruction or interventions.

(RI.3.4, RF.3.3, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6, DOK: 3, Bloom's/RBT: Analysis/Analyze)

Unit 4

Unit Instructional Plans

Becoming an Author

Unpacking the Standards

CCR Anchor Standard CCRA.R.2

Focus RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Informational texts are read to gain factual information about topics, often historical, scientific, or technical in nature. These texts are sometimes written in an order that suits the content or the purpose of the reader. Informational texts are organized around main ideas the authors intend to communicate. The **main idea** is the most important thought or concept presented in an informational text. Authors use **key details** to provide support for and to elaborate on the main ideas. These key details include facts, explanations, examples and definitions that are verifiable and are important to the understanding of the main ideas of the texts. Often, readers are asked to **recount**, or to write or speak specifically about, the main ideas and key details of informational texts in order to demonstrate comprehension and understanding of the texts.

Use a step-by-step process to guide students as they comprehend and analyze informational text.

1. Note the facts and details found in each paragraph or on each page.
2. Determine the relationships between facts, events, and people.
3. Observe the text features, such as titles, headings, photographs, illustrations, charts, or graphs to support the understanding of the text.
4. Use the information gathered in Steps 1, 2, and 3 to identify the main idea of the text.

Instructional Activities

Guide the Reading

Provide students with questions to use as they read informational texts (e.g., *What is the text about? What is the main idea? What key details support the main idea? How do the key details support the main idea?*).

Ask students to record answers to the questions and use the information to identify the main ideas of the selections.

(RI.3.1, RI.3.2, RI.3.10, RF.3.3, RF.3.4, W.3.4, L.3.1, L.3.2, L.3.3, DOK: 2, Bloom's/RBT: Comprehension/Understand)

Take Note

Have students record notes as they read informational texts. Instruct students to record the topics of the selections. Have students record key details about the topics. Teach students to use the notes to determine main ideas and to explain how the key details support the main ideas.

(RI.3.1, RI.3.2, RI.3.10, RF.3.3, RF.3.4, W.3.4, SL.3.1, L.3.1, L.3.2, L.3.3, DOK: 2, Bloom's/RBT: Comprehension/Understand)

Suggested Formative Assessment

After reading an informational text, have students complete a *Developing an Idea* graphic organizer to record the main idea and key details that support the main idea. Use the evidence to clarify misconceptions and to plan further instruction or interventions.

(RI.3.1, RI.3.2, RI.3.10, RF.3.3, RF.3.4, W.3.4, L.3.1, L.3.2, L.3.3, DOK: 2, Bloom's/RBT: Comprehension/Understand)

Developing an Idea

Unit Instructional Plans
Becoming an Author

Unit 4

Assessment of Standards

(student pages 38–41)

Common Core Standards for English Language Arts addressed in Assessment of Standards

RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RF.3.3, W.3.2a, W.3.2b

Item #	Answer	Item Standard	CCR Anchor Standard	Claim	Target	DOK	Bloom's Original/Revised
1	B	RI.3.4	CCRA.R.4	1	10	2	Application/Apply
2	C	RI.3.1	CCRA.R.1	1	8	2	Comprehension/Understand
3	D	RI.3.2	CCRA.R.2	1	9	2	Comprehension/Understand
4	D	RI.3.9	CCRA.R.9	1	12	3	Analysis/Analyze
5	B	RI.3.3	CCRA.R.3	1	11	3	Comprehension/Understand
6	A,C	RI.3.9	CCRA.R.9	1	12	3	Analysis/Analyze
7	D	RF.3.3	Foundational Skill	1	10	1	Application/Apply
8	C	RI.3.5	CCRA.R.5	1	13	2	Application/Apply
9	A	RI.3.1	CCRA.R.1	1	8	2	Comprehension/Understand
10	A	RI.3.7	CCRA.R.7	1	13	2	Application/Apply
11	D	RI.3.8	CCRA.R.8	1	11	2	Analysis/Analyze
12	D	RI.3.6	CCRA.R.6	1	11	2	Analysis/Analyze
13A	B	W.3.2a	CCRA.W.2	2	3	2	Application/Apply
13B	D	W.3.2b	CCRA.W.2	2	3	2	Application/Apply

Interventions

Focus RI.3.2

When formative assessments reveal students in need of intervention, use the following activities.

Intervention Activities

Main Idea Match

Prepare key detail cards and main idea cards for informational texts. Have students match the key detail cards and the main idea cards to the appropriate texts.

(RI.3.1, RI.3.2, RI.3.10, RF.3.3, RF.3.4, DOK: 2, Bloom's/RBT: Comprehension/Understand)

Organize It!

Provide a variety of graphic organizers for students to record main ideas and key details found in informational texts (e.g., topic outline, web, grid chart, T-chart).

(RI.3.1, RI.3.2, RI.3.10, RF.3.3, RF.3.4, W.3.4, L.3.1, L.3.2, L.3.3, DOK: 2, Bloom's/RBT: Comprehension/Understand)

Unit 4

Unit Instructional Plans

Becoming an Author

Skillful Thinking

Skillful Thinking = Deeper Learning through Revised Bloom's Taxonomy, Depth of Knowledge, and 9 Traits of Critical Thinking
(student page 42)

The 9 Traits of Critical Thinking™ include *adapt, collaborate, communicate, create, examine, inquire, link, reflect, and strive*. These traits foster high-quality thinkers. On the Skillful Thinking page in each unit of the student edition, traits are selected and identified in each questioning prompt to reinforce student use of the traits in the context of English language arts. The labeling of the traits assists students in recognizing that the application of a focus trait is needed to complete the questioning prompt. The educator should note that each questioning prompt in the student edition is not limited to the identified trait since multiple critical thinking traits may be utilized by the student to successfully respond to the prompt.



Link – I apply knowledge to reach new understandings.

- ✓ Engagement Indicator – Students draw knowledge and take meaning from one situation or experience and apply it to another.
- ✓ Strategy to Facilitate the **Link** Trait – Provide activities that require the application of prior knowledge or experiences as data sources or processes to support, explain, or solve new challenges.

Answers may vary. Student responses might include: Writing ideas are formed as books are read; people learn many new words when reading.

(RI.3.10, W.3.2, L.3.1, L.3.2, L.3.3, DOK: 3, Bloom's/RBT: Analysis/Analyze)



Reflect – I review my thoughts and experiences to guide my actions.

- ✓ Engagement Indicator – Students show continuous learning during and beyond the task.
- ✓ Strategy to Facilitate the **Reflect** Trait – Observe students to ensure they routinely monitor strategies and behaviors used to make decisions and solve problems.

Answers may vary. Students should circle the name of the author considered to be his/her favorite with support for the choice.

(RI.3.10, W.3.1, W.3.1b, L.3.1, L.3.2, L.3.3, DOK: 3, Bloom's/RBT: Evaluation/Evaluate)



Inquire – I seek information that excites my curiosity and inspires my learning.

- ✓ Engagement Indicator – Students initiate learning.
- ✓ Strategy to Facilitate the **Inquire** Trait – Encourage student initiative and self-direction.

Answers may vary. Student responses should include an explanation of how his/her teacher might make stories “come to life” for the students.

(RI.3.10, W.3.2, L.3.1, L.3.2, L.3.3, L.3.5, DOK: 3, Bloom's/RBT: Synthesis/Create)

Motivation Station

(student page 43)

Answers may vary. Student responses should include two sentences that compare two of the snowmen using comparative adjectives and two sentences that compare the three snowmen using superlative adjectives.

(L.3.1g, DOK: 2, Bloom's/RBT: Application/Apply)

Unit Instructional Plans
Becoming an Author

Unit 4

Journal

(student page 43)

Answers may vary. Student responses should include an informative/explanatory paragraph about a favorite book.
(W.3.2, W.3.10, L.3.1, L.3.2, L.3.3, DOK: 2, Bloom's/RBT: Comprehension/Understand)

Extended Practice Assessment

(student page 44)

The Extended Practice is an informational selection that explains how Eric Carle was inspired to write *The Very Hungry Caterpillar*. A cross-curricular connection for this unit might focus on life cycles.

Common Core Standards for English Language Arts addressed in Extended Practice Assessment

RI.3.2, RI.3.3, RI.3.9

Item #	Answer	Item Standard	CCR Anchor Standard	Claim	Target	DOK	Bloom's Original/Revised
1	B	RI.3.3	CCRA.R.3	1	8	2	Comprehension/Understand
2	C	RI.3.2	CCRA.R.2	1	9	2	Comprehension/Understand
3	D	RI.3.9	CCRA.R.9	1	12	3	Analysis/Analyze
4	Open-ended						

Performance Task Assessment

Focus

RI.3.10, W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.2e, W.3.3, W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10, L.3.1, L.3.2, L.3.3

Performance Task

Write and illustrate a fiction or nonfiction children's book.

(DOK: 4, Bloom's/RBT: All)

Performance Task Steps

1. Read "Becoming an Author" and the Extended Practice selection.
2. Brainstorm a list of topics (nonfiction) or events (fiction) for the subject of your book.
3. Select the subject of your book.
4. Use print and digital sources to gather needed information for your book. Observe other picture books to gain ideas about covers, title pages, authors' biographical sketches, and summaries.
5. Answer questions about your task.
 - How did Bill Martin Jr., John Archambault, and Eric Carle choose subjects for their books?
 - What do you know about your subject?
 - What do you need to know about your subject?
 - What tool will you use to organize your writing?
 - What illustrations will you include to give your book visual appeal?
 - What information will the front and back covers, title page, author's biographical sketch, and book summary include?
 - How will you bind your book?
6. Plan, write, illustrate, and bind your book.

Scoring Criteria

Use a rubric with the following criteria for self-assessment and teacher scoring:

Fiction – Creativity, Visual Appeal, Inclusion of Story Elements, Language and Conventions;

Nonfiction – Accuracy of Information, Visual Appeal, Clarity of Explanation, Language and Conventions.

Name _____

Becoming an Author

Unit 4 Selection



Read the article and then answer the questions that follow.

Write It

A Magazine for Young Authors

September

Volume 14, Number 165

Have you ever thought about bringing words to life? That is exactly what authors do. They use words to create and tell stories. Stories help readers form pictures in their minds. Bill Martin Jr., Eric Carle, and John Archambault are writers of children's books. This article contains biographies that share how these men became famous authors.

Becoming an Author

by Anna King

Bill Martin Jr.

Bill Martin Jr. was born in 1916. He grew up in Kansas. Reading was not easy for Bill. He had difficulty learning to read and often became discouraged.

When Bill was a young boy, his grandmother told him stories. He listened to her for hours. Bill learned best by listening.

Bill's fifth-grade teacher read books aloud two times each day. While she read, the stories came to life for Bill because he could picture the characters in his head.

As a college student, Bill Martin was excited to receive books from his teacher. Bill was relieved that his teacher did not know he had difficulty reading. The teacher told him that good readers become good writers.





Unit 4 Selection

Name _____

Becoming an Author

Because Bill read slowly, he needed four weeks to complete one of the books. He was proud of his accomplishment. For the first time, Bill had read an entire book and was motivated to read more books.

While attending college, Bill Martin decided to write children’s books. He often spoke to audiences about being an author. He once said, “I don’t write books, I talk them. I need to hear what I have to say.” When he wrote the book *Brown Bear, Brown Bear*, Bill Martin Jr. heard the words in his mind and recited the story as he wrote.

Eric Carle

Eric Carle was born in 1929 in Syracuse, New York. When Eric was a kindergarten student, he enjoyed drawing. He liked creating pictures using wide paintbrushes on large, brightly colored paper. He never forgot how drawing made him feel.

Eric was six years old when his family moved to Germany. Although he received his education there, he did not enjoy the German schools. After graduating from art college, Eric chose to return to America, the land of his happiest childhood memories.

At the age of 23, Carle moved to New York. He worked as an illustrator for the popular newspaper *The New York Times*. Bill Martin Jr. noticed Eric’s illustrations and asked him to draw pictures for a book. This opportunity helped Carle make the decision to become an author and an illustrator.

Many of Eric Carle’s ideas were inspired by nature as well as his Uncle August. When Eric was a young boy, he would ask his uncle to tell him stories. Uncle August would reply, “Wind up my thinking machine.” Eric would pretend to wind an imaginary lever near his uncle’s head. Eric learned that words and stories begin as pictures in his mind.

Name _____

Becoming an Author

Unit 4 Selection **John Archambault**

John Archambault loved books when he was a child. His grandmother read to him often. In fact, it was his Grandmother Rose that helped him fall in love with words. He learned to read before he began school.

John remembers reading the book *Charlotte's Web* while in the third grade. He told his teacher Mrs. Williams that he wanted to be like E.B. White, the author of *Charlotte's Web*. Mrs. Williams told him that good readers become good writers.

When he was in the tenth grade, John began working for a newspaper. He continued writing for the newspaper at his college in the early 1980s. Bill Martin Jr. was a teacher for the college John attended. Bill Martin noticed that John was a good writer. He invited John to write books with him. Bill Martin Jr. and John Archambault coauthored many books that were published.

John is also a songwriter. He uses rhythm and rhyme to make the words in his books sound musical. John adds fun and magic to his stories, so children will enjoy reading.

In addition to writing books, John spends time encouraging children to follow their dreams. In the words of John Archambault, "Anything we imagine is possible if we become who we think we can become."



Unit 4 Assessment

Name _____

Becoming an Author

1. Read the sentence from the article.

Bill Martin Jr. and John Archambault coauthored many books that were published.

What does the word published mean as it is used in this sentence?

- A available for checkout in libraries
 - B printed and offered for sale
 - C read and known by many
 - D sold in book stores
2. Based on information in the article, all of the following are true except
- A Eric Carle attended school in Germany.
 - B authors are not always strong readers as children.
 - C John Archambault was a student of Eric Carle in college.
 - D Bill Martin Jr. enjoyed listening to his grandmother tell stories.

3. What is the **main** idea of the article?

- A Being a famous author is important.
- B Learning from mistakes helps reach goals.
- C Children’s books are written by good readers.
- D Authors are often inspired by life experiences.

4. What effect did Bill Martin Jr. have on Eric Carle and John Archambault?

- A Bill’s books were favorites of Eric and John.
- B Bill taught Eric and John how to become authors.
- C Bill inspired John and Eric to use nature as a subject for stories.
- D Bill asked Eric to illustrate for him and invited John to write with him.

Name _____

Becoming an Author

Unit 4 Assessment 

5. How did Bill’s college teacher and John’s third-grade teacher encourage them to become writers?
- A Their teachers assigned daily writing topics.
 - B Their teachers taught that reading and writing are connected.
 - C Their teachers required writing their thoughts in journals.
 - D Their teachers explained how to form pictures in their minds.
6. Based on the article, select two similarities in the lives of Bill Martin Jr., Eric Carle, and John Archambault.
- A They were writers of children’s books.
 - B They believed every child should become a writer.
 - C They had family members who shared a love of stories.
 - D They had teachers who told them they could become writers.
 - E They believed stories would help children create pictures in their minds.

7. Read the sentence from the article.

Bill Martin Jr. and John Archambault coauthored many books that were published.

The prefix *co-* in the word coauthored means

- A again.
 - B before.
 - C not.
 - D with.
8. Why did the author use headings in the article?
- A to identify a paragraph
 - B to place the ideas in order
 - C to organize the information
 - D to highlight important details

**Unit 4 Assessment**

Name _____

Becoming an Author

9. Based on the article, Martin, Carle, and Archambault were
- A authors.
 - B illustrators.
 - C editors and publishers.
 - D authors and illustrators.
10. What information about Bill Martin does the photograph support?
- A Bill Martin gave speeches.
 - B Bill Martin was a good teacher.
 - C Bill Martin read his books to children.
 - D Bill Martin enjoyed acting out his stories.
11. The author used a first/second/third in a sequence structure to
- A organize the authors by Anna King's favorites.
 - B describe the men by the reasons they became authors.
 - C compare the writers by the number of books they have written.
 - D present the men in time order by when they became writers.
12. The reader can tell the author wrote this article to
- A entertain readers.
 - B persuade readers to become writers.
 - C explain how readers become authors.
 - D provide readers with information about authors.

Name _____

Becoming an Author

Unit 1 Revising/Editing



13. This question has two parts. First, answer part A. Then, answer part B.

Tanner is writing a report explaining why Dav Pilkey is his favorite author. Read the draft of the report and complete the tasks that follow.

My favorite children’s book author is Dav Pilkey. I enjoy reading his good Captain Underpants books. However, that is not why I picked Dav Pilkey as my favorite author. I chose him because I am similar to him. He is dyslexic. I am dyslexic. He is funny, and I make people laugh! I sometimes get into trouble at school just as he did. Many authors write about their dogs. The best thing about Dav Pilkey is that he writes stories and draws pictures that kids love!

Part A

Choose the sentence that **best** introduces the topic of the student’s report.

- A Reading is my favorite subject in school.
- B My favorite children’s book author is Dav Pilkey.
- C I spend many Saturdays reading interesting books.
- D My teacher enjoys reading books written by Dav Pilkey.

Part B

Which sentence does not belong in the report because it does **not** support the paper’s topic?

- A “I enjoy reading his good Captain Underpants books.”
- B “He is funny, and I make people laugh!”
- C “I sometimes get into trouble at school just as he did.”
- D “Many authors write about their dogs.”



Becoming an Author



How might reading books help you become a better writer?



Which author is your favorite?

Circle your answer. **Martin** **Carle** **Archambault**

Support your choice. _____



The stories “came to life” when Bill Martin Jr.’s teacher read to students. How might your teacher make stories come to life?

Name _____

Becoming an Author

Unit 4 Creative Thinking

Motivation Station

Adjectives are words used to describe nouns. Comparative adjectives such as *stronger*, *prettier*, and *colder* are used when comparing two nouns. Superlative adjectives such as *strongest*, *prettiest*, *coldest* are used when comparing three or more nouns.

Look at the pictures of the snowmen.



Icy Ian



Cool Clark



Frosty Fred

Write two sentences that contain comparative adjectives to compare two of these snowmen.

1. _____
2. _____

Write two sentences that contain superlative adjectives to compare these three snowmen.

1. _____
2. _____

Journal

Write about your favorite book.



Unit 4 Extended Practice

Name _____

Becoming an Author

How do authors get ideas for writing books? Many children ask this question of Eric Carle. He responds that his ideas come from experiences, thoughts, and feelings. One day, Eric Carle was punching holes in paper. The shapes gave him an idea for a book. Mr. Carle thought to himself, “A bookworm could have made these holes.” He decided to write a story about a bookworm that would eat holes in the pages of the book. Eric shared this idea with a friend. She suggested a caterpillar as the main character, rather than a bookworm. Mr. Carle agreed with his friend and wrote his bestselling book *The Very Hungry Caterpillar*.

- | | |
|---|---|
| <p>1. What experience caused Eric Carle to write <i>The Very Hungry Caterpillar</i>?</p> <ul style="list-style-type: none"> A observing caterpillars B punching holes in paper C reading a book by a friend D answering children’s questions <p>2. What is this paragraph mostly about?</p> <ul style="list-style-type: none"> A the way a friend helped Eric Carle B the manner in which authors write books C the idea for <i>The Very Hungry Caterpillar</i> D the artwork for <i>The Very Hungry Caterpillar</i> | <p>3. What information in this paragraph can also be found in “Becoming an Author”?</p> <ul style="list-style-type: none"> A Eric Carle asks friends for suggestions. B Eric Carle often speaks to school children. C Eric Carle enjoys illustrating his books. D Eric Carle uses nature for writing ideas. <p>4. Why do you think Eric Carle chose the title <i>The Very Hungry Caterpillar</i> for his book?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
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Parent Activities:

1. Read books written by Bill Martin Jr., Eric Carle, and John Archambault. Discuss how the books are alike and different.
2. Read biographies and autobiographies with your child.
3. Ask your child to select a favorite book and identify the author. Use the Internet to research information about the author.