

AUTHOR STUDY: ERIC CARLE

EDUC 513 -LITERACY UNIT BY ANNE LUCAS, CHRISTINA MARSICANO, DIANA PARK & KATE SIMPSON

Getting Ready

REFRESHER MINI-LESSON

In this lesson I will reiterate to students that it is important to comprehend what we read. Another way to help us comprehend the story we are reading is to use sticky notes. I know that we have not used them before, but that is what makes it fun and new to you. As you read you can write down key details, an important character's name, a detail about the setting, or anything that you feel will help you to better comprehend the text. I will demonstrate an example for you. As I read the book The Very Busy Spider, I notice that that the thread Eric Carle described is what the spider uses to create her web. So I will write that detail on my sticky note and place it on that page. As I continue reading the book I can write down one long sticky note that includes all the animals that tried to talk to the spider, but she didn't answer them. Now you can use this strategy as you go off and independently read some other Eric Carle books that are in bins at your table.

DISCUSSION/INQUIRY MINI-LESSON

"Readers, as you know we are about to begin a new unit of study which is called an author study. The author we will focus on for the next few weeks will be Eric Carle." Now can you turn and talk to a partner and discuss what you already know about Eric Carle, who he is, what books he has written, and so forth. As they are discussing I will note specific comments that I hear on a notepad so that I can share out to the whole class. After a few minutes of discussion I will bring them back as a whole class and tell the students about all the great things I heard throughout people's discussions. Afterwards I will tell them that they seem to know "quite a lot about Eric Carle and it will be interesting to see how much more than can learn throughout our unit of study." I can't wait to see how detailed you will soon become when explaining about the author, about how his books are structured, about the characters he uses, and even more.

MANAGEMENT MINI-LESSON

In this lesson we will discuss how good readers pick books that are interesting to them, even if they are given the constraint of only having the choice of one author. As we go through our Author Study on Eric Carle I want you to remember that you have the freedom to pick which books you will focus on during different lessons. Remember that you should pick a book that you can read without much assistance, but gives you a bit of a challenge. You want to pick a book that looks interesting to you because if it doesn't interest you then you probably won't want to read it. Look at books as a way to learn about the author, so choose books that you can compare to one another throughout the unit. I know you will all love the Eric Carle books and will be able to find some that have a personal connection, interest, or look that make you want to read!

Introduction

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This author study explores the idea of identifying key details, author structures, and sequencing within literature written by Eric Carle to teach students how to pursue their interests in other books and texts. Students will work with identifying key details using different strategies, such as sticky notes, in order to be able to do this subconsciously in the future. Then, after reading through several Eric Carle books, students will study the author in-depth by thinking through the similarities and differences of all of the stories he has written to get to know the author himself better. Students will be making connections to other stories they have read and thinking about the different reasons they enjoyed and liked the books. Lastly, students will work with the beginning, middle, and end of stories in order to explore deeper into how authors use sequencing to write their stories. Students will also learn about different structures of stories that authors use. Lastly, the unit will end with an Eric Carle Sale. For this Sale, students will create paintings that will be sold to families and friends, recite poetry, and sing songs that will all promote the field trip to the North Carolina Zoo at the end of the year.

PAPA, PLEASE GET THE MOON FOR ME

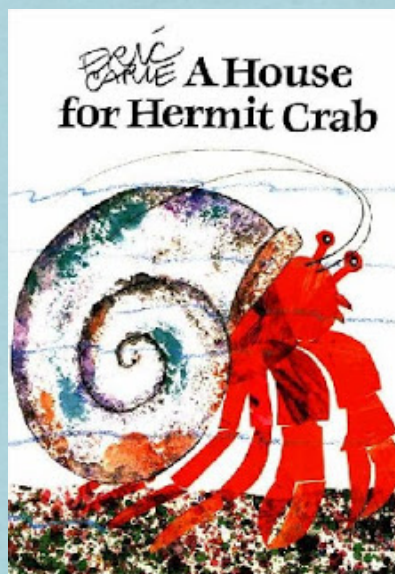
This story literally unfolds as pages open dramatically, extending both outward and upward. Monica wants the moon to play with, so her Papa sets out to get it for her. It isn't easy to climb all the way to the moon, but he finally succeeds-- only to find that the moon is too big to carry home! The way the problem is resolved is a joyful surprise.



A HOUSE FOR HERMIT CRAB

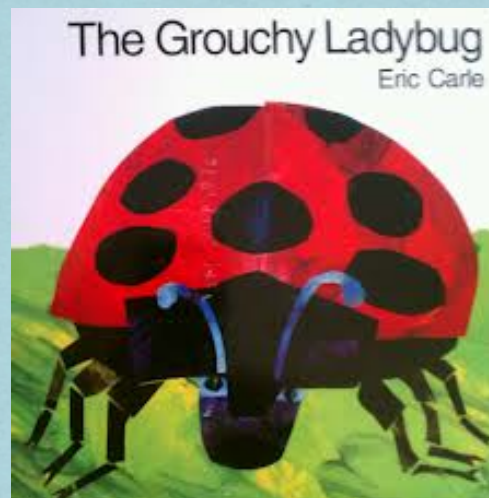
Poor Hermit Crab! He's outgrown his snug little shell, so he finds himself a larger one -- and many new friends to decorate and protect his new house. But what will happen when he outgrows this shell, and has to say good-bye to all the sea creatures who have made Hermit Crab's house a home?

Children facing change in their own lives will relate to Hermit Crab's story -- and learn a lot about the fascinating world of marine life along the way.



THE GROUCHY LADYBUG

This beloved Eric Carle classic returns once again in a colorful new board book format. For generations, The Grouchy Ladybug has delighted readers of all ages with the story of a bad-tempered bug who won't say "please" or "thank you," won't share, and thinks she is bigger and better than anyone else. As children follow the Grouchy Ladybug on her journey, they will learn the important concepts of time, size, and shape, as well as the benefits of friendship and good manners.



Unit of Study Planning Chart

GOALS

- The main goal is to teach students how to pursue their interests in books and other texts.
- Students should be able to identify key details (characters, setting, and main events) in Eric Carle books, which will allow them to do this in future books they read.
- Students should be able to recognize how an author structures his text to present different aspects of his book such as introducing a new character or describing the setting.
- Students should be able to use key details to understand the sequence and order of main events within the story.

BENDS IN THE ROAD

- Students work with the main idea to find key ideas to support the main idea.
- Students stay focused on the text even if they are not reading conventionally.
- Student identify the beginning, middle, and end of stories
- Students think and have discussions about books they have read with other students.
- Students have discussions on parts of the books they enjoyed or liked and why
- Students make connections of other texts they have read that relate or remind them of Eric Carle.

MATERIALS AND RESOURCES

- Big Books with story lines for shared reading
- Table Baskets with a variety of books from the library
- See Appendix Section

WORKSHOP STRUCTURES

- Mini-Lesson, work time, share time
- Individual and Partner work time
- Buddy Reading (partners are determined by where students are sitting on the carpet not ability based)

OTHER LITERACY COMPONENTS

- Morning work will be drawing an illustration like Eric Carle.
- During literacy centers may include a poem sequencing activity.

WORK STUDENTS ARE DOING

- Students choose books from the book baskets to read.
- Students read independently or with partners.
- Students may or may not be reading conventionally.

SUPPORT FOR STRUGGLING READERS

- Frequent support through individual conferences during morning work and individual work time.
- Teach strategies for reading stamina and modeling good reading and writing habits.

SUPPORT FOR STRONG READERS

- Teach strategies for choosing just right books.
- Individual conferences during independent work time.

HOME/SCHOOL

- Invite parents to celebration.
- Send letter home describing our Author Study unit.
- Have students check out an Eric Carle book to bring home to learn more about his writing.

- After the unit students will take home all of their Eric Carle related activities/ work

ADAPTATIONS FOR DIVERSE LEARNERS

- We will present the material in many different ways to cater to the needs of visual, oral, and tactile learners.
- For ELLs we will allow them to discuss the books in whatever language they see fit during partner discussions. This will also allow the teacher to meet with them more frequently to assess their learning and understanding.
- For students with IEPs the accommodations can include that we will assess and meet with them more frequently during instruction. During read alouds the students with Autism and ADHD will be given extra space on the carpet to get their wiggles out.
- For those students who are disengaged, we will work more closely with them to choose just right books for them that they will benefit from throughout the unit.

STRATEGIES FOR CHECKING COMPREHENSION

- Students should be able to use the key details that they learned from the story to discuss what the story was about including the setting, characters, and events.
- Students should be able to compare different Eric Carle books based on their understanding of how he introduces characters, settings and events.

PLANNING CHART CONT: ASSESSMENT & CELEBRATIONS

ASSESSMENT:

ASSESSMENT WILL HAPPEN THROUGHOUT THE UNIT, MOSTLY INFORMALLY TO SEE THE RUBRIC LOOK BELOW IN THE APPENDIX SECTION

CELEBRATIONS

-AN ERIC CARLE ART SALE WITH WORK CREATED BY STUDENTS. THE SALE WILL OPEN TO THE PUBLIC, SO ANYONE CAN ATTEND. PRINCIPALS, SCHOOL STAFF, PARENTS, AND ALL KINDERGARTEN AND FIRST GRADER CLASSES WILL BE ASKED TO ATTEND. -THIS WILL OCCUR AS AN ART SALE ON THURSDAY APRIL 24TH

Standards Being Addressed

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[CCSS.ELA-Literacy.RL.K.1](#) With prompting and support, ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.K.3](#) With prompting and support, identify characters, settings, and major events in a story.

[CCSS.ELA-Literacy.RL.K.6](#) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

[CCSS.ELA-Literacy.RL.K.7](#) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

[CCSS.ELA-Literacy.RL.K.10](#) Actively engage in group reading activities with purpose and understanding.

[CCSS.ELA-Literacy.RL.1.1](#) Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RL.1.3](#) Describe characters, settings, and major events in a story, using key details.

[CCSS.ELA-Literacy.RL.1.7](#) Use illustrations and details in a story to describe its characters, setting, or events.

[CCSS.ELA-Literacy.W.K.2](#) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing

about and supply some information about the topic. [CCSS.ELA-Literacy.W.K.7](#) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

UNPACKING STANDARDS

With assistance, students will understand what key details are and be able to ask and answer questions about them. They need to put key details in sequential order to retell a story they know. They also have to be able to recognize and name elements in a story.

USE QUESTIONS AND PROMPTS SUCH AS:

- Can you tell me what happened at the beginning of the story? What happened after that? What happened at the end of the story?
- Can you find the part that tells where the story takes place (picture or words)?
- Who was in the story? Can you find (picture or words) this character?

Mini-Lesson

CONNECTION

Last week I read aloud several Eric Carle books, and we really got into our author study. Now you will have a turn to read Eric Carle books. For the next few weeks, you and your partner will spend partner time becoming experts at a few things. You'll become experts at reading Eric Carle books, and you'll become experts at identifying key details in fiction stories. What that means is, you will learn how to read fiction in a way that helps you not only enjoy the stories but also take more from them. I'll talk more about that in a few days, but for now, I want to spend some time exploring Eric Carle's books with you. We'll begin by identifying the key details in some of his stories, which will help you understand the books better. Today I'm going to teach you how to find these details in Carle's books so when you and your partner are reading them you can find them yourself.

TEACHING POINT AND DEMONSTRATION

Watch me. I'm going to pretend that I'm a K-1 student and these are the two Eric Carle books that I'm reading this week. I will start with Papa, Please Get the Moon for Me. I'm going to flip through the pages and take a book walk to see what key details I find. I'm going to make a list of the details I notice that will help me read the book. (I demonstrate.) Ooh, this seems important. There's a girl in the story. She must be the main character. Perhaps she is the

one who is asking Papa for the moon. I'm going to find her name...Monica...and write it down to keep track. Okay, let's see, on this page, there is a moon. The moon seems to play an important role. I'm gonna write down moon, too. Class, did you see how I flipped through the book and wrote down the important details I noticed? In my example, the details were all characters, but there are other details you could notice, too. You're going to get a chance to do what I just did, but first I want you to try it with me.

ACTIVE ENGAGEMENT

I'm going to continue flipping through the book and I want you to give me a thumbs-up when you notice a key detail that you think will help you understand the story. (I continue the book walk, and as students put their thumbs up, I stop flipping through). Turn and talk to someone beside you what key detail you noticed on this page. (I listen in and provide feedback). You all noticed the father in this picture. Some of you made the observation that he is probably the "papa" in the title, so he must be important. I'm going to write down papa on my sheet of paper. Great thinking! Identifying characters helps you understand who and what the story is about. When you're reading a book and you're not sure what is going on, a lot of time the characters will give you some insight about the events and actions taking place. You'll notice important characters in most of Eric

Carle's books, and I'm sure you'll find many other key details, such as setting and main events.

LINKS TO ONGOING WORK

When you read Eric Carle books, you'll notice there are key details in the books that are there to help you understand the story. For the next few days we'll dedicate some time to notice and name these details and learn how we might use them to help us read. Today, your job is to work with your partner and flip through an Eric Carle book on your table. Together you will identify key details like I did, including characters, setting, and major events, and you'll notice how these details help you understand the story better. Once you've finished, we will all share our findings as a class.

NOTE

According to our mentor text, this unit would fall under the "reading skills, strategies, and habits" portion of the Author Study. By showing students how to identify key details in a book such as characters, setting, and action, I am providing them with the foundation they need to later find similarities and differences among Eric Carle's books.

Mini Lesson

CONNECTION

Last week we read a few books by Eric Carle for our Author's study unit. For the next few days you and a partner will be doing your own investigation about the similarities and differences you find in Eric Carle books. I know that you all love reading his books so that is why I think it is a good idea for me to teach you how to dig deeper into his books. As we go through this process we are going to pretend that I am your reading partner and we are going to dig deeper into Eric Carle's *A House for Hermit Crab*. This allows us to work together to notice different aspects about how Eric Carle writes his book, such as his use of dialogue. Once we have completed our work as partners, I would like you and your partner to take a few books from our Eric Carle bins and look through them. I want you to see if you can find other books that are similar to *A House for Hermit Crab* or if you can see which ones have differences that relate to how he writes his books.

TEACHING POINT AND DEMONSTRATION

So before we begin reading I want to remind us that before we dive into the book, good readers look for details in the title of the book and take a picture walk to introduce themselves to the new story. This is a way to get us ready to read the story. So let's begin by looking at our cover. I notice that there is a large hermit crab illustration, maybe he is our main character. Next we take our picture walk (hold up the book, flip the pages and say what I notice as I am flipping the pages). As I flip through the pages I am going to write down each new character that I see on my sticky note, I will say the name as I write it down to demonstrate for the students. I know that having a list of all the characters in the book will allow

me to easily focus on the details in the story and allow me to note the importance of each character as I read. I also notice that there is a lot of dialogue being used throughout the pages, this must be a strategy Eric Carle uses to convey his story to his readers.

Once I am done with my picture walk it is important to think about how Eric Carle may have written this book and what it could be about. (Discuss aloud how I think it is about a Hermit Crab who is looking for a new shell, and about animals that help make his new shell a better place to live).

ACTIVE ENGAGEMENT

Now as we read through the story I want you to take notice of how Eric Carle writes his story. I want you to think about how he describes his characters, how they talk to one another, how he relates one page to the next and so forth. If you notice something about how Eric Carle writes his book put your finger on your nose and I will call on a few of you to share your observations. I will begin reading the book. I hope students will notice that on page one the hermit crabs thoughts are put into quotations to convey his thoughts to the reader, if not this will be my input. We will continue through the pages and as students put their finger on the tip of their nose I will call on them to share. "On this page Eric Carle uses quotes to have the hermit crab talk to the sea anemone." I am so glad that you noticed that his use of dialogue can also be between characters. "I noticed that he brings up a new month on each page"... I am so glad you noticed that, why do you think Eric Carle put that in there? We will continue this way of looking at the book until it ends. Now that you have successfully looked at how Eric Carle writes this story I am sure that you will be able to dive deeper into some of his other

stories and compare how they are written to this one or other examples. You may notice more of his use of dialogue, or you may point out his focus on time but either way these are elements of his writing that help make the story enjoyable to read.

LINKS TO ONGOING WORK

As you continue your work with Eric Carle books over the next few days I would like you to really think about the way he writes his stories. I will have you create some venn diagrams of different books that he writes comparing how he introduces the characters, how he uses time, if he uses dialogue, if he has an illustration on each page, and so forth. Today your job is for you and your partner to pick a few Eric Carle books from our bins and discuss how they are similar or different from one another when it comes to how they are written. This will help you to understand how Eric Carle writes his stories, and what makes him a fun author to study.

NOTE

By showing students the skill of understanding how the book is structured students will be able to compare Eric Carle books to one another, but also compare how he writes his books to a different author. This will also lead to the later skill of being able to write their own stories using different structures (narrative, dialogue, poem, nonfiction work, etc).

Mini Lesson

CONNECTION

Last week we started reading some Eric Carle books together, now you will be able to look at some of these books on your own. For the next few days we will look at a few Eric Carle books that discuss sequencing and you will become experts on what sequencing is and how key details in the story help us understand the sequence of the story. Now I want to explore one of Eric Carle's books with you to help you understand sequencing better. As we read this book, I will be teaching you how to find the key details that help us understand sequencing so that when you and your partner read these books you will be able to find and understand them on your own.

TEACHING POINT AND DEMONSTRATION

Before we start reading *The Grouchy Ladybug* let's remember some techniques and strategies that good readers use while reading. To get started, let's read the title take a picture walk to introduce ourself to the book. This is a great strategy to use to prepare us to read the story. Let's first look at our cover page. There is an illustration and a title on the cover page. Good readers practice asking questions in order to better understand the text and key details. When I look at the cover page I think: why is there a picture of a ladybug on the cover and why does he look that way? Now let's open the book and go on a picture walk. Now these pages look a little different than some of the other books that we have read. We will talk later about why these pages look like this. As we are going through our picture walk I am going to write down the

time that each of these events occurs in the story on a sticky note and put it on that page. This, along with other key details, will help us understand the sequence of the story. Good readers also notice details in the illustrations that might help us better understand the story. Do you see anything in the illustrations that tells us something about the sequence of the story? Think about how all of these details in the illustrations and as we read, in the text, help us understand the order of the story.

ACTIVE ENGAGEMENT

As we read this story together, think about how the details in the story along with the illustrations help us understand the order of the story. Every story has a beginning, a middle and an end but a lot can happen in each of those sections of the story. As we read, think about these different sections and what happens during the beginning, middle and end of *The Grouchy Ladybug*. As we read, if we get to a part that you think is important for the sequence or order of the story, give me a thumbs up and we will talk about these details and why they are important in the order of the story. As these ideas are discussed with the class, I will write the details deemed important by the students on the smart board, in order so that students can reference this during independent work.

Now that we have brainstormed some key details as a class that will help us understand the sequence of the story, it is your turn to try putting the story back together on your own. You can use the details we wrote on the board as a class to help you complete your sequencing of events.

Remember that good readers use key details in their writing as well so make sure you are using good details when you are writing about your sequence.

LINKS TO ONGOING WORK

Students will be called up to get their worksheet by table and instructed to sit at their tables to complete this activity. After students complete their worksheet they will place it in the rocking chair and read books from the Eric Carle library on the carpet. Students will be using the ideas from this mini lesson to continue to study sequencing in other Eric Carle books such as *The Very Hungry Caterpillar*, and *The Very Busy Spider*.

NOTE

According to our mentor text, this unit would fall under the "reading skills, strategies, and habits" portion of the Author Study. By showing students how to identify key details in a book such as characters, setting, and action, I am providing them with the foundation they need to later explore sequencing in other Eric Carle's books.

Assessments

INTRODUCTION

The assessments for the unit appropriately match the goals of the unit and reflect student work. Because the goal of the unit is to teach students how to pursue their interests in books and other texts, formal assessments (such as running records) are challenging and not really appropriate. Instead, the majority of the assessments will be informal with occasional formal assessments for writing.



READING ASSESSMENT

I will informally assess students in reading. During every literacy block, I will walk around to their tables and ask questions like, “What have you enjoyed about this book? Do you notice any similarities between this book and another Eric Carle book you’ve read? Explain that to me. What Eric Carle book do you like best? Do you prefer his books with animals or insects? Why?” After students answer my questions, I will quickly fill in the rubric in the Appendix section to measure their progress and understanding. I will also encourage students to self-assess throughout the unit, and I will consider the school, district, and state assessments that are required at particular times and plan for them accordingly.

WRITING ASSESSMENT

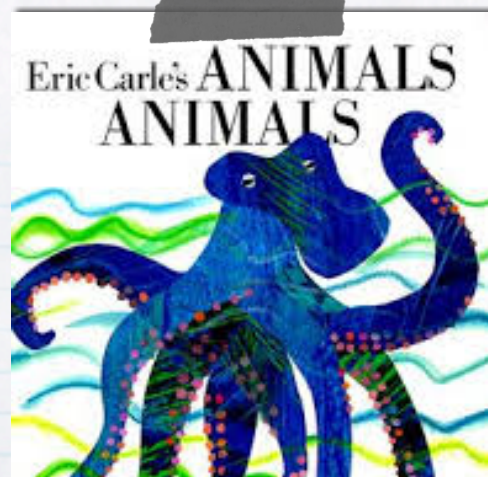
Unlike assessment in the reading portion of the unit, I will formally assess my students in writing. For example, in the three mini lessons listed above, students will be asked to record events, similarities and differences, and key details from the text on hard copy worksheets. I will collect students’ completed worksheets throughout the unit and assess students at the end of the unit using the rubric in the Appendix section.



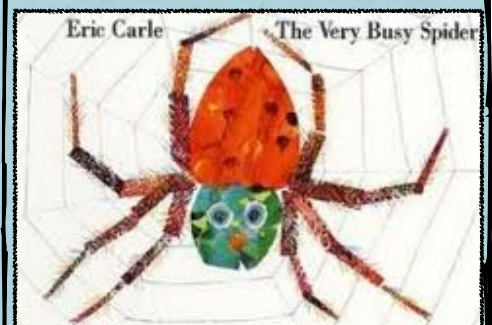
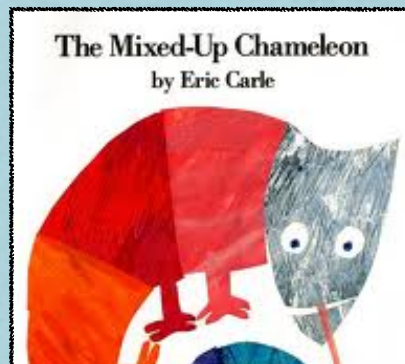
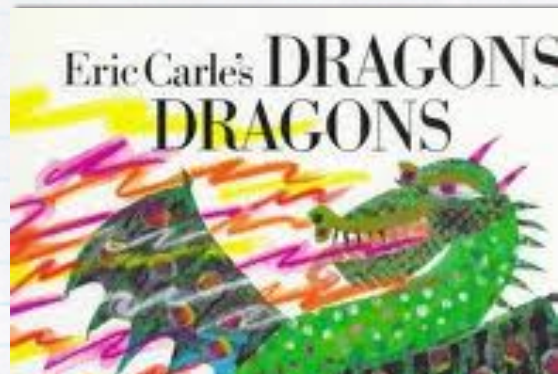
CLASSROOM LIBRARY

Stories by Eric Carle

1, 2, 3 to the Zoo
The Very Hungry Caterpillar
Pancakes, Pancakes
The Tiny Seed
Do You Want To Be My Friend?
Rooster's Off to See the World
The Secret Birthday Message
Walter the Baker
Have You Seen My Cat?
I See a Song
All About Arthur
The Mixed-Up Chameleon
The Grouchy Ladybug
Watch Out! A Giant!
The Honeybee and the Robber
Thank you, Brother Bear
The Very Busy Spider
All in a Day
A House for Hermit Crab
Animals Animals
The Very Quiet Cricket
Dragons Dragons
Draw Me a Star
Today is Monday
My Apron
The Very Lonely Firefly
Little Cloud
From Head to Toe
Hello, Red Fox
The Very Clumsy Click Beetle
Does A Kangaroo Have A Mother, Too?
Dream Snow
"Slowly, Slowly, Slowly," said the Sloth
Where Are You Going? To See My Friend
Mister Seahorse
10 Little Rubber Ducks
Baby Bear, Baby Bear, What Do You See?
Papa, Please Get the Moon the Moon for Me



We will use Eric Carle's poetry books to in literacy centers to continue our work with poetry. In one literacy centers, students will be expected to put an Eric Carle poem, from Animals, Animals, together, in the right order to work on both sequencing and poetry.





LADYBUG SONG

Oh, I wish I
were a little
ladybug.

Oh, I wish I
were a little
ladybug.

I'd be red and
black.

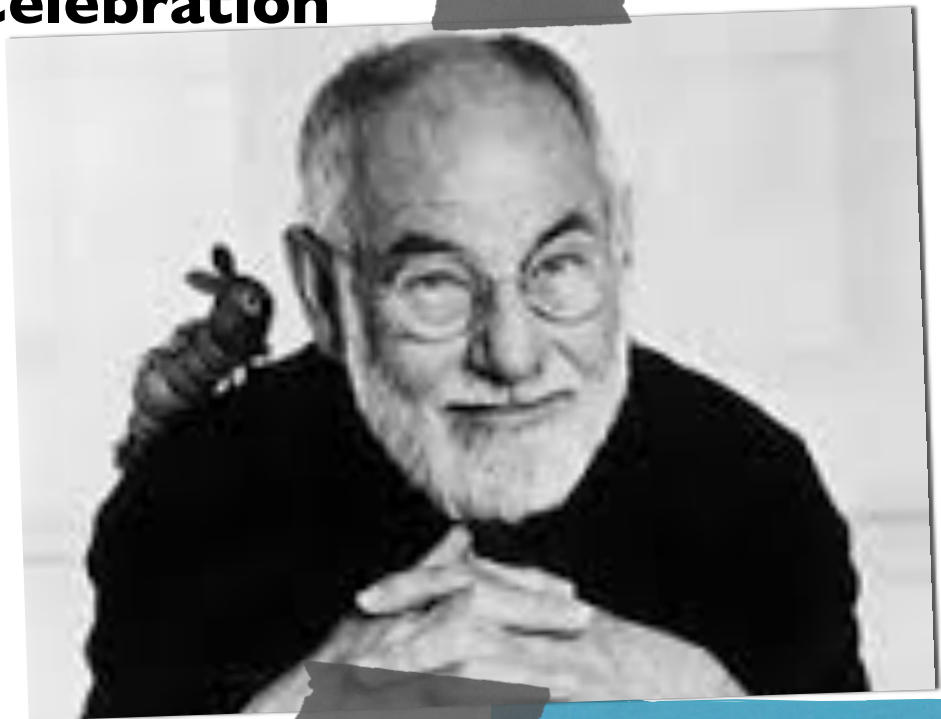
I'd eat aphids
for my snack.

Oh, I wish I
were a little
ladybug.

(Sung to the "if
you are happy
and you know
it" song)
(created by
Shannon
Banderman)

[http://
www.eric-
carle.com/bb-
ladybug.html](http://www.eric-carle.com/bb-ladybug.html)

Celebration



OUR ERIC CARLE CELEBRATION

Our celebration for what we learned through Eric Carle's books will be an Art Sale that is occurring on Thursday, April 24th. All parents will be invited, school staff (principal, teachers, etc) will be invited, and anyone else who would love to join! The art that will be sold will be prepared by the students based on the Eric Carle books they have read over the past few weeks. The way the art will be created is through the same method he uses, which is explained in the book *The Art of Eric Carle*. During the actual art sale students will be dressed in different attire based on their class, so one class may look like the ocean, another may look like ladybugs, another may look like brown bears, and all will be singing songs and reading poems such as those listed on this page.

As a whole grade level, it would be fun to try to create our own song or poem as well for each classroom to do individually at the sale. This is a fun way for students to present their learning in a way that is exciting and puts them in the spotlight.

OUR HERMIT CRAB POEM

I'm a little like that hermit crab I'm
growing in my shell;
Soon enough I'll move along saying
goodbye to Kindergarten's bell.

I'm a little like that hermit crab, I
need the safety of my shell.

Yet every month I'm bigger, the length
of my clothes will tell.

I'm a little like that hermit crab, this
school is my ocean floor.

There are endless possibilities, so
much world to be explored.

I'm a little like that hermit crab, I'm
stepping out real soon.

Please applaud my courage, even
small bells ring a tune.

I'm a little like that hermit crab, and
though it's sad to be parted;

I know the world awaits me- and I
can't wait to get started!

<http://www.eric-carle.com/bb-crab.html>
(created by Pat Ammons)

Appendix

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READING RUBRIC (ASSESSMENT)

READING RUBRIC

	-	check mark (idk how to make a check mark!)	+
Student can talk about the author of study and why they like or dislike his work.			
Student can talk about key details of a text, including characters, setting, and main events.			
Student can talk through the sequence of events in a story.			
Student identifies similarities and differences of multiple texts written by Eric Carle.			

Appendix

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WRITING RUBRIC (ASSESSMENT)

WRITING RUBRIC

	-	check mark (idk how to make a check mark!)	+
Student is able to identify key details in a text, including characters, setting, and main events.			
Student is able to sequence events.			
Student is able to identify similarities and differences in texts written by the same author.			


Appendix

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MINI-LESSON #1 RESOURCES

Name: _____

Key Details in _____ by Eric Carle
(book title)

Key detail	Description/ Drawing	Page Number
Monica	Monica is the main character. She asks her dad to go get the moon. 	p.5

Appendix

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MINI-LESSON #2 RESOURCES

Venn Diagram Topic: _____

The diagram consists of two overlapping circles. The left circle is labeled "Different" and the right circle is labeled "Different". The overlapping area in the center is labeled "Same". Both circles contain horizontal lines for writing.

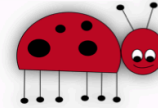
Appendix

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MINI-LESSON #3 RESOURCES

Adapted from "The 808 Teacher's Cafe" (Teacherspayteachers.com)

Name: _____



The Grouchy Ladybug

Ordering of Events

In every story, events happen in order. This is called a "sequence," or order in which they happen. In each space below, you will write the sequence of the 3 main events in the story, "The Grouchy Ladybug." The three main events are called the beginning, middle, and end.

Beginning:

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Middle:

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End:

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References

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Collins, Kathy. *Growing Readers: Units of Study in the Primary Classroom*. Portland, Me.: Stenhouse, 2004. Print.

NCDPI Staff. "NC Common Core Instructional Support Tools." *Common Core Support Tools*. N.p., n.d. Web. 10 Dec. 2013.