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Author and illustrator worksheets

PreK, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, HomeschoolPage 2 Sign up for: All Answer Keys Ad-free Experience Premium/Full Screen PDF Unlimited Access SO MUCH MORE THAN A CALENDAR! This August back to school kindergarten calendar for ActivBoard. Includes calendar, weather, days of the week, months of the year, # days at school, syllables, alphabetical, alphabetical order, counting 1-10, colorful words, shapes, rhyming words, author/illustrator, part of Page 2 Using this author id and illustrator sheet, students write the names of the author and illustrator and explain how each person helps tell the story. Many people are involved in the creation of the book. This worksheet exposes students to the authors and illustrators of their favorite books. Students choose a book. Next, type the names of the author and illustrator. Then write or explain how each person helps tell the story. Additional resources to use with this illustrator ID and worksheetIf you are using this worksheet, your students may be learning about the author's purpose. Use this author's purposeful activity as an additional resource for your students. Introduce this worksheet by looking at the cover of the book and asking who the names on the front of the book belong to. Next, students have to explain what authors and illustrators do. Then students complete the worksheet individually or with a partner. Finally, students share about the authors and illustrators they learned about. Be sure to check out more author's Purpose Resources.Please write a review! Tell others why you love this resource and how you'll use it. Students will be able to: identify the author and illustrator in the story and be able to define their tasks. describe the relationship between the illustrations and the story in which they appear. Work with your partner to write and illustrate a simple story (by drawing, dictating, and writing) that includes the beginning, center, end, and event response. Students should: have a basic knowledge of print concepts. understand that the story has a beginning, center and end. be able to write/dictate a simple sentence using grade-appropriate grammar, spelling and convention. Day 1 Hook: Say, Here's a picture from the book where the wild things are Maurice Sendak. Who can tell me what they think monsters do in this picture? Use random messages (pulling popsicle sticks) to allow students to answer the question. In the story, what would help us tell you what's going on in this picture? Ask the class until they understand that the image needs words to describe the monsters of action. Now listen to these words. (Read another passage from the story, but don't show the picture) Can anyone describe the image that would go along with these words? Poll class. When students share their ideas, show an illustration. In today's lesson, we learn about two tasks or jobs when we say These two works are author and illustrator. The teacher should write these two words on a plate or sheet of chart paper, somewhere students can see the words and point to the words while talking to them. 1. The teacher will continue: The author is the person who writes the words and the illustrator is the person who draws the pictures. The author's job is to write words in the story that make the images come to life and the illustrator's job is to draw images so that the words make sense in the story. 2. The teacher will continue to read where the wild things are to the classroom, asking students to look at each picture and listen carefully to the words in the story. The teacher will pause frequently throughout the story to ask students to talk to their partner's arm about different pages, focusing on the relationship between words and images. Questions or statements the teacher might possibly use in these shoulder partner discussions include: Tell your partner's shoulder what words you heard that matched the illustrations. What words helped make the illustration clearer? How did the illustration help make the story clearer? 3. After completing the book, explain to students that they will now learn about what makes the story work so well. In this book there are two people who work together to tell the story. There is an illustrator. An illustrator is the person who draws pictures. Let's look through this story and look at the kinds of details put into illustrating the story. The teacher will flip through the pages in the story and pause so students can tell what they see on the page. Ask, why do you think he drew it? Why do you think that was important in the story? 4. The author writes a story from start to finish. Their job is to make sure the story is engaging and entertaining. If the author just wrote a lot of words in the book, would we like to read it? Would that be interesting? Would a book make sense? The author's job is to make sure that the words tell a story that is interesting to the reader. Read the story, focusing on the events that occur at the beginning, middle and end of the story and how the sequence of events helps the story make sense. 5. Create a chart with students that shows a quick drawing of the beginning, center, and end of the story where there are wild things. Be sure to include a phrase or series of words that goes with each quick illustration, reminding students that authors (words) and illustrators (images) are collaborating to complete the story. 6. To explore, ask the main questions: What names do we give to people who help create a book? What are the roles of the author and illustrator in the story? Why is it important that pictures match words? How do pictures help tell a story? Days 2-4 1. Read the main questions of 1 December 2009. The teacher explains to the students that you are going to play a type of charade. In the event that the will whisper to the student if they are the author or illustrator, then without speaking, the students will do their part. The teacher will urge random students to guess whether the acting student is an author or illustrator. The teacher asks the student, who answers: How do you know he is an author or illustrator? What did the actor who helped you realize? (This will help test their understanding of what the author and illustrator is doing.) Play this game until everyone had the opportunity to act or answer the question. 2. The teacher will have students sit in a circle. Introduce several well-known books and say the author's name, asking what his role was in the book, and then illustrator, asking the same thing. Look at a few pages in each story and ask students to describe the relationship between illustrations and text. Other books that might be good to use include no, David! David Shannon, Very Hungry Caterpillar Eric Carle, Cloudy with The Possibility of Meatballs by Judi Barrett, Day Crayons Quit by Drew Daywalt, Our Tree by Steve Alan Zweibel, or Night Sounds by Mem Fox. 3. Model an activity that is completed in independent practice by participating in joint writing. For quick tell students you will write a story about one of the wild things monsters coming to your school. They have students help you create a simple story (talk about parts of the story – beginning, middle and end), modeling using print concepts and how to write a simple story. 4. Project connected to Storytelling Graphics Organizer and model drawing images for the beginning, center and end of the story of the wild stuff that came to school. They have students help decide what should be included in the drawing. There may be two drawings for the center of the story. Remind students that this is a design and you will draw real pictures with all the details and words in the brochure. Once the images are complete, go back and write a simple sentence under each picture, strengthening the relationship between images and words. 5. Bring ideas to the beginning of the story from the graphic organizer to the first page of the booklet that has been stitched. Show students how to take a basic drawing and expand on it. A model for students on how to take a basic sentence and expand on this idea as well. Optional: Evaluate shared writing using the enclosed section to help students understand how they evaluate. Note: It can be useful to brainstorm a list of topics for writing a story, such as special events that occurred at school, places that have left, holiday traditions, etc. They may need ideas for independent action. On 5 July 2004, the Commission shall, in its Ask: How do you understand what the author and illustrator will help me become a better writer? What are the important parts of a good story? Discuss. 2. Students will write and illustrate a simple story with a partner. will be a partner of students. Give each student a K Storytelling Graphics Organizer to help them plan their story. Give each partnership a stitched book (see materials), crayons and pencils. Enable (or assign) one student as illustrator and one per author. They have them work together to come up with a story (give about 10-15 minutes). They have story topics available if students are unable to think about what to write a story. The teacher will send out and provide feedback to students. 1. Allow each group to submit their story to the class. While each student presents their story, ask the following questions: How do you know you are an illustrator? How did you know you were going to draw it? What words did they say to you? How do you know you're an author? Do your words match the picture? 2. Read the main questions. Questions.