

AUTHOR STUDY

Pre-K - ISE

August-October 2018

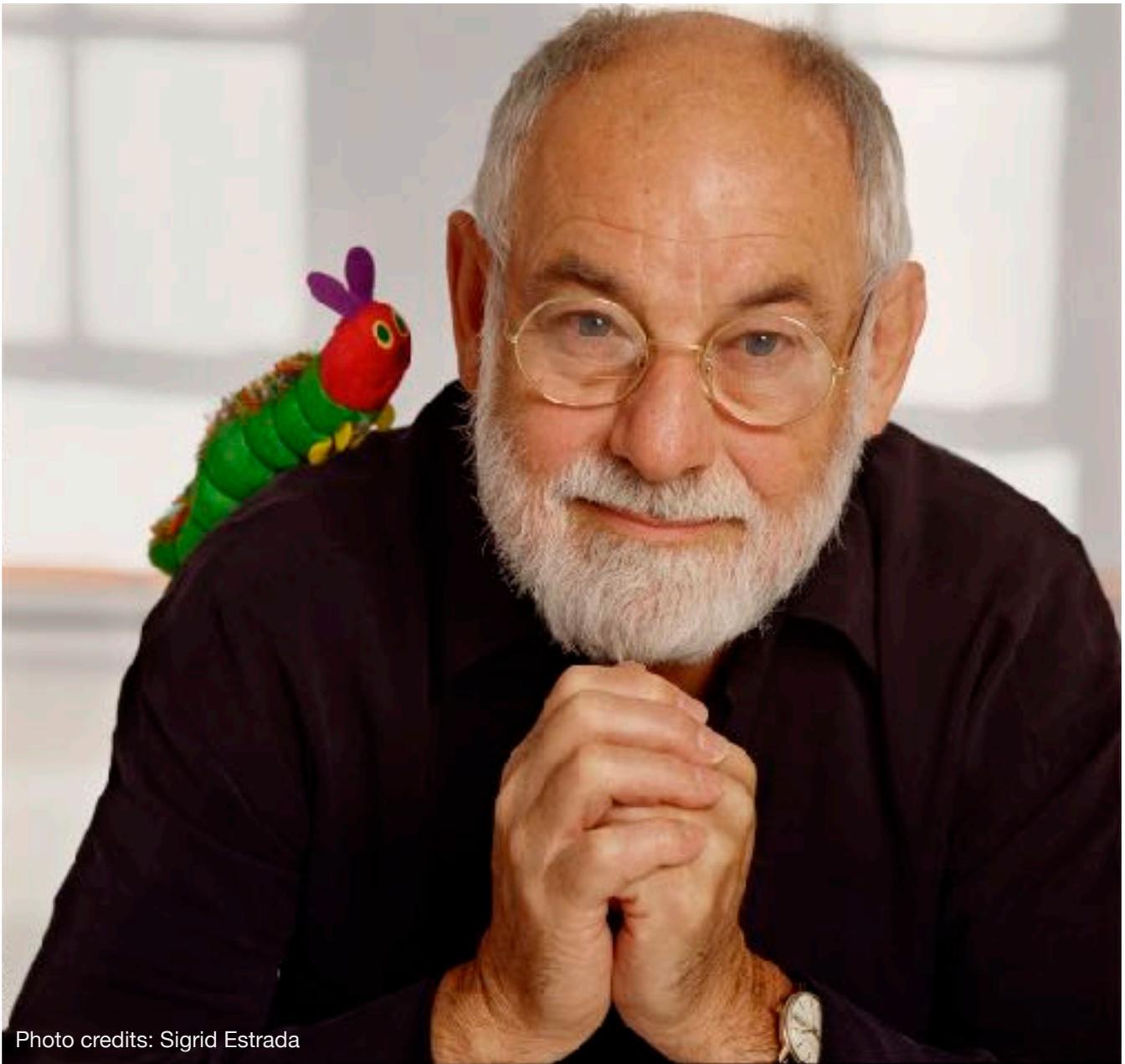


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Eric Carle

As we started the school year, we brought books to read-aloud for the children to make connections with. We always aim to match our selection to their interests.

Eric Carle's books have wonderful and age-appropriate content about how living things have different characteristics and how they live in harmony with their environment. This special feature in his style of writing and thematic genre supports the development of children in the early years. His books give literacy tools to support our units of inquiry:

- Who we are
- How we express ourselves
- How the world works
- Sharing the planet

After reading several of his books in August, we realized the interest the children had for the content and for his characters in the development of his illustrations. At this point we decided to develop an **Author Study** about Eric Carle, as we continued to read his books. Children started to make different inferences and connections:

- Self-text
- World-text
- Text-text

Within our UOI (Unit of Inquiry) his work provided a *literacy tool* in giving students perspective about living things and how they are different, just like us, humans. We all share strengths, challenges, and similarities.

In the development of **Language and Literacy**, children acquire personal perspectives as they *reflect* and develop interpretations of experiences and *knowledge*. In this function, there is a *purpose* in who they are and what they do in their communities.

From the **artistic perspective** children are implicitly provided a way to communicate within their 100 languages. Through these, they are able to establish connections which foster communications across cultures. They acquire *points of view*, something which nurtures equanimity, respect and value for their peers, as they develop *socio-emotional learning* which builds *emotional intelligence*. In the reflective part of this work, children were able to explore self-improvement which fosters *self-worth*, *confidence* and *empowerment* in their interests and skills. As we stimulated what is meaningful, we learned that the dimension of causation in art is influenced by *cultural perspectives*, creating the dimension of change, as the experiences in the art can change based on interpretations.

Our objective with this **Author Study** was to create provocations in the creation of books and illustrations which could mimic the work of Eric Carle within their own interests and style. It was essential that through this project-based learning experience children understood that, they too, have their own style and interests. Within these different provocations, we allowed children to develop a perspective for who they are and the important role that the environment plays in their development and learning, thus becoming a third teacher.

Throughout the development and process of our different activities and interactions with the children, we observed how we were able to explore different topics and various ways in which people can express their ideas.

Writing and Illustrations are visual communication tools in which people can show their passions to communicate ideas.

Children discovered how through the power of inquiry, people develop personal identities in their style. And, as artists, we are able to acquire many skills such as writing and illustrating.

The sequence of events we established so children could explore both writing and illustrating. These two processes were done through:

- Picking a book of their choice from all the books we read
- Discussing the reason for choosing the book
- Talking about the character and the ideas that they can develop in their own book
- Making a book through which each child tells a story. In some cases personal events, and others mimicking the story from the book they picked
- Developing a sketch of a character, or a part of the book from the book of their choice by doing observational drawings and exploring details in the photos and illustrations
- Using the sketch to finalize an illustration on canvas using two techniques that the children have been exploring: watercolor and collage.
- The opportunity to choose the technique, the color palette, and the additional use of elements that connected to particular characteristics.