



AUTHOR STUDY

Lessons based on the works and life of Laura
Numeroff

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Laura Numeroff Author Study

Getting Started

Choosing to do an author study with your child or student is a great way to introduce them to a new way of looking at literature and can help them better appreciate the books they read. It can also be fun for you, too, as you learn new things about authors and get to read many more books! 😊

Before you begin...

- Gather some information about the author you're going to be studying together. Have some websites on-hand (most authors have their own) and do some research for yourself so you have some background knowledge.
- Make a list of all the books you want to use in your unit. Some are listed in the lessons for you, but you'll want to have more on-hand just for leisure read-alouds as well. Decide which (if any) books you want to buy and which ones you'll gather from the library.
- Read through the lessons and know what you'll need to print ahead of time. Make sure you print enough journal pages and any of the "extras" you'll want to use.
- You may want to have your student's journal or culminating project bound at the local office store, so plan ahead for that if you choose.

Laura Numeroff Author Study

Lesson 1: If You Give a Mouse a Cookie

Introduce If You Give a Mouse a Cookie and read with student.

**Whenever you introduce a new book or author, follow this format:*

- *Point out and read the title, author, illustrator, and publication information to the student. Continue to do so with each book until he/she is able to point them out to you. This is how we get information about a book and it's important for the student to know where to find it!*
- *Conduct a "picture walk" through the book – flip through the book and look at the pictures. Make predictions about what you think will happen in the story. Make some comments and allow the student to comment on the illustrations, as well.*
- *Read the book to the student. Ask for a summary from the student and allow him/her to use the book to help retell.*
- *If reading another book in the same author study, point out the similarities in the author's style in multiple books.*

Discuss If You Give a Mouse a Cookie and complete a page in the circle story section of the author study journal. Complete the story graph that accompanies each circle story. This will help your student see how stories can come together from outlines, and what all the circle stories have in common!

MATH: As a "bonus", take a poll about people's favorite cookies, using 2 options. (Maybe "Oreos" vs. "chocolate chip.") Graph the results! Math sheet is with the extra student sheets.

As the first lesson in this unit, do a little research on the author. (We will do more in-depth research later.) Visit <https://lauranumeroff.com> to get to know the author we'll be studying over the next few lessons.

Laura Numeroff Author Study

Lesson 2: Circle Stories

This lesson is divided into mini-lessons; one for each circle story. You can do a mini lesson per day, or more than one each day.

There are several circle stories to choose from. You can do all of these activities or pick and choose—some you might just want to read and not do a reflection page. If the reflection page seems tedious for your child, feel free to skip some to continue the JOY of reading!

- a. If You Give a Pig a Pancake – Read, discuss, complete circle story reflection page and story graph. Make pancakes!
- b. If You Give a Moose a Muffin – Read, discuss, complete circle story reflection page and story graph. Talk about reality versus fantasy and complete that student sheet (or do it on a white board, or just as an oral discussion). Make muffins!
- c. If You Give a Cat a Cupcake – Read, discuss, complete circle story reflection page and story graph. To add in some math, use the cupcake template and 2 different colored mini pom poms as “sprinkles.” Follow the student sheet to provide random addition and subtraction problems for your student with the pom poms.
- d. If You Take a Mouse to School – Read, discuss, complete circle story reflection page and story graph. Also complete the reflection sheet about the funniest part of the story!
- e. If you Give a Dog a Donut – Read, discuss, complete circle story reflection page and story graph.

Play “Spin a Word!” These circle stories provide a lot of silliness so let’s capitalize on that by playing a word game where the student will differentiate between real words and nonsense words. Game is in the extra student sheet pack.

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Lesson 3: What Mommies Do Best (Or you can use What Daddies Do Best, or both!)

Introduce the story and read it with your student. Discuss the attributes of the mommy in the story and how it compares with you and your child (or their mother if you're not teaching your own child).

Complete the regular journal page and the picture reflection page since this story is more personal.

Discuss family roles and what they are like in your house. Who does what? How do you work together? Encourage your student to draw or paint (whichever medium you'd like) a picture of his/her family.

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Lesson 4: Dogs Don't Wear Sneakers & Chimps Don't Wear Glasses

Choose one book to start. Read the book through once to your student and briefly discuss. Then read it again and have your student really close his/her eyes when it says to and imagine a silly scene. Can your student describe to you what he or she pictured in his or her mind? Complete the regular journal page for this story.

Choose an animal from the story and do some research on the animal. What are some things you learned about this animal? You can record them if you wish but don't have to. Now, have your student imagine something silly that the animal couldn't really do but would be funny. Complete the illustration page describing the silly scene using any medium you wish.

Read the second book together just for fun!

Laura Numeroff Author Study

Lesson 5: Author and Illustrator Review, If You Give an Author a Pencil

Lay out books from the study and maybe some extras if you desire. Have your students pick his or her favorites. Discuss them and what he or she likes about them. Talk about the illustrators. Laura Numeroff uses different illustrators for her different books. Which illustration style do you both like best? Why? Research the illustrator you chose to see if they illustrated any other books by a different author.

Read the book If You Give an Author a Pencil to learn more about Laura Numeroff's life. Complete the author review page.

Laura Numeroff Author Study

Lesson 6: Culminating Project

For our culminating project, I chose to do our story based on the circle stories. However, if your student preferred a different story, like Dogs Don't Wear Sneakers, you can base your child's book off that.

The point of the circle stories are that they come back around (FULL CIRCLE) to the first thing that was mentioned. Remember to emphasize this when you and your student are doing the outline for their story. Look at the story graphs that were completed during the circle story phase of the study to determine the other elements that are needed to write a circle story in the style of Laura Numeroff. Have your student complete a story graph based on his or her own ideas for a story. Then help him/her write a rough outline (write for him/her as he/she comes up with ideas) that follows the pattern of a circle story. Use the story template in the extra student sheets packet to have your student write out and illustrate their final copy. If you prefer, you can create your own template or use none at all and let your student write freely.