Children as Authors and Illustrators









After completing the Monarch Science Journals, students were eager to create more fictional books and learn about becoming authors and illustrators.

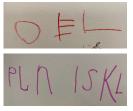


We began our exploration by deconstructing the story elements. After reading The Pigeon HAS to Go to School, we discussed the setting, characters, and plot.

We brainstormed what a Pigeon School might look like. We drew plans, measured, and finally constructed a school every pigeon would want to attend.











As we read more books, children discovered that they enjoy books written by the author, Mo Willems. We took this opportunity to engage in a STEM challenge that required building a shelf that would hold at least two *Piggy and Elephant* books.





Although the students measured the size of the frame, they discovered that the middle shelf was too short. "The problem is that if I put it there, it won't reach each other. I need to problem-solve."



During the study, students analyzed the physical features of a book (front page, back cover, and spine). They also learned how to write book reviews. The teacher asked how they might be beneficial to other children and adults. One student responded, "The review tells you what book it is, and maybe you like it."



"My favorite book is **Piggy and Elephant** because they are nice. Elephant was trying to make us say banana. That made me laugh. I drew speech bubbles. This way I know who is speaking."



'My favorite book is **Pete the Cat**. I like him so much. He's blue. Blue is my favorite color. I say, 'Pete the Cat' all the time. Pete is funny."

The students showed interest in making puppets to accompany their favorite books. They used them as visual aids while retelling the stories.









