About The Author - Barb Rosenstock

Created by Beth Campbell - Authors' Studio

This episode of *Authors' Studio* is focusing on Barb Rosenstock, an award winning author with 20+ titles for students K-Grade 8. Read several of her books as you begin the unit. She has a variety of titles available on EPIC, as well as Overdrive. Check out her website. The *About the Author Teacher Guide* will walk you through the lessons. You can remix the book and assign pages to students.

The Why	Each book includes
Giving students of all ages the opportunity to read great literature connects us as human beings, while also facilitating conversation, collaboration, critical thinking, and creativity.	• Instructional pages • Links to resources and interviews • Original video and content • Common Core anchor standards • Student response pages

Lesson 1 - Introduction to Barb Rosenstock

Teacher Notes

Do your students know how to use *Book Creator*? If not, you might want to schedule a class period to experiment and play with *Book Creator* features. It will be fun!

This is an opportunity to engage students in a dialogue about reading and what they enjoy, while supporting them in finding new authors to read. Students will become familiar with Barb Rosenstock's background and be able to ask/answer questions about her and their own reading habits.

Teacher Talk

Share the WHY for the unit. Read and discuss the *'About Barb Rosenstock'* information with students.

Classroom Conversation

- Engage students in conversation to ask and answer questions about Barb Rosenstock, her background, experience, work and influence. Discuss together as a class.

Common Core Anchor Standards

Reading Informational Text

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text, and to be able to refer to the text explicitly to the text as the basis for the answers.

Lesson 2 - Let's Explore Barb Rosenstock's Books

Teacher Notes

Showcase the various titles Barb Rosenstock has written. Some of her books are available on EPIC and Overdrive. Barb's writing has been greatly influenced by her grandfather who was a master storyteller. She believes in engaging the reader and bringing famous stories and people to life, with unique storylines. As many of her books are about historical figures, extensive research is required before she even begins to write the story. As time allows, read her books to the students.

Teacher Talk

Let's check out the books Barb Rosenstock has written. Are you curious about these titles? Let's read some titles together.

Classroom Conversation

Discuss the books the class has read together.

- Which books have we already read?
- Which titles would you like to read?
- What do you notice about the subject of her books?
- Let's choose several ones we can read and discuss.

Student Engagement

Have students complete response pages to identify which books they've read and which ones they would like to read.

Common Core Anchor Standards

Speaking and Listening

- Comprehension and Collaboration: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Lesson 3 - Fun Facts

Teacher Notes
Students love hearing interesting facts about authors. Use this information to engage students and create excitement for getting to know Barb. Also, look at the photos together. One of the photos includes cover art for a forthcoming book by Barb Rosenstock about Houdini. What do students notice about the cover?

Teacher Talk
- Project the pages of fun facts and photos in the Teacher Guide to the class.
- Today we're going to share some fun facts and learn more about this author.

Class Conversation
Have students discuss together. Are they surprised by anything? Can they connect or relate to this author in any way? What do they want to know more about? What do we learn from the photos taken in her office? What do you see? What can we infer?

Student Engagement
Have students work in small groups to see how many of the questions about Suzanne can they answer using the 'Ask and Answer Questions' page.

Common Core Anchor Standards

Speaking and Listening

- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Reading Informational Text

- Integration of Knowledge and Ideas: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Lesson 4 - Quotes and hearing from the author.

Teacher Notes

The quotes listed within the Teacher Guide were taken from a one-on-one conversation with Suzanne Slade. This is a powerful tool to promote listening and conversation. Help students understand the meaning of a 'quote' and how quotes help us get to know an author.

Teacher Talk

- Today we're going to discuss actual quotes from the author and discuss their meaning.
- Project the page in the Teacher's Guide to the class.

Class Conversation

Have students discuss together.

- What can we learn from her experience?
- What do these quotes mean? Do we understand what she is telling us?
- What is her perspective and point of view?
- How can these quotes motivate, inspire or assist us in our writing?
- What surprised you about the writing process?

Student Engagement

Have students pick one of the quotes that they would like to explain - via audio, text or drawing. What does it mean? How can it motivate, inspire or help us as writers and readers?

Common Core Anchor Standards

Speaking and Listening

- Comprehension and Collaboration: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Writing

- Production and distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Reading Informational Text

- Determine the meaning of words and phrases in a text
- Distinguish their own point of view from that of the author of a text.
- Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text

Lesson 5: Research and Writing Process

Teacher Notes
Barb Rosenstock shares not only writing ideas, but also a story about rejections from publishers in the videos. She believes in helping students find stories that matter to them and that writing is a process. Writing involves verbal storytelling, with meaning. As writers, we want to be able to answer the question "So What", ensuring that our stories matter to the reader.

Teacher Talk
Today we're going to hear Barb speak in these videos about her writing process. What are you hearing that is new and different to you?

Class Conversation
Have students discuss together.

- What is a verbal storyteller? How did Barb's grandfather impact her?
- What did you notice about the rejections she received? Why do you think she has saved all the letters?
- When Barb writes, she asks herself 'So What'? How does this question help her craft meaningful stories?

Student Engagement
After the class discussion, have students create their own response about what they have learned.

Common Core Anchor Standards

Reading

- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Speaking and Listening

- Comprehension and Collaboration: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Identify the reasons and evidence a speaker provides to support particular points.

Writing

- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Lesson 6A: Anchor Text Studies - Character Traits + Text Evidence

Teacher Notes
Barb has multiple titles that will provide an opportunity to delve into main ideas, key details, retell, theme and character development. (Sea Without A Shore, The Noisy Paint Box and Prairie Boy). Choose one of these titles to explore anchor standards.

Teacher Talk
We are going to read The Noisy Paint Box, the story of artist Vasya Kandinsky. Kandinsky was an artist who would experience colors as sounds and sounds as colors. This unique approach was different than the world had previously seen and led to the creation of abstract art.

Class Conversation
Have students discuss together.

- What did our main character accomplish?
- How did his work impact others?
- Can you describe his childhood? What did he enjoy doing?
- What struggles did he encounter? How did he overcome hardships?
- What did he hear/see? What did he create? How was he brave?
- Did they change/grow over the course of the story?
- How would you describe Vasya Kandinsky?

Student Engagement
After the class discussion, have students use images, audio, video or text to identify key character traits with text evidence.

Lesson 6B: Anchor Text study - Main Ideas and Events

Teacher Notes
Prairie Boy is the story of architect Frank Lloyd Wright, from childhood to adult. It explores his ability to design buildings in an innovative and creative fashion. Students will be able to learn his story and pull out key events that influenced the journey.

Teacher Talk
Today we are going to read a story about architect Frank Lloyd Wright, an influential individual who used his creativity, talent and vision to design over 1000 structures during his life. Let's listen and look for important ideas and events as we read together.

Class Conversation

- Where did Frank Lloyd Wright live as a boy? What did he miss about the heartland?
- Why was his mind like a kaleidoscope? What did he do with shapes as a boy?
- What did Frank wonder about?
- What type of architect did he become? What did he include in his designs?
- What is he famous for?
- What happened in this story? Can we make a timeline of the story?
- What events do you think are most important?

- How did the story begin? End?
- If you had to retell this story to someone, what would you include?

Student Engagement

After the class discussion, have students create their own timeline of important events.

Lesson 6C: Anchor Text study - Ask and Answer Questions

Teacher Notes

Sea Without a Shore is a non-fiction picture book that explores the Sargasso Sea located in the Atlantic Ocean. It is the only named sea that has no land boundaries. This fascinating ecosystem has a unique story and habitats.

Teacher Talk

- Today we're going to learn about a portion of the Atlantic Ocean called the Sargasso Sea. Barb Rosenstock also writes non-fiction books, which allow us to learn from her extensive research and curiosity. Let's see what we can learn.

Class Conversation

- Where is the Sargasso Sea?
- Why is it unique?
- What inhabits this sea?
- Can you describe this ecosystem?
- What do you notice about the illustrations?
- What questions do you still have? Can you find answers to your questions?

Student Engagement

After the class discussion, have students list questions they still have and research answers from other reliable sources.

Common Core Anchor Standards

Reading

- Key Ideas and Details: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Describe how characters in a story respond to major events and challenges.

Speaking and Listening

- Comprehension and Collaboration: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Writing

- Production and distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson 7: Writing with Heart - Main Idea

Teacher Notes

In the video, Barb talks about the book Dorothea's Eyes, a historical account of the famous photographer Dorothea Lange. Her photography was instrumental in documenting not only people's stories from the Great Depression, the truth about their lives and their heart.

Teacher Talk

Today we're going to read a story about a famous photographer who captured people's stories with her camera, and listen to Barb talk about how she wrote this book. What can we learn about The Great Depression? Also, what can we learn about storytelling from Barb Rosenstock? How does she tell this story to showcase the ways in which Dorothea Lange told stories with "heart"?

Class Conversation

- What do you know about Dorothea Lange? What is she famous for? Let's listen to the video.
- How did Dorothea use her eyes? What did she accomplish?
- What did she notice? What did she capture?
- How does it mean to see with 'her heart'?
- What do you feel when you look at her photographs?
- What did you learn about this time period?

Student Engagement

Have students participate in a whole group and small group discussion to answer the questions about the book. Why is this a 'Story With Heart'?

Common Core Anchor Standards

Reading

- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

Speaking and Listening

- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Lesson 8: Compare/Contrast

Teacher Notes
By using two of Barb Rosenstock's titles, students can engage in a conversation that will compare/contrast the following individuals:

Yogi Berra - Joe DiMaggio
Thomas Jefferson - Ben Franklin
Monet - Marc Chagall

Teacher Talk
We love to compare and contrast historical figures. Which two books should we read and discuss?

Classroom Conversation

- How are these two people alike? Different?
- What obstacles did they both face?
- What did they accomplish?
- What unique character traits did they possess?
- Why do you think Barb Rosenstock wrote a book about these individuals?

Student Engagement
As a class, or in small groups, complete the compare/contrast chart.

Common Core Anchor Standards

Reading

- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

Speaking and Listening

- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Lesson 9: Let's Be Curious

Teacher Notes
This award winning book explores the story of Otis Barton and Will Beebe in 1930 as they invented the Bathysphere which would allow them to dive farther into the ocean than anyone had ever successfully attempted. It was dangerous and daring. Their curiosity and bravery fueled their adventure.

Teacher Talk
We love curious learners. Let's look at an informative book in which Barb Rosenstock shares the story of Otis Barton and Will Beebe from 1930. One was an engineer and one an explorer. Together they invented the Bathysphere. Let's hear about their story.

Classroom Conversation
- What did Otis and Will want to do?
- Were they successful in accomplishing their dream?
- What is a bathysphere?
- What motivated their desire to create this invention?
- What were their obstacles and challenges?
- What did you learn about their teamwork and collaboration? How did they work together?
- Is this a story you'd like to share with others? Why or why not?

Student Engagement
Students may create their own response to discuss Otis and Will's curiosity.

Common Core Anchor Standards

Reading

- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- Describe how characters in a story respond to major events and challenges.

Speaking and Listening
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Writing
- Production and distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson 10: Additional Research

Teacher Notes

Barb Rosenstock's website contains extensive resources for students and educators. If time allows, give students the opportunity to dig further into the background and stories of her books. Her interview about the background for the Monarch Butterfly story is an example of people working together, across continents, to solve problems and find answers.

Teacher Talk

We love curious learners. Let's learn more about Barb and her books. What are you curious about? What would you like to explore? Let's also check out Barb's website where she discusses her research for her story on the Monarch Butterfly.

Classroom Conversation

- How did people across the world work together to solve a problem?
- What was the question they were trying to answer?
- What other books would you like to read/explore?
- What did you learn about butterflies?
- Why was curiosity a key factor in this story? Why is curiosity important?
- What do you notice about Barb's research and curiosity, as an author?

Student Engagement

Have students share what they've learned from Barb Rosenstock.

American Association of School Library Standards

- Identify possible sources of information
- Expressing curiosity about a topic of personal interest or curricular relevance
- Using a variety of communication tools and resources
- Continually seeking knowledge

🌈 What's Next?

Option 1:

You've given your students an incredible experience in learning about a new author. Perhaps this is the end of this Authors' Studio unit.

Option 2:

Now that your students have explored Barb Rosenstock,, you may want to study other authors to foster rich conversation and continue to build a joy for reading.

- Pat Zietlow Miller
- Jill Esbaum
- Suzanne Slade