

Life's Little Celebrations

Mississippi Valley State University

NCLB Summer Institute 2016

Thematic Unit



Thematic Unit Presenters

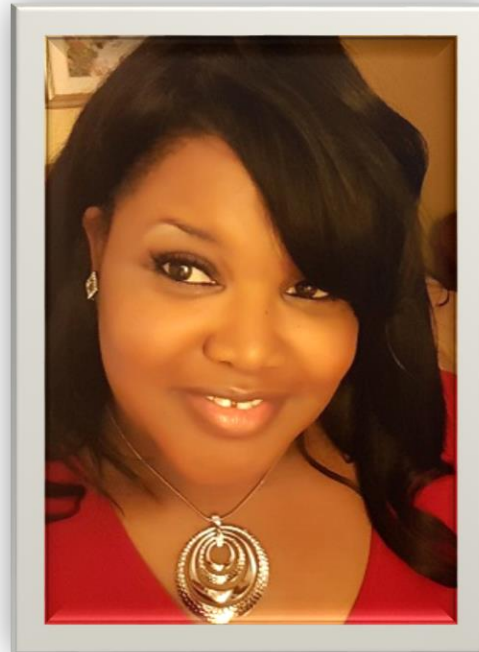
Ms. Tonya Wright



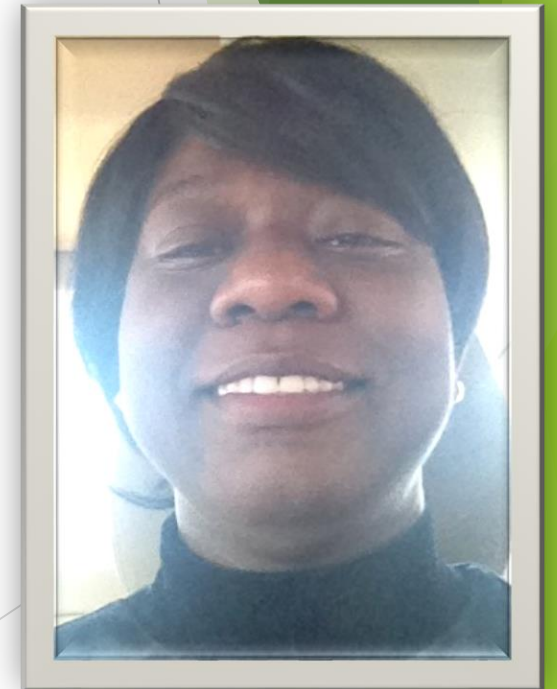
Ms. Fern Washington



Ms. Valiesha Wells



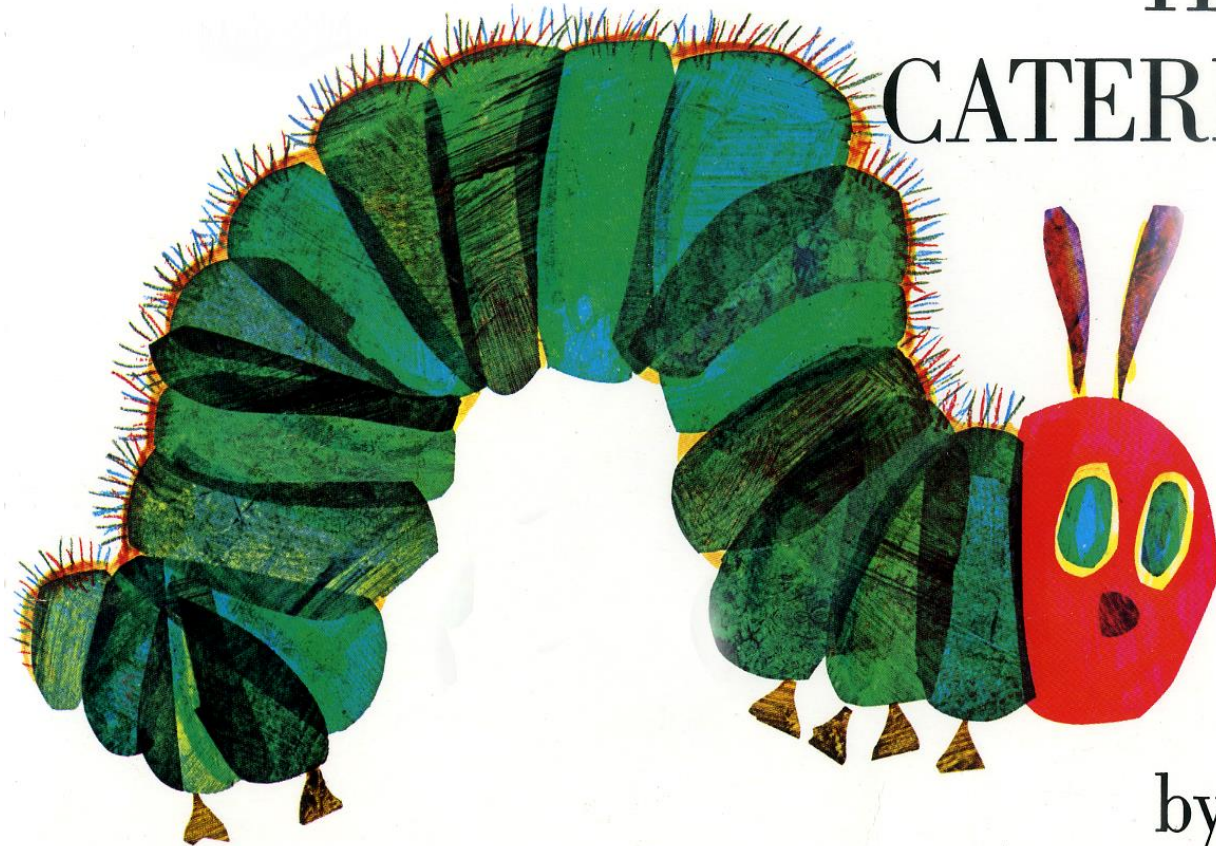
Mrs. Renae Parish



Core Book



THE VERY HUNGRY CATERPILLAR



by Eric Carle

Thematic Unit Introduction

- ▶ Language Arts/Reading- RL 1.3-Story Elements, RFK 2-Phonological Awareness-demonstrate understanding of spoken words, syllables, and phonemes, Science 3d-Life Cycle of Plants and Animals-chart and compare the growth and changes of animals from birth to adulthood, Social Studies 5B Family celebrations, Math-NBT 1Count and represent numbers up to 120 and MD1 Measurement

Language Arts Lesson Plan

Page 1


Name Tonya Wright	Name of Unit- Life's Little Celebrations	Date June 28, 2016	Grade Level- First
Objective	Procedures	Materials	Evaluation
<p>RL.3 With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Before reading the book, we will take a picture to see what the students think the book is going to be about. The teacher will let the students know that she them to remember important things about the book such as character, setting, beginning, middle and end.</p> <p>2. After reading the book, the teacher will go through the book and identify the main elements of the story together. This will then lead into a discussion about how the students can reenact the story by Reader's Theater.</p> <p>3. The students can be put into groups of 5 and each group can go over how they will retell the story to the class. They have the freedom to retell the story, however they like as long as they highlight important aspects of character, setting and problems that the caterpillar may have encountered.</p>	<p><u>The Very Hungry Caterpillar</u> by Eric Carle</p> <p>Activity Sheet Reader's Theater Props www.youtube.com/watch?v=2WKFGz1q4g</p>	<p>Graphic Organizer</p> <p>Written Assessment</p> <p>Oral Assessment</p> <p>Teacher Observation</p>

Language Arts Lesson Plan

Name Tonya Wright	Name of Unit-Life's Little Celebrations	Date June 28, 2016	Grade Level-First
Objective	Procedures	Materials	Evaluation
<p>RF2-Phonological Awareness-demonstrate, understanding of spoken words, syllables, and phonemes</p>	<p>By reading the story, The <u>Very Hungry Caterpillar</u> by Eric Carle, students will be able to work on their reading comprehension by responding to the text. The students will identify story elements and engage in a student centered activity. The students will listen attentively to the story and be able to respond to it by identifying the story elements(character, setting, beginning, middle and end). The students will reenact the story by participating in a Reader's Theater.</p> <p>After listening to the story, the teacher will model some beginning sounds of common vocabulary words found within the story. The students will complete an activity on beginning sounds(phonemes).</p> <p>Reteach-After listening to the book on tape, the students will illustrate a scene from the story.</p> <p>Enrichment- After listening to the book on tape, the students will illustrate and write 2-4 sentences describing their illustrations from the story.</p>	<p><u>The Very Hungry Caterpillar</u> by Eric Carle</p> <p>Activity Sheet Reader's Theater Props www.youtube.com/watch?v=2WKFgEz1q4g</p>	<p>Graphic Organizer</p> <p>Written Assessment</p> <p>Oral Assessment</p> <p>Teacher Observation</p>

Directions: Read each sentence and circle the number beside the correct

THE VERY HUNGRY CATERPILLAR



What did the caterpillar eat first?

1. A pear
2. An apple
3. A cupcake
4. A leaf

What did the caterpillar eat last?

1. A piece of pie
2. An orange
3. A leaf
4. Three plums

How long did the caterpillar stay in the cocoon?

1. One day
2. Two days
3. More than two weeks
4. About a month

Where did the egg start out?

1. On the ground
2. On a leaf
3. In a tree
4. By the edge of a lake










How did the caterpillar feel after eating a lot?

1. Sad
2. Happy
3. Sick
4. Tired



Directions: Write the correct phoneme in the space given to complete the word.

What sounds do they start with?

	__aterpillar
	__pple
	__ear
	__lum
	__trawberry
	__range
	__eaf
	__ocoon
	__utterfly

Language Arts Graphic Organizer

Artifacts

name: _____ date: _____

the very hungry
caterpillar



what is the setting?

who is the main character?

What happens first? What happens next? What happens last?

www.dynamydeouteducate.com

THEATER

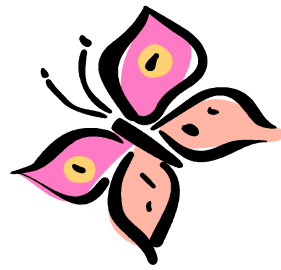


<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#>

- ▶ Resource : Revised from The Very Hungry Caterpillar written by Eric Carle.
- ▶
- ▶ Characters : 10 characters in the script - Narrator 1 、 Narrator 2 、 Caterpillar 、 Apple 、 Pears 、 Plums 、 Strawberries 、 Oranges 、 a lot of food 、 Leaf
- ▶ The sentences or words underlined are revised parts which are different from those in the original script.
- ▶ **Reader Theater--The Very Hungry Caterpillar**
- ▶
- ▶ Characters : 10 characters in the script - Narrator 1 、 Narrator 2 、 Caterpillar 、 Apple 、 Pears 、 Plums 、 Strawberries 、 Oranges 、 a lot of food 、 Leaf
- ▶ Narrator 1: In the light of the moon, a little egg lay on a leaf.
- ▶ Narrator 2: A little egg , a little egg.
- ▶ Narrator 1: One Sunday morning, the sun came up.
- ▶ Narrator 2: Pop-a little and hungry caterpillar came out of the egg.
- ▶ Caterpillar: I'm very very hungry. I want to eat. (stress on “very very hungry”and do action “hungry”)
- ▶ Narrator 1: The caterpillar started to look for some food.
- ▶ Narrator 1: On Monday
- ▶ Caterpillar: See! There is one apple. A red apple. (Do action “see” and “point”)
- ▶ Apple(scared): Oh! No! Don't eat me. (stress on “Oh! No!”)
- ▶ Narrator 2: The caterpillar ate through one apple.
- ▶ Caterpillar: Yummy! Yummy! But I'm still hungry. (stress on “still”and do action “hungry”)

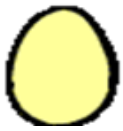
Science Lesson Plan

Name: Fern Washington	Name of Unit Life's Little Celebrations	Date June 28, 2016	Grade Level First
Objective	Procedures	Materials	Evaluation
<p>3d-Life Cycle of Plants and Animals-chart and compare the growth and changes of animals from birth to adulthood</p>	<p>Ask at the beginning of the lesson, the teacher will ask the student what they know about butterflies and how they are born. The students will look at a brief video on the life cycle of the butterfly.</p> <p>*Butterfly Photos http://www.mgfx.com/butterfly/gallery/index.htm</p> <p>The teacher and students will discuss what happens when a butterfly is born. Is it a butterfly its whole life or was it something else? Allow response time from students.</p> <ol style="list-style-type: none"> 1. Ask students to think about the story to see if they can recall any details how the caterpillar turned into a butterfly. 2. The teacher will reread the story and point out the important stages of the life cycle of the butterfly while modeling and reading. 3. The teacher will then have chart paper in front of the class and explain what the life cycle of a butterfly is what he or she is doing: 1) egg 2) caterpillar 3) chrysalis 4) butterfly 4. The teacher will then take down the chart paper and ask students to tell the life cycle of the butterfly to see if they can remember the process. 5. The students will be grouped in centers to complete the stages of the butterfly activity along with discussion. 	<p>Paper plate, noodles, construction paper, marker</p> <p>Youtube.com</p>	<p>Written Assessment</p> <p>Observation</p> <p>Oral Assessment</p>



Science Study Guide

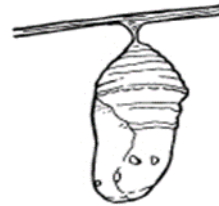
Life Cycle of a Butterfly



egg



caterpillar



cocoon
or chrysalis



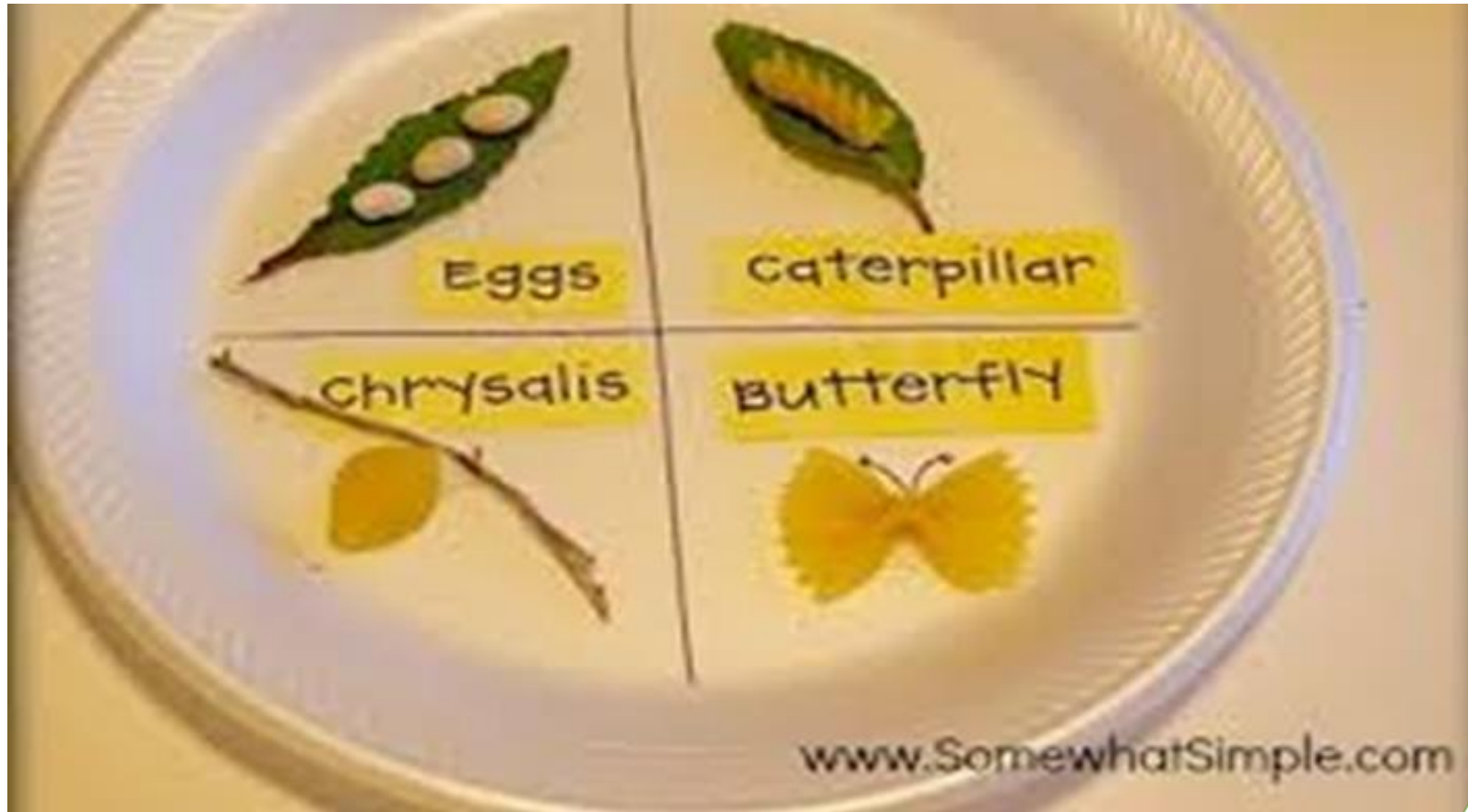
butterfly

Important Facts:

- The caterpillar eats leaves and grass.
 - The caterpillar makes a cocoon.
 - It protects the caterpillar from insects.
- The caterpillar stays in the cocoon for about 2 weeks.
 - Then the caterpillar will turn into a butterfly.
 - A butterfly is an insect.
- Insects come in many sizes and shapes.

Science Activity

Materials: Small plates, noodles, leaves, sticks, labeled parts of the butterfly, marker



Artifacts

Math Lesson Plan

Name Renae Parish	Name of Unit Life's Little Celebrations	Date 6/28/16	Grade Level 1
Objective	Procedure	Materials	Evaluation
<p>NBT 1Count and represent numbers up to 120</p> <p>MD1 Measurement</p>	<ol style="list-style-type: none"> 1. After reading the story, the teacher will ask students to recall their favorite part of the book. What number did the book start with? What number did it end with? 2. First write the numbers 15-50 on the board and have everyone shout out the numbers as you write them. Next, get 10 soft balls, cubes or something similar (before class, tape numbers 1-10 onto the balls) and chorus the numbers on each ball. Then throw the balls around the room and ask individual students to bring you different numbers (e.g. "Maria, please give me number 6"). Finally, play and sing along to "The Numbers Song (Numbers 1-10)" - you can find it on our songs page on www.eslkidstuff.com. <p>Play "Pass the Parcel Numbers 15-25"</p> <ol style="list-style-type: none"> 1. You are going to play a version of "Pass the Parcel" to introduce the numbers 15-25. Before class get 10 sheets of A4 paper and write a number (15-25) on each sheet. Shuffle the papers up so they are ordered randomly. Now make your parcel – roll one sheet of paper onto a ball (with the number on the inside) and then wrap the next sheet (number inside) around the ball. Keep wrapping the sheets around the ball until all are used up and you have a parcel. If you like, you can include a small sweet with each sheet of wrapped paper. 2. In class, get everybody to sit in a circle. <ul style="list-style-type: none"> <input type="checkbox"/> Play some music and have everybody pass the parcel around the circle until you stop the music. The person holding the parcel when you stop the music can unwrap the first layer. Ask for that sheet of paper and stick it on 	<p>The Very Hungry Caterpillar Pencil Markers and crayons Drawing paper Construction paper Activity sheets Linking Cubes Number sheet</p> <p>10 sheets of A4 paper with one number (11-20) written on each sheet - then wrap sheets around each other to make a parcel (see point 2 below)</p>	<p>Observation Activity Sheet Oral Assessment(Q/A)</p>

Math Lesson Plan

Page 2

Name Renae Parish	Name of Unit Life's Little Celebrations	Date 6/28/16	Grade Level 1
Objective	Procedure	Materials	Evaluation
<p>NBT 1Count and represent numbers up to 120</p> <p>MD1 Measurement</p>	<p>the board with the number showing. At this point there is no need to teach the number.</p> <p><input type="checkbox"/> Start the music again and then stop it after the parcel has been passed around a while. The student holding the parcel can unwrap the next sheet and look at the number. S/He should then stick it on the board either to the left or right of the number already there, depending on if it comes before or after that number (e.g. if the first number was 15 and the second one is 19, then it should be placed after the 15).</p> <p>Keep playing "Pass the Parcel" until all the numbers are stuck on the board in the correct order 15-25.</p> <ol style="list-style-type: none"> Using linking cubes, ask students to come to the board to measure the length of the caterpillar on Wednesday. Using the linking cubes, the students will measure the length of the caterpillar on Friday and explain the difference if any. Ask students on which day was the shortest and caterpillar longest. Have students to justify their answer. <p>Reteach Students will start with a number and continue to label the circle with numbers on the caterpillar's body.</p> <p>Enrichment Students will complete and activity sheet on counting numbers backwards from 50.</p>	<p>The Very Hungry Caterpillar Pencil Markers and crayons Drawing paper Construction paper Activity sheets Linking Cubes Number sheet</p> <p>10 sheets of A4 paper with one number (11-20) written on each sheet - then wrap sheets around each other to make a parcel (see point 2 below)</p> <p>https://www.youtube.com/watch?v=SxgCA1qOW20</p>	<p>Observation</p> <p>Activity Sheet</p> <p>Oral Assessment(Q/A)</p>

Math Activity

Artifacts

The Very Hungry Caterpillar Counting and Tracing Sheet

Trace the bodies for the caterpillars.
How many pieces can you count?

 4





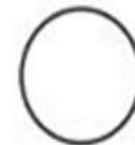
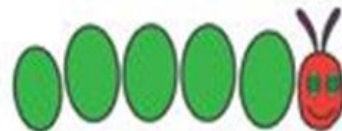
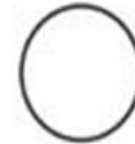
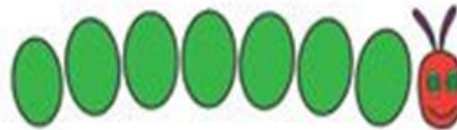
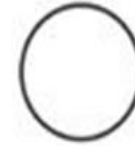
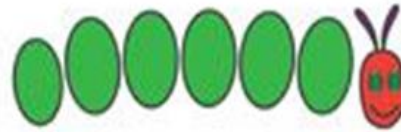
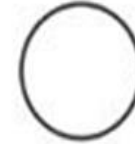
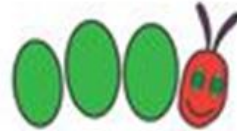
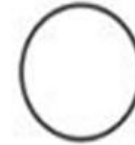
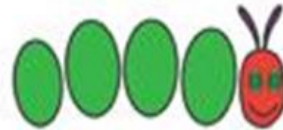


Now draw your own caterpillar.

How many pieces did you use? _____

The Very Hungry Caterpillar Counting Sheet

Can you count how many pieces the caterpillar has on its body?

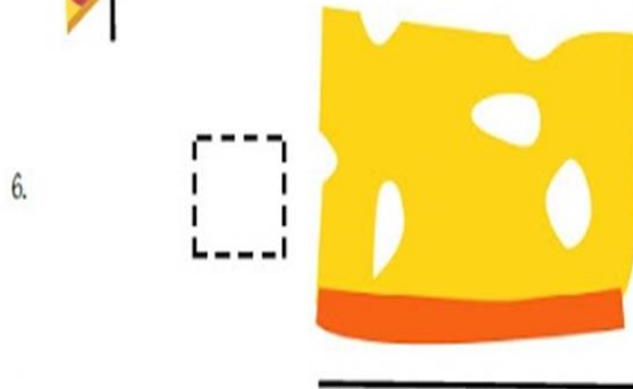
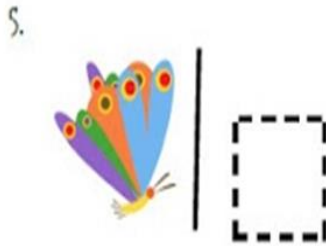
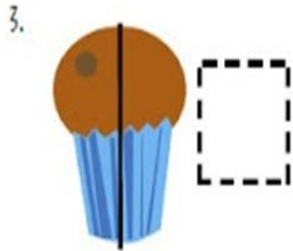
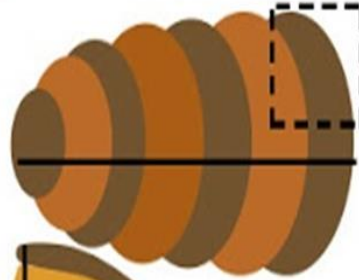
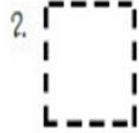
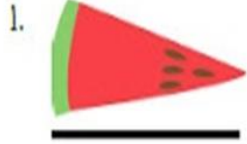


Additional Math Activity

Name _____

Date _____

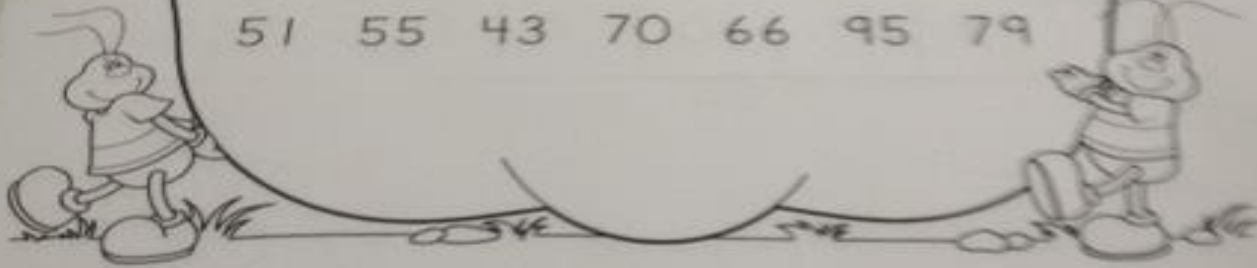
Cut out and use your caterpillars to measure each object. Write the answer in the box.



Artifacts

Circle the sets of three numbers that are shown in order.
The sets can be found across or down. Some have been
done for you.

10	12	13	49	55	46	13
9	21	22	23	15	19	14
44	31	35	16	17	18	15
45	11	12	14	97	98	99
46	60	62	69	72	74	75
49	50	63	80	87	88	89
44	52	64	65	68	89	77
50	51	52	66	64	90	78
51	55	43	70	66	95	79



Social Studies Lesson Plan

Name Valiesha C. Wells	Name of Unit: Life's Little Celebration	Date: June 28, 2016	Grade Level: First
Objective	Procedures	Materials	Evaluation
<p>5A. Discuss a variety of different religious community and family celebrations and customs. (DOK 2)</p> <p>5B. Describe celebrations held by members of the class and their families. (DOK 1) (RI.3, RI 1.9)</p>	<p>Essential Questions: What are customs? Can you describe a celebration?</p> <p>The Teacher will</p> <ol style="list-style-type: none"> 1. Discuss things, people, events that happened during the history of Earth day (date it began, why it is still needed). 2. Present a YouTube video that shows how other countries around the world celebrate Earth day. 3. Give students a list of Earth day Vocabulary words to discuss. 4. Ask students how they can celebrate in their own way? <p>The Students will</p> <ol style="list-style-type: none"> 1. Discuss the events, people, and things that happened during the 18th and 19th centuries 2. View the YouTube video on Earth Day around the world. 3. Define and Explain vocabulary words for Earth Day. 4. Present (orally or written) his or her ideas on how to participate in Earth Day. 	<p>YouTube Video</p> <p>Paper/Pen/ Pencil</p> <p>Vocabulary</p> <p>Handout</p>	<p>Written responses</p> <p>Oral responses</p> <p>Observation</p>



► Check out this Earth Day Video!!!!

<https://youtu.be/Kz1YnhCxaso>



Earth Day Vocabulary

Directions: Students will put the 10 Earth Day Words in Alphabetical Order.

Planet 1. _____

Reuse 2. _____

Recycle 3. _____

World 4. _____

Oceans 5. _____

Reduce 6. _____

Earth 7. _____

Water 8. _____

River 9. _____

Ecology 10. _____

Reuse, Recycle, Reduce

Directions: Choose what category these pictures belong.



Culminating Activity

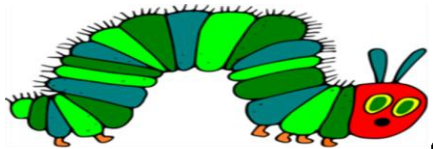
Life's Little Creations: The Butterfly

Art Supplies: Ziploc bags, pipe cleaners, assorted tissue paper



Cooking Activity: Caterpillar Cupcakes

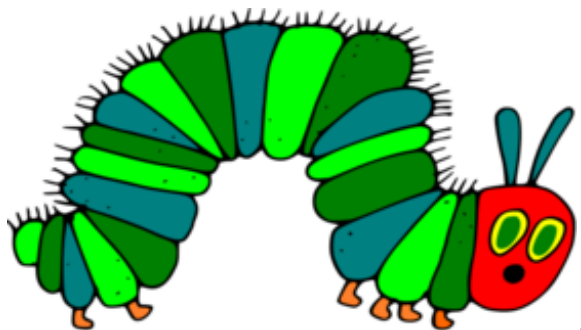
Ingredients: Cake mix, icing, green food coloring, gummy worms



MAKE, EAT, ENJOY YOUR LITTLE

CELEBRATION





MAKE, EAT, ENJOY YOUR LITTLE



CELEBRATION

