

Language Arts: Recalling Information

Grades 1-2

This lesson can be broken down into 2-3 lessons.

Learning Objective:

Students will be able to enhance their knowledge of recalling information from a story by reading and discussing the “The Very Hungry Caterpillar” written by Eric Carle.

New York State Standards:

Language Arts:

Standard # 1: What students do for Information and Understanding:

Key Idea #1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Students:

- Select and use strategies they have been taught for note taking, organizing, and categorizing information.
- Ask specific questions to clarify and extend meaning.
- Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words.

Key Idea #2: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Students:

- • Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.

Standard#2: What students do for Literary Response and Expression:

Key Idea #1: Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Students:

- • Read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning.

Standard #4: What students do for Social Interaction:

Key Idea #1: Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how to talk varies in different situations.

Students:

- Listen attentively and recognize when it is appropriate for them to speak.
- Take turns speaking and respond to other's ideas in conversations on familiar topics.
- Recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-to-one conversations.

Technology Standard: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Key Idea #1: Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge.

Students:

- Use the computer as a tool for generating and drawing ideas.

Rationale:

The students will currently be involved in a unit on caterpillars and butterflies. This lesson and follow up lessons will allow students to continue to improve on utilizing reading strategies, recalling information, and navigating through a Webquest.

Materials:

- "The Very Hungry Caterpillar" by Eric Carle
- Website: <http://www.swlauriersb.qc.ca/english/edservices/pedresources/webquest/caterpillar/caterpillar.htm>
- Teacher created worksheet
- "Roly Poly Caterpillar" by Barbara Ann Novelli (Can be substituted for any Caterpillar theme poem)

Developmental Procedures:

Introduction:

This lesson will be introduced by the teacher reading the poem 'Roly Poly Caterpillar' by Barbara Ann Novelli. All of the students will be called to the reading center first.

Instructional Strategies:

1. After the introduction, the students will be asked what was taking place in the poem.

2. Allow time for responses. Review how to read for clues.
3. Write responses on chart paper.
4. Then explain how they are about to go on a quest for a butterfly named Peter and Miss Butterpillar.
5. After drawing upon their prior knowledge on butterflies, show students the Peter the Butterfly Webquest.
6. Read the Introduction to them and explain how Miss Butterpillar is a friend of mine from when I was their age.
7. Then have volunteers read aloud the Task.
8. Allow time for a mini-discussion.
9. Then begin to read the first two steps of the Process.
10. Assign students a partner and explain how they both will share a folder that they must keep organized and neat.
11. Then, read numbers three and four from the Process section. Explain that we will be learning each Process step as a whole class and then they will go off with their partner to complete the tasks.
12. Show students each link under number four. Then instruct students to go back to their seats, take out their books, read “The Very Hungry Caterpillar”, and then discuss story with their partner.
13. Then students will be able to navigate through the Webquest to complete the tasks for number four.

Closure:

This lesson will end by students reviewing the amount of food “The Very Hungry Caterpillar” ate.

Assessments:

The means of assessing student mastery will be shown through the completion of a teacher created worksheet. The teacher will base their evaluation on:

1. Proper usage of materials.
2. Completely neat and organized worksheet.
3. Ability of children to read their work to the class in an audible voice.

Mathematics: Symmetry
Grades 1-2

Learning Objective:

Students will be able to enhance their knowledge of symmetry and demonstrate observations of symmetrical wings on butterflies.

New York State Standards:

Language Arts:

Standard # 1: What students do for Information and Understanding:

Key Idea #2: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Students:

- • Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.

Standard #4: What students do for Social Interaction:

Key Idea #1: Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how to talk varies in different situations.

Students:

- Listen attentively and recognize when it is appropriate for them to speak.
- Take turns speaking and respond to other's ideas in conversations on familiar topics.
- Recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-to-one conversations.

Mathematics:

Standard #1: Analysis, Inquiry, and Design

Key Idea #2: Mathematical Analysis: Deductive and inductive reasoning are used to reach mathematical conclusions.

Students:

- Use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.

Standard #1: Analysis, Inquiry, and Design

Key Idea #1: Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

Students:

- Ask “why” questions in attempt to seek greater understanding concerning objects and events they have observed and heard about.
- Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed.

Rationale:

The students will currently be involved in a unit on caterpillars and butterflies. This lesson and the follow up lessons will allow students to continue to improve the mathematical skills in symmetry. This lesson will also allow for creative discussion and an analysis of their experiences thus far.

Materials:

- Silk butterflies (Can be purchased at any craft store.)
- Photographs of butterflies
- Website:
http://mpin.nbii.gov/insects/kidsbutterfly/photos/north_america/index.html
- Incomplete symmetrical butterfly worksheet

Developmental Procedures:

Introduction:

This lesson will be introduced by reviewing “The Very Hungry Caterpillar” and asking students to observe the butterfly’s wings on the last page.

Instructional Strategies:

1. After the introduction, the teacher and students will discuss answers and write on chart paper.
2. The teacher will then pass around silk butterflies, asking students to observe and discuss what they notice about the wings on the butterflies.
3. The teacher and students will discuss the word “symmetry”.
4. Then students will read as a whole class number 5 from the Process section.
5. The teacher will show them both the website and the worksheet they will be completing.
6. Students will then find their partner and begin exploring the butterfly website.
7. Upon completion of observing the butterflies, students will print out worksheet and complete at their desks with their partners.

Closure:

Students will then share their symmetrical butterflies. Upon completion, students will go on to KidPix or Kidspiration software and create a slide. The slide will include their name, illustration, and at least 2 sentences describing their butterfly.

Assessments:

The means of assessing student mastery will be shown through the completion of the symmetrical butterfly. The teacher will base their evaluation on:

- Proper usage of materials.
- A complete symmetrical butterfly.

Science: Life Cycle of a Butterfly
Grades 1-2

Learning Objective:

Students will be able to identify all four stages of the life cycle of a butterfly by navigating and researching through the Webquest and recalling information from “The Very Hungry Caterpillar.”

New York State Standards:

Mathematics

Standard #1: Analysis, Inquiry, and Design

Key Idea #1: Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

Students:

- Ask “why” questions in attempt to seek greater understanding concerning objects and events they have observed and heard about.
- Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed.

Science:

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Key Idea #4: The continuity of life is sustained through reproduction and development.

Students:

- Describe the major stages in the life cycles of selected plants and animals.

Language Arts:

Standard # 1: What students do for Information and Understanding:

Key Idea #1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Students:

- Select and use strategies they have been taught for note taking, organizing, and categorizing information.
- Ask specific questions to clarify and extend meaning.
- Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words.

Rationale:

The students will currently be involved in a unit on caterpillars and butterflies. This lesson and the follow up lessons will allow students to observe and discuss the stages of a butterfly and enhance their creative thinking skills.

Materials:

- <http://adver-net.com/Monemerg.html>
- <http://www.enchantedlearning.com/subjects/butterfly/activities/printouts/lifecycle.shtml>

Developmental Procedures:**Introduction:**

This lesson will be introduced by the teacher reading the large Weekly Reader on “How Does a Butterfly Grow?” (This can be substituted for any book based on the stages of a butterfly.)

Instructional Strategies:

1. After the introduction, the students will be asked to sequence the stages of a caterpillar using felt pieces.
2. Then the students will match up the correct wording for each stage.
3. The teacher and students will go on the Webquest and read task six.
4. The teacher will show students the different links and what will be expected of them.
5. Students will then have time to navigate through the Webquest and observe the photographs of the stages of a butterfly.
6. Students will then print out the second worksheet and read the stages with their partner.
7. It will then be explained to students that they will be working on an art project to assess what they can identify from the four main stages of a butterfly.

Closure:

This lesson will end by student volunteers piecing the felt stages in sequential order and explaining the names of each stage to the class.

Art/Science: Life Cycle of a Butterfly
Grades 1-2

Learning Objective:

Students will be able to identify all four stages of the life cycle of a butterfly by navigating and researching through the Webquest and recalling information from “The Very Hungry Caterpillar.”

New York State Standards:

Mathematics

Standard #1: Analysis, Inquiry, and Design

Key Idea #1: Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

Students:

- Ask “why” questions in attempt to seek greater understanding concerning objects and events they have observed and heard about.
- Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed.

Science:

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Key Idea #4: The continuity of life is sustained through reproduction and development.

Students:

- Describe the major stages in the life cycles of selected plants and animals.

Language Arts:

Standard # 1: What students do for Information and Understanding:

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Visual Arts:

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Key Idea #1: Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphor. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their won ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Students:

- Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.

Rationale:

The students will currently be involved in a unit on caterpillars and butterflies. This lesson and the follow up lessons will allow students to observe and discuss the stages of a butterfly and enhance their creative thinking skills.

*This is a continuation from the previous lesson.

Materials:

- <http://adver-net.com/Monemerg.html>
- <http://www.enchantedlearning.com/subjects/butterfly/activities/printouts/lifecycle.shtml>

Developmental Procedures:

Introduction:

This lesson will be introduced by reviewing the stages of a butterfly with the felt pieces.

Instructional Strategies:

1. Then the teacher will explain to students all of the materials needed to make the art project.
2. Show students where to find the art project link in the Webquest. Try to have a student find it.
3. Upon completion of this, students will begin to make the butterfly stages art project.
4. The teacher will be walking around classroom offering assistance when needed.

Closure:

This lesson will end by students sharing their creative projects. They will be explaining the stages of a butterfly while they are sharing.

Assessment:

The means of assessing student mastery will be shown through the completion of the art project. The teacher will base their evaluation on:

1. The rubric that was designed for this art project.

Language Arts: Butterfly Games
Grades 1-2

Learning Objective:

Students will be able to navigate through the website to find the three games Miss Butterpillar wants them to play.

New York State Standards:

Language Arts:

Standard # 1: What students do for Information and Understanding:

Key Idea #1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Students:

- Ask specific questions to clarify and extend meaning.
- Make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words.

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Standard #4: What students do for Social Interaction:

Key Idea #1: Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how to talk varies in different situations.

Students:

- Listen attentively and recognize when it is appropriate for them to speak.
- Take turns speaking and respond to other's ideas in conversations on familiar topics.
- Recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-to-one conversations.

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Rationale:

The students will currently be involved in a unit on caterpillars and butterflies. This lesson and the follow up lessons will allow students to observe a variety of butterfly games.

Materials:

- <http://www.abcteach.com/wordpuzzles/WordSearchs/Butterflysearch.htm>
- <http://www.kidzone.ws/animals/butterflypuzzle.htm>

- <http://www.yesnet.yk.ca/schools/jackhulland/projects/butterflies/games/concentration/index>
- Teacher created worksheet.

Developmental Procedures:

Introduction:

This lesson will be introduced by the class playing a concentration game on caterpillars.

Instructional Procedures:

1. After the introduction, the students will review what a word search is and a puzzle.
2. Then, the teacher will show students number seven from the Process section of the Webquest.
3. The teacher and students will discuss each game and how to fill out the worksheet.
4. Some students will go to the computer center to complete on-line games, while others print out the word search and complete.

Closure:

This lesson will end by students completing the worksheet and sharing which was their favorite game and why.

Assessments:

The means of assessing student mastery will be shown through the completion of the worksheet.

Social Studies: Fall Migration
Grades 1-2

Learning Objective:

Students will be able to enhance their knowledge of map skills and identify where butterflies in North America travel in the Fall.

New York State Standards:

Social Studies:

Standard #3: Geography: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live-local, national, and global-including the distribution of people, places, and environments over the Earth's surface.

Key Idea #1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings, (including natural resources), human systems, environment and society, and the use of geography.

Students:

- Draw maps and diagrams that serve as representations of places, physical features, and objects.

Language Arts:

Standard # 1: What students do for Information and Understanding:

Key Idea #1: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Students:

- Ask specific questions to clarify and extend meaning.

Rationale:

The students are currently involved in a unit on caterpillars and butterflies. This lesson will allow students to enhance their knowledge on map skills and identify cardinal directions.

Materials:

- <http://www.monarchwatch.org/tagmig/fallmap.htm>
- Large map of the United States.
- Teacher created worksheet.

Developmental Procedures:**Introduction:**

This lesson will be introduced by displaying a large map of the United States and asking students where we live.

Instructional Strategies:

1. After the introduction, the students will discuss what state we live in.
2. The teacher will then have volunteers tape the directions north, south, east, and west correctly on the map.
3. Then, as a whole class, we will go on the Webquest and go to number eight from the Process section.
4. The Fall migration website will be discussed as well as the direction the butterflies are traveling.
5. The teacher and students will discuss why they travel to the south in the Fall.
6. Then students will review the teacher created worksheet.
7. Students will go on the Webquest to observe the Fall Migration.

Closure:

This lesson will end by students completing the worksheet and discussing as a whole class where the butterflies traveled. They will be taping butterflies with correct direction arrows to the large map.

Assessment:

The means of assessing student mastery will be shown through the completion of the Fall Migration worksheet.