Butterfly
Week 2 Day 3

Topic: Insects (3 body parts)

Subject: Science

Standard 1
The Nature of Science and Technology

Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.

1.1.3 Recognize that and demonstrate how people can learn much about plants and animals by observing them closely over a period of time. Recognize also that care must be taken to know the needs of living things and how to provide for them.

Objective:
Students will create a model of an insect that has all the important parts. (6 legs and 3 body parts)

Materials:
Play-Doh or clay, insect diagram, construction paper, camera

Motivation:
Brainstorm a list of things on the board that has 3 parts or things that have a beginning, middle, and end. (Examples: Stop lights: Red, yellow, and green lights; pencils: tip, stick, eraser; plants: roots, stem, flower; dogs: head, body, tail)

Goal for Learner:
The other day we learned that insects have six legs. Today we will learn that insects also have three body parts. You will be able to create and label a model of an insect.

New Information:
We are continuing to learn about what makes an insect an insect. We already talked about how an insect has to have six legs. An insect also has to have 3 body parts. It has a beginning, middle, and end. The beginning part of the insect is easy. It is the head. Repeat after me, “Head!” Point to your head as you say it. Say it with me, “Head!” The middle part is a little more difficult. Repeat after me, “Thorax.” Clap on the syllables as you say, “Thorax!” Say it with me, “Thorax!” The back end is called the abdomen. Repeat after me, “Abdomen!” Drum on each syllable of abdomen. Say it with me, “Abdomen!” Now chant it with the rhythmic movements. “Head, thorax, abdomen, head, thorax, abdomen, head thorax, abdomen!” (All the while, pointing to your head for head, clapping on thorax, and drumming on abdomen.)

Guided Practice:
Pass out a graphic organizer to the students that shows three distinct parts of the insect without the labels. There will be a place to fill in the names of the three body parts. (Head, thorax, abdomen) Fill these in together as a class.

**Check for Understanding:**
Pass back the students' quick draws from the 6 legs lesson. Ask students to look and see if they still think the insect they drew is a true insect. Talk about why or why not. Does it have all of the important parts?

**Practice Application:**
Students will create a model of an insect using play-doh or clay. It must include all of the important parts. (6 legs and 3 distinct body parts) After finishing, have students lay their insects on construction paper and draw arrows to label the different parts of the body. Take pictures of each one if you are going to put the play-doh away before it dries.

**Closure:**
Students can do a gallery walk and comment on each other's work.

**Evaluation:**
Student will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Component 1: Six legs</th>
<th>0</th>
<th>2</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student did not create an insect with six legs.</td>
<td>N/A</td>
<td>The student created an insect with six legs.</td>
<td></td>
</tr>
<tr>
<td>Component 2: Head</td>
<td>The student did not create an insect with a head and did not label a head.</td>
<td>The student created an insect with a head, but did not correctly label head.</td>
<td>The student created an insect with a head and correctly labeled the head.</td>
</tr>
<tr>
<td>Component 3: Thorax</td>
<td>The student did not create an insect with a thorax and did not label a thorax.</td>
<td>The student created an insect with a head, but did not correctly label the thorax.</td>
<td>The student created an insect with a thorax and correctly labeled the thorax.</td>
</tr>
<tr>
<td>Component 4: Abdomen</td>
<td>The student did not create an insect with an abdomen and did not label an abdomen.</td>
<td>The student created an insect with an abdomen, but did not correctly label the abdomen.</td>
<td>The student created an insect with an abdomen and correctly labeled the abdomen.</td>
</tr>
</tbody>
</table>

**Bibliography:**
Week 2 Day 4

Subject: Language Arts

Topic: Retelling

Standard 3
READING: Comprehension and Analysis of Literary Text

Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.

Objective:
Students will illustrate the beginning, middle, and end of the story.
Students will retell the beginning, middle and end of the story.

Materials:
Chalk, Chalkboard, Macmillian/McGraw-Hill Indiana Treasures Anthology 1.1, 1 Large piece of white construction paper per group, crayons

Motivation:
We learned that insects have 3 parts. Does anyone remember what they are? Will someone please come up and draw the first or beginning part on the board? Write a number 1 on the board and have a student draw a head underneath of it. What part is this? (head) Write the word head underneath the drawing. Will someone please come up and draw the second or middle part of the insect on the board? Write the number 2 on the board. Have a student draw a thorax underneath of it. What part is this? (thorax) Write the word thorax underneath the drawing. Will someone please come up and draw the last or end part of the insect? Write a number 3 on the board. Have a student draw an abdomen on the board. What part is this? (abdomen) Write the word abdomen underneath the picture.

Just like insects, the story we are about to read has 3 parts as well. As we read the story listen carefully for the beginning, middle, and end. Allow students who are comfortable to read one page at a time. After the student finishes the page, the entire class will read that page together.

Goal for Learner:
After reading Pet Tricks, you will be able to identify the beginning, middle, and end of the story. Then we will retell the story in a fun way.
New Information:
What happened in the beginning of the story? (Frizz jumps over a bat, Ham runs on the track, Zig grabs the rope) What changed in the middle of the story? (Kit couldn't jump over the bat, Kit could not grab the rope.) So, in the beginning, all of the pets could do tricks, but in the middle of the story we find out that Kit cannot do tricks like the other animals. What happened at the end of the story? (Kit can do a trick, Kit can kiss.) So, in the beginning, all of the pets could do tricks, in the middle, Kit could not do tricks like the other animals, but in the end, we find out that Kit can do a trick; she can kiss!

Guided Practice:
Students will be divided into 5 groups of 3 and 1 group of 2. Two groups will be assigned beginning, 2 groups will be assigned middle, and two groups will be assigned end. Each group will be given a big sheet of paper and asked to work together to illustrate their part of the story. If you think it is necessary, you can assign each student a job in the group. You can have an idea giver (gives ideas to the illustrator), an illustrator (draws the pictures), and a spokesperson (retells the story). Some other options could include verifier (looks up information to make sure it is correct, looks back to the story for information) or moderator (makes sure everything in the group is running smoothly and everyone is contributing).

Practice Application:
One group of beginning, one group of middle, and one group of end will come and stand in the front of the class with their illustrations in order. A spokesperson for each group will retell their part of the story using the illustration that they created. The last three groups will stand up and do the same thing.

Closure:
Our story had three parts, just like an insect. What were the three parts of our story? (Beginning, middle, and end) What happened in the beginning middle and end?

Evaluation:
Students will not be given a grade on this assignment. This is more to develop their retelling skills, practice working in groups and using teamwork, and working on fluency with the story. I will, however, be checking to ensure that their retelling of the story is accurate. If there is a problem with the retelling, we will go back to the story and review the part that got mixed up.

Bibliography:
Week 2 Day 5

Topic: Fractions

Subject: Math

Standard 1
Number Sense

Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.

1.1.9 For a set of 8 or fewer objects, describe a subset as "__ out of ___ parts" and write the fraction.
Example: Given 3 red pencils and 2 blue pencils, describe the subset of red pencils as "3 out of 5 parts" and write the fraction of the pencils that are red.

Objective:
Students will illustrate a picture of 2 subsets of their choice.
Students will write a journal entry describing the illustration as ___ out of ___ ... (Example: They could illustrate a picture 5 kids on a playground and show 2 of them under a tree. They could say 2 out of 5 kids are under the tree.)

Materials:
Journal paper, plastic toy insects or laminated insect cards (the key is to have different kinds, for example, some toy butterflies and some toy beetles or grasshopper cards and ladybug cards), recording sheet

Motivation:
Have 5 students come to the front of the class. Have 2 of the students sit down. Draw a horizontal line on the board. Ask the class, "How many students do I have up here?" Write the number 5 underneath the line. How many of my students are sitting down? Write the number 2 on top of the line. Point to each part of the fraction as you read it. So, I have 2 out of 5 students sitting down.

Goal for Learner:
That is called a fraction! Today we are going to learn about fractions.

New Information:
Hand out the toy insects or laminated insect cards. Each student should get at least 3. Tell students that when they write a fraction, the total number that you have always goes on the bottom. Have the students count the total number of toys or cards on their desk and write that number underneath the bottom line. Next, tell them to count the number of butterflies (or grasshoppers, or whatever you have). Tell them to write that number on top of the line. Tell them that you read it as ____ out of ____ parts are butterflies. Tell them that the line is just a quicker way of writing, "out of." It is just like our equals sign. It is just a quick way to write
equals. When we see that sign, we know what word to say. It is the same with these fractions. Have some of the students share their fractions.

**Guided Practice:**
Students will get into groups of 2, put their cards or toys together and make a new fraction. Then, have some students come to the board, write their fraction, and read it for the class.

**Check for Understanding:**
The teacher should circulate during the guided practice to make sure that the students are getting it and intervene if necessary.

**Practice Application:**
Students will draw a picture on journal paper of anything they want. The only requirement is that there has to be two parts because they have to write a sentence about it using ____ out of _____. Give the students and example, but tell them that theirs MUST be different than the example that you give. (You could draw 5 children on the playground. Make 3 of them girls and the other 2 boys. Then, write the sentence 3 out of 5 kids are girls. What is another sentence I could write about this? 2 out of 5 kids are boys.

**Closure:**
Some of the students can share their journal entries.

**Evaluation:**
Student will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Illustration</strong></td>
<td>Student did not make an illustration</td>
<td>Student only drew 1 subset</td>
<td>Student drew at least 2 subsets</td>
</tr>
<tr>
<td><strong>Journal Entry/Concept</strong></td>
<td>Student did not write anything</td>
<td>Student made an attempt, but did not grasp the concept</td>
<td>Student correctly identified ____ out of ____ parts</td>
</tr>
</tbody>
</table>

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*Teacher notes to students:*
- Please ensure that the fraction is correct.
- Make sure everyone understands the concept of fractions.
- Encourage participation in the guided practice.
- Provide feedback during the check for understanding.

*Teacher notes to class:*
- Review the practice application examples.
- Discuss the closure activities.
- Review the evaluation rubric to prepare for the next lesson.

*Teacher notes to self:*
- Note any difficulties observed during the guided practice.
- Prepare additional examples for the practice application.
- Plan the next lesson based on the evaluation results.
**Week 3 Days 1 and 2**

**Topic:** Ordering Numbers (2 Day Plan)

**Subject:** Math

**Standard 1**
**Number Sense**

*Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.*

1.1.5 Compare whole numbers up to 10 and arrange them in numerical order.
Example: Arrange the numbers 5, 2, and 9 in order from greatest to least.

**Objective:**
Students will organize numbers 1 – 10 in numerical order.
Students will create their own math problem for the other students.
Students will solve their classmates’ math problems.
Students will use the words least and greatest correctly.
Students will recognize left and right.

**Day 1**

**Materials:**
Ladybug number cards (The Mailbox Magazine), crayons

**Motivation:**
Students will make their own ladybug number cards. They will color the ladybug number cards and then write the number that it represents on the back.

**Goal for Learner:**
Today you will make your own ladybug number cards and put them in order. Then, you will get to be the teacher and create a math problem for your classmates!

**New Information:**
Put your number cards in order from least to greatest. This means that you need to put the card that has the smallest number of dots on the LEFT side of your desk. Then, put the card that is the next highest next to it and continue on. On the RIGHT side of your desk you should have the card that has the most dots. Let’s brainstorm some words that mean the same thing as least. Make a list on the board. (least, smallest, littlest, fewest) Now, let’s make a list of words that mean the same thing as greatest. (greatest, biggest, largest, most) When we put numbers in order from least to greatest, it is like putting them in counting order.

**Guided Practice:**
Point to the ladybug that has the least amount of dots. How many does it have? Which ladybug has the greatest number of dots? How many does it have? Mix your cards up. Flip them over. Put the cards in order from least to greatest.

Check for Understanding:
Point to the number that is bigger. 2 or 5, 6 or 3 Point to the smaller number. 9 or 7, 1 or 8 Point to the number that means fewer. 4 or 7, 6 or 2 Point to the number that means the greatest. 3, 5, or 9 Point to the number that means the least. 1, 7, or 8

Practice Application:
Write the following sentence on the board: Put the numbers in order from least to greatest. Tell the students that they are going to create their own math problem for their classmates. Give students a sheet of handwriting paper. Have the students copy the directions onto the top of the paper. The students will then choose 3 numbers of their choice and write them out of order on their paper. Tell the students that you will need the answer key on the back of their paper. On the back they will put the correct answer. They will list the three numbers that they chose from least to greatest. Compile the students’ math problems and create a worksheet for the next day.

Day 2
Motivation:
Yesterday, you created math problems for your classmates. Last night, I put them all together to make a class created quiz! Now you will try to solve your friends’ math problems!

New Information/Review:
Who can remind me what least means? Who can remind me what greatest means? Do a few examples together on the board. Have students give the answer using correct terminology. Example: 2 is the least, 7 is the greatest, and 5 goes in the middle.

Practice Application:
Students will complete their class created quiz.

Evaluation:
Students will receive a grade on their quiz. Each question will be worth 1 point.

Bibliography:
Ladybug Cards
Use with "Buggy Skills Check" on page 57.
Week 3 Day 3

Topic: Table of Contents

Subject: Science/Reading

Standard 2
READING: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children’s magazines and periodicals, and beginners’ dictionaries).

1.2.1 Identify the title, author, illustrator, and table of contents of a reading selection.

Objective:
Students will identify, learn how to use, and discover the purpose of a table of contents.

Materials:
Buggin' With Rudd, copies of the table of contents for students

Motivation:
Go to the Buggin’ With Rudd portion of Animal Planet website. Choose one of the Buggin With Rudd video clips to play for the students. We are about to explore a book called Buggin’ With Rudd. Rudd also has his own television show on the Animal Planet. We are going to watch a clip of it.
(http://animal.discovery.com/beyond/index.html?playerId=203719213&categoryld=210013723&lineupld=37069107&titleId=33714633)

Goal for Learner:
Today you will learn how to use a table of contents.

New Information:
Have students gather around so that everyone can see the book. As you can see, this book is a little long. It has 47 pages. We wouldn’t be able to spend time reading the entire thing. There is something in the front of this book that can help us out. It is called the table of contents. Turn to the table of contents so that everyone can see it. The table of contents tells us what is in the book and where to find those things in the book. Pass out a copy of the table of contents to each student. Let’s read through the words together. Point with me as we go. Read through the table of contents.
If I wanted to look for information on ants, which page should I turn to? How do you know? What if I wanted to know about flies?

**Guided Practice:**

Someone choose something you would like to know more about from the table of contents. What page do I need to turn to to find that? Read about that topic. Repeat with another student.

**Practice Application:**

Students will complete the Table of Contents worksheet. Read the questions aloud to the students and give them time to fill in the answers.

**Closure:**

Set up a new center that has books with a table of contents in them. Have a worksheet to go with each book that makes the student go on a scavenger hunt within the book using the table of contents. Example: Write a fact that this book gives about butterflies. The student should then use the table of contents to figure out where to look for information on butterflies and then write down a fact that the book gives.

I have set up a center that you can visit during center time that will help you practice using a table of contents. You will go on a scavenger hunt in books. Do an example together.

**Evaluation:**

Students will receive a grade on their table of contents worksheet.

**Bibliography:**


1. Which page would I turn to if I wanted to find information on crickets? ________________________

2. Which page would I turn to if I wanted to find information on bees? ________________________

3. Name something besides crickets and bees that could be found in this book. ________________________

4. Where would I look in the book to find it? ________________________
Table of Contents

Ants .............................................................................. 1

Bees .............................................................................. 3

Beetles ........................................................................... 6

Crickets .......................................................................... 8

Grasshoppers .................................................................. 12

Stinkbugs ....................................................................... 15
Week 3 Days 4 and 5

Topic: Graphs/Data/Observation (2 Day Plan)

Subject: Math

Standard 1
Number Sense

Students understand symbols, objects, and pictures used to represent numbers up to 100 and show an understanding of fractions.

1.1.10 Represent, compare, and interpret data using pictures and picture graphs.
Example: Use a picture graph to show how many dogs, cats, etc. your friends have. Which kind of pet appears most often? Explain your answer.

Objective:
Students will observe the world around them.
Students will create a unique picture graph.
Students will compare and interpret data from a graph.

Materials:
Gridded chart paper, individual small blank squares, tape or glue, Where Do Insects Live? By Susan Canizares

Day 1

Motivation:
Read Where Do Insects Live? By Susan Canizares. Insects are all over the place! Where are some other places that you see insects? Tonight, part of your homework is looking for as many insects as possible!!

Goal for Learner:
We are going to make a graph showing which insects we see most often.

New Information:
Tonight, I want you to be very observant of the world around you. Does anyone know what observant means? This means that I want you to pay close attention and watch very carefully tonight looking for insects. Make a note of what insects you see.

Guided Practice:
Do this the night before and then share your results. Last night, I saw an ant, a fly, and a bee.

Practice Application:
As soon as you leave this classroom, start looking, and continue looking until you walk back in this room tomorrow morning. Then, we will graph your results.

Day 2

Motivation:
I need you to make a quick drawing of the insects that you saw on these little blank squares. If you saw ants, a cricket, and a fly, then you need 3 squares. You will draw 1 ant on 1 square, 1 cricket on another, and 1 fly on the last square. You may color them.

New Information:
Ask students to raise their hand if they saw the follow insect. Fly? Bee? Ant? Cockroach? Grasshopper? Ladybug? Which had the most? Which had the least? How many people say an ant? How many people saw a fly? It is hard to answer these questions isn't it? There is a way to make it easier to answer these questions. We can organize the information in a graph.

Guided Practice:
First, we need to list the insects you saw across the bottom of our graph. Have the students tell you which insects they saw and write them across the x-axis of your graph. Now we need to figure out how many people saw each one of these insects. How could we do this? Take suggestions. Allow each student to come up and place their pictures on the graph using tape or glue. Make sure that they know to start at the bottom and go up. Discuss the graph. Which insect did the most people see? Which insect did the least amount of people see? How many people say an ant? A fly?

Practice Application:
Students fill in a graph and answer questions about it. Students will be given a blank graph with pictures of pets across the x-axis. They will need to listen carefully to oral instructions so that they know what to do. You will read aloud the circumstances and they will create the graph accordingly. For example, you will say, “We are going to make a graph of the pets in Mrs. Smith’s 1st grade class. You will color in the graph to match what I say. Three kids in Mrs. Smith’s class have a dog.” Then the kids are expected to color in three squares above the dog, etc. Then, there are questions at the bottom about the graph. Read the questions to them and give them time to answer.

Evaluation:
Students will receive a grade on this worksheet. They will receive one point for each correct animal and one point for each correct answer at the bottom.

Bibliography:
<table>
<thead>
<tr>
<th>Dog</th>
<th>Cat</th>
<th>Fish</th>
<th>Lizard</th>
</tr>
</thead>
</table>

1. Which pet do the most number of students have? __________________________

2. Which pet do the least number of students have? _____________________

3. How many students have a cat? ___________________________________
Teacher Script

We are going to graph the pets in Mrs. Smith's class. You will listen carefully as I read to you. The first time I read through the information, I want you to just listen. Then, I will read through it a second time slowly and you can color the boxes to match the story as we go.

Three of the students in Mrs. Smith's class have a dog. One of the students in Mrs. Smith's class have a cat. Two of the students in Mrs. Smith's class have a fish. None of the students in Mrs. Smith's class have a lizard.

Now we are going to answer some questions about the graph you just created.
**Week 4 Days 1, 2, 3, and 4**

**Topic:** Sequence of Events/Insects/Honey/Patterns in Nature (4 Day Plan)

**Subject:** Language Arts

**Standard 7**

**LISTENING AND SPEAKING: Skills, Strategies, and Applications**

*Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.*

1.7.7 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

**Standard 3**

**READING: Comprehension and Analysis of Literary Text**

*Students read and respond to a wide variety of children's literature. The selections in the Indiana Reading List ([www.doe.state.in.us/standards/readinglist.html](http://www.doe.state.in.us/standards/readinglist.html)) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.*

1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.

**Objective:**
Students will retell a story using a sequence chart.

**Materials:**
The Very Hungry Caterpillar, Sequence Chart

**Motivation:**
Read The Very Hungry Caterpillar. Tell students to sit back, relax, and enjoy the story.

**Goal for Learner:**
Today, you are going to learn how to use a sequence chart to retell a story.

**New Information:**
Show the students the sequence chart. This is a graphic organizer. Graphic organizers help us organize information. This graphic organizer will help us put the events in order. I am
going to reread this story now. I want you to listen very carefully to what happens 1
2
3
4
etc. After the story is over, we will fill in the sequence chart and then retell the story.

**Guided Practice:**
Reread the story. Fill in the sequence chart together.

**Practice Application:**
The practice application will be the graphic organizer that they complete during the Magic School Bus video the next day.

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**Day 2**

**Standard 7**
**LISTENING AND SPEAKING: Skills, Strategies, and Applications**

*Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.*

1.7.7 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

**Standard 5**
**The Mathematical World**

*Students apply mathematics in scientific contexts. They begin to use numbers for computing, estimating, naming, measuring, and communicating specific information. They make picture graphs and recognize patterns.*

1.5.3 Observe and describe similar patterns, such as shapes, designs, and events that may show up in nature, such as honeycombs, sunflowers, or shells. See similar patterns in the things people make, such as quilts, baskets, or pottery.

**Objective:**
Students will be able to sequence the steps bees go through to make honey.

**Materials:**
Magic School Bus Video (This can also be found on www.unitedstreaming.com), How Bees Make Honey Sequencing Sheet
Motivation:
We are going to watch a video that will show us how bees make honey. Pay close attention to the different steps. What happens first, next, and last?

Goal for Learner:
Today you are going to learn how bees make honey! Listen very carefully during the video because you are going to have to put the steps bees go through to make honey in order.

New Information:
The new information will come from the video. Students will be given a sequence chart to fill out during the movie. Honeybees find flowers that are full of nectar. Next, they collect the nectar using their proboscis or long tongue. They carry the nectar back to the hive and release it into the cells in the honeycomb. Then, they stir the nectar with their tongues and fan it with their wings to make it thick. Last, the nectar turns into honey.

Guided Practice:
I will tell them when the part with the very important information is coming up. I will let them know that they need to open up their ears and listen carefully.

Practice Application:
Once they have watched the movie, I will tell them to first listen to the steps for making honey without writing anything; just thinking about what might happen first. Next, I will ask them if they caught which step came first. I will tell them which sentence that was. I will read through the sentences several times as they put them in order. They can use their sequence chart to help them.

Closure:
The closure will be going over the correct answers on the sequencing sheet and asking students to summarize how bees make honey.

Evaluation:
Student will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Sequencing Sheet</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student did not correctly sequence any of the steps that bees go through to make honey</td>
<td>Student correctly sequenced 1 of the steps that bees go through to make honey</td>
<td>Student correctly sequenced 2 of the steps that bees go through to make honey</td>
<td>Student correctly sequenced 3 of the steps that bees go through to make honey</td>
<td>Students correctly sequenced 4 of the steps that bees go through to make honey</td>
<td>Student correctly sequenced all five steps that bees go through to make honey</td>
<td></td>
</tr>
</tbody>
</table>
**Day 3**

**Materials:** The Keeping Quilt, PowerPoint, Chart Paper, Glue, Scissors, Things to decorate your quilt hexagon

**Motivation:**
Yesterday, we watched a movie about bees. Let students practice their retelling skills by telling you about the movie.

**New Information:**
Who knows what a honeycomb is? A honeycomb is where bees store their honey. Show the first slide of the honeycomb. This is a honey comb. What shapes or patterns do you see? Draw a hexagon on the board. Does anyone know what this shape is called? This shape is a hexagon. Let’s count how many sides it has. It has 6 sides. Bees’ honeycombs are made up of many hexagons side by side. Have you ever seen this design anywhere besides a honeycomb. Many times, people take designs or patterns from nature and use them when they make things. Have you ever eaten honeycombs cereal? They borrowed that pattern from the bees. I am going to show you some pictures of other things that have been made using the honeycomb design. Show and discuss the PowerPoint slide show.

Now we are going to read a story about a very important quilt. Next, we will make our very own quilt to hang up in our room. Read the book *The Keeping Quilt* by Patricia Polacco.

**Guided Practice:**
Have your paper hexagon displayed on the board. We are each going to get one of these. You get to decorate it however you would like. This is going to be your part of our classroom quilt. You will get to take these home to decorate them, so your family can help you and you can use things from home. Don’t use anything to valuable, but make it meaningful so that it represents you! After you bring back your completed hexagon, we will cut them out and hang them on the wall in a honeycomb pattern. We will have a classroom honeycomb quilt! I want you to help me decorate the hexagon that is going to represent our whole class. Brainstorm some ideas of ways that you could decorate your quilt. (Have all of the students sign their names, make a photo collage, have all of the students put their fingerprints, glue on feathers or buttons to show that the class likes to do crafts)

**Practice Application:**
Students will take home their hexagon and decorate it.

**Day 4**

**Closure:**
Students will explain their quilt hexagon to the class and then glue it onto the chart paper in a honeycomb pattern. Hang the chart paper on the wall and have a beautiful classroom display!
Evaluation:
Students will only be evaluated on completion.

Bibliography:


How Bees Make Honey

Name ____________________________

_____ Bees collect nectar.

_____ Bees release nectar into cells in their hive.

_____ Bees find flowers that are full of nectar.

_____ Bees stir and fan the nectar to make it thick.

_____ The nectar turns into honey.
Week 4 Day 5

Subject: Language Arts/Science

Topic: Ladybugs

Standard 1
READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.

Objective:
Students will understand that both insects and people help each other. They will write 2 complete sentences about helping people.

Materials:
Power point, Fact sheet, Journals, Macmillian/McGraw-Hill Indiana Treasures Anthology 1.1

Motivation:
Read the story Help for Hank in the Indiana Treasures book 1.1 (pages 114 – 119). Choral read having the teacher read the sentence first while the students follow along. Then have the students read the sentence as a group. Have students act out each page as you go where applicable. (i.e. “I help him dig.” Let’s all help him dig! Act out digging) There is an insect that likes to help gardeners just like the girl in our story.

Goal for Learner:
We are going to learn about harmful and helpful insects!

New Information:
Some insects are helpful, but others are harmful. Some harmful insects are aphids, termites, and flies. Show the power point pictures as you go along. How do you think these insects are harmful? Aphids eat farmers’ and gardeners’ plants that humans would usually eat as food. Termites can cause problems to peoples’ houses. Flies carry germs that can make us sick. What are some other insects that can make us sick? Mosquitoes and ticks can make us sick. Some helpful insects include ladybugs and honeybees. How do you think these insects are helpful? Honeybees spread pollen so that plants can grow. Gardeners love ladybugs because they like to eat harmful insects such as aphids that would otherwise hurt the gardeners’ plants.

Guided Practice:
Since we were talking about Hank the gardener in our story, and we know Hank would love ladybugs, we are going to have some fun with ladybug facts. I am going to give you a list of statements about ladybugs. I want you to decide whether you think the statement is true or false. I do not expect you to know the real answer. I just want you to guess for fun. Put a T on the blank if you think the statement is true. Put an F on the blank if you think the statement is false. Read through each statement aloud and allow time for students to answer. Tell the students that all of them were true! Ask students what they found the most interesting.

**Practice Application:**
Have students write in their journals about helping someone do something. Students should write at least 2 complete sentences.

**Closure:**
Ask students what they learned. Is there anything that we can add to our L column on our K-W-L? Add students’ suggestions. Also point out that we touched on how insects change the world which was one of our questions in the W column of our K-W-L.

**Evaluation:**
Students will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics</td>
<td>Student wrote 0 complete sentences.</td>
<td>Student wrote 1 complete sentence.</td>
<td>Student wrote at least 2 complete sentences.</td>
</tr>
<tr>
<td>Content</td>
<td>Student did not write any sentences related to the assigned topic.</td>
<td>Student wrote 1 sentence that was related to the assigned topic.</td>
<td>Student wrote at least 2 sentences that were related to the assigned topic.</td>
</tr>
</tbody>
</table>

**Bibliography:**


Ladybugs

Write a T for TRUE, write an F for FALSE.

1. A ladybug's scientific name is *Colleomegilla maculate*. ________________

2. A ladybug is actually a ladybird beetle. ________________

3. There are over 600 different kinds of ladybugs. _____ ______________

4. A ladybug is one of the most common helpful insects. ______________

5. Instead of using chemicals, some farmers use ladybugs to eat the bad bugs in their fields. ________________

6. Ladybugs eat other bugs and caterpillars. ________________

7. Ladybugs’ bright coloring is a way for them to tell birds that they don’t taste good. ________________

8. Some ladybugs have no spots at all. ________________
9. Ladybugs can be white, yellow, pink, orange, red and black. 

10. One ladybug can lay 50 eggs in a day, and 1,000 in her lifetime. 

11. Ladybugs sleep during the winter. 

12. An adult ladybug can eat up to 5,000 small insects in her lifetime. 

13. Ladybugs have 2 pairs of wings. 

14. Ladybugs clean themselves after eating. 

15. Ladybugs have six legs. 

16. In the wild, a ladybug can live up to a year. 

17. Ladybugs have 3 body parts.
Harmful and Helpful Insects
Harmful

Mosquito  Tick

Helpful

Honey Bee

Helpful

Ladybug
**Week 5 Days 1 and 2**

**Topic:** Writing (2 Day Plan)

**Subject:** Language Arts

**Standard 5**

**WRITING: Applications (Different Types of Writing and Their Characteristics)**

*At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.*

1.5.1 Write brief narratives (stories) describing an experience.

Example: Write a short story titled *My Friend* describing an experience that is real or imagined.

**Objective:**

Students will write a story about taking an insect of their choice to school.

**Materials:**

*If You Take a Mouse to School*, journals

**Day 1**

**Motivation:**

Read *If You Take a Mouse to School*. Tell students to just sit back and enjoy the story.

**Goal for Learner:**

Today, you are going to use this author’s craft to create your own story.

**New Information:**

An author’s craft is just the way an author writes or certain things that the author does in his or her writing. We can learn to be good writers by copying good authors’ crafts. I am going to reread *If You Take a Mouse to School*. The first time I read the story, I told you to sit back, relax, and enjoy the story. That is called listening to the story like a reader. This time I want you to listen as a writer. That means I want you to listen for things that this author does over and over in her writing that make this a good book. Listen for things you can do in your own writing.

**Guided Practice:**

Have a discussion about things the author does in this story. Write the different elements of the author’s craft on chart paper.
Practice Application:

Now you are going to write your own stories using these elements. Choose an insect and imagine that you are taking it to school. Write what happens. Be creative and silly! Do your very best because we are going to share some of these tomorrow. I think it will be really interesting to hear what all of your insects do in school!

Don’t forget to make your sentences correctly. There is something that has to be at the beginning of the sentence and something that has to be at the end of the sentence. Make sure to use correct capitalization and punctuation!

Day 2

Motivation:

Students will be given a few minutes to revise their work and make any final changes or additions.

Guided Practice:

Students will be given a few minutes to practice reading their story to a partner.

Practice Application:

We will have an author’s chair. Students will come up and read their stories. We will give everyone a round of applause.

Evaluation:

Student will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student did not use any correct capitalization or punctuation</td>
<td>Students used at least 50% correct capitalization and punctuation</td>
<td>Student used all correct capitalization and punctuation</td>
<td></td>
</tr>
<tr>
<td>Concept</td>
<td>Student did not write a story</td>
<td>Student did not write about the assigned topic</td>
<td>Student correctly mimicked the author’s craft and wrote about the assigned topic</td>
</tr>
</tbody>
</table>

Bibliography:

Week 5 Day 3

Topic: Covering a Design Using Pattern Blocks and Analyzing What They Have Done

Subject: Math

Standard 5 Measurement

Students learn how to measure length, as well as how to compare, order, and describe other kinds of measurement.

1.5.5 Compare and order objects according to area, capacity, weight, and temperature, using direct comparison or a nonstandard unit.

Objective:
Students will cover a design with pattern blocks and analyze how many blocks they used and which blocks they used.
Students will find a different way to cover the same design more than once.

Materials:
Pattern blocks, design sheets, recording form

Motivation:
Allow students to create their own designs with pattern blocks.

Goal for Learner:
Today you are going to cover a design with pattern blocks and record how many of each kind you use. You will also find different ways to cover the same design.

New Information:
Have students look at the design that they will be covering. Does anyone think this design looks like anything specific? Is it a car? Is it a boat? Is it a plane? I will give you a hint. I see six of something poking out from the sides! Now does anyone know what it is? It is an insect! Have students cover the design with their pattern blocks. Ask a student how many of each block he used and talk about where to record that on his recording form. Now have him count up or add up how many blocks he used total and write that in the total blank. Next, have the student list how many of each shape he used in the correct place. Talk about the different possibilities. Draw a hexagon on the board. What shapes could I use instead of this shape? Talk about how a hexagon is just two trapezoids placed on top of one another. Talk about other possibilities.

Guided Practice:
Have students work in groups to come up with as many different ways as possible to fill the design. Share their discoveries.
**Practice Application:**

Give students a new design. Have students work independently to cover the design and record their results. Tell them they need to find at least 3 different ways to cover the design.

**Evaluation:**

Students will be evaluated using the following rubric.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covering the design</td>
<td>Student did not have any correct combinations for covering the design</td>
<td>Student found 1 correct combination for covering the design</td>
<td>Student found 2 correct combinations for covering the design</td>
<td>Student found 3 correct combinations for covering the design</td>
</tr>
<tr>
<td>Totaling the blocks</td>
<td>Student did not correctly total the number of blocks used on any of the combinations</td>
<td>Student correctly totaled the number of blocks on 1 of the combinations</td>
<td>Student correctly totaled the number of blocks on 2 of the combinations</td>
<td>Student correctly totaled the number of blocks on all 3 of the combinations</td>
</tr>
</tbody>
</table>
Week 5 Day 4

Topic: Even and Odd Numbers

Subject: Math/Science

Note: Although this matches a 2nd grade standard, students can begin learning this concept in the 1st grade. When they get to 2nd grade, at least they will have heard of even and odd numbers and grasp the basic concept.

Standard 1
Number Sense

Students understand the relationships among numbers, quantities, and place value in whole numbers* up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals.

2.1.7 Identify odd and even numbers up to 100.
Example: Find the odd numbers in this set: 44, 31, 100, 57, 28.

Objective:
Students will sort even and odd numbers.

Materials:
Even and odd numbered insects, even/odd insect mats

Motivation:
Give students their even/odd insect mats and allow them to color and decorate them.

Goal for Learner:
Today you are going to learn about 2 different kinds of numbers. They are called even and odd numbers.

New Information:
Write the following pattern on the board: 2, 4, 6, 8. Ask students to fill in the next 3 numbers in the pattern. Ask students to identify the pattern. This pattern is a forward by 2's pattern. (or a counting up by 2's pattern or an adding 2 pattern) These are all even numbers. 2 is an even number and any number that you say when you are counting up by 2's from 2 is an even number. What about the numbers that we skipped? They are called odd numbers. Underneath your first pattern write 1, 3, 5, 7 and ask the students to fill in the next 3 numbers. What kind of pattern is this? It is a forward by 2's, counting up by 2's, or adding 2 pattern also. 1 is an odd number. Any time you add 2 to an odd number, you get another odd number. So, any time that you count up by 2's from 1, the numbers that you say will be odd.
Guided Practice:
Now we are going to count to 20 by 2's saying only the even numbers. Which number will we start with? (either 0 or 2) Use a hundred’s number chart and point to the numbers as the class counts out loud by 2’s saying only the even numbers. Now we will count up by 2’s saying only the odd numbers. Which number should I start with? (1) Point to the numbers on the hundred’s number chart as the class counts up by 2’s saying only the odd numbers.

Check for Understanding:
Next, randomly point to numbers between 1 and 20 and ask students to figure out whether the number is even or odd. You can call on individuals, or have the class give a thumbs up for even and a thumbs down for odd.

Practice Application:
Students will receive an envelope of numbered insects. They will also take out their even/odd insect mats that they colored earlier in the lesson. One side of the mat will say even, the other will say odd. Students will sort their numbered insects and place them on the correct side of their mats. When they are finished, they should raise their hand and the teacher can check their work. After everyone has finished, tell students why you labeled the insects the way you did. For example, the even insects are diurnal and the odd insects are nocturnal, the even insects fly and the odd insects do not, or the even insects live underground and the odd insects do not.

Evaluation:
The teacher can have a list of the students’ names as she goes around checking their work. She can place a check next to their name if they got it and a minus next to their name if they need more help with the concept.
Week 5 Day 5

Topic: Insects are Social/Comparing Stories

Subject: Science/Language Arts

Standard 1
READING: Word Recognition, Fluency, and Vocabulary Development

*Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.*

1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.

Objective:
Students will be able to use teamwork to organize the words in a scrambled sentence. Then, they will be able to write the sentence correctly.

Materials:
Indiana Treasures Anthology, The Life and Times of the Ant, Colored sentence cards

Motivation:
Show students a picture of a kid playing soccer and an ant. Ask students what the two have in common. Tell students that we are going to read two stories that are going to help us compare kids to ants.

Goal for Learner:
Today we are going to compare two stories and find out what ants and kids that play soccer have in common!

New Information:
Read the story Soccer (beginning on page 120 in the Treasures Anthology) together. Talk about the different characters in the story. What was their role? Make a list of at least 3 team roles using student suggestions. (Example: Coach, kicker, goalie) Talk about how the team would not be complete or work without all of those parts.

Now we are going to read about ants. Try to think of how ants are like people in some ways. Read aloud pages 4-9 in The Life and Times of the Ant. Make another chart of at least 3 ant roles using student suggestions. (Example: Queen, soldier, worker) Talk about how ants use teamwork to survive the way the soccer players in our story use teamwork to win games. Discuss about how both soccer players and ants work hard.

Guided Practice:
Tell students that they are going to be using teamwork to complete a task just like the children and the ants in our stories. Make up 4 sentences using the students spelling words. Make word cards up for the sentences. Do each sentence in a different color. Make it so that each person in the group will have a word. If the sentence is too long, put 2 words on one card. Give each student a word card. Do not include a capital letter or a period. They have to get up, find their group (by searching for the same color cards), and unscramble their sentence in the most quiet and efficient way. Let students know that they will be graded on how well they work as a team. They must not get too loud, and they must get along!

**Practice Application:**
Once they have their sentence unscrambled, they must write it on the sheet of paper correctly, making sure to include all of the important parts.

**Closure:**
What did you learn today about insects? Can we add anything to our K-W-L chart? Add students’ suggestions.

**Evaluation:**
Student will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teamwork</strong></td>
<td>Student cause a fight, was making an extreme amount of noise, or was unable to work as a team to complete the task.</td>
<td>N/A</td>
<td>Student worked well in the team and the team was able to complete the task.</td>
</tr>
<tr>
<td><strong>Sentence</strong></td>
<td>The student did not include a capital letter or a punctuation mark.</td>
<td>The student included either a capital letter or a correct punctuation mark, but not both.</td>
<td>The student included both a capital letter and the correct punctuation mark.</td>
</tr>
</tbody>
</table>

**Bibliography:**


Week 6 Day 1

Topic: Maps and Globes

Subject: Geography

Standard 3 Geography

Students will identify the basic characteristics of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school, and neighborhood.

1.3.1 Explain the basic difference between a map* and a globe*.

Objective:
Students will create a map showing where the different insects are in the room.

Materials:
Paper, crayons, world map, globe, Madagascar Hissing Cockroaches

Motivation:
Who remembers what these insects are called? Why do you think they are called Madagascar Hissing Cockroaches? Their native land is the country of Madagascar. That means that is where they were originally from and that is where they live naturally in the wild. How many of you have seen the movie Madagascar? Do any of you know where Madagascar is? It is off of the coast of Africa.

Goal for Learner:
Today you are going to learn where Madagascar is located.

New Information:
Show a world map. Does anyone know what this is? This is a map of the world. Does anyone know what country we live in? Does anyone know where that is on this map? If they know, let someone come and point to it, if not, point to it yourself. Does anyone know where Africa is? Point to Africa. Madagascar is an island southeast of Africa. Point to Madagascar. This is where the cockroaches on our back table originally came from; their ancestors were from Madagascar.

Pull out a globe. Does anyone know what this is called? What is the difference between a globe and a map? A globe is round like a ball and a map is flat like paper. Which do you think is more accurate? Show a picture of Earth from outer space. This is how our world looks to astronauts when they go up into space. Our Earth is actually round like a ball. Since a globe is the same shape as what our Earth really is, it is more accurate or exact.

Guided Practice:
Now let’s find Madagascar on our globe. Ask for volunteers to help you locate it.
Check for Understanding:
What is a map? What is a globe? What is the difference between a map and a globe? Why do we have maps and globes?

Practice Application:
Place the insects from the observation tables around the room. Have students draw a map of the classroom labeling where the different insects are.

Closure:
Go to http://go.hrw.com/atlas/norm_htm/world.htm. Find Africa on the map. Click on it. Find Madagascar on the map. Click on it. Read the information about Madagascar. Go back to the world map. Compare it to other countries the students may be interested in, including the United States of America.

Evaluation:
Students will not receive a grade on this. Teacher can use this as a tool to determine what areas her students need more instruction. You could even revisit these maps later after you have addressed directions and add to them or make new ones.

Bibliography:

http://go.hrw.com/atlas/norm_htm/world.htm
Week 6 Day 2

Topic: Poetry

Subject: Science/Language Arts

Standard 1
READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

1.1.7 Create and state a series of rhyming words.

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

1.5.3 Write simple rhymes.

Objective:
Students will create a short rhyme.

Materials:
Hey There, Stink Bug!, Indiana Treasures Anthology 1.1, Insect Poem, highlighters

Motivation:
Read a few funny rhyming poems from Hey There, Stink Bug! I recommend Multiplication on page 12 and The Hot Shot on page 13.

Goal for Learner:
Tell students that we are going to be learning about rhyming words and creating our own silly rhymes.

New Information:
Read the Guess What! On page 137 of the Indiana Treasures Anthology 1.1 together as a class. Does anyone know what this kind of writing is called? This is called poetry. In a poem,
words often rhyme. Which sounds are the same on words that rhyme? Is it the beginning sound? Nooooooo! Is it the middle sound? Nooooooo! Is it the ending sound? Yessssssss! Words that rhyme end with the same sound. As a class, go through and pick out the rhyming words in this poem.

Guided Practice:
Hand each student a copy of the poem Insects. Read the poem aloud to the students. Tell them to listen carefully for rhyming words. Ask them what rhyming words they heard. Allow the students to go through and highlight the rhyming words on their copy of the poem.

Practice Application:
Tell students they are going to create their own rhyme. It only has to have 2 pairs of rhyming words. Brainstorm a list of rhyming words as a class on the board. Talk about different word families that you have covered. (-at, -an, -ack, -iss) Have students choose one of the word families and write a short rhyme.

Closure:
Have students read their short rhymes aloud to the class.

Evaluation:
Student will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics</td>
<td>Student attempted to write a rhyme, but did not include any capitalization or end marks</td>
<td>Student wrote a rhyme and included some correct capitalization and end marks</td>
<td>Student wrote a rhyme and included all correct capitalization and end marks</td>
</tr>
<tr>
<td>Rhyme</td>
<td>The student used no rhyming words</td>
<td>The student used 1 pair of rhyming words</td>
<td>The student used at least 2 pairs of rhyming words</td>
</tr>
</tbody>
</table>

Bibliography:


Insects

Cockroaches sleep during the day,
While kids go out to play.
There are these insects called ants,
And they often eat plants.
Ladybugs sometimes have spots,
But some people might call them dots.
Aphids make gardeners mad,
But ladybugs make them glad.
There are insects of many kinds,
Always crawling through our minds.
Week 6 Day 3

Topic: Seasonal Changes

Subject: Science/Social Studies

Standard 3
Geography

Students will identify the basic characteristics of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school, and neighborhood.

Indiana Substandard:

1.3.5 Explain the effect of seasonal changes on plants, animals, and people.
Example: Some animals hibernate in winter; people may wear lighter-weight clothing in summer; most plants exhibit new growth in spring.

Objective:
Students will compare how insects and humans react to changes in the weather.
Students will list as many things as they can that change when the weather changes.
Students will illustrate one of the changes that occur when the seasons change.

Materials:
Paper, crayons, Venn Diagram

Motivation:
Read “The Deep Sleep” by David Williams. This can be found at http://www.desertusa.com/mag02/dec/sleep.html. I suggest reading it from the screen. You will need it up later anyways during the New Information portion of the lesson.

Goal for Learner:
Today we are going to talk about what happens when the seasons change.

New Information:
What are the four seasons? What happens during the four different seasons? We see many changes take place. In the fall, leaves change colors and fall from the trees. In the winter it gets cold, it snows, and many plants die. In the spring, it begins to warm and many plants begin to bloom. In the summer, it gets hot and we see lightning bugs!

What are some changes that you make when the seasons change? Do you dress differently? Do you do different things for fun? Do you change from using the air conditioner to the furnace? Are your windows opened or closed?

We make a lot of changes, and so do insects. A 4th grade class at a school in Arkansas did some research on this and put it on a website for us. Let’s read what they found out. (You
may also want to find Arkansas on the map since you have been working with maps and globes.)

Go to http://www.northstar.k12.ak.us/schools/joy/creamers/Insects/LinkKidReports/Insecthibernation.html. Read the facts together.

Guided Practice:
Fill in the Venn Diagram together. One circle can be What Some Humans Do During the Winter and the other can be labeled What Some Insects Do During the Winter.

Check for Understanding:
Have students help you brainstorm seasonal changes on the board. What happens to plants when the season changes? What happens to different insects? What do we do differently? What do some other animals do differently?

Practice Application:
Have students choose one of the changes that take place, write a sentence or two about it and illustrate a picture to go with it. Create a classroom book. You could call it “What Happens When the Weather Changes.”

Closure:
Allow students to share their work. After the class book is complete, display it in the room for students to look at.

Evaluation:

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Did not write any sentences</td>
<td>Student wrote sentences, but not all information was accurate</td>
<td>Student wrote sentences and all information was accurate</td>
</tr>
<tr>
<td>Picture</td>
<td>Did not draw a picture</td>
<td>Student scribbled a picture, but did not do his or her best</td>
<td>Student drew a picture using his or her best effort</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Did not use any correct capitalization or punctuation</td>
<td>Student used some correct capitalization and punctuation, but there were some mistakes</td>
<td>Student used all correct capitalization and punctuation.</td>
</tr>
</tbody>
</table>

Bibliography:

Week 6 Day 4

Topic: Insects/Butterflies

Subject: Science

Standard 4
The Living Environment

Students ask questions about a variety of living things and everyday events that can be answered through observations. They become aware of plant and animal interaction. They consider things and processes that plants and animals need to stay alive.

1.4.2 Observe and describe that there can be differences, such as size or markings, among the individuals within one kind of plant or animal group.

Standard 7
LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

1.7.1 Listen attentively.

Objective:
Students will be able to list the four ways that butterflies protect themselves after listening attentively to the video.

Materials:
Magic School Bus Video, Butterfly Graphic Organizer

Motivation:
Activate students’ prior knowledge by asking them what they know about butterflies. Tell students that they are about to watch a movie about butterflies. Give them a purpose for watching by telling them to listen for 4 things that butterflies do to stay safe. Give them the butterfly graphic organizer so that they can look over it before the movie. Tell them they will fill this out after watching the movie.

Goal for Learner:
Today you are going to learn how pretty little butterflies are able to protect themselves! Listen very carefully during the video because you are going to have to write the four ways that butterflies do this on your butterfly paper after the movie.

**New Information:**
The new information will come from the video. Butterflies trick, scare, hide, and surprise their enemies to protect themselves.

**Guided Practice:**
I will tell them when the part with the very important information is coming up. I will let them know that they need to open up their ears and listen carefully.

**Practice Application:**
Once they have watched the movie, they will fill out their graphic organizers, if they didn’t already fill them out during the movie.

**Closure:**
The closure will be going over the correct answers on the graphic organizer and talking about anything else that was interesting or surprising during the movie.

**Evaluation:**
Student will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Graphic Organizer</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>Student filled in 0 blanks correctly</td>
<td>Student filled in 1 blank correctly</td>
<td>Student filled in 2 blanks correctly</td>
<td>Student filled in 3 blanks correctly</td>
<td>Student filled in 4 blanks correctly</td>
<td></td>
</tr>
</tbody>
</table>

**Bibliography:**

Week 6 Day 5

Topic: Distinguishing Fantasy from reality

Subject: Language Arts/Science

Standard 3
READING: Comprehension and Analysis of Literary Text

Students read and respond to a wide variety of children’s literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

1.3.4 Distinguish fantasy from reality.

Standard 4
The Living Environment

Students ask questions about a variety of living things and everyday events that can be answered through observations. They become aware of plant and animal interaction. They consider things and processes that plants and animals need to stay alive.

1.4.1 Identify when stories give attributes to plants and animals, such as the ability to speak, that they really do not have.

Objective:
Students will distinguish whether a story/book is fantasy or reality.
Students will use the words fiction and nonfiction correctly in conversation.

Materials:
Hi! Fly Guy, Super Fly Guy, Reading Record Sheet, Story Sheet, Highlighters or crayons

Motivation:
Read students the book Hi! Fly Guy.

Goal for Learner:
Today you are going to learn about two different kinds of stories.

New Information:
Do you think the story that we just read could really happen? What happens in the story that could not happen in real life? Why could that not happen in real life? When something
happens in a story that could not happen in real life, it is called fantasy. The story is considered fiction. Fiction just means that it is not a true story. If a story is completely true, it is considered reality. Those kinds of books are called nonfiction.

Guided Practice:
Now we are going to practice determining whether something is fantasy or reality. I am going to read another story like Hi! Fly Guy. It is called Super Fly Guy. Listen carefully for things that could not happen in real life or things that are fantasy. After I am finished you will get in groups and list all of the things that make this story fantasy. Then each group will present one of the reasons and tell me which kind of book they think this is, either fiction or nonfiction.

Check for Understanding:
Everyone close your eyes and lay your heads down. I am going to tell you a story. Raise your hand if you hear something that makes the story a fantasy.

"A bear lives in a cave. He eats fish, nuts, and berries. There was a family vacationing near the cave. They walked past the cave. They looked in and saw the bear. They got scared and took off running. The bear ran out of the cave after them. The bear shouted, "No, no! Don’t be afraid! I won’t hurt you!" So, the family came back to the cave and befriended the bear. The end!

Practice Application:
Students will receive a paper that has 3 short stories on it. I will read each story aloud. After each story, the student needs to decide whether the story is fantasy or reality. If the story is fantasy, the student should highlight or lightly color the title pink. If the story is reality, the student should highlight or lightly color the title yellow.

Closure:
Talk about the answers. Talk about whether the stories would be classified as fiction or nonfiction and why. Students will be given a reading record sheet. As students read books, whether it be in the classroom, at home, or in library, students should fill in the title and check the correct column, either fiction or non fiction. This will be an on going thing that the teacher can monitor.

Evaluation:
Student will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Story Identification (fantasy/reality)</th>
<th>Does not get it</th>
<th>Got it</th>
<th>Mastered it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The students correctly identified 1 or less of the stories</td>
<td>The student correctly identified 2 of the stories</td>
<td>The student correctly identified all 3 of the stories</td>
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</table>
Bibliography:


Week 7 Days 1, 2, 3, 4, and 5

Topic: ABC Book

Subject: Science/Reading

Standard 1
READING: Word Recognition, Fluency, and Vocabulary Development

*Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.*

1.1.2 Identify letters, words, and sentences.

Standard 4
WRITING: Processes and Features

*Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.*

1.4.1 Discuss ideas and select a focus for group stories or other writing.
1.4.2 Use various organizational strategies to plan writing.
1.4.3 Revise writing for others to read.

Objective:
Students will work together to create a classroom collaboration insect alphabet book.

Materials:
- Blank paper, crayons, internet access, chart paper, marker

Day 1

Motivation:
Read an alphabet book to the students. Jerry Pallotta has many great alphabet books. He actually has one on insects that would be a good choice (*The Icky Bug Alphabet Book*) and another on beetles (*The Beetle Alphabet Book*), but you will have to be careful that the students do not just want to copy his work when doing their own insect alphabet book.

Goal for Learner:
Our class is going to create our own insect alphabet book to add to our classroom library!
New Information:
First we need to decide what words we are going to use for each letter. Make a chart
either on the board or on chart paper with a box for each letter. Review the letters and sounds
with students.

Guided Practice:
Let’s list insect words in the boxes for each letter. Let’s think of as many as we can. Let
the students help you accumulate a list. Give them some examples to get them started. Show
them that the letter does not have to stand for an actual insect, but can stand for something that
an insect does or that relates to an insect in a different way. For example, a student could use the
word hearing for h and talk about how grasshoppers have ears on their legs for hearing.
I am including a chart that can help you add to your list. You will probably have to help
students with some of the more difficult letters. Have some words prepared in advance.

Day 2

Practice Application:
Students will draw a letter out of a jar. They will then choose which word or words they
want to use for their page.

New Information:
This portion of the lesson is best done when aides or volunteers are available to help.
Now we need to find information to include in our book. Take students to a computer lab. It is
best if you have the technology that enables students to watch you model what to do on a screen.
Show students how to Google their insect. Even if a student is not doing an actual insect,
there is still research to be done. For example, if a student chose to do hearing, he or she needs
to Google insect hearing. (A great website about this is http://new-
ecopsychology.org/en/insects/pages/p-6.htm) Students will likely need guidance choosing which
link would be the best one to click on and reading the information on the pages. If you are in a
school district with good parental involvement, this would be a great thing to send home as an
assignment to do with their parents.
During this research time, they should right down facts, ideas, and sketches. Make sure
they know this is not their final copy, so they should not spend a lot of time doing great artwork.

Day 3

Practice Application:
Students will take the information they gathered and they will begin to design a rough
draft of their page. Have a variety of alphabet books in the room for students to look at for ideas.
Look at how the authors make the letter on their pages. Where do they want to write their text?
How do they want to illustrate it?
After they have created their rough draft, they should peer-edit and conference with you
to perfect their work. They should decide what changes they are going to make for their final
copy.
**Day 4**

**Practice Application:**
Students will work on and complete their final drafts.

**Day 5**

**Closure:**
The night before, put on a cover and back and bind the book.
On the last day, present the class with their final, finished, polished, published copy! We have a new addition to our classroom library! Invite students to come to the front to read their page in the book.

**Evaluation:** Students should be given a copy of the rubric prior to the project. You should go over it with them as a class and explain that they need to do everything in the 4 column to get an A+. Show them an example of an A+ paper.

<table>
<thead>
<tr>
<th>Content</th>
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<td>The student included 2 facts or</td>
<td>The student provided more</td>
<td></td>
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<td>given was correct</td>
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<td>bits of accurate information</td>
<td>than 2 accurate facts or bits of</td>
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</tr>
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<td></td>
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<td>spelling 90% - 100% correct</td>
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<tr>
<td></td>
<td>spelling less than</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>50% correct</td>
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<td>Illegible, extremely</td>
<td>Sloppy, but legible, legible,</td>
<td>Neat, has a nice appearance, does</td>
<td>The students very best work, extremely</td>
</tr>
<tr>
<td></td>
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<td>scribbling on the artwork</td>
<td>not look sloppy,</td>
<td>neat, handwriting formation, slant,</td>
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<tr>
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<td></td>
<td>good work</td>
<td>spacing excellent, distinguished</td>
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<td></td>
<td></td>
<td></td>
<td>artwork</td>
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</table>

**Note:**
Either you or students who finish early may need to complete the extra letters that are not done to complete the book. After everyone has chosen their letters, you may want to let students trade for the ones that are left if they would like.
Bibliography:


<table>
<thead>
<tr>
<th>A</th>
<th>Ant</th>
<th>Apple</th>
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<td>Click Beetle</td>
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<td>Clean</td>
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</table>

| F | Fat | Flat | Fly | Firefly |

| G | Guard | Great | Grasshopper | Giraffe | Beetle |

<table>
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**Week 8 Days 1, 2, 3, 4, and 5**

**Subject:** Language Arts/Science  
**Topic:** Journal Writing/Perspective

**Standard 2**  
**READING: Comprehension and Analysis of Nonfiction and Informational Text**

*Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children's magazines and periodicals, and beginners' dictionaries.***

**Indiana Substandard:**

1.2.3 Respond to *who, what, when, where, why,* and *how* questions and recognize the main idea of what is read.  
*Example:* After reading or listening to the science book *Gator or Croc* by Allan Fowler, students answer questions about the reptiles and discuss the main ideas.

**Standard 4**  
**WRITING: Processes and Features**

*Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.***

1.4.1 Discuss ideas and select a focus for group stories or other writing.  
1.4.2 Use various organizational strategies to plan writing.  
1.4.3 Revise writing for others to read.  
1.4.5 Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles).

**Standard 5**  
**WRITING: Applications (Different Types of Writing and Their Characteristics)**

*At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple...*
rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

1.5.5 Write for different purposes and to a specific audience or person.
Example: Write a thank-you note to the store manager after a field trip to the local supermarket.

Standard 6
WRITING: English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

1.6.1 Print legibly and space letters, words, and sentences appropriately.
1.6.2 Write in complete sentences.

Objectives:
Students will research an insect of their choice and write about their life as if they were that insect.

Materials:
It's an Ant's Life, many informational resources

Day 1

Motivation:
Read It's an Ant's Life. This is a bit of a lengthy book for a read aloud in one sitting. I would suggest spreading it out over a 3 day period reading about 10 pages per day. Ask students if they think that ants really have a journal that they write in. No!! But, did it make reading about ants more interesting and fun to think that an ant was writing it?

Goal for Learner:
We are going to create another class book to add to our classroom library. It is going to be very important that we all do our best and work together to make this an awesome book!

New Information:
What are some of the topics that this book covers about an ant's life? Make a list of these on chart paper. (general, friends or other kinds of the insect, home or where the insect lives, growing up or life cycle, daily life, food, enemies, weather) We are going to use a graphic organizer to help us with our writing. We will practice using one by making one to go along with this book. Choose one of the topics that were listed and put it in the center bubble. Next, fill in detail bubbles with facts about that topic. Model using think alouds.
Now, we need to decide as a class which insect we want to write our book about. Does anyone have any suggestions? Write students’ suggestions on the board. Next, take a vote to choose which insect to write about. In the book we just read, who is doing the talking? Who is telling us about an ant’s life? The ant! Could an ant really write, talk, and tell us about its life? No! We are going to write in the same way. Our insect will be doing the talking.

The next step is to decide who is going to write about what. Each of you will be looking for different information. Why is this better than working individually? When we work as a team, it splits up the work, but we still learn a lot. You don’t have to look up every detail about the insect that we are studying; you can trust your classmates to help teach you. Each of you will investigate one area of the insect’s life. Hand out a sheet with 3 lines. Have students write their preference of which topic they would like to write about on the lines in order. That night, look at the papers and use them to help you create groups with an assigned topic.

Day 2

Motivation:
Announce the groups and assigned topics. Have the students get into their groups.

New Information:
In your groups, you will have different jobs to do. You will work together and take turns. One person can start out as the recorder. The recorder does the writing. Some other jobs you will have in your group are idea giver, reader, illustrator, and proofreader. The idea giver will help the group think of new ideas. Everyone in the group will help with this job. The reader will read aloud to the group about the insect topic from books or the internet. The illustrator will illustrate the group’s page or pages in the book. They will take ideas from the group or idea giver about what to draw. They will also look at pictures provided by the reader or the group for help. The proofreader will look at what the recorder writes and look for mistakes. Note: You can use as many or as few jobs as you would like in your groups. Your groups may also be anywhere from 2 to 5 people.

Guided Practice:
The first thing I want you to do in your groups is brainstorm a list of questions that you can try to answer about your topic. Let’s do one example. If my topic were food, one of my questions could be: What do _______ eat? Use more examples if necessary

Closure:
Tomorrow you will work on answering these questions.

Day 3

Guided Practice:
Students will work in groups using books and the internet to answer their questions. Once a group feels that they are finished and they have all looked over it and done their own proofreading, you will conference with them about any final changes that need to be made.
Day 4

Practice Application:
The students will then publish their final draft and work together to illustrate it, unless there is an assigned illustrator in the group. Publish the book on this night. Add a cover and a back and bind it.

Day 5

Closure:
Present the new book to the class and allow each group to come forward, read their page to the class, and explain what their role in the group was or how they contributed.

Evaluation:

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
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<td>4 mistakes</td>
<td>2-3 mistakes</td>
<td>0-1 mistakes</td>
</tr>
<tr>
<td>Mechanics</td>
<td>mistakes</td>
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<td>Neatness (This can be</td>
<td>Pages are</td>
<td>Either the pages are</td>
<td>The pages are legible</td>
<td>The pages are legible</td>
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<tr>
<td>be thrown out if you have</td>
<td>illegible and</td>
<td>illegible or the picture</td>
<td>but you must use effort</td>
<td>and easy to read</td>
<td></td>
</tr>
<tr>
<td>the students type their</td>
<td>the picture is</td>
<td>is scribbled with no</td>
<td>to read them</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pages)</td>
<td>scribbled with no</td>
<td>effort</td>
<td></td>
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<td></td>
<td>effort</td>
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</tr>
<tr>
<td>Individual Participation/Group work</td>
<td>Individual was</td>
<td>Student participated,</td>
<td>Student did some work</td>
<td>Student did their fair</td>
<td></td>
</tr>
<tr>
<td></td>
<td>defiant and did</td>
<td>but hindered the group</td>
<td>and did not hinder the</td>
<td>share of the</td>
<td></td>
</tr>
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<td></td>
<td>not help or</td>
<td>more than he/she helped</td>
<td>group</td>
<td>work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>participate in</td>
<td>the group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the group</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>


Bibliography:

Week 9 Days 1, 2, 3, 4, and 5

Topic: Insects
Subject: Science

Standard 1
READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.

Standard 1
The Nature of Science and Technology

Students are actively engaged in exploring how the world works. They explore, observe, count, collect, measure, compare, and ask questions. They discuss observations and use tools to seek answers and solve problems. They share their findings.

1.1.1 Observe, describe, draw, and sort objects carefully to learn about them.

Objective:
Students will demonstrate their knowledge of insects by creating an imaginary one.

Materials:
Paper, crayons, K-W-L chart, marker

Day 1

Motivation:
We have been learning all about insects. Now, you are going to have the opportunity to create your own undiscovered, imaginary insect!

Goal for Learner:
When you are finished today, our class will have 17 (or however many students are in your class) newly created insects!
New Information:

What are some things we have learned about insects recently? Fill in the L column of the K-W-L as you have this discussion. Use questions to direct the students. Are insects social? Which insects are social? Why are some insects social? How do some insects protect themselves? How many legs do insects have? How many body parts do insects have? What are they? Where do different insects live? What do some insects eat? Are there helpful and harmful insects? What are they? How are they helpful or harmful? We are going to work on our insects a little bit each day until we complete all of the steps.

Guided Practice:

I will model how to create a unique insect on the board. I will use think alouds as I draw and write. “We have learned about a lot of beetles. I am going to create a new one. Mine will be called Pillow Beetle.” Write Pillow Beetle on the board. “My insect has 3 body parts and 6 legs.” Draw a picture of an insect. “Now I need to decide if my insect is social or not. My Pillow Beetle is not social. He likes to have the pillow all to himself!” Make two boxes on the board, one that says social, and another that says not social. Check the box that says not social. “Now I need to decide whether my insect is helpful or harmful. My insect is harmful.” Make two boxes on the board, one that says helpful and one that says harmful. Check the box that says harmful. “Now I need to write about my pillow beetle. I need to tell where he lives, what he eats, why he is not social, and how he is harmful.” Write example sentences on the board about your insect. “My insect is called a Pillow Beetle because he lives inside of pillows. He lives there because he likes to eat the cotton fluff. People don’t like him because he makes there pillows less fluffy. He likes to have the pillows all to himself.” Don’t panic! We are only going to write a sentence or two each day. After our insects are finished we are going to have what is called a gallery walk. Everyone will get the chance to walk around the room and look at everyone else’s insect.

Practice Application:

The first step is that I want you to think of a unique name for your insect. This is all we are going to do on this today. Pass out the project paper and have the students write their insect’s name at the top.

Day 2

Motivation:

Yesterday we named our insects. Today, we are going to draw them.

New Information:

Review the important parts of the insect. An insect has 6 legs and 3 body parts. Review the 3 body parts. (Head, thorax, abdomen) It is very important that I am able to see all of the important parts on your insect.

Practice Application:

Give the students time to draw and color their insects.
Day 3

Motivation:
Our insects have a name and we know what they look like. Now we have to tell about them!

New Information:
Review what all insects need to survive. All insects need food and water. Today, you are going to write 2 sentences about your insect telling where they live and what they eat. You may then add to your picture to show where your insect lives and what it eats.

Practice Application:
Give the students time to write their sentences and add to there pictures.

Day 4

Motivation:
Today, we are going to complete our insects! They will be finished!

New Information:
Review social and not social insects and helpful and harmful insects.

Practice Application:
Students will check the boxes telling whether their insects are social or not social and helpful or harmful. Next, they need to write 2 more sentences telling how or why their insects are social or not social, helpful or harmful.

Day 5 (Closure)

Motivation:
Have the gallery walk set up in the room. Hang up the students work around the room and tape a piece of computer paper or chart paper next to it. It is finally time to show off our new creations!

New Information:
For this gallery walk, you will walk around the room and look at everyone else’s insects. You will spend 45 seconds with each insect. You will each carry a marker around with you and you can write positive comments on the piece of paper beside each student’s work. What are some examples of positive comments you could write? Talk about what is appropriate and what is not.

Practice Application:
Allow the students to participate in the gallery walk. Ring a bell every 45 seconds to signal that it is time to move on to the next insect.
Evaluation:
Student will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insect Name</td>
<td>Student did not give the insect a name</td>
<td>Student gave the insect a name of a real insect that we discussed in class</td>
<td>Student gave the insect an imaginary name</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Helpful or Harmful</td>
<td>Student did not check helpful or harmful</td>
<td>Student checked helpful or harmful</td>
<td>Student explained why they checked helpful or harmful</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Social or Not Social</td>
<td>Student did not check social or not social</td>
<td>Student checked social or not social</td>
<td>Student explained how their insect was social or not social</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Illustration</td>
<td>Student did not draw a picture</td>
<td>Student drew a picture, but it did not have six legs or three body parts</td>
<td>Student drew a picture with either six legs or three body parts</td>
<td>Student drew a picture that showed six legs AND three body parts</td>
<td>N/A</td>
</tr>
<tr>
<td>Sentence Completion</td>
<td>Student did not write any sentences</td>
<td>Student wrote one sentence</td>
<td>Student wrote two or more sentences</td>
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<td>N/A</td>
</tr>
<tr>
<td>Grammar/Mechanics</td>
<td>Student did not use any correct capitalization or punctuation</td>
<td>Student used only 25% correct capitalization and punctuation</td>
<td>Student used only 50% correct capitalization and punctuation</td>
<td>Student used only 75% correct capitalization and punctuation</td>
<td>Student used 100% correct capitalization and punctuation</td>
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</table>

15 = A+
13-14 = A
12 = A-
11 = B+
9-10 = B
8 = B-
7 = C
6 = D
5 or less = F