

What Do Alligators Have To Do With Social Studies?

A Thematic Unit for Third Grade Deaf Students Based on the Book:

There's An Alligator Under My Bed
by Mercer Meyer

An Honors Thesis (HONRS 499)

by

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A handwritten signature in cursive script that reads "Joan Studnicky". The signature is written in black ink and is positioned below the printed name.

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Purpose of Thesis

The challenge of teaching any student is discovering what they already know and understand and then using this base knowledge to help them learn new information. This learning process is especially important when applied to a deaf child who may not have the previous experiences due to the inconsistencies between spoken English and American Sign Language. When designing lessons, it is important for the teacher to know her student and her student's experiences. If the child does not have the background, it is up to the teacher to provide the base on which her student can build his bridge of knowledge.

This series of lessons is designed around a common theme, the children's book *There's An Alligator Under My Bed* by Mercer Meyer. By having this common idea, the child can continually look back and relate everything that he is learning. This is a way to give the child the experiences he needs for his learning to make sense.

A Thematic Unit

A thematic unit is based on the idea of interdisciplinary education which is the linking of different disciplines in order to teach a common theme. The idea is to relate math to English, science to social studies, social studies to English, and so on, to help the students make sense of their learning.

In a thematic unit, there are no lines between the different subjects which helps the children to see that yes, there is writing involved when working with math, or yes, there are numbers involved when working with social studies. By not breaking up the disciplines into separate categories, the children have a broader understanding of what they are learning because it is shown to them how to relate what they are learning to what they already know. It also gives the children practice at critical thinking skills because it challenges them to make their own conclusions. Thematic units give students a chance to see outside of the usually narrow subjects that have become common in so many schools. If children are given the opportunity to find answers and connections for themselves between different subjects and ideas, they are more likely to remember what they are learning. Along with this, by giving students freedom to come to their own conclusions, they will have a reinforced level of self-confidence that will help them later in their schooling and then on throughout their lives and careers.

Thematic lessons also make sense to children which adds to their appeal in the classroom. Teachers sometimes have a problem with student motivation and so they try to use all sorts of different methods to interest their students in the lesson. But, in order for children to feel that they are actually learning something, they must sense an actual need for what they are learning. "They must feel a connection or real purpose for acquiring the knowledge which they are being presented." (Colasanti, 13-14.) By teaching with a thematic unit, there is such a connection between the different things that the child is learning that the students are more motivated because they know that this is going to help them and provide a basis for learning something new.

Objectives:

1. After watching a film about alligators, the student will complete a semantic map (that has already been started by the teacher) with information from the film.
2. After visiting alligators at the zoo, the student will complete a semantic map (that has already been started by the teacher) with information from the observation.

Concepts:

alligators

- what they eat
- where they live
- what they look like
- other interesting facts

information-gathering skills

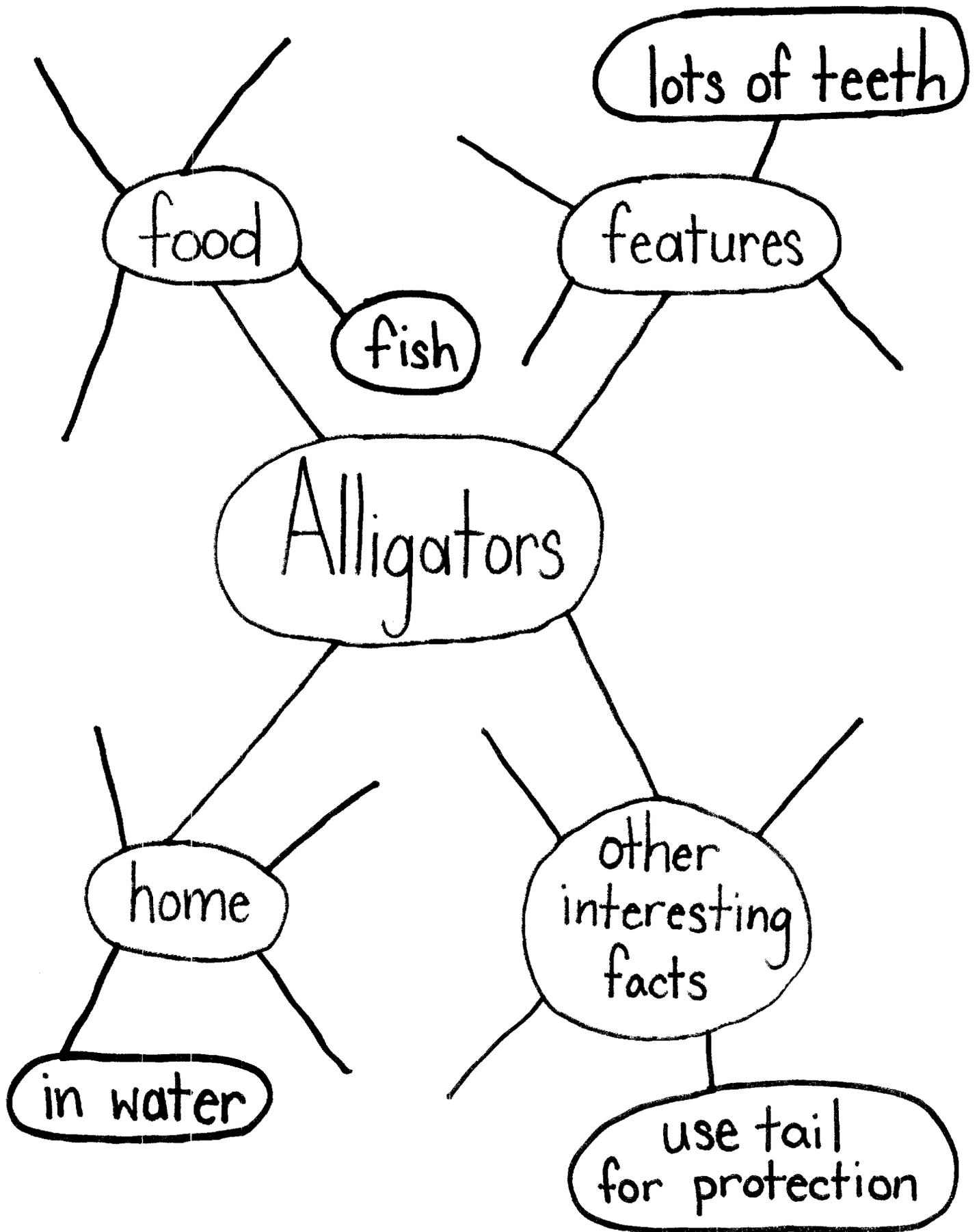
- observation/paying attention
- remembering
- (possibly note-taking)

Procedure for lesson:

The students will watch a segment of a *National Geographic* film about alligators. During the film, we will stop the tape and the teacher will instigate a discussion about what we are watching. The teacher will encourage feedback and participation by all of the students in the classroom (the teacher will also use this time to make sure that the students are understanding and can remember what they have seen.)

At the end of the tape, the teacher will once again lead a discussion about what was happening during the film. The teacher will then pass around partially completed semantic maps (example on next page) that the students will finish using what they had seen in the film. If the students are having trouble, the teacher will help answer questions, but also encourage the students to share answers and ideas with one another.

It is also possible to substitute going to the zoo and talking to someone who works with alligators in place of the film if it is practical.



Objectives:

1. The student will be given a 'KWL' about alligators (and a selection of reference books from which to gather information) and then be asked to fill in the three columns, each with at least two sentence-type structures.

Concepts:

K - what I know

W - what I want to know

L - what I learned

finding information

 using an index

 using a glossary

 using a table of contents

 getting reliable information from pictures

Procedure for lesson:

The student will be given a pre-labeled KWL (an example can be found on the next page) and follow along as the teacher explains and shows how to fill out each of the columns. The student will then be encouraged to think of things that he already knows about alligators (if the student is having problems, the teacher will model another example.) When he has thought of what he knows, he will record it in the proper column of the KWL. The student will then be asked to think of another thing that he already knows about alligators and be asked to record that also. When the student is confident that he has recorded all that he knows about alligators, the teacher will then encourage the student to think of things that he wants to know about alligators. After the student thinks that he has listed everything that he would like to know about alligators, the teacher and student will then move into the next column. This column is focused around what the student learns while looking up the facts that he wants to know about alligators. During this part of the lesson, the teacher will already have a selection of books from which the students will gather facts*. The teacher will take the opportunity to show the student how to use the different parts of books (the title page, contents, and index) to find the information that he wants to know. The teacher will then make sure that the student is recording what he is learning about alligators. When the KWL is complete, the teacher and student will discuss and review all of the columns and talk about what they learned about alligators as well as how to use books.

*Some good books to use are:

Bentley, William. The Alligator Book: 60 Questions and Answers. Walker & Co. New York. 1972.

Blassingame, Wyatt. Wonders of Alligators and Crocodiles. Dodd, Mead & Company. New York. 1973.

Butterworth, Christine. Alligators. Stech-Vaughn. New York. 1990.

Hartley, William and Hartley, Ellen. The Alligator: King of the Wilderness. Thomas Nelson Inc., Publishers. New York. 1977.

Serventy, Vincent. Crocodile and Alligator. Raintree Childrens Books. New York. 1985.

K

What I know
about alligators.

W

What I want to know
about alligators.

L

What I learned
about alligators.

Objectives:

1. The child will build an alligator's nest based on what he has read and learned about alligators. The nest will be evaluated by the teacher on the student's ability to use learned information.

Concepts:

alligator's nest

information and facts

reading

remembering

using it and applying it elsewhere

Procedure for lesson:

The teacher and student will work together building an alligator nest after reading about how an alligator makes a nest. The teacher and student will gather materials and talk about how this nest is going to be the same and different compared to a real alligator's nest. The teacher and student will also talk about how it would be different to make the nest if the two of them were not people, but really alligators.

As an extension of the discussion, the teacher will also ask the student how and why this nest is different from a bird's nest (if the teacher feels that the student already is familiar enough with birds to know how to answer and discuss this concept.)

Objectives:

1. The student will find other objects in the room that are about nine inches long (the length of an alligator after it hatches) and keep a list of things that he measures and how they compare with a nine inch alligator that he will make.

Concepts:

length

using a ruler

estimating

longer than

shorter than

about the same as

baby alligators

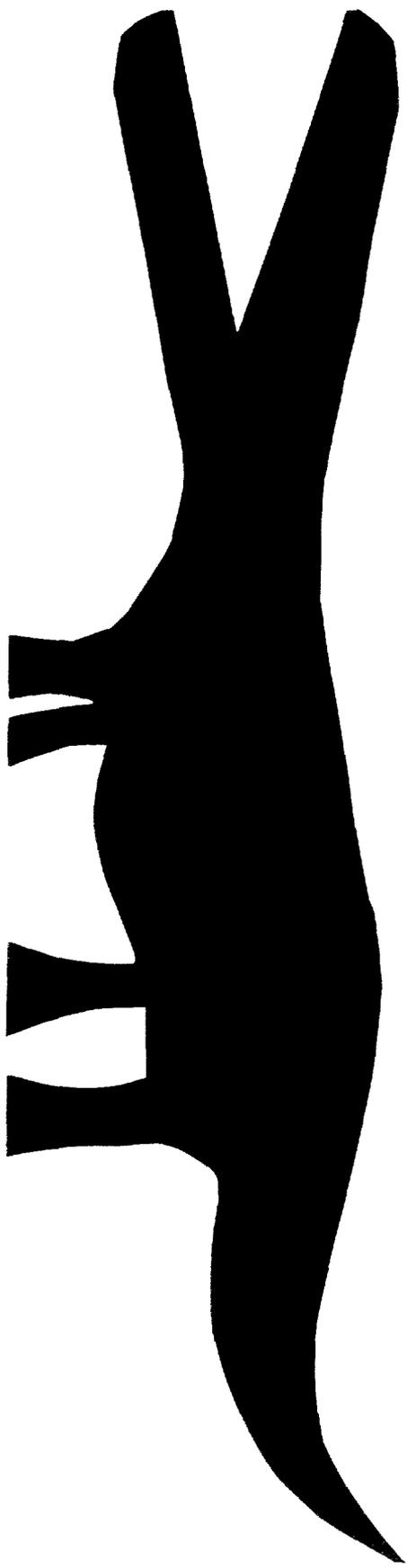
length

hatch

Procedure for lesson:

The teacher will make sure that the children find out that baby alligators hatch out of eggs and that when they do they are about nine inches long (during the first part of the lesson.) The teacher will then extend on that as part of the math lesson. The teacher will ask the student to draw a line that is nine inches long. Then the student will be given a green piece of construction paper and be asked to draw a baby alligator that is as long as the line. When the student is finished, he will cut it out. Then the student will try and find things in the room that are about the same length as the paper alligator. The student will have to estimate (guess) first and then be allowed to 'measure' with his alligator to see how close his guess was. The student will also be asked to keep a list in his journal of things that are 'about the same as,' 'longer than,' and 'shorter than' his paper alligator.

9 inches



Things that are LONGER THAN a baby alligator:

Things that are SHORTER THAN a baby alligator:

Things that are ABOUT THE SAME LENGTH as a baby alligator:

Objectives:

1. The student will make an alligator egg (three inches in length--the actual length of an alligator egg). With the egg as a model, he will make three lists about the objects in the room. The lists will be things that are shorter than the length of the egg, the same length of the egg, and things that are longer than the length of the egg.

Concepts:

length

using a ruler

estimating

longer than

shorter than

about the same length as

alligator eggs

length

size

Procedure for lesson:

The teacher will make sure that the student finds out that alligator eggs are about three inches length. The teacher will then extend the lesson into concepts of math. The teacher will ask the student to draw a line that is three inches long. Then the student will be given a piece of construction paper and be asked to draw an egg that is as long as the line. When the student he finished, he will cut out the egg.

With this egg as a model, he will make three different lists of different objects in the room and how they compare to the length of the egg. There will be one list for things that are longer than the egg, one for objects that are shorter than the line, and another list that has things that are about the same length as the egg. After the student has found five objects for each list, he will take his egg model and compare it to the items on his lists to make sure that all of the objects are on the correct lists.



3 inches

Things that are LONGER THAN an alligator egg:

Things that are SHORTER THAN an alligator egg:

Things that are ABOUT THE SAME LENGTH as an alligator egg:

Objectives:

1. The student will be asked to fit a nine inch paper alligator into a three inch plastic egg. The student will be evaluated on his realization that he needs to curl up the alligator to make it fit into the egg.

Concepts:

alligators

eggs

babies

expanded thinking skills

subtraction

'9-3' has a number left over

Procedure for lesson:

The student will be asked to get out the nine inch paper alligator that he already has. The teacher will then give the student a three inch plastic (Easter-type) egg. The teacher will then tell the student to put the alligator into the egg. When the student has done this, the teacher and student will discuss how the student did it. The teacher and student will then discuss whether or not all baby animals are bigger than their eggs. The teacher and student will also try and come up with reasons as to why baby alligators are bigger than their eggs.

The teacher will also write down the number sentence for the baby and egg (9-3) and ask the student what the student notices about it.

Objectives:

1. When given a map of the United States, the student will be able to color in his location and the location in which alligators can be found in this country.
2. The student will record information about the differences between where he lives and where alligators live in his journal. The student will be evaluated on his ability to accurately record information discussed with his teacher.

Concepts:

map-reading

identification and location of familiar and unfamiliar places
orientation of locations in comparison to other locations

coloring skills

differentiating between different locations by using different colors

remembering and identifying learned facts

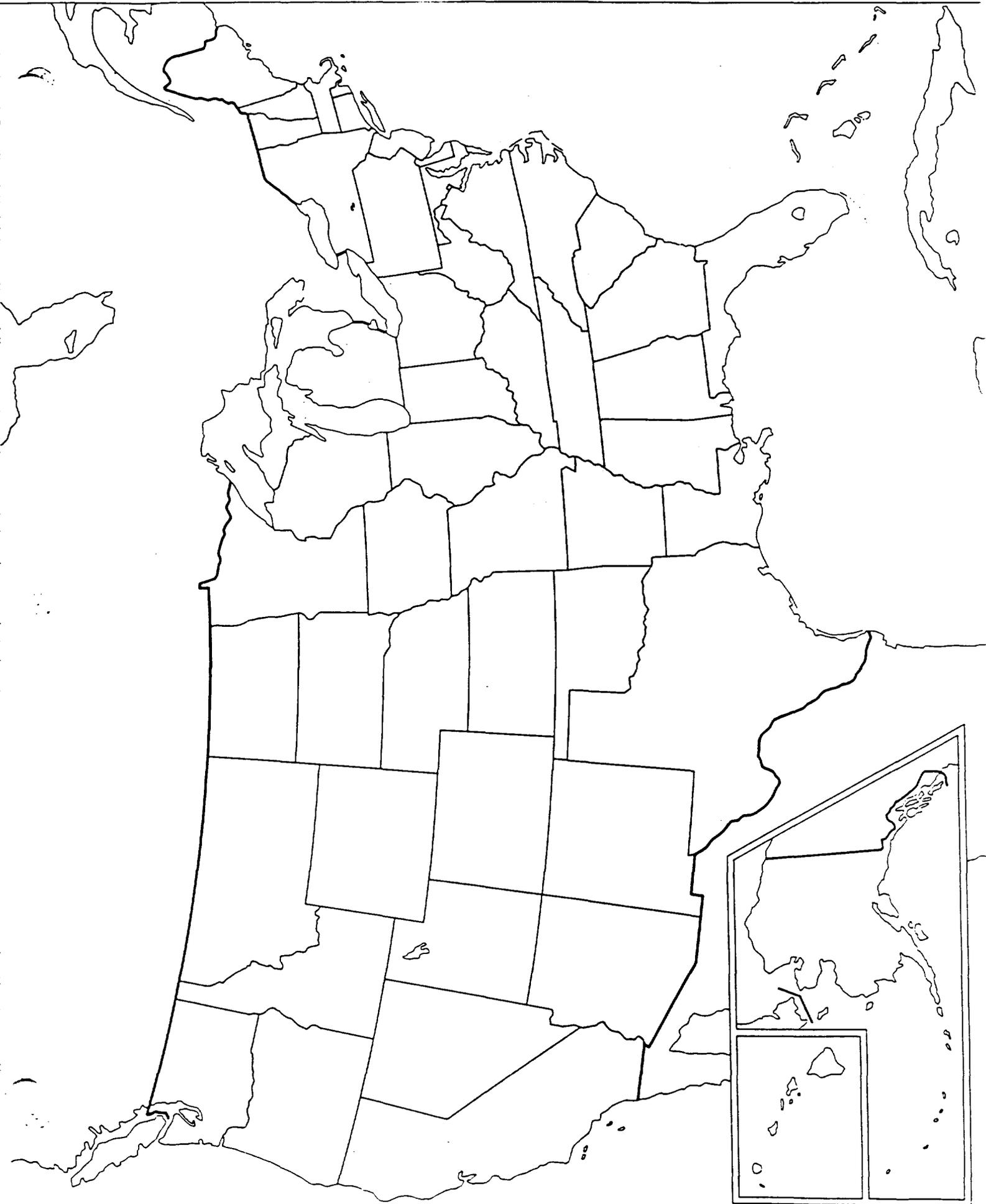
recording information

writing skills
accuracy

Procedure for lesson:

While learning about alligators, the teacher will make sure that the student finds out where alligators are most likely to live in the United States. After this fact is known, the teacher and the student will look at a map of the United States together and locate where it is that alligators live. The teacher will also make sure that the student can find his own location (state and possibly relative location of city, depending on the student's skills.) When the teacher is confident that the student can locate both places on the map with minimal help, the teacher will ask the student to identify where he is and where alligators are by coloring a map of the United States (with different colors to keep the two places separate.)

The teacher will then lead a discussion with the student about the different places and what the student thinks might be different about where alligators live compared to where he lives (such as weather or the lay of the land.) The teacher will help the student record this information from this discussion into his journal.



Objectives:

1. Using the map that the student has already colored (showing his location compared to the location of alligators in the United States), the student will find out how many miles it is between the two places (he will be allowed a 50 mile range of error.)

Concepts:

miles/mileage

measuring on a map
using a mile scale

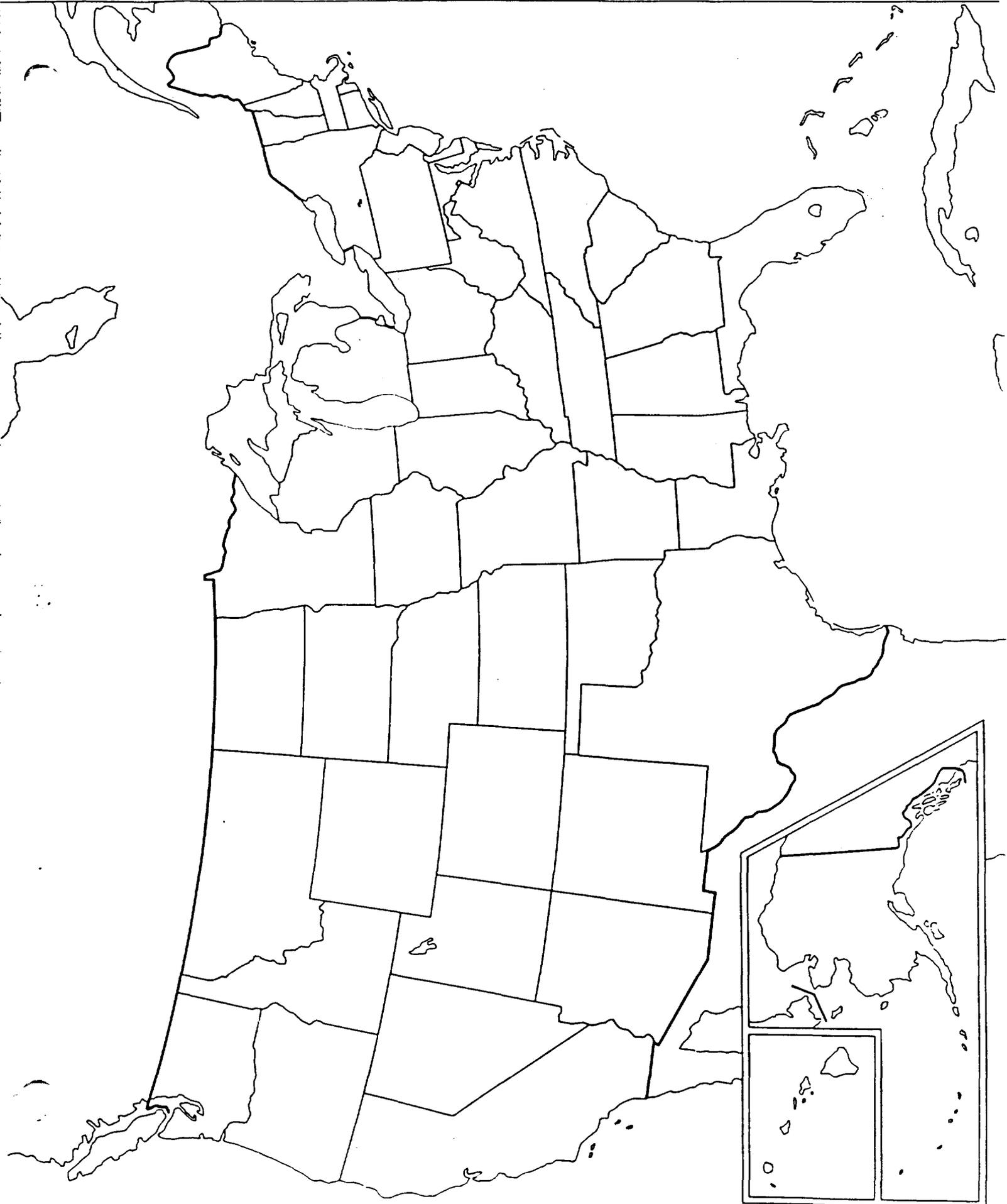
locating places on a map
deciding on a point to represent a 'place'

Procedure for lesson:

(The student will already be familiar with the concept of mileage from previous exposure with other math and social studies lessons.)

The teacher and student will practice measuring mileage from one point to another on different places on the map. The teacher will demonstrate how to use an edge of paper and to mark two dots (one at each location) and then compare those two dots to the mileage scale to find out the distance between the two points. The teacher will allow the student to attempt this procedure on his own with the understanding that if he has any questions that he is free to ask them. When the teacher feels that the student understands what he is doing, they will move to the next part of the lesson.

For this exercise, the teacher and student will set a common spot within each location (since each is an 'area' and not a specific 'point') from which to measure the distance between the locations. Then the student will measure and record the distance between the two points on the map that he has already colored.



Objectives:

1. The student will be given four buttons and then asked to describe them and tell what is the same about them and what is different.
2. The student will be given a worksheet comparing and contrasting different shapes, types, colors, and sizes and then be asked to write what things about them are the same and what are different.

Concepts:

compare/contrast

describing skills

increase vocabulary

paying attention to details

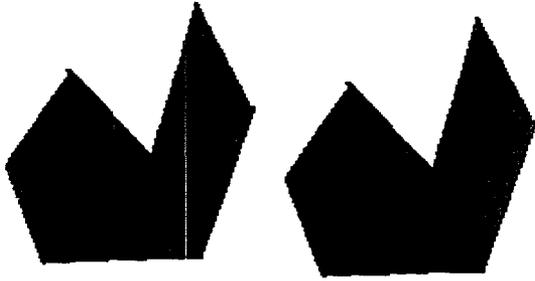
writing

explaining himself with written words

Procedure for lesson:

The student will be given two buttons that are about the same shape and size with the same number of holes, but different colors. The student will then be asked to describe what is the same about the buttons and what is different. The student will then be given a different set of buttons and be asked to do the same thing. This process will repeat itself until the student is comfortable with the concepts of 'same' and 'different' and can decide for himself the characteristics that compare and contrast about the buttons. It is also possible to add more buttons to the set to test the student's ability to compare and contrast more than one object at a time.

Then the student will be given a worksheet (examples on the next two pages), that ask the students to compare and contrast differently colored and sized shapes. The first page only consists of two object sets and the second page has larger sets depending on how well the student did and how comfortable the student was with doing the button exercise.



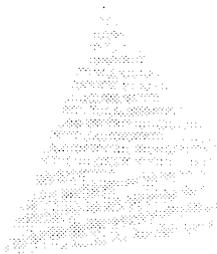
SAME:

DIFFERENT:



SAME:

DIFFERENT:



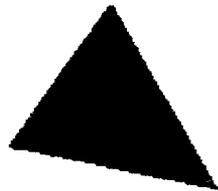
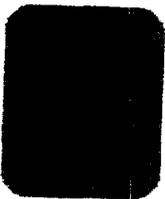
SAME:

DIFFERENT:



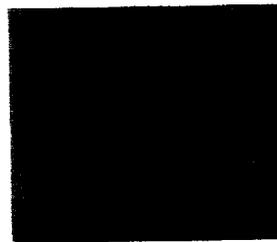
SAME:

DIFFERENT:



SAME:

DIFFERENT:



SAME:

DIFFERENT:



SAME:

DIFFERENT:



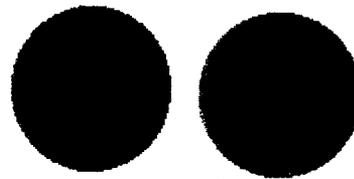
SAME:

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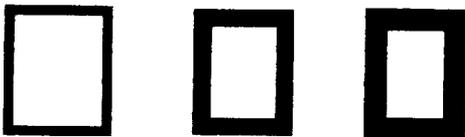
SAME:

DIFFERENT:



SAME:

DIFFERENT:



SAME:

DIFFERENT:

Objectives:

1. When given pairs of different objects, the student will be able to determine and differentiate between the 'fake' objects and the real objects.

Concepts:

real

fake

Procedure for lesson:

The teacher will gather sets of objects, each with one fake and one real member. The student and the teacher will look at each of the objects and describe them and talk about how to tell if they are real or fake. The teacher will have 'play' food and real food, wax fruit and real fruit, fake money and real money, a fake plant and a real plant, and other things like that. The teacher and student will talk about the characteristics of each real and fake member of each set and talk about them. The teacher and student will also try and think of other things that also can be either real or fake.

Things that can be real or fake:

money

food

plants

Objectives:

1. The student will read the book *There's An Alligator Under My Bed* by Mercer Meyer.
2. The student will complete a worksheet with fill-in-the-blank-statements about the book.

Concepts:

(vocabulary words)

bait
note
hiding
followed
crawled
slammed
locked
garage
warning
mess
trail

(other concepts)

"up to me"
"be very careful"
"make believe"
"pretend"

Procedure for lesson:

The teacher will present the book to the student and allow him to get to know the progression and the facts of the story. The teacher will encourage the student to read as much of the book by himself as possible, but will also encourage the student to ask any questions that he might have about what is happening. The teacher will then give the student a worksheet with fill-in-the-blank statements as a review and comprehension check of the story. The student will be allowed and encouraged to look up any answers that he does not know or about which he is unsure.

When the student is finished completing the statements given to him by the teacher, the student will be encouraged to write more fill-in-the-blank statements in his journal. (The student will be asked this as a favor to the teacher so that she can better teach the lesson the next time that she does it. By asking the student to do this, the teacher is helping to build the self-confidence of her student as well as providing worth and pride to what he is doing.)

The boy has an _____ under his bed.

The boy's parents _____ saw the alligator.

The alligator _____ into the garage.

The boy slammed and locked the _____ door.

The boy left a _____ for his dad.

The boy got the food from the _____.

The boy put the alligator bait into a _____.

The boy put _____ on the stairs.

The boy put _____ in the garage.

The alligator _____ the trail of food all the way
to the garage.

At the end of the book, the boy told his dad _____

by leaving him a letter.

The boy decided to get rid of the alligator by _____

The boy used the food to _____

The boy had to get rid of the alligator because _____

The boy did not have any mess to clean up because _____

Objectives:

1. After reading *There's An Alligator Under My Bed*, the student will complete a semantic map (that has already been started by the teacher) with information from the book about fake alligators.

Concepts:

fake alligators

what they eat

where they live

what they look like

other interesting facts

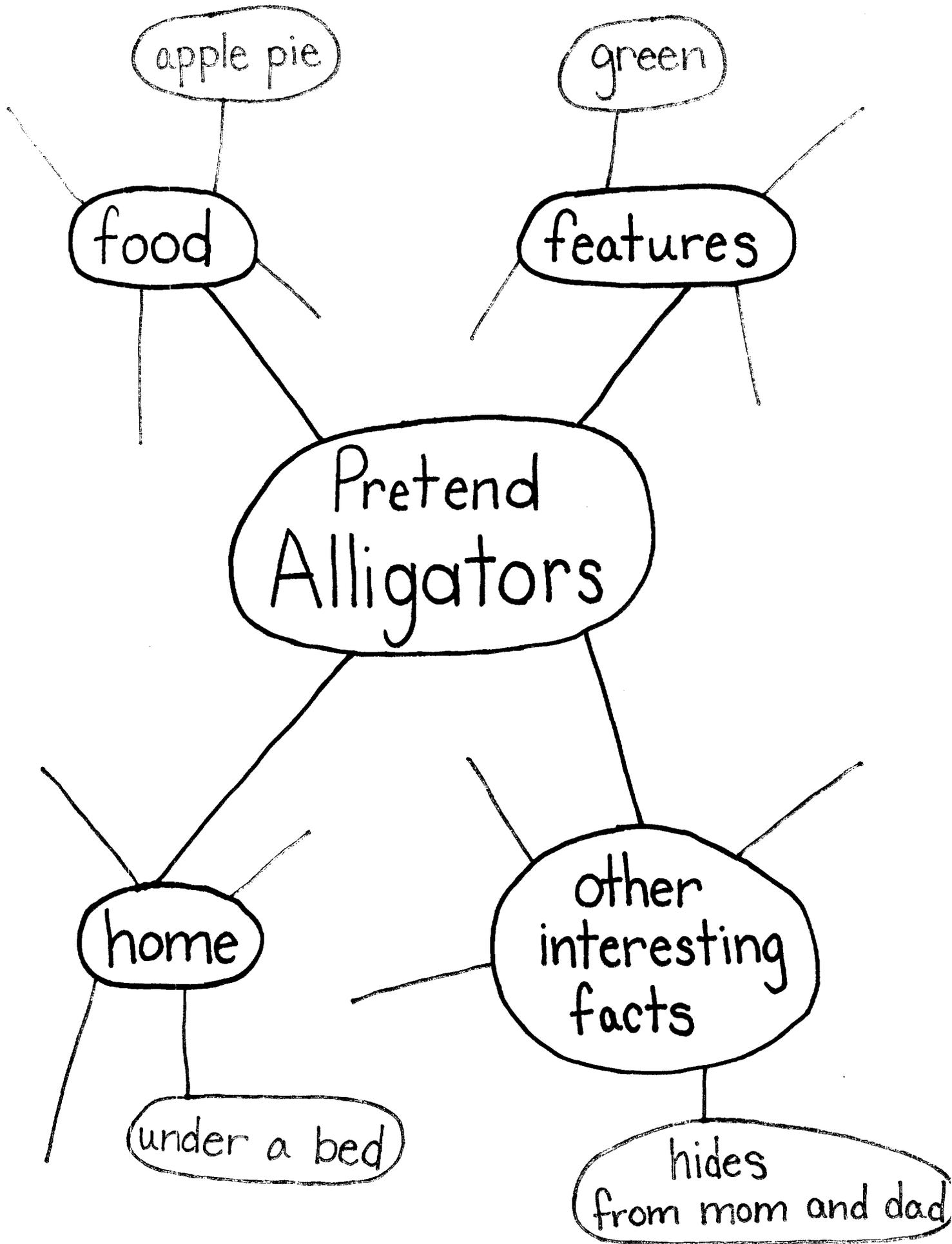
Information-gathering skills

observation/paying attention

remembering

Procedure for lesson:

After reading the book *There's An Alligator Under My Bed*, the student will complete a semantic map about fake (make-believe) alligators. The students will be familiar with the process because it will be set up the same way as the semantic map about the real alligators. The teacher will also lead a discussion before passing out the map to get the student talking and familiar with the events and details of the story. The teacher will also encourage the student to find out as much information from the story as he can.



Objectives:

1. After completing semantic maps about both real and fake alligators, the student will complete another semantic map that compares the characteristics of both types of alligators.
2. The student will then be asked to write a story about either type (real or fake) of alligator and will be evaluated on his ability to use the facts that he has recorded on his semantic map.

Concepts:

compare/contrast

same

different

remembering information

keeping information separate

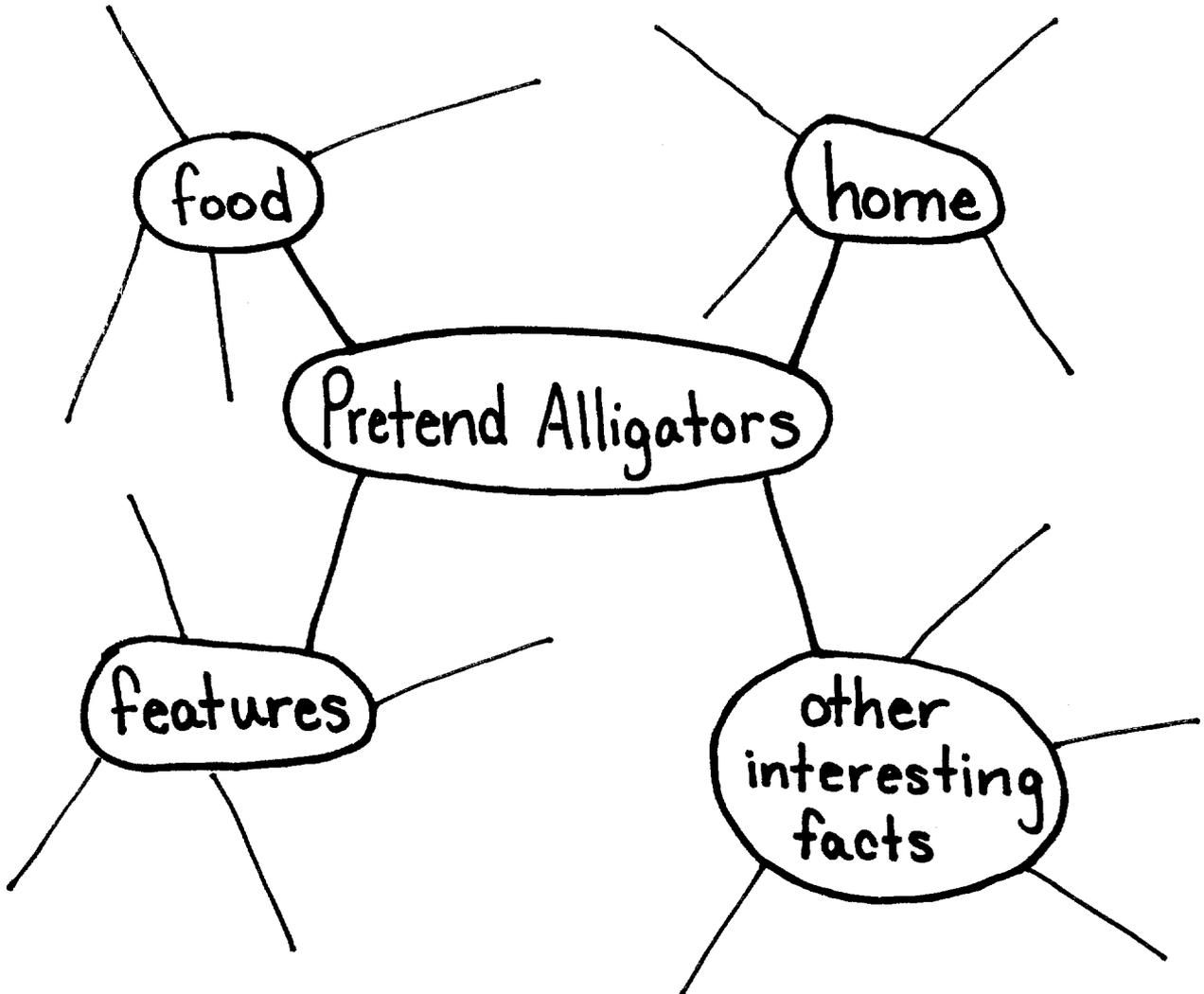
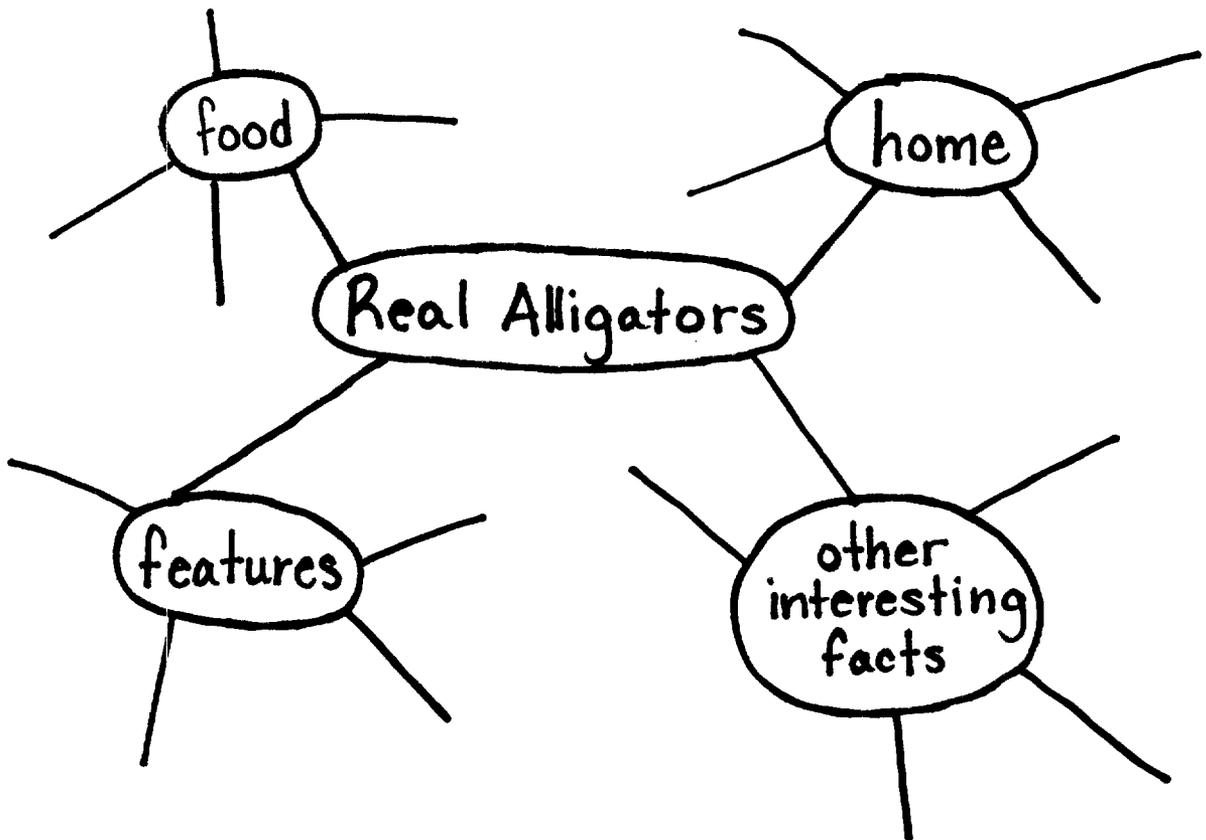
classifying information

writing skills

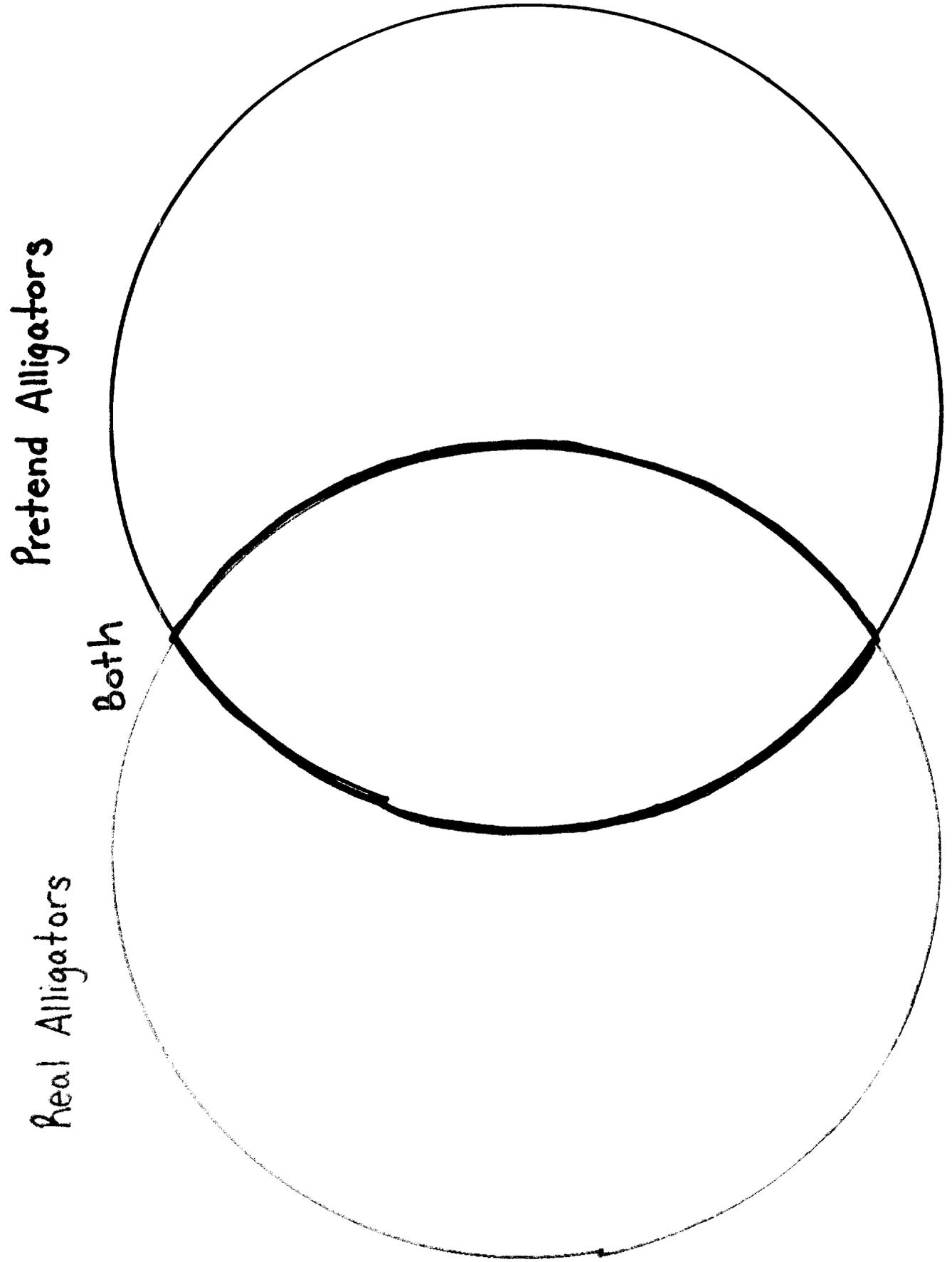
Procedure for lesson:

After a discussion between the teacher and the student, the student will be given a partially completed semantic map to finish. The semantic map will compare the characteristics of the real and fake alligators and give the student a better understanding as well as a review of what he has read and learned.

When the student is done with the semantic map, he will then be asked to pick either the fake or the real alligator and then be required to write a story based on the one he chose. The story will be evaluated based on the student's ability to remember which alligator is which and to use only the qualities of the one that he has chosen.



Comparing Real and Pretend Alligators



MY ALLIGATOR STORY

by _____

Objectives:

1. The student will read *Harry and the Terrible Whatzit* by Dick Gackenbach* and then discuss with the teacher whether or not it could actually happen. The student will be evaluated on his ability to articulate the fact that this story is pretend and it cannot (or did not) actually happen.

Concepts:

real/pretend

vocabulary from the story

'Whatzit'

cellar

gloomy

furnace

runt

afraid

Procedure for lesson:

The student will read the story by himself, but also have the opportunity to come to the teacher with any questions or comments. After reading the story, the teacher will lead a discussion with the child about whether or not he thinks if the story could actually take place. The child should know that there is no such thing as a 'Whatzit' and be able to make the distinction between real and pretend.

*Gackenbach, Dick. Harry and the Terrible Whatzit. Clarion Books/Ticknor & Fields: A Houghton Mifflin Company. New York. 1977.

Objectives:

1. The student will read *Thomas Knew There Were Pirates Living in the Bathroom* by Beth Parker.* The student will be evaluated on his ability to differentiate between what is real and what is imaginary in the story.

Concepts:

real/fake (imaginary)

vocabulary

pirates
dreadful
hand prints
tracked
tidy
bubble bath
hair dryer
dinosaurs

Procedure for lesson:

The student will read the story to himself (though he will have the option of coming to the teacher for questions or comments.) After the student has read the book, the teacher will lead a discussion with the student about whether or not a boy could actually have pirates living in his bathroom. The teacher will also ask the student to tell her what parts of the story could actually be true (things such as the boy has a mom and a dad or the boy's mother wanting him to clean the bathroom.) The student will be evaluated on his ability to make a sensible argument for the real and fake aspects of the story.

*Parker, Beth. Thomas Knew There Were Pirates Living in the Bathroom. Black Moss Press. Ontario, Canada. 1990.

Objectives:

1. The student will read *Ira Sleeps Over* by Bernard Waber.* After reading the book, the teacher and student will discuss this book. The student will be evaluated on his ability to make sense of what he has read and his realization that it is based on 'real' concepts (as opposed to 'pretend' concepts.)

Concepts:

real/pretend

teasing

teddy bear

vocabulary

sleeping over

worried

games (checkers, dominoes, magic tricks, etc.)

ghost stories

Procedure for lesson:

The student and teacher will read the book together. While reading the book, the teacher will stop periodically to discuss parts of the book with the student as a comprehension check. At the end of the book, the teacher will lead a discussion with the child about whether or not the story could have actually happened. The teacher will reinforce the ideas of real and pretend with the student.

The student will be evaluated on his ability to distinguish between real and pretend as based on the story.

*Waber, Bernard. *Ira Sleeps Over*. Houghton Mifflin Company. Boston. 1972.

Objectives:

1. The student will read *Lost Lake* by Allen Say.* After reading the book, the teacher and student will discuss the book. The student will be evaluated on his ability to tell why he thinks that what happened in the book is real.

Concepts:

divorce

'living with dad last summer'

real/pretend

vocabulary

knapsack

mountain goat

lost lake

found lake

poncho

compass

lonesome

freeze-dried

Procedure for lesson:

The student will read the book by himself (with the opportunity to ask about or comment on the book to the teacher if he so chooses.) After reading the book, the teacher will lead a discussion with the child about whether or not he thinks that what happened in the book could actually happen. The concept will be familiar to the student from other previous discussions and so it will be up to the student to use the information that he is already familiar with to argue his point.

*Say, Allen. The Lost Lake. Houghton Mifflin Company. Boston. 1989.

Objectives:

1. The student will be given a worksheet with different sets of successive pictures and will be evaluated on his ability to recognize and complete the last picture in the pattern.

Concepts:

order

what is next?

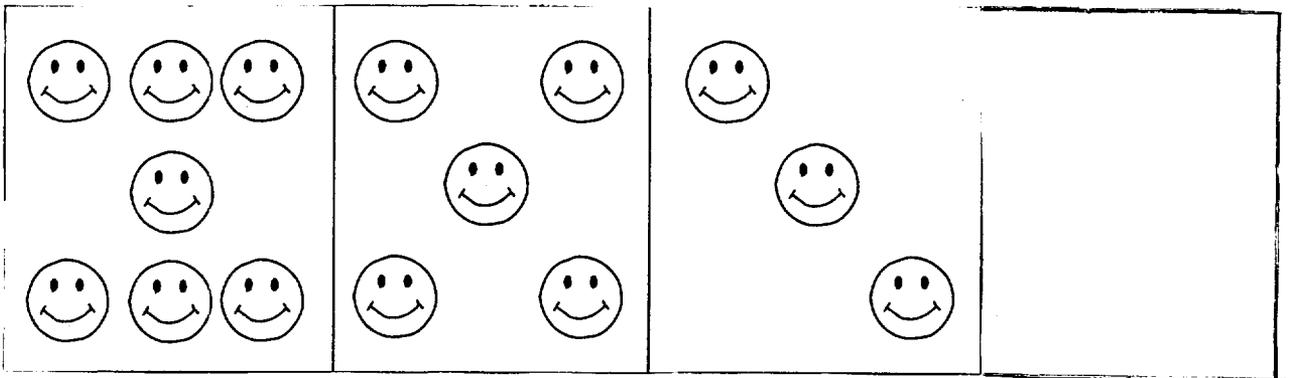
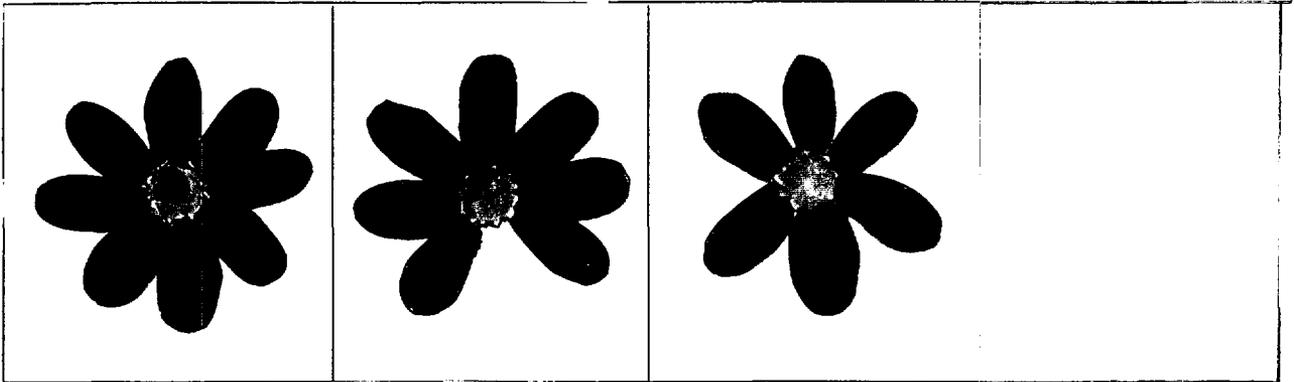
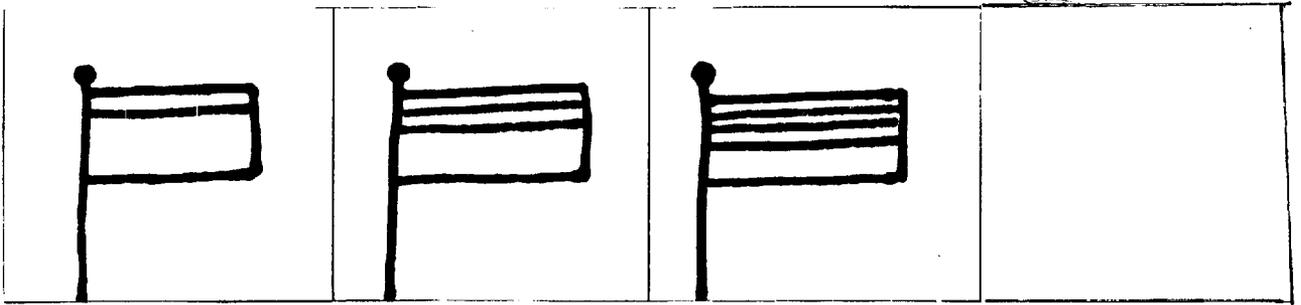
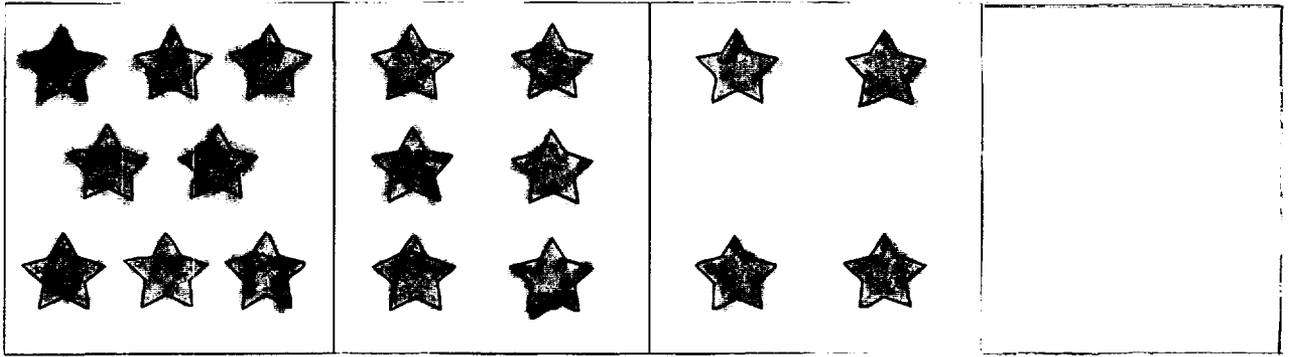
getting information from pictures

finding patterns

Procedure for lesson:

The teacher will give the student a worksheet with patterns on it. The student will then have to find the pattern and complete the last picture in each row. The teacher will also discuss with the student how he knew what the pattern was and how he decided what to draw into the last box of each row.

After the student has finished with the worksheet, the teacher will give the student the option of make out his own sets of patterns with the last picture missing to be used with other students (or to stump the teacher.)



Objectives:

1. The student will be given sets of picture cards and will be evaluated on his ability to put the cards in order of the way they happened chronologically.

Concepts:

order

step-by-step

this, then this, then this...

getting information from pictures

making sense from pictures

Procedure for lesson:

The teacher will give the student two cards with pictures (happening in sequence) on them and ask the student to tell which one happened first. (Examples of the cards are found in the pocket on the next page.) The teacher will start a dialog and find out how the student knows which picture is first. The teacher will then give the student another two picture set and ask the student which happened last. Once again, the teacher will ask the student to explain his decision.

This process will continue with the teacher offering the student different sets of cards (with the number of cards in the set increasing as the teacher sees the student understanding and becoming familiar with the concept and gaining confidence in himself to explain and talk about his decisions.)

As an extension of the lesson, the teacher will give the student a set of cards with one missing and ask the child to find out what is wrong and then let the child either write, draw, or explain what should be there. The teacher can also encourage the child to make his own set of cards to add to the sets that the teacher has.

Objectives:

1. The student will be given a set of pictures from the story *There's An Alligator Under My Bed*. The student will be asked to put the pictures in order as to the way they happened in the book.

Concepts:

order

step-by-step

this, then this, then this...

story comprehension and recall

getting information from pictures

making sense of pictures

telling a story

Procedure for lesson:

The teacher will give the student a set of picture cards from the story *There's An Alligator Under My Bed*. The student will then be asked to put the pictures into the same order as they happened in the book. If the student needs to, he will be allowed to look at the book as a reference. When the student is finished, he will be asked to tell the story along with the pictures to make sure that the order he has for his pictures makes sense.

If the student feels that there is a picture that needs to be in the set but is not, he will be allowed to draw it and include it into the stack.

The teacher will discuss order with the student by mixing up two of the cards and then asking the student if it changes the story and what would happen if other things got out of order.

Objectives:

1. The student will be given a set of cards, each card having part of the written story *There's An Alligator Under My Bed* on it. The student will be asked to put the cards in order as to the way they happened in the book.

Concepts:

order

step-by-step

this, then this, then this...

reading skills

comprehension skills

remembering the story

remembering previous cards

telling a story

Procedure for lesson:

The teacher will give the student a set of sentence cards from the story *There's An Alligator Under My Bed*. The student will be asked to put the cards into the same order that they happened in the book. The student will do the best he can without the book. When he is finished, he will check his work by following along with the pictures in the book to see if his words match the story.

The teacher will discuss order with the student by mixing up two of the cards and asking the student what happens to the story. The teacher will then lead a discussion with the child about order and see if the child can come up with a list of things that have to go in order to make sense (such as a recipe.)

The boy has an alligator under his bed.

The boy wants the alligator to go away.

The boy decides to get rid of the alligator.

The boy goes to the kitchen and gets some alligator bait.

The boy makes a trail with the food.

The alligator follows the trail of food.

The boy locks the alligator in the garage.

The boy leaves a note for his dad.

THINGS THAT HAVE TO GO IN ORDER:

a recipe

Objectives:

1. The student will participate in the making of cookies with the teacher. The student will be evaluated by how well they follow the steps of the recipe (and by how well the cookies taste!)

Concepts:

cooking

 following the recipe
 paying attention to details

order

 step-by-step

Procedure for lesson:

An important part of cooking is the following of a recipe. To reinforce the idea of order, the student and teacher will make cookies together. They will start by first talking about how important it is to pay attention in the kitchen and to know what is going to happen before it does. The preparation will be an important part of the lesson. First, the recipe will be looked at to make sure that everything it says to do is understood. Then the ingredients will be assembled. From there, the teacher and student will work together making sure that everything gets done the way that it should.

After the cookies are finished, the teacher and student will discuss the importance of following the order of the recipe. The teacher might lead the discussion as to what would happen if maybe the wrong ingredients were added or things were done in the wrong order. The teacher might have some cookies pre-made without the sugar to further emphasize the point of how important it is to follow the directions step-by-step.

Fiction books about alligators to use as supplemental materials

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Mathews, Louise. Gator Pie. Dodd, Mead & Company. New York. 1979.

Minarik, Else Holmelund. No Fighting, No Biting!. Harper & Row. New York. 1958.

Rubel, Nicole. It Came From the Swamp. Dial Books for Young Readers. New York. 1988.

Sendak, Maurice. Alligators All Around. Harper & Row. New York. 1962.

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- Cook, Shirley. Linking Literature & Comprehension. Incentive Publications, Inc. Nashville, Tennessee. 1992.
- Gackenbach, Dick. Harry and the Terrible What-zit. Clarion Books/Ticknor & Fields: A Houghton Mifflin Company. New York. 1977.
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- Say, Allen. The Lost Lake. Houghton Mifflin Company. Boston. 1989.
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