CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON #     B-9

UNIT TITLE:  Butterfly

Created By:  Erin Woods - Spring 2001

GRADE:       K, 1ST
Butterfly Unit
April 30th-May 4th

Ladybug Unit
May 7th-11th

Student Teacher: Erin Woods
Master Teacher: Stacy Compton
Supervisor: Steve Kemper
Kindergarten Standards Accomplished

History-Social Science
  Standard 1: The student will work to develop attributes of good citizenship and character and will learn to work with others in a school setting.
  Standard 2: The student will demonstrate an understanding of the geography and economics of the school and its surroundings.

Mathematics
  Standard 1: Number and Operations
  Students demonstrate knowledge of the basic skill, conceptual understanding, and problem solving in number and operations.
  Standard 3: Function and Algebra
  Students demonstrate knowledge of basic skills, conceptual understanding, and problem solving in function and algebra.
  Standard 5: Problem Solving and Mathematical Reasoning
  Students solve problems that make significant demands in one or more of theses aspects of the solution process: problem formulation, problem implementation and problem conclusion.

Language Arts
  Reading
  Standard 1: The student experiences a wide range and variety of literature and other printed materials and produces evidence of understanding that print conveys meaning.
  Standard 2: The student comprehends and interprets materials appropriate to grade level.
  Standard 3: The student is developing proficiency in beginning reading skills and strategies.

Writing
  Standard 6: The student is beginning to use, with some assistance, appropriate conventions of written language.

Speaking and Listening
  Standard 7: The student uses speaking and listening skills to communicate effectively.

Science
  Standard 4: Life Science
  The student demonstrates an understanding that all organisms are interrelated to other organisms and the environment.
Bibliography


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ACTIVITIES

Butterfly Hats
Bug Mobile
Caterpillar Bulletin Board
Live Caterpillar Viewing
Ladybug Cookies
Painted Ladybugs- Red, Black spots
Ladybug Sticker Activity
Lesson Plan #4

Topic: Story Sequencing

Objective:
After teacher modeling and explanation the students will individually put the story strips about the *The Very Hungry Caterpillar* in the correct sequence and make a caterpillar out of the story strips.

Materials:
Story Strips, scissors, glue, construction paper for the caterpillar will be stapled and ready to go. *The Very Hungry Caterpillar* book, crayons, white paper to color the pictures on will be precut to fit the caterpillar, dry erase markers, dry erase board

Motivation:
1. Who thinks that they could remember the correct order of this story if I read it to you?
2. I will show the students the cover of the book. What is on the cover of this book?
3. I will tell the author, illustrator, and copyright date and dedication.
4. Let’s take a picture walk through this book and get some ideas about what the book may be about.
5. Read the book *The Very Hungry Caterpillar*.
6. Ask students what happened in the beginning of the story, middle and end. I will record their responses on the board.

Procedure:
Teacher explanation:
1. I am going to try to retell this story and glue it to the caterpillar. What is a story made up of? Looking for the answer of letters, words, and sentences which create a story that has meaning. I am trying to think of what happened first in the story. I am going to look back into the book because I can’t quite remember what happened first.
2. Show students first few pages in the book to get an idea of what happened first.

Teacher Modeling
3. I will read the sentence strips to the students and ask them which event happened first from the sentences that I read. I will also model how to look at the pictures to help with the meaning of the sentence.
4. I will have the students think about the story that I have just read and retell the story to themselves. Then the students will read/look over all of the story strips.
5. I will then model for students how to put the the story strips into chronological order. I will also have a completed example for students to refer to if they need assistance.
Guided Practice
6. The students will then put their strips in the correct order with help if needed. The students will then glue the strips in order onto the caterpillar.

Story Strips: Example attached

Independent Practice
8. After the students have completed their books they will independently read the story to themselves.
9. The students will then read their retelling to a partner to practice reading aloud.

Evaluation:
10. The students will then read their story to the teacher. Teacher will check for one to one matching. Teacher can collect the caterpillars to see that they were in the correct order as well. Teacher will ask the students what happened in the beginning, middle and end of the story. Student response will be the assessment.
11. The caterpillars will then be put in their book boxes so that the students can practice reading independently.
Lesson Plan #2

Topic: Sorting Words/Story Retelling

Objective: The students will retell the story using word cards with 90% accuracy. The word cards will be in three different categories including the days of the week, number words 1-5, and the first five fruits the caterpillar eats. The students will sort the word cards into these three different categories as they retell the story on a pocket chart.

Materials: The Very Hungry Caterpillar, 4 copies
Pocket Chart
Word cards-1 set for pocket chart and 21 small sets for students
Tape and glue
Construction paper

Motivation:
1. Who would like to share their favorite fruit with the class? Why do you like that fruit? Example: Is it juicy, or crunchy, or soft, or sweet?

2. I will show the cover and ask the students what is on the cover. I will ask the students if they know what caterpillars turn into.

3. I will discuss with the students that Eric Carle is the author and illustrator. I will discuss that he was born in New York and show the students the state on a map, as well as California. I will ask students if they were born in any other state or have visited any other states. The copyright date will also be discussed with the students.

4. I am going to read The Very Hungry Caterpillar by Eric Carle. Does anyone have an idea about what the book might be about? Can we tell anything from the picture on the cover or the title of this book?

5. Read The Very Hungry Caterpillar.

6. Who can tell me what the caterpillar does in this story? Raise your hand if you think that caterpillars can eat all of those different things.

Procedure:
1. Teacher explanation: This story goes in a certain order or sequence. We are going to be retelling this story using these word cards. In this story something happens to the caterpillar or the caterpillar does something. Who can tell me when these things happen to the caterpillar? (Prompting if needed, example: Do these things happen once a year, once a month?) Reread Sunday through Tuesday if needed. Review the days of the week.
word cards with the students (Sunday through Saturday). Then review the number words and the fruits. The word cards will be stuck randomly on the chalkboard by tape so that all students can see them.

2. **Teacher Modeling:** Who knows what day of the week the story started on? Reread part of the story if needed. I will model finding Sunday by sounding it out and putting Sunday in the pocket chart. Who can tell me the next day of the week something happened on? Reread part of the story if needed. I will have the student who gave the correct answer find Monday from the word cards and put Monday in the pocket chart underneath Sunday. If students are having trouble finding the word cards I will ask them what the sound the word they are looking for starts with and guide them if needed.

3. **Guided Practice:** Then I will ask what the caterpillar did on that day. The student who correctly answers will find the number and fruit and place it in the pocket chart. This will go on until the story is retold using all of the days of the week. Saturday and Sunday will be placed in the pocket chart by themselves, but they will be in the correct order. The students will have completely retold the story by this point.

4. **Independent Practice:** The students will use the word cards in small stations. Each student will get their own set of word cards and they will glue the cards in the correct order on construction paper using days of the weeks, numbers and fruits. I will be asking the students to name the word cards. They may use the book for reference if they need to see the correct order. Several copies of the book will be available for them to use.

**Evaluation:**
1. I will collect the students word cards glued on the construction paper. I will check that students put the cards in the correct order.

2. I will be assessing the students in the small groups to make sure they understand the names of the word cards, the different categories, and the sequence of events.

**Provisions:**
For the students who are second language learners a buddy system will be enacted. These students will also have the aid to help them who speaks Hmong, which is most students’ second language. The buddy system will place a student with the second language learner student to help them cooperatively and show them what to do.
Lesson Plan #5

Topic: Poetry

Objective:
After teacher modeling, guided practice and explanation the students will recreate a poem using words that rhyme.

Materials:
Ladybug, Ladybug, Ladybug Poetry from Teacher Created Materials Ladybug Thematic Unit, dry erase markers and board, pencil, paper, butcher paper for word bank, crayons, other insect poetry

Motivation:
I will read a short rhyming poem and ask the students what they know about poetry.
Ladybug Fly Away Home, by: Janice Nikoghosian
Five little ladybugs, climbing on some plants
Eating the aphids, but not the ants!
The first one said, “Save some aphids for me!”
The second one said, “These are tasty as can be!”
The third one said, “Oh, they’re almost gone!”
The fourth one said, “Then it’s time to move on!”
The fifth one said, “Come on! Let’s fly!”
So they opened their wings and they flew through the sky.

Procedure:
Teacher explanation:
1. I will explain that there are several types of poems, the poems that we’re going to be working with have rhyming words.
2. I will read the book Ladybug, Ladybug and ask students what they noticed about this story. If no response I will read story again. I will write the words on the board for students to see.

Teacher modeling:
3. I will show the students how to write a poem. I will brainstorm words for my poem about bees.
4. I will compose a four line poem about bees using the words that I brainstormed.

Guided Practice:
5. The students will brainstorm words for word banks. Word bank categories are insect names, noises, movements, where insects live, things insects do, and special insect words.
6. I will then lead the students in composing a poem. We will do this as a class. The students can pick the title of the poem cooperatively and quickly. We will then compose a four line poem about the title.

**Independent Practice:**
7. Students will use the word bank that we created in class and other poems to recreate their own poem about insects. The students will dictate their poem to the teacher and the teacher will write it down.
8. The students will then rewrite their poem on nice paper and illustrate it.

**Evaluation:**
9. When students are dictating their poem the teacher will observe to see if the students have a sense if the students understand rhyming and use it effectively.