CGA-San Joaquin Valley
Teacher Geographic Units
K-6

LESSON #    B-6

UNIT TITLE: Bugs and Insects

Created By: Jennifer Cassle - Spring 2003

GRADE:    1st
Identifiable Standards

Language Arts Standards

Reading 1.3
Identify letters, words and sentences

Reading Comprehension 2.6
Relate prior knowledge to textual information.

Reading Comprehension 2.7
Retell the central ideas of simple expository of narrative passages.

Literary Response and Analysis 3.1
Identify and describe the elements of plot, setting, and characters in a story, as well as the story’s beginning, middle, and end.

Literary Response and Analysis 3.3
Recollect, talk, and write about books read during the school year.

Listening and speaking 1.1
Listen attentively.

Listening and Speaking 1.3
Give, restate, and follow simple two-step directions.

Writing 1.1
Select a focus when writing.

Writing 1.2
Use descriptive words when writing.

Writing 1.3
Print legibly and space letters, words, and sentences appropriately.

Speaking Applications 2.1
Recite poems, rhymes, songs, and stories.

Science Standards

Investigation 4.a
Draw pictures that portray some features of the thing being described.

Investigation 4.b
Record observations and data with pictures, numbers, or written statements.

Investigation 4.c
Record observations on a bar graph.

Physical Education Standards.

P.E. 1
The student in first grade with be competent in many movement activities.
P. E 5
The student in grade one will demonstrate responsible personal behavior while participating in movement activities.

Math Standards

Number Sense 2.2
Use the inverse relationship between addition and subtraction to solve problems.

Number Sense 2.6
Solve addition and subtraction problems with one- and two-digit numbers.

Measurement and Geometry 2.3
Give and follow directions about location.

Art Standards

Visual Arts 1
The student refines the use of his/her senses to perceive the world in an artistic way. The student uses visual and tactile qualities from his/her environment, artworks and artifacts.
Rationale

Goal of Unit:

The goal of this unit is for first grade students to learn about various bugs and insects. Students will become familiar with the biology and body structure of a generic insect and spider. Students will also become familiar with the life cycle of a butterfly. I would like the first grade students to explore the ways in which bugs and insects live day to day, how they survive, and the things they need in order to accomplish this survival.

During the process of this unit, students will meet identified first grade content standards. Lessons and activities incorporated into this unit will interrelate ideas and information within and across subject matter areas. Student understanding will be developed through instructional strategies that are appropriate to the subject matter being taught.
Vocabulary

insect  thorax  abdomen  antenna  antennae
aphid  beetle  observation  prey  milkweed
pollen  nectar  ladybug  larvae  chrysalis
egg  symmetry  cricket  chirp  poisonous
harmful  pincers  stinger  feelers  entomologists
life cycle  skeleton  caterpillar  butterfly  egg
# Block Plan

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<td>All About Insects</td>
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<td>All About Insects</td>
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<td>The Icky Bug Counting Book</td>
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<td>Lesson Bug Graphing</td>
<td>Lesson All About Spiders</td>
<td>Lesson Spiders/insects Venn Diagram</td>
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<td>Icky Bug Accordion Books</td>
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<td>Science Graph results from insect observation</td>
<td>PE Cricket Math Science Brainstorm information from Icky Bugs</td>
<td>Art Tasty Ladybug Cookies</td>
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Clinical Teaching Lesson Plan
Circle One: NEW or RETEACH

Grade: 1st  Subject: Science  Standard: 4.1.4.b  Lesson Title: All About Insects

Teacher Materials: paper circles, tape, pipe cleaner, insect pictures

Vocabulary: head, antenna, abdomen, antennae, entomologists

Students' Materials: copy, pg. 9 (Thematic Unit, Bugs), pencils, glue, scissors

Objective: The students will identify and label the parts of an insect, after guided practice with 90% accuracy.

Set: Today boys and girls we are going to learn how to be entomologists. We will study insects as these scientists do.

Background/Input: Do you know what qualities make an insect unique? Let's brainstorm your ideas. (Brainstorm ideas on chart paper).

Procedure/Application:

1. Teacher teaches: (Visual/auditory) Insects have qualities that make them distinct. Insects have a) 6 legs, b) 3 body parts, c) antennae, d) lay eggs

2. Students teach the teacher: (Oral/Psychomotor/Kinesthetic) What qualities make an insect unique? Students are called upon to recall these qualities.

3. Guided Practice: Using pictures, labeled circles and pipe cleaners, students are called upon to label the insects' abdomen, thorax, head, and antennae.

4. Activities: Brainstorm other insects, discuss qualities.

5. Independent Practice: Students label insect parts using scissors and glue.

Assessment/Criterion: Collect labeled insect to determine accuracy. Reteach if student does not earn at least 90% accuracy.

Student Teacher: Jennifer Carroll  Master Teacher Approval: [Signature]

Date: 6-11-03
Clinical Teaching Lesson Plan

Grade: 1st  Subject: Math  Standard: 1.2  Lesson Title: Bug Graphing

Teacher Materials: Very hungry Caterpillar  chart paper  markers

Vocabulary: legs  pincers  wings  antennae  fingers

Students' Materials: Bug Graph pg. 45  (Theme: Unit: Bugs)

Objective: The students will graph insects according to specific characteristics, after modeling and guided practice with 90% accuracy.

Set: Today boys and girls we are going to learn how to complete graphs. For many, this should be review.

Background/Input: Ask students what graphs are used for.

Procedure/Application:

1. Teacher teaches: (Visual/auditory) Read, "The Very Hungry Caterpillar." Show students how to graph the different fruits eaten by the caterpillar.

2. Students teach the teacher: (Oral/Psychomotor/Kinesthetic) Ask volunteer students to complete the graph by inserting appropriate information and explain actions.

3. Guided Practice: Students and teacher work together to graph the students' favorite bug chosen.

4. Activities: Students color their favorite bug (cricket, spider, grasshopper) and place it on the graph. Students work together to answer questions.

5. Independent Practice: Students complete pg. 45, graphing bugs according to specific characteristics.

Assessment/Criterion: (Tie-in with objective) Teacher will collect Bug graphs to determine accuracy. Students receiving a percentage below 90 will be retaught individually.

Student Teacher: Jennifer Canale  Master Teacher Approval: Lynda

Date: 6-11-03
Clinical Teaching Lesson Plan

Grade 1st  Subject  Lang.Arts  Standard  1.0.3  Lesson Title  Brainstorming/Informational Writing

Teacher Materials  Vocabulary  Students’ Materials
chart paper  brainstorm details  paper
markers  topic  pencils
main idea

Objective: The students will brainstorm insect facts to compose informational text with 80% accuracy.

Set: Today boys and girls we are going to learn how to brainstorm details to make sure our topic and main idea match.

Background/Input: Brainstorming is another way to web ideas. When writing informational text, we use this method to organize writing.

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) Today I am going to brainstorm ideas about an ant. Discuss facts about an ant to guide informational writing.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) Students are called upon to review important steps in the brainstorming process.

3. Guided Practice:
   Students and teacher work together to brainstorm details about another insect. Student and teacher share the pen.

4. Activities:

5. Independent Practice:
   Students use Writer’s Workshop writing time to brainstorm and begin informational writing.

Assessment/Criterion:
(Tie-in with objective) Teacher will conference with individual students to review the brainstorming processes being used.

Student Teacher: Jenniee Capelle  Master Teacher Approval: 6-11-03
Clinical Teaching Lesson Plan  
Circle One (NEW or RETEACH) 

Grade: 1st  
Subject: Science  
Standard: 4a-4c  
Lesson Title: All About Spiders  

Teacher Materials:  
- Chart paper  
- Spider visuals  
- Paper, pipe cleaner  

Vocabulary:  
- Head  
- Thorax  
- Abdomen  
- Eight  
- Legs  
- Prey  

Students' Materials:  
- Copy pg 22 (thematic unit, Bugs)  
- Scissors, glue  

Objective: The students will label a generic spider body after modeling and guided practice with 90% accuracy.  

Set: Today boys and girls we are going to learn about the qualities of a spider.  

Background/Input: Brainstorm student ideas about spiders.  

Procedure/Application:  

1. Teacher teaches:  
   (Visual/auditory) Spiders have qualities that make them distinct.  

2. Students teach the teacher:  
   (Oral/Psychomotor/Kinesthetic) Students are called upon to recall the various qualities.  

3. Guided Practice: Students and teacher work together to label several spider bodies.  

4. Activities:  

5. Independent Practice: Students work independently to label a spider's body.  

Assessment/Criterion: Collected work will be graded. Students not receiving 90% accuracy will receive further instruction and independent practice.  

Student Teacher: Jennifer Carroll  
Master Teacher Approval:  

Date:  

(Handwritten notes: 8/22/00, Jennifer Carroll)
Clinical Teaching Lesson Plan

Grade 1st
Subject Science
Standard 1.2
Lesson Title Compare/Contrast Spiders & Insects

Teacher Materials: Chart paper, markers
Vocabulary: Head, thorax, legs, body, prey
Students' Materials: Paper, pencils

Objective: The students will write 4 sentences comparing and contrasting the anatomy of an insect and a spider with 80% accuracy.

Set: Today boys and girls we are going to learn about how insects and spiders are different and alike.

Background/Input: Review "insect" min. book, and spider lesson.

Procedure/Application:
1. Teacher teaches:
   (Visual/auditory) There are some things that are different between spiders and insects. Explain how students should be charted on Venn diagram.
2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) Ask students to identify similarities and differences between the insect and spider anatomy.
3. Guided Practice: Students share the pen with teacher to chart similarities and differences on the Venn Diagram.
4. Activities:
5. Independent Practice: Students write 4 sentences comparing and contrasting spiders and insects.

Assessment/Criterion: Teacher will collect and review student work. Similarities and differences should be accurately identified with 80% accuracy.

Student Teacher: Jennifer Capple
Master Teacher Approval: ______________
Date: ______________

(As requested by 1009)
(1108-Upper)
Clinical Teaching Lesson Plan

Grade 1st Subject Language Arts Standard 1.3 Lesson Title Describing Words

Teacher Materials
- Butterfly (insects)
- White board
- Markers

Vocabulary
- Egg
- Caterpillar
- Milkweed
- Symmetry
- Chrysalis
- Life-cycle

Students' Materials
- Previous written work
- Pencils

Objective: The students will place describing words in their writing.

Set: Today boys and girls we are going to learn how to identify describing words that can be used in our writing.

Background/Input: Discuss the use of describing words to make writing more interesting. 70% of written text should include describing words.

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory)  Read Aloud "Butterfly," Reread one sentence slowly. Think aloud- identify describing words. Continue 2-3 more examples.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) Call students to read a sentence from the text and identify describing words. Students explain importance.

3. Guided Practice: Students share the pen with teacher to identify describing words in text.

4. Activities:

5. Independent Practice: Students edit/revise their informational insect writing using describing words. Conference with teacher.

Assessment/Criterion:
(Tie-in with objective) At this point teacher will determine if student is using describing words in 70% of writing.

Student Teacher: Jennifer Carole  Master Teacher Approval: Sylee

Date: 6-11-03
Clinical Teaching Lesson Plan

Grade 1st

Subject: Language Arts

Standard: 1.1.1

Lesson Title: Icky Bug Accordion Books

Teacher Materials
- chart paper
- markers

Vocabulary
- aphids
- beetles
- larvae
- poster board
- markers
- teacher-assigned groups

Objecetive: The students will create a cooperative, Icky Bug Book, by selecting a favorite bug, and writing one descriptive sentence with 10% accuracy.

Set: Today boys and girls we are going to learn how to describe our favorite insects, working together.

Background/Input: Discuss/chart Icky Bugs found in The Icky Bug Counting Book.

Procedure/Application:

1. Teacher teaches:
   (Visual/auditory) Using chart paper and markers, teacher shows and tells students how to write a descriptive sentence about a main idea.

2. Students teach the teacher:
   (Oral/Psychomotor/Kinesthetic) Students are called upon to model this behavior through self-selected examples.

3. Guided Practice: Teacher provides topic. Students work together with partners to establish one descriptive sentence.

4. Activities: Teacher divides students into small groups.

5. Independent Practice: Students work cooperatively to select one favorite insect. Students research references and write one descriptive sentence.

Assessment/Criterion: (Tie-in with objective) After teacher determines accuracy, groups transfer information onto poster-board to create a "class Icky Bug Book".

Student Teacher: Jennifer Cudde

Master Teacher Approval: [Signature]

Date: 6-1-03
Activities

**Insect Mini-Book**
Students compose a mini-book about the body structure of insects.
*Reading 1.3, Reading Comprehension 2.6*

**Insect Observation**
Students use magnifying glasses to discover bugs and insects around the Ewing School Campus. Students draw sketches of their observations and write describing words to accompany them. Teacher and students review and chart the results from the observation.
*Investigation 4.a, 4.b, 4.c*

**Beginning/Middle/End Comic**
After reading *The Ant and the Chrysalis*, students compose a comic strip depicting the B-M-E components of the fable.
*Reading Comprehension 2.7, Literary Response and Analysis 3.1*

**Life Cycle Sequencing**
Students sequence the life cycle of a butterfly.
*Literary Response 3.3*

**Butterfly Mini-Book**
Students compose a mini-book about the life cycle of a butterfly.
*Reading 1.3, Comprehension 2.6*

**Poetry/Songs**
Students and teacher sing songs, read poems, and clap chants about various bugs and insects.
*Listening and Speaking 2.1*

**Cricket Math**
This physical activity is a fun way to practice counting skills. The students are taken to an open area on the playground. Students are asked to pretend they are crickets. The children hop different numbers creating an addition and subtraction math game out of the activity.
*P.E. 1 & 5, Number Sense 2.2, 2.6, Measurement and Geometry 2.3*
**Tasty Ladybug Cookies**
Students decorate sugar cookies using frosting, chocolate chips, and pretzels to create edible ladybugs.
**Listening and Speaking 1.3, Visual Arts 1**

**Daily Journal Prompts**
Journal entries related to insect and spider anatomy, also correlated with various reading materials.
**Writing 1.1, 1.2, 1.3, Writing Applications 2.2**

**Daily Read-Alouds**
**Listening and Speaking 1.1, Reading Comprehension 2.7**
What Makes an Insect?

What makes an insect?
Do you know?

Insects have six legs,
no more and no less.

Is a spider an insect?
See if you can guess!
An insect's feelers and eyes are on its head.

An insect has three body parts: a head, a thorax, and an abdomen.

The legs and wings are on the thorax.

What makes an insect? Now you know!
Do many insects live on our school grounds?

Directions: Use a magnifying glass to observe bugs or insects. Draw a picture of the bug or insect and write 2-3 describing words for each.

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Growing Into a Butterfly

egg
caterpillar

chrysalis
butterfly
1. I became a beautiful butterfly.

2. Then guess what happened?

3. I grew wings.

4. Inside the chrysalis, I was very busy changing!

5. I turned different colors.
A Butterfly Grows Up

I began as an egg this tiny. Inside the egg, I became a caterpillar.

After I hatched, I ate a lot and grew and grew and grew!

Then I hung from a leaf and changed into a chrysalis.
Bibliography

*Thematic Unit Bugs*, by Jennifer Prior, Teacher Created Materials

*25 Science Mini-Books for Emergent Readers*. Scholastic

*The Icky Bug Counting Book*, by Jerry Pallotta.


*Old Black Fly*, by Melvin Berger.

*What Do Insects Do?* by Susan Canizares and Mary Reid.

*Where Do Insects Live?* by Carle, Eric.

*The Very Hungry Caterpillar*, by Carle, Eric.

*The Very Busy Spider*, by Eric Carle.

*Creepy, Crawly Caterpillars*, by Heidrose and Andreas Fischer-Nagel.

*Life of the Butterfly*, by Heidrose and Andreas Fischer-Nagel.

*Beautiful Bugs*, by Allan Fowler.

*Monarch Butterfly*, by Ron and Nancy Gore.

*Insect Metamorphosis: From Egg to Adult*, by Ethan Herberman.

*Mosquitoes* by, P& H Hoose.

*Hey, Little Ant*, by James How.

*Wish I Were a Butterfly I*, by Leslie Kimmelman.

*Creepy, Crawly Baby Bugs*, by Stuart Murphy.

*World’s Weirdest Bugs and other Creepy Creatures*, by Kjell Sandved.

*Butterfly and Caterpillar*, by Nancy Winslow and Joan Wright.
Assessment

Evaluations and Assessments

Anecdotal records will be taken each day. The teacher will focus on several students per day during the unit to track growth. In addition, the teacher will also conduct reading workshop conferences with students to aid in the selection of future mini-lessons that may be used in conjunction with the focus unit.

Each mini-lesson conducted during the course of this unit includes the evaluation of all work submitted. Each of the activities requires the teacher to analyze student work to determine accuracy and participation. Literacy centers evaluations will be made as work is submitted. Work will be examined thoroughly to identify students' strengths and weaknesses. All work collected throughout the course of this unit will be stores in student folders entitled, “My Bug and Insect Folder”. Students will determine portfolio preferences from graded work returned to these folders.

Organization of Data

All of the information fathered during the one-week unit will be stored in designated areas. As mentioned, student work will be stored in individual folders. The teacher and students will analyze graded work to determine which items should be added to students' portfolios. Assessments and observations will be organized by date and will be filed appropriately.
**Use of Information**

The information gathered during the course of this unit will be used to guide future instruction, to confer with parents and students, to assign grades, to set goals, and to plan individualized instruction.
Criterion Assessment of Overall Goal

Students

Students will write a reflection about what they learned during the course of the unit. This reflection will be a non-graded component of the unit, which will be used to guide future use of this unit and the contents thereof.

After reflecting individually, the students and teacher will meet together to discuss the week's events. Students will be encouraged to candidly share lessons and activities they liked or disliked. They will also be asked to explain the elements learned about different insects and bugs.

Teacher

After assessing student work and participation levels, the teacher will reflect on the overall effectiveness of the unit. In order for the unit rationale to be accomplished, all student work should fall in the assessment criterion laid forth for individual lessons. By the close of this unit, students will be familiar with the biology and body structure of a generic insect and spider. They will also learn about the life cycle of a butterfly. The first graders will explore the ways in which bugs and insects live day to day, how they survive, and the things they need in order to accomplish this survival.