

**CGA-San Joaquin Valley
Teacher Geographic Units
K-6**

LESSON # **I-1**

UNIT TITLE: **INSECTS: Unit for the 1st Grade**

Created By: **David A. Kilborn/ Martha Rodriguez**

GRADE: **1st**

INSECTS:

An instructional unit
written for 1st grade

by
David A. Kilborn
with
Martha Rodriguez

BINKO /Study Guide for *Geographic Alliance*

(Always make sure your type on the transparency is big enough to show up clearly on the overhead - to back row of classroom)

Name of Lesson
by (name of presenter)
For Grades
School Name

Introduction/Set

Introduce the concept objective and draw on students background knowledge

Purpose/Set

Reinforce the "Five Themes"

Objective: (only one)

The students will _____ by _____ (Bloom's Taxonomy) (Tell the learners what they are going to learn - make it relative to their everyday life and why - and tell them how they are going to learn the objective)

Vocabulary

(Introduced in lesson)

Standards

(Grade Level - Kemper's Standards Book)

Materials:

(Used in lesson preparation/activity)

Procedures:

(step by step instruction and/or activity procedure - assume nothing)

The teacher will.....

The students will....

Lesson Extension: (What other activities/lessons could be taught to support this, your main objective)

Attachment/Support Data

(Bibliography - source of resource gathering)

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INSECT UNIT RATIONALE

Paper opening
Only report facts - not every personal plan

We are faced with insects in all facets of our lives. We love them, hate them, adore them and are frightened by them. Children also often feel the same way we do. Insects are part of literature, either adult or juvenile. They are part of science as well. In fact, they invade every area of life.

For these reasons I have made this unit on insects. It includes the following concepts:

- 1) Math- symmetry
- 2) LA- basic reading and writing skills
- 3) SCI- anatomy and life cycles
- 4) Art- symmetry
- 5) PE- movement

Several of these areas are also integrated. Math and art are integrated under symmetry, SCI and LA under the many readings and anatomy, and even PE and SCI because many of the games call on the children to identify insects as different from other animals.

Based on the previous, the goal for this unit is to expose the children to the fantastic things we can learn from insects.

EXPLANATION OF RESOURCES INCLUDED

The materials in this unit are organized into two groups. Those used in the unit block plan and lessons are organized under the day under ^{daily instruction} which the lesson begins. Some materials ^{lesson plans too?} ~~thereunder~~ _{It's okay} may not be used that day, but follow with the concept introduced that day. ^{or previous day} The remainder of the materials are included as extra and are organized by subject. _{activities?}

Lesson?

OUTSIDE RESOURCES REQUIRED

Life Cycle of a Monarch-
Grossman & Grossman, Toledo.

This is an oversize book with sequence cards. It may not be available in print as this copy is from 1964. Any other book describing the life cycle of a butterfly should suffice.

The Very Hungry Caterpillar-
Eric Carle, Philomel Books, NY.

Other insect books for the children should also be obtained for the children.

VOCABULARY LIST

Good.

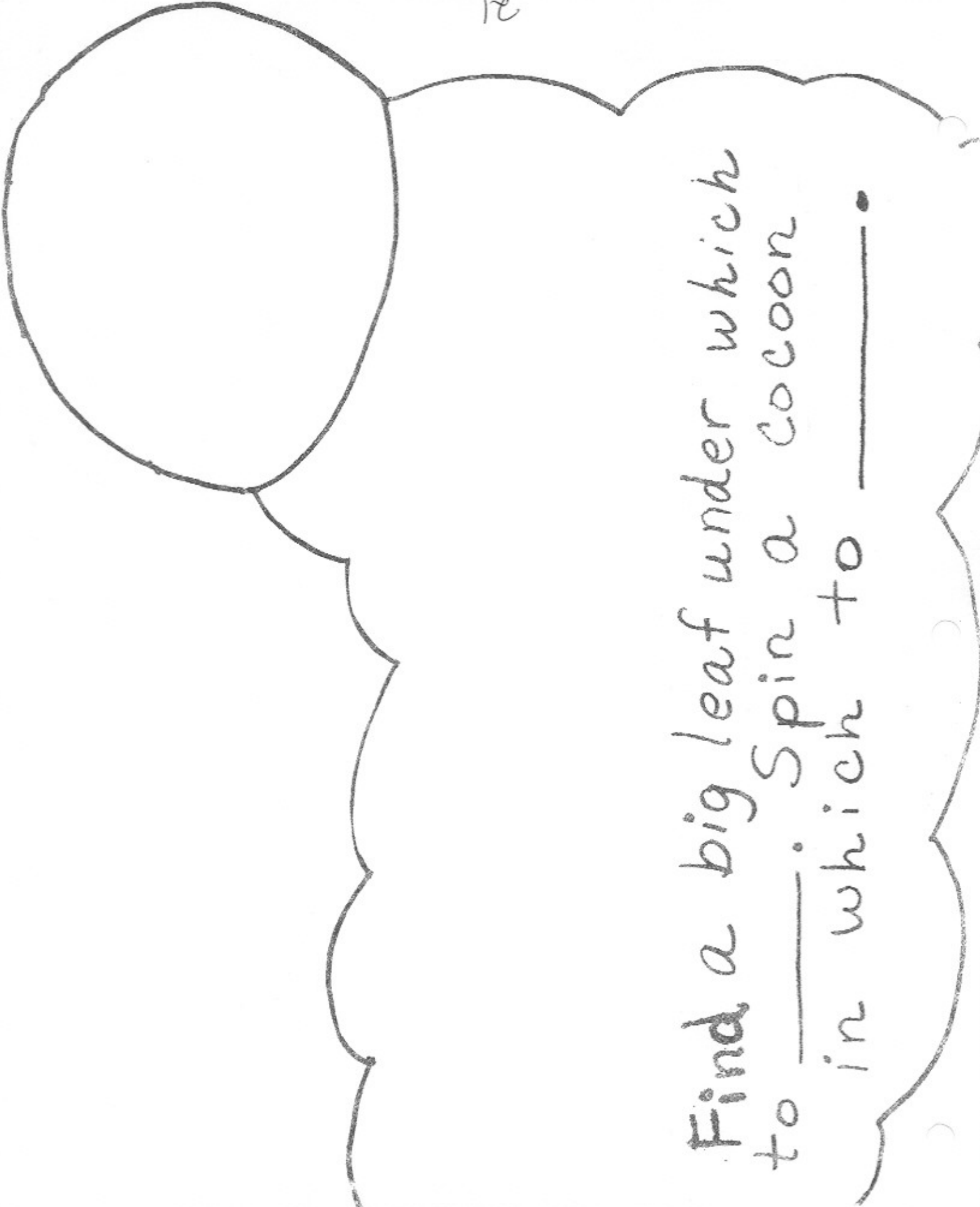
head
thorax
abdomen
antenna (sngl)
antennae (pl)
leg
cocoon

butterfly
grasshopper
praying mantis
bee
ladybug
caterpillar
crysalis

- ① How are these words used in your unit.
- ② Should the student be held accountable to use words in context? Spelling?
- ③ What about definitions?



Caterpillar, caterpillar
winter and , you
better .



Find a big leaf under which
to _____. Spin a cocoon
in which to _____.

So when Spring comes one
fine _____. You'll be a
butterfly and fly _____.