

Interdisciplinary Unit Plan: The Very Hungry Caterpillar

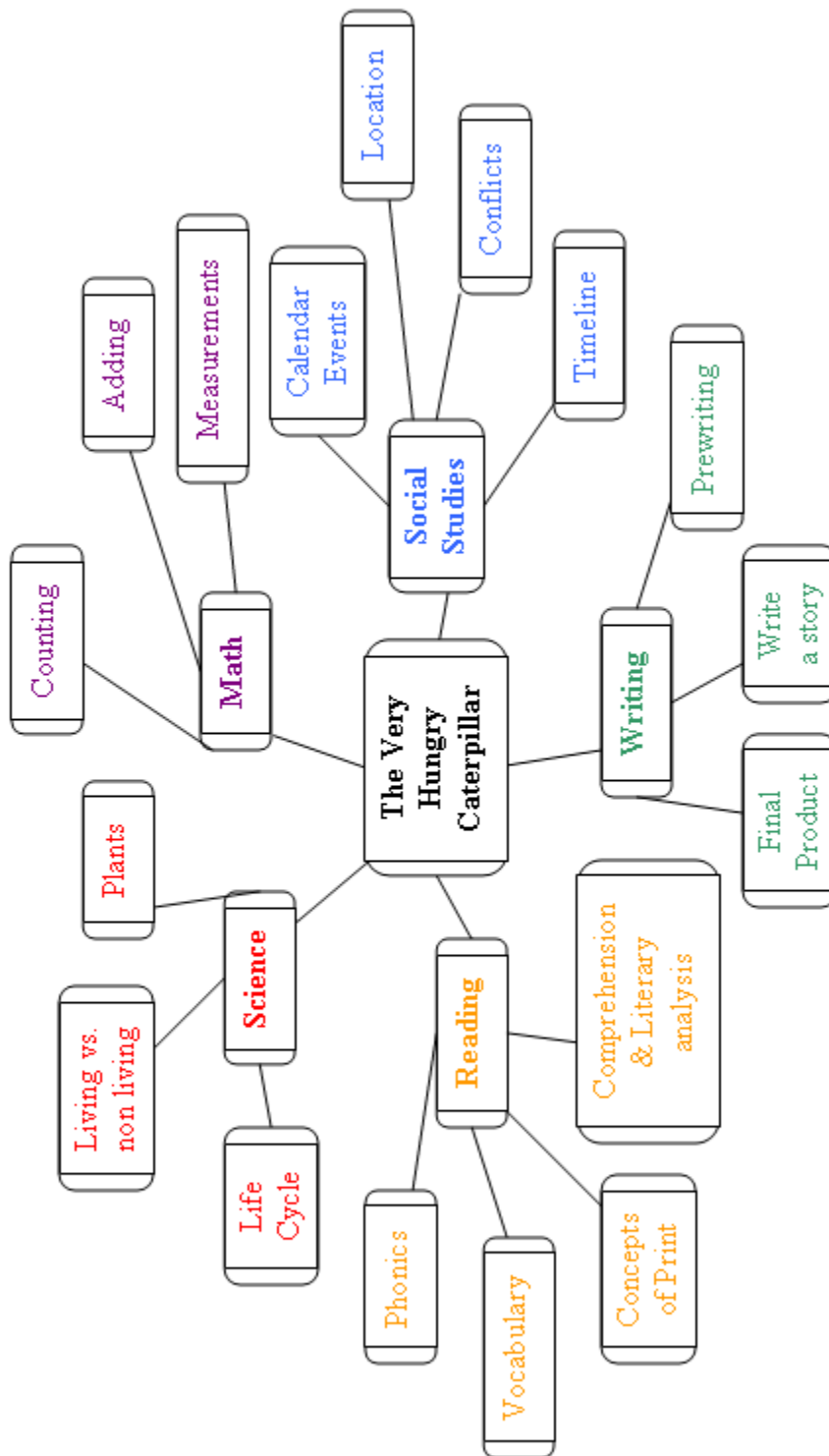
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Graphic Organizer



The Very Hungry Caterpillar

I. Science

- a. Life Cycle
- b. Living vs. Non-Living
- c. Plants

II. Math

- a. Counting
- b. Adding
- c. Measurements

III. Social Studies

- a. Calendar Events
- b. Location
- c. Conflicts
- d. Timeline

IV. Writing

- a. Prewriting
- b. Write a Story
- c. Final Product

V. Reading

- a. Comprehension and Literary Analysis
- b. Concepts of Print
- c. Vocabulary
- d. Phonics

Narrative Explanation

Sunshine State Standards

Reading

- ◆ LA.1.1.1.1- The student will locate the title, table of contents, names of author and illustrator, glossary, and index. LA.1.6.2.4- The student will identify authors, illustrators, or composers with their works. LA.1.5.2.3- The student will listen attentively to fiction and nonfiction read-alouds and demonstrate understanding. LA.1.1.3.4- The student will manipulate individual phonemes to create new words through addition, deletion, and substitution. LA.1.1.4.5- The student will recognize high frequency words. LA.1.1.6.3- The student will use context clues. LA.1.1.7.3- The student will retell the main idea or essential message. LA.1.1.7.6- The student will arrange events in sequence

Writing

- ◆ LA.1.3.1.1- The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities). LA.1.4.1.2- The student will participate in writing simple stories, poems, rhymes, or song lyrics. LA.1.3.5.1- The student will produce, illustrate, and share a variety of compositions. LA.1.3.3.1- The student will revise by evaluating the draft for logical thinking and marking out repetitive text.

Math

- ◆ MA.1.A.2.3- Order counting numbers, compare their relative magnitudes, and represent numbers on a number line. MA.1.A.1.1- model addition and subtraction situations using the concepts of "part-whole," "adding to," "taking away from," "comparing," and missing addend." MA.1.G.5.1- Measure by using iterations of a unit, and count the unit measures by grouping units.

Science

- ◆ SC.1.L.16.1- Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population. SC.1.P.8.1- Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float. SC.1.N.1.3- Keep records as appropriate - such as pictorial and written records - of investigations conducted. SC.1.L.14.2- Identify the major parts of plants, including stem, roots, leaves, and flowers.

Social Studies

- ◆ SS.1.A.3.1- Use terms related to time to sequentially order events that have occurred in school, home, or community. SS.1.A.3.2- Create a timeline based on the student's life or school events, using primary sources. SS.1.C.3.1- Explain how decisions can be made or how conflicts might be resolved in fair and just ways. SS.1.G.1.6- Describe how location, weather, and physical environment affect the way people live in our community.

When choosing what material to teach, one must take into account many different avenues. A unit plan helps organize all the avenues into one set plan, which in turn creates the ability to draw many lessons from a specific topic. The Very Hungry Caterpillar is a popular

piece of child literature and allows for a variety of lessons throughout the unit plan. The book allows the connection to be made in lessons for every main content area in a first grade classroom. The Very Hungry Caterpillar has been used as the specific topic area for the following integrated unit plan. This particular book was chosen because as a child, it was one of my favorite books to read and I know other children will enjoy it also. Plus it is very diverse in the sense that every content area can be related.

When looking at the planning chart for the unit plan based around The Very Hungry Caterpillar, lessons tend to be sequenced and increase in difficulty as the week progresses. Students are utilizing a variety of skills in these lessons as well as using at least two of the three modalities in each lesson. The lessons are based around engaging activities in order to obtain and sustain the student's interest throughout the week. Since these students are in first grade, they range between 6 and seven year olds. At this developmental level as stated in Yardsticks (2007), it is important to work on their visual and fine motor skills. The six year olds tend to have trouble with personalized white boards but will practice this skill through many activities with chart paper. They also find it difficult to find space and stay in the lines when writing; this will be worked on through using largely lined paper and slowly decreasing the amount of space between the lines. This strategy will also help the seven year olds who tend to write as small as possible by forcing them to use and fill the line spacing provided.

Both six and seven year olds need a lot of help with phonics and should receive this help through group activities. Many of the lessons in this unit plan our group activities so that they can work with others in learning the material. Phonics is covered using examples from The Very Hungry Caterpillar, and discussed throughout the week. In writing, it is important to instruct six and seven year olds how to write a story properly and hold a pencil properly. At this age,

students tend to work better if the story had pictures associated with it and are able to draw. In this unit plan, students will create a story and pictures to go along with their story; this allows for practice in writing and how to hold a pencil to be able to write clearly. Lastly, in math both age groups need to practice using mental math. This is done through many worksheets and games where students are not allowed to write down the steps to solving the problem unless necessary.

Before beginning this unit plan, the rules of classroom behavior have been established as well as how to be a good audience when another classmate is presenting and the proper way to present to the class. Drawing upon prior knowledge, students understand how to “make words”, know the appropriate amount of sight words for their grade level, understand the concept of stop/go reading, understand how to use context clues, and are able to construct a storyboard. Students also understand how order numbering works, understand the concept of matching items, know how to make proper observations, are able to create observation charts, and know how to create a venn diagram. Throughout the activities in the unit plan, students will learn how to: identify concepts of print, gain knowledge on the life cycle, sequence events, create foldables, differentiate between three different writing applications, brainstorm topics, use the writing process, review and publish pieces of writing, use proper math vocabulary, use measuring (length), determine the difference between parent and offspring, identify parts of a plant, organize objects by observable characteristics, create timeline of events, resolve conflicts in a fair and just way, and determine how geography affects a community. This seems like a lot of material for students to learn in a week’s time but they will be building off of prior knowledge and this information sets the foundations for further coursework. The skills that will be learned will be utilized throughout the rest of the student’s elementary academic period and it is very important that the concepts are presented in a clear and understandable matter.

Classroom Management Considerations

Classroom management is the most important factor in any successful classroom. If the classroom is managed properly, students will move from subjects smoothly, pay attention and be engaged, and have less behavioral problems. As a teacher, if you spend less time on classroom management it allows for more instruction time. Classroom management techniques are normally set up at the beginning of the school year. Some schools even require a specific system to be used.

At the beginning of the school year, the classroom rules are established with help by the students. They understand that there are consequences and rewards in the classroom. They also understand that when they hear “give me five” and see the teachers hand in the air, this is the signal for them to pay attention. They will direct their attention to the teacher, quite their mouths, turn their listening ears on, and raise their hand in the air like the teacher. This is the way that was established at the beginning of the year to gather the class’s attention throughout the day.

With regards to The Very Hungry Caterpillar unit plan, it is important to keep on schedule with the planned material but to also remember to be flexible because some lessons might take longer than originally planned. Being organized and fully planned/prepared will help manage the classroom because activities will run smoothly and students will have less down time to become off task. Since many of the activities in the unit plan are in groups or pairs, it is important to make sure grouping of students is done properly so that work will be completed. In every classroom there are students who don’t get along with others and attention needs to be called to this when grouping students. To insure completion of work, students should be held accountable for their work and informed work needs to be completed in a timely manner. With all of these combined, the unit should run smoothly with littler behavioral problems.

Parent Letter

Dear parent or guardian,

Hello again! I am writing to inform you about the new unit we will be starting next week. This unit is a little different than the others we have already tackled. This is an integrated unit plan based on the book *The Very Hungry Caterpillar* by Eric Carl. The reason for the integrated unit is to allow us to make connections between math, science, language arts, and social studies while drawing from a continuous source, *The Very Hungry Caterpillar*. It is a fun way for students to learn the required sunshine state standards. Many of these will be cover in each subject area throughout the unit.

In this unit, your child will be learning a variety of skills in science, math, social studies, writing, and reading. In science, we will cover information regarding plants, living vs. non-living, and introduce the life cycle. Math will cover counting, adding/subtracting, and measurements. Social studies will introduce calendar events, different types of locations, how to solve conflicts, and how to work/interpret timelines. In writing, your student will learn about the writing process by going through the process: prewriting, writing, and editing/publishing. Lastly, in reading we will cover phonics, build vocabulary, understand the concepts of print, and build comprehension skills. All of this will be done through engaging, hands on assignments.

In order to complete some of these assignments, parent volunteers will be needed. If you are able to come and help out any day of the week, any time of the day please send a note in with your student's planner listing your availability and contact number. Thank you in advance!

Students will also be bringing home unfinished work and study material in order to continue learning outside of the classroom. It would be beneficial for your student if you check their work for completeness. A copy of the book will be provided if you are unable to obtain one for your home library. Students will also be completing a variety of crafts and activities tying together the lesson. Please encourage your student to share them with you because I know they will be eager to do so. Once again, thank you for the time and effort you have put into this school year so far. Your students could not be successful without your support. Have a wonderful day and please contact me with any questions or concerns!

Ms. Alison Hutzell
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Integrated Unit Planning Chart

Name: Alison HutzellTheme The Very Hungry CaterpillarGrade: First

Subject	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	<p><i>Time:</i> 30 min <i>Goals:</i> Understand concepts of print SSS: LA.1.1.1.1/ LA.1.6.2.4, LA.1.5.2.3 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Introduce concepts of print • Introduce book • Groups- each get a copy of the book & identifies concepts of print for TVHC • Write answers on chart paper • Share with class • Teacher read's TVHC aloud • Asks questions to check for understanding <p><i>Learning Styles:</i> Auditory, Visual</p>	<p><i>Time:</i> 35 min <i>Goals:</i> Demonstrate understanding on phonemic awareness SSS: LA.1.1.3.4 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Reread TVHC • List the letters: C-A-T-E-R-P-I-L-L-A-R, on the board • Demonstrate how to create new words using same letters in Caterpillar • Challenge class to be creative in finding words others might miss • Pairs- Create 3, 4, and 5 letter words using the letters • List words in reading journals • Share one word from each 	<p><i>Time:</i> 30 min <i>Goals:</i> Demonstrate understanding of word analysis and develop new vocabulary SSS: LA.1.1.4.5, LA.1.1.6.3 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Review sight words previously learned • Take turns stop/go reading TVHC • As a class during the reading, identify sight words from story • Create list on board • Teacher has worksheet created with sentences from the book • Students individually 	<p><i>Time:</i> 25 min <i>Goals:</i> Demonstrate understanding of main idea through retelling SSS: LA.1.1.7.3 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Review life cycle • Distribute construction paper • Demonstrate how to create foldable • Students create a three fold foldable • Draw a picture of the caterpillars life cycle on the outside • Write a description of the stage under fold <p><i>Learning Styles:</i> Tactile, Visual, Auditory</p>	<p><i>Time:</i> 30 min <i>Goals:</i> Comprehend sequencing SSS: LA.1.1.7.6 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Recall how to construct a storyboard • Provide sheets with all food/stages/days of the week from the story • Students will cut and color sheets • Using blank storyboard paper provided, place event in order with proper days of the week and life cycle stages <p><i>Learning Styles:</i> Tactile, Visual, Auditory</p>

<p>Reading Cont'd</p>		<p>category with class</p> <ul style="list-style-type: none"> • Audience uses creative hand claps chosen by presenting pair <p><i>Learning Styles:</i> Tactile, Auditory, Visual</p>	<p>complete worksheet by using context clues to fill in missing words.</p> <p><i>Learning Styles:</i> Auditory, Visual</p>		
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Writing	<p>Day 1 <i>Time:</i> 35 min <i>Goals:</i> Understand writing applications <i>SSS:</i> <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Teacher read aloud TVHC • Introduce creating foldable • Create foldable • Discuss 3 different writing applications • Have definition and word typed on a worksheet • Cut out words and match together • Paste in foldable • Review type of application and definition <p><i>Learning Styles:</i> Auditory, Visual, Tactile</p>	<p>Day 2 <i>Time:</i> 25 min <i>Goals:</i> Demonstrate ability to brainstorm <i>SSS:</i> LA.1.3.1.1 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Recall reading of TVHC • Discuss as class why he had a stomachache • Instruct on how to brainstorm • In table groups, come up with a list of 10 foods that would up cause stomachaches <p><i>Learning Styles:</i> Auditory, Visual</p>	<p>Day 3 <i>Time:</i> 30 min <i>Goals:</i> Demonstrates creative writing <i>SSS:</i> LA.1.4.1.2 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Create list on board of all foods brainstormed previous day • Explain creative writing process • Instruct students to choose 3 foods to write about • Students write 3-4 sentences about each food item individual pages provided <p><i>Learning Styles:</i> Auditory, Visual</p>	<p>Day 4 <i>Time:</i> 25 min <i>Goals:</i> Demonstrates understanding of revising and publishing <i>SSS:</i> LA.1.3.5.1, LA.1.3.3.1 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Using story wrote previous day, students will review with partners for logical thinking • Students will review suggestions made by partner and rewrite story if needed • After final sentences completed, students will beginning illustrating their story <p><i>Learning Styles:</i> Tactile, Visual</p>	<p>Day 5 <i>Time:</i> 35min <i>Goals:</i> Demonstrates understanding of revising and publishing <i>SSS:</i> LA.1.3.5.1, LA.1.3.3.1 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Students will pick up where they left off previous day • Instruct students how to create a cover page, including a title, for their story • Assist in stapling pages to make a book • Students share books with the class <p><i>Learning Styles:</i> Tactile, Visual, Auditory</p>
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Math	<p>Day 1 <i>Time:</i> 20 min <i>Goals:</i> Demonstrate understanding of order numbering <i>SSS:</i> MA.1.A.2.3 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Pass out premade number lines to groups • Food from TVHC with the number the caterpillar ate written on it-given to each group • Working together, students will place food item in appropriate spot on number line according to the amount the caterpillar ate • Teacher will walk around and ask questions testing & reviewing proper math vocabulary <p><i>Learning Styles:</i> Tactile, Visual, Auditory</p>	<p>Day 2 <i>Time:</i> 25 min <i>Goals:</i> Know how to model addition and subtraction situations using math concepts <i>SSS:</i> MA.1.A.1.1 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Introduce proper addition terminology • Using worksheet previously created, solve picture addition problems • With group members, cut out food from TVHC • Use the cutouts to figure out how many food items the caterpillar ate all week <p><i>Learning Styles:</i> Auditory, Visual, Tactile</p>	<p>Day 3 <i>Time:</i> 25 min <i>Goals:</i> Know how to model addition and subtraction situations using math concepts <i>SSS:</i> MA.1.A.1.1 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Review addition from previous day • Introduce proper subtraction terminology • Using worksheet previously created, solve picture subtraction problems • Using base 10 unit cubes, create and solve subtraction problems with partner <p><i>Learning Styles:</i> Auditory, Visual, Tactile</p>	<p>Day 4 <i>Time:</i> 30 min <i>Goals:</i> Know how to model addition and subtraction situations using math concepts <i>SSS:</i> MA.1.A.1.1 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Review addition and subtraction from previous days • Using food or cubes from previous lessons, create 2 addition and 2 subtraction problems for partner to solve • Play review BINGO with the answer being the numbers on the BINGO board so students have to solve the addition or subtraction math problem • Compare and contrast addition and subtraction terminology <p><i>Learning Styles:</i> Auditory, Visual, Tactile</p>	<p>Day 5 <i>Time:</i> 25 min <i>Goals:</i> Demonstrate understanding of length <i>SSS:</i> MA.1.G.5.1 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Explain length & how the caterpillar grows throughout the story using pictures • Disperse 7 premade (from construction paper) caterpillars of various sizes to groups • Caterpillar on projector measuring 8 inches • Working in groups, students will measure their 7 caterpillars to figure out which matches the one on the projector <p><i>Learning Styles:</i> Auditory, Visual, Tactile</p>
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Science	Day 1 <i>Time:</i> 35 min <i>Goals:</i> Demonstrate understanding of the life cycle <i>SSS:</i> SC.1.L.16.1 <i>Activity Description:</i> <ul style="list-style-type: none"> • Introduce life cycle • Show life cycle from TVHC • Have worksheet with life cycle of butterfly (little egg on leaf, little caterpillar on leaf, larger caterpillar on ground, very large caterpillar on big leaf, leaves that have been eaten, caterpillar building cocoon, caterpillar inside cocoon, butterfly emerging from cocoon, and butterfly flying away) • Students cut out each step • Use a storyboard to sequence the 	Day 2 <i>Time:</i> 30min <i>Goals:</i> Understand relationship between parents and offspring <i>SSS:</i> SC.1.L.16.1 <i>Activity Description:</i> <ul style="list-style-type: none"> • Discuss relationship of parents to offspring • Each group is given 4 pictures of farm animals with the name of the animal • Match offspring to parent • Create Venn Diagram for each pair comparing and contrasting parent and offspring • Share with class <i>Learning Styles:</i> Auditory, Visual	Day 3 <i>Time:</i> 35 min <i>Goals:</i> Demonstrate ability to sort objects by observable properties and record observations <i>SSS:</i> SC.1.P.8.1, SC.1.N.1.3 <i>Activity Description:</i> <ul style="list-style-type: none"> • Remind students of proper way to observe & create observation charts in science journal • Teacher bring in fruit and vegetables the caterpillar ate • Group given a couple of each • Asked to compare colors and textures of the outside surfaces • Record answers in science journal • Teacher cut open food, students observe inside and compare what they see • Specifically look at 	Day 4 <i>Time:</i> 30 min <i>Goals:</i> Demonstrate understanding of parts of a plant <i>SSS:</i> SC.1.L.14.2 <i>Activity Description:</i> <ul style="list-style-type: none"> • Introduce plants • Take students outside to collect leaves, flowers, and other plants available • Have students find what they would want to eat if they were a caterpillar • Observe and draw pictures of plants in science journal if unable to collect • Students sorts their findings into different categories when return inside <i>Learning Styles:</i> Visual, Tactile	Day 5 <i>Time:</i> 30 min <i>Goals:</i> Demonstrate understanding of parts of a plant <i>SSS:</i> SC.1.L.14.2 <i>Activity Description:</i> <ul style="list-style-type: none"> • Recall information about plants • Using materials from previous day, in groups, students identify part of a plant from each category • Each student chooses their favorite plant • Blank paper with plant underneath, students color paper where plant is to transfer over details • Students observe details that transfer and label correct parts of the plant <i>Learning Styles:</i> Auditory, Visual, Tactile
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<p>Science Cont'd</p>	<p>cut outs of life cycle <i>Learning Styles:</i> Auditory, Visual, Tactile</p>		<p>seeds: number of, color, size, edible</p> <ul style="list-style-type: none"> • Teacher relates seeds to reproduction learned previous day <p><i>Learning Styles:</i> Auditory, Visual, Tactile</p>		
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Social Studies	<p>Day 1 <i>Time:</i> 30 min <i>Goals:</i> Understand terms related to sequentially ordered events SSS: SS.1.A.3.1 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Introduces terms and review how to sequentially order • Using TVHC, create an order of events chart on the board • Students reference book and each table gets a turn to add an event • Ask students to bring in pictures from events that have happened in their lives <p><i>Learning Styles:</i> Auditory, Visual</p>	<p>Day 2 <i>Time:</i> 35 min <i>Goals:</i> Demonstrate understanding of terms related to sequentially ordered events by creating a timeline SSS: SS.1.A.3.1, SS.1.A.3.2 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Using knowledge from previous day, students list sequential events that have happened/will happen in their lives • Introduce how to create a timeline • Using pictures brought in and pictures cut out of magazines, students will create a timeline of events that have happened/will happen in their lives • Timelines will be made on long paper provided by 	<p>Day 3 <i>Time:</i> 35 min <i>Goals:</i> Comprehends how conflicts can be resolved in fair and just ways SSS: SS. 1.C.3.1 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Introduce meaning of conflicts and ways to solve them • In groups, students will brainstorm conflicts that caterpillar in TVHC could face • Students choose the best conflict and write on chart paper • Groups will rotate around the room to each chart paper • Groups will discuss and come up with a way to solve the conflict • Write on sticky notes how to solve the conflict in a 	<p>Day 4 <i>Time:</i> 30 min <i>Goals:</i> Demonstrate understanding of how geography affects a community SSS: SS.1.G.1.6 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Introduce meaning of geography • Draw in connections to caterpillars geography • As a class, create a list on the board of why the caterpillars live where they do relating to location, weather, and physical environment (food/shelter) • Discuss/list reasons why they cant live in certain places <p><i>Learning Styles:</i> Auditory, Visual</p>	<p>Day 5 <i>Time:</i> 35 min <i>Goals:</i> Demonstrate understanding of how geography affects a community SSS: SS.1.G.1.6 <i>Activity Description:</i></p> <ul style="list-style-type: none"> • Review information learned about geography • In small groups, discuss why we live where we do relating to location, weather, and physical environment • Have students also relate their geography to effects on their food, clothing, shelter, transportation, recreation • Write answers on paper to be turned in <p><i>Learning Styles:</i> Auditory, Visual</p>
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<p>Social Studies Cont'd</p>		<p>teacher with a brief description by the picture</p> <ul style="list-style-type: none"> • Timelines will be displayed around the room <p><i>Learning Styles:</i> Auditory, Visual, Tactile</p>	<p>fair and just way</p> <ul style="list-style-type: none"> • Return to original group and review how others decided to solve the conflict • Choose the best way to solve and share conflict and solution with class <p><i>Learning Styles:</i> Auditory, Visual</p>		
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Lesson Plans

READING- Day 2

Unit goal(s)	Students will demonstrate understanding of phonemic awareness.		
Sunshine State Standards(s)	LA.1.1.3.4- The student will manipulate individual phonemes to create new words through addition, deletion, and substitution.		
Objective(s)	<ol style="list-style-type: none"> 1. Students will list “new words” establishing during making words activity. 2. Students will describe the “new words” create to the class. 3. Students will demonstrate respect and appropriate audience behavior during presentations. 		
Grade level	First Grade		
Rationale and Relevance	<p>The reason for this lesson is because students need to understand phonics at a young age to build upon this knowledge as they continue school. Making words and sharing them with the class is a great way to get students involved and hold them accountable for completing the work. Allowing them to pick the type of hand clap they would like to receive at the end of their presentation create an engaging and interacting environment for everyone in the classroom. This relates to students live by allowing them the opportunity to create new words from a word they already are familiar with because of the reading of the book. They can use their knowledge they have gained inside and outside the classroom to help them be creative in the making words activity. When relating to the overall curriculum, students are not only building their vocabulary but also building their phonemic awareness which is a necessity for younger students in order to foster their reading development which continues throughout school.</p>		
Content	<p>The lesson begin taught is about phonemic awareness. This is when students understand how words are made up. It will be done through a making words activity. Making words is when students are given 1 word and asked to use parts from that word to create other words. In this particular case, in pairs students will be given the word caterpillar (since we are reading The Very Hungry Caterpillar) and they will be asked to create 3, 4, and 5 letter words with the letters in caterpillar. Once they have completed this and written the words down in the reading journals, students will then share 1 word from each category. During the sharing, students will show how a proper audience acts while still being allowed to have fun through creative hand claps picked by the presenters.</p>		
Procedures			
Activity	Description	Materials	Time
<i>Focus/Review/Hook</i>	Upon arriving in the classroom, students will notice the large, colorful letters C-A-T-E-R-P-I-L-L-A-R cut out of construction paper and taped to the front board. (the letters are previously prepared)	-the letters	2 min
<i>Activity (e.g. lecture, group work, class discussion, structured</i>	<ol style="list-style-type: none"> 1. Teacher will gather students in the reading area. 2. Once students are settled into a spot on the 	-The Very Hungry Caterpillar by	7 min.

<p><i>practice, guided practice, hands on, independent practice)</i></p> <p><i>Assessment</i></p>	<p>rug, teacher will reread The Very Hungry Caterpillar to the students.</p> <p>3. During the reading, pause and ask students if they remember and can explain what comes next in the story.</p> <p>4. When the reading is complete, ask simple questions about the main ideas in the story to help students remember what was just read to them.</p> <p>Based on the answers the students provide and their ability to remember what happens throughout the story.</p>	Eric Carl	
<p><i>Transition</i></p>	<p>Students will return to their seats and pull out their reading journals and their appointment sheet.</p>	<p>-Reading journals -appointment sheet</p>	2 min.
<p><i>Activity (e.g. lecture, group work, class discussion, structured practice, guided practice, hands on, independent practice)</i></p> <p><i>Assessment</i></p>	<p>Making Words</p> <p>1. Instruct students to meet with their 2:00 o'clock appointment.</p> <p>2. Once settled at desks with their partner, demonstrate how to create a new word using the same letters in caterpillar.</p> <p>3. Do this by moving the P, the E, and the T off to the side and next to each other to create PET.</p> <p>4. Inform the students that their mission as a pair is to come up with creative words that others might not think of.</p> <p>5. They will need to come up with a few 3 letter words, a few 4 letter words, and at least 1 5 letter word using the letters on the board, from CATERPILLAR.</p> <p>6. Students should list the words they came up with in their reading journals.</p> <p>7. While students are working in pairs, the teacher will walk around the room assisting groups that are having difficulty and also reviewing the words the students have come up with.</p> <p>While walking around the room, the teacher will monitor and review the words the students have created. Assessment will be based off of word completion.</p>	<p>-appointment sheet -reading journals -pencil -letters on the board</p>	12 min.
<p><i>Transition</i></p>	<p>Teacher will give students 2 minute warning and inform them they will be presenting.</p>		

<p><i>Activity (e.g. lecture, group work, class discussion, structured practice, guided practice, hands on, independent practice)</i></p>	<p>Sharing</p> <ol style="list-style-type: none"> 1. Teacher will call attention to the front of the room and inform students they will be sharing 1 word from each category with the class. 2. In pairs, students will decide which word they think is most creative and want to share with the class. 3. Teacher instructs students that if their word is already share, it can not be repeated (with exception of the 5 letter word). 4. Teacher will remind students that they need to demonstrate appropriate audience behavior while their classmates are presenting. 5. Teacher will also inform students that they are allowed to request a special clap at the end of their presentation. 6. Students learned special claps at the beginning of the year and are allowed to choose from: fireworks clap, gator clap, clam clap, or roller coaster clap. 7. Starting at one side of the classroom, the first pair will present. Then the first pair on the other side of the room will present, rotating back and forth between the two sides until everyone has presented their 3 new words with the class. <p>Teacher will create a list of all the words the students have come up with in each category. Completion of the assignment will be based off of the ability to create a unique word using the letters provided. Accuracy of the word does count. Students will also be monitored for appropriate audience behavior through observation.</p>	<p>-same as already out</p>	<p>12 min.</p>
<p><i>Assessment</i></p>	<p>After the presentations, have students return to original seats and pull out a blank sheet of paper. On that paper they need to write their name and 1 word from each category that they remember hearing during the presentation. Teacher will use the list create during the presentation to check the papers of accuracy.</p>	<p>-blank paper -pencil -list of words teacher created</p>	<p>5 min.</p>
<p><i>Assessment/Evaluation of understanding of objectives</i></p>	<p>Ticket out the door activity. When they are leaving the classroom, either for the end of the day or for a special, each student will be require to say a 3 letter word that was presented during the lesson. Students will receive a high five for</p>		
<p><i>Closure (procedural and content)</i></p>			

	completion and asked to line up in the hallway.		
<i>Modifications and accommodations</i>	Accommodating students with special needs will be done by having students work in pairs and assisting each other in creating the words. During the presentation, students will work together in presenting their words to the class.		
<i>Lesson Extenders</i>	Students will make as many words as possible and will finish only when the teacher calls for attention to present.		
<i>Classroom Management Considerations</i>	-During the activity, students who finish early could become distracted or bored. Teacher will move about the classroom questioning student who have finished early or assist students who may be having difficulty. -In pairs, students can get off task. Teacher walks around the classroom and redirect students' attention to the assignment. -Noise level may increase and students may become rowdy. Teacher will remind students that they will be presenting their words to the class and must have a unique word to present.		
<i>Reflection</i>	Will be filled out at completion of lesson		

WRITING- Day 3

<i>Unit goal(s)</i>	Students will know the writing process: prewriting, writing, revising/editing, illustrating, and publishing.
<i>Sunshine State Standards(s)</i>	LA.1.4.1.2- The student will participate in writing simple stories, poems, rhymes, or song lyrics.
<i>Objective(s)</i>	1. Students will recall the list of food brainstormed the previous day. 2. Teacher will assist students in defining creative writing process. 3. Students will apply the creative writing process by using the food brainstormed to create sentences explaining them.
<i>Grade level</i>	First Grade
<i>Rationale and Relevance</i>	Understanding the writing process is a key component because students will use this skill for the rest of their lives. Students will be working independently on this assignment so that everyone gets the opportunity to experience creative writing. As a group we will brainstorm ideas but then the students will take the ideas and make them their own by creating a story. This writing assignment directly relates to their lives because they will be writing about food items that cause stomachaches which I'm sure every student has experienced at one point in their life. It also relates to their lives because they will be building upon this skill as they continue through school. This relates to the school curriculum because it is a beginning step for writing. Students are only required to write three sentences about the food item selected. As the school year continues as well as the grade level increases, students will be required to complete larger writing assignments.

Content	In the lesson, students will learn how to write creatively by using the food items brainstormed the previous day. Students will choose three items from the class list and write three to four sentences about each food item on the paper provided. In later days, students will build upon their sentences by editing for logical thinking, adding illustrations, creating a cover page and title, and publishing (in the classroom) their story.		
Procedures			
Activity	Description	Materials	Time
<i>Focus/Review/Hook</i>	Students' attention will be drawn to the board by the color full list of foods on chart paper. This was created the previous day from students' brainstormed ideas about what food items cause stomachaches.	-Chart paper with list of foods previously created.	2 min.
<i>Activity (e.g. lecture, group work, class discussion, structured practice, guided practice, hands on, independent practice)</i>	<p>Creative Writing</p> <ol style="list-style-type: none"> 1. Gather student's attention to the front of the room. 2. Inform students they will be recalling the information they learned about the creative writing process earlier this week. 3. Have students pull out the foldable created earlier in the week. 4. Ask 1 student for the definition of creative writing. <ul style="list-style-type: none"> -Should be "writing that expresses the writer's thoughts and feelings in an imaginative, often unique, and poetic way." 5. After a student has given the correct definition for creative writing, ask for individuals to give example of different types of creative writing. <ul style="list-style-type: none"> -This information is in their foldable. 	-previously created foldable	7 min.
<i>Assessment</i>	Teacher will assess students understanding of creative writing by their ability to explain creative writing and give examples of different kinds of creative writing. Observation		
<i>Transition</i>	Pass out writing/illustrating paper attached. Each student will receive 3 pieces of the paper (appendix A) and should pull out a pencil with a good eraser. While the teacher is passing out the paper, students will be reviewing their foldable and clearing off their desk for room to write.	-paper, 3 sheets for each student -pencil	3 min.
<i>Activity (e.g. lecture, group work, class discussion, structured</i>	<p>Writing</p> <ol style="list-style-type: none"> 1. As a class, read aloud the food words on the chart paper attached to the front board. 	-prepared writing paper, 3	18 min

<p><i>practice, guided practice, hands on, independent practice)</i></p> <p><i>Assessment</i></p>	<p>2. Instruct students to each pick three of the food items on the list that they would like to write about.</p> <p>3. Students will then be required to use the paper provided and write 3-4 sentences about each food item. 1 food item per page.</p> <p>4. Point out that there are more lines on the back of the paper to continue writing if needed.</p> <p>5. They can be creative with what they want their sentences to say but it should relate to the main topic, foods that cause stomachaches.</p> <p>6. Students should work individually on this assignment.</p> <p>7. Before students start writing, conduct a class poll on if they would like music playing in the background.</p> <p>8. Low music can be played in the background if the majority of the students vote yes otherwise the classroom should be quite.</p> <p>9. Students are allowed to ask questions or for help if they are stuck.</p> <p>10. Remind students periodically that their story about the single food item should flow together smoothly.</p> <p>11. Students who do not complete their sentences are required to take their papers home and finish them because they will need the completed sentences for class tomorrow.</p> <p>Students will be assessed on their work ethic and completeness later in the week once the full paper is finished.</p>	<p>sheets each -pencil -chart paper on board</p>	
<p><i>Assessment/Evaluation of understanding of objectives</i></p>	<p>Final assessment will be at the end of the week once full paper is written, edited, revised, illustrated, and published.</p>		
<p><i>Closure (procedural and content)</i></p>	<p>Closure will be at the end of the week when students share their stories with the class. Students can also share their stories with their parents if they choose to do so.</p>		
<p><i>Modifications and accommodations</i></p>	<p>Students with special needs with have the option to ask for help in their writing. To make sure each students understands the food items on the list, the previous say (when we created the list) we reviewed what each item looked like.</p>		
<p><i>Lesson Extenders</i></p>	<p>If students finish writing their sentences they</p>		

	will be asked to review their sentences and make sure their story flows. Students will also have the opportunity to write a creative poem once they have completed their sentences.		
<i>Classroom Management Considerations</i>	-While students are writing, those who finish early could become distracted or bored. Teacher will move about the classroom questioning student who have finished early or assist students who may be having difficulty. Teacher will also provide them with instructions to complete a creative poem. -Students who do not complete their sentences must be reminded that the work they will be completing the rest of the week builds off of what they are required to complete today. Hold students accountable for completing their work.		
<i>Reflection</i>	Will be filled out at completion of lesson		

MATH- Day 4

<i>Unit goal(s)</i>	Students will know how to model addition and subtraction situations using math concepts.
<i>Sunshine State Standards(s)</i>	MA.1.A.1.1- model addition and subtraction situations using the concepts of "part-whole," "adding to," "taking away from," "comparing," and missing addend."
<i>Objective(s)</i>	1. Students will demonstrate their ability to create addition and subtraction problems for a partner to solve. 2. Students will model the skill of solving addition and subtraction problems through a BINGO game. 3. Students will compare and contrast addition and subtraction terminology.
<i>Grade level</i>	First Grade
<i>Rationale and Relevance</i>	It is important for students to understand the proper terminology associated with addition and subtraction because it will be used for the rest of their lives. Adding and subtracting are the basic foundation in math and larger more complex math skills build off of this knowledge. Using the BINGO game allows students to enjoy that material they are learning by playing a game they are familiar with. It also allows for an interactive way to review the material previously learned and helps teachers to assess a student's knowledge in a low stress situation. BINGO and math both relate to a students life because they are commonly found. BINGO is a common game that can be adapted into any context and math is found everywhere outside of the classroom. These math skills relate to the curriculum by building the foundation for extended learning. Addition and subtraction are the basic stepping stones in math and need to be mastered before a student can move forward.
<i>Content</i>	This lesson is mainly a review of the material that has been presented to the students over the last two days. Students have been learning appropriate terminology for addition and subtraction as well as practicing math problems. The lesson starts out by

	reviewing their math terminology and having students create 2 addition and 2 subtraction problems for their partner to solve. Once students have completed this activity, a game of BINGO will begin and students will be challenged to solve math problems. After a couple of rounds of BINGO have been completed, as a class students will compare and contrast addition and subtraction terminology.		
<i>Procedures</i>			
<i>Activity</i>	<i>Description</i>	<i>Materials</i>	<i>Time</i>
<i>Focus/Review/Hook</i>	Class set of BINGO boards and chips will be on the table by the front board. Students will notice that they are there because activities for the day's events go on this table.	-BINGO boards -BINGO chips (candies) -dry erase markers -paper towels	1 min.
<i>Activity (e.g. lecture, group work, class discussion, structured practice, guided practice, hands on, independent practice)</i>	<p>Review addition and subtraction/ Compare & Contrast</p> <ol style="list-style-type: none"> 1. Teacher will review terms of addition and subtraction students learn the previous two days (part-whole, adding to, taking away from, comparing, and missing addend). 2. Once teacher has asked for definitions of these terms from students, students will meet with their 12 o'clock appointment. 3. In pairs, students will pull out paper and a pencil and create 2 addition and 2 subtraction problems for their partners to solve. 4. Teacher will be walking around the room to look over the problems that have been created. 5. Once completed, students will switch with their pair and try to solve the problem properly. 6. Students will write their names on the paper because it will be handed in. Each paper should have created by: and solved by: (write this example on the board so that students understand what they are suppose to do) 7. Students will hand in their papers and return to their original seats. 8. Teacher will then instruct students to compare and contrast in their table groups the math terminology they learned the pervious days. They will discuss which terms go with addition and which go with subtraction and why. (students can use the venn diagram comparing/contrasting method if they wish) 9. After a few minutes, teacher will call 	-appointment sheet -paper -pencil -venn diagram paper (if wanted)	12 min.

<i>Assessment</i>	<p>attention to the front and each group will share one similar point and one different point for addition and subtraction terminology.</p> <p>Teacher will review student's ability to create math problems and solve them properly. Students will receive create for completing the work. Observation will also be used to judge their ability to share proper terms and to compare and contrast terms.</p>		
<i>Transition</i>	Teacher will pass out reusable BINGO boards (dry erase), dry erase markers, paper towels, and chips (candies) that were set out on the front table. Teacher will instruct students to not eat the candies now or else they won't be able to play the game.	<ul style="list-style-type: none"> -BINGO boards -BINGO chips (candies) -dry erase markers -paper towels 	2 min.
<i>Activity (e.g. lecture, group work, class discussion, structured practice, guided practice, hands on, independent practice)</i>	<p>BINGO Review Game</p> <ol style="list-style-type: none"> 1. Teacher will show the pre-prepared answer list on the overhead projector. (Appendix B) 2. Students will be asked to randomly select answers from the list and place them into individual boxes on their BINGO cards using the dry erase markers. Teacher will walk around the room to assist students with writing the numbers in if needed. 3. Once the students have completed this task, the teacher will collect the dry erase markers and ask students to take out scrap paper and a pencil. 4. Teacher will explain the rules of one line BINGO as described on the math problems sheet. (Appendix C) 5. The teacher will proceed to choose one problem from the pre-prepared list to write on the board. (Randomly select from the list, use variety of problems) 6. Students will be verbally asked to solve the problem (either an addition or subtraction) within a timeframe of 1 minute. They are allowed to use scrap paper if needed. 7. Once the student has accurately solved the problem, if the answer appears on their BINGO card, they will mark the space with a BINGO chip (candy). 	<ul style="list-style-type: none"> -Prepared list of answers -Prepared list of problems -Scrap paper -Pencil 	25 min.

<i>Assessment</i>	<p>8. Repeat steps 5 – 7 using different math problems until one student has filled one line on their BINGO card.</p> <p>9. Continue to more rounds if time allows.</p> <p>Observation of student’s ability to accurately solve problems in order to play BINGO.</p>		
<i>Assessment/Evaluation of understanding of objectives</i>	<p>Student evaluation will be based off of grade on worksheet and ability to play BINGO properly. Information learned will be included in an end of unit mini quiz to make sure the information was retained.</p>		
<i>Closure (procedural and content)</i>	<p>Students who win their round of BINGO will win a trip to the prize box. In order to get their prize however, they must say the name of a term they learned in the past two days.</p>		
<i>Modifications and accommodations</i>	<p>Provide a copy of examples and definitions of math terminology to students needing accommodations. Also, students will be working in pairs during the first activity and have the option for help if needed during the second.</p>		
<i>Lesson Extenders</i>	<p>Continue with more rounds of BINGO as time allows.</p>		
<i>Classroom Management Considerations</i>	<p>-During the math problem activity, students who finish early could become distracted or bored. Teacher will move about the classroom questioning student who have finished early or assist students who may be having difficulty.</p> <p>-In pairs, students can get off task. Teacher walks around the classroom and redirect students’ attention to the assignment.</p> <p>-Noise level may increase, students may become rowdy, and students may become frustrated with not winning. Teacher will remind students that they must remain focused on the game or they may miss the next problem. At the end of the game, the entire class will be rewarded for participation receiving a fun size package of candy.</p>		
<i>Reflection</i>	<p>Will be filled out at completion of lesson</p>		

SCIENCE- Day 3

Unit goal(s)	Students will learn how to sort objects by observable properties and record observations.		
Sunshine State Standards(s)	SC.1.P.8.1- Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float. SC.1.N.1.3- Keep records as appropriate - such as pictorial and written records - of investigations conducted.		
Objective(s)	<ol style="list-style-type: none"> 1. Students will recite how to properly observe and create observations charts in their science journals. 2. Students will identify fruits and vegetables by their textures, color, and inside content. 3. Students will chart their observations in their science journal. 		
Grade level	First Grade		
Rationale and Relevance	Teaching students how to organize objects by observable traits and how to keep records is important because a lot of science activities are based on observation and record keeping. The best way for students to understand and experience science in through hands on, engaging investigations. This lesson allows students to investigate fruits and vegetables the caterpillar ate in a scientific way. Not only are these fruits and vegetables ate by the caterpillar, students also eat these items and can relate to them outside of school context. Observation and record keeping are skills students will build upon throughout their schooling.		
Content	Teaching science can be a difficult task. In order to make it fun for both students and teachers it needs to be a hands on, engaging lesson. This lesson begins with reviewing the correct way to make observations and recalling how to create an observation chart in their science journal. Students will then be presented with fruits and vegetables and in groups asked to compare colors and textures of the outside surfaces. They will record their observations in their chart they created. Observations and recordings will continue once the teacher cuts open the items for the students. They will then have to identify the items by their smell in the groups. Groups are allowed to come up with a creative way to test others ability to guess the correct item by smell. This allows students the hands on experience in grouping items by their color, texture, and inside contents and also on practicing record keeping.		
Procedures			
Activity	Description	Materials	Time
<i>Focus/Review/Hook</i>	Students will notice a tray sitting on the table near the front board. It will have on it an apple, pear, plum, strawberry, orange, pickle, watermelon, cucumber, carrot, celery, broccoli, and corn. Teacher will have brought these items in the previous say in order to prepare for the lesson.	<ul style="list-style-type: none"> -tray -apple -pear -plum -strawberry -orange -pickle -watermelon -cucumber -carrot 	1 min.

		-celery -broccoli -corn	
<i>Activity (e.g. lecture, group work, class discussion, structured practice, guided practice, hands on, independent practice)</i>	<p>Reviewing how to observe and create observation charts</p> <ol style="list-style-type: none"> 1. Teacher will instruct students to pull out their science journals. 2. Students will turn to the page where they took notes on how to make observations and create observations charts. 3. Teacher will call on volunteers who would like to share on step in observing. 4. This will continue until all steps have been mentioned for both observing and creating a chart. 5. Teacher will walk around the room and follow along with the notes in the students journals to remember the process. 6. Teacher will instruct students to turn to a clean page in the science journal and complete a new observations chart. 7. Teacher will walk around the room helping students who need help. Students can also ask table group members for assistance. 	-science journals -pencil	10 min.
<i>Assessment</i>	Observation of ability to explain how to observe and create an observation chart. Completion of an observation chart		
<i>Transition</i>	Teacher will hand out a couple fruits and a couple vegetables to each set of table groups. These will be on trays to make it easier to carry.	-Trays -Fruits -Vegetables	2 min.
<i>Activity (e.g. lecture, group work, class discussion, structured practice, guided practice, hands on, independent practice)</i>	<p>Observing</p> <ol style="list-style-type: none"> 1. Teacher will explain that some of the items they have received are items that the caterpillar in The Very Hungry Caterpillar ate along his journey. 2. Instruct students that in their groups they will be making observations about the items they have been given. 3. In the chart they created, they should label the first section outer surface and list characteristics of each items color and texture. 4. Students should then compare the items characteristics. 5. Students will work in the table groups to perform the task just explained. 	-Knives	15 min.

<i>Assessment</i>	<p>6. Teacher will walk around the room to monitor student's completion.</p> <p>7. Once completed, call attention to the front of the room.</p> <p>8. Inform students that someone will be coming around (parent volunteers) to cut the items open so that students could perform the same task with the inner surface of the items, labeling in the science journal inner surface.</p> <p>9. Instruct students to look specifically at the seeds (in present and where they are at). This should be a separate section in their chart and they should pay attention to the number, color, and size of the seeds.</p> <p>Observation of ability to complete an observation chart.</p>		
<i>Transition</i>	Students will clean up their table area by throwing the items on the tray in the large trashcan brought into the room. Students will then return to their desk with their science journals open.		2 min.
<i>Activity (e.g. lecture, group work, class discussion, structured practice, guided practice, hands on, independent practice)</i> <i>Assessment</i>	<p>Reproduction</p> <p>1. Teacher will ask groups to share what they noticed about their items and the seeds they contained.</p> <p>2. Once each group has shared one point about the seeds, teacher will make the connection about reproduction of seeds and reproduction learned the previous day.</p> <p>3. Teacher will show the plant reproduction video to students. (Link in Appendix D)</p> <p>Students will make the connection between reproduction previously learned and plant reproduction. Leads into lessons about plants for following days.</p>		10 min
<i>Assessment/Evaluation of understanding of objectives</i>	Science journals are turned in at the end of the week and graded for accuracy and completion of assignment.		
<i>Closure (procedural and content)</i>	As students are leaving the classroom, they will state one thing they observed in the outer surface and one on the inner surface of an item they observed.		
<i>Modifications and accommodations</i>	Students will be working in pairs during the activities and have the option for help if		

	needed. Students with special needs will be given direct assistance in completing observation charts if they are unable to complete them.		
<i>Lesson Extenders</i>	If students complete the activity early, they can test each student's ability to distinguish between the food items by smell. They will pair up with their table members and one will close their eyes with the other holds one of the items close to their nose. Students will try and guess which food item it is.		
<i>Classroom Management Considerations</i>	-While students are observing, those who finish early could become distracted or bored. Teacher will move about the classroom questioning student who have finished early or assist students who may be having difficulty. Teacher will also provide them with instructions to complete the lesson extender activity. -Students who become off task and unwilling to complete the observations in their science journal must be reminded that they will be turning in their science journal to have it checked. Hold students accountable for completing their work. -Noise level may increase and students may become rowdy. Teacher will remind students that they will be turning in their observations and they need to be completed accurately and that noise is not part of the observation process.		
<i>Reflection</i>	Will be filled out at completion of lesson		

SOCIAL STUDIES- Day 3

<i>Unit goal(s)</i>	Students will understand how conflicts can be resolved in fair and just ways.
<i>Sunshine State Standards(s)</i>	SS.1.C.3.1- Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
<i>Objective(s)</i>	1. Students will identify what a conflict is and different ways to solve them. 2. Students will give examples of conflicts the caterpillar could face. 3. Students will demonstrate their ability to come up with fair and just ways to solve conflicts by working in groups to solve a particular conflict.
<i>Grade level</i>	First Grade
<i>Rationale and Relevance</i>	Conflicts arise frequently. It is important for students to understand how they can be solved in fair and just ways. Students will be coming up with a conflict and assisting each others groups in coming up with possible solutions. This is a great way for students to directly learn how to come up with fair and just solutions instead of just

	lecturing them on how it should be done. It allows for them to do the thinking and processing of information. Solving conflicts this way relates to students lives because it helps prepare them for conflicts they might face and how to solve them properly. This relates to the overall curriculum because students will be learning about many conflicts as that is what is important in history.		
Content	The lesson will begin with students learning about conflicts [an open clash between two opposing groups (or individuals); a disagreement or argument about something important]. Students will also learn different ways to solve conflicts [domination- resolved by a stronger party imposing and dictating his/her will upon a weaker party, compromise- a mutual agreement of both parties to give in or give up to some demands in order to promote a harmonious relationship, truce- an agreement to suspend hostilities or fighting between two conflicting parties for a specific period of time, segregation- the physical separation of two conflicting parties in terms of residence, workplace, environment or social functions, acculturation- the process of adopting the culture and social traits of another person or group]. In groups, students will then use their brainstorming skills to come up with conflicts that the caterpillar in <i>The Very Hungry Caterpillar</i> could face. The group will agree on the best conflict and write it out on chart paper. Groups will then rotate around the room and discuss a possible way to solve the conflict. They will write their final solution on a sticky note and leave it with the chart paper. Groups will continue to rotate until they have has a chance to come up with a solution for each group. When groups finally reach their own chart paper, groups will review suggested solutions and choose the best way to solve the problem. As a group, they will then share their conflict and solution with the class. Through this, students will get the opportunity to come up with suggestions to many different conflicts as well as working on their group cooperation skills.		
Procedures			
Activity	Description	Materials	Time
<i>Focus/Review/Hook</i>	Have the picture of the caterpillar from <i>The Very Hungry Caterpillar</i> with a bird about to eat him displayed.	-picture of caterpillar/bird	1 min.
<i>Activity (e.g. lecture, group work, class discussion, structured practice, guided practice, hands on, independent practice)</i>	Conflicts and solutions 1. Have students pull out paper to take notes on. 2. Ask for any student to explain what a conflict is. 3. After taking a couple answers, on the overhead, write the definition of conflict (see content area for definition) 4. Instruct students to copy this definition onto their paper as best they can. 5. Ask students if they know possible ways to solve conflicts. 6. After a few answers, list the five different ways to solve conflicts and their definitions. Students will only be required to copy down	-lesson plan for definitions -overhead markers -paper -pencil	10 min.

<i>Assessment</i>	<p>the types of conflict, not the definition. (see content area for proper definitions)</p> <p>7. Discuss as a class which would be the best way to solve the conflict.</p> <p>Observation of student's ability to determine the best way to solve conflicts and what conflicts are.</p>		
<i>Transition</i>	Break students up into groups of 4. Pass out chart paper and marker to each group.	-Chart paper -makers	2 min.
<i>Activity (e.g. lecture, group work, class discussion, structured practice, guided practice, hands on, independent practice)</i>	<p>Conflict/Solution Activity</p> <ol style="list-style-type: none"> 1. Instruct students that in their group they will be brainstorming possible ideas of conflicts the caterpillar in The Very Hungry Caterpillar could face. 2. Once students have discussed possible conflicts, have them choose the best conflict and write it out on the chart paper provided. 3. Teacher will walk around the room and assist any groups who need help in writing or determining a conflict. 4. After each group has something written, had each group a pad of sticky notes (color coded so each group has a different color). 5. Instruct students to rotate clockwise to the next groups chart paper. 6. Students are required to discuss the conflict and come up with a possible way to solve it. 7. Once they have figured out a fair and just way to solve the conflict they will write it on their sticky note and leave it on the chart paper. 8. Teacher will allow 3 minutes at each group in order to keep the activity moving. 9. Repeat steps 5-8 until students return to their original chart paper. 10. The group will then be required to review all the possible solutions to their conflict and decided which solution is the best. 11. Groups will take turns presenting their conflict and fair/just way to solve the conflict to the class. 	-Sticky notes	25 min.
<i>Assessment</i>	Teacher will assess student's ability to create a conflict and fair/just solution during the presentation. Groups have the opportunity to		

	receive two checks, one for a good conflict and one for a good solution (based on teacher's perspective).		
<i>Assessment/Evaluation of understanding of objectives</i>	At the end of the week, students will be presented with an end of the unit quiz. The teacher will read a conflict to the class as well as possible solutions to the conflict. Students will have to write down which letter of the solution (A, B, C, or D) they think solves the conflict in a fair and just way on a piece of paper with their name on it and turn it in. The teacher will review these mini quizzes.		
<i>Closure (procedural and content)</i>	Students put in order their suggested solutions to which they think work best to least and turn them in with the chart paper.		
<i>Modifications and accommodations</i>	-Teacher will have a hand out created of the definition of conflict and solutions to give to any students with special needs. -Students will be working in groups throughout the rest of the lesson and can receive help from group members or the teacher if needed.		
<i>Lesson Extenders</i>	-Students will be require to come up with a different solution from their classmates for their conflict and decided where the fits in when they are ranks from best to worst solution.		
<i>Classroom Management Considerations</i>	-Students may become distracted when writing down the definitions presented to them. Remind students they will need this information in completing their activity. -When working in groups, students may get off task. Teacher walks around the classroom to redirect students attention to the assignment by reminded them they will be presenting to the class in the end. -Breaking students into groups, make sure all personalities in the group mesh in order to eliminate bad behaviors.		
<i>Reflection</i>	Will be filled out at completion of lesson		

Culminating Activity

Once the unit is completed, students will have a mini party. A list was sent home in their weekly folders asking parents to volunteer to bring in a dish from *The Very Hungry Caterpillar*. Parents were also invited to attend the mini party which will take about 40 minutes. During this time, students will be enjoying the same food the caterpillar enjoyed and also creating caterpillar crafts. In order to stay hygienic, students will eat their food items first then clear their area for the craft. The craft will be creating caterpillars through finger painting. The teacher will provide: paper, a couple of colors of finger paint, plates to put the paint on, baby wipes to clean hands, and a black marker. Students will make thumbprints on the paper in what every color/order they want but the end goal is to create a caterpillar. The teacher will have an example on the board for students to reference. For students who are having trouble, make small pencil marks on the paper to help guide them as to where they should be putting their thumbprints. This helps with their hand/eye coordination, direction following skills, and gets the caterpillars to look like caterpillars. Once they are dry, the teacher will add legs and a face to the caterpillar and hang them around the room. After they have been up for awhile, students will be allowed to take their work home to show their parents.



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Appendices

Appendix A (Front of worksheet)



Answer List

0	18
1	19
2	20
3	21
4	22
5	23
6	24
7	25
8	26
9	27
10	28
11	29
12	30
13	31
14	32
15	33
16	34
17	35

Appendix C

Problem Sheet/Bingo Rules**BINGO RULES:**

1. Teacher gives a list of possible answers to students. List should include more answers than the number of squares on the BINGO card.
2. Players will choose, at random, enough answers to fill in their BINGO card.
3. Teacher will establish this round's winning pattern with the players. Ex. Straight line across the board.
4. Teacher will call out, or write on the board, the questions that correspond with the answers from the list.
5. Players cover the answer to the question called, if it appears on their card.
6. The player that first completes the pattern, established at the beginning of the game, is that round's winner.

MATH PROBLEMS:

12 adding to 3 =

9 adding to 0=

14 adding to 7=

8 adding to 5=

17 adding to 0=

15 adding to 9=

13 adding to 9=

5 adding to 9=

16 adding to 3=

5 adding to 6=

18 + 7=

9 + 9=

13 + 7=

15 + 8=

5 + 3=

25 + 6=

22 + 10 =

27 + 6=

17 + 17=

15 + 20=

19 taking away from 3 =

8 taking away from 1=

7 taking away from 6=

11 taking away from 5=

4 taking away from 2=

1 taking away from 1=

3 taking away from 1=

14 taking away from 2=

9 taking away from 6=

10 taking away from 0=

10 - 5=

8 - 4=

7 - 2=

8 - 2=

16 - 3=

30 - 4=

28 - 1=

32 - 4=

39 - 10=

35 - 5=

Appendix D

Plant Reproduction Video:

<http://videos.howstuffworks.com/hsw/14824-adapting-to-the-world-plant-reproduction-and-survival-video.htm>