Engage Phase - Bug Hunt - Day 1

Gretchen Morris-Archinal

Grade Level - 1

Unit/Topic - Life Cycles

**Objectives:**

Familiarize students with the wide range of bugs on our earth

Make purposeful observations

Record and analyze data

Share ideas and information

Identify the needs of animals

**GLCEs:**

**Science**

S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.

S.IP.01.13 Plan and conduct simple investigations.

S.IP.01.14 Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection.

S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.

S.IA.01.12 Share ideas about science through purposeful conversation.

S.IA.01.13 Communicate and present findings of observations.

S.IA.01.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).

S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history.

S.RS.01.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities. -

L.OL.01.13 Identify the needs of animals.

L.OL.E.2 Life Cycles- Plants and animals have life cycles. Both plants and animals begin life and develop into adults, reproduce, and eventually die. The details of this life cycle are different for

different organisms.

L.OL.01.21 Describe the life cycle of animals including the following   stages: egg, young, adult; egg, larva, pupa, adult -

Math -

[CCSS.MATH.CONTENT.1.MD.C.4](http://www.corestandards.org/Math/Content/1/MD/C/4/) Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

**Science Process Skills Used:**

Asking questions

Making observations

Plan and complete simple investigations

Analyze data

Share ideas

Communicate results

**Materials Needed:**

Bug hunt booklet

Pencils

Clip boards

Crayons

Plastic bugs

White board

Power point with words of the song

**Attention/Engagement Method:**

Have student join the teacher in the listening area and teach them this song;

We’re going on a bug hunt!
We’re going to catch some big ones.
What a sunny day! Are you ready? OK!

Oh my! A bee!
A black & yellow bee,
Flying over the flowers.
BUZZ…..

We’re going on a bug hunt!
We’re going to catch some big ones.
What a sunny day!
Are you ready? OK!

Oh, my! An ant!
A tiny, black ant,
Crawling through the grass.
Shh…

We’re going on a bug hunt!
We’re going to catch some big ones.
What a sunny day!
Are you ready? OK!

Oh, my! A grasshopper!
A big, green grasshopper,
Hopping around the tree.
Boing, boing…

We’re going on a bug hunt!
We’re going to catch some big ones.
What a sunny day!
Are you ready? OK!

Oh, my! A butterfly!
A pretty, orange butterfly,
Floating in the sky.
Whoosh, whoosh…

We’re going on bug hunt!
We’re going to catch some big ones.
What a sunny day!
Are you ready? OK!

Oh my! A spider!
A big black spider,
Creeping on the tree. Creep, creep…

**Teacher Preparation:**

Have bug books prepared

If weather doesn't allow for going outside have plastic bugs hidden throughout the class room

Know words to Going on a Bug Hunt song

Print Going on a Bug Hunt pdf of words and illustrations

**Safety Precautions:**

While on the playground, use regular playground safety rules

Remind students not to pick up the bugs but to just use their eyes

**Step-by-Step Procedures:**

* Gather student in the listening area
* Ask if they know the song *Going on a Bear Hunt*?
* Tell them to listen the first time and sing the song while showing the words on the white board or book form
* Students sing along the second time. Teach them the Going on a Bug Hunt Song
* Tell the students that we're going on a bug hunt
* Pass out bug booklets and clipboards
* Students will survey their classmates for their favorite bug
* As a large group go over the bug survey results - have students tally their own results as teacher leads the process for the group
* Review safety precautions - see above
* Take to playground and students will find and draw four different bugs that they found on their bug hunt. If weather is inclement, this part will be done in the classroom with plastic bugs
* Bring students and have them return to their seats
* As a large group go over the bug hunt results - have students tally their own results as teacher leads the process for the group
* The students write journal entries about their favorite bug and about the bug hunt

**Differentiation Strategies:**

Students may draw only if writing is an issue

Students may dictate their observations

PECs may be used for drawings

Students may draw additional bugs and do research on the computer about their bugs

**Assessment:**

Students will be assessed through informal observation on their attentiveness to the song, engagement in the survey of their peers and the bug hung, accuracy in completing the two surveys and completeness of their journals.

**Conclusion/Closure:**

5, 4, 3, 2, 1 Wow, you all did a great job on our bug hunt and writing in your journals.  It's time now to clean up and get ready to have lunch.  Have students clean up room and get in line for lunch.

**References:**

“Going on a bug hunt” summer song for kids via music therapy / education for preschoolers, kindergarten, and elementary aged students by Margie La Bella of music therapy tunes | Music Therapy Tunes. (n.d.). Retrieved August 2, 2014, from http://www.musictherapytunes.com/wp/?p=1483

[We are going on a bug hunt pdf]. (n.d.). Retrieved August 2, 2014, from www.preschoolcorner.com/uploads/We\_Are\_Going\_On\_A\_Bug\_Hunt.pdf

Engage Phase - Very Hungry Caterpillar  and Meal Worms - Day 2

Gretchen Morris-Archinal

Grade Level - 1

Unit/Topic - Life Cycles

**Objectives:**

Familierize students with the wide range of bugs on our earth

Make purposeful observations

Record and anaylze data

Share ideas and information

Identify the needs of animals

**GLCEs:**

**Science**

S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.

S.IP.01.11 Make purposeful observation of the natural world using the appropriate senses.

S.IP.01.12 Generate questions based on observations.

S.IP.01.14 Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection. -

S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.

S.IA.01.12 Share ideas about science through purposeful conversation.

S.IA.01.13 Communicate and present findings of observations.

S.IA.01.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).

S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history.

S.RS.01.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

L.OL.01.13 Identify the needs of animals.

L.OL.E.2 Life Cycles- Plants and animals have life cycles. Both plants and animals begin life and develop into adults, reproduce, and eventually die. The details of this life cycle are different for

different organisms.

L.OL.01.21 Describe the life cycle of animals including the following   stages: egg, young, adult; egg, larva, pupa, adult

Visual Art -

ART.VA.I.1.2 Demonstrate the responsible use of project materials with environmental awareness.

ART.VA.II.1.1 Explore and experiment with materials and processes while creating artwork based on personal routines, activities, or environments.

ART.VA.II.1.5 Understand how artists/illustrators use images to tell stories.

ART.VA.V.1.4 Discover connections between the visual arts and other curriculum through student artwork.

ELA -

[CCSS.ELA-LITERACY.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/) Ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/) Retell stories, including key details, and demonstrate understanding of their central message or lesson.

[CCSS.ELA-LITERACY.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/) Describe characters, settings, and major events in a story, using key details

[CCSS.ELA-LITERACY.RL.1.7](http://www.corestandards.org/ELA-Literacy/RL/1/7/) Use illustrations and details in a story to describe its characters, setting, or events.

[CCSS.ELA-LITERACY.RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1/) Ask and answer questions about key details in a text.

[CCSS.ELA-LITERACY.RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2/) Identify the main topic and retell key details of a text.

[CCSS.ELA-LITERACY.RI.1.3](http://www.corestandards.org/ELA-Literacy/RI/1/3/) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

[CCSS.ELA-LITERACY.RI.1.5](http://www.corestandards.org/ELA-Literacy/RI/1/5/) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

[CCSS.ELA-LITERACY.RI.1.6](http://www.corestandards.org/ELA-Literacy/RI/1/6/) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

[CCSS.ELA-LITERACY.RI.1.7](http://www.corestandards.org/ELA-Literacy/RI/1/7/) Use the illustrations and details in a text to describe its key ideas.

C[CSS.ELA-LITERACY.W.1.1](http://www.corestandards.org/ELA-Literacy/W/1/1/) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

[CCSS.ELA-LITERACY.W.1.2](http://www.corestandards.org/ELA-Literacy/W/1/2/) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

Math - Day 1

[CCSS.MATH.CONTENT.1.MD.C.4](http://www.corestandards.org/Math/Content/1/MD/C/4/)

**Science Process Skills Used:**

Asking questions

Making observations

Share ideas

Communicate results

**Materials Needed:**

The Very Hungry Caterpillar by Eric Carle

Mealworms by Donna Schaffer

White board

Magazines for students to tear up

Outlines of butterflies

Glue

Resource books - Caterpillar to Butterfly by Laura Marsh

Face tp Face with Caterpillars by Darlyne A. Murawski

Scholastic Discover More - Bugs with digital book available on iPads

**Attention/Engagement Method:**

Have student join the teacher in the listening area and ask what they know about bugs and record answers on the white board

**Teacher Preparation:**

Have copies of books ready

Download the PDF from Scholastic Bug book to the iPads

Download free butterfly apps to iPads

Have a wide variety of magazines - check for inappropriate pictures

**Safety Precautions:**

Normal classroom safety procedures

**Step-by-Step Procedures:**

* Gather student in the listening area
* Ask them what they know about bugs and record answers on the white board
* Introduce the books - Very Hungry Caterpillar and Mealworms.
	+ Can anyone guess what they're about?
	+ What do you think will happen?
* Read books to class
* Have a grand conversation about the bugs and the differences between fact and fiction.
	+ did the little butterfly really eat all that food?
	+ which book was fact and which one was fiction?
* Show and explain the art project to the students
	+ pick out a REAL butterfly from one of the resources
	+ take a magazine and find pictures with the colors in the butterfly
	+ tear out the page and rip the picture into small pieces
	+ glue the pieces on the outline in a pattern similar to the reference butterfly'
	+ when done, let the glue dry
* Pass out reference books, iPads, magazines, butterfly outlines and glue sticks
* Have students complete project
* When finished have them write in their journals what they learned about caterpillars, butterflies, mealworms and mealworm beetles

**Differentiation Strategies:**

Have some pre torn pages if necessary

Have students research more about their butterfly - where it lives, migration, etc.

Instructions in writing/pictures

**Assessment:**

Students will be assessed through informal observation on their attentiveness to the books, participation in the grand conversation, engagement in the art project, accuracy in pattern of the butterfly and completeness of their journals.

**Conclusion/Closure:**

5, 4, 3, 2, 1 Wow, you all did a great job on butterflies and writing in your journals. Who would like to share what they learned and show us their butterflies.  Allow time for students to share.  It's time now to clean up and get ready to have lunch.  Have students clean up room and get in line for lunch.

**References:**

References

Arlon, P. (2012). *Scholastic Discover More: Bugs* (pp. 34-39). Scholastic, Incorporated.

Butterfly outline cocloring [Digital image]. (n.d.). Retrieved July 30, 2014, from http://www.supercoloring.com/pages/butterfly-outline/

Carle, E. (1979). *The very hungry caterpillar*. New York: Collins.

Learning With Mrs. Leeby. (n.d.). Retrieved July 30, 2014, from http://learningwithmrsleeby.blogspot.com/

Marsh, L. F. (2012). *Caterpillar to butterfly*. Washington, D.C.: National Geographic.

Murawski, D. A. (2007). *Face to face with Caterpillars*. Washington, D.C.: National Geographic.

Schaffer, D. (1999). *Mealworms*. Mankato, MN: Bridgestone Books.

*The very hungry caterpillar science activities* [Pdf]. (n.d.). Http://carsondellosa.secure.miisolutions.net/media/cd/pdfs/Activities/Activities/VHC\_Science.pdf.

*The very hungry caterpillar science activities* [Pdf]. (n.d.). Http://carsondellosa.secure.miisolutions.net/media/cd/pdfs/Activities/Activities/VHC\_Science.pdf.

Zofee, C. (n.d.). Kids. Retrieved from http://www.pinterest.com/pin/109001253456025776/