

Margaret Milless
Interdisciplinary Lesson Plan

Grade: 1

Unit topic: Very Hungry Caterpillar

Approximate Time Required: One Week

Main Purpose of the Unit Study: The purpose of this unit is to integrate *The Very Hungry Caterpillar*, into all of our subjects for the entirety of the week. This will get students excited about their learning by relating it to a fun story. Through this unit students will be able to develop skills in addition/ subtraction, reading a book to describe key ideas, knowing how visual art can communicate ideas, and start thinking about wants/ needs.

Week layout of unit

Day one subjects

- Reading
- Math
- Science

Day two subjects

- Reading
- Math
- Science
- Social Studies

Day three subjects

- Reading
- Math
- Art

Day four subjects

- Math
- Art
- Social Studies

Day five

- Reading
- Math
- Art
- Science

Reading

Standard: 1. RI.7 Use the photographs or illustrations and details in a text to describe its key ideas.

Objective: By the end of the unit, the students will be able to recall key details from the text and apply them to an art project to illustrate what they know about the text.

Lesson Idea:

Day one: The class will participate in a read aloud of *The Very Hungry Caterpillar*.

Day two: The class will refer back to the text and discuss key details.

Day three: The class will describe illustrations that allow them to visualize key details from the text.

Day five: The class will participate in a read aloud of *The Very Hungry Caterpillar*. They will have their art projects in their hands and after each page is read, the students will share their artwork for the corresponding page.

Assessment: Student checklist:

- The student referred back to a key detail of the text.
- The student can describe their key detail to show understanding of the text.

Math

Standard: 1.OA.2 Solve word problems that call for addition of 3 whole numbers whose sum is less than or equal to 20.

Objective: By the end of the unit, students will be able to solve word problems using addition whose sum is less than or equal to 20.

Lesson Idea:

Day one: Talk about addition in relation to the book. Teach the concept addition through using examples from the book.

Day two: Have students play knock if off with caterpillars with the sum on them. Put them into pairs, have them roll dice and add them together, then they will knock off that circle with the sum of the two dice they rolled.

Day three: Write equations on the board, and solve them out together, by breaking it down and drawing a picture for helping to solve it. Then give students worksheets to go home.

Day four: Let them create their own pictures for adding, and subtracting using images from the book that they can remember such as apples and pears. Then using their pictures create an equation.

Day five: With the class we will again write equations on the board, this time they have to solve them using a picture and breaking it down. Have them take out a loose leaf and write the equation and then solve.

Assessment: Student Checklist:

- The student solved the equations using a picture.
- The student broke down the equations.

Art

Standard: 4.1.5 Know how different visual art media, techniques, and processes are used to communicate ideas, experiences, and stories.

Objective: By the end of the unit, the students will be able to understand illustrating key details by creating a collage made of cut pieces of paper and layering them to create a key detail of the text.

Lesson Idea:

Day Three: After the students do their reading activity on *The Very Hungry Caterpillar* the students will make a collage art project to illustrate a key detail of their choice from the text. The teacher will discuss what a collage is and demonstrate how to cut and layer various pieces of colored paper to create an image.

Day four: Students will finish their art projects and ensure that their project illustrates a key detail from the text.

Day five: The students will participate in a read aloud and share their art projects with the class as they reach the part of the text that their project illustrates.

Assessment:

- The student will demonstrate how to cut and layer paper to create an illustration.
- The student will use their collage to demonstrate a key detail from the text.

Science

Standard: 1.4.2. Identify characteristics of living things.

Objective: By the end of this unit, students will be able to identify the characteristics of living things by reviewing the book and pointing out living and nonliving things based on classification.

Lesson Idea:

Day One: We will discuss in large group how you know if something is living or nonliving. For instance, do they breath?, do they need food and water?, can they move?, do they need sunlight?.

Day Two: Do a simple venn-diagram of what plants and animals need to survive on one side and what humans need on the other and identify the elements that overlap. We will then have the students go to the right side of the room if they think only plants and animals need it, left if they think only humans needed it, and the middle of the students think both need the characteristic to survive.

Day Five: Print off a different object for each student, a mixture of living and nonliving organisms. Give one card to each child and remind them the four questions we ask to figure out if something is living or not. Have them answer those questions for their given object and share with the class at the end on whether it is living or nonliving and the class can either agree or disagree and we will discuss why.

Assessment:

- Students will demonstrate the difference between a living and nonliving organism.
- Students will utilize the four given questions to show understanding on whether a organism is living or not.

Social Studies

Standard: 1.3.1 Differentiate between wants and needs.

Objective: By the end of this unit, students will be able to differentiate between wants and needs by choosing what the caterpillar wants and what he needs to survive.

Lesson Idea:

Day Two: Students will discuss all of the different foods the caterpillar ate during his story and categorize them into wants or needs, each student will have cards with foods he ate on them along with water, and other essentials he needs to survive and place them into the correct categories.

Day Four: Teach students what humans need versus want. Give examples of things people need compared to what they simply want. Define need and want again. Have students come up with their own list of things in their life that they need compared to want.

Assessment:

- Students will be able to correctly identify a need compared to a want.