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A RESOURCE GUIDE TO THEMATIC TEACHING FOR TEACHERS OF PRIMARY GRADES

MASTER'S PROJECT

Submitted to the School of Education,
University of Dayton, in partial fulfillment
of the requirements for the Degree
Master of Science in Education

by

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August, 1994

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Approved by:

[redacted]

Official Advisor

ACKNOWLEDGMENTS

We would like to acknowledge and thank Dr. James B. Rowley for all of the valuable assistance and time he provided to aid in the completion of this project.

DEDICATION

This paper is dedicated to our husbands Jim and John, and our children, Jo, Jason, Lisa, and Kyle, without whose support and encouragement this project would have been impossible.

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CHAPTER I

INTRODUCTION

Once again the educational pendulum is in another swing. During the past several years, the trend in education has slowly started to gravitate toward whole language. At first, as with most new concepts, only a few teachers were involved in the whole language movement. As a result of an innovative concept, tried by a few teachers, other teachers began to hear what was happening and they began to develop an interest in whole language. As time passed, more teachers became enlightened about the whole language technique.

Today, workshops, seminars, and classes are packed with teachers eager to receive knowledge on the use of whole language. Now, colleges are requiring teachers in the field of elementary education to take classes in the use of whole language. Some colleges are offering masters degree programs with a concentration in this method of teaching.

What is this new educational movement that is attracting such attention? Whole language is a philosophy of education that allows children to learn through natural, meaningful, and integrated experiences that relate to their lives. It allows children to develop a learning spirit and to become aware that learning is not just something you do at school, but rather a journey that encompasses an entire life span. Whole language stresses that teachers must respect the prior knowledge that children bring into the classroom and to build on that knowledge. It encourages students to be risk takers, which helps in

the development of positive self concepts. The children are free to attempt new learning experiences without the fear of failure.

Whole language looks at children in the primary grades as being emergent readers and writers. It provides ample opportunities for the children to experience real and relevant writing and reading activities. It is based on a belief that when young children are free to concentrate on meaning, their thoughts can flow more freely.

Whole language expects students to take an active role in their learning. Students have opportunities to make choices regarding reading and writing materials used in their classrooms.

Whole language may be used to bring the total curriculum into several focal topics or thematic units. Teachers may have the possibilities of covering goals or objectives from various curriculum areas in one unit of study.

An example of a thematic unit.

Thematic Unit on Valentine's Day

Language Arts	Book Valentine Bears by Eve Bunting
	Writing - Valentine Poetry
Math	Count the beats of the heart for one minute.
	Put number word hearts in order.
Science/Health	How the heart pumps the blood .
	The heart as a muscle.
Art	Valentine Love Bug

Social Studies	History of Valentine's Day and Customs
Music	Songs from and for the Heart
Physical Education	Jump rope chants to your special friend
Cooking Activity	Valentine Cookies
Culminating Activity	Valentine Party and exchange of Valentine cards.

Educating children during the more formative years, grades one through three, may provide many teachers with a special challenge. Research indicates that young learners frequently display interest quickly and then just as quickly, that interest can turn into total apathy (Berry and Mindes, 1993).

The writers realize that for primary teachers, the curriculum in the classroom is ever expanding. In the classroom of today, more than in any other time, it is necessary to cover a wide variety of academic topics, mental as well as physical health issues, social problems, and areas of skill and drill in a limited amount of time. Primary teachers, experiencing the concerns of the expansion of the curriculum, the amount of each school day that is spent on non-academic items, student absenteeism, and the social schedule of young children, find it necessary to cover as many academic areas as possible in one time segment.

Teachers in most primary classrooms do not have a flexible time schedule. During the course of the school day students are pulled out for various reasons. Therefore, teachers will find it difficult

to create a schedule that allows for classroom flexibility when all students are present. As a result of students being pulled out for special classes, impact teaching is a necessity when all students are together.

The writers felt that this situation could be greatly improved by teaching with thematic units. Unfortunately, many of the thematic units available for purchase or many of the thematic units created by teachers are nothing more than suggested activities clustered around a central focus or topic (Routman, 1991). The writers believe along with Routman, that it is possible to develop thematic units on a set of principles that will be consistent with, and supportive of, the current direction of primary education. The writers utilized the recent knowledge and findings from research in the areas of children's literature and whole language development. As the writers developed these units, it was necessary to include as many areas of the curriculum as possible.

It was the feeling of the writers that through the use of thematic units, primary teachers would be able to cover all segments of the curriculum in each thematic unit of study. Thematic teaching eliminates overlapping of goals in various subject areas. The writers felt that this would assist the primary teachers with relieving the feelings of frustration that comes along each time the curriculum is examined concerning the goals and skills to be presented. The writers acknowledge that even with the use of thematic units, the end of the school year approaches much too soon, but without the use of such units,

the school year terminates with still too many goals and skills to be presented.

Purpose of the Project

The purpose of this project was to design and develop a handbook of thematic units for primary teachers to use with their students.

Definition of Terms

Evaluation: A teacher's or student's means of assessing progress.

Primary Grades: This term will be used to designate teachers or students in grades one through three.

Risk Taker: A child who is free to practice, to make mistakes, and to try again.

Thematic Unit: A thematic unit is a plan for teaching an objective, a genre of literature, or any focal topic. The unit will include curriculum goals or objectives, a collection of materials, ideas, resources, related areas, and procedures designed to respond to the need of teachers and students.

Whole Language: Whole language is a philosophy about language learning.

Limitations

This handbook was designed for kindergarten, first, and second grade students, teachers, and parents. Consequently, it will be of the greatest value to primary grade teachers.

Significance of the Project

This project has great significance for primary grade teachers because it will include four pull out self contained thematic units. Each unit contains interest grabbers, goals, introductory activities, daily lesson plans and evaluation forms.

These units were developed with the whole language teacher in mind, but would be an asset to any primary teacher. These units provide students with numerous chances for group interaction as well as individual hands on activities.

CHAPTER II

REVIEW OF THE LITERATURE

As the writers began to review literature on teaching with thematic units, the articles seemed to naturally divide into three major categories. As the writers continued to read selected materials and began the thought process for this project, it appeared that this would be a logical approach for the presentation of the materials. Therefore, this review is divided into three segments. These three segments are:

- reasons for thematic teaching
- organizing a classroom for thematic teaching
- curriculum areas adaptable to thematic teaching

Rationale for Teaching with Thematic Units

Recently, many primary teachers have been expressing concerns about the demands of a seemingly ever-expanding curriculum. Many teachers frequently encounter a feeling of anxiety over the annual curriculum evaluation or assessment of goals. The realization that more material has been added to the course of study but nothing deleted and no more time allotted to the school calendar adds to the frustration felt by many primary teachers. The writers felt that many teachers, serving as curriculum planners, administrators, and curriculum coordinators needed to adhere to the theory that less is

better.

The writers strongly agreed with Dempster, (1993) that decreasing the size of the curriculum would be of great value to the students because this would allow the students to receive expanded exposure to the subjects presented rather than have numerous topics presented at the introductory level. The writers agreed that it was more beneficial to have fewer topics with students being exposed to and retaining more information about the topics. The writers, after examination of their current course of study felt that many students received only a minimum amount of information about numerous topics. Therefore, it was necessary for the next teacher to regress and teach the same focal topics again for mastery of the concept.

With state mandated proficiency testing beginning as early as the primary grades, it is necessary for the content of thematic units to be of the highest validity. Materials selected by the instructor must include sufficient content so that the learner has an indepth understanding of the concept presented. The thematic units of today need to be strong in the content area according to Spiegel, (1990). There is no room or time for fluff or frivolity.

It is also necessary that the materials allow sufficient practice for utilizing effective literacy strategies to a meaningful degree. Literacy opportunities must not be limited fragmented selections from science or social studies content. The writers expressed the concern that if this is used, then full integration

in the content area cannot be achieved. Full integration provides students with the opportunity to discover their own ways of reacting to and reacting with the content.

Teaching with thematic units provides excitement and motivation for students to read, write, and create school spirit. DeZengremel, (1990) suggested that teachers brainstorm thematic topics with co-workers as well as students. The writers suggested that allowing student participation would assure that this was already an area of interest, therefore, student involvement and achievement would be at a higher level. The writers noted that it is also advantageous to inform parents of future thematic units. Some parents may have resource materials to make available for classroom use.

It is essential that the thematic unit have visible appeal. This may be achieved through displays and bulletin boards. The unit may also be strengthened through the use of trade books and computer software. The writers generalized that teaching with thematic units enlivened the curriculum therefore, the writers suggest that teachers enrich the curriculum with a multitude of thematic units.

Espe, Worner, and Hotkevich, (1990) stated that it was possible for teachers to use current or past historical events through the use of thematic units. The writers suggest that it is possible to use an event currently appearing in a newspaper, magazine, or an item of interest from the daily television news to serve as a spark for the beginning of a thematic unit.

The writers recently experienced this phenomena, when a student brought in an article on recycling and wondered what the classroom

students could do to become better ecology minded citizens. As a result of the article, the students developed a two week mini-thematic unit. All goals and objectives were established by classroom participants. For this unit, the teacher served as a coach or facilitator rather than the instructor. Students were also responsible for locating materials and resource personnel.

The writers were impressed with an article by Raines and Canady, (1992) in which they reinforced the concept that an integrated unit is one which includes numerous activities across the entire curriculum. In the primary grades it is easy to present the science and social studies concepts through "shared experiences" of a trade book read aloud by the teacher or another student. As with all good instruction, the teacher will make the associations and connections for the concepts which will best fit the developmental needs of the age group. The teacher will allow for individual interests of the students, while building the concepts which meet the curriculum needs.

As whole language teachers, the writers believe that all units need to contain strong reading, writing, listening, and speaking activities. We also feel that the read aloud process makes the literature and knowledge come alive for the students. Following a read aloud, it is important that the instructor orchestrate ways to make the underlying concepts, illustrations, or associations easy for the child to understand. Many teachers chose activities for the thematic units, which make connections with curriculum objectives.

An important rational for teaching with thematic units is the allowance of all components of the child's development to integrate

the educational experience. The writers found reinforcement for their beliefs in an article by Berry and Mindes, (1993). The writers have always felt the need for exposure to the areas of fine arts as well as the area of physical activity.

Teaching with thematic units permits the use of poetry, music, various mediums of art, an abundance of opportunity for dance and other forms of physical activity. The writers encourage all developers of thematic units to include these areas in the unit.

Finally, the writers support Krashen, (1982) and Moustafa, (1987) in the belief that language skills are acquired through understanding messages. This understanding takes place when language is understood through context. The writers agree with the concept that the use of concrete objects are necessary when teaching the English language to a group of non-English speaking students.

The writers readily acknowledge that thematic teaching is an excellent approach to use with students progressing from a non-English speaking background to a functioning command of the English language. Through the sue of thematic units, a student will be able to expand his/her speaking and reading vocabulary, because of the number of concrete objects that are used in the development and presentation of most units.

Organizing a Classroom for Thematic Teaching

Thematic unit teaching requires organization in three areas. The first area of concern is the thematic unit lesson plan, the second

area is the materials to be used with the thematic unit and finally, the organization of the classroom to accommodate this style of teaching.

Thematic teaching stresses that students need to make concrete connections to all subject areas. It is also a powerful instrument for curriculum organization. The lesson plan for thematic units may be generated by either the teacher or the student. The planning needs to include the opportunity for activity choices as well as list the connections to the various subject areas.

The writers believe that in the initial planning stages of the unit the teachers need to look at the time frame to determine the approximate amount of time to allocate for the unit. As the teachers are planning the unit, it is necessary to keep in mind whether the unit will be designed for a self-contained classroom, a departmentalized program, or a team teaching situation. As the plan for the unit is developed the teacher may make provisions for individualized as well as cooperative learning instruction. Cooperative learning will allow students to share ideas as well as the responsibility for the completion of the project. Teachers, when using cooperative learning, will keep in mind, that the size of the group will depend on the experience of the students in working with fellow classmates on projects.

The teachers and students will begin to gather books, information, and other related materials. If possible, this is the time to make the initial contact with the resource people you will be using.

After a critical look at the materials available, you will need to take a look at the specific objectives listed in the course of study.

This is also the time to begin the across the curriculum skill matrix. Most teachers will discover an abundance of skill materials will be available for most thematic units. As the teacher is researching materials, the skill matrix proves to be a very valuable teaching tool.

Included in the planning for the thematic unit, will be an interest grabber or initiating event. This interest grabber is designed to serve as a kick off event or to create motivation and interest in the topic. The interest grabber may be as simple as reading a trade book to the class, a guest speaker, or a video film. The length of time spent on the interest grabber is usually determined by the grade level of the student. Most primary teachers find that twenty to thirty minutes is an ample amount of time for young children.

Following the interest grabber will come the plans for the individualized lessons. The writers have found that a lesson will cover two or three days of teaching and activities in the classroom. In the lesson plan, the teacher needs to include a daily session in a read-aloud of a literature selection by the teacher, a time segment of silent reading by the students, a time for spontaneous discussion or guided questions, a time to make connections between the book events and life experiences, and a writing session, which may be a response writing to any events or thoughts from the unit.

The lesson plan needs to include correlating objectives from the science, social studies, health, and math areas. Many teachers will be pleasantly surprised at the number of objectives they can meet in one thematic unit.

Some teachers feel that thematic unit teaching is an overpowering project and they have no desire to do this. It is possible to organize a thematic unit classroom around a series of mini units. In a mini thematic unit, as with a regular thematic unit, it important to provide whole group instruction, individual and small group to follow up on skill related areas. The writers acknowledge that teachers using thematic units will still need to do some skill remediation using small groups of individualized sessions.

As teachers are planning the physical layout of the classroom, Schosser and Phillips (1991) commented on the importance of allowing students to become active participants. Students were more inclined to take responsibility for specific areas if they had been given the opportunity to help with the physical set-up for the unit.

As teachers are planning for thematic unit teaching Routman (1992) offered the suggestion that teachers make the classroom conductive to student observation. When students are involved in group projects, the teacher has an abundance of time for individual student observation. Teachers will also be able to note interaction of students with other class members.

Organizing the Thematic Teaching Classroom

As most teachers begin to switch the classroom from a traditional setting to one accommodating the thematic unit type of learning, visible and physical changes will need to take place in the classroom. Furniture will need to be arranged differently. Students will no longer

sit in neat little rows, but will sit at odd shaped tables or other grouped seating arrangements.

As stressed by Goodland and Oakes, (1988) teachers need to function more like orchestra conductors than like lecturers, they need to be in charge of getting the unit started and then be responsible for creating resource centers, coordinating the location of display areas and bulletin boards in the classroom.

The writers feel that creating the classroom atmosphere is extremely important to the success of the unit. The classroom may be turned into a race track for a unit on transportation or into a doghouse for a unit on pets. The classroom scene will have no boundaries once the students begin the unit. Their imagination, creativity, and desire to be competitive will lead to numerous interesting sights in the classroom.

Space for resource materials may pose problems in many classrooms. The writers frequently experience this problem. The classroom will need space to temporarily house reference books, special big books, trade books, magazines, poetry books, and charts with songs or chants. The reading center will be flooded with materials of interest to accompany the unit.

The writers have also found that it is advantageous to create an audio-visual center to house films, filmstrips, movies, videos, headphones, cassettes, tape players, records, record players, a VCR, and a television. It helps with the smooth flow of the unit, if all of these materials are assembled in one specific area. The writers strongly recommend that teachers train students to use the

audio-visual equipment early in the school year. This relieves the teacher of the responsibility of setting up the equipment each time it is needed. This makes the unit much more student usable. The teacher does not need the pressure of being responsible to gather items each time the students need the equipment.

The writers stress that it is important to establish areas that will be available for display purposes during the course of the unit. Many teachers will also want to establish a physical activity area, where students may work on projects individually or in small groups. The physical layout of the classroom needs to be addressed prior to beginning the unit.

The writers have discovered that it works well to move the classroom furniture to the hallway on the day of the parent presentation or culminating activity. This can be accomplished by the students in a minimum amount of time, and make for a less crowded situation during the presentation.

Curriculum Areas Adaptable to Thematic Teaching

The writers recommend that when developing a thematic unit, the teacher needs to keep in mind that most themes can be interdisciplinary. The writers strongly suggest that by relating the focal topic to all areas of the curriculum, learning becomes intertwined rather than isolated.

If possible, the thematic unit should be oriented toward social context that will make a difference in the daily life of the child.

The writers express the importance of developing units that will ensure the applications of the academic concepts will relate to the practical real life situations.

The writers have found that by using thematic unit teaching, it is easy to make a smooth transition between subject areas. For the child it is not necessary to totally stop a thought process before moving into the next subject area.

The writers have discovered from personal experience as well as from observation that the fine arts areas of the curriculum are skipped in many schools today. Thematic units allow for cultural experiences that extend beyond those listed in the course of study.

The writers believe that the area of literature can provide the motivation for many meaningful units. The writers suggest that units may be developed in many language areas. The writers have used books with similar themes, books by one author, books by one illustrator, books centered around the same character, different versions of the same fairy tale, nursery rhymes, and folk tales.

The writers agree that teaching with thematic units creates an atmosphere which makes it quite simple to blend music and art into the everyday curriculum. Routman, (1988) strongly encourages the use of librarians, music and art teachers as resource personnel. According to Collett, (1992) when music and art are integrated with the total curriculum they can have a meaningful impact on the interest and appreciation a young child develops for the fine arts.

In most schools of today computer technology is in great demand

for all students as well as personnel. The writers agree with Wepner, (1992) that teaching with thematic units provides a wealth of opportunity for incorporating the use of the computer. There is ample software available to support many areas of the curriculum. The writers feel that it is possible to use technology to make meaningful connections across the curriculum.

Evaluation is another important aspect of the thematic unit. Evaluation may occur in various forms; sharing, reporting, speaking, listening, discussion, individual or group assessment. The writers conclude that teaching with thematic units permits evaluation to be done by more than a pencil paper device.

Blair and Judah (1990) reported on an innovative state program where math and English teachers were taking basic concepts and integrating them into their own lesson plans. They developed units to relate real-life situations to a specific concept they were covering in class. The writers encourage teachers to endeavor to make all information pertinent to the real-life experiences of the student.

The writers during observation of other teachers, found that teachers practicing whole language are not always thematic unit teachers. Teachers using the whole language approach to teaching, do not always have total integration of all subjects. The writers have found that whole language teachers have very few, if any, problems adapting to the concept of fully integrated thematic teaching.

CHAPTER III

METHODOLOGY

When the writers began working on their Masters Degree in Education, not being procrastinators, they began to think about the final research paper or project. Since this project was to involve two people, they each began to look at their respective classrooms for areas of concern or new interest areas. For a five to seven week period, they each kept a journal with careful notations on when a problem arose or when a specific topic created unusual attention or interest. When the writers looked back at the journal, it seemed as if early on in their record keeping the writers were able to identify a recurring problem. The writers continued on with the journal and notations to see if their first perceptions were correct. As time passed, the writers agreed that the areas of science, social studies, health, and math definitely were not greeted daily by the teachers or students with the same amount of enthusiasm granted to the language arts area. The writers discovered and reluctantly admitted that these four areas of concern, with the exception of math, were crammed into small insignificant time slots, or left for the end of the day, when the students were too tired to be at their most productive level. The writers surmised that the accomplishments of the students were definitely at a minimum, not because of the ability of the students, but because of the way these subject areas had been treated and presented by the writers.

Time continued to pass and more course work in the Masters program had been completed. The writers were now openly sharing their findings with other primary teachers in their building as well as with primary teachers from other schools. It was evident that other primary teachers were experiencing the same difficulties, but they really gave us no immediate ways to remedy our problem.

After several consultations to review the journal writings, the writers agreed that the thematic teaching technique was the solution to their problem. The writers began to attend workshops, seminars, and reading conventions that offered programs on the thematic teaching technique.

The writers also began to look at college offerings in the field of whole language. After the completion of several whole language classes, the writers plotted their strategies on getting their masters degree in literature and whole language.

As the writers continued to take classes, they began to see the ease with which all curriculum areas may be taught in each thematic unit. At this point they began to persuade other teachers to develop an interest in this method of teaching.

To assure that identified professionals in the field of whole language concurred with their beliefs, the writers went to the Educational Resource Informational Center (ERIC) and the Current Index to Journals in Education (CIJE) to do an extensive search of the literature pertaining to thematic unit teaching. The writers examined journals available from 1984 to 1993. Textbooks and books published during this time frame were reviewed.

The writers then were faced with the problem of determining how many units to develop and the topic of each unit. After considering various phases that would comprise each unit, the writers decided on four units. The units were Cowboys, Dinosaurs, Snow, and Spring.

The writers and students spent an abundance of time considering the topics and the reasons for selecting the topics.

COWBOYS

The students, especially the boys were really interested in the topic cowboys. The writers thought this would be a most appropriate and interesting way to introduce history into the life of a young student. The writers agreed that this unit would also provide an excellent opportunity to study the concept of fantasy versus reality.

DINOSAURS

The writers were pleasantly surprised to discover that both boys and girls were intrigued and fascinated by the dinosaur topic. The writers believed that this unit could be used to spark an interest in science and history. The writers agreed with the students that this unit could also be used to teach the concept of fantasy versus reality. The writers felt that with the commercialization of dinosaurs, this unit would have instant appeal in the classroom.

SNOW

The topic of snow was selected because students always eagerly await the first snow fall and the Christmas holidays. The writers felt that in the months of January and February students began to tire of the "white stuff." The writers felt that if they could create a unit that would teach students the science and seasonal concepts, including physical activities and outside academic activities the students would begin to look forward to snow rather than complain about inside recess time on snowy days. The writers felt that science, health, and social studies concepts to be covered could be meshed into all areas of the curriculum in a most unique way.

SPRING

The writers felt that this time of year always releases unlimited energy and joy in young children. The writers believed that a thematic unit would be the most appropriate way to channel all this enthusiasm into a productive product. Through the use of a thematic unit, the writers believed that science, social studies, and health would come alive when they were totally integrated with other subject areas.

CHAPTER IV

THEMATIC UNITS

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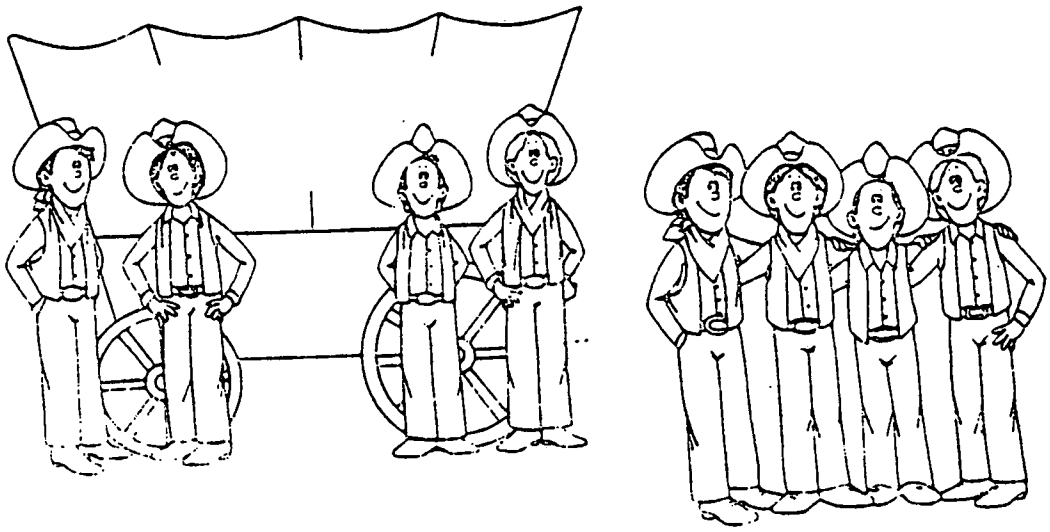
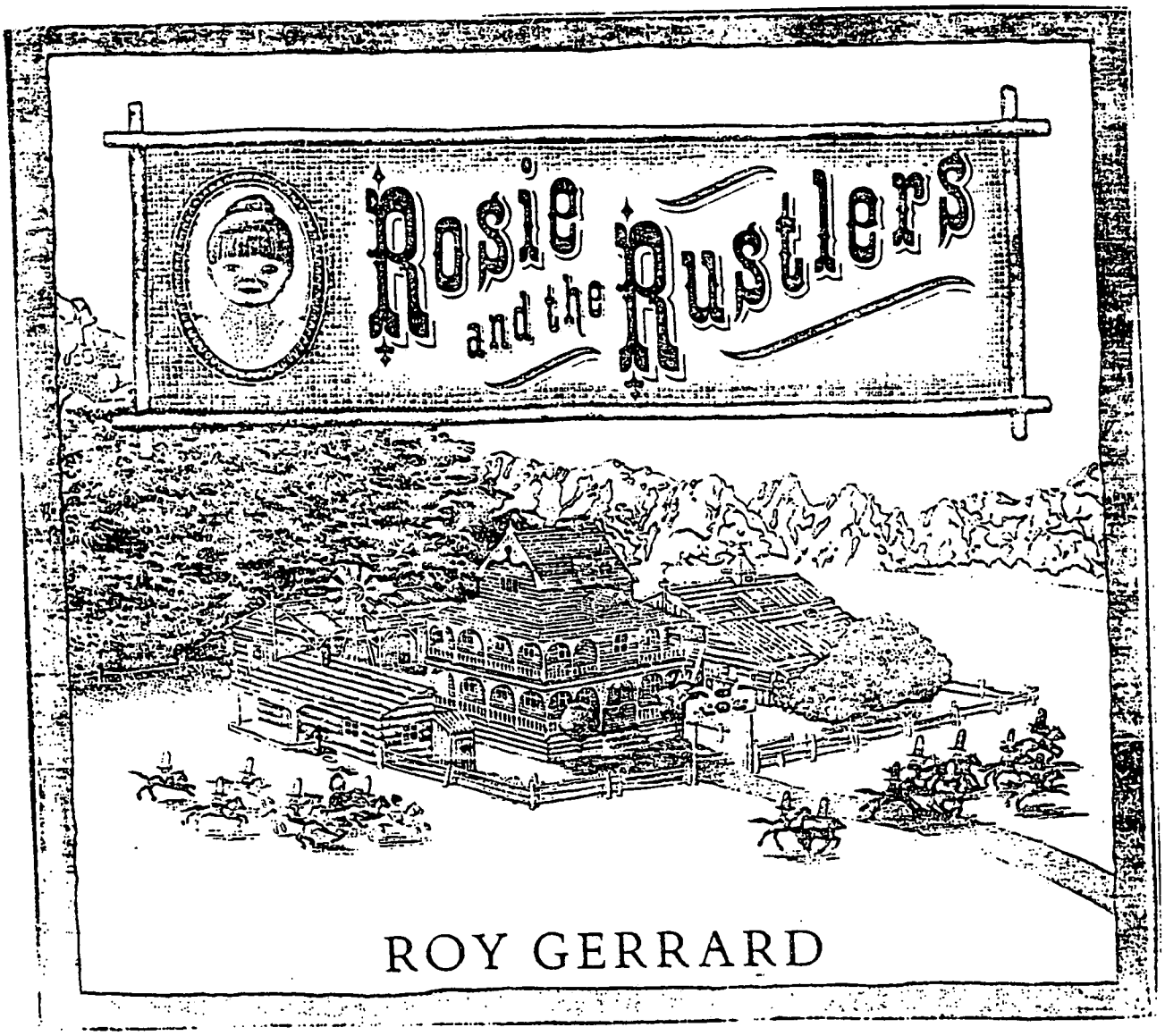
COWBOY UNIT

Children, young and old, have always been intrigued by the Old West. Famous cowboys, gunslingers, and even ladies of the Old West have provided many hours of entertainment for young children. Whether, it's on television, in the movies, or in books, children can not help getting caught up in the thrill of being part of the Old West. They will spend many hours role playing the parts of cowboys, gun fighters, rustlers and Indians. They will use stick horses and a variety of weapons to let their imaginations fly and transport them to that special era in time.



INTEREST GRABBER

This unit is designed to be used with first and second grade students. Because this unit will require outside activities, it should be used in early fall or late spring. The teacher will westernize the classroom by creating a bulletin board featuring famous cowboys, provide each student with materials to make a ten gallon hat, and read students the book Rosie and the Rustlers by Roy Gerrard.



LETTER TO BE SENT TO PARENTS AT THE BEGINNING OF THE "COWBOY" UNIT

Dear Parents,

The students in my class will be reading and writing about "Cowboys" in the coming days as part of our language arts and social studies class. One of the activities will involve our being outside to prepare and eat a meal around a campfire. A note for food donations will be sent home at a later date.

We will also be doing numerous art projects as part of this unit. We will be in need of creative scrap materials such as buttons, ribbons, yarn, aluminum foil, wrapping paper, felt, and any other materials that you may have at home. If you have any of the above materials or other items that you think we can use, please send them to school.

Thank You!

Sincerely,

- -

Any comments, questions, or concerns? Please use this space below and return to school. Thanks!

GOALS AND OBJECTIVES

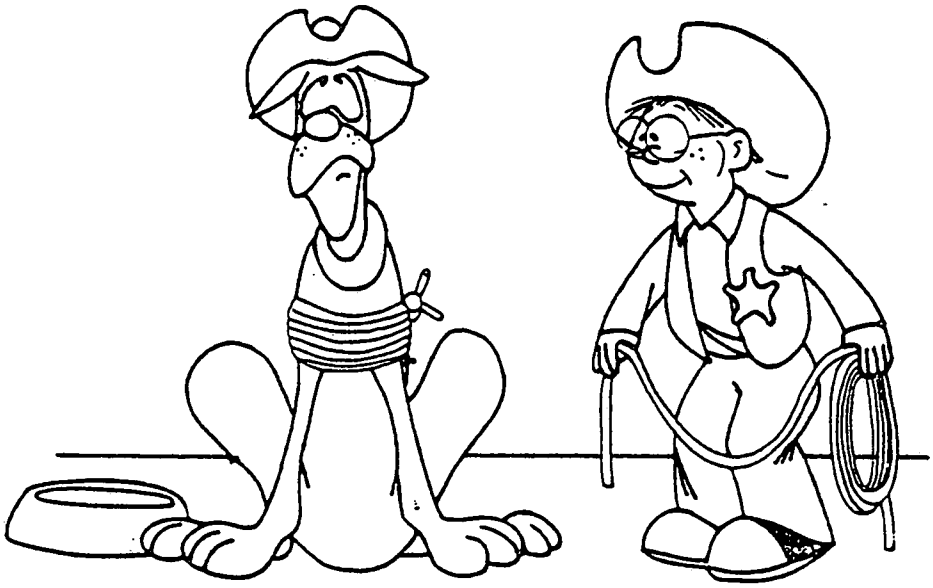
1. Students will learn about the lifestyle of a cowboy.

2. Students will develop an awareness of the responsibilities of a cowboy.

3. Students will become familiar with the special clothing worn by cowboys and the purpose it served.

4. Students will research and familiarize themselves with the vocabulary of the Old West.

5. Students will develop a list of famous people associated with the Old West.



EACH LESSON WILL TAKE TWO OR THREE DAYS TO COMPLETE

LESSON 1

READING:

Read to students the mountain men section of the resource book, The Wild West by Robin May.

Skill- Recalling details in a story

Students will recall and list details from the story. This listing will be used as information for journal writing in the coming days.

LANGUAGE:

Alphabetizing- Introduce our OLD WEST DICTIONARY which will include animals, people, dwellings, equipment, clothing and food items used in this era.

Alphabet Grid- On one of the bulletin boards or chalkboards make a grid with 26 boxes. Each day as the students encounter words pertaining to cowboys, these words will be written in the appropriate box on the grid.

Poem- Read students The Cowboy's Life by James Burton Adams. Write the poem on large chart paper to share with students, so that they may go to the chart during free time to enjoy the poem individually or with a classmate.

Skill- Rhyming Words

Read through the poem again and locate the rhyming words and write them on a boot. Note the different spelling patterns for the words. Use the boot to make a display of Rootin-Tootin Rhyming Words.

MATH/ART:

Measurement in inches and centimeters- Students will work in cooperative groups to measure the feet of all classmates and teacher. Each individual student will design his/her own pair of cowboy boots to be placed on display in the general store.

LANGUAGE/MATH:

Descriptive words, phrases, and pricing of objects- Students will write an advertisement describing the features of their cowboy boots.

SOCIAL STUDIES:

Map reading- Students will use the overhead projector to create a large working map of the United States. Students will use this map to record the travel of the cowboy going from place to place in the Old West. Adhesive dots of different colors will show the trails taken by different cowboys.

MUSIC:

I've Been Riding on the Range sung to: **I've Been Working on the Railroad**
The teacher will write the words of the song on a large chart tablet so that students may read the words as we sing the song. Students may take turns using the pointer to point to the words.

LESSON 2

READING:

Read students the trails west section of The Old West by Robin West. Students will be made aware of the factual information in this book. Discuss The Santa Fe' Trails use as a trading trail.

Social Studies - Map skills - The Great Trails West

Locate and draw the Santa Fe' Trail and the Oregon Trail on our own class map. Discuss the mode of transportation used over these trails. Discuss traveling in covered wagons with the students.

Language - Wild West Dictionary - Alphabet Grid

Add words to each individual's dictionary and to the class alphabet grid. In the dictionary, students will draw a picture of a Prairie Schooner wagon and will label the parts of a wagon.

Language - Journal Writing

Students will assume the role of a young child traveling west as part of a wagon train. Write in journals about the responsibilities and fun activities a seven year old girl or boy might encounter on such an adventure.

Reading - Read students the book Cowboy and His Friend by John Walsh Anglund. Students will recall events from the story. Teacher will write statements on chart paper. Cut apart and place in correct order to show sequence of the story.

Skill - Compound words

Read students the book again and listen for compound words. List words that students find in the story and other compound words on a cowboy hat pattern and use as part of a bulletin board display.

Language and Math - Time

Break a day into time segments. Have students write a schedule for a cowboy. Schedule will begin with getting up in the morning and end with going to bed at night.

Music - **MOve on, Little Dogies** Sung to: "My Bonnie Lies Over the Ocean"

Teacher will write words of song on large chart tablet so that students may read the words as we sing the song. Students may take turns using the pointer to point to the words.

Art - Divide class into cooperative groups of four members per group. Groups will each design and construct a pioneer wagon to become part of a wagon train heading west. When each group has completed their wagon, the wagon train will be placed on display in the hall to share with the entire school.

Math - Estimation

Have students to estimate how many hours it would take for a wagon train to travel twenty miles in the wide open plains. Before students begin to estimate, discuss towns located approximately twenty miles from our town and the amount of time required to travel between the two locations in a car.

LESSON 3

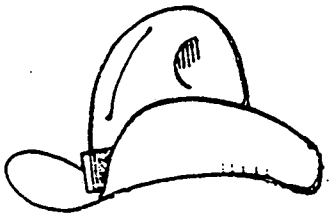
Reading - Comparison

Chart the chores and relaxation activities. List the amount of time per day spent on each activity. Compare the amount of time spent working to the amount of time spent on fun activities.

Social Studies - Read the clothing section of the book, Cowboy by Marie and Douglas Gorsline. Students will work in cooperative learning groups to make charts illustrating the special clothing worn by cowboys.

Beside each illustration, students will list the reasons for wearing these special articles of clothing.

SAMPLE



Hat

-wide brimmed felt to shield face from rain and sun
-could be used as a pail to scoop water from a stream
-used as a pillow to rest on at night
-hold oats to feed horse

Language - Wild West Dictionary -Alphabet Grid

Add words to each individual's dictionary and to the class alphabet grid. In the dictionary, students will draw pictures of the various articles of clothing and label them.

Reading - Read students the book Cowboy Sam and Freckles by Edna Walker Chandler. Discuss the special relationships between a cowboy and his horse. The students will receive a pattern of a horse to color. Each student will select a name for his own special horse.

Journal Writing - Students will write about the care they would give their own horse. Write about spending a day on the trail and how they assume responsibility for their own horse and meet its needs.

Language, Social Studies and Science

Students will share journal writings orally with class. Follow up with a chart listing what a cowboy must do to meet the needs of his horse, while they are on the trail.

Language and Art - Draw

Students will draw a picture of their horse, then write a paragraph describing the horse and telling what makes it special. These will be placed in the hall as part of a special bulletin board.

Art- Cowboy Clothes

Cut the following shapes out of felt: a cowboy or a cowgirl figure, a hat, a bandanna, a jacket, pants, boots, and a vest. Place the figure on a flannel board and let the children take turns dressing the cowboy or cowgirl, naming each article of clothing as they put it on.

Poem - **WHOOPEE TI YI YO, GIT ALONG LITTLE DOGIES**

Read the poem orally to students. Write the poem on large chart paper and share with students. During free time students may go to the chart stand and read the poem while wearing a cowboy hat.

Language and Phonic - or sound

Students will be able to find words or pictures that have the or sound like horse. Place the words or pictures on a large pattern of a horse.

Music - **Home on the Range**

Teacher will write words on large chart paper for students to use as we sing the song. Select one student to wear the cowboy hat and point to the words of the song.

Social Studies - Map Skills

Look at the large classroom map and select a location for a ranch. Mark selection on the map and students will pick a name for the ranch. Students will draw on the map the necessary items for a ranch location. Example: Ranch must be located close to water.

Math - Measurement

Students will use their hands to measure the large horse used in the phonics bulletin board. Record the results of their measurement. Use unifix cubes and convert measurement to unifix cubes.

LESSON 4

Reading - Read students the book, The Cowboy Trade by Glenn Rounds. Read the story orally to students. Students will recall events of the story. Teacher will write all remarks on chart paper. Teacher will cut apart the sentence strips and students will sequence events. Discuss with students what happens as the cowboy leaves the bunkhouse before daylight and heads for the ranch house for breakfast. After snaring a mount for the day, the rancher or ranch foreman will make job assignments for the day. Students will compile a list of jobs to be done for the day. Teacher will list chores on large sheets of chart paper.

Language - Wild West Dictionary - Alphabet Grid

Add words to each individual's dictionary and to the class alphabet grid. In the dictionary, students may draw and label pictures of the various buildings on the ranch.

Journal Writing - Social Studies - Careers

Each student will select a job and write about how to complete the task. Students will then take turns sharing their journal writings with the class.

Reading - Read students the book, The Brave Cowboy by Joan Walsh Anglund. Students will compile a list of famous cowboys. We will form cooperative learning groups. Each group will research and write a report about a famous cowboy. Pictures, books, and reports will be placed on display for other students to read and enjoy.

Social Studies - Map Skills

Students will construct a ranch. Use boxes and any other materials available to construct a scale model of a ranch. All buildings will be labeled. Students will include inside of the structures with decorative details. Ranch will include all out buildings, corral, cattle, and windmills. Use plastic models for cowboys and animals in display. Students will work in cooperative learning groups to construct various parts of the ranch.

Poem - Read students the poem, The Pioneer by Arthur Guiterman. Write poem on large chart paper to share with students. During free time students may go to the chart, wear the cowboy hat and use the pointer to read the poem individually or with the class.

Language - Social Studies - Written Invitations

Students will invite other first and second graders to our classroom to see our model ranch. Students will report to the visitors about life on the ranch and show them interesting features about ranch life.

Math - Cost Research - Comparison

Students will compare the cost of constructing a building during the time of the old west and now. Students will make posters showing the cost.

Social Studies - Needs

The students will discuss the responsibilities of the rancher for the cowboys and the ranch hands.

Music - **Streets of Loredo**

Teacher will write words to song on large chart paper. Select a student to wear the cowboy hat and to point to the words of the song as we sing.

Science - Gardening on the Ranch

Research and record the information on kinds of vegetables grown on a ranch during this time period. Did they have flower gardens? Who was responsible for the garden? Add the food items to the Old West Dictionary and the alphabet grid.

Art - Rope Frame

Take photographs of the children dressed up as cowboys and cowgirls. Glue the photographs inside a 10-by 12 inch cardboard frame. Give each child a four feet section of thin rope or twine. Students will glue the rope pieces around the cardboard to make the rope frames.

Teachers may choose to video the class while they are in western attire. This may be used at the end of the year as part of the "Look - Back" video program.

Lesson 5

Reading - Read students the "On the Trail" section of the Cowboys by Leonard J. Matthews. Students will recall events they remember from the reading. Teacher will list events on chart paper. Place students

in cooperative learning groups. Each group will select one or two sentences to illustrate and be used as murals for our "Night on the Trail" culminating activity.

LANGUAGE:

Old West Dictionary- Alphabet Grid- Students will add words for items used on the trail to the Old West Dictionary and alphabet grid. In the dictionary, students will draw pictures and label the pictures.

READING:

Read Cowboy Dreams by Dayal Kaur Khalsa. Discuss cowboy shows that students can remember. The teacher will list the cowboys from television shows on large sheets of chart paper. Example: The Lone Ranger or Hopalong Cassidy.

MATH:

Graphing- Students will list famous cowboys and vote for the one they would like to have as a partner for a trail adventure. Graph votes and place results on display in the hall.

JOURNAL WRITING:

Each student will write in his/her journal about sharing an adventure on the trail with a famous cowboy. Students will share stories within their own sharing groups.

LANGUAGE:

Phonics- long a- Students will add long a words and pictures to make a trail around the classroom. Students will work in cooperative learning groups to locate pictures and words. Students must have all words cleared by the trail boss before words or pictures are placed on the trail. The trail boss may be the classroom teacher or another student appointed by the teacher for the day.

Math - Cooking - Fractions

Students will plan a typical western meal for overnight on the trail. Students will form cooperative learning groups. Each group will assume responsibility for one item on the menu. Students will be responsible for determining the amount of ingredients to be used in each recipe. Students will need to determine how much to increase the recipe and how much of each ingredient will need to be purchased. Compile grocery list and plan a trip to the local market to purchase supplies.

Science - Plants - Animals

Students will research the types of plants and animals the cowboy might be able to encounter on a trail ride. Add words to Old West Dictionary and alphabet grid. In dictionary, the students will draw and label the pictures.

Social Studies - Map Skills

Students will list items a good campsite would provide. Students will work in cooperative learning groups to draw a picture map of a typical campsite.

Music - **Ten Little Cowboys** Sung to: "Ten Little Indians"

The Cowboy on the Ranch Sung to "The Farmer in the Dell"

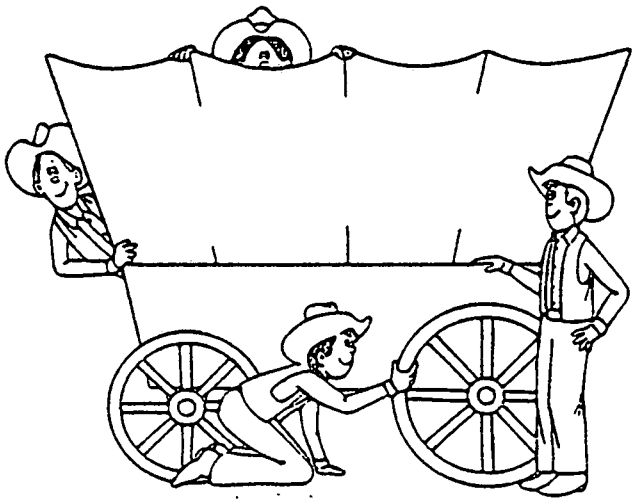
Art -Math - Bedroll Cover - Patterning

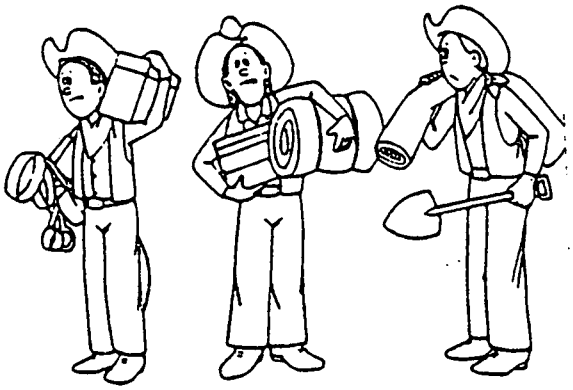
Students will work in cooperative learning groups to design the cover for a bedroll. Students then reproduce the design on large pieces of butcher paper. Students will use the finished product to wrap around their bedroll for our culminating activity.

CULMINATING ACTIVITY

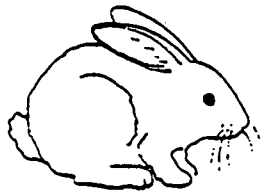
A NIGHT ON THE TRAIL

A large cardboard chuck wagon and large horses made from butcher paper will provide the background atmosphere for our overnight camp out on the trail. Students will plan and host a campfire and sing-along. Students will bring a bedroll to school, wear cowboy duds, sit around the construction paper campfire, eat beans, beef jerky, corn muffins, and sing songs of the old west. Students will provide song sheets for the visiting students to assist them in enjoying our "Night on the Trail."

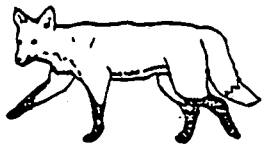




Old West Dictionary



Rabbit



Fox

Owl

brand - a symbol identifying ownership. Each rancher has his own symbol.

bridle - the headgear used when riding a horse. Two long strips of leather called reins, run from the horse's mouth to the rider's hands. Used to guide and control the horse.

bronco - a wild horse.

cattle - cows, bulls, calves.

chuck - food

chuck wagon - the wagon in which the food and bedrolls are carried.

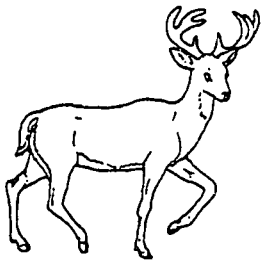
corral - a fenced in yard for animals.

dogie - a calf who has been abandoned.

drover - a man who drives cattle on the trail.

head - one animal.

PICTURES AND TERMS



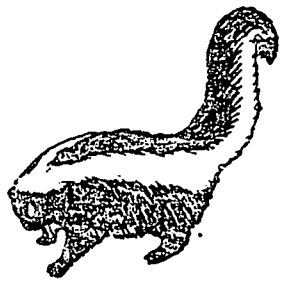
Deer

Beaver

Squirrel

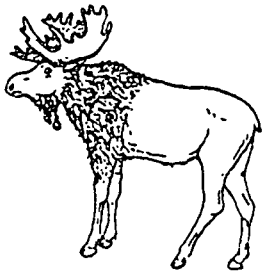
Mouse

Coyote



Skunk

Possum



Moose

lasso - a rope used to capture animals.

longhorn - a breed of cattle which has horns six feet long.

mane - the long hair on the horse's neck.

remuda - a collection of saddle horses.

rodeo - a contest involving wild bronco and wild bull riding and calf roping.

rowel - a small wheel with sharp points attached to the end of the spur.

rustler - a cattle thief

slicker - a raincoat.

sombrero - a large Stetson hat.

spurs - metal prongs strapped to the cowboys' boots.

steer - a bull which has been neutered.

tally book - a small pocket-sized record book used by the rancher.

wrangler - a cowboy in charge of horses.

TEACHER EVALUATION

Theme_____ Student_____

1. How did the student participate in discussions?_____

_____

2. Did the student successfully engage in a variety of learning activities? (Whole group, small group, individual)

_____

_____

3. Did the student successfully complete theme activities? (Book responses, letter writing, center activities, research)

_____

_____

4. Which activities offered this student opportunities to shine?

_____

_____

5. Were there activities which were not appropriate for this student?

_____

_____

Why?_____

STUDENT SELF-EVALUATION

Theme _____ Name _____

The activity I enjoyed the most was _____

because _____

The hardest activity was _____

because _____

I helped the theme succeed by _____

_____

In group projects I _____

_____

In individual projects I _____

_____

The Pioneer

Long years ago I blazed the trail
Through lovely woods unknown till then
And marked with cairns of splintered shale
A mountain way for other men;

For other men who came and came:
They trod the path more plain to see,
They gave my trail another's anme
And no one speaks or knows of me.

The trail run high, the trail runs low
Where windflowers dance or columbine;
The scars are healed that long ago
My ax cut deep on birch and pine.

Another's name my trail may bear,
But still I keep in waste and wood,
My joy because the trail is there,
My peace because the trail is good.

WHOOPEE TI YI YO,

GIT ALONG LITTLE DOGIES

As I walked out one morning for pleasure,
I spied a cow-puncher all riding alone;
His hat was throwed back and his spurs was a-jingling,
And he approached me a-singin' this song.

Whopee ti yi yo, git along little dogies,
It's your misfortune, and none of my own.
Whoopee ti yi yo, git along little dogies,
For you know Wyoming will be your new home.

Early in the spring we round up the dogies,
Mark and brand and bob off their tails;
Round up our horses, load up the chuck-wagon,
Then throw the dogies upon the trail.

It's whooping and yelling and driving the dogies;
Oh how I wish you would go on;
It's whooping and punching and go on little dogies,
For you know wyoming will be your new home.

Some boys goes up the grail for pleasure,
But that's where you get it most awfully wrong:
For you haven't any idea the trouble they give us
While we go driving them along.

When the night comes on and we hold them on the bedground,
These little dogies that roll on so slow;
Roll up the herd and cut out the strays,
And roll the little dogies that never rolled before.

Your mother she was raised way down in Texas,
Where the jimson weed and sand-burrs grow;
Now we'll fill you up on prickly pear and cholla
Till you are ready for the trail to Idaho.

Oh, you'll be soup for Uncle Sam's Injuns;
"It's beef, heap beef," I hear them cry.
Git along, git along, git along little dogies,
You're going to be beef steers by and by.

Unknown

POETRY

The Cowboy's Life

The bawl of a steer,
To a cowboy's ear,
Is music of sweetest strain;
And the yelping coyotes
To him are a glad refrain.

For a Kingly crown
In the noisy town
His saddle he wouldn't change;
No life so free
As the life we see
Way out on the Yaso range.

The rapid beat
Of his broncho's feet
On the sod as he speeds along,
Keeps living time
To the ringing rhyme
Of his rollicking cowboy song.

The winds may blow
And the thunder growl
Or the breezes may safely moan;
A cowboy's life
Is a royal life
His saddle his kingly throne.

James Barton Adams

Open Range

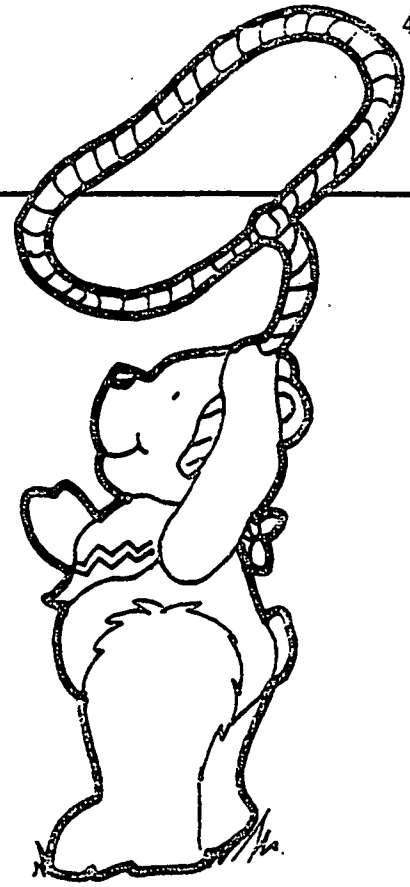
Prairie goes to the mountain
Mountain goes to the sky.
The sky sweeps across to the
distant hills
And here, in the middle,
Am I.

Hills crowd down to the river,
River runs by the tree.
Tree throws its shadow on sunburnt
grass
And here, in the shadow,
Is me.

Shadows creep up in the mountain
Mountains goes black on the sky,
The sky bursts out with a million
stars
And here, by the campfire,
Am I.

Kathyrn and Byron Jackson

COWBOYS



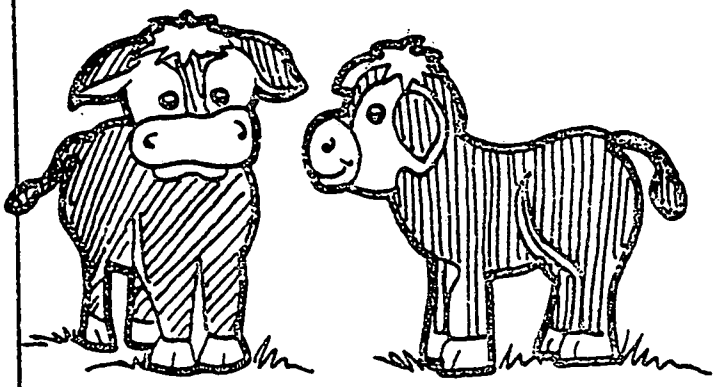
I've Been Riding on the Range

Sung to: "I've been Working on the Railroad"

I've been riding on the range,
All the livelong day.
I've been riding on the range,
Herding dogies on their way.
Can't you hear the cowboys shouting,
"Yippity-oh-ky-yay!"
Can't you hear the cowboys shouting,
"Dogies, move this way!"

Repeat, substituting "cowgirls" for "cowboys." Explain to the children that "dogies" are stray or motherless calves.

Jean Warren



Move On, Little Dogies

Sung to: "My Bonnie Lies Over the Ocean"

All day I ride on the prairie,
All night I sleep on the ground.
Oh, I'm a roaming cowboy,
Who travels around and around.
Move on, move on,
Move on, little dogies, move on, move on.
Move on, move on,
Move on, little dogies, move on.

Repeat, substituting "cowgirl" for "cowboy."

Jean Warren

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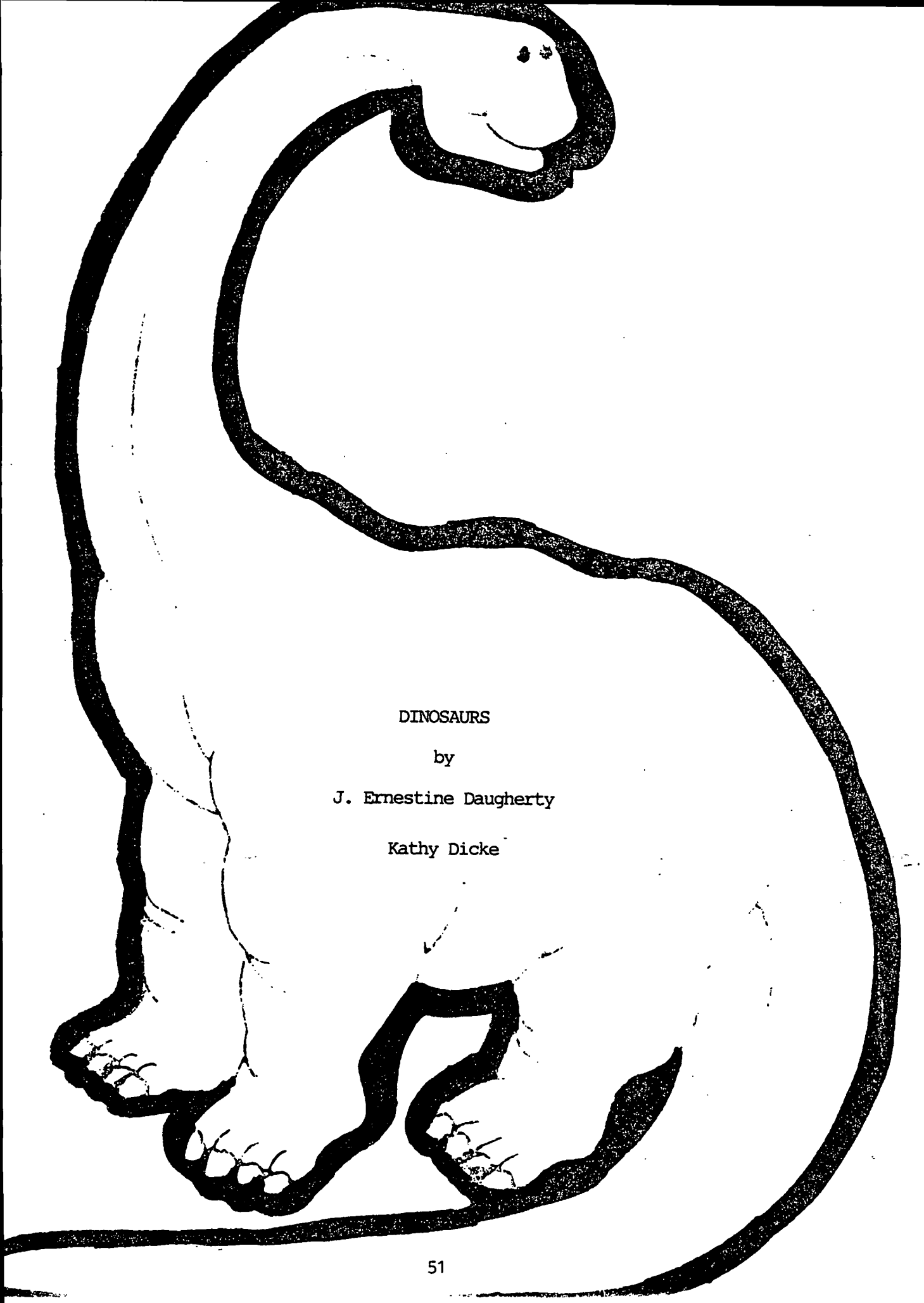

DINOSAURS

by

J. Ernestine Daugherty

Kathy Dicke

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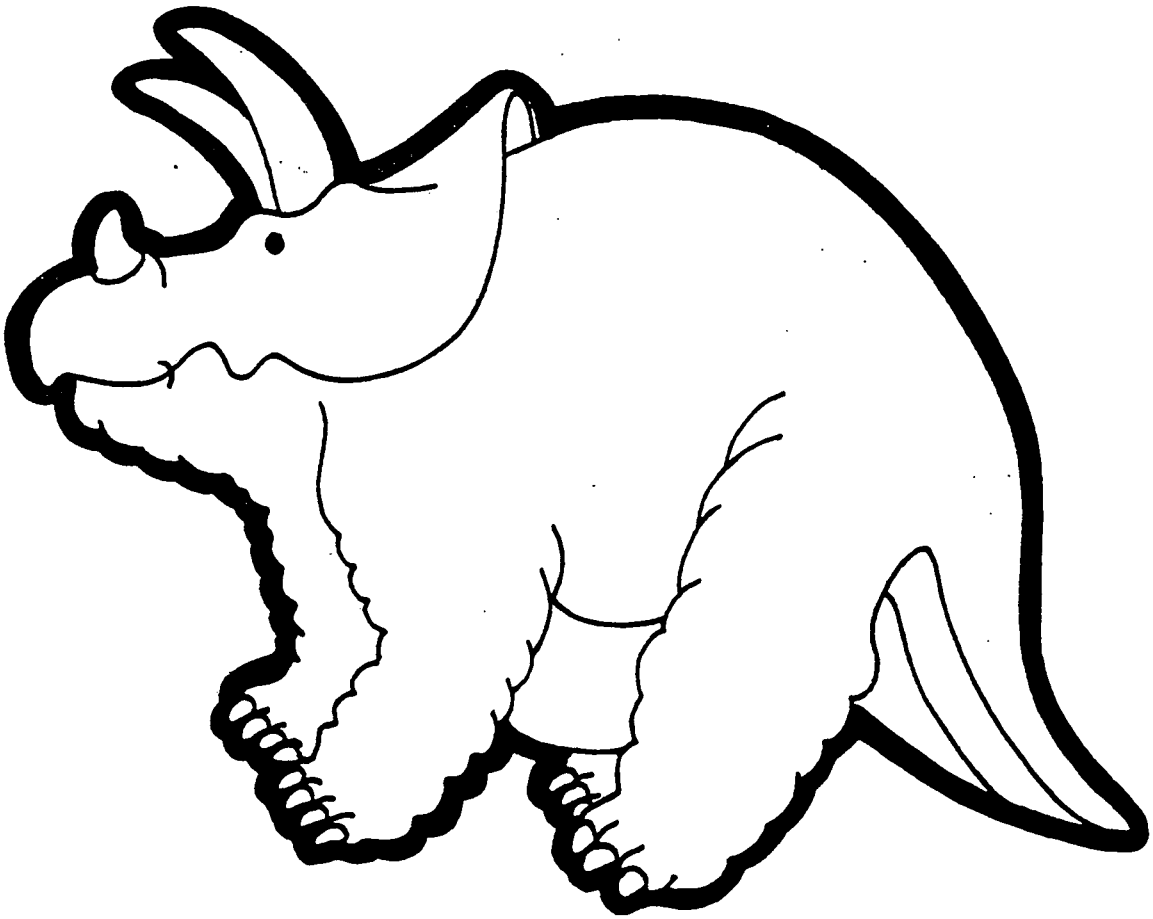
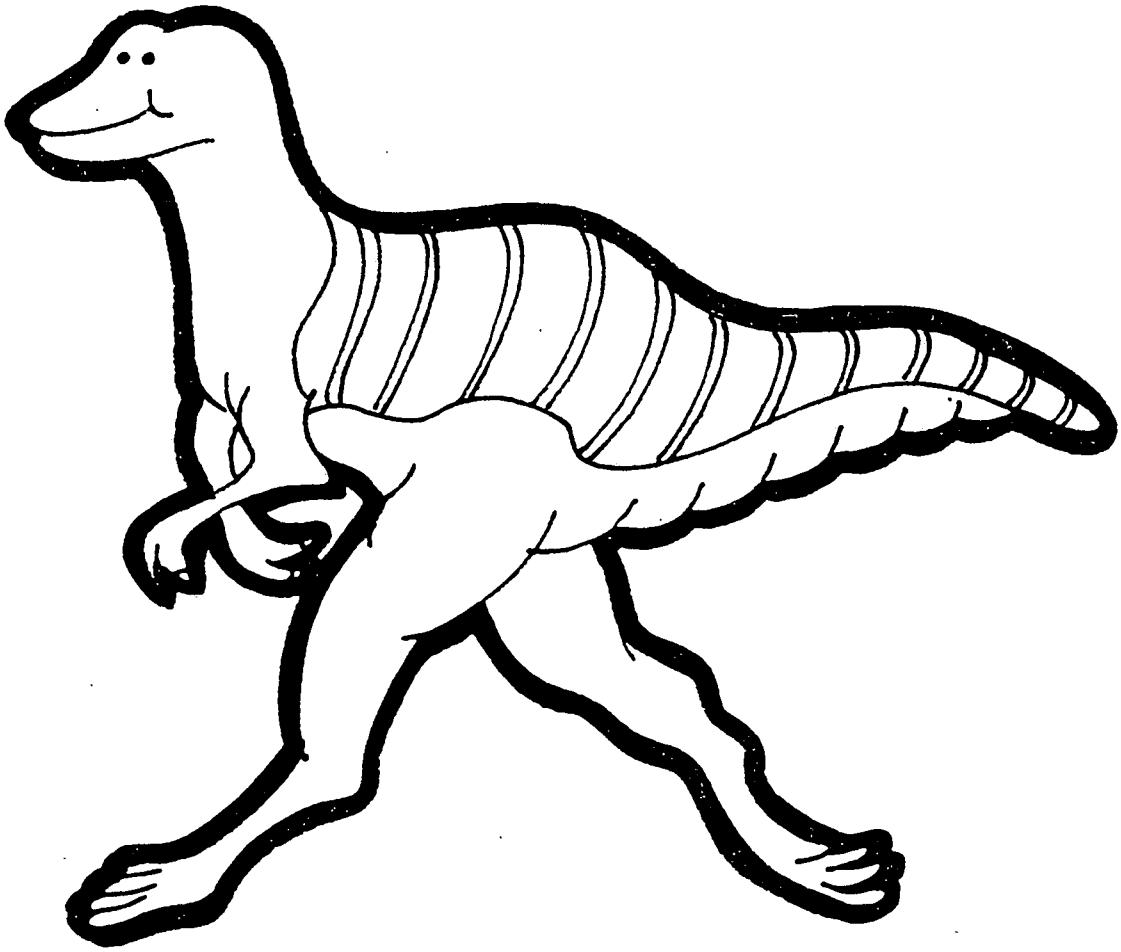
Students have long been fascinated with the size and physical appearance of "Dinosaurs." The use of these prehistoric creatures, to entice students to read and explore, has proven to be a favorite theme among young primary students. Students eagerly allow their imagination to transport them to that era long ago when dinosaurs were present to roam the earth at will.



INTEREST GRABBERS

This unit is designed to be used any time during the school year. Read students the book, If the Dinosaurs Came Back by Bernard Most. Following the reading of the book, students will form cooperative learning groups to see what other changes might take place if the dinosaurs did come back.



LETTER TO PARENTS TO BE SENT AT THE BEGINNING OF THE "DINOSAUR" UNIT

Dear Parents,

The students in my class will be reading and writing about "Dinosaurs" in the coming days as part of our language arts and science programs. One of the activities will involve going outside to make an outline of a dinosaur on the blacktop area of the school playground.

We will also be doing numerous art projects as part of this unit. We will be in need of creative scraps such as buttons, ribbons, yarn, aluminum foil, wrapping paper and other materials that you may have at home, If you have any of the above materials or other items you feel we can use, please send them to school.

Thank you!

Sincerely,

Any comments, questions, concerns? Please use this space below and return to school. Thanks!

GOALS AND OBJECTIVES

1. Students will listen to and read books, poems, chants, songs about dinosaurs.

2. Students will research and collect data about dinosaurs.

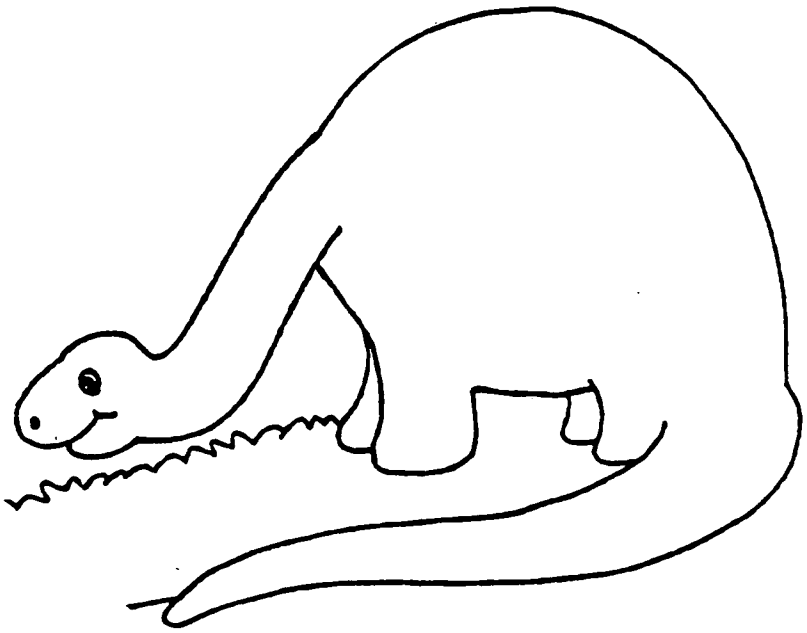
3. Students will be able to chart the physical characteristics of any given dinosaur.

4. Develop and supply a writing center so that students may create their own books and poems about dinosaurs.

5. Students will develop a class word bank for use with the dinosaur unit.

6. Students will be able to categorize facts and myths about dinosaurs into reality/fantasy categories.

7. Students will be able to make replicas of the living environments for dinosaurs.



LESSON I

The teacher will turn the classroom into a "Dinosaur Haven" by hanging pictures of dinosaurs, dinosaur bones and fossils around the classroom. Use this atmosphere to lead the children into a discussion about what the group of animals that lived on the earth before man is called. Following the discussion, students will brainstorm all the things they know about dinosaurs. The teacher will record information on large sheets of butcher paper.

What I Know About Dinosaurs	What I Want to Know About Dinosaurs

READING:

Read students the book Patrick's Dinosaur by Carol Carrick. Following the reading allow students to expand on their listings for Things I Know About Dinosaurs/Things I Want to Know About Dinosaurs. Discuss and plan with the class ways we can secure the information on the "Things I Want to Know" area. List the various resources available to help us gather the information and data we need.

READING: POETRY

Read students the poem Dinosaur Dances by Jane Yolen. The teacher will have the poem written on a large chart tablet and will point to the words as he/she reads. Students will then read the poem with the teacher. Students will be able to name the various dinosaurs listed in the poem. Students will add these words to the "Class Word Bank Banner."

LANGUAGE SKILL:

Order of the alphabet- Place a grid with 26 boxes on white paper designed to be used as a banner. Each box will contain one letter of of the alphabet. This will be used for "Our Dinosaur Alphabet." We will write names of dinosaurs and words related to dinosaurs in the appropriate boxes. Students and teacher will be able to add words

to the banner at various times during the course of the unit.

MATH:

Measurement by feet- Dinosaur Size. Discuss with students the size of some of the dinosaurs. Make a chart with the names and sizes for various animals. Take the class to the playground and have the students measure off 50 feet so that they can see how long a Tyrannosaurus really was. Have designated students stand at each end of the measured line. Use other students in the class to form a line to represent the line of the Tyrannosaurus.

MUSIC: Song "Give Me a Stegosaurus Mind"

The teacher will write the words to the song on chart paper. Read the words together to become familiar with the words to the song. Add any new words to the class banner. Practice reading and singing the words as a group.

ART/SCIENCE: Clay

Students will sculpt the foot of various dinosaurs. Label each foot and place it on display in the "Something Big Has Been Here" exhibit. Students may also make posters stating 1-2 facts about the feet of dinosaurs.

MATH: Measurement- Cooking

Old-Fashioned Rolled Sugar Cookies

½ cup shortening	¼ teaspoon salt
1 cup sugar	3 teaspoons baking powder
1 egg	½ cup buttermilk
3 cups flour	½ teaspoon vanilla extract

Cream shortening and sugar; add egg and beat well. Add sifted dry ingredients alternately with milk and vanilla; mix well. Chill dough before rolling. Roll 1/8 inch thick on lightly floured surface. Cut with floured cookie cutter, lift with spatula to keep shape, sprinkle with sugar, if desired. Bake on greased cookie sheet in moderate oven at 375 degrees for about 15 minutes. Makes 3 dozen cookies. Allow cookies to cool and then decorate.

* After students have followed the recipe, each student will shape his/her own dinosaur foot cookie and bake as directed, frost, use chocolate chips as toe nails. Enjoy!

SCIENCE/SOCIAL STUDIES:

Teacher will create a "Dinosaur of the Day" chart. The teacher will read information concerning dinosaurs to the class. Students will listen carefully to the information read by the teacher. Following the reading, the students will recall the information and the teacher will record the facts on chart paper. After all facts have been listed, the teacher and students will place the chart paper on display below the name of the dinosaur.

LESSON 2

READING: Poetry

Begin this lesson by reading the children the poem Unfortunately by Bobbie Katz. The teacher will write the poem on large chart paper for students to read as a group or independently. Students will brainstorm problems that might arise if a child actually had a dinosaur for a pet. The teacher will list suggested problems on the chalkboard. Following the brainstorming session, students will list various ways to creatively solve each problem.

READING:

The teacher will read students the book, The Horned Dinosaur Triceratops by Michael Berenstain. After reading the story, students will recall information about the Triceratops dinosaurs. The teacher will record information on the "Dinosaur of the Day" chart. During the day, students may use the resource books in the classroom to locate other information about the Triceratops.

MATH/SCIENCE: Measurement

Students will measure off a line 30 feet long on the playground. Compare this line to the 50 foot line previously constructed for the Tyrannosaurus.

Draw a conclusion listing the size of the two animals and the difference between the two animals.

LANGUAGE/SCIENCE:

Set up a "Dinosaurs Diggers" hot line. The teacher will motivate students to learn more about dinosaurs with a reproducible dinosaur digger's license. Each time the students observe a dinosaur in a book or magazine, television show, movie, game, or museum, they will add a tally mark on their license. The teacher will need to establish a scheduled time for these observations. At the end of the period, sign and date the license of each student and add a dinosaur sticker or stamp to each one. Students will use the tape recorder to record information they have learned about a specific dinosaur. Individual students will be able to go to the "Listening Center" and review the new dinosaur facts daily.

ART/WRITING/SCIENCE:

The teacher will duplicate copies of a variety of dinosaurs on sheets of 9"x12" construction paper. Students will trace the outline of their dinosaur with yarn. Place each on display in the hallway so that students can compare and write about the shape and features of the various dinosaurs.

MATH/MUSIC:

Counting forward and backward to 10. "Ten Little Dinosaurs" sung to the tune of "Ten Little Indians" The teacher will write the words to the song on chart paper. Read the words together to allow students to become familiar with the words to the song. Add any new words that students discover to the class banner. Practice reading and singing the words as a group. Students will sing and chant the song forwards and backwards. Assign students a number position and they will stand as you sing the song forward and will sit down as you sing the song backwards. At this time, you may wish to review recognition of numerals and number words.

SOCIAL STUDIES/SCIENCE:

Read the book The Horned Dinosaur- Triceratops by Michael Berenstain again to your students. This time students are to focus in on the way the parents protected their babies from other large dinosaurs. Relate this to the way most of our parents protect us from danger. Students will, also, discuss ways a Triceratops may have protected itself from attacks by other dinosaurs.

LESSON 3

The teacher will begin this lesson by reading Dinosaur In Trouble by Sharon Gordon. Following the reading of this book, students will brainstorm other ways to avoid hearing Dinny, the Dinosaur snore. The teacher will list ideas on large sheets of chart paper.

LANGUAGE:

Capitalization- Proper Nouns Discuss with students the fact that Dinny's name begins with a capital latter. This concept will be reinforced by developing names for other dinosaurs. The teacher will write the names on a chart for students to read as the "Read the Room."

READING:

Sequential Order- Students will recall the events from the story Dinosaur in Trouble. The teacher will write the events on oaktag strips. Distribute the strips at random to the students. Have students, with the strips, stand and place themselves in correct sequential order according to the way events happened in the story.

MATH:

Graphing- Students will be able to look at pictures of dinosaurs located at various stations in the classroom. Each student will be able to select the dinosaur that he/she finds most interesting. A large class graph will be constructed and each student will place a colored block after the name of the dinosaur that he/she finds most interesting. Results of the survey will be posted in the hallway for other students to read.

LANGUAGE:

Letter Writing- The teacher will review the components of a friendly letter with the class. Students will write a letter to Dinny Dinosaur with helpful suggestions on ways to avoid waking the people of the town with his snoring. Use dinosaur stationary that students created and colored in art class.

ART:

Stationary- Students will use dinosaur rubber stamps to create a border for the stationary. Use colored pencils creatively to enhance the border on the stationary.

MATH:

Review of basic facts- The teacher will use duplicated dinosaur patterns and write basic math facts on them. Use the dinosaur math facts as part of a bulletin board display and learning center activity. Students will use the display and center as part of their daily classroom work. By reading the math facts on the dinosaur, students will place them at various locations on the bulletin board.

SOCIAL STUDIES/SCIENCE/MATH:

Students will work in cooperative learning groups to read and

research the effect that weather conditions had on the dinosaur population. Based on the knowledge the students have gained from their research, students will work cooperatively to design a winter habitat for a specific animal. Students must be able to list the needs of the animal. Students will need to list special tools and supplies needed in the construction of the habitat as well as give exact measurements for the structure.

MUSIC/PHYSICAL EDUCATION:

The teacher will select various pieces of music for students to enjoy as they travel back in time to the days of the dinosaurs. As students listen to the music they will assume the roles of dinosaurs and dance around the classroom as a dinosaur would have moved.

POETRY/WRITING/ART:

The teacher will read the poem I Saw a Brontosarus by Jack Prelutsky. The teacher will write the poem on large chart paper and will use a pointer to point to words as he/she reads the poem to the students. After the students have read the poem with the teacher, they will imagine themselves riding on a dinosaur. Each student will write 1-2 sentences to tell about their adventures. Give each student a large sheet of art paper to illustrate his/her "Dinosaur Ride." Display stories and pictures in the hallway to share with members of other classes.

LESSON 4

READING:

Read students the book, A Dinosaur in My House by Nora Smith. Discuss the terms magic and magician with the class. Review what we know about magic and magicians. Discuss the ways the magician used magic to help us learn interesting facts about dinosaurs. Record all new information on the chart of "Things I Know About Dinosaurs." Invite students in the classroom to learn a magic trick to share with other members of the class. Students may wish to practice magic tricks until they are ready to perform for other classes.

LANGUAGE:

Invitations- Review writing invitations with the class. Students will list all of the information necessary to write a meaningful invitation. Make a "Dummy Invitation" on a large chart tablet. Students will write personal invitations to the other classes in their grade and to members of their families, asking them to visit our classroom at a designated time for a "Magic Show."

SCIENCE/ART:

Fossils- At one of the learning center stations, students will be learning about fossils by actually creating a fossil. The teacher

will need to gather some playdough and some small, plastic dinosaurs. Let the students make fossils by pressing the plastic dinosaurs into the playdough and carefully removing the plastic dinosaur to see the imprint left behind.

SCIENCE/SOCIAL STUDIES:

Students will work in cooperative learning groups to research information on "Plant Eating" and "Man Eating" dinosaurs. The students will also compare the home environment likes and differences for the two dinosaurs. After data has been collected and organized, each group will report their findings to the rest of the class. Following the reports, each cooperative learning group will be given a small set of dinosaur pictures and a sheet of poster board. Students will classify dinosaur pictures under the appropriate title.

Meat Eating Dinosaurs Plant Eating Dinosaurs

Students will then use white adhesive stickers to label each dinosaur with its name.

MATH:

Review Order of Numbers- The teacher will duplicate several patterns of dinosaurs. On each pattern the teacher will write a number. Dinosaur patterns will be distributed randomly in the classroom. The teacher will ask one student to stand, then other students will place themselves in correct numerical order by reading the number on their dinosaurs. Students in line will display their dinosaurs to assist other students to find their place before or after a given number. Follow up this procedure with individual dot-to-dot papers for students to work and color at their tables.

LANGUAGE/WRITING:

Dictionary-fine motor skills- Each student will receive a coloring dictionary with pictures of dinosaurs. Below each picture will be the name of the dinosaur in dotted form. Students will trace the dotted lines to form the names of the dinosaur and color the pictures.

PHYSICAL EDUCATION/MUSIC:

Dinosaur Rumble sung to **Bunny Hop**- The teacher will write words to the **Dinosaur Bumble** on large chart tablet. **Dinosaur Rumble** words are the same as **Bunny Hop**, except replace the words **Bunny Hop** with **Dinosaur Rumble.**

LESSON 5

READING:

Compound Words- The teacher will read students the book In Search for the Great Valley by Jim Razzi. Following the reading of the story, the teacher will comment on the fact that Littlefoot's name is a compound word. The teacher will have an hand a supply of duplicated dinosaur patterns. The teacher and students will write other compound words on the dinosaur patterns. Place these dinosaur patterns on a bulletin board labeled "Land Before Time." The class will listen to the story again to locate other compound words to write on dinosaurs. Students will go on a "Dinosaur Hunt" searching through other reading materials for compound words to write on dinosaur patterns.

SCIENCE/READING/ART:

Students will accept the fact that one theory states that dinosaurs are thought to be reptiles. Students will work in cooperative learning groups to research and list names of other reptiles (turtles, snakes, lizards) and information about the reptile family. Create a reptile center in one area of the classroom. Here the students will be able to read about other reptiles, listen to stories, look at models of reptiles, write about reptiles, or create their own reptile.

SCIENCE/READING:

Students are aware that dinosaurs are extinct. Permit students to discuss numerous theories for the extinction of dinosaurs. Following the research the teachers will list the most common theories found by the students on large sheets of chart paper. The teacher will allow students to give any supporting data that they have located for their theory. The teacher will then mention the two main theories that scientist have for the disappearance of dinosaurs: the climate became too cold and most plant and animals died; or a meteorite or comet hit the earth and filled the atmosphere with so much dust that light from the sun could not reach the earth causing plants, then animals to die.

READING/ART/HEALTH:

Read students the book The Dinosaur Who Lived in my Backyard by B.G. Hennessy. Discuss various kinds of foods that we might feed a dinosaur. Students will work in cooperative learning groups to plan meals for a dinosaur for a day.

Students will make individual posters showing the components of a good lunch for a dinosaur and a good lunch for a child. The students will select all foods from present day food items. Review the food pyramid and discuss the requirements for a healthy lunch for people. The teacher will have plenty of white adhesive stickers on hand for students to use to label food items on the posters.

Students will work in cooperative learning groups to write plays about dinosaurs living in their backyard. Each group will be responsible

for constructing stick puppets to use in the plays and for creating appropriate scenery for their play. Plays may be video taped for viewing at various times through out the school year and for viewing by parents unable to attend the public performance.

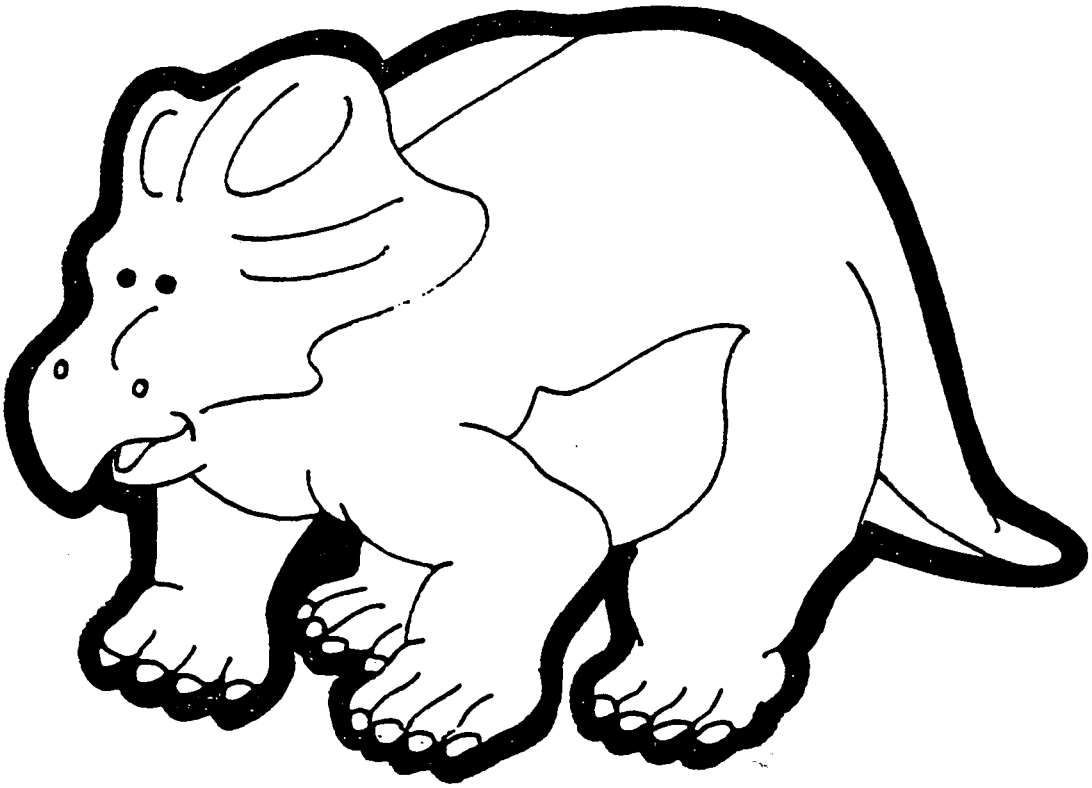
LANGUAGE/MATH/SOCIAL STUDIES/WRITING/ART:

The students will create a design for personalized stationary to be used to invite other classes, parents and special friends to our dinosaur exhibit. Students will then vote on the design to be used dinosaur stationary. Students will use a graph to record the voting on the stationary.

Students will learn the correct form for addressing an envelope. Students will make a trip to the local post office to mail invitations. Each student will be permitted to purchase his/her own stamp at the post office window.

Culminating Activity

Students will create a Dinosaur Museum in the classroom. Students will work in sets of two at various dinosaur exhibits in the classroom. Other students will serve as museum guides and will take small groups of students, teachers and parents on a tour of the Dinosaur Museum. Following the tour and performance of the plays the visitors will be served punch and "Dinosaur Shaped Cookies." Several students will be asked to serve on the clean-up committee.



GLOSSARY

Amphibians- cold-blooded animals with backbones that are to live on land and in the water.

Biped- an animal that stands or walks on two hind legs.

Birds- warm-blooded animals with backbones, feathers and wings.

Camouflage- markings or color on an animal's skin or fur that makes it easy to hide in it's environment.

Carnivore- meating-eating animal.

Climate- the weather of an area.

Cold-blooded- not able to regulate body temperature.

Cretaceous Period- 135-65 million years ago.

Dinosaurs- extinct animals that roamed the earth 65 million years ago, means "terrible lizard".

Environment- the surroundings of an era.

Erosion- wind, water, and other forces eating away at rock.

Evolution- the gradual process and change by which animals and plants develop from earlier life.

Extinct- no longer existing.

Fangs- extra long, sharp teeth.

Fossils- remains of an animal or plant preserved in rock.

Herbivore- plant-eating animal.

Ice Age- period of time that began about 2 million years ago when the the world became colder, winter became longer and ice covered more of the earth's land than it does today.

Insictivore- an insect eater.

Invertebrate- animals without backbones.

GLOSSARY

Jurassic Period- 190-135 million years ago.

Mammals- warm-blooded animals with backbones, fur or hair that feed their young with milk from mammary glands.

Mesozoic Period- 225-65 million years ago- the 160 million year time span during which dinosaurs and other prehistoric reptiles lived.

Omnivore- animals that eat both plants and animals.

Predators- animals that hunt and kill other animals.

Prehistoric- time before written language existed.

Prey- animals that are hunted and killed for food by other animals.

Quadruped- an animal that stands or walks on four legs.

Reptiles- cold-blooded animals with backbones, usually covered with scales or horny plates.

Scavenger- an animal that eats the dead flesh of another animal it has not killed.

Skeleton- all the bones of an animal that support the body.

Talons- sharp claws.

Vertebrates- animals with a backbone.

Warm-blooded- able to regulate body temperature.

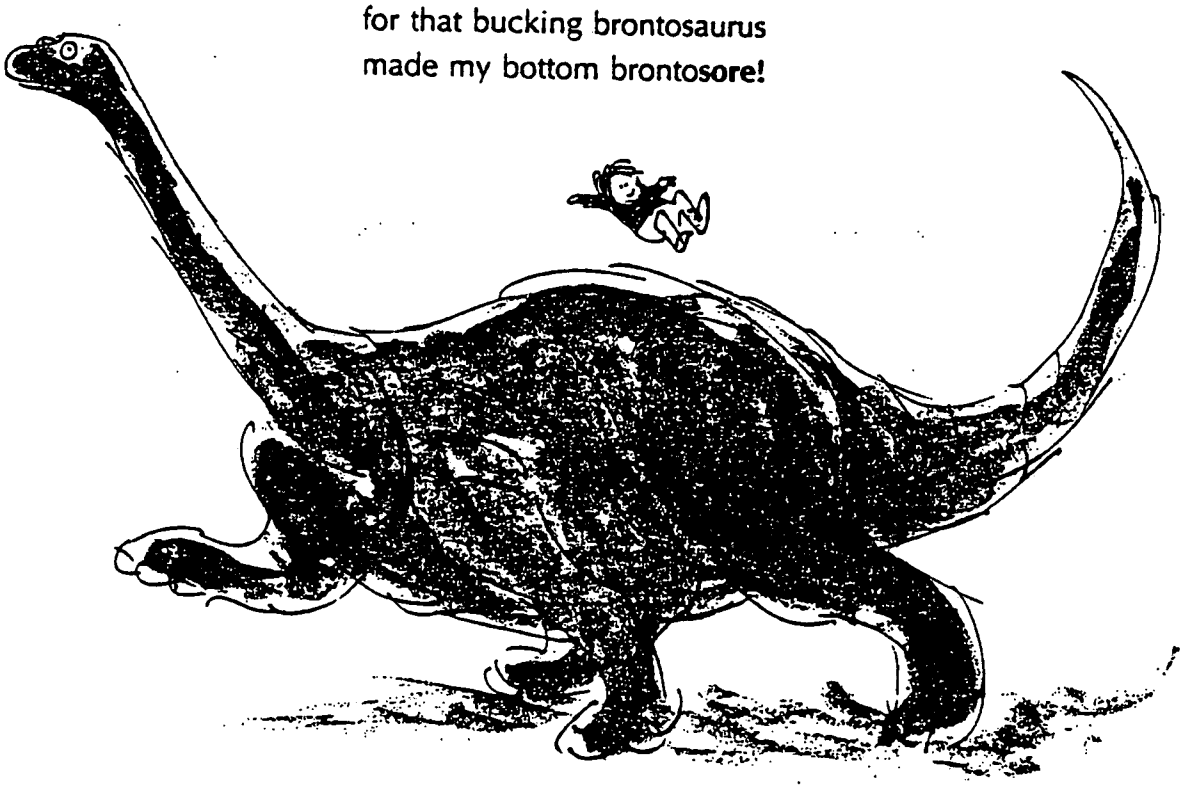
I Saw a Brontosaurus

I saw a brontosaurus
saunter through my neighborhood,
this struck me as peculiar,
as I'd heard they'd gone for good,
its proportions were imposing,
it was long and tall and wide,
I ran home to fetch a ladder,
then ascended for a ride.

It was hard to sit astride it,
for its hide was rather rough
and I had to ride it bareback,
there's no saddle big enough,
it turned into the sunset
and we started heading west,
my parents seemed uneasy,
but the neighbors looked impressed.

We squeezed between the buildings
as we thundered out of town,
the beast became rambunctious,
and it bounded up and down,
it ignored my agitation
and my frequent shouts of "Whoa!"
and I almost bounced to pieces
as we crossed a wide plateau.

That brontosaurus tossed me
in the middle of a plain,
I landed in a wheat field,
where I fell against the grain,
though I treasure my adventure,
I won't do it anymore,
for that bucking brontosaurus
made my bottom brontosore!



Dinosaurs

(Sung to "Oh, My Darling Clementine")

Great big dinosaurs, great big dinosaurs,
Lived so long ago.
Some liked land and some liked water,
Some flew in the air.

Great big dinosaurs, great big dinosaurs,
Lived so long ago.
Some had horns and some had spikes.
Some had wings like bats.

Great big dinosaurs, great big dinosaurs,
Lived so long ago.
Some ate plants and some ate meat,
But now there are no more.

UNFORTUNATELY

Dinosaurs lived so long ago,
they never had a chance to know
how many kids would love to get
a dinosaur to be their pet.

Bobbi Katz

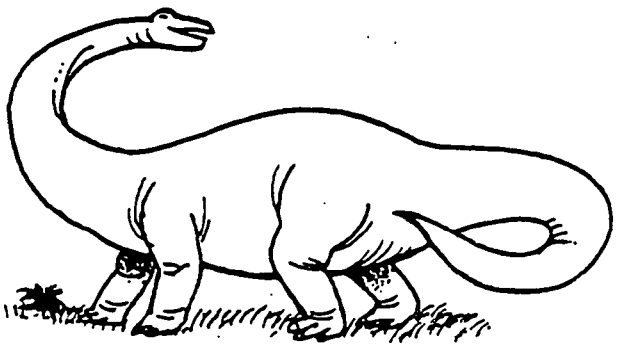
Dinosaurs
Five enormous dinosaurs
Letting out a roar----
One went away, and
Then there were four.

Four enormous dinosaurs
Crashing down a tree----
One went away, and
Then there were three.

Three enormous dinosaurs
Eating tiger stew----
One went away, and
Then there were two.

Two enormous dinosaurs
Trying to run----
One ran away, and
Then there was one.

One enormous dinosaur,
Afraid to be a hero----
He went away, and
Then there was zero.



All Around the Swamp
(Sung to "The Wheels on the Bus")
The Pteranodon's wings went
flap, flap, flap,
flap, flap, flap,
flap, flap, flap.
The Pteranodon's wings went
flap, flap, flap,
All around the swamp.

The Tyrannosaurus Rex went
grr, grr, grr,
grr, grr, grr,
grr, grr, grr.
The Tyrannosaurus Rex went
grr, grr, grr,
All around the swamp.

Tyrannosaurus Rex

(Sung to "Mary Had a Little Lamb")
Dinosaurs walked on this earth,
On this earth, on this earth.
Dinosaurs walked on this earth,
A long, long time ago.

Tyrannosaurus Rex was the king,
Was the king, was the king.
Tyrannosaurus Rex was the king,
A long, long time ago.

Tyrannosaurus (child's name) was the king,
Was the king, was the king.
Tyrannosaurus (child's name) was the king,
A long, long time ago.

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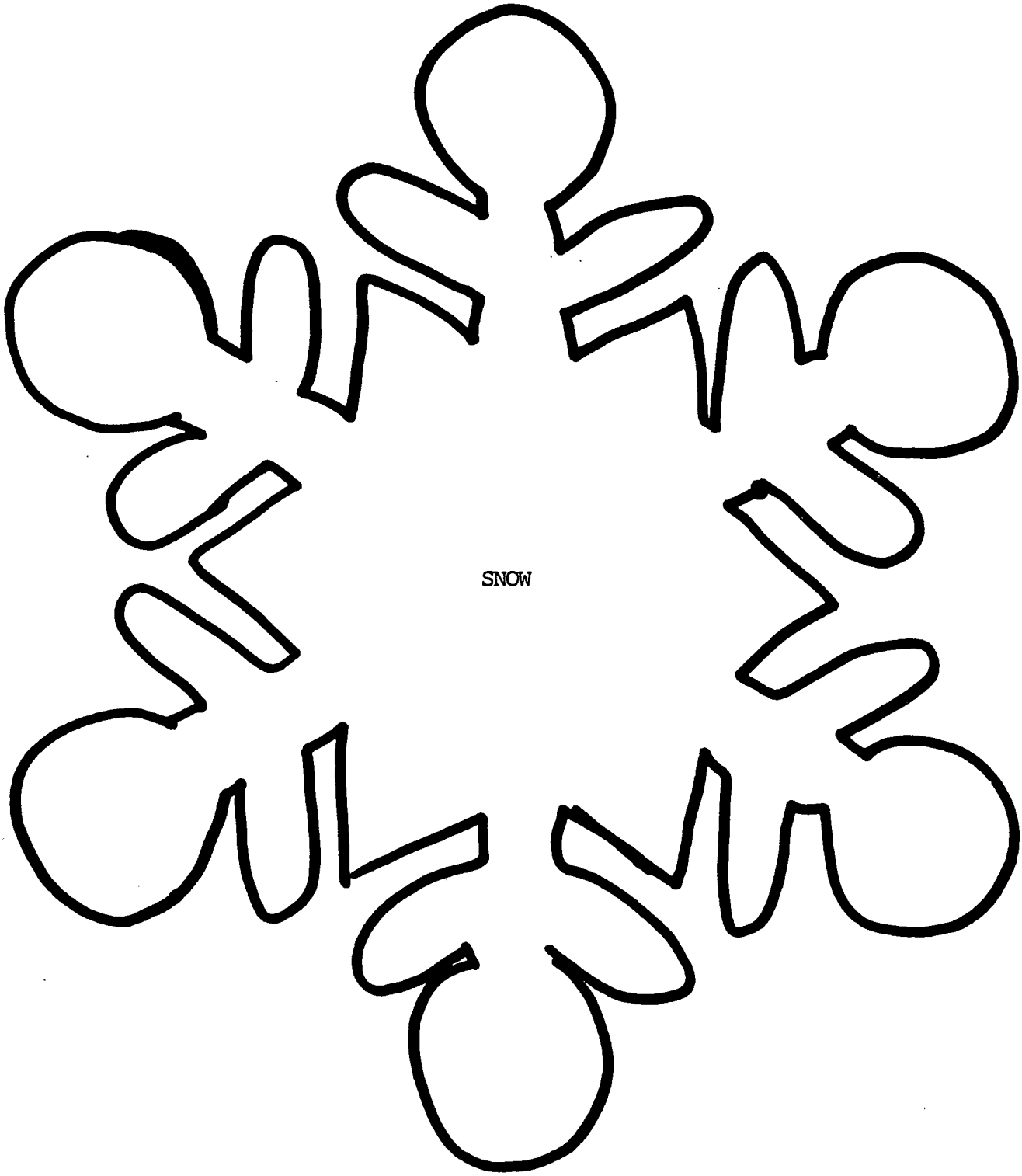
SNOW

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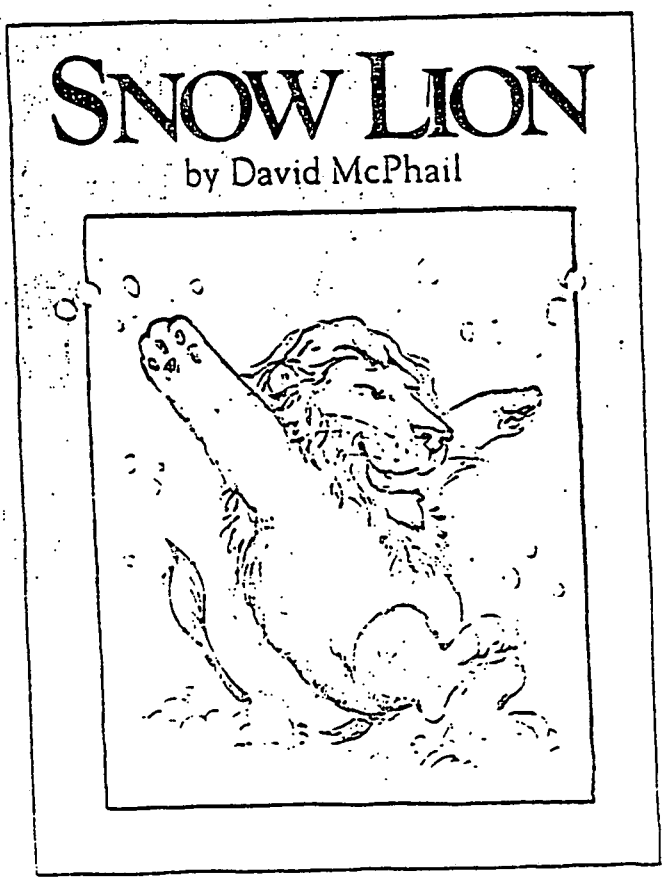
The winter season holds many fascinations for everyone, but especially for young children. Children always anticipate the falling of snow for various reasons. Perhaps, a day off from school, constructing a snow fort with friends, building and dressing a snowman, sledding down a hill with the neighborhood children, or maybe the ever popular snowball fight will be the highlight of the first snow of the season.

INTEREST GRABBER

This unit is designed to be introduced the first week of school following Christmas vacation. If the weather cooperates, children will go outside and play in the snow. Upon returning to the classroom, we will enjoy hot chocolate and marshmallows. We will discuss our experience and tell how it made us feel to be playing in the snow. The teacher will list the observations made by the students on chart paper. At this time the teacher will read the book Snow Lion to the students.



LETTER TO PARENTS TO BE SENT HOME AT THE BEGINNING OF THE "SNOW" UNIT.

Dear Parents,

The students in my class will be reading and writing about "snow" in the coming days as part of our language arts and science programs. One of the activities will involve being outside in the snow. We will be going outside for our class to experience the snow and to find out the many things that we may do with snow. On the first school day with a snow fall, please send your child to school dressed to be outside for extended length of time.

We will also be doing numerous art projects as part of this unit. We will be in need of creative scrap materials such as buttons, ribbons, yarn, aluminum foil, wrapping paper and other materials that you may have at home. If you have any of the above materials or other items that you think we can use, please send them to school.

Thank you!

Sincerely,

Any comments, questions, concerns? Please use this space below and return to school. Thanks!

GOALS AND OBJECTIVES

1. Students will read and listen to stories and poems about snow.

2. Students will research and collect data about snow.

3. Students will be able to list the physical characteristics of a snowflake.

4. Create a writing center with materials for students to write independently or in a group.

5. Students will develop a class word bank for the following areas.

   snow winter

6. Observe and describe how seasonal and weather changes affect snow.

EACH LESSON WILL TAKE TWO TO THREE DAYS.

LESSON 1

We will discuss the weather conditions that we normally observe when we have a snowfall. The teacher will list these conditions on the board. Students will be able to add or omit from the list.

Reading: Read students the poem First Snow by Marie Louise Allen . Students will discuss how snow changes the physical appearances of objects and areas. Students may note that the branches of a tree or bush will be lower. Students will explain why this happens.

Skill: Students will locate the rhyming words in this poem. Write the words on a snowflake pattern. Place snowflakes on a bulletin board.

Reading: Read students the book The Snowy Day by Ezra Jack Keats. Students will recall events and observations about the story. The teacher will list statements on chart paper. Read story again. Students will be able to sequence events of the story.

Skill: Students will listen and look for compound words as the teacher reads the story again. Write each compound word on a snowball and use as part of a bulletin board. Students will be on the alert for compound words in other reading. These words will also be written on snowballs and added to the bulletin board.

Skill: Alphabetizing- Introduce the Snow alphabet grid. Twenty six sheets of white duplicating paper with a letter of the alphabet will be taped on the side of the chalkboard. Each day students will write words on sections for their beginning letter. Example:

S- snow

A- avalanche

W- wet

Math: Students will use their one inch ruler to measure the snow on the playground. List the date and the depth of the snow. Return to the classroom, cut a strip of white paper the length of the snowfall depth. Glue the paper onto our snowfall graph. Measure and graph the depth of the snow each day of the unit.

Science and Social Studies: Discuss temperature and weather conditions on a snowy day. Use a catalog to cut out pictures illustrating appropriate clothing to wear in the winter. Place pictures on bulletin board. Students will label pictures.

Journal Writing: Students will write about their favorite snow activity.

Art: Frosty Pictures- Students will draw outdoor pictures on colored construction paper. Make a solution of half Epson salts and half water. Students will paint their pictures with the mixture. As the mixture dries, it will leave sparkling crystals on their papers.

LESSON 2

We will begin this lesson with a review of information learned in the previous lesson. Students will look to see if today's weather conditions are favorable for snow. Students will make a daily snow prediction. Make a chart showing how many days the predictions are correct.

Reading: Read students the book The Snow Kept Falling by Kathie McQueary. After listening to the story, students will recall the fun snow activities from the story. The teacher will list activities from the story on chart paper. See how many additional activities students can add to the list.

Journal Writing: Students will tell about their favorite person to play with on a snowy day and why.

Skill: Word endings ed and ing- Students will locate words in the story that end with ed or ing. Divide a sheet of poster board in half and place words under appropriate headings.

ed	ing
waited	looking
frosted	speaking

Reading: Read students the poem When All the World is Full of Snow by N.M. Bodecker. Read the poem again and have students listen for rhyming words. Write rhyming words on snowflakes and add to bulletin board.

Skill: Alphabetizing- Alphabet grid

Social Studies: Work or Play--- Can it be work? Can it be play? Can it be both? Students will survey family members to decide if the following activities are work or play.

skiing

sledding

shoveling snow off the side walk

building a snowman

throwing snowballs

sweeping snow from the porches

angels in the snow

clearing out the driveway

jumping in the snow

Cut out strips of paper with the activities listed and place activities under the appropriate heading.

Math: Measure and record the depth of snow. Develop a weather calendar. Each day display weather symbols depicting the conditions for the day.

Art and Math: Students will be able to identify the four basic shapes found on a snowman. Count and record the number of times the students find each shape. Color the snowman and display in the classroom.

Music: **What a Pretty Sight** Sung to: "Row, Row, Row Your Boat" Write the words to the song on chart paper for students to use as we sing the song together.

LESSON 3

We will begin this lesson by reviewing concepts taught in previous lessons. Comment on how much students have learned about snow.

Reading: Read students the book Snow Child retold by Freya Littledale. Discuss with students the terms family unit and loneliness. Students will share with class members times when they feel lonely. Discuss feeling words. On the chalkboard, write words that describe how we feel when we're lonely.

Skill: Recalling details in a story--sequence- Students will recall events of the story, The Snow Child. The teacher will write the statement on chart paper. Cut statements apart and as a group place in proper order to show story sequence. As an independent activity, students will read the story Fun in the Snow. Students will then sequence pictures to show the steps necessary to build a snowman.

Skill: Rhyming words and compound words- Read the story to the class again. Have them locate and add additional rhyming words and compound words to the bulletin boards.

Skill: Alphabetizing- Alphabet grid

Poem: Snowflakes Write the poem on large chart paper. Read poem to class. Students will read poem and do the finger play.

Health: Individuality and feelings- Review poem with class. Discuss how we are like a snowflake. We are unique individuals. Feelings- List ways we can prevent loneliness and become responsible for our own happiness.

Science: Snowflakes- Catch a snowflake on a piece of black construction paper. Let the children examine the snowflake with a magnifying glass. Explain that snowflakes are frozen water crystals and that each snowflake is unique with its own design.

Math: Students will count how many snowflakes they can catch on their paper in one minute. Measure and record the depth of snow.

Math and Art: Students will follow coloring directions to complete a snow child graph on graph paper. Place papers on display in hallway.

Social Studies: Discuss a family unit. Make a family graph showing who lives in the house. Discuss adoption as a possibility for adults without children. Discuss some of the procedures involved to adopt a child.

Journal Writing: Students will write about ways we can keep others from feeling lonely.

Music: Sing a Song of Winter Write words to the song on chart paper for students to use as we sing the song.

LESSON 4

We will begin this lesson with a review of the information learned in the previous lessons. Compliment students on their knowledge. Students will look to see if today's weather conditions are favorable for snow. Chart predictions.

Reading: Read students the book Storm by Herb and Mary Montgomery. After listening to the story, students will recall feelings the youngsters on the bus must have felt when the bus became stuck in the snow.

Students will prepare a list of steps to be taken in a snow emergency.

1. Get everyone inside quickly.
2. Contact parents to inform them of the location of students.
3. Call road crew seeking assistance for bus.

Science: Formation of snow- Take students to the school library to seek information on the formation of snow. Students will use the information for a short written report on snow.

Journal Writing: Students will discuss materials needed inside the house to provide for a group of people in a snow emergency. Share journal writings orally. Compile a list of materials and post on a chart.

1. food
2. blankets
3. water

Skill: Rhyming words, compounds, opposites- Add rhyming words to snowflake bulletin board. Write compound words on snowballs and add to bulletin board. Discuss opposites and list on chart paper. Students will copy opposites onto a snowman and his hat.

Reading: Read students the poem Snow by Karla Kuskin.

Language and Art: Students will brainstorm fun things for snowbound children to do. List on a snowman and make into a class diorama.

Skill: Alphabetizing- Add words to Alphabet Grid.

Skill: Rhyming words- phonetic blends- Read poem again to students

Add rhyming words to snowflake bulletin board. Compile a list of phonetic blend words.

Social Studies: Responsibility- Discuss the importance of listening to the weather forecast to assist in being able to dress properly for the weather.

Math: Measure and record the snow fall. Graph the number of students wearing mittens or gloves.

Art: Make angels in the snow.

Science: Use cooperative learning groups. Students will collect a bucket of snow. Students will note the physical change as the snow melts.

Music: **Dance Around the Snow** Sung to: "The Mulberry Bush." Write words to song on chart paper for students to use as we sing the song.

LESSON 5

We will begin this lesson with a review of the information learned in the previous lessons. Compliment students on their knowledge. Students will go outside and determine if today's weather conditions are favorable for snow. Chart predictions. Read this rhyme to students as part of the introduction to today's lesson.

When it's winter
And it rains and snows.
We bundle up like Eskimos.

Reading: Read students the book White Snow Bright Snow by Alvin Tresselt. Students will recall events in the story. The teacher will write the comments on chart paper.

Social Studies: Careers- Students will pay particular attention to the different careers and how the snow affected the way their jobs were completed. Brainstorm a list of careers. Tell how a snow storm might alter the way the job is to be completed. Identify particular jobs that a snow storm would command.

Science: Read the book White Snow Bright Snow again and focus on the animal aspect of the story. What do animals do to prepare for winter? Compare and contrast chart with what animals or humans do to prepare for winter.

Skill: Compound Words- This story is filled with compound words to be added to the snowball bulletin board.

Skill: Alphabetizing- Alphabet Grid

Reading: Read students the poem New Fallen Snow. This poem has several contractions which will be used to generate a review of all the contractions students know. Write each contraction on a snowman's broom. Brooms may be used as part of a bulletin board or placed on the desks of the students.

Math: Cooking- Use the new fallen snow to make a delicious dessert

share in class. Students will be placed in their cooperative learning groups to complete this activity.

SNOW ICE CREAM

Put in a big bowl:

4 Cups of clean new fallen snow

½ Cup of milk

2 tablespoons sugar

1 teaspoon vanilla

Mix the above ingredients, stirring lightly. Eat your treat immediately so it will be fresh. Serve it to all members of the group.

* Make sure students have fresh snow, not polluted snow.

Science: Get 2 small bowls. On one place an ice cube. In another put a good-sized snowball. Hold a contest and have students guess which one will melt first and which contained the most water.

Social Studies, Health, and Safety: Rules- Read and discuss the list of winter rules for the playground.

Journal Writing: Students will write in journals about creating a magical snowman and the fun adventures the two would have together.

Music: **Snowflakes Falling** Sung to: "Mary Had a Little Lamb" Write words to song on chart paper for students to use as we sing the song.

LANGUAGE/ART:

Read students the poem The Snowflake by Walter de la More. Students will cut a circle from white typing paper and fold it in half. Fold again in thirds. Cut designs on both sides of the pie shaped piece. Unfold the paper to discover a beautiful new snowflake.

CULMINATING ACTIVITY

Read students the book The Snow Party by Beatrice Schenk de Regniers. Students will make plans to host a snow party. Students will plan and prepare the food, make party invitations, party decorations, and plan the activities for the day. Invited guests will be classmates from the other classrooms.

DRESSING FOR WINTER

I put my hat upon my head,
And pull it down, like Mommy said.
I wrap my scarf around my throat,
And tuck it deep inside my coat.
I put my mittens on my hands,
And out into the snow I ran.
I put my skates on my feet,
I hope I don't fall on my seat!
The winds blow cold and snowflakes form,
But I'm all dressed up, nice and warm.
(pretend to do the dressing motions for each piece of clothing. Point to underlined body part and let the children call it out)

SNOWFLAKES

Snowflakes, snowflakes, falling everywhere.
(wiggle fingers in air)
They stick to my nose. They stick to my hair.
(point to nose and hair)
When one falls upon my hand, and I look carefully,
(look at palm of hand)
I see that each one is unique, just like you and me.
(point to another person, then yourself)

Snowflakes Falling

Sung to: "Mary Had a Little Lamb"

Snowflakes falling
From the sky,
From the sky,
From the sky.
Snowflakes falling
From the sky
To the earth below.

Watch them as they
Dance and whirl,
Dance and whirl,
Dance and whirl.
Watch them as they
Dance and whirl,
Soft white winter snow.

Judith McNitt
Adrian, MI

Dance Around the Snow Pal

Sung to: "The Mulberry Bush"

This is the way
We dance around,
Dance around, dance around,
This is the way
We dance around
Our snow pal in the morning.

This is the way
We skip around,
Skip around, skip around,
This is the way
We skip around
Our snow pal in the morning.

This is the way
We twirl around,
Twirl around, twirl around,
This is the way
We twirl around
Our snow pal in the morning.

Jean Warren

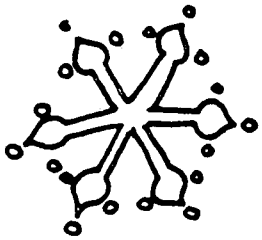
What a Pretty Sight

Sung to: "Row, Row, Row Your Boat"

Snow, snow swirling round,
(Move hands in circular motions.)
Falling to the ground.
(Kneel and continue hand motions.)
What a pretty sight you make,
(Cup hands over eyes and look right and left.)
Dancing all around.
(Turn and dance in circles.)

Snow, snow swirling round,
(Move hands in circular motions.)
Flying through the air.
(Wave arms.)
What a pretty sight you make,
(Cup hands over eyes and look right and left.)
Dancing everywhere.
(Turn and dance in circles.)

Susan L. Moon
Allentown, PA



Sing a Song of Winter
Sung to: "Sing a Song of Sixpence"

Sing a song of winter,
Frost is in the air.
Sing a song of winter,
Snowflakes everywhere.
Sing a song of winter,
Hear the sleighbells chime.
Can you think of anything
As nice as wintertime?

Judith McNitt
Adrian, MI

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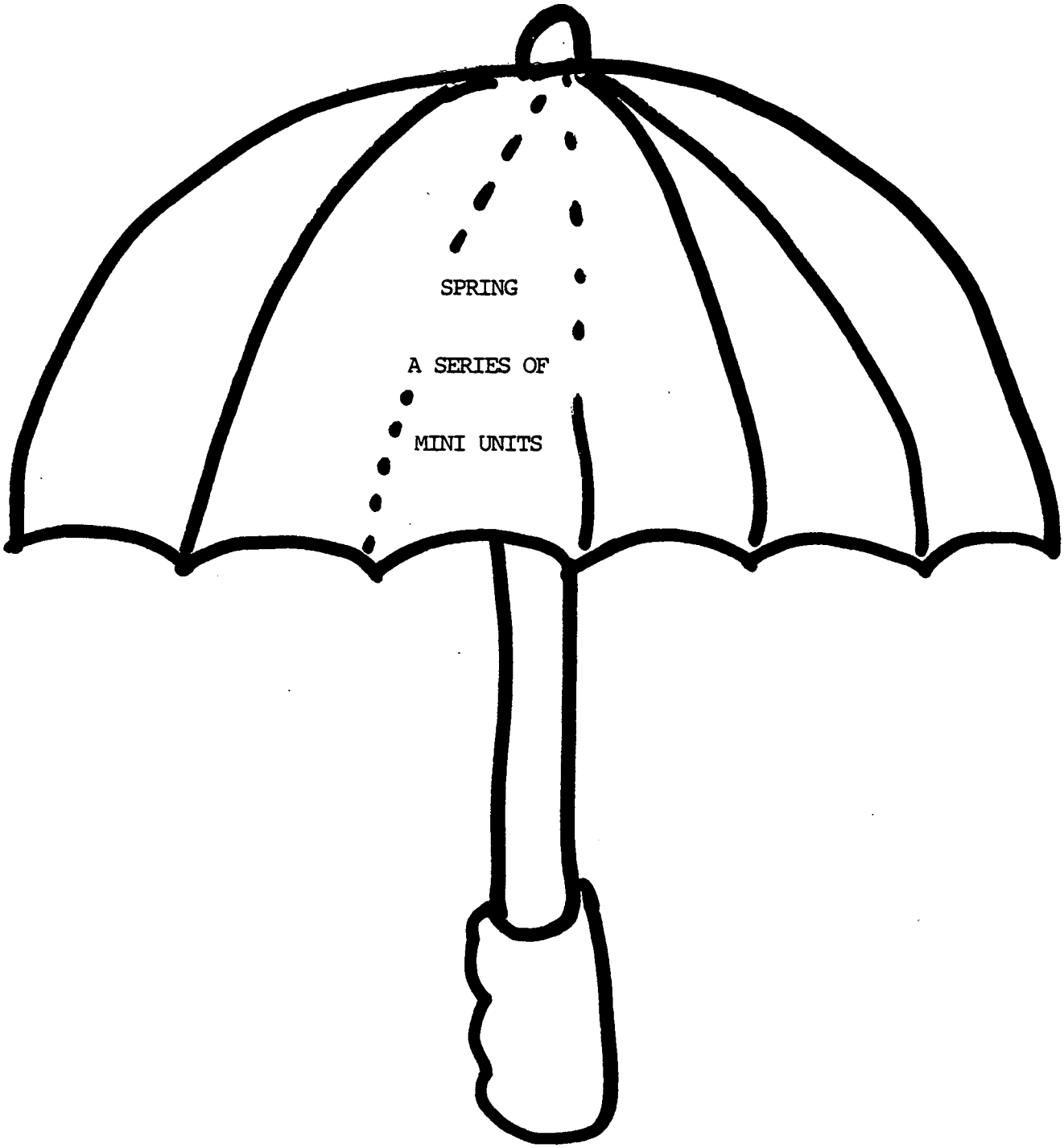
SPRING
A SERIES OF
MINI UNITS

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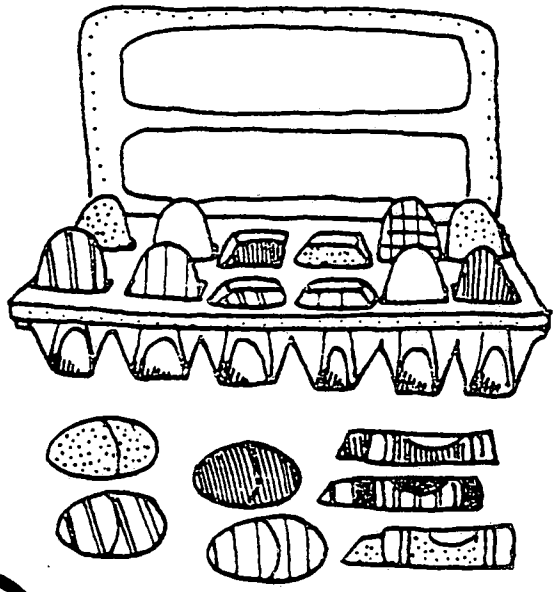
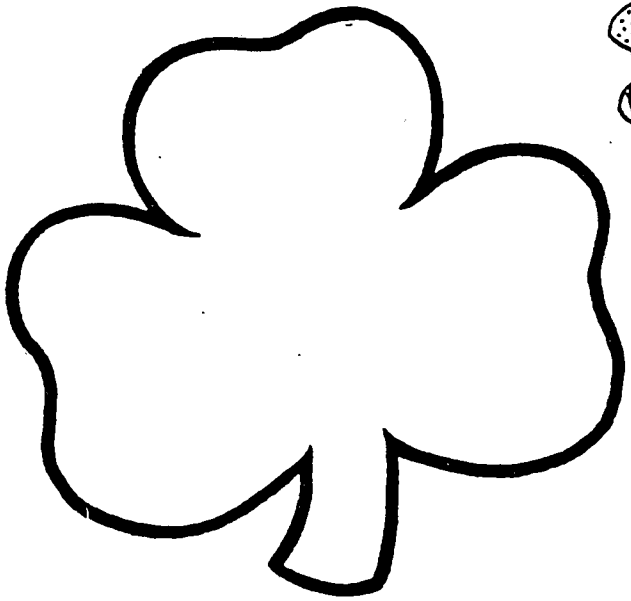
INTRODUCTION

Young children always eagerly await the first day of spring and the many wonderful things it will bring: green grass, colorful flowers, St. Patrick's Day, kites, Easter, warm breezes, and the arrival of bugs, bees, birds, frogs, and turtles. This unit is created to help the primary students beat the winter blahs and to put them in a warm and cheery mood as well as inform them of the holidays, customs, and signs of spring that accompany the season.

This unit will be designed as a series of mini-lessons. Teachers will be able to select as many or as few of the items as they wish to use. These units are not interrelated.





SPRING

INTEREST GRABBERS

The teacher will use the attribute box with a variety of seed packets inside, other spring items may be used on other days.

Example:

- umbrella
- plastic flower
- raincoat
- small set of garden tools
- variety of plastic bugs
- plastic turtles or frogs
- birds

As the students ask questions about the items in the box, the teacher may respond only with a yes or no. Be sure to use tally marks to record responses on the board or on a large chart tablet. When students have correctly identified the object, pass it around for all students to see and touch.

Read the students the book How My Garden Grew by Anne and Harlow Rockwell. Survey students to find out how many of them have ever raised a garden. Write on a large chart tablet and display in the classroom.

LETTER TO PARENTS TO BE SENT HOME AT THE BEGINNING OF THE "SPRING" MINI UNIT

Dear Parents,

The students in my class will be reading and writing about "Spring Event" in the coming days as part of our language arts and science programs. We will be going outside to observe the changes in nature first hand.

We will also be doing numerous art projects as part of this unit. We will be in need of creative scrap materials such as buttons, ribbons, yarn, aluminum foil, wrapping paper, butter tubs, and other materials that you may have at home. If you have any of the above materials or other items that you think we can use, please send them to school with your child.

Thank you!

Sincerely,

Any comments, questions or concerns? Please use this space below and return to school. Thanks!

GOALS AND OBJECTIVES

1.Students will develop an awareness of the many holidays and events that take place during the months of March and April.

2.Students will be exposed to the many customs that accompany the holidays for these months.

3.Students will become familiar with the physical changes taking place in nature during these two months.

4.Students will participate in a variety of activities to increase their awareness of all the changes taking place in nature at this time.

5.Students will use the across the curriculum learning centers to reinforce and expand their knowledge of the changes in nature.

ACTIVITIES

1. Divide class into cooperative learning groups and make plans for a window sill garden. Each group will assume responsibility for planting, caring for, recording information about, and reporting to the class on a variety of plants.

2. Visit a garden center or ask a gardener to come in and discuss the needs of plants with children.

3. Plan two nature walks with students. One walk will be the first day of spring, or as soon as weather permits and the other one will be in late April. Students will draw pictures depicting what they have observed and the teacher may wish to record with a camera. Students will write notes on their drawings to assist them in remembering more exact information.

Example:

- no leaves on trees
- no bird's nests in trees
- temperature
- flowers

On the second walk, students will follow the same procedure. Upon returning from walk, students will use both sets of drawings, photographs, and information for a comparative study.

4. Daily reading to students of books centering around the topic of "Spring."

5. The class will read Chicken Soup With Rice by Maurice Sendak. Lesson plans are included with this mini unit.

6. Learning centers will be set up in the classroom to reinforce the group observations that students are making.

7. Assemble a variety of trade books as well as informational books for students to use at the reading center.

8. Develop a "Spring" word bank for students to use with their reporting and journal writing.

9. Discuss the care of newborn pets and farm animals. Plan a visit to a farm or ask the local veterinarian to visit the classroom and discuss the care with students.

10. Make bird feeders using dowel sticks and 2 liter plastic bottles.

11. Make charts listing the holidays and birthdays of famous people born during the months of March and April.

12. Graph weather conditions and display records in the classroom. Make a comparative study of the temperatures for the two months and the other weather conditions.

13. Students will write books telling the activities they like to participate in under a variety of weather conditions.

- On a sunny day, I like to_____.
- On a rainy day, I like to_____.
- On a cloudy day, I like to_____.
- On a windy day, I like to_____.

Students will illustrate and share with the class.

14. Cooking Activities

15. Umbrella obstacle course

16. Study cloud formations and then read the book It Looked Like Spilt Milk by Charles Shaw. Follow up with an art activity.

LESSON PLANS

FOR

CHICKEN SOUP WITH RICE

The teacher will read students the book Chicken Soup with Rice. The class will make individual Chicken Soup with Rice books shaped like bowls of chicken soup. Students will make illustrations to go with each month of the year. Illustrations may be fanciful or realistic. Elicit responses from the group for possible pictures. January scenes could include scenes of cold weather, building a snowman, wearing hat and mittens, beginning the New Year, and snow activities.

Make individual calendars for each month or one specific month. Give students blank calendars. Students will copy names for the months. Give each student a set of numbers with one to thirty one for each month.

Skill: Understanding sequence of months of year, days of the week, learning to read a calendar, number sequence, and capital letters to begin names for days of week and months of the year. Discuss events taking place in a particular month. Discuss the weather conditions usually found in each month and the manner in which we dress.

Make a class big book. The teacher will write out the poem for each month on a large sheet of chart paper. Students will draw and color pictures to illustrate the months. Students will vote on the pictures to be used to illustrate each month. Teacher will glue the pictures around the poem.

Cooking- Students will research a recipe for Chicken Soup with Rice. List the ingredients needed to make the soup and calculate the quanity needed. Make the soup.

Sequence the steps needed to make the soup.

Students will write the recipe and give directions for making the soup.

Individual Books for students- Cut out a chicken soup bowl template from cardboard. Give each student enough large bowls for the 12 months plus a cardboard sheet for the top cover.

Cut out the bowls in 4 colors to denote and emphasize the seasons and changes in weather.

blue- December, January, February

yellow- March, April, May

green- June, July, August

brown- September, October, November

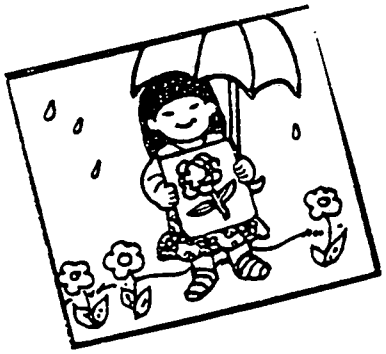
Students will cut around the 12 months written on the bowls. Sequence the months in the proper order. Illustrate each page. Fasten all 12 months and bowl cover together with a brad or a metal ring.

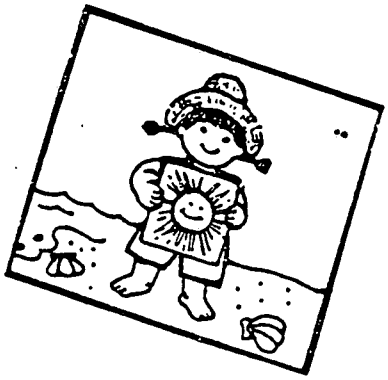
SKILLS: Rhyming words, sequence, capital letters, signs of the seasons. Contractions will be reviewed and written by students.

Science: Seasons- Work papers and art activities.

Umbrella Obstacle Course

This activity is good for a rainy day when the children can not play outside. Set up an obstacle course, such as carpet squares for puddles, a balance beam (or tape on the floor) for a bridge, a table (low branches) to crouch under, and a long jump rope curved on the floor for a winding path. Give each student an umbrella to hold as he/she takes a turn going through the obstacle course.





A KITE

I often sit and wish that I
Could be a kite up in the sky,
And ride upon the breeze and go
Whichever way I chanced to blow.

Unknown

THE KITE

How bright on the blue
Is a kite when it's new!

With a dive and a dip
It snaps its tail

Then soars like a ship
With only a sail

As over tides
Of winds it rides,

Climbs to the crest
Of a gust and pulls,

Then seems to rest
As wind falls.

When string goes slack
You wind it back

And run until
A new breeze blows.

And its wings fill
And up it goes!

How bright on the blue
Is a kite when it's new!

But a raggeder thing
You never will see

When it flaps on a string
In the top of a tree.

Unknown

TWO WAYS TO LOOK AT KITES

Sky-flowers!
They bloom and toss
on tight stems
invisibly rooted
in our hands.

In the blue air
schools of kites
dive and flash-paper fish!
My kite struggles
to leap free
pulls
my arms out straight
but I reel him in
still fighting zizagging
against the currents
of wind.

Barbara Juster Ebsensen

SPRING RAIN

The storm came up so very quick
It couldn't have been quicker.
I should have brought my hat along,
I should have brought my slicker.

My hair is wet, my feet are wet,
I couldn't be much wetter.
I fell into the river once
But this is even better.

Marchette Chute

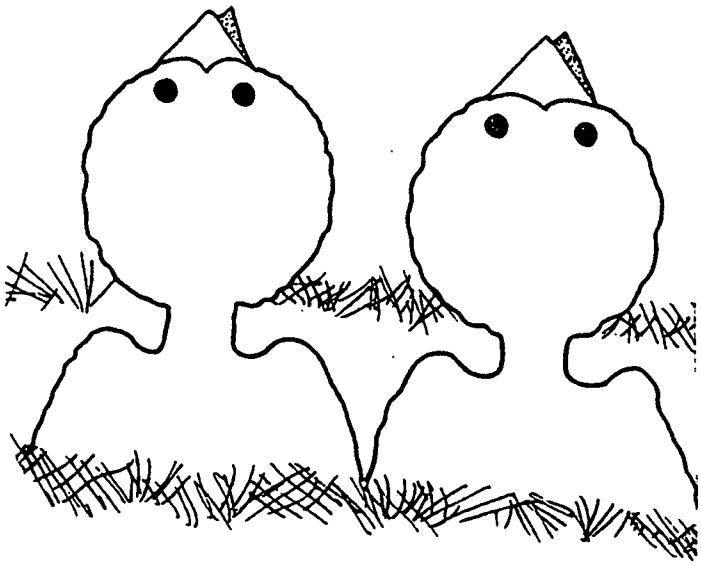
SPRING RAIN

Leaves make a slow
Whispering sound
As down the drops go
Drip to the ground
Peace, peace, says the tree.

Good wet rain!
Shout happy frogs,
Peepers big and green
Bulls in bogs,
Lucky, lucky are we!

On a bough above,
Head under a wing,
A mourning dove
Waits time to sing,
Ah me, she sighs, ah me!

Henry Behn



SPRING

The last snow is going,
Brooks are overflowing,
And a sunny wind is blowing
Swiftly along.

Through the sky birds are blowing,
On earth green is showing,
You can feel earth growing
So quiet and strong.

A sunny wind is blowing,
Farmer's busy sowing,
Apple trees are snowing,
And shadows grow long.

Now the wind is slowing,
Cows begin lowing,
Evening clouds are glowing
And dusk is full o song.

HENRY Behn

SPRING

Sound the flute!
Now it's mute;
Birds delight,
Day and night,
Nightingale
In the dale,
Lark in the sky--
Merrily,
Merrily, merrily, to welcome in the year.

Little boy,
Full of joy;
Little Girl,
Sweet and small;
Cock does crow,
So do you;
Merry voice,
Infant noise,
Merrily, merrily, to welcome in the year.

William Blake

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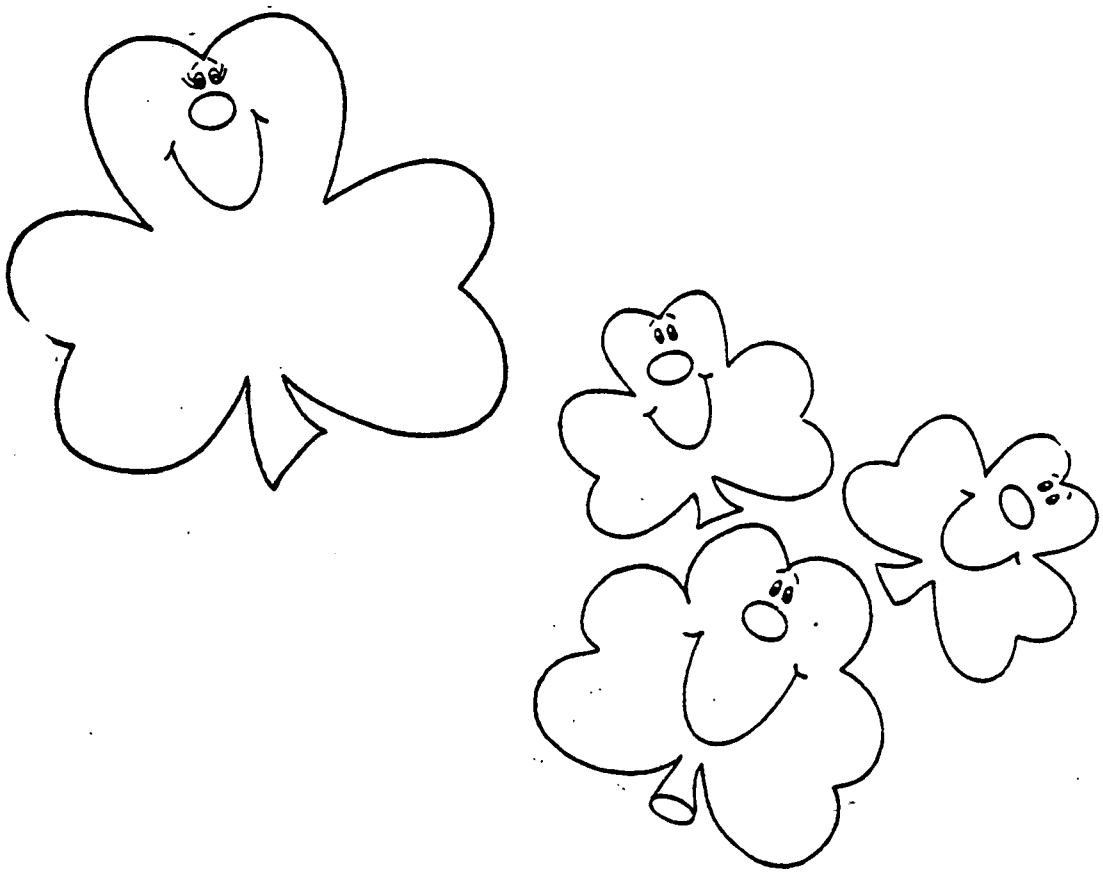
ST. PATRICK'S DAY

INTRODUCTION

INTEREST GRABBERS

Use the attribute box to introduce the St. Patrick's Day section of this unit. The teacher will place several items associated with St. Patrick's Day in the attribute box. Items may include a shamrock, Irish potato, plastic snake, paper rainbow, and a pot of gold. As students ask questions about the items in the box, the teacher may respond only with a yes or no. As students are able to correctly guess items in the box, place them on the table for students to see. Students will try to find out what the items have in common.



ACTIVITIES

1. Discuss with students the myth of St. Patrick chasing the snakes out of Ireland to bring good luck to the people there.

2. Leprechauns- Explain to students about Ireland's legend of the little people and the good luck that follows them. Their pot of gold found at the end of the rainbow, and if anyone gets there before the rainbow fades.

3. Blarney Stone- a stone in Blarney Castle located in Cork, Ireland. It is reported that anyone kissing the Blarney Stone will receive the gift of eloquent or flattering speech. Have students write a list of flattering words.

4. Dress- Kilts- Discuss with students the clothing worn by Irish men and women on special occasions. Create a plaid pattern for a kilt.

5. Teach students to do a simple version of the Irish Jig.

6. The color green- create green experiences

   - wear green to school.
   - make green shamrocks.
   - make green playdough.
   - make green jello.
   - bring a blender and peppermint ice cream to school and make green milk shakes.
   - make shamrock shaped sugar cookies and ice with green frosting.

7. Leprechauns are little people. Design and decorate a house for a Leprechaun.

THE HIDING LEPRECHAUN

This game is very similar to "Hide and Seek." The difference is that only one person hides. The child who hides is the "Leprechaun." The classroom children close their eyes, the Leprechaun runs away and hides with his/her pot of gold. Once the Leprechaun is hidden, the other children begin searching. The child who finds the Leprechaun gets to take the Leprechaun's pot of gold and will be the next child to hide.

FIND THE POT OF GOLD

The teacher will make a picture of a rainbow. Once your rainbow is prepared, cut it into puzzle pieces. Cover the rainbow puzzle pieces with clear contact paper or laminate them for durability.

After you have explained Leprechauns rainbows, and the pot of gold tell the children that they are going on a gold hunt. Since the pot of gold is found at the end of a rainbow, they must first find all of the pieces of the rainbow.

The teacher hides all of the rainbow pieces. The children search for the pieces and as they find them they put the rainbow together. The child who locates the last piece of the rainbow is the one who is given the pot of gold. Repeat the game many times so that other children may have the chance to receive a pot of gold.

POETRY

I'LL WEAR A SHAMROCK

T. Patrick's Day is with us,
The day when all that's seen
To right and left and everywhere
Is green, green, green!

And Irish tunes they whistle
And Irish songs they sing,
Today each Irish lad walks out
As proud as any king.

I'll wear a four-leaf shamrock
In my coat, the glad day through,
For my father and mother are Irish
And I am Irish, too.

FIVE IRISH SHAMROCKS

Five little shamrocks hopping through the door,
(Five fingers hop)
One chased a tiny elf, and then there were four.
(Hold up 4 fingers)

Four little shamrocks swinging in a tree,
(Fingers swing)
One tumbled down, and then there were three.
(Hold up 3 fingers)

Three little shamrocks heard an owl say "WHOO!"
(Fingers at ears)
One hid behind a leprechaun, and then there were two.
(Hold up 2 fingers)

Two little shamrocks said, "Let's do a little dance."
(Fingers dance)
One soon tired out, one was left to prance.
(Hold up 1 finger)

One little shamrock left, left all alone to say,
(Hands cup mouth)
"I'm going to do a little jig. Happy St. Patrick's Day!"
(Finger does a jig)

LEPRECHAUN

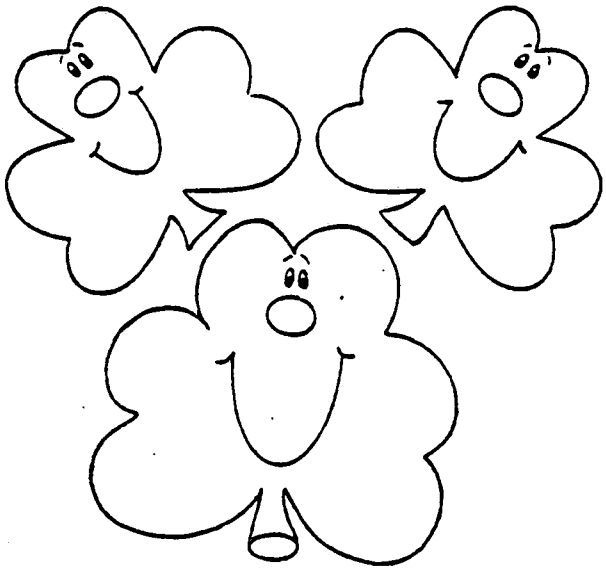
Five tiny Leprechauns on St. Patrick's Day,
The first one said, "lets have fun while we may."
The second one said, " Let's make a wish."
The third one said, "Let's catch a fish."
The fourth one said, I want to laugh and play."
The fifth one said, "we better run away."

TALL AND SMALL

Here is a giant who is tall, tall, tall;
Here is a Leprechaun who is small, small, small;
The Leprechaun who is small will try, try,try;
To reach the giant who is high,high,high.

SHAMROCKS, SHAMROCKS

Shamrocks ,shamrocks, on Ireland's hills,
Greenest of green, over rocks and hills.
Good luck they do bring for one and for all.
On St. Patrick's Day we can see them all.



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EASTER

INTRODUCTION

INTEREST GRABBERS

The teacher will introduce this mini unit with an attribute box containing an Easter Basket. Students will ask questions about the contents of the box. The teacher may respond with only a yes or a no. When students have guessed the contents of the box, pass the Easter Basket around for students to observe. At this time have a short follow up with general comments about Easter. Other items may be used instead of the basket in the attribute box.

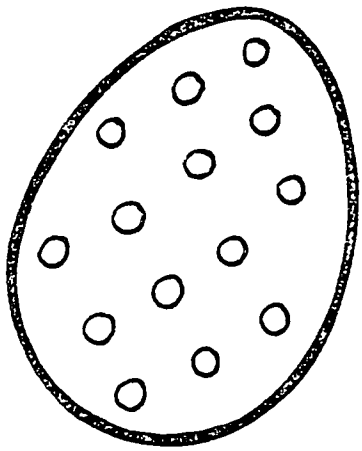
Example:

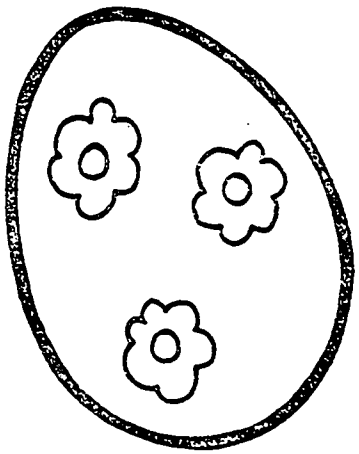
Stuffed rabbit

Colored hard boiled egg

Chocolate bunny

Read students the book The Easter Bunny That Overslept by Priscilla and Otto Friedrich.





ACTIVITIES

1. Students will research and report on the religious aspect of the Easter holiday.

2. Students will research and report on the customs of Easter Bunny and coloring and hiding eggs.

3. Students will make Easter Rabbits from construction paper. Students will write a word that would be used to describe a rabbit on each paper rabbit. Use the paper rabbits as part of a bulletin board.

4. Students will listen and dance to the tape "Bunny Hop." The teacher may choose to give specific dancing directions as a listening activity.

5. Students will assume the responsibility of caring for a bunny for a few days.

6. Have a veterinarian visit the classroom and discuss the special care that a pet needs.

7. Students will plan a nutritious meal for our pet bunny.

8. Students will make milk carton Easter baskets to distribute to elderly patrons of the local nursing home.

9. Develop an "Easter Word Bank" for students to use during their journal writing.

10. Students will make a calendar for the month of April. Mark days that we will be off of school for Easter break. Develop a list of fun things to do on your days off.

11. The teacher will supply the reading center with trade books and informational books about Easter.

12. Students will draw a picture of themselves for the Easter parade. The teacher will provide creative scraps of materials for students to use in their self-portraits. Place pictures on display in the hall for others to enjoy.

13. Students will participate in a class Easter Egg Hunt. The teacher will provide each child with the materials and let them create seven eggs to hide. Allow them to hide the eggs outside, depending on your location and weather. After the students hunt for all of the hidden eggs, winners can be determined in a variety of ways. Patterns for eggs located in the materials section.

14. The teacher will develop special Easter Learning Center Stations.

Center one: Easter Basket

Center two: Coloring Easter Eggs

Center three: Making Bunny Ears

Center four: Easter Flowers

Center five: Cross word puzzle to review spelling of color words

Center six: Make an Easter Egg Tree- design and cut eggs to decorate the tree

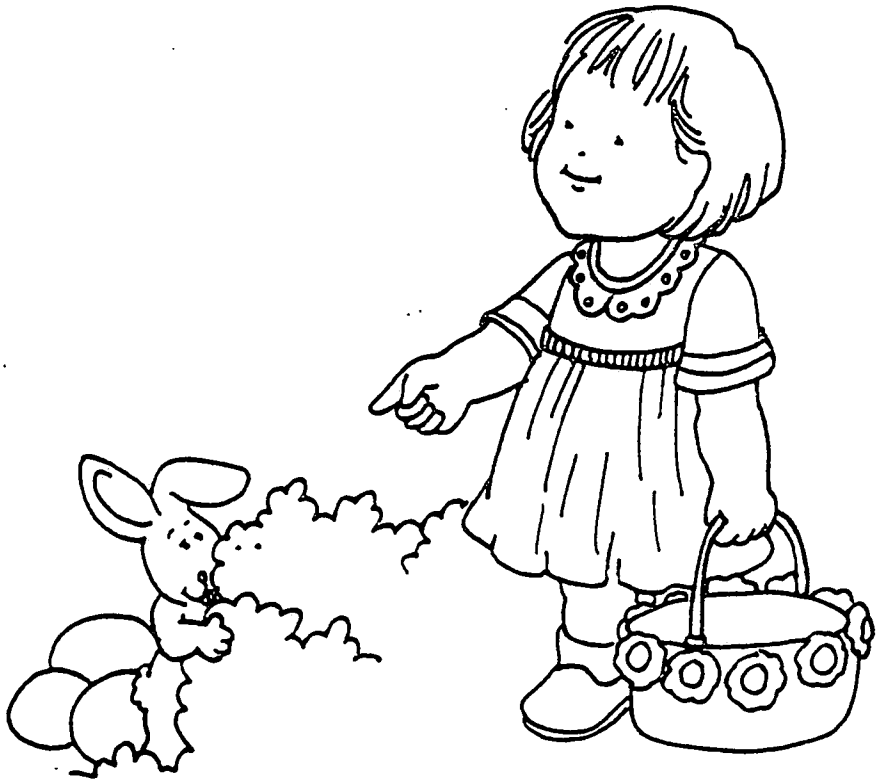
Center seven: Seek and Find

15. Students will make an Easter Egg Concentration or memory game. Divide the class into cooperative learning groups to play the game.

16. The teacher will bring in a candy jar filled with jelly beans. Students will estimate the number of jelly beans in the candy jar. Students will count and see how close their estimates are to the actual count. Students will graph the jelly beans to discover how many of each color.

17. Students will listen to and then retell the story of the First Easter Bunny, using flannel board.

18. Students will memorize action verses and Finger Plays for Easter.



Easter

On Easter morn
Up the faint cloudy sky
I hear the Easter bell,

Ding dong ding dong

Easter morning scatters lilies
On every doorstep;
Easter morning says a glad thing
Over and over,
Poor people, beggars, old women
Are hearing the Easter bell...

Ding dong ding dong

Hilda Conkling

EASTER

The air is like a butterfly
With frail blue wings.
The happy earth looks at the sky
And sings.

Joyce Kilmer

HOPPER

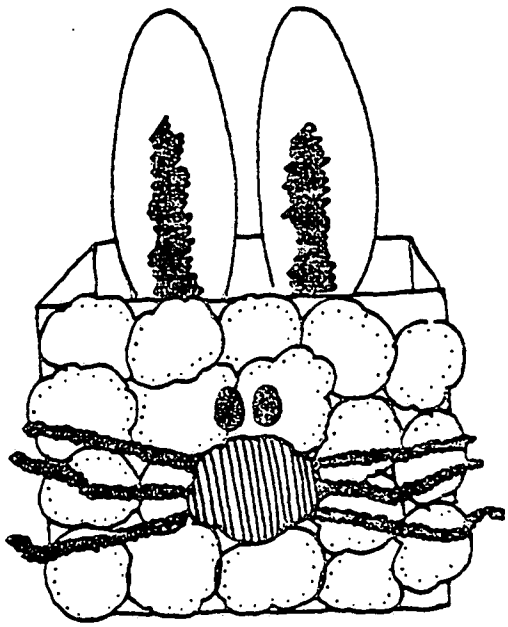
The nose of a bunny
Is twitchy and funny.
His furry ears flippety-flop.
His tail as you can see
Is as small as can be
But my, how his hind legs can Hop!

Sherrill B. Flora

POETRY

MEETING THE EASTER BUNNY

On Easter morn at early dawn
before the cocks were crowing,
I met a bob-tail bunnykin
and ask where he was going,
"This in the house and 'bout the house
a-lightly i am going."
"Tis round the house and 'bout the house
a-lightly I am going."
"But what is that of every hue
you carry in your basket?"
"Tis eggs of gold and eggs of blue;
I wonder that you ask it.
"Tis chocolate eggs and bonbon eggs
and eggs of red and gray,
For every child in every house
on bonny Easter Day."
He perked his ears and winked his eye
and twitched his little nose;
He shook his tail-- what tail he had--
and stood up on his toes.
"I must be gone before the sin;
the east is growing gray;
'Tis almost time for bells to chime."
So he hippety -hopped away.



Rowena Bastin Bennett

LITTLE BROWN RABBIT

A little brown rabbit,
Popped out of the ground.
Wiggled his whiskers and
Looked all around.
Another little brown rabbit,
Who lived in the grass,
Poked out his head to watch him pass.
Then with a hop, hop, hop.
They would not stop.
The two little rabbits hopped out of sight.
Right into the night.

Sherrill B. Flora

Bunny Finger Play

Preparation: This finger play is especially recommended for use with younger children..

Finger Play: This is the bunny, with ears so pink (hold second and third fingers up to make bunny ears, then wiggle them).
He hops along,. quick as a wink (hop around room with bunny fingers held up and wink).
This is the basket, with nothing inside (link fingers to form a basket, with thumbs touching at the top for a handle)!
If we want it filled, we'd better hide (cover eyes with hands)!

Sung to: "The ABC Song"

Bunny Rabbit, Bunny Rabbit, hop around,
Bunny Rabbit, Bunny Rabbit, touch the ground.

Bunny Rabbit, Bunny Rabbit, wiggle your ears,
Bunny Rabbit, Bunny Rabbit, cry no tears.

Bunny Rabbit, Bunny Rabbit, wrinkle your nose,
Bunny Rabbit, Bunny Rabbit, lift your furry toes.

Bunny Rabbit, Bunny Rabbit, show your tail,
Bunny Rabbit, Bunny Rabbit, hop down the trail.

Debra Lindhal

Sung to: "Yankee Doodle"

Once there was a little egg
That jumped down to the floor.
It started rolling all around,
Then rolled right out the door.
Little egg, roll, roll, roll,
Roll all around.
Little egg, roll, roll, roll,
All across the ground.

Jean Warren

Sung to: "The Farmer in the Dell"

The Easter Bunny's eggs
Are painted red, green, blue,
Orange, yellow and purple.
Which color for you?

Susan A. Miller

Three little bunnies
Peeking through the grass.
When they see me,
They duck down fast!

Polly Reedy

I'm an Easter Bunny

Sung to: "I'm a Little Teapot"

I'm an Easter Bunny, watch me hop,
Here are my two ears, see how they flop.
I'm a happy fellow, here's my nose,
I'm all furry from my head to my toes.

I bring Easter goodies to your house,
Carrying my baskets, quiet as a mouse.
Jelly beans and chocolates, colored eggs too,
Easter Bunny yummies, just for you.

Susan M. Paprocki

Easter's Here

Sung to: "Twinkle, Twinkle, Little Star"

Easter, Easter, Easter's here,
Bunnies, chickies, let us cheer!
Easter Bunny hops with joy,
Eggs for every girl and boy.
Easter, Easter, Easter's here,
Bunnies, chickies, let us cheer!

Ingrid C. Skjong

I Am An Egg Action Verse

Preparation: This verse is especially enjoyed by younger children. Find a nice grassy outdoor area or a large carpeted room in which to perform. Sit scattered about so children don't roll into each other.

Verse:

I am an egg, white and round (sit on bottom, knees bent, holding legs close),
Bubbling, bubbling in the pot (bounce gently up and down on bottom)!
Cooking, cooking, oh, so hot (bounce faster, then wipe brow)!

Paint me with spots (pat body all around with hand),
Paint me with stripes (swoop one arm around head).

Now I'm an egg, bright and round (keep position, sitting on bottom, knees bent, holding legs close),
Rolling, rolling across the ground (fall to one side and roll)!
Rolling, rolling until I'm found (keep rolling all about the room)!

Easter Egg Hunt

Sung to: "The Mulberry Bush"

Here we go hunting all around,
All around, all around.
Here we go hunting all around
To find our Easter eggs.

Additional verses: "Here we go hopping all around; Here we go skipping all around; Here we go jumping all around; Here we go running all around."

Micki Nadort

Jelly Bean Jiggle Action Verse

Preparation: Have the children follow the cues to act out this verse. Younger children will particularly enjoy it.

Verse:

Jelly beans, jelly beans, oh, so round (put hands on hips, elbows out, and rock back and forth).
Jelly beans, jelly beans, on the ground (crouch down, pretend to search the ground).
Do the Jelly Bean Jiggle! Do the Jelly Bean Jiggle (with wobbly legs and flailing arms, wiggle wildly about)!

Jelly beans, jelly beans, oh, so sweet (smack lips).
Jelly beans, jelly beans, so good to eat (pretend to drop jelly beans into mouth).
Do the Jelly Bean Jiggle! Do the Jelly Bean Jiggle (with wobbly legs and flailing arms, wiggle wildly about)!

The Bunny Patch

Sung to: "The Paw Paw Patch"

Let's go look for Easter eggs,
Let's go look for Easter eggs,
Let's go look for Easter eggs,
Way down yonder in the Bunny Patch.

Pick up the eggs and put 'em in our baskets,
Pick up the eggs and put 'em in our baskets,
Pick up the eggs and put 'em in our baskets,
Way down yonder in the Bunny Patch.

Little red eggs in our baskets,
Little blue eggs in our baskets,
Little green eggs in our baskets,
Way down yonder in the Bunny Patch.

Jean Warren

Easter Bunny Action Verse

Preparation: Place a small straw basket or a plastic fruit basket in front of each child. Then have the children follow the cues to act out the verse.

Verse:

Easter Bunny, Easter Bunny (hold hands up like paws, stick top front teeth out, wrinkle nose),
Rise and shine (yawn and stretch)!
Won't you fill this basket of mine (pick up basket, hold out in front)?

Easter Bunny, Easter Bunny (hold paws up while holding basket, stick top front teeth out, wrinkle nose),
Hip and hop (hop around the room)!
Where, oh, where did the jelly beans drop (crawl on the floor, looking for jelly beans)?

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CHAPTER V

SUMMARY AND IMPLICATIONS FOR PRACTICE

Summary

This handbook was created and developed by the writers to serve as an introduction to teaching with totally integrated thematic units and to serve as a guide for experienced primary teachers. It is designed to meet the curriculum requirements in most primary classrooms.

In Chapter I the writers gave an overview of their feelings concerning the positive aspects of thematic unit instruction. In this chapter the writers express their feelings concerning the importance of being able to include all subject areas in one unit of study.

In Chapter II the writers discuss the origins of whole language and thematic unit teaching by well recognized authorities in the field of whole language. The writers present information on the benefits of teaching with thematic units and ways to create thematic units for classroom use. The writers describe changing the traditional classroom into a classroom conducive to thematic unit teaching.

In Chapter III the writers reflect on their need to establish this thematic handbook. The writers describe how the units for the handbook were selected, they also included an overview of each thematic unit, and describe the format to be used in setting up the handbook.

Chapter IV is comprised of four self contained pull out units. It has numerous academic and physical activities, poems, songs, chants

and other supportive materials. Each unit includes interest grabbers, letter to parents, lesson plans, a culminating activity, and a bibliography.

Implications for Practice

The main goal in developing this handbook is to meet the needs of primary teachers and parents. The primary teachers in the traditional classroom as well as whole language teachers will benefit from these self contained units. In each unit, primary teachers will find an extensive bibliography. Through the use of these units, students will be exposed to a variety of literature genres. The handbook is organized to assist primary teachers with the transition from the traditional classroom to a whole language classroom.

This handbook will also serve as a model for the development of future units. The easy format is adaptable to most units.

This handbook illustrates to parents how the thematic unit connects all subject areas. It may encourage parents to make connections to teaching situations that arise in the home environment. This handbook will also give parents a simple explanation of whole language.

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