Author Study:

First Grade
Language Arts and Mathematics
April 16–20th, 2012
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Rationale:

This unit was designed using a variety of Laura Numeroff's books, my cooperating teacher's input, and numerous websites corresponding with activities based around Laura Numeroff's books.

This unit focuses on the subject areas of Language Arts and Mathematics. The students had previously heard of the author, Laura Numeroff, and were somewhat familiar with a few of her pieces of literature. Conducting an author study unit with my students will help them understand the importance of being familiar with the authors of the books that they read in class. Also, this unit implements Language Arts and Mathematics in a fun and creative way. For example, the students won't even realize they are doing mathematic work when they are measuring out ingredients to bake muffins, cookies, etc. Often times, children don't understand how to apply what they have learned in class to real world scenarios; however, this unit will help them understand just how important knowing how to measure, count, add, etc. is for real life situations.

This author study unit covers several of the South Carolina state standards for first grade mathematics. The students will mostly focus on the Mathematical Standards 1-2, 1-3, 1-5, and 1-6. The students in first
grade will need to master these skills and concepts in order to succeed in second grade. This unit also covers all of the South Carolina state standards for first grade language arts. Standard 1-1 through 1-6 are all implemented in this unit, which will greatly benefit my students. Many of the lessons and activities presented in this unit are hands-on, which will ultimately capture all of my students' attention. Every type of learner in the classroom will enjoy this author study unit because they will be learning and having fun at the same time.

Altogether, I chose to do an author study unit to make reading and writing more appealing to the students, as well as having the students apply their mathematics skills throughout the unit. This unit will get the students enthused about reading the books that Laura Numeroff wrote, creating their own stories and illustrations, and reading aloud to their fellow classmates. My goal is for all of my first grade students to become proficient with the South Carolina standards in Language Arts and Mathematics and to be able to apply what they have learned to other situations presented to them in the classroom and at home.
Objectives:

- Students will make predictions and answer comprehension questions during the read alouds of Laura Numeroff's pieces of literature.
- Students will find the sum between 3 Digit Addition problems.
- Students will be able to measure objects using non-standard units of measure.
- Students will recognize that their sentences must begin with a capital letter.
- Students will recognize that their sentences must end with a punctuation mark.
- Students will measure out ingredients to bake food items.
- Students will use bar graphs and other forms of graphs to record results.
- Student will use estimation to determine results.
- Students will use comparative terms to describe results.
- Students will demonstrate their understanding of what a pattern is.
- Students will match dots with a corresponding numeral.
- Students will demonstrate their understanding of contractions.
- Students will use bubble maps to record events in a story.
- Students will demonstrate their understanding of temperature.
Standards:

**South Carolina State Language Arts Standards**

**Standard 1-1:** The student reads and comprehends print and non-print literary text from a variety of cultures and eras.

**Standard 1-2:** The student reads and comprehends print and non-print informational text.

**Standard 1-3:** The student understands and uses skills and strategies to read.

**Standard 1-4:** The student writes with a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.

**Standard 1-5:** The student writes for a variety of purposes and audiences.

**South Carolina State Mathematics Standards**

**Standard 1-2:** Through the process standards students will demonstrate a sense of whole numbers, basic addition and related subtraction facts, ways to represent whole numbers, and connections among oral, numeric, and written word forms of whole numbers.

**Standard 1-3:** Through the process standards students will demonstrate a sense of numeric patterns, the relationship between addition and subtraction, and change over time.

**Standard 1-5:** Through the process standards students will demonstrate a sense of combination of coins and linear, weight, time, and temperature measurements.

**Standard 1-6:** Through the process standards students will demonstrate a sense of collecting, organizing, and interpreting data and making predictions based on data.
Topics of Instruction:
- Exploring books written by Laura Numeroff
  - *If You Give a Mouse a Cookie*
  - *If You Give a Moose a Muffin*
  - *The Jelly Beans and the Big Dance*
  - *If You Give a Pig a Pancake*
  - *If You Take a Mouse to the Muffins*
- Measuring ingredients and length
- Using non-standard units of measure
- Exploring estimation and predictions
- Exploring patterns
- 3 digit addition
- Sequencing
- Using graphs to record data and results

Content:

This unit is appealing to visual, auditory, and tactile/kinesthetic learners. The read alouds of the books and the demonstration of activities will be beneficial for the visual learners. The listening stations with a multitude of books by Laura Numeroff will be vital for the auditory learners. Basically all of the hands-on activities will be advantageous for the tactile learners. The students will be able to form connections with the books and the activities that we do in class. Assistance will be provided at all times for the students who need it. All directions will be written down and read aloud to help all learners succeed.

The activities presented throughout this unit on Laura Numeroff allow the students to work individually, in pairs, in groups and as a class. This will
help them learn how to work alone and together. They will also be able to bounce ideas off of one another and hear each other's thought processes.

Laura Numeroff books will be in the classroom at all times for the students to read during Daily 5. The corresponding puppets and stuffed animals will also be available for the students to use while reading. This will allow each student to have ample exposure to the books before AR testing on the books.

**Assessment and Accommodations:**

One on one aid and instruction will be given when necessary. All of the students will participate in the same activities; however, the students who need special assistance will receive extra help from Mrs. [name] and me. I will repeat the directions and will guide them during the activities. During AR tests, I will read aloud the questions and answers for those of my students who can't do it on their own. I will also help students' type in the names of their books if they need assistance.
Assessments:

Students will be assessed formally and informally throughout the lessons. A pre-assessment is given at the beginning of the unit. The pre-assessment allows the instructor to view what areas the students are familiar with and what areas the students will need extra help on. The students will also be given a post-assessment to see what the students have learned and how their knowledge on the concepts taught have expanded.

Pre-Assessments:

1. Survey Question: At what temperature do you think the oven should be set at to bake muffins?

2. Students will be given a small worksheet with five 3 Digit Addition problems. They will receive no help.

The teacher will collect the activities that the students do throughout the five lessons and put them into a portfolio. This will allow the teacher to assess each student’s comprehension of each day’s lesson. At the end of the week, the teacher will view how the students have improved in the subject areas of language arts and mathematics. The portfolios will contain the worksheets, writing samples and the math worksheets from the five lessons.
Students will also be assessed informally at all times through observation. The teacher will reflect on the student’s discussions and comments made throughout the lessons. The teacher will constantly be walking around the room when students are participating in activities to provide students with assistance and to make sure that they are staying on task. Copies of the pre- and post-assessment are attached to the unit.

Post-Assessments:

1. Survey Question: At what temperature do you think the oven should be set at to bake muffins?

2. The students will do two pages of 3 Digit Addition (some 2 Digit; some 4 Digit) inside of cookies that corresponds to the book, "If You Give a Mouse a Cookie" after they have been taught how to solve 3 Digit Addition problems (make a box around the first two numbers. Add that sum to the remaining third number). They will then cut out the cookies and place them in the corresponding jars (one jar for cookies with “10” as the answer and one jar for cookies with “15” as the answer).

The students will also be taking AR tests at the end of the day, every day, on the Laura Numeroff books. There are an ample amount of books to
choose from. I will record each student's grade on the tests each day and observe how he/she improves throughout the week. This will allow me to see what the students comprehend during the reading process.

Below are my actual assessment results:

Assessment #1

**Pre-Assessment for 3 Digit Addition**

*April 13, 2012*

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noah</td>
<td>2/5</td>
</tr>
<tr>
<td>Luke</td>
<td>4/5</td>
</tr>
<tr>
<td>Abby</td>
<td>5/5</td>
</tr>
<tr>
<td>Caroline</td>
<td>4/5</td>
</tr>
<tr>
<td>Addie</td>
<td>5/5</td>
</tr>
<tr>
<td>Kasen</td>
<td>0/5</td>
</tr>
<tr>
<td>Ella</td>
<td>3/5</td>
</tr>
<tr>
<td>Hamza</td>
<td>0/5</td>
</tr>
<tr>
<td>Sydney</td>
<td>3/5</td>
</tr>
<tr>
<td>Logan</td>
<td>1/5</td>
</tr>
<tr>
<td>Alicia</td>
<td>5/5</td>
</tr>
<tr>
<td>Brandon</td>
<td>4/5</td>
</tr>
<tr>
<td>Lana</td>
<td>2/5</td>
</tr>
<tr>
<td>Faizhon</td>
<td>1/5</td>
</tr>
<tr>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td>Alexis</td>
<td>0/5</td>
</tr>
<tr>
<td>Audrey</td>
<td>5/5</td>
</tr>
<tr>
<td>Madison</td>
<td>5/5</td>
</tr>
<tr>
<td>KeyAira</td>
<td>3/5</td>
</tr>
<tr>
<td>Hannah</td>
<td>3/5</td>
</tr>
</tbody>
</table>
## Post-Assessment for 3 Digit Addition

**April 16, 2012**

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noah</td>
<td>24/24</td>
</tr>
<tr>
<td>Luke</td>
<td>24/24</td>
</tr>
<tr>
<td>Abby</td>
<td>23/24</td>
</tr>
<tr>
<td>Caroline</td>
<td>22/24</td>
</tr>
<tr>
<td>Addie</td>
<td>20/24</td>
</tr>
<tr>
<td>Kasen</td>
<td>10/24</td>
</tr>
<tr>
<td>Ella</td>
<td>23/24</td>
</tr>
<tr>
<td>Hamza</td>
<td>18/24</td>
</tr>
<tr>
<td>Sydney</td>
<td>24/24</td>
</tr>
<tr>
<td>Logan</td>
<td>23/24</td>
</tr>
<tr>
<td>Alicia</td>
<td>24/24</td>
</tr>
<tr>
<td>Brandon</td>
<td>24/24</td>
</tr>
<tr>
<td>Lana</td>
<td>24/24</td>
</tr>
<tr>
<td>Faizhon</td>
<td>24/24</td>
</tr>
<tr>
<td>Alexis</td>
<td>23/24</td>
</tr>
<tr>
<td>Audrey</td>
<td>24/24</td>
</tr>
<tr>
<td>Madison</td>
<td>24/24</td>
</tr>
<tr>
<td>KeyAira</td>
<td>ABSENT</td>
</tr>
<tr>
<td>Hannah</td>
<td>24/24</td>
</tr>
<tr>
<td>Name</td>
<td>Percent Correct on Pre-Assessment</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Noah</td>
<td>40%</td>
</tr>
<tr>
<td>Luke</td>
<td>80%</td>
</tr>
<tr>
<td>Abby</td>
<td>100%</td>
</tr>
<tr>
<td>Caroline</td>
<td>80%</td>
</tr>
<tr>
<td>Addie</td>
<td>100%</td>
</tr>
<tr>
<td>Kasen</td>
<td>0%</td>
</tr>
<tr>
<td>Ella</td>
<td>60%</td>
</tr>
<tr>
<td>Hamza</td>
<td>0%</td>
</tr>
<tr>
<td>Sydney</td>
<td>60%</td>
</tr>
<tr>
<td>Logan</td>
<td>20%</td>
</tr>
<tr>
<td>Alicia</td>
<td>100%</td>
</tr>
<tr>
<td>Brandon</td>
<td>80%</td>
</tr>
<tr>
<td>Lana</td>
<td>40%</td>
</tr>
<tr>
<td>Faizhon</td>
<td>20%</td>
</tr>
<tr>
<td>Alexis</td>
<td>0%</td>
</tr>
<tr>
<td>Audrey</td>
<td>100%</td>
</tr>
<tr>
<td>Madison</td>
<td>100%</td>
</tr>
<tr>
<td>KeyAir</td>
<td>60%</td>
</tr>
<tr>
<td>Hannah</td>
<td>60%</td>
</tr>
</tbody>
</table>
I conducted an assessment on my 19 first grade students. For my Pre-Assessment, I gave each student a worksheet with five 3-digit addition problems. I explained to the students that they add vertically and that they record their answers beneath the line. Other than that, I did not provide any more aid. I graded their worksheets the same day and recorded the results on a chart. I starred the students who got all of the right answers (100%). I expected for most of my students to not do well on the Pre-Assessment. They hadn’t been exposed to this concept before, which is why I was very impressed with the few students who did get them all right without ever being taught what to do.

A few days later, I taught my students how to solve 3-digit addition problems. I explained to them that they must draw a box around the first two numbers, record the sum to the side, and then add the sum to the third number. I provided my class with manipulatives to help them solve the addition problems. One student was absent during the post-assessment; therefore, I cannot use her results. When I did the post-assessment on 18 students, 16 students made significant gains. Two students scores dropped; however, they still did very well. After examining their errors, it was obvious that they made careless mistake and did, in fact, know how to solve 3-digit addition problems. According to the growth that most of my students received after the Post-Assessment, it was clear that I successfully taught how to solve 3-digit addition problems.

I assigned students grades for the pre- and post-assessment by following the grading scale of E, S, N, or U, which was determined in the Evaluation Criteria section of the unit. I chose to do this because my cooperating teacher gives the students these types of grades and this is what they are used to seeing. For my personal benefit, I calculated the averages on the pre- and post-assessment to record in the charts. I also kept a portfolio at home of samples of different students work to help me alter my upcoming lessons.
**Below is a blank copy of the Pre-Assessment:**

Name: ______________________

**3 Digit Addition**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>+9</td>
<td>+5</td>
<td>+1</td>
<td>+10</td>
<td>+4</td>
</tr>
</tbody>
</table>

___     ___     ___     ___     ___
Below is a blank copy of the Post-Assessment (A few "cookies" had only 2-digit addition problems and a few "cookies" had 4-digit addition problems, which were also reviewed in class):
Below I compared samples of two students Pre-Assessment and Post-Assessments:

<table>
<thead>
<tr>
<th></th>
<th>Alexis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Assessment</strong></td>
<td><strong>Post-Assessment</strong></td>
</tr>
<tr>
<td>0/5 (0%)</td>
<td>23/24 (96%)</td>
</tr>
</tbody>
</table>

Name: **Alexis**  

3 Digit Addition

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>+ 9</td>
<td>+ 5</td>
<td>+ 1</td>
<td>+10</td>
<td>+ 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>10</td>
<td>14</td>
<td>20</td>
<td>11</td>
</tr>
</tbody>
</table>

Addition Problems whose Answer is "10"

Addition Problems whose Answer is "15"
<table>
<thead>
<tr>
<th>Noah</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Assessment</strong></td>
</tr>
<tr>
<td>2/5 (40%)</td>
</tr>
</tbody>
</table>

Name: [Noah]

3 Digit Addition

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>+9</td>
<td>+5</td>
<td>+1</td>
<td>+10</td>
<td>+4</td>
</tr>
<tr>
<td>15</td>
<td>10</td>
<td>13</td>
<td>18</td>
<td>15</td>
</tr>
</tbody>
</table>

Addition Problems:whose answer is "10"

Addition Problems: whose answer is "10"
Assessment #2:

Pre-Assessment

April 13, 2012

At what temperature do you think the oven should be set on to bake muffins?

*(Answer is 425°)*

<table>
<thead>
<tr>
<th>Name</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noah</td>
<td>106°</td>
</tr>
<tr>
<td>Luke</td>
<td>20°</td>
</tr>
<tr>
<td>Abby</td>
<td>10°</td>
</tr>
<tr>
<td>Caroline</td>
<td>16°</td>
</tr>
<tr>
<td>Addie</td>
<td>18°</td>
</tr>
<tr>
<td>Kasen</td>
<td>10°</td>
</tr>
<tr>
<td>Ella</td>
<td>23°</td>
</tr>
<tr>
<td>Hamza</td>
<td>10°</td>
</tr>
<tr>
<td>Sydney</td>
<td>30°</td>
</tr>
<tr>
<td>Logan</td>
<td>1°</td>
</tr>
<tr>
<td>Alicia</td>
<td>8°</td>
</tr>
<tr>
<td>Brandon</td>
<td>250°</td>
</tr>
<tr>
<td>Lana</td>
<td>20°</td>
</tr>
<tr>
<td>Faizhon</td>
<td>40°</td>
</tr>
<tr>
<td>Alexis</td>
<td>25°</td>
</tr>
<tr>
<td>Audrey</td>
<td>10°</td>
</tr>
<tr>
<td>Name</td>
<td>Degrees</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Madison</td>
<td>40°</td>
</tr>
<tr>
<td>KeyAira</td>
<td>30°</td>
</tr>
<tr>
<td>Hannah</td>
<td>99°</td>
</tr>
</tbody>
</table>

This assessment was conducted by handing out small strips of paper to each student while their folders were up. This way, they had to write down what they thought the temperature of the oven should be set at, not what their neighbor thinks. At the end of the school day, I recorded their answers next to their names on a chart. I starred the student that was closest to 425°.

Post-Assessment

April 17, 2012

*At what temperature do you think the oven should be set on to bake muffins?*

*(Answer is 425°)*
<table>
<thead>
<tr>
<th>Name</th>
<th>Temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logan</td>
<td>106°</td>
</tr>
<tr>
<td>Alicia</td>
<td>119°</td>
</tr>
<tr>
<td>Brandon</td>
<td>250°</td>
</tr>
<tr>
<td>Lana</td>
<td>200°</td>
</tr>
<tr>
<td>Faizhon</td>
<td>102°</td>
</tr>
<tr>
<td>Alexis</td>
<td>800°</td>
</tr>
<tr>
<td>Audrey</td>
<td>101°</td>
</tr>
<tr>
<td>Madison</td>
<td>110°</td>
</tr>
<tr>
<td>KeyAira</td>
<td>110°</td>
</tr>
<tr>
<td>Hannah</td>
<td>400°</td>
</tr>
</tbody>
</table>

For my Pre-Assessment, my students didn’t know much about degrees and temperatures for baking. I received my results by passing out small strips of white paper for the students to record their guesses on. They could not get help and they could not look at their neighbor’s answers. I made it clear it was what they thought. According to the results from the Pre-Assessment, the closest guess was 250° (Brandon).

Before I conducted my Post-Assessment on my students, we discussed more about temperature and whether or not the oven should be cold or hot while baking muffins. I asked questions such as, is 1° cold or hot? Do you think the temperature in the oven should be hotter than 100° or colder? Once we discussed temperature, I asked the students again what temperature they thought the oven should be at to bake muffins. All of the students guessed over 100° and two students guessed all the way up to 1,000°. Two students (Caroline and Hannah) guessed 400° and they were the closest to the actual temperature the oven should be set at, which is 425°F. My students made much more accurate guesses the second time around.

After I recorded the results for my Post-Assessment, I read them the directions on the back of the muffin mix and explained that the oven should be set at 425°F and that the muffins take about 14-17 minutes to cook. I also explained to them what to do to check to see if the muffins were fully cooked.
Below I compare two students for their Pre-Assessment and Post-Assessment:

<table>
<thead>
<tr>
<th></th>
<th>Caroline</th>
<th>Lana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16°</td>
<td>20°</td>
</tr>
<tr>
<td>Post-Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>400°</td>
<td>200°</td>
</tr>
</tbody>
</table>

Both students made much more accurate guesses about what temperature the oven should be set at to bake muffins!

Evaluation Criteria:

The Pre- and Post-Assessment will be graded on the letter system of E, S, N, and U. The results will also be recorded in charts to help me compare their (hopefully) gains from the Pre-Assessment to the Post-Assessment. I will use percent grades simply for myself to use in charts.

E → Excellent
S → Satisfactory
N → Needs Improvement
U → Unsatisfactory
Students will also be informally assessed by observation throughout the unit study. Part of the students' grades will be in participation based upon these observations. All of the students should be active participants during every lesson and they should follow the classroom expectations at all times in order to receive an excellent or satisfactory grade.
Title of Lesson: If You Give a Mouse a Cookie (Lesson 1)
Subject: Language Arts and Mathematics
Grade level: First Grade
Teacher:

Objective(s): (APS 4)
  o Students will demonstrate their understanding of the story If You Give a Mouse a Cookie by verbally answering comprehension questions from the story.
  o Students will find the 3-digit sum in cookies and place them in their corresponding jars.
  o Students will demonstrate how to measure objects around the classroom by using straws.
  o Students will demonstrate their understanding of how to estimate and how to compare estimations to the actual number of an object.

SCSDE Curriculum Standard(s) Addressed: (APS 4, 6)
ELA Standard 1-1: The student reads and comprehends print and non-print literary text from a variety of cultures and eras.
  -Indicator 1-1.1: Use information from text to make and confirm predictions about story elements such as characters.
  -Indicator 1-1.5: Understand how elements of author's craft, including word choice, influence meaning.
  -Indicator 1-1.6: Create responses to text through a variety of methods such as writing, creative dramatics, and visual and performing arts.
  -Indicator 1-1.10: Identify the main idea in text.
ELA Standard 1-2: The student reads and comprehends print and non-print informational text.
  -Indicator 1-2.5: Understand graphic features such as illustrations, graphs, charts, and maps.
  -Indicator 1-2.6: Create responses to text through writing, creative dramatics, and visual and performing arts.
ELA Standard 1-3: The student understands and uses skills and strategies to read.
  -Indicator 1-3.2: Use pictures and words to construct meaning.
Math Standard 1-2: Through the process standards students will demonstrate a sense of whole numbers, basic addition and related subtraction facts, ways to represent whole numbers, and connections among oral, numeric, and written forms of whole numbers.
  -Indicator 1-2.2: Use estimation to determine the approximate number of objects in a set of 20 to 100 objects.
Math Standard 1-3: Through the process standards students will demonstrate a sense of numeric patterns, the relationship between addition and subtraction, and change over time.

- Indicator 1-3.1: Analyze numeric patterns to develop strategies for acquisition of basic facts.

Math Standard 1-5: Through the process standards students will demonstrate a sense of combination of coins and linear, weight, time, and temperature measurements.

- Indicator 1-5.7: Use nonstandard units to measure objects.

Prerequisites:
- The students must know or be able to write the alphabet letters.
- The students must know or be able to recognize capital letters and punctuation marks.
- The students must know or be able to find the sum of two whole numbers.

Materials/Preparation: (APS 6)
- If You Give a Mouse a Cookie book
- Puppets that correspond with book
- Copies of the Reader Theater lines for If You Give a Mouse a Cookie
- Addition with cookies worksheets
- Worksheet made for estimation activity
- Mini Chocolate Chip Cookies
- Straws
- Jar

Procedures: (APS 4, 5, 6, 7, 8, 9)

- Introduction:
  - Explain to the students while they are sitting at their assigned desks that we are going to do an author study for the week on Laura Numeroff.
    - Introduce the author, Laura Numeroff.
      - She grew up in Brooklyn, New York.
      - She was the youngest of three girls.
      - She loved to draw, read and make up stories.
      - She would also make a book cover for them.
      - She adored "Cat in the Hat", by Dr. Seuss!
      - When she was 15, she thought she wanted to be a fashion designer, but realized she didn't like that profession.
      - She wrote a children's book about the tallest girl in 3rd grade and it got published after 4 rejections!
      - Laura Numeroff's information from e-mail:
        "Dear Readers in [School's Name] First Grade Class,
My favorite thing to do is read! I read every day for over an hour! My favorite fruit is watermelon! I also love scrambled eggs with bacon, oatmeal with raisins, lasagna, vegetable soup, and raisin toast! I have 2 cats, Cooper and Henry. Sometimes it's hard to tell them apart. They like to wrestle and chase each other!

Keep Reading!"

- Name some of the books that she has written and explain that some of her books are at the listening stations.
  - *If You Give a Pig a Pancake, If You Give a Pig a Party, If You Give a Moose a Muffin, If You Give a Cat a Cupcake, If You Take a Mouse to the Movies, If You Give a Mouse a Cookie, etc.*

- **Main Activity:**
  - Have the students sit on the carpet and read *If You Give a Mouse a Cookie*, by Laura Numeroff, to the students.
  - Ask comprehension questions and call on students to make predictions about the story.
  - Call on students to participate in a reader's theater. Provide the students with the corresponding puppets that go along with the story.
    - Students will be split up into pairs around the classroom to act out lines for the mouse and the boy.
    - Student #1 will read Voice One’s lines and student #2 will read Voice Two’s lines. Each pair will get a copy of the script. This is a great way for them to dramatize.
  - After Readers Theater is over, have students move back to their desks.
  - Show the class a cookie jar full of mini chocolate chip cookies. (Be sure to have counted the cookies beforehand and place a sticker on the inside of the lid with the correct number of cookies).
  - Pass out slips of paper that say, "How Many Cookies Are in the Cookie Jar" with a blank for estimation and a blank for the actual number.
  - Explain to the students that they are going to guess/estimate how many cookies are in the cookie jar. Call on students to explain what the word "estimation" means. Model how to write the estimation in the estimation blank by placing the slip of paper on the whiteboard and writing it larger underneath the slip of paper. Have students repeat directions.
  - Walk through the rows and let the students observe the cookies. Explain that once they have seen the cookies, they need to make estimations.
  - Call on every student and record his or her estimation on the whiteboard for the rest of the class to observe.
Have the students count aloud with you as you take out one cookie at a time to see how many cookies were in the jar.
Write the actual number on the whiteboard and have the students write that number in their remaining blank.
Call on students to explain which estimation was the closest/most accurate to the actual number and which estimation was the furthest away/least accurate from the actual number.
Collect slips of paper for portfolio.

Name: Luke

How Many Cookies Are in the Cookie Jar?

Estimation: 30
Actual Number: 36

Name: Sydney

How Many Cookies Are in the Cookie Jar?

Estimation: 20
Actual Number: 36

Name: Brandon

How Many Cookies Are in the Cookie Jar?

Estimation: 23
Actual Number: 36

Closure:
Write a 3-digit addition problem on the whiteboard for the students to see. Ask students if they have ever seen a problem like this. Explain that everyone should be raising his or her hands (we did a pre-assessment on this a few days ago).
Call on a student to verbalize the three numbers written on the whiteboard.
Explain to the students that there is a trick to solving these problems. Place a box around the first two numbers. Call on a student to add the first two numbers together to find the sum. Write it to
the right side. Call on another student to add the sum of the first
two numbers to the remaining third number. Write the final sum
underneath the line (equals line).

- Write a new 3-digit addition problem on the whiteboard. Call on a
  student and ask what to do first. Model how to solve the problem
  once again. Model how to solve a 4-digit addition problem by drawing
two boxes.

- Explain to the students that they are going to solve 2-digit, 3-digit,
  and 4-digit addition problems inside cookies. Show an example of your
  own cookies place inside the corresponding cookie jars.

- Pass out the addition cookies (one page at a time). Reiterate that
  they must draw a box around the first two numbers.

- Pass out manipulatives for the lower-level students to work with when
  adding numbers.

- Once a student is done with the first page, pass out the next addition
  sheet. When they are finished with both, have them color the cookies
  lightly so the answers are still visible.

- When they are finished coloring, pass out the "addition problems
  whose answer is '10' and '15"" worksheets. Ask the students which jar
  they are going to place the cookies with "10" as their answers in
  (same for "15"). Explain that if they did not receive 10 or 15 as their
  answer, it's okay, and to leave it on the page and not cut it out.

- Have the students cut out their cookies one at a time to diminish the
  chances of them misplacing their addition cookies.

- Collect cookie jars for the portfolio and to assess for post-
  assessment.

- Place students into pairs. Provide each pair with one normal sized
  straw and a straw that is cut in half. Have the pairs go around the
  room and measure objects, such as a desk, a piece of paper, etc.
  around the room using the two different sizes of straws. Explain that
  they need to write down what the length of the objects were using
  the straws.

Assessment: (APS 3)
- Formative Assessment:
  - Done during work at the students desks
    - Observe how well the students find the sum between three
      numbers.
    - Observe which students understand what "estimation" means.
    - Observe how the pairs of students work together to
      informally measure objects around the room using the straws.
• Summative Assessment:
  o Collect cookie jar addition worksheets from each student for portfolio.
  o Participation

  • Observe how well the students participate during the cookie activities.

Adaptations and Accommodations: (APS 6, 7)
  o Students will receive assistance during the measuring of objects around the classroom using straws and recording their results.
  o Directions will be verbalized and written on the board.
  o Students will receive assistance with addition during the completion of the cookie jar worksheet.

Follow-up Lessons/Activities: (APS 7)
  o The next day, the students will participate in numerous activities that go along with the book, *If You Give a Moose a Muffin*. They will bake various muffins in class and they will learn how to measure out ingredients. The students will also elaborate on how hot they think the oven should be to bake the muffins and the class will form a graph on what their favorite flavor muffin is.

Reflection:

I was so excited to begin my Author Study today and it went very well. The students were excited when they found out they were going to be learning about the author who wrote, "If You Give a Mouse a Cookie", "If You Give a Pig a Pancake", etc. They loved the fact that Laura Numeroff wrote me an e-mail with facts about herself. Most of the students were familiar with her books already and did a great job guessing what was going to happen next in the story. The students did a great job with the estimation activity. They loved seeing the cookies in the cookie jar. The two students who estimated the most accurately received a mini chocolate chip cookie. Then, the rest of the class received one. This activity helped them realize what "estimation" was and they practiced comparing their results to the actual number of cookies. The math activity where the students have to solve 3-digit addition problems took a lot of time. However, I knew this was going to happen because addition, cutting, coloring, and gluing were all involved in this activity. I knew better than to pass out all of the materials at once. For this activity, I first passed out manipulatives to my lower-level learners to use to aid them during the addition process. What I didn't realize while creating this lesson was that almost every student in my class would need them. I asked if anyone else wanted to use the manipulatives and almost everyone raised their hands. I am glad that they got to use manipulatives because it really benefited them during this activity. The
students did a fantastic job staying on task and everyone seemed to be having a
great time. Most students followed directions and I constantly repeated myself
because I knew this was somewhat of a complicated activity and that we had to
take it step by step. I ended up not getting to the measuring with straws activity
today because we simply ran out of time. After this activity I was able to compare
the results from the pre-assessment and the post-assessment. I was so pleased to
see how much all of my students learned from today's activity. It really made me
feel like I was doing a good job teaching!
Title of Lesson: If You Give a Moose a Muffin (Lesson 2)
Subject: Language Arts and Mathematics
Grade level: First Grade
Teacher:

Objective(s): (APS 4)
- Students will demonstrate their understanding of the story If You Give a Moose a Muffin by verbally answering comprehension questions from the story.
- Students will measure out the ingredients to bake muffins.
- Students will use a bar graph to show what their favorite muffin was.
- Students will practice their fine motor skills.
- Students will demonstrate how much they know about temperature.
- Students will create an entry in their writing journals on their favorite muffin.

SCSDE Curriculum Standard(s) Addressed: (APS 4, 6)
ELA Standard 1-1: The student reads and comprehends print and non-print literary text from a variety of cultures and eras.
- Indicator 1-1.1: Use information from text to make and confirm predictions about story elements such as characters.
- Indicator 1-1.6: Create responses to text through a variety of methods such as writing, creative dramatics, and visual and performing arts.
- Indicator 1-1.10: Identify the main idea in text.
ELA Standard 1-2: The student reads and comprehends print and non-print informational text.
- Indicator 1-2.5: Understand graphic features such as illustrations, graphs, charts, and maps.
ELA Standard 1-3: The student understands and uses skills and strategies to read.
- Indicator 1-3.2: Use pictures and words to construct meaning.
ELA Standard 1-4: The student writes with a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.
- Indicator 1-4.5: Use proofreading to edit for conventions.
Math Standard 1-5: Through the process standards students will demonstrate a sense of combination of coins and linear, weight, time, and temperature measurements.
- Indicator 1-5.3: Represent money using symbolic notation.
- Indicator 1-5.11: Use thermometers to identify temperatures.
Math Standard 1-6: Through the process standards students will demonstrate a sense of collecting, organizing, and interpreting data and making predictions based on data.
-Indicator 1-6.1: Use survey questions to collect data.
-Indicator 1-6.2: Organize data in graphical displays using picture graphs, objects graphs, bar graphs, and tables.

Prerequisites:
- The students must know or be able to write the alphabet letters.
- The students must know or be able to recognize capital letters and punctuation marks.

Materials/Preparation: (APS 6)
- *If You Give a Moose a Muffin* book
- Puppets that correspond with book
- Muffin ingredients (Blueberry, Apple Cinnamon, Chocolate, Chocolate Chip)
  - Muffin mix and skim milk
- Muffin pan
- Measuring cup
- Whisk
- Chart paper
- Muffin cut-outs
- Brown construction paper
- Sentence strips
- Pencils
- Paper
- Markers
- Crayons
- Construction paper
- Scissors
- Tape
- Stapler

Procedures: (APS 4, 5, 6, 7, 8, 9)
- **Introduction:**
  - Have the students sit on the carpet and read *If You Give a Moose a Muffin*, by Laura Numeroff, to the students.
  - Ask comprehension questions and call on students to make predictions about the story.
  - Retell story using the flannel board with corresponding puppets.
- **Main Activity:**
  - Put up a piece of chart paper on the board titled, "Favorite Muffin Flavor".
  - Explain that the class is going to graph their favorite flavor of muffin.
Place the piece of chart paper that has the "Favorite Flavor of Muffin" graph on the whiteboard. Call on students to read all of the information on the graph. Then go over the three flavors:
- Blueberry
- Apple Cinnamon
- Chocolate, Chocolate Chip

Provide children with muffin cutouts and explain to them that they need to re-create their favorite of the three flavors on the muffin cutout with crayons.

Call up the students by row. Ask the students which muffin they re-created then ask where the muffin should go on the graph. Place a piece of tape on the back of the muffin cut out. Repeat this until every student has come up to the whiteboard.

Go over which flavor had the most amount of votes and which flavor had the least amount of votes. Record results on the side of the chart paper.

Next, explain to the students that we are going to bake our very own mini-muffins.

This corresponds to the pre-assessment: ask the students what temperature they think the oven should be on to bake the muffins. Record results.

Hold up the boxes of muffin mix and the ingredients. Ask the class what the flavors are again.

Demonstrate how to measure and mix muffin ingredients together and how to pour the batter into a muffin tin/cupcake tin.

Explain that there needs to be $\frac{1}{2}$ cups of milk. Ask students what kind of number that is (a fraction).

Call up the students by rows to help stir the mix with the milk.

Write down the measurements of each ingredient on the white board.

**Closure:**

After the muffins are made, pass out each flavor to every student (they should end up with the three different flavored muffins) Have them try one at a time.

Have the students quickly come up again to the chart paper if they would like to move their muffin cutout to a different flavor (if they changed their mind on their favorite muffin).

Have students return to desk to create moose antlers (have materials ready in advance for 19 students).

Pass out copies of the hand-drawn moose antlers to each student.

Pass out sentence strips to every student and have them write their name and number on it (will be used as a headband).
Explain to the students that they are going to cut the antlers out nicely to make moose antlers for their head.

Once they are finished cutting out the antlers, pass out a sentence strip to each student to use as a headband.

Go around the classroom and staple the moose antlers onto the sentence strip. Then, staple the sentence strip together to form a headband!

While I am going around to each student and stapling their headbands, have the class get out their writing journals and turn to a new page. Tell the students that they are going to write about their favorite muffin flavor and whether or not they liked the muffins.

- Tell children to write a title at the top.
- Remind them that sentences begin with capital letters; there should be a finger space in-between each word; and that sentences end with a punctuation mark.
- Explain that after they have written their sentences, that they can draw their favorite muffin at the top and then color it.

Circulate the room to observe how each student is writing; provide assistance when needed.

Assessment: (APS 3)

- Formative Assessment:
  - Done during work at the students desks
    - Observe how well the students write about their favorite muffin.
    - Observe how well the students illustrate on their muffin cutouts to record their favorite flavor of muffin.

- Summative Assessment:
  - Collect writing samples from students.
    - Did the students use capital letters at the beginning of their sentences?
    - Did the students use punctuation marks at the end of their sentences?
    - Did they talk about their favorite flavor of muffin?
    - Does there illustration correspond to their writing?

- Participation
  - Observe how well the students participated and cooperated with one another during the baking process of muffins.
  - Observe how well the students stayed on task while cutting out moose antlers.
Did the students stay on task when they had to mix ingredients?

Adaptations and Accommodations: (APS 6, 7)
- Students will be provided with assistance during the writing process. I will constantly be circulating the room to help the students spell and write words (along with correcting punctuation).
- Students will be provided with step-by-step instruction on how to make their moose antlers.
- All instructions will be verbalized, along with written on the white board.

Follow-up Lessons/Activities: (APS 7)
- The next day, the students will participate in numerous activities that go along with the book, *The Jelly Beans and the Big Dance*. They will estimate how many jellybeans are in a jar and they will make an educated guess on which color has the most and which color has the least.

Reflection:
I had never baked/cooked with a class before. I loved making muffins with the students. However, I was somewhat short on time and I wish I could have had more time to allow them to help me more during the mixing of the muffin mix and milk. I could tell today that the students loved reading "If You Give a Moose a Muffin". They immediately made text-to-text connections between that book and "If You Give a Mouse a Cookie". The graph that contained the three muffin flavors was a great visual for my students to see. They could easily tell that the chocolate-chocolate chip flavor had the most votes (the muffins went off the graph since there were so many!). It was neat to see how about 5-6 of my students changed their votes on their favorite muffin flavor after they tasted all three muffin flavors. For some of my students, it was there first time ever trying a muffin and trying the flavor cinnamon. They also enjoyed making their moose antlers. If I would have had more time, I would have let them traced a set of moose antlers on their own, but due to lack of time, I had them pre-traced for my students. I think ending my activity with the students writing in their writing journal was a good idea because I feel as if it is vital for my students to practice their writing skills everyday. It’s evident that as the days go by, my students remember more about punctuation, capitalization, and finger spaces. I also conducted my post-assessment on what the oven temperature should be set at to bake the muffins. I found that this was a difficult concept to explain; however, my students did do a better job guessing a temperature today as oppose to when I conducted my pre-assessment.
Title of Lesson: The Jelly Beans and the Big Dance (Lesson 3)
Subject: Language Arts and Mathematics
Grade level: First Grade
Teacher:

Objective(s): (APS 4)
  o Students will demonstrate their understanding of the story The Jelly Beans and the Big Dance by verbally answering comprehension questions from the story.
  o Students will use estimation to determine how many jellybeans are in one jar.
  o Students will use comparative language to determine how many of each color of jellybeans there are.

SCSDE Curriculum Standard(s) Addressed: (APS 4, 6)
ELA Standard 1-1: The student reads and comprehends print and non-print literary text from a variety of cultures and eras.
  -Indicator 1-1.1: Use information from text to make and confirm predictions about story elements such as characters.
  -Indicator 1-1.6: Create responses to text through a variety of methods such as writing, creative dramatics, and visual and performing arts.
  -Indicator 1-1.10: Identify the main idea in text.
ELA Standard 1-3: The student understands and uses skills and strategies to read.
  -Indicator 1-3.2: Use pictures and words to construct meaning.
ELA Standard 1-4: The student writes with a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.
  -Indicator 1-4.5: Use proofreading to edit for conventions.
Math Standard 1-6: Through the process standards students will demonstrate a sense of collecting, organizing, and interpreting data and making predictions based on data.
  -Indicator 1-6.2: Organize data in graphical displays using picture graphs, objects graphs, bar graphs, and tables.
  -Indicator 1-6.3: Interpret displayed data using comparative language (more, less, greater, fewer, greater than, less than).

Prerequisites:
  o The students must know or be able to write the alphabet letters.
  o The students must know or be able to recognize capital letters and punctuation marks.

Materials/Preparation: (APS 6)
  o The Jelly Beans and the Big Dance book
- Jelly beans
- Jar
- Chart paper
- Pencils
- Paper
- Markers
- Crayons
- Scissors
- Glue

**Procedures:** (APS 4, 5, 6, 7, 8, 9)
- **Introduction:**
  - Have the students sit on the carpet and read *The Jelly Beans and the Big Dance*, by Laura Numeroff, to the students.
  - Ask comprehension questions and call on students to make predictions about the story.
  - Have the class make up their own dance and do the dance on the carpet while listening to music.
    - This will get them active and excited for the lesson!
- **Main Activity:**
  - Have the students return to their desks.
  - Provide each student with a handful of multi-colored jellybeans.
  - Project on the whiteboard a sample of a Jellybean Chart. Allow the students to look at this while their own jellybean charts are being passed out.
  - Ask the students what they think they are going to do with the jellybeans and chart.
  - Explain to the students that they need to sort their jellybeans by color. Call on students to explain what sorting means. Tell them to lie out the green jellybeans above the word green, the blue jellybeans above the word blue, and so on.
  - Ask the students what color crayons they should use in the bar graph if they are coloring in purple jellybeans, pink jellybeans, etc.
  - Walk around the classroom to make sure the students are staying on task.
  - Call on various students to share their results. Ask questions such as, "Which colors did you not have of?" "Which colors did you have the most of/least of?" "How many black jellybeans did you have?"
  - Place some of the jellybeans in a jar. Call on each student to estimate how many jellybeans are in the jar. Ask students to explain what they are doing (estimating). Tell the class how many were in the jar.
Closure:
  - Do the "Cookie Crumbs" worksheet with the students.
    - Pass out worksheet and tell the students to get their scissors and glue out. Explain that the students have to cut and glue a picture to match the word. Next, they are to finish the sentences at the bottom by filling in the correct word. If they finish early, tell the students to color it.
  - Discuss all of the characters with the students. Call on various students to say characteristics about the different characters.
    - Emily → The main characters that loves to dance (dog)
    - Miss Tingly-Weezer → The teacher
    - Nicole → A tomboy who would rather be playing soccer (cat)
    - Bitsy → Loves arts and crafts (pig)
    - Anna → A shy bookworm who has no interest at all in dancing (bunny)
      - Write these names on the whiteboard along with the title of the book for the students to see.
  - Explain to the students that they need to get out their writing journals and turn to a new page. Tell them they are going to write about their favorite character and why they like that specific character.
  - Walk around the class and check for capitalization, punctuation, and spelling.
    - Ask questions while walking around, such as "Why do you like this character the most?" "Are your sentences starting with a capital letter?" "Should your characters name start with a capital or lowercase letter?" "Do your sentences end with a punctuation mark?"

Assessment: (APS 3)
  - Formative Assessment:
    - Done during work at the students desks
      - Observe how well each student sorts his/her jellybeans.
      - Observe how well each student write in his/her writing journal.
  - Summative Assessment:
    - Collect jellybean graphs from the students to place into individual portfolios.
    - Collect cookie crumb worksheets from the students for the portfolios.
    - Participation
• Observe how well the students participate during the jellybean activities.

Adaptations and Accommodations: (APS 6, 7)
  o Students will be provided with assistance during the writing process. I will constantly be circulating the room to help the students spell and write words (along with correcting punctuation).
  o All instructions will be verbalized, along with written on the white board.

Follow-up Lessons/Activities: (APS 7)
  o The next day, the students will participate in numerous activities that go along with the book, If You Give a Pig a Pancake. They will learn how to make patterns using pig cutouts. The students will also practice their addition skills in an activity called, "Flapjack Math". They must match the flapjack with the dots to the corresponding flapjack with the numeral. Next, they will participate in an activity with fake pancakes and butter that focuses on rhyming words.

Reflection:
  The lesson today went very smoothly. To begin my lesson, I re-read "If You Give a Mouse a Cookie" because I have activities planned out that corresponds to that book everyday. Refreshing their memories is definitely vital for the up and coming activities. Next, I read "The Jellybeans and the Big Dance" to my students during the Easter time; therefore, most of them remembered the story and were very excited to hear it again. The students had also done a similar jellybean graph during the Easter time; therefore, I did not have to explain a lot about how to do the graph. I did quickly review on the whiteboard what I would do if I had a certain amount of jellybeans in a particular color. I also spoke about what the title of the graph was and how it was similar to a bar graph. I think that the "Cookie Crumbs" worksheet was beneficial to my lesson because the students had to follow step-by-step directions as well as matching illustrations to words. I had the students end the lesson by writing about their favorite character in "The Jellybeans and the Big Dance". I asked the students to remind me of what the title was so I could write it up on the whiteboard. I then called on students to name a character for me one at a time. I wrote all of their names on the whiteboard, which would help them during the writing process. We reviewed why I was using capital letters at the beginning of all of the characters names. As I walked around and observed all of my students' journal entries, I was very impressed. They all had creative titles and were creating great stories. We did not get to completely finish the stories and I will go back to them when there is time. If I were to teach this lesson again, I would have had the jellybeans already split up into Ziploc bags to hand out instead of me passing them out to each student one at a time (this would have saved some time).
Title of Lesson: If You Give a Pig a Pancake (Lesson 4)
Subject: Language Arts and Mathematics
Grade level: First Grade
Teacher: [Name]

Objective(s): (APS 4)
- Students will demonstrate their understanding of the story If You Give a Pig a Pancake by verbally answering comprehension questions from the story.
- Students will demonstrate their understanding of what a pattern is.
- Students will match dots with a corresponding numeral.
- Students will demonstrate their understanding of contractions.

SCSDE Curriculum Standard(s) Addressed: (APS 4, 6)
ELA Standard 1-1: The student reads and comprehends print and non-print literary text from a variety of cultures and eras.
  - Indicator 1-1.1: Use information from text to make and confirm predictions about story elements such as characters.
  - Indicator 1-1.6: Create responses to text through a variety of methods such as writing, creative dramatics, and visual and performing arts.
  - Indicator 1-1.10: Identify the main idea in text.
ELA Standard 1-3: The student understands and uses skills and strategies to read.
  - Indicator 1-3.2: Use pictures and words to construct meaning.
  - Indicator 1-3.19: Recognize compound words and contractions.
Math Standard 1-2: Through the process standards students will demonstrate a sense of whole numbers, basic addition and related subtraction facts, ways to represent whole numbers, and connections among oral, numeric, and written forms of whole numbers.
  - Indicator 1-2.1: Translate between numeral and quantity.

Prerequisites:
- The students must know or be able to write the alphabet letters.
- The students must know or be able to recognize capital letters and punctuation marks.

Materials/Preparation: (APS 6)
- If You Give a Pig a Pancake book
- Fake pancakes
- Fake butter
- Ziploc bags
- Construction paper
- Pencils
- Paper
- Markers
- Crayons
- Stapler
- Mini-booklet pages for sequencing

**Procedures:** (APS 4, 5, 6, 7, 8, 9)

**Introduction:**
- Have the students sit on the carpet and read *If You Give a Pig a Pancake*, by Laura Numeroff, to the students.
- Ask comprehension questions and call on students to make predictions about the story.

**Main Activity:**
- Have the students return to their desks.
- Explain to the class that they are going to play a game called, "Flapjack Math".
- Model how to play the game:
  - Show the class a stack of pancakes with dots written on them and a stack of pancakes with numerals written on them.
  - Pick up a flapjack with dots. Count the dots and say the number of dots aloud. Find the other flapjack that has the corresponding number and match them up.
- Place students into four groups of five to participate in this game.
- Provide each group of students with a Ziploc bag containing flapjacks starting at "1" and ending at "11".
- Have the groups match the flapjacks together. If they finish early, they can mix up the pancakes again and restart.
- Have the students return to their desks.
- Provide each student with a pig worksheet having to do with finding the difference.
- Have each student circle the pig that is different from the rest in each row. Call on students to name how they could figure out which pig was different. Then have the students get out their crayons and color the pigs.
- Collect worksheets for portfolio.

**Closure:**
- Have students return to their desks.
- Explain to the students that they will be playing a contraction game in groups involving pancakes and pieces of butter.
o Explain that each piece of butter has a contraction written on it and each pancake has the contraction split apart. For example, a piece of butter says, "it's" and the pancake says, "it is". The students must match up the pancake and the butter contractions.

o Model how to find the matching contractions.

o Split the class up into four groups of five students. Provide each group with a Ziploc bag containing the pancakes and butter.

o Walk around the class to observe the students working together to match up the contractions.

o If there is time:
  ▪ Have the students create a mini-booklet that involves sequencing for "If You Give a Mouse a Cookie". Pass out the cover page of the booklet and have each student write his/her name.
  ▪ Explain that they have to fill in a number in the bottom right hand corner according to the sequence of events in the story. After they have filled in the numbers, they need to draw and color a picture to correspond with the sentence. After they are finished, they must cut out the book pages and place them in order. I will walk around and staple the pages together.
  ▪ Collect booklets

Assessment: (APS 3)
  ▪ Formative Assessment:
    o Done during work at the students desks
      ▪ Observe how well the students work together to match contractions and numerals with dots.
  ▪ Summative Assessment:
    o Collect the mini-booklet on sequencing.
      ▪ Examine how accurately the students sequenced their pages and illustrated them.
    o Collect finding the difference between the pigs worksheet.
      ▪ Examine how accurately the students followed directions.
    o Participation
      ▪ Observe how well the students participate during the pig and pancake activities.

Adaptations and Accommodations: (APS 6, 7)
  o Students will be given assistance during the finding the difference between the pigs worksheet. The students who cannot find the different pig will be given hints to lead them in the right direction.
Students will be provided with assistance during the writing process. I will constantly be circulating the room to help the students spell and write words (along with correcting punctuation).

All instructions will be verbalized, along with written on the white board.

Follow-up Lessons/Activities: (APS 7)

The next day, the students will participate in numerous activities that go along with the book, If You Take a Mouse to the Movies. After reading the story, the students will fill in two columns titled, "If you give a mouse a..." and "He'll ask for a..." This will allow me to see how well they comprehended the story. The students will also learn about bubble maps by filling in a bubble map titled, "Poppin' with Details!"

Reflection:

This lesson involved a lot of group activities and transitions. My students love to move around and enjoy working with their fellow classmates. For my first activity on flapjack math, most of the groups put the pairs together quickly. I did have one problem where one of the students wouldn't let the rest of the students in her group help with finding the pairs. I had to take to that group twice and said if they can't work together, they'll all go back to their desks. The next activity on finding the different pig in each row went really well. I thought this was going to be a tough activity with my students and take a longer amount of time. I called on various students to explain why the pig was different to practice their describing skills. My other pancake with contractions went well. They were excited to find the pairs of contractions and did a better job working together this time. My final activity for this lesson was more on the difficult side for them. It was a sequencing activity for 'If You Give a Mouse a Cookie". I re-read the story right before this activity to get the story fresh in their minds. They had to sequence nine different boxes. What I could have done differently was circle key terms in each box because many of them had trouble remembering what the different boxes said. However, I am impressed with how hard all of them tried and they became very excited when they saw that the finished product was a small book. They created great illustrations to go along with each sequence. Over all, it was a successful lesson!
Title of Lesson: If You Take a Mouse to the Movies (Lesson 5)
Subject: Language Arts and Mathematics
Grade level: First Grade
Teacher:

Objective(s): (APS 4)
  o Students will demonstrate their understanding of the story If You Take a Mouse to the Movies by verbally answering comprehension questions from the story.
  o Students will demonstrate their comprehension skills by filling in two columns titled, “If you give a mouse a...” and “He’ll ask for a...”.
  o Students will learn about bubble maps.

SCSDE Curriculum Standard(s) Addressed: (APS 4, 6)
ELA Standard 1-1: The student reads and comprehends print and non-print literary text from a variety of cultures and eras.
  -Indicator 1-1.1: Use information from text to make and confirm predictions about story elements such as characters.
  -Indicator 1-1.6: Create responses to text through a variety of methods such as writing, creative dramatics, and visual and performing arts.
  -Indicator 1-1.10: Identify the main idea in text.
ELA Standard 1-3: The student understands and uses skills and strategies to read.
  -Indicator 1-3.2: Use pictures and words to construct meaning.
  -Indicator 1-3.19: Recognize compound words and contractions.
ELA Standard 1-4: The student writes with a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.
  -Indicator 1-4.5: Use proofreading to edit for conventions.
ELA Standard 1-5: The student writes for a variety of purposes and audiences.
  -Indicator 1-5.5: Create personal narratives and experiences, people, places, actions, and things.
Math Standard 1-5: Through the process standards students will demonstrate a sense of combination of coins and linear, weight, time, and temperature measurements.
  -Indicator 1-5.3: Represent money using symbolic notation.

Prerequisites:
  o The students must know or be able to write the alphabet letters.
  o The students must know or be able to recognize capital letters and punctuation marks.

Materials/Preparation: (APS 6)
If You Take a Mouse to the Movies book
- Chart paper
- Construction paper
- Pencils
- Paper
- Markers
- Crayons
- Stapler
- Scissors
- Writing paper
- Popcorn
- Popcorn bags

Procedures: (APS 4, 5, 6, 7, 8, 9)
- **Introduction:**
  - Have the students sit on the carpet and read *If You Take a Mouse to the Movies*, by Laura Numeroff, to the students.
  - Ask comprehension questions and call on students to make predictions about the story.
  - Pull out a piece of chart paper while the students are still sitting on the carpet.
  - Write on the white board a bubble map with the middle bubble stating, "Poppin' with Details!"
  - Call on students to give details about the story.
  - Write bubbles in the shape of popcorn with the students' input.

- **Main Activity:**
  - Discuss that the book, "If You Take a Mouse to the Movies" includes some compound words.
  - Ask the class if they know what a compound word is.
    - Explain that it is a word made up of two or more words.
    - Ask the class to recall the compound words from the story. (Write the words down on chart paper for the class to see).
      - Snowman
      - Snowball
      - Outside
      - Inside
      - Popcorn
  - Next, pass out a piece of lined paper with blank space at the top to each student.
  - Explain that first they are going to write about what they would want at the movies.
- Write on the whiteboard, "If you take me to the movies, I will ask for a __________ and ___________."
- Explain that they must follow this prompt and then they will add more to their prompt about the movies.
- Once they are finished writing, they are going to draw a mouse at the top of the paper dressed up as them. (For example, if the student has blonde hair, he/she will give the mouse blonde hair).
- Collect writing samples for portfolio.

  - **Closure:**
    - Ask them if they think popcorn costs more at the movies or at the grocery store.
      - Give each student a chance to say how much he/she thinks the popcorn costs at each location and why.
    - Then talk to the class about how much money popcorn costs at the two different locations.
    - Talk about how they have to pay tax on the popcorn, just like they pay tax once a week in class.
    - Pop popcorn for the class and provide each student with a handful of popcorn to eat.
    - If there is time:
      - Explain to the students that they are going to create a "Creative Writing Mouse". Show an example of the mouse cut out with lined paper inside with the story written on the paper. Explain that they are going to write their story about a mouse first, and then they are going to cut out the mouse along the heavy solid lines. Then they are going to cut the mouse along the dotted lines. Next, I am going to staple the writing paper to the construction paper, leaving a margin at the top of the construction paper. Finally, I will position the mouse over the writing paper. I will then staple each side of the mouse along the sides where indicated, making sure the writing paper can easily be flipped up. Now the mouse’s head will be glued to the top of the construction paper. The students can then color the mouse.

**Assessment: (APS 3)**

- **Formative Assessment:**
  - Done during work at the students desks
    - Observe how well the students write down the prompt from the white board and fill it in.
- Summative Assessment:
  - Collect the writing samples about what the student would ask for at the movies.
    - Examine how accurately the student spell their words and use punctuation and capitalization.
  - Participation
    - Observe how well the students participate during the mouse and movie activities.

Adaptations and Accommodations: (APS 6, 7)
  - Students will be provided with assistance during the writing process. I will constantly be circulating the room to help the students spell and write words (along with correcting punctuation).
  - All instructions will be verbalized, along with written on the white board.

Follow-up Lessons/Activities: (APS 7)
  - The next day the students will discuss what their favorite activity was during the author study on Laura Numeroff and what they liked most about her pieces of literature.

Reflection:
This was the final lesson for my Unit study on the author, Laura Numeroff. At this point, my students knew exactly who she was and starting making more text-to-text connections. They would explain to me that they found a Laura Numeroff book at their house or in the library and that they were similar to the ones I read to them in class. My students absolutely loved the book today called, "If You Take a Mouse to the Movies". After we finished the read aloud, I created the "Poppin' with Details" bubble map on the whiteboard. I emphasized with the students that the mouse loved popcorn at the movies. I proceeded to ask if they had ever tasted popcorn and what they like to get at the movies. The students were very creative when they created their writing prompt about what they would ask for about the movies. They were also beyond excited to share with the class what they would get. They laughed and giggled when I told them to draw a mouse that looks like them at the top. Of course there favorite part of the lesson was getting a small movie bag of popcorn. They repeatedly told me how tasty it was and how they were like the mouse in the book. I enjoyed watching them write and draw illustrations to correspond with their writing. They have come such a far way since the first day I met them and observed their writing. I am so proud of them and glad that this lesson went so well!
Interpretations and Decisions

While planning my author study, I knew I was not going to be able to get through all of my activities with the students. However, I figured that it was better to have too many lessons and activities planned, as opposed to not enough. I began planning my author study by reading all of Laura Numeroff's books and choosing my favorite five to plan my lessons and activities around. The five books I chose were books that I could easily think of creative activities for. I loved using little treats throughout my lessons because that really got my students motivated to stay on task and to participate in the activities. Each night, I would somewhat alter my lessons based on what I observed the day before. If I thought one of my activities was too long, too difficult, or not worth doing in class, I would take it out. I also realized that it was great having one of the bookshelves in the classroom full of Laura Numeroff books. It was beneficial for the students to constantly be exposed to pieces of literature before there took AR tests on the books I read aloud to the class. After collecting some of my students' pieces of work, I could see which activities were perfect for first grade and which ones might have been a little too easy or too hard. My first grade class is very mixed when it comes to learning levels. Therefore, I had to make sure that my higher level learners didn't become bored with the "easier" activities and that my lower level learners were constantly struggling with the more "difficult" activities. Usually, the more difficult
activities involved have to pay close attention to step-by-step directions. I made sure to constantly repeat the directions and to provide assistance when needed.
Reflection & Self-Assessment

Choosing to do an Author Study on Laura Numeroff for my Unit Study couldn't have been a better idea. My lessons were so fun to put together because I could be as creative as possible. I made sure that my activities for each day really corresponded with the pieces of literature I read aloud to my students. My favorite lesson that I did was for "If You Give a Moose a Muffin". I had never had the opportunity to bake with students. It was a great feeling to see how excited their faces became when I told them we were not only going to bake muffins, but we were also going to taste all three muffin flavors! I had each student help me stir the ingredients together and I let the muffins bake while they were at recess so they were fresh and hot out of the oven when the students came back inside. I was amazed to hear that some students had never even tasted a muffin before. I am glad that I was there to see them experience something brand new. They had a great time comparing the different muffin flavors and a few students were surprised at how tasty the Apple Cinnamon flavor was! I incorporated an abundance amount of standards and indicators into my lessons. However, the students could barely realize just how much they were learning because it was all so fun and exciting. I was impressed with how much they remembered about Laura Numeroff herself and how many facts they could recall about the various pieces of literature by her. They consistently asked me if they could take AR tests on her books, as well as wanting to listen to her books on the CD players at the listening station. I
am thankful that they enjoyed her pieces of work just as much as I do. This week
flew by because we were so busy and had so much fun at the same time! I have
collected many great pieces of work from my students. They all tried their best
during all of the activities and it put a smile on my face when my students were so
eager to share what they had learned.

I spent a lot of time putting my activities together and figuring out exactly
what I wanted to do each day with my students. I was a little overwhelmed on the
first day because I felt like I had so many things that I wanted the students to
participate in, but not enough time. After I completed the first day of my author
study, I was more at ease. I could better estimate how much time I needed to allot
for all of my activities. I would alter my activities each night to better fit the
needs of all of my students. I had to take out a few activities that were put in my
lesson plans because I realized I didn’t need to do them due to lack of time and
simply for the fact that they weren’t as important as my other activities. I, myself,
learned a lot about Laura Numeroff and how to go about teaching an author study.
Once again, I am so happy that I chose to do this because when I am a teacher, I
will definitely wanted to do author studies at least once a month. Now I know where
to look on the Internet for creative ideas and what authors I would love for my
students to learn about. During my activities, I tried my best to keep my students
under control. They did a fairly good job; however, I did have a few small problems
when the students had to work in larger groups. This is something that I really
would like to work on with my students. Once in a while there's a student who thinks that she or he is the boss of the whole group. I politely reminded my students that they needed to work well together and that everyone needed to participate.

If I were to teach this unit again to the same group of students, I wouldn't change much. I might choose my groups of students to work together more carefully and I could have had my activities double checked before the night before because I did find one error in one of my activities and quickly had to fix it. Also, if it were up to me, I would allot more time for all of the activities.

Overall, my students' performance could have not made me any happier. I could see them gaining more knowledge and becoming closer and closer to becoming second graders. They excelled in all of my activities and reinforced that I should have high expectations for them. The gains my students made were unbelievable and the lessons were all successful. After completing this author study, I have more confidence in myself as a teacher and I am that much more excited to pursue my career in teaching!
Materials for Author Study

- If You Give a Mouse a Cookie book
- If You Give a Moose a Muffin book
- The Jelly Beans and the Big Dance book
- If You Give a Pig a Pancake book
- If You Take a Mouse to the Movies book
- Puppets that correspond with "If You Give a Mouse a Cookie" and "If You Give a Moose a Muffin" book
- Chocolate Chip Cookies
- Straws
- Jar
- Muffin ingredients (Blueberry, Apple Cinnamon, Chocolate, Chocolate Chip)
- Muffin pan
- Chart paper
- Muffin cut-outs
- Pencils
- Paper
- Markers
- Crayons
- Construction paper
- Scissors
- Tape
- Jelly beans
- Glue
- Fake pancakes
- Fake butter
- Ziploc bags
- Construction paper
- Stapler
- Mini-booklet pages for sequencing
- Writing paper
- Popcorn
- Popcorn bags
Resources

The Internet:
http://www.dltk-teach.com/books/mousecookie.html
http://mrscowan.com/iygamacillustrateevents.pdf
http://www.thevirtualvine.com/ifyougivea.html
http://webcontent.harpercollins.com/images/om/sz/PDFS/CatCupCake_ActivityKit.pdf
www.lauranumeroff.com

*E-mailing Laura Numeroff herself for a biography about her.

Books:
If You Give a Mouse a Cookie
If You Give a Moose a Muffin
The Jellybeans and the Big Dance
If You Give a Pig a Pancake
If You Take a Mouse to the Movies

Other:
Resources from my cooperating teacher, such as Laura Numeroff lesson plan ideas, worksheets, and activities.
Appendix

(Blank activities and student samples are attached)