Exploring Feeling through Eric Carle

Special Area: Preschool
Written by: Angie Canale
Length of Unit: 5 Lessons

I. ABSTRACT
A. This unit will allow children to explore a few of the books by Eric Carle: *The Very Hungry Caterpillar*, *The Mixed up Chameleon*, *House for Hermit Crab*, *Rooster’s Off to See the World*, and *Does a Kangaroo Have a Mother Too?* A number of skills will be taught from the *Core Knowledge Preschool Sequence* and the CK PAT with an emphasis on social and emotional development, approaches to learning, language development, knowledge acquisition and cognitive development, physical well being and motor development. The children will have a better understanding of their own feelings.

II. OVERVIEW

A. Autonomy and Social Skills
0. Makes requests and acknowledge attempts to meet request politely. (*CK-PAT 3SD-AS-B2C*, p. 60)
   . Using good manners when saying, “Please” and “Thank you” during a task.
6. Sit among other children during a group activity, remaining in own space.
   . Being able to pay attention during the calendar time. (*CK-PAT 3SD-AS-B4C*, p. 61)
8. Demonstrate observable listening behaviors
   . Being able to sit and listen to the Eric Carle stories. (*CK-PAT 4SD-AS-00*, p. 88)
10. Attempt to solve problems or conflict using words.
    . The children will use their words to express the feelings that they are having. (*CK-PAT 4SD-AS-B2H*, p. 91)

B. Work Habits
1. Carry out multi-step oral directions that have been accomplish by preliminary demonstration.
   . Being able to follow the direction as shown and given by the instructor. (*CK-PAT 3AL-WH-A1*, p. 62, *4AL-WH-B1*, p. 91)

C. Oral Language Listening and Speaking
1. Identify these geographic features & environments by name in real life, photos or drawings: land, water, river, lake, ocean, farm, or city.
   . The children will be able to name the places where the rooster has been. (*CK-PAT 3KD-OS-D1*, p. 75)
1. Express personal needs & desires verbally in a comprehensible manner.
   . The children will be able to ask specific needs, i.e.- “I’m thirsty May I please get a drink?” (*CK-PAT 3LD-LA-B3*, p. 63)
16. Identify and express physical sensations, mental states, and emotional feelings (happy, sad, angry, afraid, frustrated, confused).
   . The children will be able to identify the feelings being expressed in each of the Eric Carle book being discussed. (*CK-PAT 4LD-LA-B03*, p. 92)

D. Children’s Literature: Read-A-Loud
1. Answer who, what, where, questions about read-aloud.
2. “Retell” a story that has been read aloud, including character(s), setting (time, place), the plot (central idea), of the story, the sequential events, and an ending
   a. Through role-play the children will be able to recall and retell the story of each of the Eric Carle books.  (CK-PAT 4LD-SR-B1, p. 110)

E. Emerging Literacy in Early Reading and Writing
1. Recognize the written form of one’s first name.
   a. The children will be able to look around the room and find their name.  (CK-PAT 3LD-WR-B1, p. 78)

G. Mathematical Reasoning and Number Sense
1. Identify ordinal position for first and last.
   a. When lining up to go to a special the children will be able to tell the teacher what happened first.  (CK-PAT 3KD-MR-D8, p. 86)

H. Scientific Reasoning and Knowledge
0. Care for, observe, and record observations of an animal, noting key physical characteristics, development, needs, & life cycle.
   a. The children will be able to observe a butterfly’s life cycle and will journal their findings. (CK-PAT 4KD-SP-A2, p. 124)

I. Art
0. Play a game requiring matching of like images, such as domino games.
   a. The children will play a matching game that will help them to identify feelings. (Core Knowledge Preschool Sequence, Level I & II p. 96)

0. Use various tools and techniques in completing art projects: staple, cut straight, curved lines or corners with scissors, sew using basting or overcast stitch.
   a. The children will be encouraged to use their fine motor skills during such activities as cutting, gluing, etc. (Core Knowledge Preschool Sequence, Level I & II p. 96)

J. Movement and Coordination
1. Move to music.
   a. The children will listen and move to the music as they feel it is describing. (Core Knowledge Preschool Sequence, Level I & II p. 15)

K. Christian Enhancements
18. Learn and practice the Golden Rule.
18. Love all creatures great and small.

II. BACKGROUND KNOWLEDGE
A. For Teachers
II. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS

- Attend and listen to illustrated picture books.
- Describe an illustration.
- Use scissors appropriately.

II. RESOURCES


II. LESSONS OUTLINE

Lesson One: Hungry

A. Daily Objectives
0. Make a feelings cube to help explore feelings.
0. Make a sock puppet for the story, The Very Hungry Caterpillar, by Eric Carle.
0. Make a journal they will use throughout the unit.

B. Grouping
1. Large and small group instruction.

C. Materials and Preparation
0. The Very Hungry Caterpillar, by Eric Carle
0. Appendix A, Unit Assessment to record
0. 2 ½ gallon milk cartons
0. Glue
0. Construction paper
0. 8 Velcro pieces, six for each side of the cube and two for caterpillar’s eyes
0. Laminated pictures of children with different expressions of emotion
0. Sock
0. Felt
0. Scissors
0. Fabric paints
0. 2 pompoms for puppet
0. Instrumental tape and player

D. Language and Instruction
0. Teacher: imitate, feelings, materials, title, author, cover, illustrator, illustration, word, write, lifecycle, retell
0. Student: day, today, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

E. Procedures/Activities
0. The teacher will ask the children to come and find their name and sit during large group time. Ask what the day of the week is today. Have the children name all the days of the week with the “Days of the Week” song.
0. This week we are going to talk about different feelings we experience. Then we will talk about ways we can let our friends know what we are feeling by using our words instead of our hands.
0. Ahead of time make a feelings cube with the milk carton, covered with construction paper, then have six different pictures of children showing their feelings laminated. Place Velcro pieces onto the pictures and the cube. Place pictures onto cube. Roll the cube and have children explain the feeling that the child is having on the cube.
0. Show the children the story of The Very Hungry Caterpillar, By Eric Carle.
0. “The title of the story is called The Very Hungry Caterpillar, and it’s written by Eric Carle. He’s the author and illustrator. He writes the words and draws the illustrations or pictures.”
0. In this story, you will see the lifecycle of a caterpillar. You will see that the caterpillar needs food in order to grow. When he is feeling hungry he eats. When you are feeling hungry what sort of foods do you like to eat?
0. Make puppet with group. Use a sock for the caterpillar. Place Velcro pieces onto sock and pompoms to make eyes. Make a leaf out of construction paper. Place one piece of Velcro for the egg. Use one of the eyes for the egg. Make a felt shaped butterfly decorate with fabric paints. Sit with the children and retell the story with the puppet that you made together. Be sure and hide butterfly in your hand inside the sock puppet. (Draw sock up to make a chrysalis during the appropriate time.)
0. Have the children pretend to be butterflies and move to the music.
0. During small group have the children record the feeling being explored this day in their journal. Write any dictation or description given by the children on the picture.

F. Go a Little Further
0. For student who have difficulty with the concept of the lifecycle, focus on the one stage of the life cycle at a time.
0. For student who excel, allow them to explore magazines for other creatures that change during their life cycle.

G. Assessment/Evaluation
0. Use Appendix A, Unit Assessment to record question #1.
0. Use Appendix B, “Days of the Week” song.

Lesson Two: Being Different
A. Daily Objectives
0. Learn a new version of “If You’re Happy and You Know It.” (See Appendix C)
0. Play the Encouragement Circle game.

B. Grouping
1. Large and small group instruction

C. Materials and Preparation
1. The Mixed up Chameleon, by Eric Carle
2. A ball of yarn

D. Language and Instruction
1. Teacher: compare, observation, explain
2. Student: thank you, you’re welcome

E. Procedures/Activities
1. Introduce children to new version of, “If You’re Happy and You Know It.” (See Appendix C)
2. Show the children the ball of yarn and explain to the children how to play the game. Instruct the children to use good manners and say thank you and you’re welcome after each compliment.
3. Show the children the story, The Mixed up Chameleon, by Eric Carle. Tell the children to observe the changes the chameleon makes. Ask them to compare each of the changes he makes. Ask the children to think about what he might be feeling in the pictures.
4. During small group have children journal the feeling being explored this day. Write any dictation or description given by children.

F. Go a Little Further
1. Students who have difficulty sharing compliments with other students can just pass the ball to someone.
2. Students who excel could use a compliment that someone else has not shared.

G. Assessment/Evaluation
0. Use Appendix A, Unit Assessment to record question #2.
0. Use Appendix C, new version of “If You’re Happy and You Know It”.

Lesson Three: Living in Different Homes
A. Daily Objectives
1. Exploring different types of homes in which people live.
2. Play Describe The Home game, Appendix D.

B. Grouping
1. Large and small group instruction

C. Materials and Preparation
1. House for Hermit Crab, by Eric Carle
2. Pictures of the children’s homes

D. Language and Instruction
1. Teacher: predict, describe, character
2. Student: different, same, living

E. Procedures/Activities
1. The children will bring pictures of their house to school. The children will be asked to compare each of the houses. They will be asked if the houses are the same or different and to tell why they are different. Explain how some people live in apartments, one-story homes, two-story homes, mobile homes, etc.
2. Have children describe what it is like living in their home. The children will play Describe the Home game, Appendix D.
3. Share the story, House for Hermit Crab, by Eric Carle.
4. Ask the children to predict what they think the story is about.
5. Introduce the main character of the story, Hermit Crab. Then read story to the children. Discuss the story with the children ask what feelings he experienced.
6. During small group have children journal the feeling being explored this day. Write any dictation or description given by children.

F. Go a Little Further
Lesson Four: Places Away from Home

A. Daily Objective
   0. Being able to see their friends on vacations away from Lubbock, and learn about new places in the world.

B. Grouping
   1. Large and small group instruction

C. Materials and Preparation
   2. Rooster’s Off to See the World, by Eric Carle
   2. Pictures of the children on vacation

D. Language and Instruction
   1. Teacher: attention, remember, interrupt
   2. Student: ocean, farm, forest

E. Procedures/Activities
   1. Have children share their pictures of their vacations have them remember what was happening in the picture. Ask the children to practice good manners, pay attention and not interrupt their friends while sharing.
   2. Share the story, Rooster’s Off to See the World, by Eric Carle.
   3. Have children describe different pictures in the story. Have them tell you if the picture is the countryside, forest, farm, ocean, etc.
   4. During small group have children journal the feeling being explored this day. Write any dictation or description given by children.

F. Go a Little Further
   0. For students who have difficulties, take just a picture or two of different environments and have them describe or explain where the pictures are from.
   0. For students who excel, allow them to tell you what sort of creatures you would see in each of the environments.

G. Assessment/Evaluation
   1. Use Appendix A, Unit Assessment to record question #4.

Lesson Five: Being Loved

A. Daily Objectives
   1. Learn about the names of animal babies, parents, and groups.
   1. Make a mirror to reflect in.

B. Grouping
   1. Large and small group instruction

C. Materials and Preparation
   0. Does a Kangaroo Have a Mother Too? by Eric Carle
   0. Metallic paper
   0. Craft sticks
   0. Glue
   0. Assorted materials (beads, buttons, beans, sequins, glitter, shells, etc.)

D. Language and Instruction
   0. Teacher: group, opposite, responsibility
2. Student: glue, bottom, first

E. Procedures/Activities
1. Read, *Does a Kangaroo Have a Mother Too?* by Eric Carle
2. Discuss each of the parents in the story. Explain to the children the names of the different parents and the names of their babies.
3. Ask the children to group the animals with their parents. Explain to the children the responsibility of the parent to their babies.
4. Have the students make their mirrors. Have children look in their mirrors and practice making different faces. Have them smile then do the opposite of smile, laugh and the opposite of laugh and so on.
5. During small group have children journal the feeling being explored this day. Write any dictation or description given by children.

F. Go a Little Further
1. For students with difficulty, focus only on one animal family. (mom, dad, baby)
2. For students who excel, have them tell you the name of the mother as you read the story.

G. Assessment/Evaluation
1. Use Appendix A, Unit Assessment to record question #5.
2. Use Appendix E, *My Mirror* project.

VII. CULMINATING ACTIVITY (Optional)
A. You could stretch the feeling out over several days. This would help the children to really explore their emotions.
B. Additional books:
   0. *Green Wilma* by Tedd Arnold
   0. *Chrysanthemeum* by Kevin Henkes
   0. *The Grouchy Ladybug* by Eric Carle
   0. *How Are You Peeling?* by Saxton Freyman and Joost Elffers
   0. *Feelings* by Aliki
   0. *I Was So Mad* by Mercer Mayer
   0. *Faces* by Barbara Brenner
   0. *If You’re Angry and You Know It!* By Cecily Kaiser

I. HANDOUTS/WORKSHEETS
A. Appendix A, Unit Assessment
B. Appendix B, *Days of the Week* song
C. Appendix C, new version of *If You’re Happy and You Know It*
D. Appendix D, *Describe the Home* game
E. Appendix E, *My Mirror* project

IX. BIBLIOGRAPHY


Appendix A

Unit Assessment

1. The student is able to point to pictures of feelings when asked:  
   C  P  N
   C: Point to all the pictures, P: 4 out of 6 pictures, N: None

2. The student is able to follow multiple directions:  
   C  P  N
   C: Follow all directions, P: Follow one direction, N: None

3. The student can identify the different homes people live in:  
   C  P  N
   C: Identify all pictures correctly, P: Identify 3-5 pictures correctly, N: None

4. The student can identify the different living environments:  
   C  P  N
   C: Identify all pictures correctly, P: Identify 2-3 correctly, N: None

5. The student will be able to identify the parents that belong to the babies:  
   C  P  N
   C: Identify all pictures correctly, P: Identify 2-3 correctly, N: None
Appendix B

The Days of the Week Song

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, then comes Saturday.
One, two, three, four, five, six, seven.
Those are the days of the week.
Appendix C

The New Version of “If You’re Happy and You Know It”

If you’re happy and you know it clap your hands (clap, clap)
If you’re happy and you know it clap your hands (clap, clap)
If you’re happy and you know it and your face will surely show it,
If you’re happy and you know it clap your hands (clap, clap)

If you’re your sad and you know it, cry boo hoo…

If you’re loving and you know it, give yourself a hug…

If you’re angry and you know it, stamp you feet…

If you’re sleepy and you know it, yawn and stretch…

If you’re hungry and you know it, rub your tummy…
Appendix D

Describe The House Game

Materials needed

- Have children bring pictures from home of their house (the outside)
- Marker
- Large piece of paper to graph the answers

1. At circle time have the children in a large group.
2. Have children share their pictures with their friends. Display the picture where all the children can see it.
3. Explain that in playing the game each child will describe something in the picture. The children will try and guess what is being described. The teacher will write down the different description. Everyone will take a turn describing a house.
4. Then the teacher will go back and look for things that each of the houses have in common. The children will help.

A challenge

A variation of the game is to show the children a picture for a few seconds and then remove the picture. The children then give descriptive words of what they saw in the picture.
Appendix E

My Mirror Project

Materials needed:

Metallic Paper
Craft Sticks
Glue
Sequins, beads, glitter, shells (anything to embellish their mirrors with)

Activity:

0. Give each of the children four craft sticks and show the children how to glue the sticks together to make a square.

0. While letting the sticks dry, take the metallic paper and cut out a square to fit the size of the mirror frame. Glue onto frame and let dry. Take another craft stick and place on back of frame to make a handle for mirror. Let dry.

0. Then let the children embellish their mirrors.

0. Ask the children to bring their mirrors to circle time to show the other children and talk about how they are feeling and have them examine themselves in their mirrors.