

Grade Level(s): One
Lesson Title: In the Meadow



Focus: (Concept or skills to be emphasized)
Reading comprehension, sequencing, predicting, cause and effect, estimating

Objectives: See end of lesson for objectives and standards achieved.

Background Information:

The classic story of *Peter and the Wolf*, by the Russian composer Sergei Prokofiev, is a musical tale in which each character in the story is represented by an instrument of the orchestra. Peter is represented by the violins, Grandfather by a bassoon, the duck by an oboe, the cat by a clarinet, the hunters by the woodwinds, the bird by a flute, and the wolf is represented by the French horns.

The story takes place in a meadow filled with many living and non-living things.

Activities (Procedures):

1. Find a copy of the book *Peter and the Wolf* and have students look at the cover, title, and the caption, "Adapted from the Musical Tale by Sergei Prokofiev."
2. Have students make predictions about the content of the story. (What clues from the cover, title, and caption are they using?) RLA1.1.11
3. Read the story of *Peter and the Wolf* to the class (Use the version found in the Teacher's Section under The Verizon Literacy Resource Section, which has been revised to include many Dolch and Fry sight words.). Ask the students to identify the following:
 - a. What happened first in the story?
 - b. Who were the first animals that Peter met in the story? (Continue to have students sequence the events of the story as they identify story elements and main ideas)
 - c. To explore cause and effect, have students discuss what they think would have happened if, for example:
 - i. the duck had stayed in the pond...
 - ii. the bird had been caught by the wolf...
 - iii. Peter did not catch the wolf... RLA1.1.8, RLA1.3.2
4. Have each student make a drawing of the meadow represented in the story, including all the living and non-living things. Discuss differences in living and non-living things. List the items in 2 columns (on a poster board or flip chart) as students identify the components of their meadow that are classified in each category. Post the list and student pictures in

- the classroom. *SC1.4.1, SC1.4.2* (Alternate suggestion: look at the illustrations in a book on *Peter and the Wolf* to identify the living and nonliving things.)
5. Divide the class into groups of 3 or 4 students. Assign one student in each group to be the recorder, one the illustrator, one the organizer/encourager. *SS 1.2.1* Have each group develop a simple, illustrated story of their own, titled "In the Meadow," which has a beginning, middle, and end. Tell them the drawing(s) for their story should include the meadow, themselves, and the items they would like to explore (e.g., butterflies, flowers, rocks, streams, etc.).
 6. Continue to have students identify living and non-living items in their own picture and story. Discuss how living things move about the meadow or in parts of the meadow (fly, walk, swim, burrow, etc). *RLA 1.2.3, SC 1.4.1, SC 1.4.5*
 7. Have students estimate the number of living things in their picture. *MA 1.1.8* Then have them count and write the number of animals, count and write the number of plants, and count and write the number of people in their picture. *MA 1.1.10* Add the numbers for a total of living things in the illustration. ("Were you close to your estimate?")
 8. Optional technology connection: Use a digital camera to take pictures of living things in and around your school. Print and post them in your classroom and discuss the kind of care that must be given to provide for the needs of living things.

Assessment/Evaluation*:

1. Participation in discussion questions (listening, predicting skills).
2. Completed list of living and non-living things in *Peter and the Wolf*.
3. Completed drawing which illustrates story components.
4. Completed story that has a beginning, middle, and end.
5. Identification of plants and animals as living or non-living things.
6. Correct addition of the living items (reasonable estimate).

Supplemental Materials Needed:

Copy of any edition of the book *Peter and the Wolf*

Story of *Peter and the Wolf* (found in the Teacher's Section of the WVSO CD ROM under The Verizon Literacy Resource Section)

Art Supplies for drawing (paper, crayons, etc)

Writing paper

National Standards:**English Language Arts**

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Science

Content Standard C

The characteristics of organisms:

- Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms.

Mathematics

Understand numbers, ways of representing numbers, relationships among numbers, and number systems:

- Count with understanding and recognize "how many" in sets of objects

Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them:

- Pose questions and gather data about themselves and their surroundings
- Sort and classify objects according to their attributes and organize data about the objects
- Represent data using concrete objects, pictures, and graphs.

Social Studies

V. Individuals, Groups, and Institutions

- a. identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.

WV Content Standards and Objectives:*First-Grade*

- RLA 1.1.8 recognize basic comprehension concepts (story elements, main ideas, sequence, cause/effect, prediction).
- RLA 1.1.11 use meaning clues to aid comprehension and make predictions about content (pictures, title, captions, events).
- RLA 1.1.14 establish a purpose for reading.
- RLA 1.2.3 develop a simple story with appropriate sequence (beginning, middle, end).
- RLA 1.3.2 listen, recite and respond to familiar stories...and stories with repeated patterns.
- SC 1.4.1 classify objects as living or non-living.
- SC 1.4.2 identify that most living things need water, food, light and air.
- SC 1.4.5 depict movement of living things in air, water and on land.
- MA 1.1.8 estimate the number of objects in a group of 100 or less and count to determine reasonableness of estimate.
- MA 1.1.10 model addition of whole numbers.
- SS 1.2.1 identify and practice various group roles (e.g., group leader, recorder, reporter, collector) in the classroom.

Kentucky Program of Studies:

ELA-P-R-1

Students will listen to a variety of genres (e.g., stories, poems, articles) to form an understanding of reading.

ELA-P-R-26

Students will re-tell stories or parts of stories containing beginning, middle, and end, and important details.

ELA-P-R-28

Students will summarize what happened in a story by telling and/or drawing.

ELA-P-R-36

Students will identify story elements in a passage, including characters, setting, problem/solution, and plot.

ELA-P-W-1

Students will produce, through drawing, symbols, and letters, writing which has meaning to the student.

ELA-P-SLO-1

Students will interpret and apply meaning from listening.

ELA-P-SLO-3

Students will apply listening, speaking, and observing skills for a variety of purposes.

S-P-SI-1

Students will ask simple scientific questions that can be answered through observations.

S-P-SI-2

Students will use simple equipment (e.g., aquariums), tools (e.g., magnifiers, spoons), skills (e.g., observing, pouring), technology (e.g., video discs), and mathematics in scientific investigations.

S-P-SI-3

Students will use evidence (e.g., observations) from simple scientific investigations and scientific knowledge to develop reasonable explanations.

S-P-SI-4

Students will design and conduct different kinds of simple scientific investigations

S-P-LS-1

Students will understand that organisms have basic needs (e.g., air, water, nutrients, light) and can only survive when these needs are met.

M-P-NC-23

Students will explore appropriate estimation procedures.

M-P-NC-30

Students will develop meaning of addition and subtraction using physical objects.

SS-P-CS-3

Students will recognize the roles individuals have in various groups.

Ohio Academic Content Standards:

First-Grade

Y2003.CER.S03.GPK-03.BA.L01.I03

Comprehension Strategies /

03. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.

Y2003.CER.S03.GPK-03.BC.L01.I06

Comprehension Strategies /

06. Recall the important ideas in fictional and non-fictional texts.

Y2003.CER.S03.GPK-03.BE.L01.I08

Comprehension Strategies /

08. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

Y2003.CSC.S02.GKG-02.BA.L01.I01

Characteristics and Structure of Life /

01. Explore that organisms, including people, have basic needs which include air, water, food, living space and shelter.

Y2003.CMA.S05.GPK-02.BB.L01.I01

Data Collection /

01. Identify multiple categories for sorting data.

Y2003.CSS.S06.GKG-02.BA.L01.I01

Participation /

01. Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated.

*All Assessments are to be at the expected state assessment standard; in West Virginia this is mastery level; in Ohio this is benchmark level; and, in Kentucky, this is academic expectations level.