

You Are What You Eat

Melanie Lewis for Blue Ridge Public Television (WBRA, WMSY, WSBN)
Madison Heights Elementary, Madison Heights VA

Grade Level: 1-3

Time Allotment: Two or three 45-minute class periods

Overview: Through the use of streaming video and the book entitled, Gregory the Terrible Eater by Mitchell Sharmet students will learn the definition of a noun. Students will then use the software program, Kidspiration, to demonstrate their comprehension by sorting nouns into three categories: people, places and things.

Subject Matter:

Language Arts

Technology

Learning Objectives:

Students will be able to:

- identify the definition of a noun
- Sort nouns, using pictures, into three categories: persons, places, things.

Standards:

- This lesson addresses the Virginia Standards of Learning which can be found at <http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>

English 3.2e Use grammatically correct language and specific vocabulary to communicate ideas.

Media Components:

Video

- *Herman's Chow-Down Nouns*, "What are Nouns?"
United Streaming- <http://www.unitedstreaming.com> To fully utilize this site, you must obtain a membership to United Streaming. You must also have installed one of the following free media players:

*Quicktime

<http://www.apple.com/quicktime/>

*Windows Media Player

<http://www.microsoft.com/windows/windowsmedia/download/default.asp>

Software: Kidspiration

Materials:

- Book entitled, Gregory the Terrible Eater by Mitchell Sharmet (alternate idea: Record the Reading Rainbow Episode #11 and view the animated story instead.)
- Inexpensive paper plates, do not use Styrofoam or plastic.
- Glue
- Scissors
- Magazines
- A computer projection device
- One computer for each student
- Kidspiration Software loaded onto each computer

Prep for Teachers:

- Download the video clip.
- Hook up the projection device to the computer containing your video clip.
- Cue clip. Since you downloaded only a small piece of the entire video, you may start from the beginning of the clip.
- Print graphic organizers, one per students.
- Make a copy of the graphic organizer on transparency for whole group instruction. Other alternatives to the transparency would be to use a Smart Board or simply enlarge the organizer onto a poster.
- Familiarize yourself with the procedures for leading students through creating a Kidspiration sorting chart or download my template from <http://madisonheights.schoolreference.com/kidspiration/nouns.kid>

Introductory Activity

Ask, “Would you please raise your hands if you have ever had someone serve something for dinner that you did not like?” **Say**, “I would like to know what types of food you do not like to eat.” Call on a few students and allow them to give examples of foods that they do not like. **Say**, “I have a book today about a little goat that did not like the goat foods that his mother served.” Read Gregory, the Terrible Eater by Mitchell Sharmet to the students. Pause the story at various times to call attention to foods Gregory wanted to eat and contrast them to the foods his parents wanted him to eat. When the story is completed, **Ask**, “What was Gregory’s problem?” (He was a picky eater.) “What did he want to eat?” (people food) “Can you name some of the foods that Herman wanted to eat?” (accept all answers.) “How was Gregory’s problem solved?” (His parents added a little goat food at a time to the people food until Gregory started eating the goat food.)

Learning Activity:

Step 1


Introduce the **Focus for Media Interaction: Say**, “I know of another story that involves a picky eater. His name is Herman. Let’s watch to find out what Herman likes to eat.” **Start** the video at the beginning. **Stop** the video at the point where the doctor says, “Later you can add other kinds of words to his diet.” **Ask**, “What was Herman’s problem?” (He was a picky eater.) “What does Herman eat?” (books/words) “What was the first thing Herman’s mother did to try and get him to eat?” (feed him comic books/junk food) “Did it work?”(no) “What did she end up doing?” (taking Herman to the doctor) “What was the doctor’s advice?” (feed Herman a special kind of word.) **Say**, “I wonder what kind of word the doctor wants Herman to eat. Does anyone have a guess?” (accept all answers) Provide a **Focus for Media Interaction: Say**, “Let’s watch again to see what the doctor will advise Herman to eat. **Start** clip from where the doctor is saying, “Later you can add other kinds of words to his diet.” **Stop** video when it ends at the place where the doctor is saying, “In my experience, fussy eaters do well with them.” **Ask**, “What was the doctor’s prescription?”(nouns) “Why did she recommend these?” (In her opinion, picky eaters do very well with nouns) Provide a **Focus for Media Interaction: Say**, “Herman’s mother wanted to make sure that she understood what she had to do to make her baby get better. Let’s watch to find out who she asked for help. **Start** video when it ended at the place where the doctor was saying, “In my experience, fussy eaters do well with them.” **Stop** video when Mr. Philbert says, “nouns are words that name persons, places, or things. **Ask**, “Where did Herman’s mother go to find out more about nouns?” (the pharmacist) “What did he tell her a noun was?” (A word that names a person, place, or thing) Provide a **Focus for Media Interaction: Say**, “We are going to finish our clip. I would like for you to watch for the examples Mr. Philbert of a person, place or thing that Mr. Philbert gives to Herman’s mother. **Start** video when Mr. Philbert says, “nouns are words that name persons, places, or things.” **Stop** clip when it ends. **Ask**, “What specific examples of nouns did the pharmacist give Herman’s mother?” (woman, Mexico, dog)

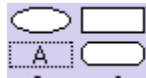
Step 2:

Pass out the paper plates. **Say**, “Gregory and Herman share many of the same tastes in food, they both eat nouns. We are going to fix a plate for them. Let’s think about some things that they may like to eat. We are going to work in small groups so that we can share our magazines. Your job is to find a noun that shows a person, place and thing. Cut out your nouns and glue them onto your plate.” Give the students time to browse through magazines and complete the activity. Note: For older students such as second or third graders, you may wish them to divide their plates into thirds. Each third could be labelled as Person, Place, or Thing. In each part of their plate, they could look through their basal or other book for words that would belong in each section.

Culminating Activity:

Focus for Media Interaction: Ask, “What is a noun?” (person, place or thing) **Say**, “We are going to go to our Kidspiration program now on our computers and create a sorting chart to sort nouns into the categories, persons, places, and things. You may use your script to help you as we work together to complete our chart. Watch while I draw a sorting chart. As I draw my diagram, you are to draw your own.” Use the procedures below to demonstrate to the students how to create a sorting chart using Kidspiration. Discuss each story element as you guide the students into adding it to their map.

- Direct the students to open Kidspiration.
- When the main menu appears, instruct the students to type their name of the story in the first idea cell that first appears on the screen. 
- They are to drag this bubble to the top right hand side of the page and then save their document. Students should save after each step.
- Guide the students through making three boxes. They do this by clicking the rectangle tool on the tool bar.

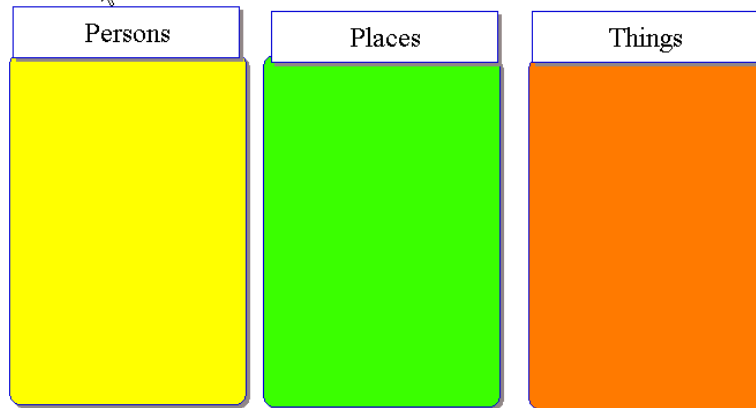


- ◆ Click on each box in turn and grab it by one of the red box handles.

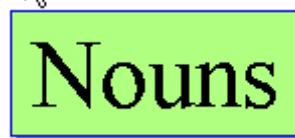


Drag each box to the desired size. Students may make each box a different color to help in sorting.

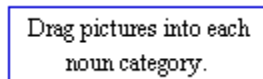
- ◆ Create three more boxes to serve as sorting labels. Each of these boxes will be labelled as follows: persons, places, and things. Your chart now looks like this



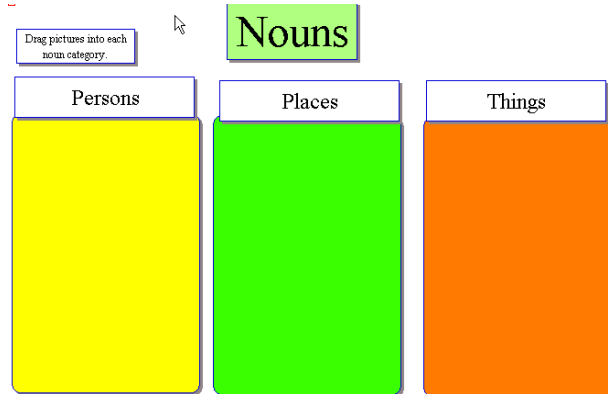
- ◆ Create one more the box and label it Nouns. This box should be the label for the chart. Drag the box to the top of the chart so that it is centered above the box labelled Places.



- ◆ Students are to create one last box and write the following directions in it: “Drag pictures into each noun category.” (This directions box should be dragged to the top left corner of the page. See example below.)



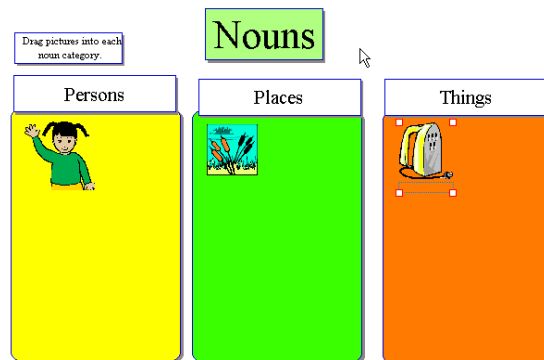
- ◆ Your sorting charts should now look like this:



- ◆ Demonstrate how to add pictures to the chart by adding clip art using the tool bar.



- ◆ Students should be asked to add at least three objects to each category.



- ◆ Instruct the students to print their charts. To do this, go to File, Print Options, and click on button, Fit to 1 Page. Students will choose landscape mode by selecting: file, page set-up, and landscape options. Then the students may print their chart.

Cross-Curricular Activities:

Social Studies: Create a time line throughout the year including famous people, places and inventions.

Math: Count up the total number of people, places, and things from the Kidspiration webs and graph to illustrate which category had the most in it.

Technology: Have students complete the game Noun Dunk from the Harcourt Site.

http://www.harcourtschool.com/activity/basketball/index_pre.html

Community Connections:

Invite a parent to come in to the classroom who has taken an interesting vacation. Have them show pictures of the place, the people, and any special objects they have brought back with them. Sort these into the three noun categories.

