ENCOUNTERS WITH ERIC CARLE USING CCGPS
Our Objectives for Today:

To show how to take a theme and integrate it into the CCGPS for students with significant cognitive disabilities.

To show how to create an informational text that supports the CCGPS.

To show different ways to differentiate materials across ability levels.

To show how to incorporate the fine arts into the unit.
GAINES L.I.D. PROGRAM’S MISSION:

To provide a safe, caring, consistent environment that provides access to and encourages participation in CCGPS in both the special education classroom and with regular education peers.

To provide an environment that encourages participation and independence in functional daily life skills that generalizes to school, home, and community settings.

To discover individual learning styles, and provide differentiated instruction based on each student’s needs.
Our “Typical” Day

7:15-8:15  Bus Duty, Daily Living, Breakfast

8:15-8:45  Morning Meeting

8:45-9:30  Functional Academics

9:30-10:15 Adapted PE

10:15-11:00 Functional Academics

11:00-11:45 Lunch

11:45-12:30 Functional Academics; K Specials

12:30-1:15 Functional Academics; 1st Grade Specials

1:15-1:40 Daily Living/Snack/Recess

1:45-2:25 Functional Academics; 2nd Grade Specials
Differentiation is the key in our classroom. Our students needs are very individualized and very diverse.

We have no set curriculum. No set materials.

We create a majority of materials and/or borrow activities that others have made.

We may use regular education materials as a base, and adapt it to meet our students needs.

We pride in ourselves for being very creative!

😊
Teaching with Themes

Group Discussion

How many people teach using themes? Examples?

How long do you teach your theme?

How many subject areas does your theme cover?
WHY ERIC CARLE?

“....I believe that children are naturally creative and eager to learn. I want to show them that learning is really both fascinating and fun.”

--Eric Carle
HOW TO DO YOU BEGIN?

1) Decide your theme.
   Is it a book?
   Is it a person, place or thing?

2) Plan, Plan, Plan...

3) Create, Create, Create
Use the following slide to show an example of how to plan across the curriculum.

Pass out 2 copies to each participant. One for group activity, one for keeps.
Insert pictures of kids reading books

Grouch Lady Bug

Hungry Caterpillar

Brown Bear, Brown Bear

Reach for the Stars

Head to Toes
WHAT ABOUT ERIC CARLE HIMSELF?

Who is Eric Carle?

Where did he get his ideas?

How does he do it?
Reading

1) Hungry Caterpillar
2) Brown Bear, Brown Bear
3) Eric Carle, himself
4) Draw Me a Star
5) Life Cycle of a Butterfly
6) Pancakes, Pancakes
1) Hungry Caterpillar board
2) Brown Bear, Brown Bear board
3) Eric Carle, himself board
4) Draw Me a Star board
5) Life cycle board
6) Pancakes ingredient board
1) Life cycle of butterfly
2) vertebrates/invertebrates
3) habitats
4) animals of GA
5) locations on map- GA, NY, Germany
Writing

1) Who is Eric Carle? – 4square
2) Sequence of events
3) What do I see?
4) Sensory writing
5) Opinion writing
VOCABULARY

Caterpillar, chrysalis, butterfly, Pancake, stir, milk, flour, Animal cards, author, illustrator, Eric Carle

Vocab.
1) Reading informational – main idea & details
2) Reading literary - character, plot, setting
1) Counting
2) Writing/tracing
3) Communication
4) Character/plot/setting
5) Sequencing
1) counting fruit, labeling sets
2) measurement-caterpillars
3) measurement-pancakes
4) graphing
5) plotting
6) word problems
7) equations to make 10
Life Skills

1) identifying animals
2) Identifying food
3) Pancakes – CBI for supplies, cooking, or eating out
4) participating in art activity
To answer my questions about Eric Carle, I had to create my own informational text about him. I did this the same way I adapt any other literary work or informational text.
First, I researched Eric Carle on the internet. Lucky for me, he has his own website:

http://www.eric-carle.com/home.html
Next, I selected what information I wanted my students to gain, and begin making my own book. I added pictures and made my own iconic text:

Chapter 1  Who is Eric Carle?

Chapter 2  Where does Eric Carle get his Ideas for his Stories?

Chapter 3  How does Eric Carle create his Artwork?
Eric Carle was born in Syracuse, New York in 1929. He moved to Germany when he was 6 years old.

Hi Eric, Would you be interested in illustrating my book?

Eric Carle returned to New York in 1952 working as a graphic artist. He received a call from Bill Martin, Jr asking for him to illustrate his book.

Next, he paints on the tissue paper. He may use many different colors, different brushes and other textures such as sponges and carpet pieces.

http://www.eric-carle.com/slideshow_paint.html

Insert link to Eric Carle book- show whole book during presentation; provide access to printed copy.
Make sure you give credit for the artwork and source of information.

http://ncartmuseum.org/images/ncma/exh/fins/frog.jpg

http://4.bp.blogspot.com/-x3FBBwLOZ98/TkUztPX9eqI/AAAAAAAABF4/1D4k9G91Q38/s1600/butterfly.jpg

http://4.bp.blogspot.com/_q94ysvfPjGQ/TDeFmt1ATLI/AAAAAAAAAX0/hJHZA5xG0lo/s1600/sunflower.jpg

Website resources:
www.scholastic.com
www.eric-carle.com
www.google.com
Then, I begin to create activities. I try to use “plug & Chug” templates whenever possible. I have no order in which I create. I refer back to my diagram, and just go.

**Don’t forget to use internet resources as well. No sense in re-creating the wheel if its already out there. The resource board is also a big help.**
TEACHING IT

This is the fun part. Once you have enough created, you can start teaching. I suggest that you have enough materials to get you through a week at a time.

Insert pictures of class doing activities
Here is a sample of the lesson plan that I used for my unit. You can take as long as you like with the unit. We used this theme for three weeks.
INCORPORATING FINE ARTS

Make sure that you can incorporate a lot of different type of activities with your theme. We included art projects, research projects, music/songs, acting, CBI…
CREATING MASTERPIECES

Presenter will share artwork & other projects created by students
Presenter will share research projects created by students
ACT IT OUT

Presenter will share pictures and activities used to involve students
FINAL THOUGHTS

Be Creative! Stretch it across subject areas!

TRY NEW THINGS!

Be resourceful! Step outside the box