



## Important Insect Information

Insects- Have 6 legs- have 3 body parts- head, thorax (middle), and abdomen

Spiders- Have 8 legs- have 2 body parts- head and abdomen- eat insects

Butterflies- Chrysalis

Moths- Cocoons

## Circle Time

### Theme: Insects & Spiders

#### 1. In the Tall, Tall Grass

**Materials:** *In the Tall, Tall Grass* book by Denise Fleming

Teacher note: This is a great story to take outside. Find a shady spot and sit on the grass while you read.

**Directions:**

1. Ask the students what they know about caterpillars ("Have you ever seen one?" "Have you ever read a book about them?" "What do they look like?" "What do you think they eat?" "Where might they live?" etc.)
2. Invite the students to imagine they are caterpillars in the tall, tall grass. Allow them to get down on the floor and pretend to be caterpillars. Ask the "caterpillars" to imagine or describe what they see around them.
3. Invite students to look at the cover of the book and predict what it might be about. Read the title, and the names of the author and illustrator. Begin reading, pausing to explain unfamiliar words such as *dart* (to flit or zoom), *strum* (make noise like running a finger over



guitar strings), *lug* (to carry), *glide* (move smoothly), *scurry* (move quickly), and *lunge* (to dive for something).

4. Read the story pausing to ask questions and discuss comments. After reading the story, ask students to recall some things that the caterpillars saw.
5. Invite students to visit the art center during free time and paint a picture of caterpillars and the things they saw in the Tall, Tall Grass.

**VPK Standards Addressed:**

- I. A.2 Demonstrates visual ability to facilitate learning
- II. C.1 Approaches tasks with flexibility and inventiveness
- II. D.1 Shows some planning and reflection
- III. D.3 Participates in the group life of the class
- IV. A.1 Gains meaning by listening
- IV. B.1 Speaks clearly enough to be understood without contextual clues
- IV. C.1 Shows an understanding of words and their meanings
- IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events
- IV. D.1 Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- IV. E.1 Uses language to express needs and feelings, share experiences, predict outcomes, and solve problems
- V. A.1 Shows motivation for reading
- V.A.4 Shows understanding of text read aloud
- VIII. A.1 Moves with balance and control





## 2. Will You "Bee" My Friend

**Materials:** small film or yogurt containers with lids (one for each student), Various "smelly" foods or substances (lemon rind, spoonful of peanut butter, cinnamon, a cotton ball soaked with perfume or peppermint extract, a strawberry, etc.), Be sure to create 2 of each so that each smell has a matching smell. Poke tiny holes in the top of the containers (students should not be able to see what is inside), pictures of students and familiar adults, *The Honeybee and the Robber* book by Eric Carl

Ask students how they recognize one another and other people that they know. Explain that people recognize each other by sight and sound. Illustrate this point by holding up pictures of the students and familiar adults and ask children to identify them. Then ask if they can tell who is calling on the telephone even if the person doesn't say their name. "How?" Point out that they might recognize the person's voice.

1. Explain that ants and bees recognize each other in a different way. Ask them to guess how this might be. Tell them that you have a book that will discuss the way some insects recognize each other.
2. Show students the cover of the book, *The Honeybee and the Robber*, read the title, and the names of the author and illustrator. Ask students to listen carefully so that they learn how bees recognize each other.
3. Stop to ask questions and discuss observations. The guard bee recognized the other bees coming and going from the hive by their smell. After completing the book ask the students if they learned the answer. Return to the part/s of the story where this information was presented.
4. Explain that they use their sense of smell to recognize other insects.
5. Invite students to use their sense of smell to play a game. Give each student a "smelly container". Instruct them to walk around and smell other people's containers until they recognize one that smells the same as theirs. When they find their smell partner they are to buzz loudly, like bees.
6. Once all smell partners have been found, discuss the activity. "What happened?" "How did they find their partner?" "What other smells did they smell?" "How were they like the bee in the story?" "What





other senses could they have used to match the contents of the containers?" etc.

**VPK Standards Addressed:**

- I. A.1 Shows characteristics of good health to facilitate learning
- II. A.1. Shows eagerness and curiosity as a learner
- II. D.1 Shows some planning and reflection
- III. D.1 Interacts easily with one or more children
- III. D.3 Participates in the group life of the class
- IV. A.1 Gains meaning by listening
- IV. A.2 Follows two-and three-step directions
- IV. C.1 Shows an understanding of words and their meanings
- IV. E.1 Uses language to express needs and feelings, share experiences, predict outcomes, and solve problems
- V. A.1 Shows motivation for reading
- V. A.1 Shows understanding of text read aloud
- VI. B (a).1. Asks questions and uses senses to observe and explore materials and natural phenomena
- VI. B (a).3. Makes comparisons among objects

**3. Insect Rolling**

**Materials:** bug stickers, large Die (singular form of dice) or cube

**Note:** A cube can be made by cutting the bottoms of two milk cartons, fitting them together and covering them with paper or tape. Bug stickers may be replaced by pictures of bugs you have studied. Make a bug die by placing a different sticker or picture on each side of the cube. Write the name of the bug next to his picture.

**Directions:**

1. Begin by asking students to recall the names of some of the insects they have studied. Encourage them to share facts they remember about each insect.
2. Show students the die and explain that it is a **cube**. Encourage students to take turns rolling the bug die. Ask the roller to name the bug on **top** of the cube or on the **bottom** of the cube. Once the student has named the insect as the group what sound they hear at the beginning of the word. Give them a hint by saying the name and emphasizing the initial sound "L adybug" "B utterfly" etc. Note that they do not have to



tell you what letter the word begins with, only the first sound the here in the word.

3. Once everyone has had a turn allow students to choose their favorite insect and move like it (spin a web like a spider, hop like a grasshopper, crawl like a ladybug, fly like a butterfly, etc.

**VPK Standards Addressed:**

- I. A.2. Demonstrate visual ability to facilitate learning
- I A.3. Exhibits auditory ability to facilitate learning
- II. C.1 Approaches tasks with flexibility and inventiveness
- III. D.3 Participates in the group life of the class
- IV. B.1 Speaks clearly enough to be understood without contextual clues
- IV. C.1 Shows an understanding of words and their meanings
- IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events
- IV. D.2 Connects phrases and sentences to build ideas
- IV. D.3 Uses appropriate language and style for context
- V. A.2 Shows age -appropriate phonological awareness
- VI. A (d).3 Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes
- VI. A (e).1 Shows understanding of and uses several positional words
- VII. B (a).3 Participates in creative movement, dance, and drama
- VIII. A.1 Moves with balance and control
- VIII. A.1 Coordinates movements to perform simple tasks
- VIII. B.2 Uses eye-hand coordination to perform tasks

**4. Hide the Caterpillars**

**Materials:** Large construction paper leaf for each student, 8-10 "caterpillars" per student (cut 2 inch pieces of pipe cleaners to make caterpillars).

**Note:** Prepare leaves and caterpillars prior to this activity.

**Directions:**

1. Begin by asking students where they might find caterpillars. Discuss answers and help students extend their thoughts and ideas. Talk about how caterpillars sometimes hide under leaves. Ask **"Why might caterpillars want to hide?" "What might they be hiding from?" "Why?"** Explain that caterpillars sometimes hide under leaves so birds don't eat them.





2. Give each student a leaf and several "caterpillars".
3. Explain that they are going to play a game with their caterpillars and leaves. Ask them to listen carefully so they can help the caterpillars hide.
4. Give directions such as "Put one caterpillar under your leaf." "Now put another caterpillar under your leaf." "How many caterpillars do you think are under your leaf?" Allow students to look under leaves and count each caterpillar if they need a hint. If students are able to answer without looking, ask "Tell me how you knew that there were two caterpillars under the leaf?" Continue the game with varying numbers of caterpillars.

**VPK Standards Addressed:**

- I. A.3 Exhibits auditory ability to facilitate learning
- II. A.1 Shows eagerness and curiosity as a learner
- III. D.3 Participates in the group life of the class
- IV. A.1 Gains meaning by listening
- IV. A.2 Follows two- and three- step directions
- IV. B.1 Speaks clearly enough to be understood without contextual clues
- IV. E.3 Initiates, asks questions, and responds to adults and peers in a variety of settings
- VI. A (a).1 Demonstrates understanding of one to one correspondence
- VI. A (a).2 Shows understanding of how to count and construct sets
- VI. A (b).1 Shows understanding of how to combine sets and remove a concrete set of objects (receptive knowledge)
- VI. A (b).2 Shows understanding of addition and subtraction using a concrete set of objects (expressive Knowledge) or story problems found in everyday classroom materials
- VI. A (e).1 Shows understanding of and uses several positional words

**5. Spinning a Letter Web**

**Materials:** ball of yarn, alphabet letters (magnets, cut-outs, alphabet blocks, etc), gift bag or paper bag decorated with insects (stickers, drawings, or pasted pictures)

**Directions:**

1. Ask students to sit in a circle. Explain that you are going to use the yarn to create a pretend spider web.





2. Give one child a ball of yarn. Shake the bag and pull out a letter. Hold up the letter and ask students to name it. If necessary name the letter correctly and tell students what sound it makes ("This is the letter 'B' it makes the /B/ sound.")
3. Ask the student with the ball of yarn to name a word that begins with that letter. Instruct the student to hold on to their piece of yarn and roll the ball to a friend. Instruct the next student to think of something else that begins with that letter. Continue three or four times assisting students as necessary. Shake the bag again and select another letter. Repeat the activity until students have created an intricate web.
4. Place each letter you have used in the web reviewing the name and sound of each one as you do.
5. After completing the activity, provide several balls of yarn and the bag of letters so that students may experiment with the materials.

**VPK Standards Addressed:**

- I. A.2 Shows visual ability to facilitate learning
- II. C.1 Approaches tasks with flexibility and inventiveness
- III. D.1 Interacts easily with one or more children
- III. D.3 Participates in the group life of the class
- IV. A.1 Gains meaning by listening
- IV. A.1 Follows two-and three-step directions
- IV. B.1 Speaks clearly enough to be understood without contextual clues
- IV. C.2 Uses an expanded vocabulary to describe many objects, actions, and events
- V. A.2 Shows age-appropriate phonological awareness
- V. A.3 Shows alphabetic knowledge
- VIII. B.3 Uses strength and control to perform simple tasks

**Art**

**Theme: Insects and Spiders**

**1. Ant at a Picnic**

**Materials:** Red and black paint, large white paper, paint brushes, pencil,





chart paper and a black marker.

Before beginning this activity; paint a checkerboard pattern on the piece of large white paper. (To resemble a checkered tablecloth)



**Directions:**



1. Introduce this activity by asking children if they have every been on a picnic. Ask children their ideas on the similarities and differences between a picnic and a regular dinner at their house. List these similarities and differences using a ven diagram or by listing them under same and different on chart paper.
2. Next, ask children if they have experienced having ants invade their picnic. If so, invite them to share their experiences with the group. For example: did they see the ants carrying crumbs away?
3. Inform children that ants are able to carry things that much heavier than themselves. It would be like the children being able to carry their mommies and daddies at the same time.
4. Invite children to create ants on the checkered tablecloth. These ants can be created using a pencil eraser dipped in black paint placed on the tablecloth or they create their ants by dipping their index finger in the paint and placing it on the tablecloth.
5. After children have created their ants then invite them to add legs using a black marker. Remind children that ants are insects and that insects have 6 legs. Encourage to count the legs as they add them to their ants. Expand mathematical thinking by asking children how many more they need to have 6 legs, etc.
6. Continue activity allowing children to take turns adding ants to the tablecloth.



**VPK Standards Addressed:**

I.A.1 Shows characteristics of good health to facilitate learning

I.A.2 Demonstrates visual ability to facilitate learning

II.A.1 Shows eagerness and curiosity as a learner

II.D.1 Shows some planning and reflection

III.A.1 Demonstrates self-concepts

III.A.2 Shows some self-direction

III.D.1 Interacts easily with one or more children

III.D.2 Develops special friendships





III.D.3 Participates in the group life of the class

IV.A.1 Gains meaning by listening

IV.B.1 Speaks clearly enough to be understood without contextual clues

IV.C.1 Shows an understanding of words and their meanings

IV.C.2 Uses an expanded vocabulary to describe many objects, action and events

IV.D.2 Connects phrases and sentences to build ideas

IV.E.1 Uses language to express needs and feeling, share experiences, predict outcomes and solve problems

IV.E.2 Initiates, asks questions and responds to adults and peers in a variety of settings

IV.E.3 Uses appropriate language and style for context

V.A.(a)1 Demonstrates understanding of one to one correspondence

VI.A.(d)2 Shows understanding addition and subtraction using a concrete set of objects

VI.B.(a)3 Makes comparisons among objects

VII.B.(a)1 Uses a variety of art materials for tactile experience and exploration

VIII.B.1 Uses strength and control to perform simple tasks

VIII.B.2 Uses eye-hand coordination to perform tasks

VIII.B.3 Shows beginning control of writing, drawing and art tools



## 2. Bug on a Leaf

**Materials:** Green construction paper, hole punches, markers, collage materials (pom-poms, yarn, pipe cleaners etc.) glue and markers.

### **Directions:**

1. Introduce this activity by reading the book *The Very Hungry Caterpillar*. Explain to children that this is a horizontal book.
2. Inform children that in this activity they will be cutting leaves out of construction paper.
3. Next, they will be punching holes in the leaves to represent the hole that the caterpillar ate through.
4. After the children have punched holes in the leaves invite them to add caterpillars, created from the collage materials, to their leaves.





5. Encourage language development by asking children their process for creating their caterpillars. For example: "First, I used pipe cleaners to make the caterpillar next I used markers to make legs." Also, encourage children to describe the collage materials that they are using to create their caterpillars.  
For example: The pom-poms are soft and round.
6. Invite children to name their caterpillars and write that name on their completed project.

**VPK Standards Addressed:**

- I.A.1 Shows characteristics of good health to facilitate learning
- I.A.2 Demonstrates visual ability to facilitate learning
- II.A.1 Shows eagerness and curiosity as a learner
- II.C.1 Approaches tasks with flexibility and inventiveness
- II.D.1 Shows some planning and reflection
- III.A.1 Demonstrates self-concept
- III.A.2 Shows some self-direction
- III.B.2 Uses classroom materials carefully
- IV.A.2 Follows two and three step directions
- IV.C.1 Shows an understanding of words and their meanings
- IV.C.2 Uses an expanded vocabulary to describe many objects, actions and events
- IV.E.1 Uses language to express needs and feelings, share experiences, predict outcomes and solve problems
- V.A.1 Shows motivation for reading
- V.A.4 Shows an understanding of text read aloud
- V.B.1 Shows motivation to engage in written expression
- V.B.2 Uses letter-like shapes, symbols and letters to convey meaning
- V.B.3 Demonstrates age-appropriate ability to write letters
- VI.A.(a)6 Shows understanding of and uses appropriate terms to describe ordinal positions
- VI.A.(e)3 Understands and can tell the difference between orientation terms such as horizontal, diagonal and vertical
- VII.A.(d)1 Describes the location of things in the environment
- VIII.B.1 Uses strength and control to perform simple tasks
- VIII.B.3 Shows beginning control of writing, drawing and art tools





### 3. Symmetrical Butterflies

**Materials:** Realistic pictures of butterflies, construction paper, squirt bottles and/or eye droppers, paint and scissors.

**Directions:**

1. Introduce this activity by showing children the realistic pictures of the butterflies. Be sure to point out that the butterflies are always the same on both sides. Explain that when something is the same on both sides it is called **symmetrical**. Further explain that our bodies are symmetrical. Ask children to raise their left arm then their right arm. Then do the same with their legs. Continue to reinforce this concept by talking about the **symmetrical** facial features. (eyes, ears)
2. Inform children that in this activity the children will be creating **symmetrical** butterflies.
3. Explain that by folding a piece of paper in half and cutting around the unfolded edges it will create a symmetrical design. Have children fold their construction paper in half and cut out a butterfly shape. (You may need to trace the butterfly shape for some of the children) When children open the paper it should be the same on both sides- symmetrical.
4. Next, invite children to drip or squirt paint on to one side of their butterfly.
5. After the paint has been applied to one side of the butterfly have children refold their butterfly, pressing the two sides together.
6. Have children open their butterfly back up, the design should be **symmetrical**.

**VPK Standards Addressed:**

I.B.2 Follows basic health and safety rules

II.B.1 Attends to tasks and seeks help when encountering a problem

III.A.2 Shows some self-direction

III.B.2 Uses classroom materials carefully

IV.A.1 Gains meaning by listening





IV.C.1 Shows an understanding of words and their meanings

VI.A.(d)4 Analyzes and constructs examples of simple symmetry and non-symmetry in two-dimensions using concrete objects

VI.B.(a)1 Asks questions and uses senses to observe and explore materials and natural phenomena

VII.B.(a)1 Uses a variety of art materials for tactile experience and exploration

VIII.B.1 Uses strength and control to perform simple tasks

VIII.B.2 Uses eye-hand coordination to perform tasks

VIII.B.3 Shows beginning control of writing, drawing and art tools



#### 4. "Egg"ceptional Insects

**Materials:** Egg cartons (sanitize before using), cotton balls, google eyes, pipe cleaners, pom-poms, construction paper, scissors, index cards and markers. Before beginning this activity; cut egg cartons into individual sections.

**Directions:**

1. Introduce this activity by informing children that they will be using the provided materials to create their own insects or spiders.
2. Invite children to use the provided materials to invent a new insect or create a insect that they have seen before.
3. After children have completed their insects, encourage them to "name" them. Encourage children to write the names of their insects on index cards. Ask children if they can identify the beginning sound or letter of their insect. Also, encourage them to clap out the syllables in their insect's name.
4. Display insects, along with their names, for everyone to see.

**VPK Standards Addressed:**

II.A.1 Shows eagerness and curiosity as a learner

II.C.1 Approaches tasks with flexibility and inventiveness

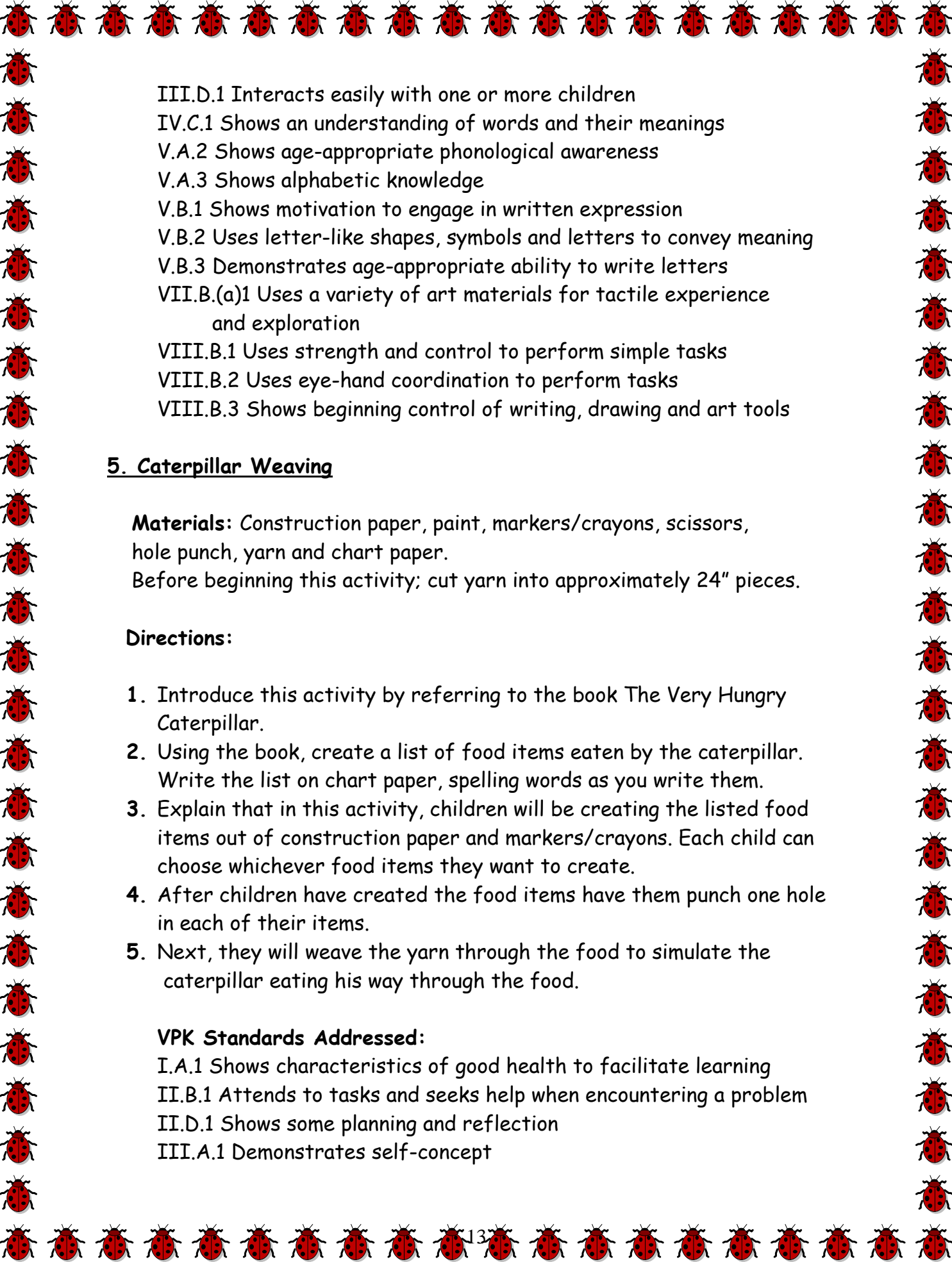
II.D.1 Shows some planning and reflection

III.A.1 Demonstrates self-concept

III.A.2 Shows some self-direction

III.B.2 Uses classroom materials carefully



- 
- III.D.1 Interacts easily with one or more children  
IV.C.1 Shows an understanding of words and their meanings  
V.A.2 Shows age-appropriate phonological awareness  
V.A.3 Shows alphabetic knowledge  
V.B.1 Shows motivation to engage in written expression  
V.B.2 Uses letter-like shapes, symbols and letters to convey meaning  
V.B.3 Demonstrates age-appropriate ability to write letters  
VII.B.(a)1 Uses a variety of art materials for tactile experience  
and exploration  
VIII.B.1 Uses strength and control to perform simple tasks  
VIII.B.2 Uses eye-hand coordination to perform tasks  
VIII.B.3 Shows beginning control of writing, drawing and art tools

## 5. Caterpillar Weaving

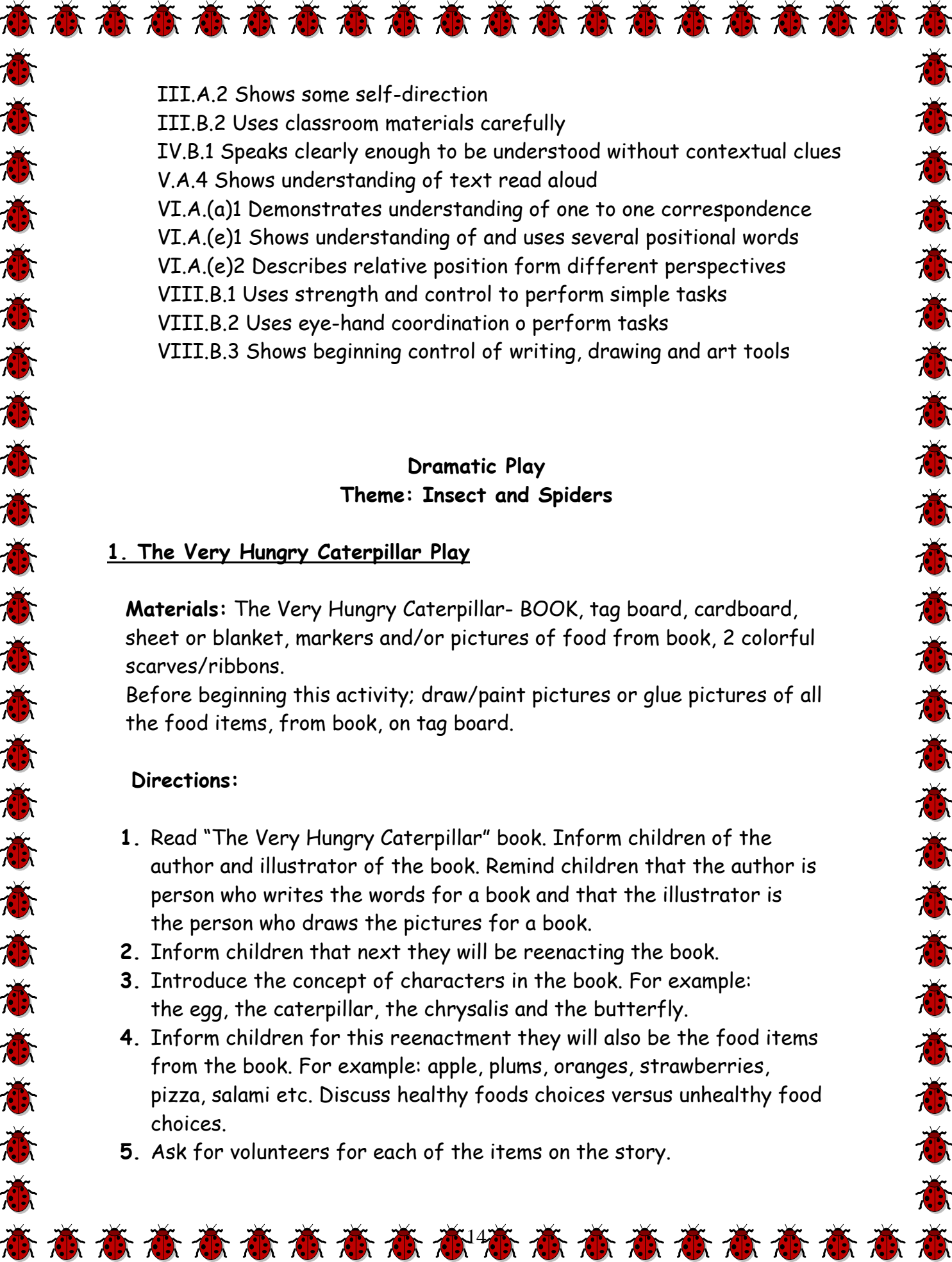
**Materials:** Construction paper, paint, markers/crayons, scissors, hole punch, yarn and chart paper.  
Before beginning this activity; cut yarn into approximately 24" pieces.

### **Directions:**

1. Introduce this activity by referring to the book *The Very Hungry Caterpillar*.
2. Using the book, create a list of food items eaten by the caterpillar. Write the list on chart paper, spelling words as you write them.
3. Explain that in this activity, children will be creating the listed food items out of construction paper and markers/crayons. Each child can choose whichever food items they want to create.
4. After children have created the food items have them punch one hole in each of their items.
5. Next, they will weave the yarn through the food to simulate the caterpillar eating his way through the food.

### **VPK Standards Addressed:**

- I.A.1 Shows characteristics of good health to facilitate learning  
II.B.1 Attends to tasks and seeks help when encountering a problem  
II.D.1 Shows some planning and reflection  
III.A.1 Demonstrates self-concept

- 
- III.A.2 Shows some self-direction  
III.B.2 Uses classroom materials carefully  
IV.B.1 Speaks clearly enough to be understood without contextual clues  
V.A.4 Shows understanding of text read aloud  
VI.A.(a)1 Demonstrates understanding of one to one correspondence  
VI.A.(e)1 Shows understanding of and uses several positional words  
VI.A.(e)2 Describes relative position from different perspectives  
VIII.B.1 Uses strength and control to perform simple tasks  
VIII.B.2 Uses eye-hand coordination to perform tasks  
VIII.B.3 Shows beginning control of writing, drawing and art tools

**Dramatic Play**  
**Theme: Insect and Spiders**

**1. The Very Hungry Caterpillar Play**

**Materials:** The Very Hungry Caterpillar- BOOK, tag board, cardboard, sheet or blanket, markers and/or pictures of food from book, 2 colorful scarves/ribbons.

Before beginning this activity; draw/paint pictures or glue pictures of all the food items, from book, on tag board.

**Directions:**

1. Read "The Very Hungry Caterpillar" book. Inform children of the author and illustrator of the book. Remind children that the author is person who writes the words for a book and that the illustrator is the person who draws the pictures for a book.
2. Inform children that next they will be reenacting the book.
3. Introduce the concept of characters in the book. For example: the egg, the caterpillar, the chrysalis and the butterfly.
4. Inform children for this reenactment they will also be the food items from the book. For example: apple, plums, oranges, strawberries, pizza, salami etc. Discuss healthy foods choices versus unhealthy food choices.
5. Ask for volunteers for each of the items on the story.



6. After all characters and food items have been decided upon, begin the story reenactment by reading book and have children act it out. *Hints: When the caterpillar eats the food items have the caterpillar move from in front of the item (person) to behind the item (person). When the caterpillar goes into the chrysalis have child wrap himself/herself in the sheet/blanket. Place ribbons or scarves on child's arm in order to create the butterfly.*
7. Continue allowing children to become different characters or food items.

**VPK Standards Addressed:**

- I.A.1 Shows characteristics of good health to facilitate learning
- I.A.3 Exhibits auditory ability to facilitate
- I.B.1 Shows that basic physical needs are met
- I.B.4 Makes wise food choices
- II.A.1 Shows eagerness and curiosity as a learner
- II.C.1 Approaches tasks with flexibility and inventiveness
- II.D.1 Shows some planning and reflection
- III.A.1 Demonstrates self-concept
- III.A.2 Shows some self-direction
- III.B.3 Manages transitions
- III.D.1 Interacts easily with one or more children
- III.D.2 Develops special friendships
- III.D.3 Participates in the group life of the class
- IV.A.1 Gains meaning by listening
- IV.C.1 Shows an understanding of words and their meanings
- V.A.1 Shows motivation for reading
- V.A.4 Shows understanding of text read aloud
- VI.A.(e)1 Shows understanding of and uses several positional words
- VI.A.(e)4 Uses directions to move through space and find places in space
- VII.B.(a)3 Participates in creative movement, dance and drama
- VIII.A.1 Moves with balance and control
- VIII.A.2 Coordinates movements to perform simple tasks





## 2. Entomologist Lab

**Materials:** Realistic pictures of insects/spiders, markers, magnifying glasses, paper (spiral notebook or on clipboard) pencils, pens and rulers. Before beginning this activity; write name of each insect/spider under the picture of the insect/spider.

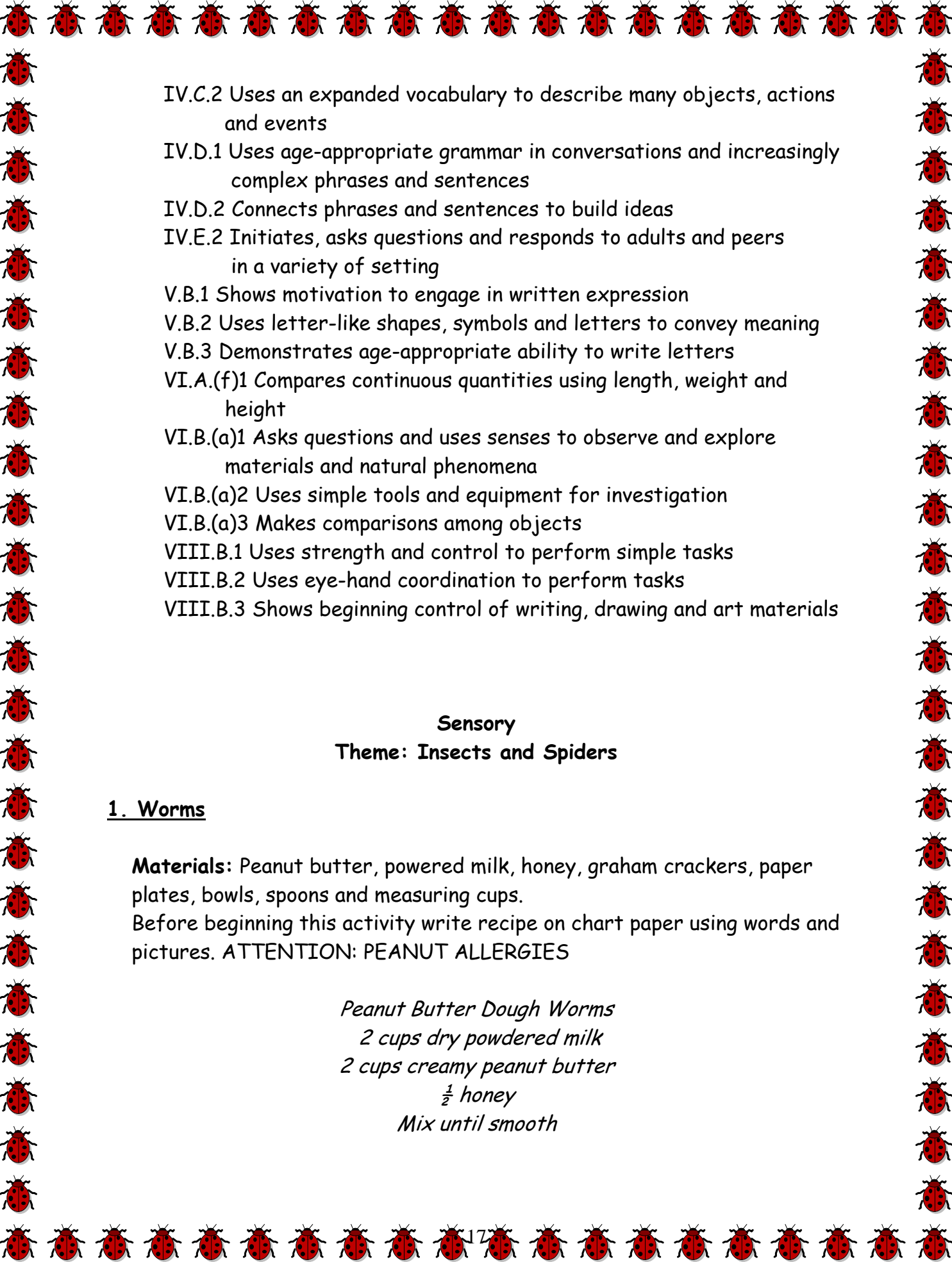
### **Directions:**

1. Introduce this activity by informing children that there are people who's job it is to study insects/spiders. These people are called entomologists. Explain that in this activity that they will be studying the pictures of the insects/spiders pretending to be entomologists. Explain that they will be using investigation tools called magnifying glasses. They can also use measurement tools (rulers) on order to compare length of
2. Encourage children to use language to describe to insects/spiders that they have observed through the magnifying glasses. For example: similarities and differences, colors, length etc.
3. Next, inform children that they can record their observations on the provided paper. They can copy the names of the insects/spiders on paper, draw a picture of the insects/spiders or record number of legs etc. *Remember, children's observations can be recorded by using letter-like shapes or symbols etc. This is emergent writing.*

### **VPK Standards Addressed:**

- I.A.2 Demonstrates visual ability to facilitate learning
- I.B.1 Shows that basic physical needs are met
- II.A.1 Shows eagerness and curiosity as a learner
- II.C.1 Approaches tasks with flexibility and inventiveness
- II.D.1 Shows some planning and reflection
- III.A.1 Demonstrates self-concept
- III.A.2 Shows some self-direction
- III.D.1 Interacts easily with one or more children
- III.D.2 Develops special friendships
- IV.A.1 Gains meaning by listening
- IV.C.1 Shows an understanding of words and their meanings



- 
- IV.C.2 Uses an expanded vocabulary to describe many objects, actions and events
- IV.D.1 Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
- IV.D.2 Connects phrases and sentences to build ideas
- IV.E.2 Initiates, asks questions and responds to adults and peers in a variety of setting
- V.B.1 Shows motivation to engage in written expression
- V.B.2 Uses letter-like shapes, symbols and letters to convey meaning
- V.B.3 Demonstrates age-appropriate ability to write letters
- VI.A.(f)1 Compares continuous quantities using length, weight and height
- VI.B.(a)1 Asks questions and uses senses to observe and explore materials and natural phenomena
- VI.B.(a)2 Uses simple tools and equipment for investigation
- VI.B.(a)3 Makes comparisons among objects
- VIII.B.1 Uses strength and control to perform simple tasks
- VIII.B.2 Uses eye-hand coordination to perform tasks
- VIII.B.3 Shows beginning control of writing, drawing and art materials

## Sensory

### Theme: Insects and Spiders

#### 1. Worms

**Materials:** Peanut butter, powdered milk, honey, graham crackers, paper plates, bowls, spoons and measuring cups.

Before beginning this activity write recipe on chart paper using words and pictures. ATTENTION: PEANUT ALLERGIES

*Peanut Butter Dough Worms*

*2 cups dry powdered milk*

*2 cups creamy peanut butter*

*$\frac{1}{2}$  honey*

*Mix until smooth*



**Directions:**

1. Explain to children that in this activity they will be creating "dirt" from graham crackers and creating "worms" from peanut butter dough.
2. Read through recipe using the "crisp pointing" technique.
3. Make dough according to recipe. Discuss with children the consistency of the ingredients. For example: the powdered milk and peanut butter are solids and the honey is a liquid. When all ingredients are combined the dough is a solid. Also, discuss the amounts of the ingredients. For example: the amounts of powdered milk and peanut butter are equal and the amount of honey was the smallest or least amount.
4. Give each child a small ball of dough. Introduce the concept of the three-dimensional shape called a "sphere".
5. Encourage children transform the ball into a "worm". Encourage children describe what is happening to the shape of their worm. For example: "It's getting longer."
6. Give each child a paper plate and a few graham crackers. Have children crumble the graham crackers onto paper plates in order to create dirt.
7. Invite children to place their "worms" on top of their "dirt".
8. Enjoy!!

**VPK Standards Addressed:**

- I.A.1 Shows characteristics of good health to facilitate learning
- I.A.2 Demonstrates visual ability to facilitate learning
- I.B.4 Makes wise food choices
- II.A.1 Shows eagerness and curiosity as a learner
- III.A.2 Shows some self-direction
- III.C.1 Interacts easily with familiar adults
- IV.A.1 Gains meaning by listening
- IV.A.2 Follows two and three step directions
- IV.C.1 Shows an understanding of words and their meanings
- IV.C.2 Uses an expanded vocabulary to describe many objects actions and events
- IV.E.1 Uses language to express needs and feelings, share experiences, predict outcomes and solve problems
- V.A.1 Shows motivation for reading





- VI.A.(a)1 Demonstrates understanding of one to one correspondence
- VI.A.(a)3 Shows understanding by participating in the comparisons of quantities
- VI.A.(d)3 Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes
- VI.A.(e)1 Shows an understanding of and uses several positional words
- VI.A.(f)1 Compares continuous quantities using length, weight and height
- VI.B.(a)1 Asks questions and uses senses to observe and explore materials and natural phenomena
- VI.B.3 Makes comparisons among objects
- VIII.B.1 Uses strength and control to perform simple tasks

## 2. Pollen Collection- Being the Bee

**Materials:** Cotton balls, flowers (daisies work the best) and Ziploc bags.

**Directions:**

1. Introduce this activity by explaining to children that bees collect pollen from flowers. Bees collect pollen when they land on flowers and then they carry the pollen back to their hives in their pollen baskets. Pollen is mixed with honey and it is fed to baby bees. The mixture is called "bee bread".
2. Explain that in this activity they will pretend that the cotton ball is a bee and that will be rubbing the bee over the flower to collect the pollen.
3. Invite children to roll their "bees" cotton balls over the flower to collect pollen.
4. Encourage language by asking thinking questions and by having children describe what is happening to their cotton ball etc. For example: "What part of the flower is the pollen coming from?" "Does more pollen come off onto your "bee" cotton ball when you roll it gently or when you roll it with more pressure?"
5. When children are finished with their pollen collecting have them place





their "bee" and flower in a Ziploc bag to take home. Encourage children to share the pollen collecting experience with their parents.

**VPK Standards Addressed:**

- I.A.1 Shows characteristics of good health to facilitate learning
- I.B.1 Shows basic needs are met
- II.A.1 Shows eagerness and curiosity as a learner
- II.D.1 Shows some planning and reflection
- III.C.2 Seeks adult assistance appropriately
- III.D.3 Participates I the group life of class
- IV.A.1 Gains meaning by listening
- IV.C.1 Shows an understanding of words and their meanings
- IV.E.2 Initiates asks, questions and responds to adults in a variety of settings
- VI.B.(a)1 Asks questions and uses senses to observe and explore materials and natural phenomena
- VI.B.(a)2 Uses simple tools and equipment for investigation
- VII.A.(d)1 Describes the location of things in the environment
- VII.A.(d)2 Shows awareness of the environment
- VIII.B.2 Uses eye-hand coordination to perform tasks

**3. Ladybug Snack**

**Materials:** ½ English muffin per child, cream cheese, red food coloring, raisins, small bowls, plastic knives and spoons.  
(English muffins can be toasted if desired)

*Ladybug Snack*

- 1<sup>st</sup> - Mix cream cheese and red food coloring*
- 2<sup>nd</sup> - Spread cream cheese on top of ½ muffin*
- 3<sup>rd</sup> - Add raisins on top of cream cheese (12 raisins)*
- 4<sup>th</sup> - Eat*

**Directions:**

1. Introduce this activity by informing children that they will be creating ladybugs using the provided ingredients.





2. Give each child  $\frac{1}{2}$  of an english muffin, a bowl with a small amount of cream cheese and a drop of red food coloring and several raisins.
3. Read through process using the "crisp pointing" technique.
4. Explain that, **first** they will be mixing the cream cheese with the red food coloring in a bowl. **Second** they will be spread the red food coloring on top of the english muffin. Remind children that the english muffin is a circle and that no matter how it is moved, it is still a circle. **Third** they will add the raisins to represent the dots on the ladybugs. **Fourth** they will be eating their ladybugs.
5. Invite children to begin creating their ladybug snacks.
6. Encourage children to count the number of "dots" raisins as they place them on their ladybugs.

**VPK Standards Addressed:**

- I.A.1 Shows characteristics of good health to facilitate learning
- I.B.4 Makes wise food choices
- I.B.5 Performs some self-care tasks independently
- II.A.1 Shows eagerness and curiosity as a learner
- II.B.1 Attends to tasks and seeks help when encountering a problem
- II.C.1 Approaches tasks with flexibility and inventiveness
- III.B.2 Uses classroom materials carefully
- IV.A.1 Gains meaning by listening
- IV.A.2 Follows two and three step directions
- V.A.1 Shows motivation for reading
- VI.A.(b)1 Demonstrates understanding of one to one correspondence
- VI.A.(a)5 Counts and knows the sequence of number names (spoken)
- VI.A.(a)6 Shows understanding of and uses appropriate terms to describe ordinal positions
- VI.A.(d)1 Understands various two-dimensional shapes, including circle, triangle, square, rectangle and oval
- VI.A.(d)2 Shows an understanding that two dimensional shapes are equivalent in different orientation
- VI.A.(e)1 Shows an understanding of and uses several positional words
- VI.B.(a)1 Asks questions and uses senses to observe and explore materials and natural phenomena
- VIII.B.1 Uses simple and control to perform simple tasks





VIII.B.2 Uses eye-hand coordination to perform tasks

**4. Bug Hunt**

**Materials:** A variety of small plastic bugs, tweezers, magnifying glasses, sand/water table or container, chart paper and markers.

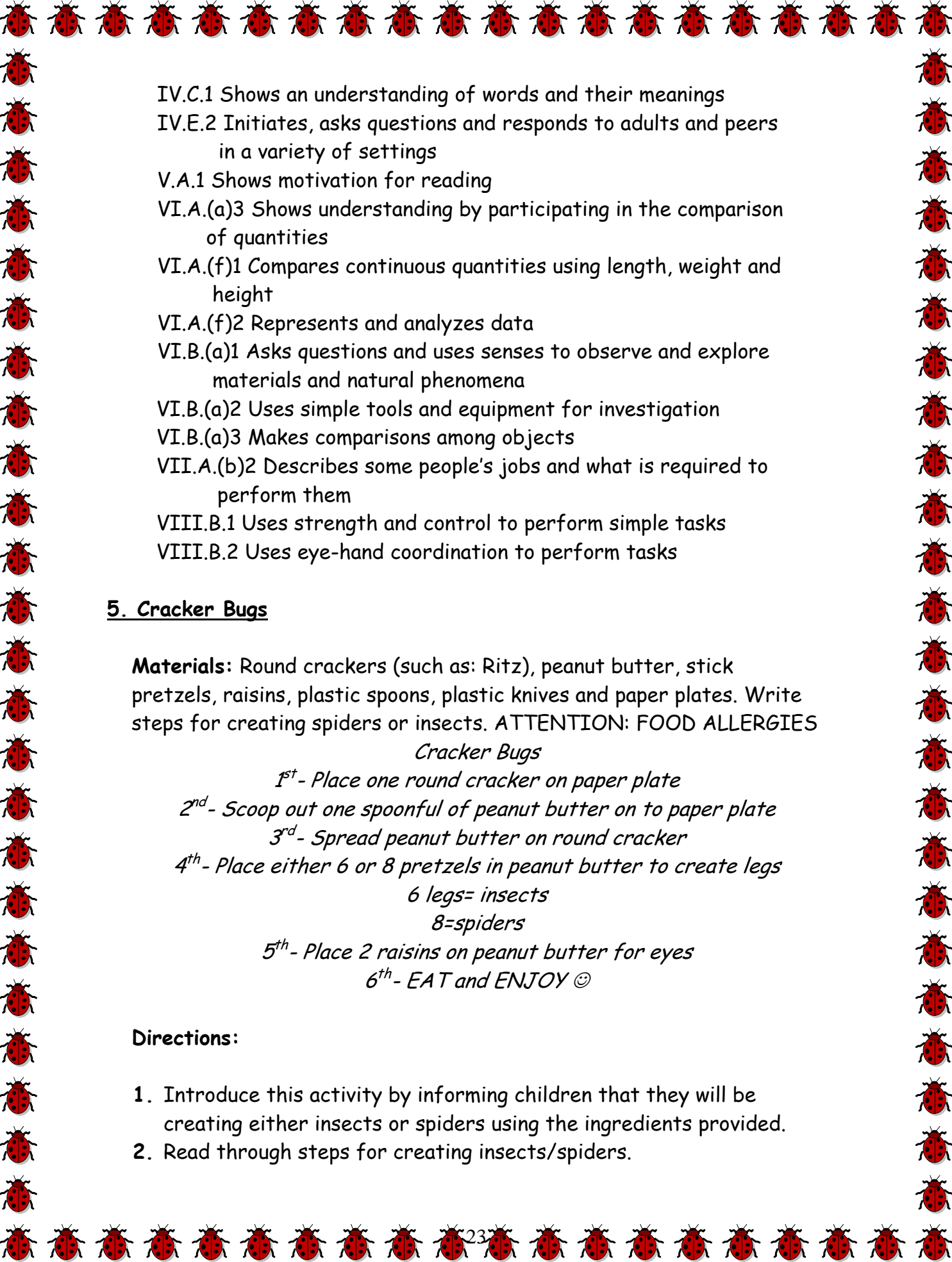
Before beginning this activity; draw or glue one type of each bug vertically down the left hand side of the chart paper. Bury insects/bugs in the sand/water table.

**Directions:**

1. Introduce this activity by informing children that they will be hunting for insects/bugs in the sand. Explain to children that a person who studies insects/bugs is called an **entomologist**.
2. Tell children that they will be using tweezers in order to remove the bugs from the sand.
3. Inform children that they will be able to use magnifying glasses to further investigate the insects/bugs that they find.
4. Also, inform children that they will be able to sort and graph the insects/bugs by type, using the provided graph. Show children graph of insects/bugs. Talk about the different types of insects/bugs.
5. Invite the entomologists to begin "hunting" "investigating" "sorting" and "graphing" the insects/bugs.
6. After insects/bugs have been sorted and placed on the graph, ask children to compare the quantities of each type of insects/bugs.

**VPK Standards Addressed:**

- I.A.2 Demonstrates visual ability to facilitate learning
- II.A.1 Shows eagerness and curiosity as a learner
- III.B.2 Uses classroom materials carefully
- III.D.1 Interacts easily with one or more children
- IV.A.1 Gains meaning by listening

- 
- IV.C.1 Shows an understanding of words and their meanings  
IV.E.2 Initiates, asks questions and responds to adults and peers  
in a variety of settings  
V.A.1 Shows motivation for reading  
VI.A.(a)3 Shows understanding by participating in the comparison  
of quantities  
VI.A.(f)1 Compares continuous quantities using length, weight and  
height  
VI.A.(f)2 Represents and analyzes data  
VI.B.(a)1 Asks questions and uses senses to observe and explore  
materials and natural phenomena  
VI.B.(a)2 Uses simple tools and equipment for investigation  
VI.B.(a)3 Makes comparisons among objects  
VII.A.(b)2 Describes some people's jobs and what is required to  
perform them  
VIII.B.1 Uses strength and control to perform simple tasks  
VIII.B.2 Uses eye-hand coordination to perform tasks

## 5. Cracker Bugs

**Materials:** Round crackers (such as: Ritz), peanut butter, stick pretzels, raisins, plastic spoons, plastic knives and paper plates. Write steps for creating spiders or insects. ATTENTION: FOOD ALLERGIES

### *Cracker Bugs*

- 1<sup>st</sup> - Place one round cracker on paper plate*  
*2<sup>nd</sup> - Scoop out one spoonful of peanut butter on to paper plate*  
*3<sup>rd</sup> - Spread peanut butter on round cracker*  
*4<sup>th</sup> - Place either 6 or 8 pretzels in peanut butter to create legs*  
*6 legs= insects*  
*8=spiders*  
*5<sup>th</sup> - Place 2 raisins on peanut butter for eyes*  
*6<sup>th</sup> - EAT and ENJOY ☺*

### **Directions:**

1. Introduce this activity by informing children that they will be creating either insects or spiders using the ingredients provided.
2. Read through steps for creating insects/spiders.

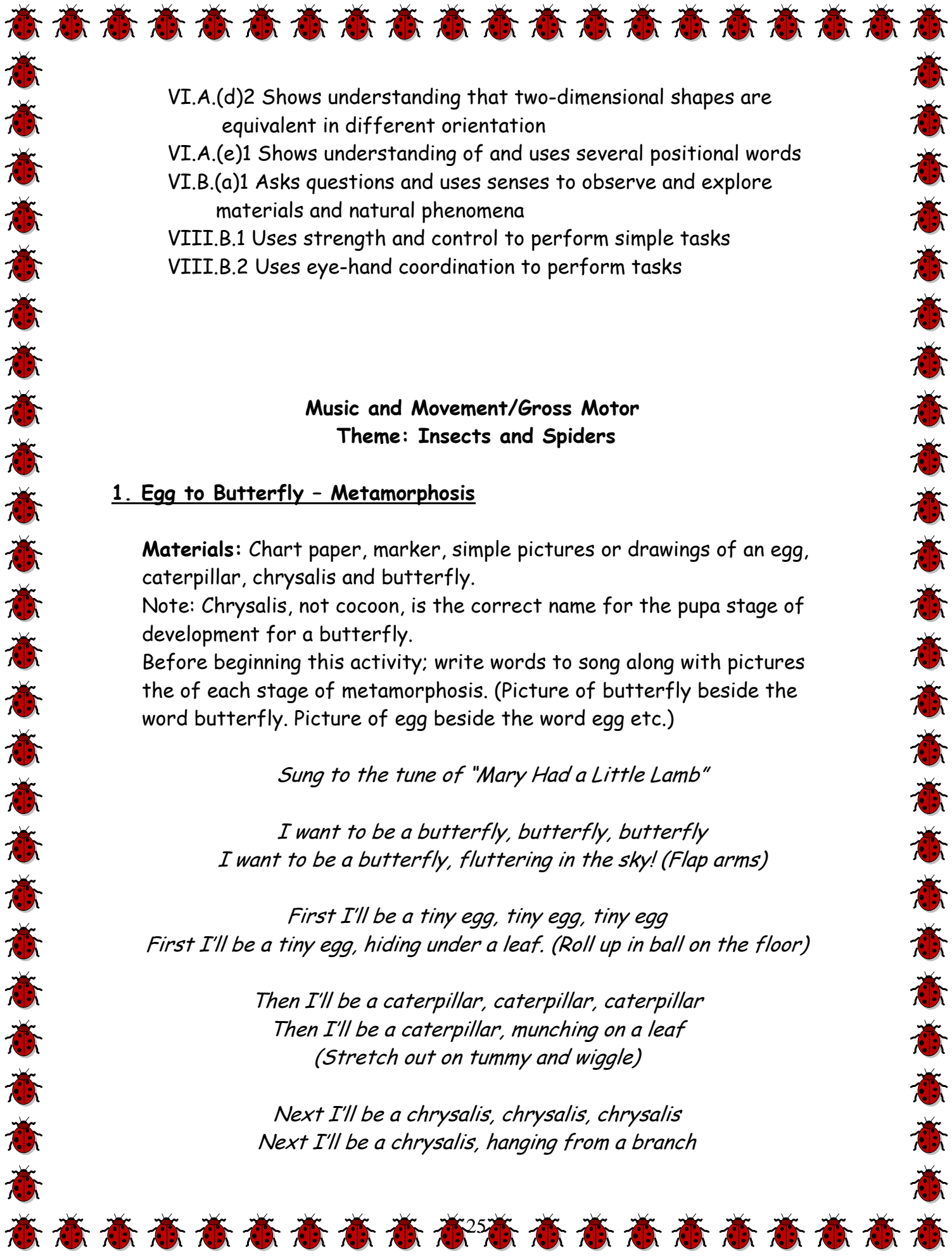


3. Have children place one round cracker on their paper plate.
4. Allow children to scoop out one spoonful of peanut butter on to their plate.
5. Invite children to spread peanut butter on top of their cracker.
6. Ask children if they want to create an insect or spider. Allow them to count out their number of pretzels "legs" needed for their choice.  
6= Insects      8= Spiders
7. Invite children to count out two raisins in order to create eyes for their insects or spiders.
8. EAT AND ENJOY

**VPK Standards Addressed:**

- I.A.1 shows characteristics of good health to facilitate learning
- I.B.4 Makes wise food choices
- I.B.5 Performs some self-care tasks independently
- II.A.1 Shows eagerness and curiosity as a learner
- II.C.1 Approaches tasks with flexibility and inventiveness
- II.D.1 Shows some planning and reflection
- III.A.1 Demonstrates self-concept
- III.A.2 Shows some self-direction
- III.B.2 Uses classroom materials carefully
- IV.A.1 Gains meaning by listening
- IV.A.2 Follows two and three step directions
- IV.C.1 Shows an understanding of words and their meanings
- IV.C.2 Uses an expanded vocabulary to describe many objects, actions and events
- IV.E.1 Uses language to express needs and feelings, share experiences, predict outcomes and solve problems
- V.A.1 Shows motivation for reading
- VI.A.(a)1 Demonstrates understanding of one to one correspondence
- VI.A.(a)5 Counts and knows the sequence of number names (spoken)
- VI.A.(a)6 Shows an understanding of and uses appropriate terms to describe ordinal positions
- VI.A.(d)1 Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval and other less common shapes



- 
- VI.A.(d)2 Shows understanding that two-dimensional shapes are equivalent in different orientation
- VI.A.(e)1 Shows understanding of and uses several positional words
- VI.B.(a)1 Asks questions and uses senses to observe and explore materials and natural phenomena
- VIII.B.1 Uses strength and control to perform simple tasks
- VIII.B.2 Uses eye-hand coordination to perform tasks

**Music and Movement/Gross Motor**  
**Theme: Insects and Spiders**

**1. Egg to Butterfly - Metamorphosis**

**Materials:** Chart paper, marker, simple pictures or drawings of an egg, caterpillar, chrysalis and butterfly.

Note: Chrysalis, not cocoon, is the correct name for the pupa stage of development for a butterfly.

Before beginning this activity; write words to song along with pictures the of each stage of metamorphosis. (Picture of butterfly beside the word butterfly. Picture of egg beside the word egg etc.)

*Sung to the tune of "Mary Had a Little Lamb"*

*I want to be a butterfly, butterfly, butterfly  
I want to be a butterfly, fluttering in the sky! (Flap arms)*

*First I'll be a tiny egg, tiny egg, tiny egg  
First I'll be a tiny egg, hiding under a leaf. (Roll up in ball on the floor)*

*Then I'll be a caterpillar, caterpillar, caterpillar  
Then I'll be a caterpillar, munching on a leaf  
(Stretch out on tummy and wiggle)*

*Next I'll be a chrysalis, chrysalis, chrysalis  
Next I'll be a chrysalis, hanging from a branch*



*(Stand up, clasp hands overhead and hang from tree)*

*Now I am a butterfly, butterfly, butterfly  
Now I am a butterfly, fluttering in the sky! (Flap arms)*

**Directions:**

1. Read through song using the crisp pointing technique.
2. Explain when a caterpillar changes into a butterfly it is called **metamorphosis**. Metamorphosis is when something changes from one thing into another.  
( A tadpole changing into a frog is also metamorphosis)
3. Have children clap out the syllables in the word metamorphosis. Children like this word because it has so many syllables.-5  
Also, have children clap out the syllables of the stages of metamorphosis. Egg-1 Caterpillar-4 Chrysalis-3 Butterfly-3  
Ask children which of the words that they clapped out had the most syllables and which word had the least amount of syllables.
4. Read song again and demonstrate actions.
5. Encourage children to sing along and act out the stages of metamorphosis.

**VPK Standards Addressed:**

- I.B.1 Shows that basic physical needs are met
- I.B.3 Participates in physical fitness activities
- II.A.1 Shows eagerness and curiosity as a learner
- III.B.3 Manages transitions
- III.D.1 Interacts easily with one or more children
- III.D.3 Participates in the group life of the class
- IV.A.1 Gains meaning by listening
- IV.C.2 Uses an expanded vocabulary to describe many objects, actions and events
- V.A.1 Shows motivation for reading
- V.A.2 Shows age-appropriate phonological awareness
- VI.A.(a)1 Demonstrates understanding of one to one correspondence
- VI.A.(a)3 Shows an understanding by participating in the comparison of quantities
- VI.A.(f)1 Compares quantities using length, weight and height





VI.B.(a)3 Makes comparisons among objects

VII.B.(a)2 Participates in group music experiences

VII.B.(a)3 Participates in creative movement, dance and drama

VIII.A.1 Moves with balance and control

VIII.A.2 Coordinates movements to perform simple tasks



## 2. Katydid and Grasshopper Band

**Materials:** Realistic pictures of a katydid and a grasshopper, combs, large rubber bands, bottom portion of shoeboxes unsharpened pencils, CD player and music CD.

Before beginning this activity; place a rubber band around the bottom of each shoe box.

### **Directions:**

1. Introduce this activity by showing children pictures of the **katydid** and the **grasshopper**. Ask children to identify some of the similarities and differences of the two insects.
2. Explain to children that katydids and grasshoppers both make sounds. Katydid make noises by rubbing their wings together. Grasshoppers make noises by rubbing the saw-like points on each back leg against a hard ridge on each wing. Tell children that another interesting fact is that katydids and some grasshoppers hear with ears on their legs!
3. Inform children that in this activity they will be using combs and shoeboxes with rubber bands to create sounds like that of katydids and grasshoppers.
4. Inform children that the sound that a katydid makes will be created by rubbing their finger over the teeth of a comb. The sound that a grasshopper makes will be created by rubbing a pencil over the rubber band on a shoebox. Demonstrate both techniques.
5. Ask children which sound they would like to create, that of a katydid (comb) or a grasshopper (shoebox).
6. When all children have made their choices- let the insect band begin.
7. Play some music and see if children can play along with the music using their insect instruments.





**VPK Standards Addressed:**

- I.A.3 Exhibits auditory to facilitate learning
- III.A.1 Demonstrates self-concept
- III.B.2 Uses classroom materials carefully
- III.C.1 Interacts easily with familiar adults
- IV.A.1 Gains meaning by listening
- IV.C.1 Shows an understanding of words and their meanings
- VI.B.(a)1 Asks questions and uses senses to observe and explore materials and natural phenomena
- VI.B.(a)3 Makes comparisons among objects
- VII.B.2 Participates in group music experiences
- VIII.B.1 Uses strength and control to perform simple tasks



**3. Flight of the Bumblebee**

**Materials:** CD player and music "Flight of the Bumblebee", crayons, large paper. tabletop or other large flat surface.

**Directions:**

1. Introduce this activity by informing children that they will be listening to a classical piece of music called "Flight of the Bumblebee." Play the piece of music. Ask children of their ideas on why they think the name of the piece of music is called "Flight of the Bumblebee."
2. Explain to the children that next they will be moving their crayons in conjunction with the music. Continue by explain that they will be pretending that the crayons are bees and that they will be moving the "bees" around the paper according to the pace of the music.
3. Invite children to listen to music and move the crayons round the paper pretending that the crayons are bees.

**VPK Standards Addressed:**

- I.A.2 Demonstrates visual ability to facilitate learning
- I.A.3 Exhibits auditory ability to facilitate learning
- II.A.1 Shares eagerness and curiosity as a learner
- III.B.3 Manages transition
- III.D.2 Interacts easily with one or more children
- VII.B.(a)1 Uses a variety of art materials for tactile experience





and exploration

VII.B.(a)2 Participates in group music experiences

VIII.B.1 Uses strength and control + perform simple tasks

VIII.B.2 Uses eye-hand coordination to perform tasks

VIII.B.3 Shows strength and control of writing drawing and art tools



#### 4. Butterfly Dance

**Materials:** 24" strips of fabric or thick ribbon, (enough for each child to have 2) CD player and music.

**Directions:**

1. Begin this activity by informing children that they will be moving to the music like butterflies. Ask children to use describing words to explain how butterflies move.
2. Inform children that in this activity they will be moving like butterflies in rhythm to the music. Expand language by introducing words such as: flap, flutter, swiftly etc. Have children clap out the syllables of the word butterfly and of the newly introduced words. Ask children which of the clapped words had the most syllables. Ask them which word had the least number of syllables.
3. Loosely attach/tie ribbon/fabric around each child's wrists.
4. Start music and invite children to move like butterflies to the music.

**VPK Standards Addressed:**

I.A.1 Shows characteristics of good health to facilitate learning

I.A.3 Exhibits auditory ability to facilitate learning

II.B.3 Participates in physical fitness activities

II.D.1 Shows some planning and reflection

III.D.1 Interacts easily with one or more children

III.D.3 Participates in the group life of the class

IV.A.1 Gains meaning by listening

IV.C.2 Uses an expanded vocabulary to describe objects, action and events

V.A.2 Shows age-appropriate phonological awareness

VI.A.(a)1 Demonstrates understanding of one to one correspondence





VI.A.(a).3 Shows understanding by participating in the comparison of quantities

VI.A.(f).1 Compares continuous quantities using length, weight and height

VII.B.(a).2 Participates in group music experiences

VII.B.(a).3 Participates in creative movement, dance and drama

VIII.A.1 Moves with balance and control

VIII.A.2 Coordinates movements to perform simple tasks

## 5. Five Little Ladybugs

**Materials:** Markers and chart paper.

Before beginning this activity; write words to poem including pictures whenever possible. For example: 5 red dots for 5 ladybugs.

### *Five Little Ladybugs*

*Five (hold up 5 fingers) little ladybugs climbing on a door*

*One flew away (flying movement) then there were four  
(hold up 4 fingers)*

*Four (hold up 4 fingers) little ladybugs sitting on a tree  
(spread arms like a tree)*

*One flew away (flying movement) then there were three  
(hold up 3 fingers)*

*Three (hold up 3 fingers) little ladybugs landed on a shoe  
(point to shoe)*

*One flew away (flying movement) then there were two  
(hold up 2 fingers)*

*Two (hold up 2 fingers) little ladybugs looking for some fun  
(hand over eyes-looking)*

*One flew away (flying movement) then there was one  
(hold up one finger)*

*One little ladybug (hold up 1 fingers) sitting in the sun  
(make a circle with arms)*

*She flew away then there were none*





**Directions:**

1. Read through poem using the "crisp pointing" technique and demonstrating actions as you read.
2. Have children say poem along with you while performing the actions.
3. Ask children if they can tell you what is happening with the number of ladybugs. "Is the number of ladybugs getting larger or smaller?" Explain that when the ladybugs are leave that is math called subtraction. When something goes or is taken away is subtraction.

**VPK Standards Addressed:**

- I.A.1 Shows characteristics of good health to facilitate learning
- I.A.3 Exhibits auditory ability to facilitate learning
- I.B.1 Shows that basic physical needs are met
- I.B.3 Participates in physical fitness activities
- II.D.1 Shows some planning and reflection
- III.C.1 Interacts easily with familiar adults
- III.D.1 Interacts easily with one or more children
- III.D.3 Participates in the group like of the class
- IV.A.1 Gains meaning by listening
- IV.C.1 Shows an understanding of words and their meanings
- IV.C.2 Uses an expended vocabulary to describe many objects actions and events
- IV.E.1 Uses language to express needs and feelings, share experiences, predict outcomes and solve problems
- IV.E.2 Initiates asks questions and responds to adults in a variety of settings
- V.A.1 Shows motivation for reading
- V.A.4 Shows an understanding of text read aloud
- VI.A.(a)1 Demonstrates understanding of one to one correspondence
- VI.A.(a).3 Shows understanding by participating in the comparison of quantities
- VI.A.(b)2 Shows an understanding of addition and subtraction using a concrete set of objects or story problems found in everyday classroom activities
- VII.B.(a)3 Participates in creative movement dance and drama
- VIII.A.1 Moves with balance and control
- VIII.A.2 Coordinates movements to perform simple tasks





**Outdoor**  
**Theme: Insects and Spiders**

**1. Bug Habitat**

**Materials:** Sticks, leaves, dirt, small shovels, shoe boxes, index cards markers and tape.

Before beginning this activity; have children gather sticks and leaves.

**Directions:**

1. Explain to children that in this activity they will be creating **habitats** for insects/spiders and they will leave the habitats outside at school (or take them home) in order to observe whether or not insects/spiders choose in move into their creations. Ask children if they know what habitat means. Inform children that a habitat is where something lives. Explain that insects and spiders need habitat where they can be protected from humans, animals and the hot sun. *Remind children that some insects and spiders can be dangerous to humans. It is best to observe insects and spiders rather than touch them.*
2. Allow children to create habitats using provided materials. Encourage children to create areas for shade/hiding.
3. After children have finished their habitats, invite them to use markers and index cards to label them with their names. Ask children if they want to name their habitats. For example: Roly Poly Palace, Spider Space, Caterpillar Castle, Ant Attic, Bug Bedroom etc.
4. Allow children to take their habitats home with them and place them outside. Have children report if any insects/spiders moved into their habitat.

**VPK Standards Addressed:**

II.A.1 Shows eagerness and curiosity as a learner

II.C.1 Approaches tasks with flexibility and inventiveness

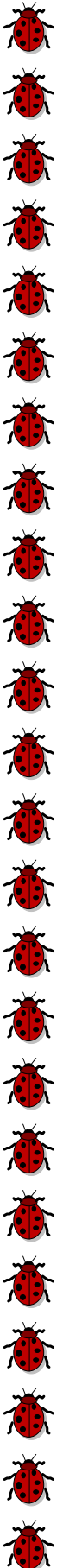
III.A.2 Shows some self-direction

III.D.2 Develop special friendships

IV.A.1 Gains meaning by listening

IV.C.1 Shows an understanding of words an their meanings





- IV.E.3 Uses appropriate language for style and context
- V.B.1 Shows motivation to engage in written expression
- V.B.2 Uses letter-like shapes, symbols and letters to convey meaning
- V.B.3 Demonstrates age-appropriate ability to write letters
- VI.B.(a)1 Asks questions and uses senses to observe and explore materials  
natural phenomena
- VII.A.(d)1 Describes the location of things in the environment
- VII.A.(d)2 Shows awareness of the environment
- VIII.B.2 Uses eye-hand coordination to perform tasks

## 2. Spider Web Walk

### **Materials:** Masking tape

Before beginning this activity; use masking tape to create a giant spider web on a large flat surface (carport, deck, porch etc.) and a realistic picture of a spider web.

This activity should be performed in a small group.

### **Directions:**

1. Introduce this activity by showing children the realistic picture of a spider web. Then tell children that you have created a large spider web from masking tape. Explain that in this activity they will be walking on the masking tape web.
2. Inform children that the object of this activity is to stay on the masking tape web by moving one foot in front of the other.
3. Use math language by explaining to children that there are horizontal, vertical and diagonal lines in the web. Encourage children to explain where in the web there are moving. "I'm on the inside moving diagonally."
4. Continue activity allowing all children to have a turn in the web.

### **VPK Standards Addressed:**

- I.A.1 Shows characteristics of good health to facilitate learning
- II.A.1 Shows eagerness and curiosity as a learner
- III.D.1 Interacts easily with one or more children
- IV.A.1 Gains meaning by listening
- IV.C.1 Shows an understanding of words and their meanings
- IV.C.2 Uses an expanded vocabulary to describe many objects, actions





and events

- VI.A.(e)2 Describes relative positions from different perspectives
- VI.A.(e)3 Understands and can tell the difference between orientation terms such as horizontal, diagonal and vertical
- VIII.A.1 Moves with balance and control



### 3. Caterpillar Weaving



**Materials:** Thick green ribbon (can use other colors too) cut into strips approximately 6 feet long, chain link fence or laundry baskets.



**Directions:**



1. Inform children that in this activity they will be pretending that the the ribbons are caterpillars. The children will weave the "caterpillars" in and out of the fence or laundry baskets. Explain to children that weaving is done in an over/under pattern. Inform children that many items are made by people who use a weaving technique. For example: Rugs, clothes, baskets, wicker furniture etc.
2. Begin activity by tying the end of the ribbons on fence or basket on order to keep children from pulling the ribbon all the way through the fence or basket.
3. Invite children to weave the "caterpillar" through the fence or basket using an over/under **pattern**. Encourage children to weave beginning left and weaving to the right. This reinforces the left to right progression used in reading.
4. Be available to help children continue the desired pattern. "You just went under now what is next?" "That's right now you go under." "Over, under, over, under that's a pattern."
5. Add additional ribbons for a more colorful design.



**VPK Standards Addressed:**

- I.A.2 Demonstrates visual ability to facilitate learning
- II.C.1 Approaches talks with flexibility and inventiveness
- III.C.2 Seeks adult assistance appropriately
- IV.A.2 Follows two-and three- step directions
- VI.A.(c)3 Recognizes pattern units
- VI.A.(e)1 Shows understanding of and uses several positional





words

VII.A.(b)2 Describes some people's jobs and what it takes to perform them

VIII.A.1 Coordinates movements to perform simple tasks

VIII.B.1 Uses strength and control to perform simple tasks

VIII.B.2 Uses eye-hand coordination to perform tasks



#### 4. Fly Swatter Painting

**Materials:** Easel (or wooden fence) large paper, paints, shallow tray/container for paint, fly swatters, markers and paint shirts for children to wear while painting.

Before beginning this activity; place large paper on easel and place paint in a shallow container. In order to cut down on waiting time, provide as many paint spaces as possible.

#### **Directions:**

1. Introduce this activity by explaining to children why people swat flies. Flies carry germs because they land on garbage and other unclean things. Ask children if they have ever seen anyone use a flyswatter.
2. Inform children that in this activity they will be using a fly swatter to paint. *Remind children that they are only to swat the paper.*
3. Have children put on paint shirts/smocks.
4. Encourage children to write their name on paper before painting. Remember when children write letter like shapes it is emergent writing.
5. Allow children to dip the fly swatter into the paint and to swat the the paper.
6. As children are swatting the paper, encourage language, by asking them thinking questions. "Can you describe what the paint is doing as it hits the paper?" "How is the paint different from when you use a paintbrush?"

#### **VPK Standards Addressed:**

I.A.1 Shows characteristics of good health to facilitate learning

I.B.2 Follows basic health and safety rules

II.C.1 Approaches tasks with flexibility and inventiveness

II.D.1 Shows some planning and reflection

III.B.2 Uses classroom materials carefully





IV.A.1 Gains meaning by listening

IV.C.1 Shows an understanding of words and their meanings

IV.C.2 Uses an expanded vocabulary to describe many objects, actions and events

IV.D.2 Connects phrases and sentences to build ideas

V.B.1 Shows motivation to engage in written expression

V.B.2 Uses letter-like shapes, symbols and letters to convey meaning

V.B.3 Demonstrates age-appropriate ability to write letters

VI.B.(a)1 Asks questions and uses senses to observe and explore materials and natural phenomena

VI.B.2 Uses simple tools and equipment for investigation

VI.B.3 Makes comparisons among objects

VII.B.(a)1 Uses a variety of art materials for tactile experiences and exploration

VIII.A.2 Coordinates movements with balance and control

VIII.B.3 Shows beginning control of writing, drawing and art tools

## 5. Spider's in a Chalk Web

**Materials:** Sidewalk chalk, large flat surface such as concrete or wooden deck, measuring tools (rulers, tape measures, etc) clipboards, paper and pencils.

Before beginning this activity; use sidewalk chalk to draw a giant spider web on the large flat surface.

1. Introduce this activity by informing children that they will be taking **measurements** of the spider web, recording their findings and then drawing spiders inside the web.
2. Invite children to use measuring tools to measure different parts of the web. Facilitate measuring by helping children understand and use the measuring tools. For example: Have two children work together using the measuring tape. (One holding one end and the other moving to take measurement) Help children to read the numbers off of the rulers. and/or measuring tapes. Discuss children's findings. "The horizontal line along to outside of the web is longer than the horizontal line in the middle of the web."
3. Encourage children to "record" their measurements on paper.
4. Invite children to draw spiders inside the web. Ask children thinking





questions about the placement of their spiders. Remind children that spiders have eight legs. As children are drawing their legs on their spiders encourage them to count the legs. If children draw six legs ask them how many more legs they need to draw to have eight legs on their spider.

**VPK Standards Addressed:**

- I.A.2 Demonstrates visual ability to facilitate learning
- II.A.1 Shows eagerness and curiosity as a learner
- III.D.1 Interacts easily with one or more children
- IV.A.1 Gains meaning by listening
- IV.B.2 Follows two and three step directions
- V.B.1 Shows motivation to engage in written expression
- V.B.2 Uses letter-like shapes, symbols and letters to convey meaning
- VI.A.(a)1 Demonstrates understanding of one to one correspondence
- VI.A.(b)2 Shows understanding of addition and subtraction using a using a concrete set of objects or story problems found in everyday classroom activities
- VI.A.(e)3 Understands and can tell the differences between orientation terms such as horizontal, diagonal and vertical
- VI.A.(f)1 Compares continuous quantities using length, weight and height
- VI.B.(a)2 Uses simple tools and equipment for investigation
- VI.B.(a)3 Makes comparisons among objects
- VIII.B.1 Uses strength and control to perform simple tasks
- VIII.B.2 Uses eye-hand coordination to perform tasks
- VIII.B.3 Shows beginning control of writing, drawing and art tools





## Buggy Books

*Anansi the Spider: A Tale of Ashanti*-Gerald McDermott

*Are You a Bee?* - Judy Allen

*Are You a Dragonfly?* - Judy Allen

*Are You a Ladybug?* - Judy Allen

*Be Nice to Spiders*- Margaret Bloom Graham

*Bug!* - David Greenburg

*Fireflies!* Julie Brinckoe

*Fireflies in the Night*- Judith Hawes

*Grasshoppers and Crickets*- Theresa Greenway

*In the Tall, Tall Grass*- Denise Fleming

*Ten Little Ladybugs*- Melanie Gerth

*The Grouchy Ladybug*- Eric Carle

*The Very Busy Spider*- Eric Carle

*The Very Lonely Firefly*- Eric Carle

*The Very Quiet Cricket*- Eric Carle

*Where Butterflies Grow*- Joanna Ryder

*The Icky Bug Alphabet Book*- Jerry Pallota

*The Very Hungry Caterpillar*- Eric Carle

*Where's that Insect*- Barbara Brenner



# Buggy Words

Insect

Spider

Butterfly

Caterpillar

Chrysalis

Moth

Cocoon

Beetle

Ladybug

Ant

Grasshopper

Cricket

Dragonfly

Antenna

Nest

Hive

Bee

Pollinate

Life cycle

Buzz

Creep

Crawl

Exoskeleton

Sections (ie. Insects bodies)

Entomology

Honey



