Helps and Hints
Family Child Care Newsletter

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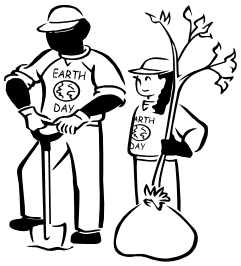
Language Arts

And much more!

The World Underground

Children are closer to the ground than they are to the sky, so it is natural for them to be interested in what is nearest to them. In this unit, we're talking about the total fascination children have with dirt and what is beneath the ground. Watch as a group of children turn over a rock and find roly polies, worms, ants and other insects. They will spend the rest of their outside free play time examining, capturing, and showing off their finds. A wise teacher will have books available about the insects and other creatures they are discovering and plan related activities to help explore **THE WORLD UNDERGROUND**.



Don't Forget!

The 36th Annual Early Care and Education Conference will take place in Jonesboro on August 7,8, & 9, 2006. Registration information packets will be distributed in May. For more information about the conference, call toll-free 1-888-429-1585.

Parent Involvement

Send home a letter to parents explaining the children are going to be getting very dirty during this course of study. Suggest clothing which is appropriate for budding etymologists, helminthologists and naturalists. Include a vocabulary list of new words the children will be learning with definitions. If you have children who have parents who do not speak English, send home the letter and words in their language.

Family Connections Activity #19 could be used along with this theme.
Give suggestions as to ways parents can be involved in this study at home.
Make a Parent Pack available for check out which includes items to reinforce the learning activities and provide a vital home/school connection.

THE WORLD UNDERGROUND PARENT PACK
Benchmark: Social Studies: 3.32 Cares for the environment
WSS: Domain: Social Studies: Indicator 2 Shows awareness of the Environment

Materials:
Back pack or large Ziplock bag
Books about worms, insects, earth etc
Trowel
Ruler
Tablet (Nature Journal)
Pencil/Pen
White paper plates
Parent evaluation sheet (sample in resource section)
Inventory of materials in parent pack
Instructions for use of materials

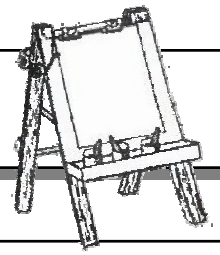
Parent Involvement

SAMPLE PARENT PACK INSTRUCTION SHEET:

Instructions for PARENT PACK #1

Each student will be taking home the parent pack. We will read and compare our Nature Journals.

- Go outside with your child and locate a place where you and the child can dig up some dirt. A place which is damp, has a large rock, piece of old wood or tree bark on it which can be turned up to reveal the creatures living beneath it is ideal.
- Lay the piece of yarn in a circle on top of the dirt.
  Watch what happens on top of the dirt for about three minutes.
  Record any living things you see or other things your child points out in the Nature Journal provided in the Parent Pack.
- Help your child turn up a trowel full of dirt and place on the paper plate. The contrast against the white will make it easier to see.
- Examine the dirt for living organisms, stones, sticks or other nature items which interest your child. If you find an insect you are not familiar with, you can look it up in the Under Ground Critter Field Guide or one of the other books provided.
- Encourage your child to draw a picture of your new find in the Nature Journal. Help your child write the name of the insect on the page
  Record any comments your child makes concerning your specimen such as "See, it has eight legs" etc. Writing down the child's comments lets your child know you consider his observations to be important.
- If your child has questions you can't answer, write them down and we will try and find answers for him/her at school the next day.
- Continue turning up trowels full of dirt and examining and recording your finds as long as your child is interested.
- When the child begins to tire of the activity, encourage your child to put the living creatures back into the dirt and replace the dirt into the ground so that we are taking care of the earth and the living creatures in it.



Art & Creativity

Benchmarks: 2.11, Creates drawing and painting that gradually become more detailed and realistic 2.12 Preplans art project and then works with care
WSS: Domain VI. Arts Component: A Expressions and representations Performance Indicators: 3. Uses a variety of art materials

WORMS
FUZZY WUZZY GLOW WORM
Materials:
Large brightly-color 1 ½" to 2" pom pom (the type with holes in the center)
Pipe cleaners
Wiggly eyes
Elmer's glue

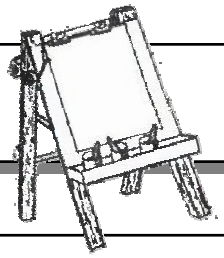
Let children choose pom-poms and wiggly eyes. You may need to help thread the pipe cleaner through the pom-poms. Children can put 5-6 pom poms per pipe cleaner. Cut a pipe cleaner in half to create antennae.

WORM TRACKS
Materials:
Construction paper or poster board
6 inch piece of yarn or string
Paint

Encourage children to dip their strings into paint, then pull the strings across the paper to create "worm tracks". Encourage them to make them wiggle and squirm like real worms.

WORM TRACKS 2
Materials:
Cooked spaghetti
Paint
Paper

Children can dip cooked spaghetti in paint and wiggle across paper to create worm



Art & Creativity

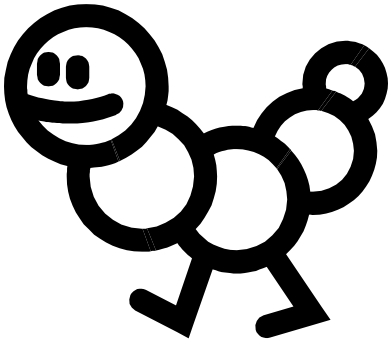
WORM LUNCH
Make brown, gray, green play dough to reperesent come of the colors of worms. Provide a plate for each child with Easter grass for the children to glue on the plate, also.

WORM SOCK PUPPETS
Ask parents to donate mismatched socks. Provide wiggly eyes, yarn and other craft materials for the children to create their own worm sock puppet.

WORM PUPPET
Cut the fingers from old gloves and let the children create finger puppet worms.

WORM PUPPETS 3
Materials: small paper cup
Collage materials
Glue, scissors

Let children decorate their cups. Then help them poke a hole in the bottom of the cup. Show the children how to stick their fingers up through the hole to create a worm. Encourage children to make up stories about their worm puppets. Be sure to write down their stories.



SNAKES
PAPER TOWEL TUBE SNAKES
Materials:
Paint, markers, tissue paper, construction paper
Scissors, glue
Paper Towel Tubes

Let children decorate paper towel tubes. Then start at the end of the paper towel roll & cut in circular or spiral line, encourage children to follow the "lines" on the tube. Add eyes and the "snake" will wrap around an arm.

Art & Creativity

PAPER PLATE SNAKES

Materials:
Paper plates
Paint, markers, crayons, tissue paper, construction paper
Scissors, glue

Children put designs on both sides of the paper plate. Older children can begin cutting the plate, working in from the outside into a spiral shape. The outside edge will be the tail and the inside edge will the head.
Adult may need to help the younger children with the cutting.

Sing, Song, Sway

Benchmarks: Language 5.5 participates in songs, finger plays, rhyming activities, and games
WSS: II Language and Literacy Component: Listening Performance Indicator: Demonstrates phonological awareness

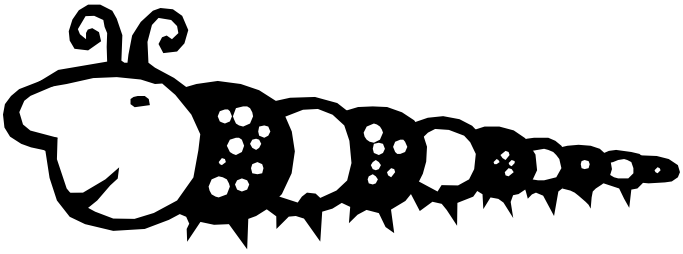
WORM SONGS/FINGER PLAYS

ROLY-POLY WORM
There was a roly-poly worm
Who wiggled all around.
One day he saw a bright, red apple
Sitting on the ground.
"Oh, I love apples," said the worm.
And opened his mouth wide.
He munched right through that apple,
And peeked out the other side.

(this is fun if you supply construction paper apples, with a hole for the children to "peek" their fingers through as the worm)

SQUIGGLY, WIGGLY WORMS
(sung to: Farmer in the Dell)

Oh! Squiggly, wiggly worms
Make tunnels in the ground.
Squiggle, wiggle, squiggle worms
Are squirming all around.



Sing, Song, Sway

HERMAN THE WORM
(alternate title: I was sitting on a fencepost)

(Chorus)
I was sitting on a fencepost
Chewing on my bubblegum
(make smacking noises 7 times)
Playing with my yo-yo
(play with imaginary yo-yo)
Doo Wop, Doo Wop
Doo Wop, Doo Wop
Doo Wop

1. When along came Herman the Wrom and he was this big
(use fingers to indicate something small)
And I said "Herman, what happened?"
Gulp! I swallowed a bug."
A bug! Yuck!
And that Herman, he just crawled off
(use finger to crawl as it it is worm)

(chorus)

With each successive verse use bigger motions to indicate Herman's size and to show Herman crawling away

1. ate a bird
2. ate a cat
3. ate a dog
4. ate a cow

ate a horse

Chorus:
Then: vs. 7 Herman is small again
Herman, What happened?
Duh….I burped!

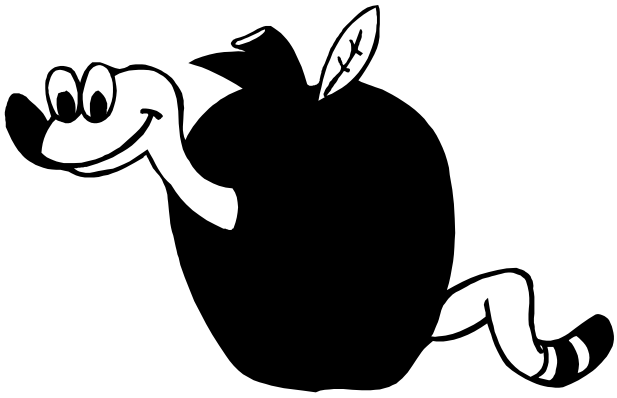
Sing, Song, Sway

WIGGLE WORM
(Tune: Did Your Ever See a Lassie?)

Did you ever see a wiggle worm.
A wiggle worm, a wiggle worm?
Did you ever see a wiggle worm
Move this way and that?
Move this way and that way
Move this way and that way,
Did you ever see a wiggle worm
Move this way and that?

Sing three times: First time children use their fingers as worms
Second time use their arms, third time their entire bodies.

OOEY GOOEY
Ooey Gooey was a worm
A mighty worm was he
He crawled upon the railroad track
The train he did not see
Oooeeeyy Goooooeeey!



THE LITTLE WIGGLE WORM
(to the tune of Eensy-Weensy Spider)
The little wiggle worm
Went crawling underground
Down came the rain
Soon mud was all around.

Rain filled the tunnels
And pushed out the little worm
So the puddles on the ground
Were the only place to squirm!

Science

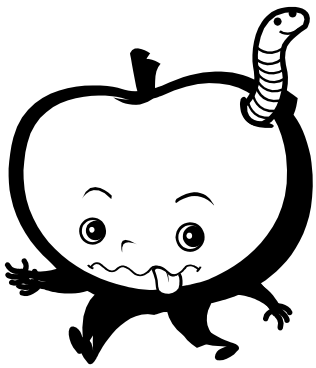
WHY ARE WORMS GOOD FOR SOIL?

Materials:
Large glass jar
Several different types of soil (sand, dirt, etc.)
Earthworms
Food scraps
Cheesecloth or screen
Large Rubber band
Towel
Water

Place the soil in the jar in layers so the children can see the different layers of soil. Place the earthworms, food scraps, on top of the dirt. Sprinkle with water to dampen surface. Cover the opening with screen or cheesecloth and use rubber band to hold in place. Cover jar with towel. After three days

WORM WONDERLAND

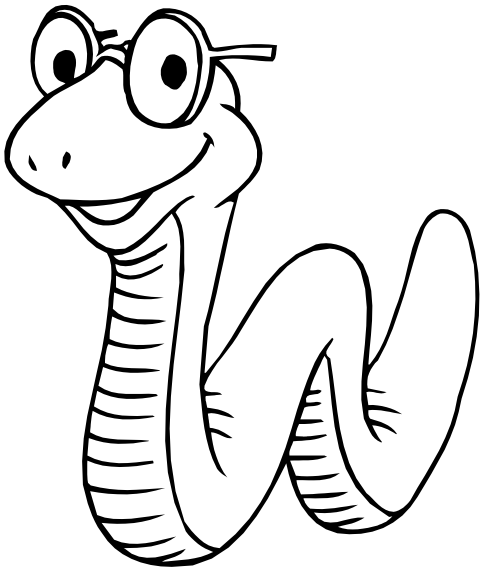
Materials:
Glass jar with lid (holes should be poked in the lid)
Screen
Dark-colored construction paper or fabric
Tape, scissors, newspaper, spray bottle
Sand, soil, peat moss
Live earthworms
Plant seeds
Vegetable scraps



After covering the table with newspapers, make a pile of each type of soil: sand, soil, peat moss. Use spray bottle to moisten soils. Place a layer of sand, then a layer of soil and then a layer of peat moss in the jar. Plant seeds around the edge of the jar. Place the worms and the vegetable scraps on top of the last layer of dirt. Place screen over top of jar and screw lid on top.
Cover jar with dark paper and tape ends together. When you want to check on your worms, lift the paper tube. Observe what happens to the soil. Plant roots will follow the worm tunnels. Be sure to keep the soil evenly damp, but not too soggy.

Sing, Song, Sway

GOING ON A WORM HUNT



Let's go on a worm hunt.
All right, let's go.

Open the door,
Walk down the sidewalk
Go out to the path.

Oh look, I see a bridge
Can't go under it
Can't go around it
Let's go over it

Oh look, I see a tree
Can't go under it
Can't go over it
Let's climb it.

Oh look, I see a pond.
Can't go under it
Can't go around it
Let's go across it.

Oh look, I see a hole.
Can' go under it.
Can't go around it.
Let's go in it.

It's dark in here
I better use my flashlight.
It doesn't work.

I think I see something
It's long!
It's slimy!
It's crawling on my foot!
I think it's a worm!

It's a giant worm!

Sing, Song, Sway

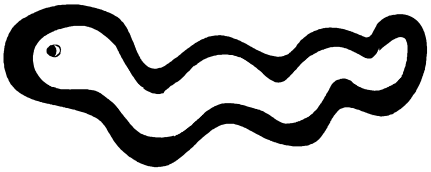
NOBODY LOVES ME

Vs. 1: Nobody likes me, everybody hates me, guess I'll go eat worms.
Long, thin slimy ones, short, fat, juicy ones, itsy, bitsy, fuzzy, wuzzy worms.

Vs. 2: Down goes the first one, down goes the second one, oh, how they wiggle and squirm.

Vs. 3: Up comes the first one, up comes the second one, oh, hot they wiggle and squirm
Long, thin, slimy ones, short, fat, juicy ones, itsy, bitsy, fuzzy, wuzzy worms.

A-HUNTING WE WILL GO



Oh! A-hunting we will go.
A-hunting we will go.
We'll catch a (insect, worm, spider)
And put him in a box,
And then we'll let him go.

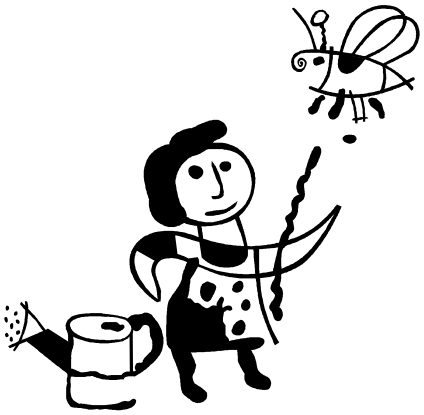
THE INSECTS OUTSIDE

(to the tune of The Wheels on the Bus)
The crickets in the fields go chirp, chirp, chirp
Chirp, chirp, chirp, chirp, chirp, chirp
The crickets in the fields go chirp, chirp, chirp
All through the yard.

Ants/in the grass/march
Worms/in the dirt/wiggle
Spiders/in the bush/spin their webs

Sing, Song, Sway

HURT NO LIVING THING
BY Christina Rosetti

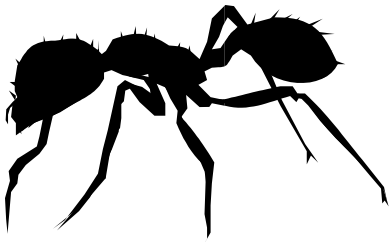


Hurt no living thing,
Lady bird, nor butterfly
Nor with with dusty wing.
Nor cricket chirping cheerily
Nor grasshopper so light of leap,
Nor dancing gnat, nor beetle fat,
Nor harmless worms that creep.

BIG BIG, SMALL BUG
(to the tune of Fere' Jacques")
Big bug, small bugs
Big bugs, small bugs
See them crawl
On the wall
Never, never falling
Nevery, never falling
Bugs, bugs, bugs.
Bugs, bugs, bugs

A BUGGY FINGERPLAY
1,2,3 (hold up hands as if confused)
There's a bug on me (point to shoulder)
Where did it go? 9brush off)
I don't know (shrug shoulders and look really puzzled)

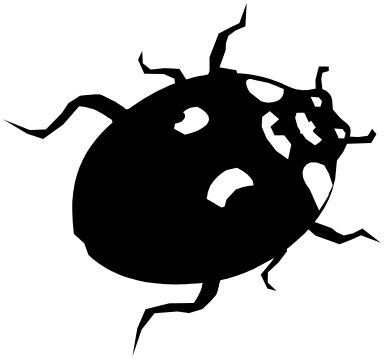
CRAWLY BUG
I saw a bug with twenty feet
Go crawling up and down the street
And wondered if he stubbed one toe
If he would ever really know!



Sing, Song, Sway

INSECT SONG

Insects, insects
You are so very small.
Insect, insects,
Sometimes I see you crawl.

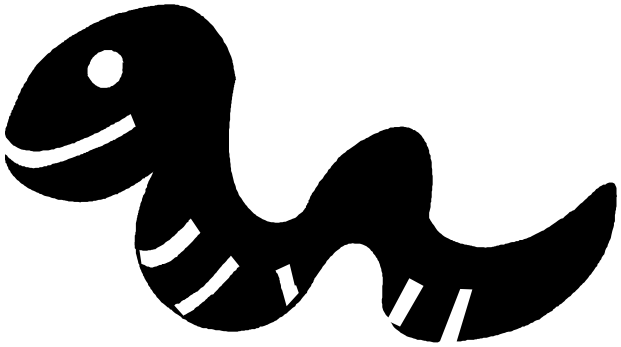


You fly and you buzz right by.
You jump up in the sky.
You are so small, the smallest of all,
Little insects, friends of mine.

Sneaky Snake

Words and music by Tom T. Hall
(you can download the music to this from the internet)

Boys and girls take warning
If you go near the lake
Keep your eyes wide open
And look for Sneaky Snake
Now maybe you won't see him
And maybe you won't hear
But he'll sneak up behind you
And drink all of your Root Beer!



Sing, Song, Sway

CHORUS
And then Sneaky Snake goes ancing'
Wigglin' and a-hissin'
Sneak Snake goes ancing'
Gigglin' and a-kissin'
I don't like old Sneaky Snake,
He laughs too much, you see
When he goes wigglin' thru the grass
It tickles his under-neath.

Well, Sneaky Snake drinks Root Bee
And he just makes me sick
When he is not cnacin',
He looks just like a stick.
Now he doesn't have any arms or legs
You cannot see his ears
And while we are not lookin,
He stealin' all of our root beer.

CHORUS

Science

Since children will be digging in dirt, handling worms and insects and other underground creatures, this is a perfect time to reinforce good handwashing practices. Remind children of the steps to washing hands properly. Practice washing hands together. Teach handwashing songs as you wash hands.

DETECTIVE

Benchmarks: Science 3:20 uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

WSS: Scientific Thinking: A:Inquiry 1. Asks questions and uses senses to observe and explore materials and natural phenomena

2. Uses simple tools and equipment for investigation

Materials:

String, yarn or hula hoops

Magnifying glasses

Flashlights

Trowels

Tweezers

Nature Journals (small tablets, pencil or pen)

Tell the children they are going on a "stakeout". Use the string, yarn or hula hoops to assign a space. Encourage children to sit or lie on the ground and watch to see what can be observed inside the circle. Ask children to write or draw pictures of everything they see in the circle in their nature books. Allow children to catch a few creatures, observe them closely, and then release them back into their natural habitat. Talk about how we would feel if a giant picked us up and examined us and then put us into a small box or bug "barn". Allow children to observe as long as they are interested. Use the nature books to graph what they observed.

Finish the activity by reading *In the Tall Tall Grass* by Denise Fleming. Compare the creatures mentioned in the book to the creatures found during the "stakeout".

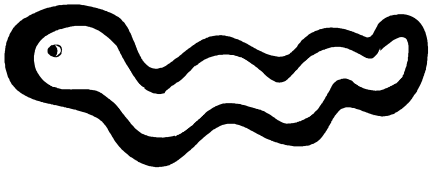
Science

WORM SPECIMENS

Benchmarks: Science 3:20 uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

WSS: Scientific Thinking: A:Inquiry 1. Asks questions and uses senses to observe and explore materials and natural phenomena

2. Uses simple tools and equipment for investigation



Materials:

Magnifying glass

Books about earthworms

Earthworms

Let the children observe the earthworms with the magnifying glass. Encourage them to use their words to tell you what the worms look like, feel like, how they move. Release earthworms after examining them.

CAMO WORMS

Materials:

Chenille stems in natural colors and some red or other bright colors

Cut chenille stems into 1 $\frac{1}{2}$" to 2" lengths. Count the stems and hide them in the grass outside or in a tub filled with Easter grass and dirt. Have the children try to locate all of the "worms". Talk about which worms were hardest to find. Why were they hard to find? Are there many worms in the colors that were easiest to find in nature? Why or why not? If it was hard to find the pretend worms, would it be hard to find worms in those colors in nature? Help children discover worms have a natural camouflage which helps protect them from birds and other predators.

Science

WHO EATS WORMS?
Materials:
Pictures or toy animals of the following animals: birds, armadillo, ducks, geese, hamsters, mice, squirrels. All of these animals eat worms.
Second set of pictures of animals who do not eat worms such as cow, dog, cat, horse. Etc.
Two mats: one for "worm eaters" one for "animals who do not eat worms".
Ask children to sort out "who eats worms?"

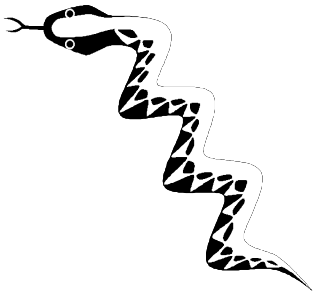
IS IT A SNAKE OR IS IT A WORM?
Benchmarks: Cognitive/Intellectual Learning: Mathematics and Science
3.10: Classifies object by physical features such as shape or color
3.11 Classifies objects conceptually (things that go together)
3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
3.25 Applies information or experience to a new context
Social Studies :3.31: Shows awareness of safe behavior

Materials:
Clear talk pictures of baby snakes and worms, or invite a local forest ranger to bring live specimens to demonstrate to the children.
Compare the talk pictures. Make a Venn diagram showing the similarities and differences between baby snakes and worms.

Discuss the similarities and differences together. Together establish a plan for when a child finds a baby snake such as DO NOT TOUCH something that may be a snake, immediately ask for help, If help doesn't come quickly, DO NOT TOUCH the snake. Stay there and wait for help.

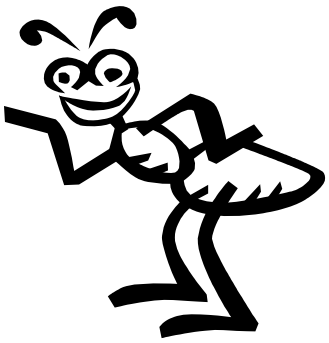
Give information concerning the venom in a young copperhead, rattler or cottonmouth.

SNAKES
Snakes live underground. Give info concerning snakes



Science

ANT HILL



Materials:
Shovel or trowel
Large glass jar
Pan larger in diameter than the glass jar
Black paper
Tape
Sponge

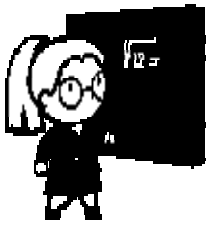
Locate an ant hill outside. Dig up some dirt and ants from the hill. Put the dirt and ants into the large jar. To keep ants from escaping, place large jar in the middle of a pan of water. Tape a black piece of paper around the jar for several days. This will encourage the ants to build their tunnels toward the side of the yard.

Feed the ants food crumbs, bits of apple or dead insects. To give the ants water, either sprinkle water on top or soak a small sponge in water and put it into the colony.

Math & Manipulatives

WORM MEASURING
Benchmarks: 3:15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)
WSS: Mathematical Thinking Component: Numbers and Operations Performance Indicator: 2 Participates in measuring activities

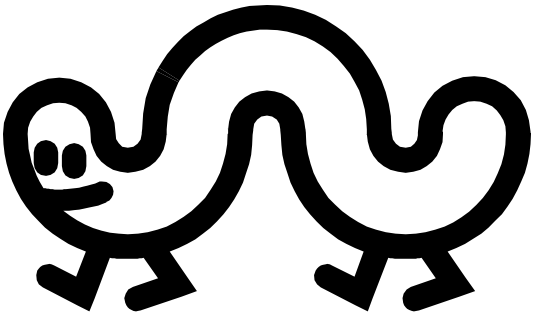
Many creatures who live underground are very small. Draw or print pictures of creatures in life-size scale. Help children measure and compare to other things.
How many "ants" would make a line as long as a hand?



WORM MEASUREMENT
Benchmarks: 3:15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration
WSS: Mathematical Thinking Component: Numbers and Operations Performance Indicator: 2 Participates in measuring activities

Materials:
Several different lengths of yarn.
Set out the yarn worms in a pile. Invite children to arrange from smallest to largest.

WORM FISHING
Make construction paper worms or use Styrofoam packing "worms" and fishing poles for children to fish for shapes, colors, numbers, ABC's or whatever you need to reinforce.



Math & Manipulatives

FEED THE BIRDIES

Benchmarks: 3:15 Demonstrates understanding of number (how many) and numeral (3 is a numeral) relationship (numeration

WSS: Mathematical Thinking Component: Numbers and Operations Performance Indicator: 2 Participates in measuring activities

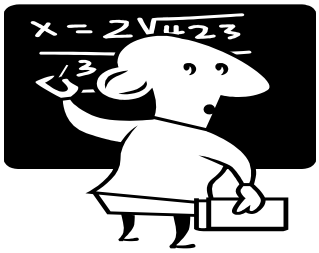
Materials:

Construction paper or felt birds' nest

5 birds for the nest, programmed with the numbers 1- 5. Place Velcro dots corresponding to the number of each bird.

15 construction paper or felt worms

number each bird from 1 – 5.



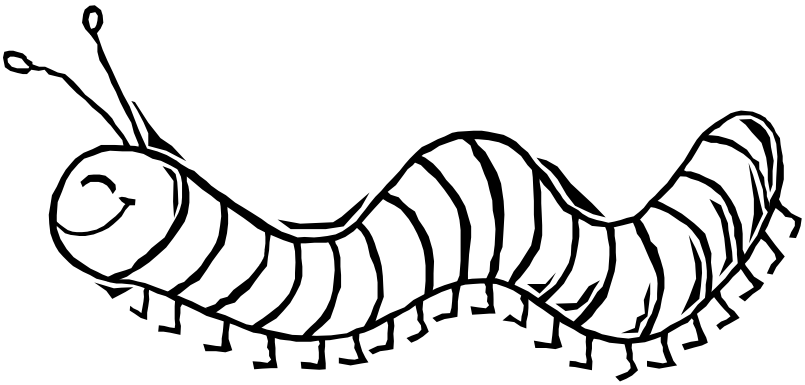
Children will feed the "worms" to the birds in the nest.

CENTIPEDES

Benchmarks 3:15 Demonstrates understanding of number (how many) and numeral (3 is a numeral) relationship (numeration

WSS: Mathematical Thinking Component: Numbers and Operations Performance Indicator: 2 Participates in measuring activities

Provide 100 straws for children to count to compare to the number of legs on a centipede.

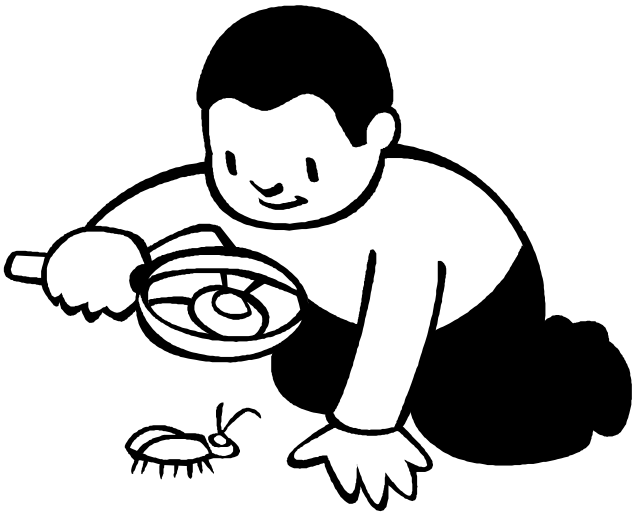


Gross Motor

Benchmarks: Gross Motor 4.9 Freely participates in gross motor activities
WSS: VII: Physical Development and Health Component: Gross Motor Development
Performance Indicators: 1. Moves with balance and control 2. Coordinates movements to perform simple tasks

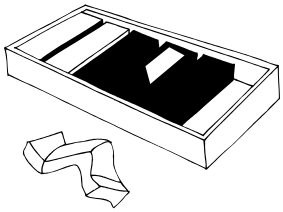
WORM RACES
Have children wiggle across the floor racing one another
Remind children to use their stomach muscles to move with as a worm does.

ROLY POLY RACES
Encourage children to roll up like a roly poly and roll across the room or grass.



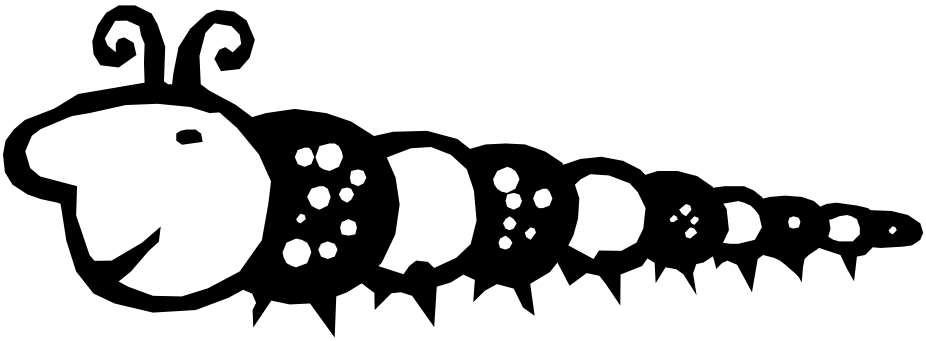
Fine Motor

Benchmarks: Fine Motor
4.7 Uses small muscles for self-help skills
4.8 Coordinates eye and hand movements to complete taks
WSS: Domain: Physical development and Health Component: Fine Motor Performance Indicators:
1. Uses strength and control to perform simple tasks 2. Uses eye-hand coordination to perform tasks



PLAYDOUGH WORMS
Make your favorite playdough recipe and teach children how to roll worms.

LACING CARDS
Print worm, bugs, spider, snake and other underground creatures on card stock. Laminate, and punch holes around the edges. Provide lacing yarn, shoe string or string for the children to lace.



Blocks

UNDERGROUND
Benchmarks: 1.19 Works cooperatively with others on completing a task
WSS: Domain: Personal and Social Development Component: Interaction with Others Performance Indicators: 1: Interacts easily with one or more children 2. Participates in the group life of the class

Materials:
Pillows, hollow blocks, boxes, blankets, pillows, chairs, table
Toy worms, insects, snakes, ground hogs, etc.
Soft (stuffed) underground creatures
Puppets or socks and other materials for children to make sock puppets of underground creatures

Children can create an "underground" tunnel for wiggly children to pretend to be worms, roly polies, etc.

Add yarn to create webs for spiders.

Talk pictures of underground houses. What would it be like to live under the ground? How would it be different from living in a house on top of the ground? What would be some good things about living underground? What would be some things you might not like?

Helpful Hints on Taxes for the Family Day Home

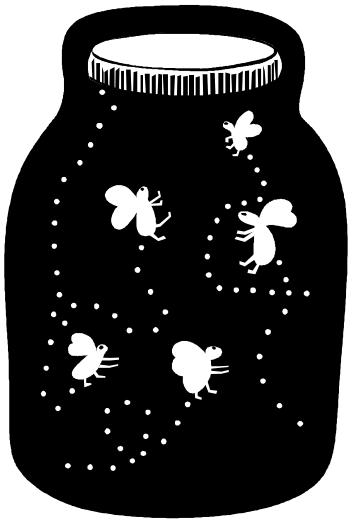
Tom Copeland provided a training on April 9, 2006 at the Arkansas State University / Early Childhood Services on Taxation and the Family Day Care Home. To highlight some of his useful advice Mr. Copland discussed the essentials of recordkeeping and determined you should…

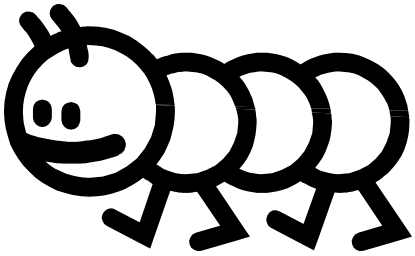
- Save receipts for all expenses associated with your house
- Keep records of all meals and snacks served
- Track all the hours you work in your home

Mr. Copeland's most informative training was sponsored by Arkansas State University Childhood Services. You may go online and view their web site @ http://chs.astate.edu or call 1-888-429-1585.

Dramatic Play

Hats, sun glasses, toy trowels, journals, pencils, pens, markers, toy microscope, boots, books about bugs and underground creatures.





Language Arts

A Day in the Life
Benchmarks: Language 5.6 Uses words to communicate ideas and feelings
WSS: Domain: Language and Literacy: Component: A. Listening and B. Speaking
Performance Indicators: 2. Uses expanded vocabulary and language for a variety of purposes.

If possible, show children a live insect, worm or other underground inhabitant. Otherwise, use a photo or picture. Ask children to imagine what it would be like to be so small. Ask them to tell you a story about what would happen if they were only $\frac{1}{2}$" tall. Be sure to record their answers. You could ask them to illustrate their story and make a class book.

WHY DO WORMS COME OUT WHEN IT'S WET?
Benchmarks: Language 5.6 Uses words to communicate ideas and feelings
WSS: Domain: Language and Literacy: Component: A. Listening and B. Speaking
Performance Indicators: 2. Uses expanded vocabulary and language for a variety of purposes.

After a rain, go outside and look for worms. Or use the garden hose to wet the lawn and look for worms. Ask children to tell you why they think worms come out when it is wet outside. Record their answers. Use reference books to find out.

Worms like to be wet. They need to be wet or their skin will dry out. When it is sunny, they stay underground in the moist soil. When it rains, they don't have to worry about the sun drying them up. Out of the ground they squirm to hunt for food. Sometimes after a long dry spell when it rain new plants and animals start to grow underground. They use up a lot of the air that worms need to breathe. Worms have to funnel up and go out above the ground to breathe.

Language Arts

WORM BOOK

Benchmark: Language Arts 3.6 Demonstrates an interest in using writing for a purpose.
WSS: Domain: Language and Literacy Component: Writing Performance Indicator: Represents ideas and stories through pictures, dictation and play. 3. Understands purposes of writing

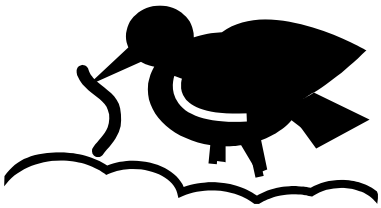
Ask children questions about worms. Write down their answers and encourage children to illustrate them. Cut the pages into the shape of a worm. Bind the book and make available to children in library or reading corner.
Some questions could include:
What do worms see underground?
What animals eat worms?
What do worms eat?
Where do worms sleep?
What do worms do in the winter time?
What d worms do?
Why do we have worms?

FIVE LITTLE WORMS FLANNEL BOARD STORY OR FINGERPLAY

Benchmarks: Language Arts 5.5 Participates in songs, finger plays, rhyming activities and games
WSS: Domain Language and Literacy Component: Listening performance indicator 1. Gains meaning by listening

Cut five worms out of construction paper, felt or print from clip art on computer.
One robin, sun, rain, drain, hole, mole.

Five little worms wiggling on the ground
One little worm said "I'm going on down"
Four little worms squirming in the sun.
One little worm left to find some fun.
Three little worms lying in the rain
One little worm slid down the drain.
Two little worms hiding in a hole
One little worm was eaten by a mole.
One little worm sneaking through the grass
Along came a robin and ate the last!



Sand/Water Play

DIG FOR WORMS

Place rubber worms (found in fishing department) in potting soil. Provide small trowels. Let children dig for worms!

Book List

"I Can't"Said the Ant	Polly Cameron
Little White Duck	Walt Whippo
The Very Hungry Caterpillar	Eric Carle
Frog's Lunch	Lillegard
Creepy Crawly Baby Bugs	Markle
Horible Harry and The Ant Invasion	Kline
A Caterpillar's Wish	Alex Shepard
Kermit All About Bugs	D. K. Sullivan
Insects	Ronald D. Rood
More Bugs in Boxes	David A Carter
Bugs and Buterflies	Landoll Books
On Hundred Hungry Ants	Elinor J. Pinczes
What do Insects Do	Susan Canizrakes
How Many Ants?	Larry Bruimmer
Spiders Spin Webs	Amada O'Neil
Bees & Wasps	David Cutts
Bugs, Bugs, Bugs,	Mary Reid
In the Tall, Tall Grass	Denise Fleming
Ant Cities	Arthur Dorros

Book List

NAME OF THE BOOK	Author or Publisher
Mice Are Amazing	
Outside My Window	Bennie Rapopart
Gruesome Stew	P Z Mann
God's Way	Mabel Mc Caw
How Does Your Garden Grow	Pat Patterson
Two Little Gardeners	Margaret Wise Brown
A Forest Tree House	Sheryl Reda
Down By the Creek Bank	Dottie Rambo
Little Golden ABC's	Little Golden Books
Inchworm Helps Out	Troll
Inch by Inch	Leo Lioni
Inch Worm and a Half	Pinczes
Diary of a Worm	Doreen Cronin
The Wind in the Willows	Kenneth Graeham???
Under the Ground	First Discovery books
Insects	Ronald Rood
The Very Clumsy Click Beetle	Eric Carle
Why Mosquitoes Buzz In People's Ears	Aardema
Over In the Garden	Jennifer Ward

Cooking and Children Mix Well

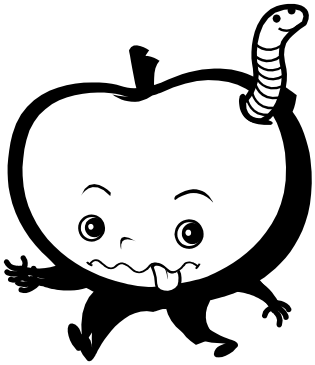
WORMY APPLES
Ingredients:
1 apple per child
Peanut butter or cream cheese

Cut apple into six pieces, spread each with peanut butter or cream cheese, wrap 1 or 2 gummy worms around the apple.

WIGGLY WORMS
1 $\frac{1}{2}$ cups apple juice
One 3 oz. package of any flavor gelatin
1 envelope unflavored gelatin
5 ice cubes
2 self-sealing plastic bags

1. Pour half of the apple juice into a sauce pan. Heat until boiling. Remove from heat. Add flavored gelatin and stir. Pour remaining apple juice into mixing bowl. Sprinkle it with unflavored gelatin.
2. Stir gelatin and apple juice in mixing bowl. Add to hot juice and add ice cubes. Stir until ice cubes melt.
3. Refrigerate 10-15 minutes. Put half the apple gelatin into each plastic bag. Close and seal.

Cover a baking sheet with foil. Cut about $\frac{1}{4}$ inch from the corner of the bag. Hold the bag over the baking sheet, slowly squeeze the bag to form worm shapes. Repeat with remaining mixture. Chill for 2 hours.



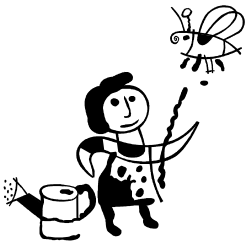
Cooking and Children Mix Well

MUD PUDDING SNACK
Ingredients:
Instant chocolate pudding
Chocolate cookie wafers
Gummy worms
Clear plastic cups
Sealable bags
Milk

Provide each child with pudding according to package instructions. Let them shake up their pudding in sealable bags. Pour out into cups. Put cookies in a second sealable bag and let children crush cookies. Show the children how to sprinkle their cookies "dirt" on top of the pudding. Add a gummy worm.

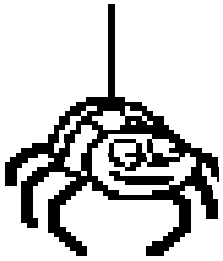
BUILD AN INSECT
Ingredients for each child:
2 celecry sticks (body)
6 carrot sticks (legs)
2 licorice sticks (antennae)
2 raisins (eyes)
Cheese spread to help stick the "limbs" to the body

BUG CRACKERS
Ingredients:
Ritz or similar crackers
Cream cheese
Pretzel sticks
Raisins
Spread cream cheese on cracker, add pretzels to represent legs. Top with another cracker and use a dab of the cream cheese to attach raisin eyes.



Infant Toddler Activities

Discovery Bottles:
SWIM BOTTLE
Materials:
16 oz. plastic bottle
Toys snakes, spiders, etc.



Fill bottle with water one inch from the top. Place objects in the water. Watch the snakes and other things "swim" in the water.

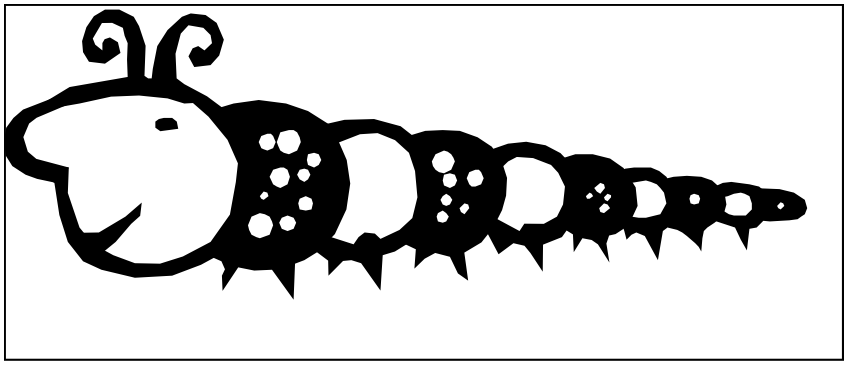
DIRT BOTTLE
Plastic soda bottle
Dirt and/or sand
Toy spiders, worms, snakes, insects

Fill bottle $\frac{3}{4}$'s with dirt/sand mixture. Put objects into the bottle and shake up. As the children turn the bottle, different creatures will appear in the dirt.

COLOR WORMS
Materials:
2 sets of felt worms in different colors

Place a worm on the flannel board, ask the children to find a worm to match. As they place the worm next to the first worm, ask them to name the color of the worms. Continue as long as children are interested.

Extension: For older toddlers or preK age children: Make more sets of worms. Create patterns on the flannel board and invite children to replicate patterns and create their own patterns.



Nutrition

Is High Fructose Corn Syrup The Cause of Obesity?

Obesity has become a major health concern among both adults and children, and experts have pointed to too little exercise and too many calories as major contributors to the problem. Many children consome excess calories from high-fat foods, large portion sized, and foods that contain large amounts of simple sugars (like sucrose, or table sugar). However, a current commentary argues that we may not fully appreciate the role that high-fructose corn syrup (HFCS) may play in encouraging obesity.

HFCS is made by a process that changes one sugar (glucose) to fructose (the sugar found in fruit). More than 25 years ago HFCS was widely introduced into the American diet as a cheap substitute fro more simple sugars. It is now the major source of caloric sweeteners in soft drinks and many other sweetened beverages and is also included in numerous other foods (e.g., baked goods, canned fruits, jams and jellies, and dairy products). The problem is that the body processes fructose differently from simple sugars. For example, fructose can help encourage fat production by the liver, and it can also interfere with hormones that are important in regulating body weight. As a result, note the authors, "dietary fructose may contribute to increased energy intake and weight gain." (Bray GA et al: *American Journal of Clinical Nutrition,* 2004, pp. 537-543)

COMMENT: The causes of obesity are many and complicated, and we doubt that any single factor, such as HFCS, will account for it. On the other hand, the experts who wrote this report have brought to our attention one common part of our diet that may contribute to obesity, and it's important to consider. First, many consumers looking for "sugar" on the product label might not realize that HFCS is indeed a sugar, and one that may contribute more to obesity than simple sugars like sucrose.

Second, the fact that fructose is found in fruit is not the issue (and we should continue to encourage children to eat fruit.) Rather, the concern focuses on the large amounts of this sugar that are consumed through a huge variety of foods and drinks that children typically consume, which can include soda pop, bottles of lemonade, cans of fruit juices, and a number of dairy, bakery, and other products. While there remains much to learn about the effects of HFCS, it's reasonable to watch how much is being consumed by our children. Reducing HFCS will certainly reduce the overall amount of "sugar" calories, and it may also prove helpful in reducing other factors that encourage obesity.

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Additional Information

Venn Diagrams (snake and worm comparison) Venn diagrams are used to show information about two different things which have similarities and differences. Even your youngest pre-K students can understand this graph. Draw two large intersecting circles. Label each circle (snakes/ worms). Ask the children to tell you what they know about snakes and worms. Record their answers on the Venn graph either on the snake side, the worm side or the inbetween area. When finished, compare the differences and the likenesses.

In the Garden Helpful Hints (available by request from the Division of Child Care and Early Childhood Education)
Sticks and Stones Helpful Hints (also available from DCCECE)

WEB SITES FOR FURTHER STUDY

The Adventures of Herman the Worm:
http://www.urbanext.uiuc.edu/worms/
Awesome site about exploring what is underground, lots of great kid activities, good lesson plans
Free terrific printable field guide to what's underground
http://www.fieldmuseum.org/undergroundadventure/kidzone/looking_for_life.shtml
Worm composting:
http://www.arhomeandgarden.org/composting/worm.htm
About spiders:
http://www.sedl.org/scimath/pasopartners/spiders/lesson1.html#encounter