



Topic of Study - Caterpillars, Butterflies, Worms, and Insects

 <p><u>Introduction</u></p>	<p>Preschool children enjoy discovering a worm under a rock or leaf. They notice a beautiful butterfly as it hovers over a flower. They watch in amazement as they see their first firefly. The outdoor environment is teeming with insects that crawl and fly, with caterpillars, butterflies and worms. Thus a study of caterpillars, butterflies, worms, and insects is a natural for children.</p>
 <p><u>Big Ideas</u></p>	<p>Here are five big ideas about caterpillars, butterflies, worms and insects that you can help children explore:</p> <ul style="list-style-type: none"> ➤ Caterpillars become either butterflies or moths ➤ Some insects crawl ➤ Some insects fly ➤ Insects have antennae and 6 legs ➤ Worms live underground, in the grass, under leaves and under rocks
 <p><u>Materials to Collect and Make</u></p>	<ul style="list-style-type: none"> • Pictures of caterpillars, butterflies, worms, bees, ants, beetles, fireflies. • Children's books about caterpillars, butterflies, worms, and insects <ul style="list-style-type: none"> <i>In the Tall, Tall Grass</i> by Denise Fleming <i>The Very Hungry Caterpillar</i> by Eric Carle <i>Inch by Inch</i> by Leo Lionni • Felt or Magnetic Board • Storytelling figures (felt or magnetic) for the book, In the Tall, Tall Grass (A Story a Month, March 2002) • Storytelling figures (felt or magnetic) for the book The Very Hungry Caterpillar (See Attachment: The Very Hungry Caterpillar) • Stages of a Butterfly Sequence Cards (See Attachment: Stages of a Butterfly) • Insect, Caterpillar and Butterfly Cube and Concentration Cards (See Attachment: Butterfly and Insect Cube and Concentration) • Butterfly Kit • Worm Terrarium/Jar



Resources

- Check with your local library for the availability of children’s books.
- Children’s books can be purchased online, from school supply catalogs or local bookstores.
- Contact the Division of Child Care and Early Childhood Education for the following materials or locate at www.arkansas.gov/childcare/storymonth.html:
 - ✓ A Story a Month – March 2002 – *In the Tall, Tall Grass* (patterns for storytelling figures)
- Insect Lore and the Butterfly Celebration to order a Butterfly Kit – Everything needed to observe the cycle from caterpillars/larvae to butterflies. Phone: 1-800-548-3284. website: www.insectlore.com



Introducing and Concluding the Topic

Introduction: Finding Out What Children Know About Caterpillars, Butterflies, Worms and Insects

Benchmarks: 3.5 Understands that print conveys a message 5.8 Participates in group discussion

To introduce the topic of “Caterpillars, Butterflies, Worms, and Insects” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about caterpillars, butterflies, worms and insects.”
- Write on chart paper, chalkboard or marker board the words “Caterpillars, Butterflies, Worms and Insects.”
- Invite children to tell you things they already know about caterpillars, butterflies, insects and worms. They may name the creatures they have seen. You may have to ask questions to stimulate their thinking, questions such as, “Where did you see a butterfly?” “What did you do with the worms you bought at the bait shop?”
- Make a list of all of the things children know about caterpillars, butterflies, worms and insects.
- Review the list with them and say, “You already know a lot of things about caterpillars, butterflies, worms and insects and we’ll find out even more.”
- Keep the list until you have completed the topic of study.

Conclusion: Finding out What Children Have Learned about Caterpillars, Butterflies, Worms and Insects

- Gather the children in a group at the conclusion of the study about caterpillars, butterflies, worms and insects. Write on chart paper, chalkboard or marker board, “Things We Learned about Caterpillars, Butterflies, Worms and Insects”
- Invite children to tell you some things they have learned. You may have to ask prompt questions such as “What do you remember about the caterpillar and the butterfly?” “How many legs does an insect have?” “When do you see fireflies?”
- Make a list of all the things children learned about caterpillars, butterflies, worms and insects.
- Read the first list you made with the children. Then say, “Here are some new things you found out about caterpillars, butterflies, worms and insects” and read today’s list with the children.



**Reading
Books with
Children**

Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Book #1: *In the Tall, Tall Grass* by Denise Fleming, author and illustrator

First Reading of *In the Tall, Tall Grass*

- Prepare to read the book, *In the Tall, Tall Grass*.
- Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to look at the cover and describe what they see. Call attention to the caterpillar if the children did not notice it.
- Read the story so all children can see the pictures in the book.
- Follow up by inviting children to name the animals on each page. See if children notice that the caterpillar can be found on each page.
- Invite children to tell you which animal is their favorite and explain why.

Second Reading of *In the Tall, Tall Grass*

- Prepare to read the book, *In the Tall, Tall Grass*
- Show cover and invite children to recall the title. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing each page and inviting children to tell you what they know about the animal on that page.
- Say to children that some of the animals in the book are insects and name them as you show the page on which they are located: bees, ants, beetles and fireflies.
- Explain that insects have antennae and six legs. Show pages with bees and ants and call attention to the antennae and legs. (Locate the bee that clearly shows six legs)

Third Reading of *In the Tall, Tall Grass*

- Prepare to read the book *In the Tall, Tall Grass*.
- Show the cover and invite children to recall the name of the book. Give the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by inviting children to say the sound or action of each animal. For example, caterpillars “crunch and munch” and bees “strum, drum and hum.”
- Ask children if they hear any words that rhyme or sound alike. For example, say, “crack, **snap**, wings **flap**” and ask which words rhyme. Emphasize the rhyming words as you say them.

Additional Benchmark: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

Fourth Reading of *In the Tall, Tall Grass*

- Prepare to read the book, *In the Tall, Tall Grass*
- Show cover, invite children to say the title. Give author and illustrator.
- Invite children to recall some of the animals in the book. Do they remember which are insects?
- Read the story so all children can see the pictures in the book.
- Follow up the fourth reading by pausing before reading the last word on a page. Invite children to say the rhyming word. For example, read “crunch, munch, caterpillars _____” (lunch), “dart, dip, hummingbirds _____” (sip).

Trainer Note: This strategy of pausing and allowing the children to complete the sentence is called the cloze technique. Children are also developing phonological awareness which is hearing and recognizing the sounds of language (**Benchmark 5.1**).

Fifth Reading of *In the Tall, Tall Grass* (Small Group)

- Gather a small group of children (3 to 5)
- Prepare to read the book, *In the Tall, Tall Grass*
- Show the cover and invite children to read the title and the name of the author and illustrator with you. Run your fingers under the words as you and the children read them together.
- Read the story so all children can see the pictures in the book. Suggest that children locate the caterpillar on each page.
- Follow up the fifth reading by having children locate letters that are the same on a page. For example, on the first page, show the letter “t” in the word “the” and ask a child to find another letter “that looks just like this one.” There is a “t” in the next two words: tall, tall. On the next page there is a “c” in the four words: crunch, munch, caterpillars, lunch.
- Invite children to locate letters that are in their name.

Trainer Note: Do the activities involving letters only as long as the children are interested. Make this a fun activity rather than a pressure activity.

Additional Benchmark: 3.7 Identifies letters and signs in the environment

Book #2: *The Very Hungry Caterpillar* by Eric Carle, author and illustrator

First Reading of *The Very Hungry Caterpillar*

- Prepare to read the book, *The Very Hungry Caterpillar*
- Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite them to name the animals they see on the cover
- Recall with children that in the story, *In the Tall, Tall Grass*, there was a caterpillar on each page of the book.
- Ask children to predict what the story is about.
- Read the story so all children can see the pictures in the book.
- Follow up by asking children if there was anything in the book that surprised them? What part of the story did they like best? What do they think would happen to them if they ate everything the caterpillar ate?

Second Reading of *The Very Hungry Caterpillar*

- Prepare to read the book, *The Very Hungry Caterpillar*
- Show cover and ask children to recall the title. Give the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by involving children in naming and counting each of the food items the caterpillar ate.
- Show children the staggered pages that show one of each of the five fruits. Involve children in naming the fruits and discussing which fruit they have eaten and which fruit they like best.

Third Reading of *The Very Hungry Caterpillar*

- Prepare to read the book, *The Very Hungry Caterpillar*
- Invite children to recall the title. Give author and illustrator
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by showing the pages with the fruit and involve children in helping you “read” what is on each page. For example, read “On Monday, he ate through ____”

- _____ (one apple). But he was still _____ (hungry)."
- Show the page with all of the food items and read, "On Saturday, he ate through _____ (one piece of chocolate cake)." Point to each food item and invite children to say each item.
 - Involve children in counting all of the food items on the page. Point to each item as you and the children count together. (10 items)

Teacher Note: This strategy of pausing for children to fill in the missing word is called the cloze technique.

Book #3: *Inch by Inch* by Leo Lionni, author and illustrator

First Reading of *Inch by Inch*

- Prepare to read the book, *Inch by Inch*.
- Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children to look at cover and predict what story is about. Call attention to the inchworm and say, "This is an inchworm. Let's read and find out what happens to the inchworm in the story."
- Read the story so all children can see the pictures in the book.
- Follow up by showing pictures and inviting children to help you name the different birds that the inchworm met and which parts of each bird's body the inchworm measured.

Second Reading of *Inch by Inch*

- Bring measuring tools to story time: ruler, metal measuring tape, cloth measuring tape, yard stick. Keep them out of sight of the children until you have read the story to them.
- Prepare to read the book, *Inch by Inch*.
- Show cover, give title, author and illustrator.
- Ask children why they think the title of the book is *Inch by Inch*.
- Ask children to show how big they think an inch is.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the children the measuring tools. Allow them to examine the tools.
- Ask children to find the numeral 1 on their tool. Explain that this means one inch. Help children find the numeral. Children may notice other numerals on the tools. Explain that the 2 means two inches and so forth.
- Place the book on the floor and turn to the page where the inchworm is at the top of a plant looking at the nightingale. Use one of the measuring tools to measure the inchworm and say, "This inchworm is one inch long."
- Invite children to suggest other objects in the room they might measure.
- State that some of the measuring tools will be placed in learning centers for children to use for measuring.
- Place measuring tools in Block Center and in Discovery Center, for example.

Third Reading of *Inch by Inch*

- Prepare to read the book *Inch by Inch*.
- Show cover and invite children to recall the title. Give name of author and illustrator.
- Involve children in discussing the objects in the room they measured. "How many inches long was _____?" (objects they measured)
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by asking children why the inchworm could not measure the nightingale's song. (Inchworm measures things, not songs) How did the inchworm keep the nightingale from eating him? (He inched out of sight of the nightingale).



Additional Books

Butterfly House by Eve Bunting, illustrated by Greg Shed

The Caterpillar and the Polliwog by Jack Kent

Diary of a Worm by Doreen Cronin, illustrated by Harry Bliss

Waiting for Wings by Lois Ehlert

Information Books:

Becoming Butterflies by Anne Rockwell, illustrated by Megan Halsey

The Butterfly Alphabet Book by Brian Cassie, Jerry Pallotta, Mark Astrella

From Caterpillar to Butterfly (Let's-Read-and-Find-Out Science) by Deborah Heiligman and Bari Weissman

Monarch Butterfly by Gail Gibbons

Where Butterflies Grow by Joanne Ryder, Lynne Cherry (Illustrator)

Wonderful Worms by Linda Glaser



Language Materials and Activities

Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Storytelling Figures: *In the Tall, Tall Grass*

- Make either felt or magnetic storytelling figures for the story, *In the Tall, Tall Grass*
- Read the book, *In the Tall, Tall Grass*, to the children.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Storytelling Figures: *The Very Hungry Caterpillar*

- Make either felt or magnetic storytelling figures for the story, *The Very Hungry Caterpillar*
- Read the book, *The Very Hungry Caterpillar*, to the children.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Benchmark: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

5.5 Participates in songs, finger plays, rhyming activities and games

Fuzzy Little Caterpillar

There was a fuzzy little caterpillar,
Climbing up a tree.
He wiggled short,
He wiggled long
He wiggled right at me.

I put him in a box,
"Don't go away," I said.
But when I opened it,
It was a butterfly instead.

I could never make one,
Even if I tried.
Only caterpillars
Turn into butterflies.

The Little Firefly

There was a little firefly,
Flashing around the tree.
Flashing here and flashing there,
He winked his light at me.
(Laverne Nelson, Fayetteville)

In the Grass

(Tune: Wheels on the Bus)

The caterpillars in the grass go crunch, crunch, crunch
Crunch, crunch, crunch. Crunch, crunch, crunch.
The caterpillars in the grass go crunch, crunch, crunch
All through the grass.

The bees in the grass go hum, hum, hum,
Hum, hum, hum. Hum, hum, hum.
The bees in the grass go hum, hum, hum,
All through the grass.

The ants in the grass go tug, tug, tug,
Tug, tug, tug. Tug, tug, tug.
The ants in the grass go tug, tug, tug,
All through the grass.

The snakes in the grass go glide, glide, glide,
Glide, glide, glide. Glide, glide, glide.
The snakes in the grass go slide, slide, slide,
All through the grass.

The beetles in the grass go scurry, scurry, scurry,
Scurry, scurry, scurry. Scurry, scurry, scurry.
The beetles in the grass go scurry, scurry, scurry,
All through the grass.

The fireflies in the grass go glow, glow, glow,
Glow, glow, glow. Glow, glow, glow.
The fireflies in the grass go glow, glow, glow,
All through the grass.

Teacher Note: Show storytelling figures from In the *Tall, Tall Grass* as you sing each verse.

Ten Little Butterflies

(tune: Ten Little Indians)

One little, two little, three little butterflies,
Four little, five little, six little butterflies,
Seven little, eight little, nine little butterflies,
Looking for a flower.

One little, two little, three little butterflies,
Four little, five little, six little butterflies,
Seven little, eight little, nine little butterflies,
Landing on a flower.

One little, two little, three little butterflies,
Four little, five little, six little butterflies,
Seven little, eight little, nine little butterflies,
Flying off again.

Where is ?

(tune: Where is Thumbkin?)

Where is caterpillar, where is caterpillar?
Munching leaves, munching leaves.
Eat your lunch, eat your lunch,
If you please, If you please.

Where is butterfly, where is butterfly?
Flying high, flying low,
Then she sees a flower, then she sees a flower.
Watch her go, watch her go.

Where is worm, where is worm?
Moving slow, moving slow,
Creeping up the bush, creeping up the bush,
Watch him go, watch him go.

Where is bumblebee, where is bumblebee?
Buzzing high, buzzing low.
Then he sees a flower, then he sees a flower,
Watch him go, watch him go.

Fuzzy Wuzzy

Fuzzy Wuzzy had no hair,
Fuzzy Wuzzy didn't care,
Fuzzy Wuzzy wasn't fuzzy, was he?

Baby Bumblebee

I'm bringing home a baby bumblebee,
Won't my mommy be so proud of me,
I'm bringing home a baby bumblebee,
Ouch! It stung me!

Benchmarks: 5.3 Expands vocabulary
5.4 Recognizes and identifies by name most common objects and pictures

Activity: In the Tall, Tall Grass Cube

- Make a cube with the following animals from the book, *In the Tall, Tall Grass*: caterpillar, hummingbird, bees, ants, beetle, fireflies
 - Carefully fill an empty cube shaped tissue box with crumpled newspapers. Use several sheets of paper because this will make your cube more durable.
 - Cover the cube with colored paper.
 - Color, cut apart and glue one animal per side to the cube
- Ask a child to toss the cube, name the animal and tell one thing about it.
- Continue with each child having a turn to toss the cube.

Benchmark: 3.4 Demonstrates visual discrimination and visual memory skills

Activity: Tall, Tall Grass Concentration

- Make pairs of animal cards from the book, *In the Tall, Tall Grass*: caterpillar, hummingbird, bees, ants, beetle, fireflies. Laminate or cover with clear adhesive for durability.
- Gather a small group of children to play the game.
- Place the cards face up, show to children and have them name the animals.
- Turn the cards over and mix them up.
- Explain to children that they will each have a turn turning over a card, naming the animal, and trying to find the matching card. Demonstrate if necessary.
- Give each child a turn.
- Continue playing the game as long as the children remain interested.

Teacher Note: Remember that the object of the game is for the children to develop visual discrimination and visual memory skills and that there are no winners or losers.

Teacher Note: Allow the children to play the game independently.

Benchmarks: 3.19 Shows interest in exploring the environment
3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
3.21 Uses words to describe the characteristics of objects (scientific process: communicating)
3.32 Cares for the environment

Activity: Going on a Bug Safari

- Gather children in a group. Discuss with them that they are going on a bug safari. Explain that they will be looking for insects or bugs. Ask children if they have looked for bugs outside their home and if they can name a few insects or bugs they have seen.
- Discuss with children that they are to look, not touch or disturb the bugs or insects they see.
- Take rope or string and hand-held magnifiers outdoors
- Make 36" circles with rope or string on grass and on the ground/dirt.
- Give children time to look for bugs or insects. Allow them to use the magnifiers to look more closely at the bugs and insects.
- Return to classroom and list the bugs or insects the children observed.
- Involve children in discussing what they noticed about the bugs or insects they observed.
- Suggest that children might want to draw pictures of the bugs or insects they saw. Record what they say about their drawing if they ask you to do this.

	<p>Activity: Butterfly Kit (complete with everything needed, including butterfly house)</p> <ul style="list-style-type: none"> • Gather the children around in a circle. • Show the children the little box with larvae inside. • Involve children in discussing what they know about butterflies. Recall with them the things they learned about caterpillars and butterflies in the book, <i>The Very Hungry Caterpillar</i>. • Show the children the booklet that comes with the kit and discuss with them the things that are needed for the larvae/caterpillars to become butterflies. • Follow the instructions in the booklet as you and the children prepare for the caterpillars and later for the butterflies. • Encourage children to observe what is happening to the caterpillars each day. • Record what the children say about the experience. • Suggest that children draw pictures of the different stages from larvae/caterpillar to butterfly. Record their comments on their drawings if they request this. • Observe the butterflies for a couple of days, making sure they have appropriate food as indicated in the booklet. • Call children’s attention to the colors and the markings on the wings of the butterflies. • Explain to the children that we cannot keep the butterflies; they need to go out into their own environment. • Take the children outdoors, open the butterfly home and say goodbye to the butterflies. • Listen to their comments as the butterflies fly away. <p>Additional Benchmark: 2.13 Recognizes and responds to beauty in the environment</p>
 <p><u>Food/ Nutrition Experience</u></p>	<p>Benchmarks: 4.2 Demonstrates health and personal care habits 4.3 Tries new foods before deciding whether he/she likes them</p> <p>Activity: Caterpillar’s Favorite Fruit</p> <ul style="list-style-type: none"> • Provide fresh fruit: apples, pears, plums, strawberries, oranges • Involve children in naming each fruit and discussing if they have ever eaten it before • Allow children to help wash fruit if possible. • Cut up fruit and place in individual serving bowls with small serving spoons. • Allow a helper to give each child a small bowl and spoon. • Invite children to serve themselves a spoonful of each fruit. • Join the children as you eat the fruit. <hr/> <p>Activity: Caterpillar’s Saturday Snack</p> <ul style="list-style-type: none"> • Provide cheese slices, salami slices, pickle slices, lettuce leaves • Give each child a small plate. • Invite children to put a lettuce leaf, a slice of cheese, a slice of salami, and a pickle slice on their plates. • Demonstrate and assist children as needed to place the cheese, the salami and the pickle on the lettuce leaf and roll it up. • Eat and enjoy your snack <p>Additional Benchmark: 4.6 Coordinates eye and hand movement to complete tasks</p> <p>Teacher Note: Allow children to do as much of these food experiences as possible.</p> <p>Teacher Note: Teachers and children should always wash hands before participating in food experiences.</p>

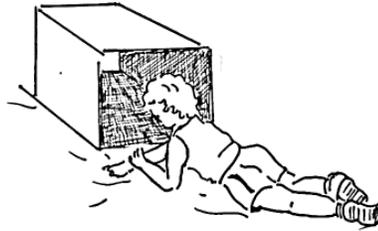


**Movement/
Physical
Education**

**Benchmark: 4.9 Freely participates in gross motor activities
4.12 Shows balance and coordination**

Crawling Activities

- Recall with the children how the inchworm moved in the book, *Inch by Inch*.
- Involve them in the following crawling activities
 - Scoot on their tummies through a cardboard box without touching the sides



- Crawl on hands and knees under a chair without touching the sides
- Crawl through a hula hoop as you hold it vertically with it touching the floor
- Crawl through geometric crawl-through shapes or cardboard boxes with shapes cut out of sides



- Provide a tunnel for children to crawl through. Tunnels can be placed indoors or outdoors
- Provide large snap-together cubes for children to crawl through.
- Involve children in moving through obstacle courses that include opportunities for crawling.
- Have children crawl backwards.
- Have children do a crab walk.
- Involve children in crawling through barriers such as cones or liter bottles without touching them.

Teacher Note: Observe children to determine when they begin to tire of crawling and stop the activity.

Teacher Note: Include crawling activities as part of your physical education/movement education program.

	<p>Benchmarks: 2.4 Participates freely in music activities 2.5 Enjoys singing games, dramatizing songs and moving to music 2.6 Expresses through movement what is felt and heard in various musical tempos and styles</p> <p>Activity: Firefly Dance Materials you will need: Flashlights and a slow swaying song on CD or tape</p> <ul style="list-style-type: none"> • Show children page with fireflies in the book, <i>In the Tall, Tall Grass</i>. • Invite children to tell you what they know about fireflies. Discuss that fireflies are an insect, that we can see them at night because they glow (make light). • Darken the room and slowly turn flashlight on and off. • Begin to play slow, swaying music, continuing to move the flashlight across the ceiling of the classroom, occasionally turning it off and then back on like the firefly. • Invite children to stand and gently sway back and forth while the music is playing. • Allow children turns with flashlights, moving their lights in response to the music. <hr/> <p>Activity: Butterfly Waltz Materials you will need: Scarves, waltz music on CD or tape</p> <ul style="list-style-type: none"> • Show children the book, <i>The Very Hungry Caterpillar</i>. As you show the cover, ask them how they think the caterpillar moves. • Show them the last page of the book with the beautiful butterfly. Invite children to discuss how they think the butterfly moves. • Distribute a scarf to each child and say that they will pretend to be butterflies as they listen to the music and move their scarves. • Begin to play a waltz tune and invite children to move like butterflies.
 <p><u>Learning Centers</u></p>	<p>Benchmark: 2.10 Explores and manipulates art media</p> <p>Art Butterfly Blots:</p> <ul style="list-style-type: none"> • Fold a sheet of paper in half, gently creasing the fold. • Provide two or three colors of paint and a teaspoon for each container. • Suggest that children open up the paper, add a teaspoon of each color of paint, close the paper at the fold and rub the paper all over the outside. • Ask children to open up the paper and describe what they find. <hr/> <p>3.24 Finds more than one solution to a problem</p> <p>Blocks</p> <ul style="list-style-type: none"> • Measuring Tools: Add tape measures and rulers for measuring blocks. • Join children in the block center as they build with unit blocks. Guide them to see that each block is a unit of another block. For example, if a child says she needs all of the long blocks to make her house large enough, show her how several blocks can be put together and be the same length as the long block. • Provide note paper or index cards and pencils so children can “write” down their measurements or ask you to record them. <p>Additional Benchmark: 3.6 Demonstrates an interest in using writing for a purpose</p>

Library/Book Corner

- Add books about caterpillars, butterflies, worms and insects.
- Add pictures that show caterpillars, butterflies, worms and insects. (laminated or cover pictures with self stick adhesive)
- Add felt or magnetic board and story figures for the stories, *In the Tall, Tall Grass* and *The Very Hungry Caterpillar*.

Home Living/Dramatic Play

- Hang attractive butterfly or insect pictures on wall in home living area.
- Look for fabric with butterfly or insect patterns to use to decorate the home living area. For example, make a tablecloth or place mats from the fabric.

Benchmark: 4.6 Coordinates eye and hand movements to complete tasks

Manipulatives

- Add butterfly and insect puzzles

Benchmark: 3.19 Shows interest in exploring the environment

Sand table or tub

- Place a couple of inches of potting soil in the sand table or tub.
- Hide plastic worms in the potting soil.

Teacher Note: Stress to children that potting soil is to be kept in the tub or table. Consider placing a towel under the tub for easy cleanup.

Keep a small whisk broom and dust pan near by and remind children to use them to sweep up any spilled soil.

- Place shredded green paper or Easter grass in the sand table or tub.
- Add plastic insects and hand magnifiers for the children to explore with.

Benchmarks: 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship

Science/Discovery

Activity: How Tall Am I?

- Prepare strips of adding machine tape approximately 6" longer than the child is tall (one per child)
- Tape the strip of tape vertically to the wall.
- Write the child's name and the date on the tape. As the child stands next to the wall, make a mark on the tape, indicating the child's height.
- Use a measuring tape and help child measure his/her height. Record the child's height in inches next to the mark.
- Repeat this procedure for each child.
- Display the tapes in the classroom for a few days, then store in the child's portfolio or folder.
- Repeat this activity every 4 to 5 months to show how much the child has grown.

Teacher Note: Do not compare the children's heights.

Activity: Measuring with Feet

- Recall with children that the Inchworm used its body to measure the birds. We can use our feet for measuring things.
- Help children trace around a foot on a piece of cardboard or tag-board. Have them cut out the foot.
- Demonstrate how to use the cardboard foot to measure the length of a table or a storage shelf.
- Observe to see if children use their foot to do additional measuring.

Benchmarks: 3.19 Shows interest in exploring the environment

3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)

3.21 Uses words to describe the characteristics of objects (scientific process (communicating))

Activity: Create a Worm Habitat

- Gather a large clear plastic jar (one or two gallon or three to six liter) with a large mouth, or an empty terrarium, earthworms, small rocks, small sticks, food for worms (lettuce, cornmeal, cereals)
- Gather the children together and discuss that children will help you create a habitat (home) for the worms much like the one in which they live.
- Involve children in placing the soil, the rocks and the sticks in the container and adding the earthworms.
- Provide a small spray bottle for water to keep the soil moist (not wet). Add food to the container.
- Encourage the children to observe and discuss the way the worms burrow and live underground. Do they see the worms eat the food? How do they get under the dirt?
- Suggest that the children draw a picture about the worms. Record on their paper what the children say about their drawings if they request this.

Benchmark: 3.14 Demonstrates the ability to order and sequence

Activity: Stages of a Butterfly Sequence Cards

- Place the sequencing cards on the science/discovery table. See attachment for the cards.
- Invite children to put the cards in order. Ask questions such as, "What is the first thing you see?" "What happens next?" Encourage them to discuss what they are doing.

Quiet Corner

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time

 <p><u>Transition Activities</u></p>	<p>Benchmark: 5.10 Follows directions in sequence</p> <p>Activity: Tall, Tall Grass Cube</p> <ul style="list-style-type: none"> • Give each child a turn to toss the cube. • Ask child to name the animal on top of the cube, tell something about it and go to the next activity. • Continue with this activity, giving each child a turn. <hr/> <p>Butterfly Fly Away</p> <ul style="list-style-type: none"> • Gently tap the shoulder of a child and have them stand up and float like a butterfly to the next activity. • Continue with this activity, giving each child a turn.
 <p><u>Family Activities</u></p>	<p>Send home a note to parents stating for the next few days, the children will be learning about caterpillars, butterflies, worms and insects</p> <p>Suggest some ways families can be involved in the topic of study:</p> <ul style="list-style-type: none"> • Collect items such as pictures of butterflies, worms and insects. • Include the titles and authors of some of the children's books about caterpillars, butterflies, worms and insects. Suggest that they look for these books in the local library, check them out and read them with their child. • Suggest that families go outside with their child during the day and look for butterflies, worms and insects. Explain to families that we have talked with children about only looking at the creatures and that they are not to disturb them. • Ask families if they see fireflies at night. If so, suggest that they take their child outdoors to view this amazing sight. • Send home a copy of the finger play, Baby Bumblebee.