

Helps and Hints

Family Child Care Newsletter

Childhood Services

Arkansas State

University

2008

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Inside this issue:

Art & Creativity

Sing, Song, Sway

Math & Manipulatives

Sensory

Special Section

And much more!

Springtime is Here!

Sunshine—Green Things—New Babies—and BUGS! Spring is a great time of year to explore new things and be outside after being cooped up all winter. Open the windows and doors! Let the sun shine in! Experience this time of year and all its excitement.

All types of insects come alive during Spring. Butterflies, bees, caterpillars, and even spiders are very interesting to young children. Relevant lessons and activities can be created using insects as a theme. Exploration and observation are natural desires of young children and this edition of Helps and Hints contains great ideas for supporting children's interests. Enjoy!



Start planning now!

NW Arkansas Spring Provider Conference

April 12, 2008

Jones Center for Families

Springdale, Arkansas

Registration Information coming soon!

Call 479-751-3463 for more information

www.nwachildcare.org



Parent Involvement

Searching for bugs is a great way for parents and children to spend quality time together. Children enjoy making homemade bug catchers with wire coat hangers and netting/hosiery plus insect homes from jars or oatmeal containers. Spring is a perfect time to go outside at night to watch fireflies.

Allow parents to borrow your bug books and literacy props to read to children at home or provide them a list of good books they might find in the library. Share some bug food ideas they can make at home such as ants on a log (raisins, peanut butter, and celery).

If you have parents who don't like bugs, you could download pictures of insects or find some in magazines for parent and child to discuss. Suggest they make up stories with their children about the insects and use the pictures as puppets.



Extra Helpers

www.creativeprek.com

www.funlessonplans.com

www.kinderplans.com

www.preschoolprintables.com

www.time4learning.com

www.lessonplanet.com

www.getreadyforschool.com

www.mommynature.com

An additional resource that you might find helpful for this and any other units:

www.preschooexpress.com





Circle (Group) Time

Tasting Party

Before telling the story, "The Hungry Caterpillar," gather up the following materials: apples, pears, plums, strawberries, oranges, chocolate cake, ice cream cones, pickles, swiss cheese, salami, lollipops, cherry pie, sausages, cupcakes, and watermelon. Prepare tasting samples of each ingredient (be aware of chokables.) Put each of them in a separate bowl, (Keep refrigerated if necessary.) Make a leaf and caterpillar from felt and place on a felt board. Begin telling the story. As you name each food item, let the children taste it. Continue until the caterpillar and your children have eaten enough to curl up into a cocoon. Add the butterfly, cover the leaf, and finish the story.

VARIATION: Instead of having a tasting party while telling the story, "The Hungry Caterpillar," have a basket of real fruit. Hold up each fruit as you tell the story. After the story, wash your hands, cup up the fruit with the children, and then have your tasting party.

Hungry Caterpillar

Read the poem below. Then ask the children what they would eat if they were a hungry caterpillar.

What do caterpillars do?
Nothing but chew and chew.
What do caterpillars know?
Nothing much but how to grow.
They just eat what by and by
Will make them be a butterfly.
But this is more than I can do
However much I chew and chew!!

Spreading Pollen

Explain that butterflies (along with bees) are primarily responsible for pollination (the transfer of pollen from one flower to another). When a butterfly sips nectar from a flower, it steps in the flower's pollen—which is fine yellow dust. Then the butterfly flies to the next flower where the pollen may come off its feet. The pollen helps the new flower make seeds which are necessary for new plants to grow. Sprinkle baby powder on the floor (or outdoors). Have children walk through it in their bare feet (or with shoes). Have them observe how their feet carry the powder. Explain that this is how butterflies carry pollen to help produce new plants.

Circle (Group) Time

Where's the Bug?

Get a plastic bug. Hide it in your hand. Say the fingerplay below with the children. As you're saying the last line, quietly set the bug someplace on your body and then say to the children, "Where's the bug?" The children should look all around your body until they find it, and then call out where it is (identify the body part).

1, 2, 3 There's a Bug on Me

1, 2, 3 there's a bug on me. (hold up your fingers)

Where did he go?

I don't know (shrug your shoulders)

Caterpillar Warm-up

Have your children get down in a crawling position and crawl in a line. Next, show them how to hook up by placing their hands on the back of legs of the child in front of them. Explain that each child is now a segment of one long caterpillar's body. Have the children all start crawling with the same leg. See if they can crawl all around the room in this fashion. Some rhythmic music will help the crawlers coordinate their movements. Gradually lead the children into a dramatization of the butterfly story (below), which describes a caterpillar's metamorphosis. Provide brightly colored scarves that the children can hide in their hands and unfurl as the butterfly emerges from its cocoon.

"The Butterfly"

One warm day, a caterpillar crawled up into a tree for a nap in one of the cool green leaves. First, she curled up on the leaf and spun a web around herself. In this cozy covering, she slept and slept. When the caterpillar woke up, she chewed her way out of the cocoon. But suddenly, she realized she no longer had her many legs. How would she ever get home? The caterpillar started to cry. Then as she tried to wipe her tears, she discovered to her joy that while she was asleep, she had grown two beautiful butterfly wings. She opened her wings, flapped and flapped, and was soon soaring through the sky. How would the story end? Where does the butterfly go and what happens to her? Ask the children to help you finish the story.



Art & Creativity

Benchmarks: Creative/Aesthetic Learning, Expression Through Art Forms and Activities 2.10-2.12

Clothespin Butterfly

Have material available to make butterflies. Cut wings from colored tissue paper. Gather wings at center. Clip clothespin to center of tissue paper wings. Open clothespin slightly and insert pipe cleaner for antennae.

Variations:

- Paint clothespin black. When dry, attach wings.
- Instead of tissue paper for wings, color a napkin with crayons.
- Use round top clothespin for body. Place wings between prongs and push toward top of clothespin.



Foot Butterfly

Trace around shoes to make wings of butterfly. Draw body between wings. Add antennae. Color butterfly with crayons. Variation: Trace around feet instead of shoes.



Butterfly Blot

Fold piece of construction paper in half. Open. Drop bright colors of paint onto one half of paper. Close paper and press. Open. When the papers dry, cut them into large butterfly shapes. Variation: Use brown or black paint to make bug.



Yarn Caterpillars

For each of your children, cut a large leaf shape out of green construction paper. Give each a 4-inch piece of thick yarn for a "caterpillar." Let the children brush glue on their leaf shapes and arrange their Yarn Caterpillars on top of the glue.



Pattern Caterpillars

Let the children cut a large number of circles from black and orange construction paper. Have the children create caterpillars by gluing the circles together, alternating colors to form patterns. Let them add circle stickers for eyes and construction paper antennae if desired.



Art & Creativity

Paper Towel Butterflies

You will need: white paper towels, empty (clean) meat tray, eyedroppers, red, yellow, blue, and green paint, clothes pins, glue, craft eyes, tape, and pipe cleaners. Spread paper towels on a tray. Use the eyedropper to drop various colors of paint onto the towels. Let the towels dry. Clip each dry towel in the middle with a clothes pin. Add two eyes to the top of the clothes pin. Use pipe cleaners to form antennae on the clothes pin.

Thumbprint Caterpillars and Butterflies

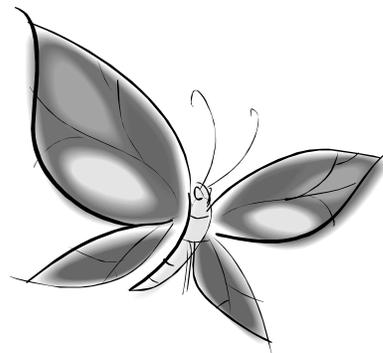
Using paint, let the children make thumbprints. For a caterpillar, have each child press three thumbprints right next to each other in a straight line, then use a crayon to draw in eyes and feet. For a butterfly, press two thumbprints next to each other for the wings, then draw in the rest of the butterfly's body.

Egg Carton Caterpillars

Cut off the tops of the cardboard egg cartons and save them for other uses. Then cut the bottom sections of the egg cartons in half lengthwise. Turn the sections over and have the children paint them green, brown, or orange (or whatever color they desire) to make caterpillar bodies. Help them poke pipe cleaners into the tops of their caterpillar heads to make antennae. Then have the children draw eyes and mouths on their caterpillars with felt-tip markers.

Tissue Paper Butterflies

Cut butterfly shapes from white construction paper. Set out assorted colors of 1-inch tissue paper squares, small containers of water and paintbrushes. Have the children paint the butterfly shapes with water and place the tissue paper squares randomly on the shapes. Have them count to ten, then remove the wet tissue paper to view their colorful creations.

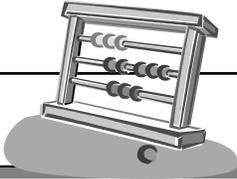




Art & Creativity

Butterfly Puppet

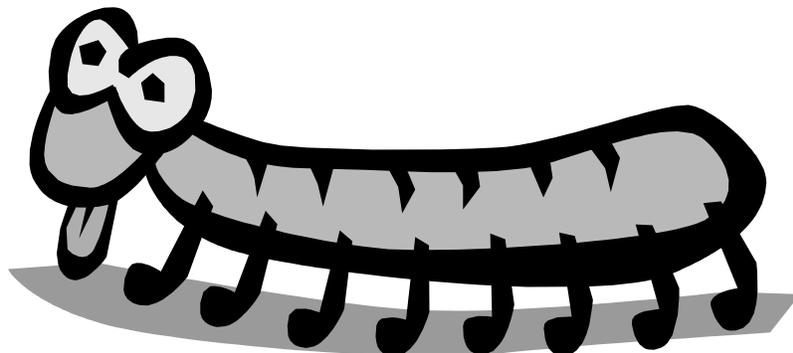
Materials: 2 white paper plates, colored markers or tempera paints and brushes, scissors, and a stapler. Draw a large butterfly on the underside of one plate. Use paint or markers to color it in completely with bright designs. With scissors, cut the other plate in half. Fold the sides of the plate back toward the butterfly's body. Staple the cut plate halves to back side of the plate with the butterfly on it. Place plates so an opening is created along the crease of the colored paper. To operate the puppet, insert your thumb in one pocket, your finger in the other. Close your hand and open it. The butterfly will flap its wings!

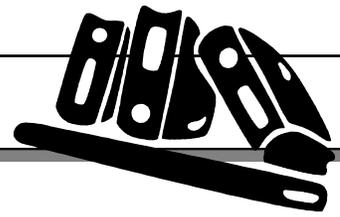


Math and Manipulatives

Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science, 3.10, 3.13, 3.15

- ☺ Make a set of caterpillars that gradually increase in size, so children can arrange them in order by size.
- ☺ Make symmetrical butterflies with different color patterns, cut them in half, and have children match the correct halves.
- ☺ Make a set of numerical cards for children to match to correct number of caterpillar or butterfly shapes.
- ☺ Make a matching game from various insect pictures.





Benchmarks: Language 5.2-5.10

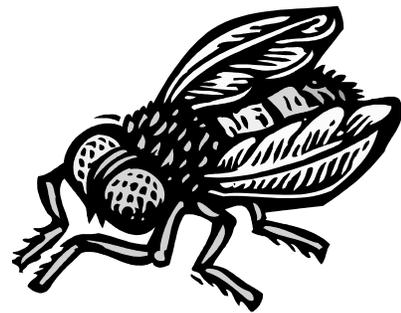
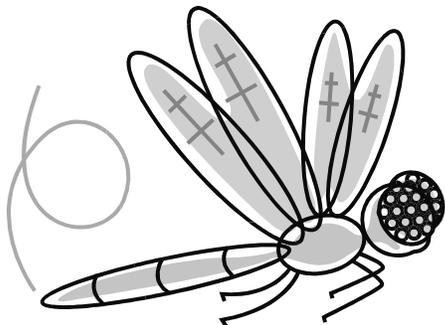
How Do I Look?

Do you know how insects have babies? Almost all insects hatch from eggs and many insects do not look like their parents when they hatch. Instead, they look like little white worms. The baby insects are called larvae. Larvae don't have wings, and often they don't have legs. So how do they grow up to look like their parents? Well, they do something fantastic! They change shape.

Insects go through a process called metamorphosis. That's just a big word that means they change shape. People can grow bigger or fatter, but they always stay the same shape. They have two arms, two legs, and one head. But certain insects—flies, wasps, moths, and butterflies—are born looking like worms!

These larvae start to eat lots of food as soon as soon as they are born. They grow quickly and after a while, they stop eating and seem to fall into a deep sleep as their bodies use the food to change from the worm shape into the shape of their parents' bodies. The baby insects are called pupae (pu-pi) while they sleep. Can you imagine how it would feel to go to sleep looking one way and wake up looking completely different? Well, that's what happens to insects while they are pupae!

Not all insects go through this sleeping time. When some baby insects—such as dragonflies and grasshoppers—are born, they do look like their parents, except they don't have wings. These babies are called nymphs instead of larvae. Nymphs never go through the sleeping time. They don't have to go to sleep to change shape, because they already look like their parents. If you could go through metamorphosis, what shape would you like to become?





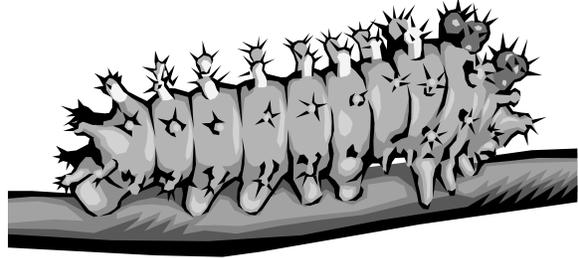
Sing, Song, Sway

Benchmarks: Creative/Aesthetic, Expression Through Art Forms and Activities 2.4-2.9, Language Arts 5.5

Creeping Caterpillar

Sung to the tune of: "Brownie Smile"

I see a creeping caterpillar
Crawling on the ground
Creeping, creeping caterpillar
Creeping all around



Glide, Glide, Butterfly

Sung to the tune of: "Twinkle, Twinkle, Little Star"

Glide, Glide
Butterfly,
Floating in
The summer sky.
Floating by
For all to see,
Floating by
So merrily
Glide, Glide
Butterfly
Floating in
The summer sky.

Glide By

Sung to the tune of: "Frere Jacques"

Glide by, glide by
Butterfly, Butterfly
We love to watch you glide
In the clear blue sky.
Glide by, glide by.

Caterpillar, Caterpillar

Sung to the tune of "Frere Jacques"

Caterpillar
Caterpillar
On the tree
On the tree
First you wiggle
This way,
Then you wiggle
That way
Creep, creep, creep,
Creep, creep, creep.

Caterpillar

Caterpillar, Crawl.
Caterpillar, Wiggle.
Caterpillar, Climb.
All along the tree.



Sing, Song, Sway

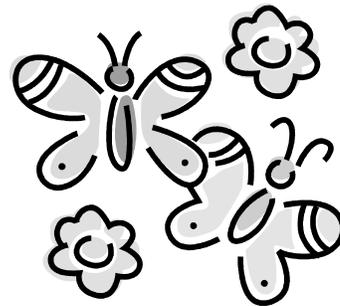
Becoming a Butterfly

I'm a fuzzy caterpillar
I hatched in early May
I've lots of legs, so I can crawl
I eat green leaves all day
But I am getting sleepy now
It's time to make my bed
I'll spin myself a nice cocoon
To rest my weary head
What's this, I feel different now!
I've wings that need to dry.
I can soar up in the air
Now I'm a butterfly

(wiggle)
(move arms like coming out of egg)
(crawl)
(pretend to munch)
(yawn)
(lay down)
(curl up)
(pretend to sleep)
(sit up)
(flap elbows)
(stand up)
("fly" around the room)

Butterfly

Butterfly, butterfly
Whence did you come?
I know now, I ask not,
I never had a home.
Butterfly, butterfly,
Where did you go?
Where the sun shines,
And where the buds grow.



Flutter, Flutter

Flutter, flutter
Butterfly
Flap your wings
So you can glide.

Fly, Fly Butterfly

Sung to the tune of: "Skip to my Lou"

Glide, glide, butterfly
Glide, glide butterfly
Fly, Fly butterfly
Fly up in the sky so high.
Flutter, flutter, butterfly
Flutter butterfly
Flutter, flutter butterfly
Flutter and glide up in the sky.
Oh my butterfly, oh my butterfly
Oh my butterfly, do you always fly so high?



Sing, Song, Sway

Pretty Butterfly

Sung to the tune of: "Up on the Housetop"

First comes a butterfly
Who lays an egg.
Out comes a caterpillar
With lots of legs.
Oh, see the caterpillar
Spin his cocoon
A little chrysalis to sleep in.
Oh, oh, oh, look and see,
Oh, oh, oh look and see
Out of the chrysalis, what a surprise,
Out comes a colorful butterfly!

How a Butterfly Grows

Sung to the tune of: The Farmer in the Dell"

The butterfly lays her eggs,
The butterfly lays her eggs,
Hi ho, the der-ri-o
The butterfly lays her eggs.

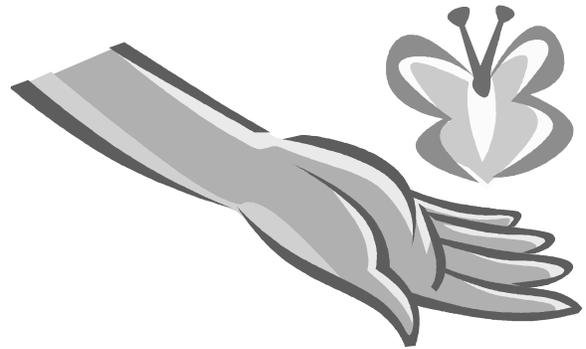
Other verses:

The caterpillar hatches out
The caterpillar eats the leaves
The caterpillar gets sleepy
The caterpillar becomes a chrysalis
The caterpillar pops out
The butterfly flies away.

Butterfly, Butterfly

Sung to the tune of: "Twinkle, Twinkle, Little Star"

Butterfly, butterfly fly away,
You were a caterpillar yesterday.
Butterfly, butterfly please stay,
Flying over my head today.
Butterfly, butterfly fly near
You were a caterpillar yesterday.



She'll Be Changing to a Butterfly Real Soon

Sung to the tune of: "She'll be Coming Round the Mountain"

She'll be changing to a butterfly real soon,
She'll be changing to a butterfly real soon,
She'll be changing to a butter, she'll be changing to a butter,
She'll be changing to butterfly real soon.

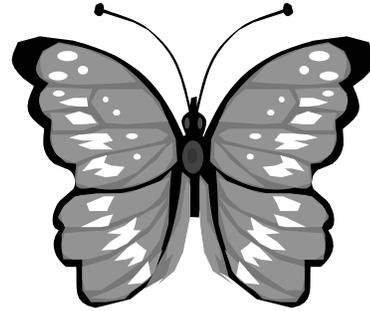


Sing, Song, Sway

How A Butterfly Grows

Sung to the tune of: "Farmer in the Dell"

The butterfly lays her eggs.
The butterfly lays her eggs.
Hi ho the derrio,
The butterfly lays her eggs.

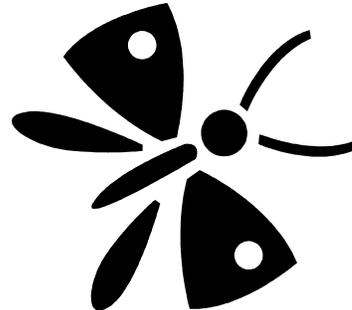


The caterpillar hatches out
The caterpillar hatches out
Hi Ho the derrio,
The caterpillar hatches out

The caterpillar eats the leaves
The caterpillar eats the leaves
Hi Ho the derrio
The caterpillar eats the leaves

Other verses:

The caterpillar gets sleepy
The caterpillar becomes a chrysalis
The butterfly pops out
The butterfly flies away.

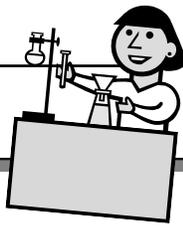


Once I Had a Caterpillar

Sung to the tune of: "Did You Ever See A Lassie?"

Once I had a caterpillar, a caterpillar, a caterpillar
Once I had a caterpillar with no wings at all.
With no wings, with no antennae, and no legs
Oh, once I had a caterpillar with no wings at all.

Then he turned to a butterfly, a butterfly, a butterfly
The he turned to a butterfly with two big wings
With two big wings, six legs, and two antennae,
Then he turned to a butterfly with two big wings.



Science

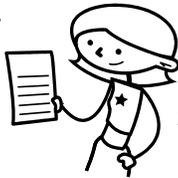
Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science, 3.10, 3.13, 3.15

Tell and Smell

Before telling the story, "The Hungry Caterpillar", make smelling jars. Poke a hole in each lid. Put a piece of cotton on each one. Cut a piece of food. Put one in each container. Cover the canisters and let the children smell them.

Caged Observation

In order to observe the opening of a cocoon or a chrysalis, create a cage from a rectangular piece of wire mesh screen and two cylinder-shaped shallow cans or pans. For sides to the cage, select a piece of screen large enough to overlap 2 to 3 inches when coiled inside one of the two pans (or cans). Use the second pan or can as a lid. Cake pans or large tuna cans work well. Twigs with the cocoon or chrysalis should be placed in a vertical position inside the cage. A cocoon found during the cold months of the year and brought into a warm room will develop a month ahead of the regular season. It should be kept in a cool place, and then in the Spring placed in the cage for observation. Sprinkle the cocoon occasionally with a little water to keep it pliable. If several cocoons of the same mother are placed in the cage at the same time and allowed to develop into adult moths, the eggs laid may hatch and grow into small caterpillars.



Fine Motor

Benchmarks: 4.6-4.8

Cocoons

Mark a 1" section at the end of a popsicle stick. Wrap string that is two feet long around the marked section to form a cocoon.

- ☺ Make butterfly wings out of pantyhose stretched over coat hangers. (These may be used in Outdoor Learning time.)
- ☺ Make nets out of pantyhose to catch butterflies.

Gross Motor



Benchmarks: 4.9, 4.11, 4.12, 4.13

Wiggling Caterpillars

Have the children stretch out on a carpet, pretending to be caterpillars on a leaf. As they crawl across the carpet, encourage the "caterpillars" to squirm and wiggle their bodies all around.

Butterfly Moves

Play music and let the children pretend to be butterflies flying around the room. Encourage them to gently wave their arms up and down as they pretend to float and flutter through the air.

Caterpillar Crawl

Have the children form a "caterpillar" by linking up in a row on their knees. Ask each child to hold onto the back or the legs of the person in front of him or her. Then have the children crawl together in a line by taking steps first with their right knees, then with their left knees.

☺ Play a circle game by letting one child be "IT". Have that child go around the circle and touch the butterfly. "IT" chases the butterfly around the circle. The first one back to the vacant spot is safe. The other person becomes "IT".

☺ Let the children fly like butterflies with the wings during construction center time.

Sleeping Caterpillars

Bring in a sleeping bag to use as a chrysalis and place it on the floor. Let one child at a time pretend to be a caterpillar and crawl inside the sleeping bag. Then have everyone sing the first verse of the song below. When the child crawls out of the sleeping bag, have everyone sing the second verse.

Sung to the tune of "Goodnight Ladies"

Goodnight, Caterpillar
Goodnight, Caterpillar
Goodnight, Caterpillar
You'll be a butterfly.

Merrily you fly away
Fly away, fly away
Merrily you fly away
Pretty butterfly.



Cooking and Children Mix Well

Benchmarks: Cognitive/Intellectual—Mathematics and Science 3.13-3.15, 3.23; Physical Development: Health and Nutrition 4.3-4.5

Caterpillar Salad

Clean a stalk of celery and cut it in half crosswise. Fill it with cream cheese. Stick either sunflower seeds or carrot slices into the cream cheese. Put raisins sticking out from under the celery as feet, and use a radish or a nut for a head.



Vegi-Caterpillar

Skewer three or four cherry tomatoes on a sandwich toothpick. Poke two holes in last tomato. Poke small celery leaves into holes. Presto! A caterpillar. Variation: Use parsley instead of celery leaves.

Butterfly

Place carrot stick in center of lettuce leaf. Cut slice of pineapple in half. Arrange on lettuce leaf. Add a seedless grape or raisin at top of carrot. Place raisins or grapes on half of pineapple. Variation: Instead of pineapple, use pear cut lengthwise for wings.

Butterfly Sandwich

Make a sandwich of your choice and cut the sandwich on the diagonal to make two triangular pieces. Put them on a plate, slightly separated with the pointed sides facing towards each other. Peel and clean a whole small carrot but do not cut off the pointed end. Slide the pointed end between the two sandwich halves. Use tiny pieces of raisings to put "eyes" on the carrot-face and make antennae out of carrot curls, sprouts, or thin celery slices.

Nectar Drinking Time

You will need: straws, paper cup for each child, honey-sweetened milk, and tissue paper flowers.

Before this activity begins, pour the honey-sweetened milk to the quarter of halfway point in each cup. Put each cup on a table and surround the cups with tissue paper flowers. Explain that a butterfly has a long, curled-up tube, called a proboscis, that it uses to suck nectar from flowers. Give each child a straw and direct him or her to a honey milk cup. Ask the children to use their proboscises to suck nectar from the flowers.



Dramatic Play



Benchmarks: Creative/Aesthetic: Expression Through Art Forms and Activities: 2.1-2.3

- ☺ Add scarves to the dramatic play area to make wings of butterflies.
- ☺ Let children act out **The Hungry Caterpillar** by crawling around eating various leaves and they can pretend to get fatter and fatter.
- ☺ Add sleeping bags to the dramatic play area to represent cocoons.
- ☺ Tell the story **The Hungry Caterpillar** using plastic food from the housekeeping area instead of real food.
- ☺ Let the children pretend to be butterflies. Give them two pieces of tissue paper for their wings. Have them fly around, flapping the tissue paper with their hands. When the teacher yells, "butterflies rest," have everyone choose a spot to land on. As the teacher slowly approaches a butterfly, he or she can fly away. Continue until all the butterflies have flown away.

Sand and Water



Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science 3.19-3.20, 3.23

- ☺ Make several butterfly shapes out of paper. Hide them in the sand. Fill a strainer with sand and sift to discover the butterflies. Count them. Make a graph of how many were found.
- ☺ Have the children make caterpillar paths in the sand.
- ☺ Make butterflies out of sponges and let them float in the water. Watch them enlarge

Block Center



Benchmarks: Experience Success 1.4-1.9

- ☺ Challenge the children to lay blocks out flat on the floor in a symmetrical butterfly shape. You might need to provide an outline or draw a puzzle-like pattern to help children to accomplish this task.
- ☺ Add caterpillars made from socks. These may be stuffed with hose or other socks. Paint the eyes and mouth with markers and add antennae made of pipe cleaners.
- ☺ Add trees and different sizes of butterflies.



Books Worth Reading

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

Books	Author
<i>Frogs</i>	Gail Gibbons
<i>Frog and Toad Collection</i>	Arnold Lobel
<i>Frogs</i>	Kevin J.J. Holmes
<i>Jump, Frog, Jump!</i>	Robert Kalan
<i>From Tadpole to Frog</i>	Wendy Pfeffer
<i>A Frog in a Bog</i>	Karma Wilson and Joan Rankin
<i>Frogs</i>	Susan Canizares
<i>Frog Prince</i>	Edith H. Tarcov (adapted)



Circle (Group) Time

Information to Share About Bees

There are approximately 20,000 species of bees. Five percent of all bees are social, living in colonies consisting of thousands of bees. The remainder are solitary bees that live alone or in small family groups. Some bees have stingers which they use to protect themselves. Bees usually won't sting unless they are annoyed because a bee will die after it stings. Bees, more than any other insect, benefit man. They help pollinate plants.

"B" Hive Game

Cover a small box with brown paper to make a beehive. Cut a slit in the top of the beehive and label it with the letter "B". Cut bee shapes out of construction paper. Glue pictures of things that have names beginning with "B" and pictures of things that have names beginning with other letters on the bee shapes. Explain to the children that only the bees that have pictures of things whose names begin with "B" can go into the "B" hive. Then let the children take turns selecting a "B" and deciding whether or not it can go into the beehive.



Art & Creativity

Benchmarks: Creative/Aesthetic Learning, Expression Through Art Forms and Activities 2.10-2.12

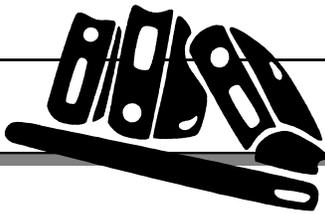
Bee Hive

The child rolls the play dough into a long rope and coils it to make a cone shape to resemble the beehive. Twist a 3" pipe cleaner tightly around a pencil and tuck a piece of yellow tissue through center of the bee's body to form wings. Stick a toothpick through the bee and into the hive to hold it in place.

Bees

Have the children cut many small squares of black and yellow tissue paper. Children twist the squares of tissue on a pencil top and glue them on the bee to make the black and yellow stripes.





Language Arts

Benchmarks: Language 5.2-5.10

☺ Make a bee out of construction paper and place tacky glue on the back. Let your children stick the bee around the room as you give directions such as these: "The bee is on the table. The bee is beside the door. The bee is under the chair."

Beehive Story

Cut several bee shapes and a beehive shape out of felt. Place the shapes on a flannelboard. Make up a story about the bees that involves adding and subtracting. Add and remove the bee shapes as you tell the story. For example: "Let's peek into the hive this morning and count the bees. Two are leaving to look for flowers. How many are left in the hive?"

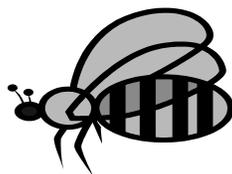
Ben and Betty Bear and the Bees

Once upon a time Ben and Betty Bear lived in a big brown cave. "Please, dear" Betty said to Ben, "Please run down to the brook and catch some fish for dinner. But don't go near the beehive in the old dead tree. Remember what the bees did to you last time!"

Ben Bear walked slowly toward the brook. Before he knew it, he was back at the old dead tree. When Ben reached the tree, he pushed his paw into the hive and grabbed a piece of honeycomb. Inside, the busy bees were making wax and honey. But the minute they saw that big paw wrecking their home and stealing their precious honey, they rushed out.

Swarming after him in a big cloud, the bees were ready to zoom down on Ben's head. Quick as a wink, Ben tore himself loose, leaving a great deal of his fur in the brush. He ran toward the brook, jumped into the water, and hid there with only his nose showing. Suddenly the bees spotted him and swooped down smack on his nose.

"Ouch! Ouch!" he cried and ran out of the brook into a grassy field. Oh, no he thought





Sing, Song, Sway

Benchmarks: Creative/Aesthetic, Expression Through Art Forms and Activities 2.4-2.9, Language Arts 5.5

The Beehive

Here is the beehive. (Make a fist)

Where are the bees?

Hidden inside

Where nobody sees.

Here they come buzzing

Out of the hive. (slowly open fist)

One, two, three,

Four, and five!



Bumble Bee

I'm bringing home (hands clasped, swinging back and forth)

My baby bumble bee.

Won't my mommy be so proud of me.

I'm bringing home my baby bumble bee.

Ouch!

That bee stung me!

I'm squashing up (imitate squashing motion with hands)

My baby bumble bee.

Won't my mommy be so proud of me.

I'm squashing up my baby bumble bee.

Ugh!

Now my hands are dirty!

I'm washing off (imitate washing hands)

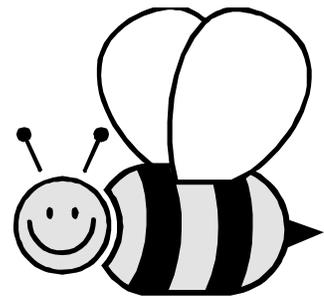
My baby bumble bee.

Won't my mommy be so proud of me.

I'm washing off my baby bumble bee.

AHHHH!!!!

All better!





Sing, Song, Sway

Bee Says Buzz

Today a bee went buzzing by
He went from bower to bower
And sipped the honey from the cup
Of every bell-like flower
This is the way that bee did buzz
Buzz z z z z z z z z z z z z

Buzzing Around

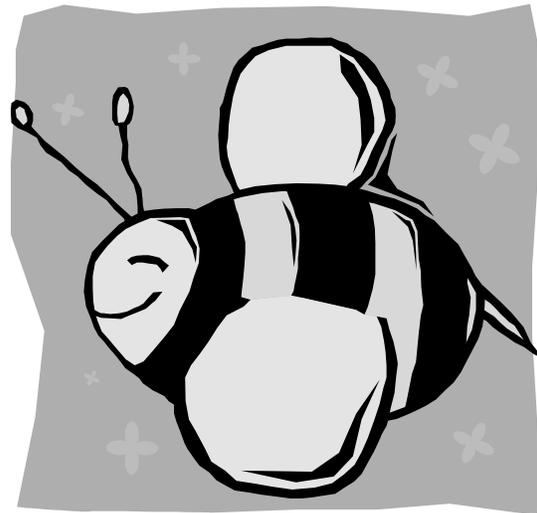
Say the rhyme together while doing the actions. At the end, pretend you're bees flying around the room making buzzing sounds.

Variations:

Be quiet bees, buzzing softly
Be noisy bees, buzzing loudly.
Slow bees, moving slowly.
Fast bees, flying quickly.

Zum, Zum, Zum

Zum, Zum, Zum
Busy bees must hum.
Fly away and get some honey
In the fields so warm and sunny.
Zum, zum, zum
Busy bees must hum.



Six Little Bees

Six little bees, buzzing in the hive
One flew away, and then there were five.
Five little bees, working near the door.
One flew away, and then there were four.
Four little bees, looked around at me
One flew away, and then there were three.

Three little bees, made honey for you,
One flew away, and then there were two.
Two little bees, got their work all done.
One flew away, and then there was one.
One little bee, sitting all alone
Five flew back, with honey for their comb.



Sing, Song, Sway

Bumblebee, Bumblebee

Sung to the tune of: "Jingle Bells"

Bumblebee, bumblebee

Landing on my nose.

Bumblebee, bumblebee

Landing on my toes.

On my ear

On my foot

Now on my elbow.

Bumblebee, Oh, bumblebee,

You land and will you go!



Ouch He Stung Me

Before you begin singing Bumble Bee, pretend to grab a bee from the air and hold it in your cupped hands. Sing the song. At the end, quickly go around to each child and sting him or her with your pointer finger. As you sting each child, name the body part you are touching. Variation: Let the children tell you where to sting them.

Serves and Feelers

Make feelers for children to wear on their hands. Add feelers and scarves to the Music Center. Put on a record for the children to move to.

Comb Hummer

Add pieces of waxed paper and a comb to the Music Center. Have a piece of waxed paper for each child. During Group Time show the children how to hum a tune of the comb and make bee sounds.

Bee Song

Bees, Bees, Bees, Bees,

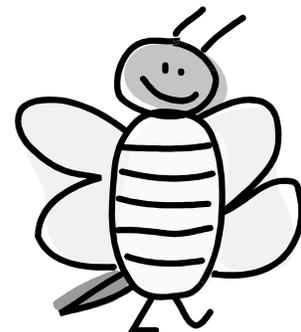
Buzzin' in the bushes, buzzin' in the trees

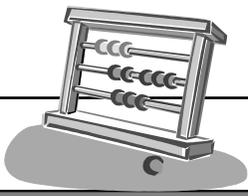
Buzzin' around, wherever they please

There's nothing so sweet,

There's nothing so sweet,

There's nothing so sweet as a honey bee.





Math and Manipulatives

Benchmarks: Creative/Aesthetic, Expression Through Art Forms and Activities 2.4-2.9, Language Arts 5.5

Matching Bees

Cut six bee hive shapes out of yellow felt. Using a black felt-tip marker, decorate the first pair of bees with one stripe, the second pair with two stripes, and the third pair with three stripes. Add eyes and other details with the marker as desired. Place magnets on the back. Place the bees on a cookie sheet with a felt hive shape. Let your children take turns placing pairs of matching bees on the hive.

Clip the Bees to the Hive

Make several bee hives with numerals on them. Glue bees on clothespins. Have the children put the proper number of bees on each hive.

Lacing Cards

Make lacing cards of bees for the Table Games Center. Be sure to have 12 or fewer holes in your lacing cards.

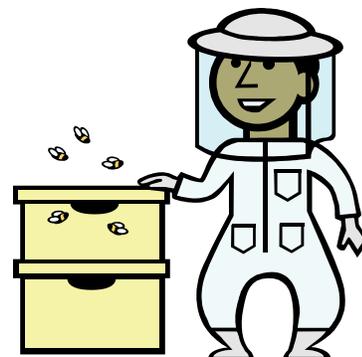
Take the Bees Home

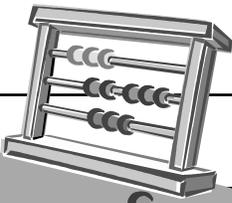
Cut the bottoms out of five Styrofoam cups. Turn them upside down to resemble a hive. Put a different color coding dot on the front of each hive. Make several bees and place them in a honey pot. Have each child draw a card which has a colored numeral on it (e.g., a red numeral 2). The child takes that many bees out of the honey pot and puts them in the hive of the same color.

Here is the Beehive

Cut a beehive shape and five bee shapes out of felt. Attach the bees in a column to a piece of yarn or fishing line and place them on a flannelboard. Before you recite the poem below, place the beehive over the bee column, leaving the top of the piece of yarn exposed. Then read the poem. As you begin counting, slowly pull the bees out of the beehive, one at a time.

Here is the beehive
Where are the bees?
Hidden away where nobody sees.
Here they come buzzing
Out of the hive
One, two, three, four, and five!



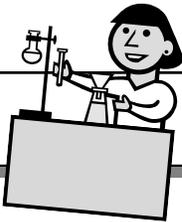


Math and Manipulatives

Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science 3.10, 3.13, 3.15

Bee Stripes

Cut five pairs of bee shape out of construction paper. On each pair draw one, two, three, four or five stripes. If desired, laminate the shapes or cover them with clear self-stick paper for durability. Challenge the children to find each pair of bees by matching or counting the stripes.



Science

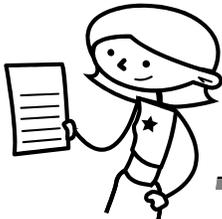
Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science 3.19-3.25

Bug Catcher

Cut holes in the opposite sides of milk carton. Put the carton in a nylon stocking with the bug in the carton. Tie a knot in the top of the stocking.

Honeycomb Observation

Bring in a real honeycomb for the children to examine. Explain that a honeycomb is made out of real wax that the bees make with their bodies. The honeycomb serves as a nest for the bees and as a place for storing their honey.



Fine Motor

Benchmarks: 4.6-4.8

Nail on Wings

Draw a bee outline on a piece of wood. Cut out wings from cardboard. Ask the children to nail the wings on the wood.

My Own Little Bee

Have the children paint a egg shaped Styrofoam yellow. Help them wrap a black chenille stick around it and put little black circles for eyes (punched with black foam from a hole punch).



Gross Motor

Benchmarks: 4.9, 4.11, 4.12, 4.13

Buzzing Bees

Tape to the floor one construction paper flower shape for each of your children. Have the children pretend to be bees. Play music and let them "buzz" around the room. Whenever you stop the music, have each "bee" find a flower to light on. Continue as long as interest lasts.

Find the Flower

Hide a flower in the room. Choose one child to find the flower. The rest of the children buzz loudly as the child gets close to the flower and softly as he or she gets farther away.

Honey Bee

One child is "IT." Everyone, except "IT", says as does the Action Poem. "Honeybee, Honeybee turn around. Honeybee, Honeybee, tie your shoes. Honeybee, Honeybee I'm after you." All the honeybees run away and "IT" catches one. That person is now "IT". Continue until everyone has been it.

Bees in the Beehive

Divide the children into groups of threes. Have two of the children in each group hold hands to form a "beehive." Have the third child stand inside the beehive as a "bee". When a signal sounds, have the bees run to find new hives. Repeat the action, letting the children take turns being hives and bees.

Buzzing Game

Select two children to be searchers. Have them leave the room while you and the other children hide an object. When the searchers return, have the other children start buzzing. The closer the searchers get to the hidden object, the louder the others should buzz. The farther away the searchers get, the softer the others should buzz. When the object is found, select two more children to be the searchers.





Cooking and Children Mix Well

Benchmarks: Cognitive/Intellectual—Mathematics and Science 3.13-3.15, 3.23; Physical Development: Health and Nutrition 4.3-4.5

Honey Snack

Serve toast, waffles, or fruit pieces topped with a taste of honey.



Honey Balls

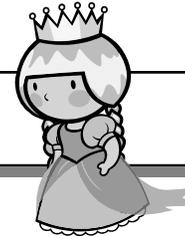
Put together in a mixing bowl: 2 cups of peanut butter, 3/4 cups of honey. Mix thoroughly, form into balls and roll in crisp rice krispies, 2 cups of powdered sugar.

A Taste of Honey

Put small amounts of honey into paper cups and add sesame seeds. Then let the children dip carrot sticks, apple slices or orange segments into the honey for a sweet "bee snack."



Dramatic Play



Benchmarks: Creative/Aesthetic: Expression Through Art Forms and Activities: 2.1-2.3

Beekeeping

Add bees and beekeeping dress to the Dramatic Play Center. Add shirt, gloves, hat and cheesecloth netting.

Bug Bash Insect Party

Help children make insect costumes. Use tin foil to make antennae crowns; make wings from oaktag; and use paper grocery bags to create insect body jackets.

Bees and Hives

Make bee puppets and place them on toilet paper rolls and place in Block Center. Tell the children they can make hives for the bees.



Sand and Water

Benchmarks: Cognitive/Aesthetic: Expression Through Art Forms and Activities: 2.1-2.3

Hide From the Bees

In the Water Center, post pictures of bees close by. Add plastic animals to the water with Styrofoam meat trays. Tell the children that the animals can hide from the bees like Ben Bear.



Books Worth Reading

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

Books	Author
<i>Bumble Bee</i>	Barrie Watts
<i>The Reason for a Flower</i>	Ruth Heller
<i>Rose In My Garden</i>	Arnold Lobel
<i>Honeybee and the Robber</i>	Eric Carle
<i>The Bee</i>	Lisa Ernst Campbell
<i>Bread and Honey</i>	Frank Asch





Circle (Group) Time

Frog and Toad

Read aloud some of Arnold Lobel's Frog and Toad Books: Frog and Toad, Frog and Toad are Friends, and Frog and Toad Together (Harper and Row). Then ask the children some of these questions:

1. Do you think frogs and toads can really do the things they do in these stories?
2. Can frogs and toads really talk the way people do?
3. What sound can frogs and toads make?
4. Can frogs and toads really walk on two legs the way the characters do in the stories?
5. Can frogs and toads really read and write?
6. What can they do that people do?

Did You Know?

People often confuse frogs with toads. Discuss the differences and create an experience chart. Add lots of pictures with children's drawings. Here are some ideas:

Frogs

- ◆ Frogs are green and brown.
- ◆ Frogs have smooth, wet skin.
- ◆ Frogs live in ponds and on land.
- ◆ Frogs run away from enemies.
- ◆ Frogs have long hind legs

Toads

- ◆ Toads are darker than frogs.
- ◆ Toads have bumpy, dry skin.
- ◆ Toads live on the land.
- ◆ Toads can blow up their bodies to scare enemies.
- ◆ Toads have shorter legs than frogs

Your Own Frog and Toad

After reading Arnold Lobel's tales, have children think up their own adventures of Frog and Toad. They can dictate their stories to you or record them on tape.





Art & Creativity

Benchmarks: Creative/Aesthetic Learning, Expression Through Art Forms and Activities 2.10-2.12

Observing Frogs' Eggs

If you have access to a pond where frogs are breeding in the spring, scoop up a few dozen frog eggs. Keep the eggs in pond water in an aquarium, and add a few water plants. Make sure the aquarium gets some sunlight during the day. Place a hand lens near the aquarium so the children can see the eggs close up. Let them make drawings of the eggs. Children will discover that each egg is enclosed in a jelly-like capsule. They can watch the eggs daily as the eggs develop into tadpoles. This can take from 3 to 21 days. Record children's observations on a chart and add their drawings.

Provide the children with egg carton, green paint, and red construction paper to make frogs.

The Right Color

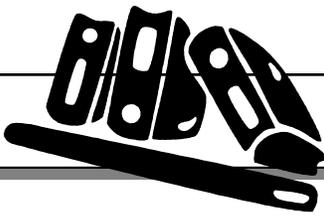
Have available: butcher paper, green, brown, and blue paint, paint brushes, crayons, scissors, and glue.

Have each child paint part of a large sheet of butcher paper green and brown, to represent the forest floor. Then have them paint a large area of blue in the middle of the green and brown to represent a pond. Have the children draw amphibians with green and brown. Help the children cut out their amphibians out of magazines and glue onto the butcher paper. Place the butcher paper at a distance so children will see how the amphibians blend in with their background.

Ask the children how they think each amphibian's color helps it protect itself from other animals. Do children know any other kinds of animals that look the same as their surroundings?

Cookie Cutter Frogs

Cut out a cookie cutter-type frog out of 9 x 12 sheet of green construction paper, one for each child. Before class, use a craft knife and cut an "X" where the frog's mouth should be. Let the children decorate their frog with eyes, spots, etc. You can talk about how a frog has a long sticky



Language Arts

Benchmarks: Language 5.2-5.10

Frog Puppet

The late Jim Henson has probably done more for the image of the frog than anyone through his wonderful muppet character, Kermit the Frog. Most children know Kermit and love him. If you already own a Kermit puppet, take him out and have your children play with him. If you don't, make one!

Begin with an old green sock. Put your hands in the sock and position your fingers to make a face for the puppet—your thumb is the chin and your four fingers on top are the head. If you want your frog to have arms and legs, use green felt to cut them out (webbed feet and all) and sew them on where they look the most natural. This is very basic and simple; be more elaborate if you wish, but this will suffice.

- ☺ Read or tell a frog story. Whenever your children hear the word frog, have them “ribbit.”
- ☺ Read the story, “The Frog Prince.”
- ☺ After reading Frog and Toad are Friends, the whole class can bring fresh fruit for one large **Friendship Fruit Salad**.



Block Center

Benchmarks: Experience Success 1.4-1.9

Pond

Make a large lily pad out of green construction paper to add to a large blue pond.

Frogs

Duplicate the frog patterns and color and laminate. Place frog patterns on cardboard rolls to enhance the block play with the pond and lily pads.

Bridges

Construct bridges out of block across the ponds and lily pads.



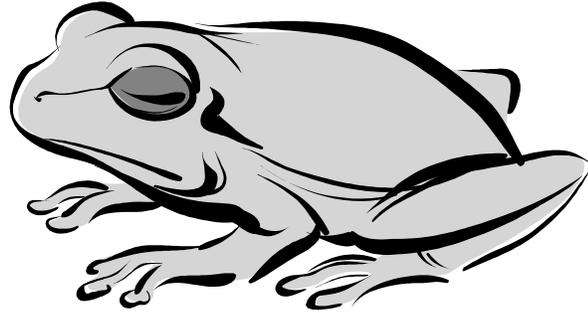
Sing, Song, Sway

Benchmarks: Creative/Aesthetic Learning, Expression Through Art Forms and Activities 2.10-2.12

I'm A Little Tadpole

Sung to the tune of "I'm A Little Teapot"

I'm a little tadpole,
Small and frail,
Here is my head, and here is my tail.
When I get all grown up,
A frog I'll be,
So watch me grow, it's fun, you'll see.



A Little Frog

A little Frog
In a pond and I.
Hippity, hoppity, hop (hop fist up and down)
Watch me jump
In the air so high.
Hippity...hoppity...hop!!! (hop fist as high as possible)

Frog Music

On a warm spring evening go to a pond with you child and listen for some frog music. You'll be amazed at the sounds you'll hear. Listen for the "jug-o-rum" of the bullfrog, the "tchung" of the green frog, the thrill of the common frog, the peep of the pepper frog, the "grunt" of the meadow frog and the "burp" of the pickerel frog. Bring a flashlight along to try to see some of the frogs hopping into the water as you approach.

Did you Ever See a Frog?

Sung to the tune of "Did You Ever See A Lassie?"

Did you ever see a frog,
A frog, A frog?
Did you ever see a frog,
Jump this way and that?
Jump this way and that way.
Jump this way and that way.





Sing, Song, Sway

In the Pond

Sung to the tune of "The Farmer in the Dell"

The frog lives in the pond.
The frog lives in the pond.
It reaches high to catch a fly.
The frog lives in the pond,

The Frog Goes Hopping

To the tune of "When Johnny Comes Marching Home"

The frogs go hopping one by one, hurrah, hurrah
The frogs go hopping one by one, hurrah, hurrah
The frogs go hopping one by one,
And the little one stops to suck it thumb
And they all go hopping down into the pone
To get out of the rain.

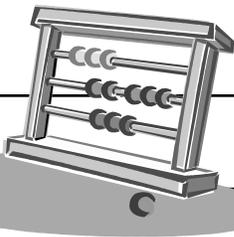
The frogs go hopping two by two
The little one stops to tie its shoe

The frogs go hopping three by three
The little on fell and skinned its knee

The frogs go hopping four by four
The little one stops to shut the door.

The frogs go hopping five by five
The little one stops to touch the hive





Math and Manipulatives

Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science 3.10, 3.13, 3.15

Match or Lotto Concentration Game

Use the enclosed sheet of insects, animals and amphibians to make games.

Graph the fruit brought in for the Friendship Fruit Salad.

In math, sort buttons by attributes or create patterns with buttons. Have the children add buttons to the frog picture included. You the teacher color the picture and laminate and have the children add the buttons.

Something Sticky Puzzle

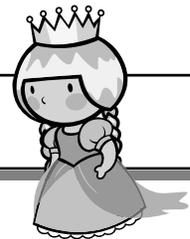
Color the puzzle page, mount on heavy cardboard, laminate, and cut into pieces. Have the children work the puzzle.

Life Cycle of a Frog

Color the page "Life Cycle of a Frog". Mount on individual cards, laminate and let children sequence the life cycle.

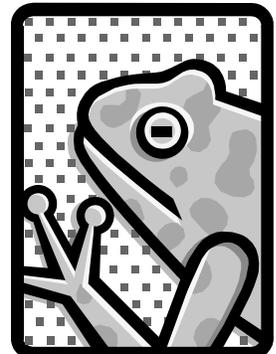


Dramatic Play



Benchmarks: Creative/Aesthetic: Expression Through Art Forms and Activities: 2.1-2.3

- ☺ Set up a pet store or zoo with amphibian section. Make an amphibian aquarium. Include newts, salamanders, frogs, and toads.
- ☺ Have binoculars in the dramatic play area. Have the children pretend to look for amphibians (frogs, toads, salamanders, newts).





Science

Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science 3.19-3.25

Tadpole Watch

Catch some frogs' eggs to watch the transformation into tadpoles right in your own prepared jar. Take a gallon jar, and put about 1" of sand in it. Add a few stones and water plants. Pour in some pond water until the jar is about 3/4 full. Take a few frogs' eggs and put them in the jar. Observe the tadpoles. Discuss the following: A tadpole has small eyes, a long tail, and smooth, moist skin. An adult frog has strong, webbed hind legs, and a long sticky tongue.

On a table, arrange various kinds of frog items for the children to discover and play with. Include things such as pictures of frogs, plastic frogs, toy frogs that can be made to swim in a tub of water, and tape recording of frog sounds. Encourage the children to talk about the frog items as they play.

Discuss the similarities and differences between frogs and toads. Make an experience chart.

Did Anyone Say Pet?

Bull frogs and newts make good pets because they are easy to care for. You will need: pet amphibian, terrarium, live insects, Polaroid or digital camera.

Keep your amphibian in a moist terrarium. Include a rock and a dry area with a plant in the terrarium, and provide your amphibian with live food. Frogs and toads like to eat insects or earthworms. Newts like snails and slugs.

Have the children observe the amphibian when food is placed in the terrarium and at intervals over several days. Use a Polaroid or digital camera to photograph the amphibian as it eats. Help the children to create a photo display,

Discovery Table

On a table, arrange various kinds of frog items for your children to discover and play with. Include things such as pictures of frogs, plastic frogs, toy frogs that can be made to swim in a tub of water, and a tape recording of frog sounds. Encourage the children to talk about the frog items as they play.



Gross Motor

Benchmarks: 4.9, 4.11, 4.12, 4.13

Leap Frog

Certainly don't overlook the old favorite game of Leap Frog. If the children don't know this wonderful game already, teach them now. You'll have to scrunch down as tightly as you can for you child to be able to leap over you, but it will be fun.

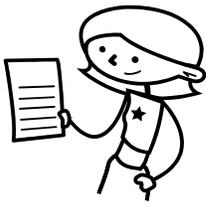
Jumping Frogs

Show your children how to jump like frogs. Have them crouch down and place their hands out in front of them on the floor. Then have them jump forward, raising their arms high in the air before returning to a crouching position. Encourage the children to take both big and little frog jumps as they move around the room.

Take children outdoors. Explain that a frog's long back legs make it possible for the frog to leap away from enemies. Children then pretend to be frogs and practice jumping. See how far each child can jump.

Hide, Mr. Salamander

Play a game in which children sit in a circle. Make the sound of a salamander's enemy such as "caw-caw" of a bird or the "hiss hiss" of a snake. When the children hear this sound, they find a place to hide. When you say "The coast is clear. Scurry home!" the children return to the circle. If you wish, allow a child to make the sound of the enemy and then call the others back when it's safe.



Fine Motor

Benchmarks: 4.6-4.8

Party Blow-Outs

You will need: double sided tape, party blower for each child, and small pieces of paper.

Talk about the stick tongue of a toad and a frog. Discuss how the tongue helps them catch food. Complete the "Something Sticky" sheet. Make bands of tape. Press one band against the end of each party blower. Let the children experiment with the blowers to see if they can grab small pieces of paper with them.



Cooking and Children Mix Well

Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science 3.13-3.15; Physical Development: Health and Nutrition 4.3-4.5

Frog Salad

Cut 1/4 of cucumber, leave the skin on, and stand it on a bed of lettuce. Slice two thin pieces of green olive and secure them with toothpicks for the frog's eyes. Cut a thin smile line out of the cucumber for the frog's mouth. At the base of the frog, make his four legs by using either celery pieces or pickle spears cut to the appropriate sizes.



Lily Pad Salad

Make this salad and have the children pretend to be the frog eating the tasty "bugs" offered on the lily pad. Place the lettuce leaf on a plate. Place raisins, golden raisins, nuts, seeds, and other dried fruits on the lettuce. Scoop them up with your "sticky" tongue and enjoy your "buggy" treat.

Send a note home asking each child to bring one piece of fresh fruit or a small can of fruit for the Friendship Fruit Salad.



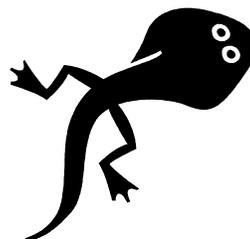
Health and Safety

Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science 3.13-3.15; Physical Development: Health and Nutrition 4.3-4.5
Let the children hop like little frogs to the snack table.

Discuss with the children the things you and friends can do together like in the "Toads and Friends".

Amphibian Walk

Go on an amphibian search in ponds, lakes, and wooded areas. Bring binoculars and containers to hold amphibians.





Sand and Water

Lily Pads

Cut out of green fruit, vegetable or meat trays shapes of lily pads, frogs and toads for hiding in the sand or floating in the water.

Frog Catch

Add a tea strainer to the water area for giggling or scooping up the frogs.

Eggs in Jelly?

Have children touch peppercorns in a bowl of egg whites. The sensation is pretty similar to frog's eggs in their jelly-like case.

Back to the Pond

Remind children that newts live on land as adults, but return to the pond to lay eggs in the spring. Place small kernels of corn or beans in the water area to represent the eggs of newts.



Books Worth Reading

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

Books	Author
<i>Do You Want to Be My Friend?</i>	Eric Carle and Thomas V. Crowell
<i>Friends</i>	Helme Heine
<i>George and Martha</i>	James Marshall
<i>We Are Best Friends</i>	Aliki





Training Announcement



COMING SOON!

Arkansas Fit Kids

For Family Child Care Providers

Help your children and families get fit!

Learn new ideas to encourage healthy eating and physical activity

Arkansas Fit Kids Activity Kit contains eight new learning activities for every month of the school year.

Brought to you by:



Arkansas State University Childhood Services
Child Care Connections

DHS Division of Child Care and Early Childhood Education
Special Nutrition Food Program

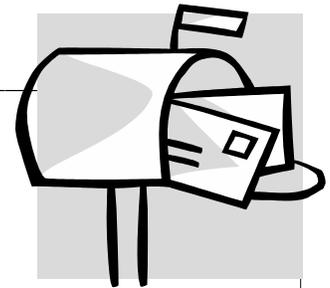


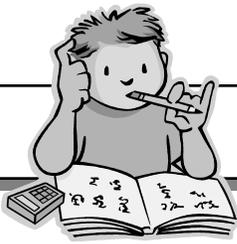
Suggestions? Ideas? Questions?

Feel free to send us your feedback!

Email: kmurphy@astate.edu

Mail: Childhood Services PO Box 808 State University, AR 72467





Training Announcement

Coming Soon!!!
*Annual Early Childhood Education
Conference*

August 4-6, 2008
ASU Fowler and Convocation Centers
Stay tuned for more details!!!!

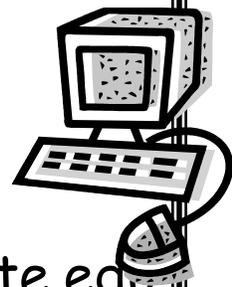


Start planning now!
9th Annual
Family Child Care Conference

April 20-21, 2007
Holiday Inn
Jonesboro, Arkansas

Registration Information Coming Soon!
Call 1-888-429-1585 for more information.

**Don't forget to check out the registry
website for information about
Professional Development!**



Visit
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Child Health ALERT

A Survey of Current Developments Affecting Child Health Care

Do Food Additives Cause Hyperactivity?

Hyperactivity is an all-too-common condition in children, and it is one aspect of the diagnosis "attention-deficit hyperactivity disorder" (ADHD). Over 30 years ago, Dr. Ben Feingold suggested that hyperactivity could be caused by food additives such as artificial colors and preservatives, and he proposed what came to be known as the "Feingold Diet", which was designed to eliminate these additives from foods children ate.

There was great controversy over the suggested link between diet and hyperactivity. Most of the early studies weren't able to tell whether additives actually caused a child's hyperactivity or whether, instead, parents who believed additives were at fault were simply more likely to report hyperactivity when their children ate foods with additives. Recent studies have been more careful; to remove the possibility that parents might report more symptoms when they know their child has been exposed to additives, the researchers usually compare the effects of certain additives against a placebo and at the same time they make sure the parents (and the investigators) don't know which times the child has had additives and which times he has had a placebo. These studies, on balance, suggested that there were some children whose hyperactivity was made worse when they were given various food additives.

Most research has considered how hyperactive children react to additives; to see whether additives might cause hyperactivity in the general population of children, researchers in England conducted another careful study. This one involved 153 3-year olds and 144 8-9 year olds; both groups were given drinks each day that contained either a mixture of various food additives or a placebo. The effects of these additives were measured by parents' and teachers' rating their behavior, and in the older children, a computerized test of attention was also used.

The authors found that some of the additives increased hyperactivity in some of the children in both age groups. Overall, the additives didn't produce dramatic effects, they report, and the effects varied considerably from child to child. Since the test mixtures contained both a commonly-used preservative (sodium benzoate) and various different food colorings, the authors weren't able to sort out which of the specific additives might have affected the children. (*McCann D et al: Lancet, November 3, 2007, pp.1560-1567*)