

Prekindergarten Unit Lesson Plan Information

The following Sample Unit Lesson Plan Template provides guidance as you think through the design of a unit lesson. The unit lesson plans will integrate the Unit Plans for PreK ELA and PreK Math into the lessons. Therefore, it is important to develop the Unit Plan first, so that you will see the big picture of where you are and where you wish to go. This will make it easier to focus on the individual unit lesson plans.

Organization of Unit Lessons

The Sample Unit Lesson Plans are comprised of ten (10) sample units. Each is divided into three-week units for a total of 30 weeks of instruction across all ten units. As you design your unit lesson plans, you may want to consider adding units or adjusting the sample units to meet the needs and interests of your children. Each Sample Unit Lesson is written to cover a 3 week period of time; however, you may decrease or increase the amount of time spent on each unit lesson.

Each unit lesson should have Focus Learning Objectives and Focus Standards emphasized within that particular unit. There are, however, many more supporting standards that should be incorporated throughout the units that are not addressed specifically on the unit lesson plan. For example, throughout the year, teachers will incorporate skills such as listening comprehension, letter knowledge, writing, phonemic awareness, color/shape recognition, etc. within the daily activities for every unit lesson.

Unit Lesson Plans Include:

- **Focus Learning Objectives:** The content and skills to be taught and assessed.
- **Focus Standards:** The specific standards that are addressed that will be taught and assessed.
- **Guiding Questions:** Questions for teachers to consider that will increase children’s knowledge and understanding of the Unit Lesson theme.
- **Vocabulary and Higher Order Questions:** Questions teachers ask children to introduce new vocabulary and serve as examples of questions that encourage children to reason and explain their thinking.
- **Integrated Domain Concepts:** The general skills that can be integrated into the unit lesson that incorporate skills from all domains of the standards.
- **Focus Activities:** Unit-related activities that incorporate the focus skills and standards to be taught and assessed. It is assumed that these activities will be used more than once during the week along with other planned activities. Detailed descriptions of these activities can be found in the Appendix.
- **Focus Materials:** Specific materials that can be used in the various learning centers that relate to the focus skills and standards to be taught and assessed. These materials are an addition to the basic materials that are in each learning center.
- **Transition Activities:** The activities that are used to help children move from one activity to another. These activities should relate to the focus skill areas.
- **Additional Resources:** Any other materials, activities, websites, etc. that will be used that relate to the unit lesson.
- **Family Engagement:** Activities to involve families in activities at home that support what is being learned in the classroom
- **Appendix:** Contains detailed explanations of the circle time and whole or small group activities, as well as shared writing activities. These are samples, and teachers are encouraged to add additional activities or adjust these to meet the needs and interests of their children.
- **Assessment:** Documentation of skills and standards to be recorded by the teacher through observation, notes and anecdotal records, as well as child generated products. [This should occur throughout the day to monitor progress of children towards accomplishing the focus skills and standards throughout the unit lesson time frame. The teacher should assess the children using authentic assessment that involves a continual process of observing, listening, collecting and recording. The assessment process should concentrate on the focus skills and standards; however, progress towards other non-focus skills and standards may be observed and documented as well. The items for documentation should be dated and kept in the child’s portfolio (hard copies and/or electronic)].

Unit Title	Springtime Changes	Length of Unit	3 weeks
Focus Learning Objectives:		Focus Standards Addressed in this Unit:	
<p>The children will be able to:</p> <ol style="list-style-type: none"> 1. Use complex and new vocabulary words to discuss events in books 2. Compare changes in the seasons associated with spring 3. Describe life cycles of butterflies and/or other insects 4. Use drawings/symbols/letters to express ideas through writing/drawing 5. Explore measurement tools and use comparative words to describe objects 		<p>AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions. (4.1, 4.2) CC 3: Explore roles and experiences through dramatic art and play. (4.1,4.2,4.3) CM2: Understand basic patterns, concepts, and operations. (4.2) CM3: Understand attributes and relative properties of objects as related to size, capacity, and area. (4.1, 4.2, 4.3, 4.4) CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions). (4.1, 4.4) CS 3: Acquire scientific knowledge related to life science (properties of living things). (4.1, 4.2, 4.5, 4.6) CSS 3: Develop an awareness of geographic locations, maps, and landforms. (4.1, 4.6) LL 2: Comprehend and use increasingly complex and varied vocabulary. (4.1, 4.2) LL 4: Comprehend stories and information from books and other print materials. (4.1, 4.2, 4.5, 4.7) LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters. (4.1, 4.2) PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body. (4.1, 4.2) PM 2: Develop small muscle control and coordination. (4.1, 4.2) SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals (4.1, 4.2, 4.3)</p>	
Guiding Questions for Teachers:		Vocabulary Words/Sample Higher Order Questions to Ask Children:	
<ol style="list-style-type: none"> 1. Can children identify changes in the environment (weather, plants, animals, insects, etc.) and, activities related to spring? 2. Can children identify characteristics of insects? 3. Can children use simple words to describe observations related to life cycles of plants and insects? 4. Can children explain their thinking when participating in simple measurement activities? 5. Can children hold a pencil/crayon to scribble, write or draw? 		<p>Vocabulary words: spring, flowers, bloom, rain, seeds, blossom, butterfly, caterpillar, cocoon/chrysalis*, ladybug, egg, larvae, pupa adult, insect, bee, cricket, garden, fly, wings, head, thorax, abdomen, helpful, beehive, honey, spider, ant, grasshopper, nectar</p> <p>Higher Order Thinking Questions:</p> <ul style="list-style-type: none"> • Describe how caterpillars change. • How is spring different from winter? • Describe some of the changes you see in the plants and trees in the spring. • Why do you think the insects live outside in the garden? • Describe some ways insects and spiders move around. • If you were an insect, what would you do on a warm spring day? • What are some insects that you like? Describe them. • What would happen if the bugs all flew away? • How are the life cycles of caterpillars and ladybugs the same? How are they different? <p><i>* Note: In The Hungry Caterpillar (Eric Carle), the term “cocoon” is used which refers to a moth’s stage of development. Most resources also use cocoon. However, the correct scientific term is “chrysalis”.</i></p>	

Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 9

Unit Title	Springtime Changes		Length of Unit	3 weeks	
Integrated Domain Concepts:	Approaches to Learning	Cognitive (Creative Arts, Math, Science, Social Studies)	Language and Literacy	Physical	Social Emotional
		Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions	Explore roles and experiences through dramatic art and play; understand attributes and relative properties of objects as related to size, capacity, and area; acquire scientific knowledge related to life science (properties of living things); develop an awareness of geographic locations, maps, and landforms	Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters; comprehend and use increasingly complex and varied vocabulary	Develop large muscle control and coordinate movements in the upper and/or lower body; develop small muscle control and coordination
Focus Activities:	Circle Time	Outdoor Time	Story Time	Music and Movement	Small Groups
Week 1	<p><i>Caterpillar Crawled</i></p> <p><i>Rhythm and Rhymes Sing into Spring 4 Seasons</i> (Jack Hartmann CD)</p> <p><i>"In Spring, I see..."</i></p>	<p>Balance like a Butterfly: Set up balance beams for children to create different ways to move like a butterfly</p> <p>Game: Caterpillar, Cocoon, Butterfly: (Variation of Duck, Duck, Goose) when a butterfly is picked, he/she flies around the circle.</p>	<p>The Very Hungry Caterpillar (Eric Carle)</p> <p>The Seasons (Ian Smith)</p> <p>Wake Up, It's Spring! (Lisa Campbell Ernst)</p> <p>Life Cycles: Caterpillar to Butterfly (Sally Hewitt)</p>	<p>Caterpillar/Butterfly Song</p> <p>Insect Bodies</p>	<p>Butterfly Life Cycle Model</p> <p>Caterpillar/Butterfly Art and Retelling Project</p> <p>How Much Did He Eat?</p>

Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 9

Unit Title	Springtime Changes			Length of Unit	3 weeks
Focus Activities:	Circle Time	Outdoor Time	Story Time	Music and Movement	Small Groups
Week 2	<p><i>Insect Bodies</i></p> <p><i>Bubble Map: Bugs</i></p> <p><i>Grandma Loves Bugs App</i> http://www.cultofmac.com/252251/grandma-does-indeed-love-bugs-in-this-adorable-educational-ipad-app/</p> <p>Discussion of celebrations of spring in other areas (for example: cherry blossoms blooming in Washington, D.C. and Japan)</p>	<p>Hide plastic bugs around the playground and provide children with nets, jars, and magnifying glasses to “catch” bugs; have them match their bug to pictures of that type of bug, sort by color, size and shape</p> <p>Set up hula hoops in a circle (represents the flower) and place bean bags (represents pollen) inside; encourage children to hop from flower to flower like a bee and gather pollen</p>	<p><i>Bugs, Bugs, Bugs</i> (Bob Barner)</p> <p><i>What is an Insect?</i> (Susan Canizares and Mary Reid)</p> <p><i>Planting a Rainbow</i> (Lois Ehlert)</p> <p><i>Bug Safari</i> (Bob Barner)</p>	<p><i>Multicultural Rhythm Stick Fun</i> Number 16 (CD): Japan (Haru Ga Kita)</p> <p><i>Busy Bee Game/Chant</i></p>	<p><i>Creating a Bug (3-D art)</i></p> <p><i>Ordering Sizes of Flowers</i></p> <p><i>Observing and Classifying Bugs</i></p>
Week 3	<p><i>Ladybug Life Cycle</i></p> <p><i>Springtime Class Book</i></p> <p>Examine ladybug life cycle: http://kidsgrowingstrong.org/ladybug-life</p>	<p><i>Parachute game:</i> Move parachute up and down to make the balls “hop” like grasshoppers; call out “Chirp”, to stop, then say “Hop” to get the grasshoppers hopping again; change game using different insects: Bees: “Buzz”/”Bounce”, Ladybugs: “Eat”/”Fly”</p> <p><i>Follow the Leader:</i> Marching like ants, fluttering like butterflies, buzzing like bees, hopping like crickets</p>	<p><i>In the Tall, Tall Grass</i> (Denise Fleming)</p> <p><i>Bugs, Bugs, Bugs</i> (Mary Reid and Betsey Chessen)</p> <p><i>Ladybugs</i> (Mia Posada)</p> <p><i>What Do Insects Do?</i> (Susan Canizares and Pamela Chanko)</p>	<p><i>Boogie Woogie Bugs (#1,4,5)</i> (Johnette Downing)</p>	<p><i>Nectar Juice</i></p> <p><i>Bug Guess Who? Game</i></p> <p><i>Fingerprint Life Cycle of a Lady Bug</i></p>

Unit Plan – Cross-Curricular Four-Year-Olds Sample Unit 9

Unit Title	Springtime Changes	Length of Unit	3 weeks
Focus Materials in Learning Centers:	Centers	Focus Materials	
	Fine Motor	Red and black pom poms, baskets and tongs for children to fill baskets, playdoh and letter shapes to practice forming letters, various pastel colored thin and thick markers; paper with insect/flower shapes to trace	
	Dramatic Play	Create a flower shop: plastic flowers, pots, shovels and torn up brown paper bags (for mud), aprons, gardening gloves, pictures of various types of flowers, cash register, price list, packets of various seeds, soil, cups for planting seeds, paper, pencil and popsicle sticks (to make plant markers) Create an insectarium: various sizes of clear plastic boxes, toy/stuffed bugs, khaki shirts with "INSECTARIUM" written on them, plastic flowers and leaves to insert in boxes, art materials to create additional bugs and plants; paper tickets for children to take a tour of the insectariums (to extend activity: invite other classes, school staff members to take the tour)	
	Art	Butterfly and flower templates and white cardstock, finger-paint, watercolor, pastels, scissors, paint brushes, sponges, textured brushes to create spring art; red and yellow paper, and black collage materials (buttons, pom poms sequins, tissue paper circles, etc.), glue	
	Nature/Science	Plastic bug models, pictures of various places bugs live (dessert, garden, water, leaves, etc.), scale and unfix cubes and templates to measure weight (How many cubes are the bugs equal?), live ladybugs in observation bowl, clipboards, pencils and word wall of insect body parts and names to use as a reference, puzzles or cards to sequence butterfly and ladybug life cycles	
	Math/Number	Plastic rulers, measuring tape, and objects to practice measuring (celery, carrots, long stem flowers, plastic bugs, spiders, etc.), cardstock in pastel colors of various lengths to measure and put in order from smallest to largest, clipboards and markers to record measurements	
	Music and Movement	Butterfly headbands, bug wing headbands, and spring-colored scarves for dancing to classical music	
	Sand/Water	Sand: Butterfly clipart (butterflies cut in half to match up by wing colors), plastic bug toys in different sizes to order and observe, magnifying glasses, plastic flowerpots and artificial flowers to "plant" Water: plastic flowers and garden pebbles, scented soap bubbles (floral) and measuring cups with numbers on them, and various size scoops, spoons, etc. to see how many spoons fill the cup, plastic butterflies and caterpillars	
	Technology	http://www.readingconfetti.com/2013/04/fingerprint-lady-bug-life-cycle-craft.html http://www.abcand123learning.com/2012/07/butterfly-movement-and-music.html http://www.environmentalgraffiti.com/nature/news-seven-stunning-natural-works-art-known-butterflies?image=0 http://video.nationalgeographic.com/video/animals/bugs-animals/ http://www.cultofmac.com/252251/grandma-does-indeed-love-bugs-in-this-adorable-educational-ipad-app/	
	Blocks	Pictures of various types of spring related structures: greenhouse, gardens, gazebos, beehives, plastic/soft bug toys, felt flowers, measuring tape and tool kits, blocks of various sizes, a chart of ordering objects from shortest to tallest.	
Books and Listening	Word wall with insects and names, white boards, markers, books with theme, and copy of <i>The Hungry Caterpillar</i> (Eric Carle) on tape, felt/cardstock puppets and flannel board to retell the story after listening.		

Unit Title	Springtime Changes	Length of Unit	3 weeks
Focus Materials in Learning Centers:	Writing	Word wall with spring vocabulary words, white boards, markers in spring colors, stencils of spring vocabulary (flowers, tree, butterfly, bug, bee, etc.); examples of simple sentences written in circle time, letter cards with alphabet to trace/copy; trifold “books” made of a piece of paper folded in thirds and label pages: “First”, “Next”, “Last” to encourage children to draw and write/dictate the life cycle of a butterfly or lady bug	
	Other	Grow butterflies from caterpillars, get through mail order: Insectlore.com; Buy crickets or ladybugs from a garden store, let children observe and make drawings, have a party to “release” them into the school yard/garden; have children brainstorm what the insects will do in the school yard/garden Investigate the spring celebrations (cherry blossoms) of Japan (Sakura Festival); look at cherry blossoms blooming in Washington, D.C. on internet, create cherry blossom prints using pink paint and the bottom of a 2 liter bottle that has 5 points, stamp on bulletin board paper and connect with brown paint Butterfly Snack (See Recipes in Appendix)	
Transition Activities:	Reinforce buggy behaviors by asking the children to “buzz” into line, wiggle their antennas to help them listen for instructions, flap their wings, fly like a butterfly, etc. Use alliterations for transitions: busy bees cleanup, beautiful butterflies get in line, lovely ladybugs get your schoolbags, awesome ants go to centers, etc.		
Additional Resources:	http://makeitcozee.blogspot.de/2012/02/free-hungry-caterpillar-printable.html http://www.powerfulmothering.com/60-play-ideas-based-on-the-very-hungry-caterpillar-book-by-eric-carle/ http://lessonplanspage.com/musicpeflybutterflyfly-dramaticmovementtochopinideap2-htm/ http://www.babble.com/latina/15-diy-butterfly-crafts-for-kids/ http://www.environmentalgraffiti.com/nature/news-seven-stunning-natural-works-art-known-butterflies?image=0 http://lessons.atozteacherstuff.com/332/life-cycle-of-a-butterfly-pasta-activity/ http://kidsgrowingstrong.org/ladybug_life http://www.readingconfetti.com/2013/04/fingerprint-lady-bug-life-cycle-craft.html http://www.abcand123learning.com/2012/07/butterfly-movement-and-music.html http://www.huffingtonpost.com/2012/03/21/cherry-blossom-photos-2012_n_1368953.html Mailbox Magazine - http://www.theeducationcenter.com/magazines/subscribe/go.do		
Family Engagement	Invite parents to a “Ladybug Tea”. Ask them to wear red and black clothing, help the class decorate placemats, and make Ladybug Cookies (see Recipes in Appendix), serve tea and sing songs learned in the unit Ask parents to send in a real flower to put in the science center for observation, have children put them in order by size Have each child bring in an object that can be measured by length, separate the children into groups of 5 or 6 at circle time, and put objects in order smallest to largest Ask a parent or volunteer who is handy in the garden to come by and help create a rainbow or flower garden with the children either in a flowerbox inside the classroom or on the school grounds (ask administration prior to this activity)		

Unit Title	Springtime Changes	Length of Unit	3 weeks
Appendix:	<p>Detailed Explanations for:</p> <ul style="list-style-type: none"> • Circle Time activities (Weeks 1-3) • Small group Activities (Weeks 1-3) • Shared Writing • Recipes 		
Assessment:	<ul style="list-style-type: none"> • Work samples showing which children can recreate the butterfly life cycle • Photos and observations of which children can perform music and movement activities and finger plays from unit • Checklist indicating whether children can identify sizes, use comparative vocabulary • Videotape of children describing changes in spring • Anecdotal notes of children using new vocabulary to describe life cycles and insects 		

APPENDIX

The following are descriptions of activities within the Units. Teachers are encouraged to add additional activities or adjust these to meet the needs and interests of their children.

Morning Circle Activities:

Week 1: Caterpillar Crawled

A caterpillar crawled (*extend left arm and use right index finger to crawl like a caterpillar*) to the top of a tree.

"I think I'll take a nap," said he (*wiggle right index finger*)

So under the leaf he began to creep. (*Move right index finger under left hand*)

He spun a cocoon and he fell asleep. (*Make fist around index finger*)

For two long weeks he slept in that cocoon bed,

Till spring came along and said,

"Wake up! Wake up! You sleepy head." (*Shake arms*)

Out of the leaf he did cry. (*Hook thumbs and spread fingers to make a butterfly*)

"WOW, I am a butterfly."

Caterpillar/Butterfly Song (Sung to Wheels on the Bus)

The caterpillars are wriggling around, wriggling around, wriggling around. The caterpillars are wriggling around, all around the yard.
(Children crawl)

The caterpillars are building a cocoon, building a cocoon, building a cocoon. The caterpillars are building a cocoon all around the yard. (Children roll into a ball)

The butterflies are flying around, flying around. The butterflies are flying around, all around the yard. (Children pretend to fly)

Week 2: Insect Bodies (Tune: If You're Happy and You Know It) by Victoria Smith

Materials List: Pictures of insects and diagrams of insect body parts

Every insect's body has three parts.

Yes, every insect's body has three parts.

Every insect has a head,

A thorax and abdomen,

Every insect's body has three parts.

Every insect's body has six legs.

Yes, every insect's body has six legs.

They have three legs on each side

And they walk on them with pride.

Every insect's body has six legs.

(Use a diagram of a bug and point as you sing)

Busy Bee Game/Chant

Busy bee, busy bee

Buzzing round the apple tree,

Busy bee, busy bee

Stay away and don't sting me!

Buzzzzzz, Ouch!

Have the children all stand in a circle. Choose one child to be the “busy bee”. All the children chant while the “busy bee” weaves in and out of the circle. When the song says "Buzzzz, Ouch!" the busy bee stops and stings (gently taps) the child he/she is closest to, and that child becomes the new “busy bee”.

Week 3: Ladybug Life Cycle (tune to My Bonnie Lies over the Ocean)

Materials List: Pictures of life cycle of ladybug

A ladybug starts its life in an egg,
Then hatches into a larva
It changes inside a pupa
And then it becomes an adult.
Ladybug life cy-cle,
Ladybug life cy-cle,
Egg, larva, pupa, a-dult
Ladybug life cy-cle,
Ladybug life cy-cle,
Egg, larva, pupa, a-dult!

Shared Writing Activities

“In Spring, I see ____”

Materials List: Chart or chart paper, sentence strips written with “I see____”, markers, *The Seasons* (Ian Smith), pictures of spring from the book (placed in a basket or box), tape or velcro

Write “In Spring” at the top of the chart. Place the sentence strips under the title. Read the story. Tell the children that they are going to help you write sentences about what they saw in the book. Have children come up and pick a picture from the basket and place it at the end of the sentence strip. Write the name of the picture on the line. Allow children to attempt to write the word if they are able. Read the sentence. Place the sentences in the writing center in a chart, or save them to create a class book.

Bubble Map: Bugs:

Materials List: Chart paper, markers, photos copy of the cover of *Bugs, Bugs, Bugs* (Bob Barner).

On chart paper, place photo copy of book cover. Draw a circle (bubble) around the photo copy. Write “Describing Bugs” in the bubble. Ask children to use their five senses to describe bugs. For each answer draw a line from the main bubble. Depending on the skill level of your children, model writing, or have volunteers come up and write their answers/ partial letters to answers. Add additional bubbles such as “What bugs eat”, “Where bugs live”, “How bugs move”, etc. Review the bubble map by rereading the responses. Review the bubble map each day. As the class read new books about insects, record new knowledge in a different color ink. Post in the science center to encourage children to write about the bugs they are observing.

Springtime Class Book:

Materials List: Blank chart paper and a piece of chart paper divided into 4 sections made with a marker, markers, drawing paper, colored paper, crayons and pencils

Write “Springtime” at the top of the chart paper. Ask children to name something they have learned about spring. Write their responses on a blank sheet of chart paper. Allow children to pick their four favorite words (e.g. sunny, bugs, butterflies, flowers, clouds, etc.) and write one in each section of chart paper divided into sections. Tell them that they are going to write a class book about these four favorite spring things. Have each child to come up and write their name in the section with their favorite spring word. Have the children get in groups of each favorite word and allow them to create a page for the book with a variety of writing tools. As they finish, guide them in writing a sentence about their word depending on their skill level. Put the class book together, separating each subject by a piece of colored paper. Extension: Scan the artwork to create a Photo Story or PowerPoint to share in class.

Small Group Activities:

Week 1: Caterpillar/Butterfly Art and Retelling Project

Materials List: green pom poms, clothes pins, toilet paper/paper towel tube, glue, green and brown tissue paper, wiggly eyes, coffee filters or other thin paper, chenille sticks

Day 1: Make caterpillars: glue 3 green pom-poms (insects have 3 body parts) to a clothes pin, add wiggly eyes

Day 2: Create a cocoon: Paint the outside of a toilet paper tube with watered down glue, cover with brown or green tissue paper.

Cover one end, place caterpillar inside the cocoon and cover the other end

Day 3: Make butterfly wings: Color the coffee filters, spray with water and then dry. Use chenille stick to pinch coffee filter in middle to make wing shapes

Day 4: Poke your cocoons open and attach wings with the chenille stick. Send home all pieces in a Ziploc for further retelling.

How much Did He Eat?

Materials List: *Hungry Caterpillar* (Eric Carle), various sizes and shapes of green leaves, plastic/rubber caterpillars, balance scale, Prediction Chart titled “I predict the caterpillar would have to eat ____ leaves to grow into a butterfly.”

Remind the class that the caterpillar in the story had to eat a lot to grow into a butterfly. Tell them that the caterpillar eats approximately his weight in leaves. Ask them to make some predictions about how many leaves it might take to weigh as much as a caterpillar. Record answers on Prediction Chart. Place a plastic/rubber caterpillar on one side of the balance scale and add small leaves to the other side. When the scale is balanced, have children count out the number of leaves it took to equal the weight of the caterpillar. To extend the activity, repeat with larger leaves and make a comparison between the number of small leaves it took and the number of large leaves it took.

Butterfly Life Cycle Model

Materials List: Cardstock divided into four sections and labeled “Butterfly Life Cycle”, spiral pasta to represent a caterpillar, shell pasta to represent a cocoon/chrysalis, bow tie pasta to represent a butterfly, and small pasta representing an egg, crayons or markers, and glue.

Review the *Butterfly Life Cycle Model* at the website: <http://lessons.atozteacherstuff.com/332/life-cycle-of-a-butterfly-pasta-activity/>. Have children represent the four stages of the butterfly life cycle by gluing the appropriate pastas into the four sections of the cardstock

Week 2: Creating a Bug (3-D art)

Materials List: Clay, pipe cleaners, wiggly eyes, and straws cut in shorter pieces, a variety of art paper, paint, and collage materials, chart paper and markers, print out of *Insect Bodies* song.

After singing the song, draw a basic insect on chart paper with the children’s help. Label the parts of the insect (head, thorax, abdomen). Allow children to make their own insects bodies using paper or clay and other art materials. Guide them to make 3 circles so that they have a head, thorax and abdomen. Place the eyes and antenna and allow the children to count and place 6 legs, 3 on each side.

Ordering Sizes of Flowers:

Materials List: 10 real, artificial or felt flowers with stems in various sizes ranging from 1” to 10” long

Let each child select 2 flowers. Have them examine the flowers and discuss the flowers with a partner. Have them describe how the flowers are similar and how they are different. Discuss sizes, and identify which one is the smallest, largest, medium length. Give the children plastic rulers, and guide them in measuring their flower’s stems, by placing the ruler correctly and reading the number in inches. Guide the children to put the flowers in order on the table from the shortest to the longest.

Observing and Classifying Bugs:

Materials List: *Bug Safari* (Bob Barner), a variety of plastic insect and spiders (some similar, some not as those in the book)

Read the book and have children name the insects in the book. Look at models of the insects and discuss how they are the same and different to those in the book. Discuss how the spider in the book is not an insect and why. Allow the children to explore a toy spider model with the other insect models and discuss similarities and differences. Allow children to choose their favorite one and discuss why they like the insect encouraging them to use some of the new vocabulary words they are learning.

Week 3: Nectar Juice (See Recipes)

Materials List: Measuring cup, orange juice, lemon/lime soda, sherbet (any flavor), ice cubes, 5 oz cups with a flower pattern taped to the side edge, large spoon to mix; large bowl or pitcher for mixing, small straw (e.g. coffee stirrer)

Write recipe on chart paper, and model reading the recipe. Allow the children to help measure the ingredients using the measuring cup. Pour the mixture into cups. Give each child a small straw and tell them to pretend they are a butterfly or other insect like a bee who wants to drink nectar from a flower.

Bug Guess Who? Game:

Materials List: Photo cards of a variety of insects

Collect a variety of pictures of different types of bugs. Set them out for the children to see. Tell children you are going to give them clues about one of the bugs and they have to figure out which bug is being described (for example: “I am thinking of a bug that has a black head, is smaller than a grape, and has white wings”). For the first round, give about 3-4 clues. To make the game more challenging, use fewer clues to describe the bugs. Afterwards, have the children discuss any further information they know about the insects.

Fingerprint Life Cycle of a Ladybug:

Materials: **Ladybugs: Red, Fiery and Bright** (Mia Posada), word cards with life cycle stages, green construction paper cut into a leaf shape, tempera paint: white, brown, orange, and red, and black markers

Link to <http://www.readingconfetti.com/2013/04/fingerprint-lady-bug-life-cycle-craft.html> for description

Egg: Dip thumb in white paint and print onto the leaf

Larva: Dip knuckle in brown paint and add details like legs and stripes with a black marker

Pupa: Make orange fingerprints and black spots with a marker to represent the pupa stage

Adult: Use red fingerprints for the ladybugs, and add body parts (eyes, 6 legs, and antenna) with black marker

Label stages by modeling or have children copy from word card or from **Ladybugs** (by Mia Posada)

Recipes: (Check for allergies before using any recipes)

Butterfly Snack: Place fruit loops in a plastic sandwich bag, pinch in the middle and twist a pipe cleaner to make a butterfly body and curly antennae

Ladybug Cookies: Use store bought round sugar cookies, white icing, red food coloring, and raisins. Color white icing with red food coloring, ice cookie, and let children count raisins to put on cookies to resemble spots on a ladybug

Nectar juice:

2 cups of orange juice

1 cup of lemon/lime soda (such as 7-up, Sprite or generic brand)

1 cup of softened sherbet

1-2 ice cubes per cup

Mix orange juice, soda and sherbet in a large bowl or pitcher, add ice cubes to cups, and pour