

Kindergarten Content Objectives

Things in the Grass/Insects and Spiders

CO: Content Objectives
EKS: Essential Knowledge Skills
TLW: The Learner Will
O: Objective
M: Materials
ACT: Activity
VOC: Vocabulary
HW: Homework
*CASLLS: Cottage Acquisition Scales
for Listening, Language and Speech



*CASLLS targets presented in this unit are intended as examples; actual targets should be based on identified language and listening goals of each individual learner. Refer to CASLLS resource pages at the end of the curriculum for clarification of terms.

Content Objectives:

1. Insects have three body parts and six legs; some have wings.
2. Spiders have two body parts and eight legs.
3. Spiders and insects complete a life cycle and/or a metamorphosis.

Essential Knowledge and Skills

Language Arts – TLW:

- K.1 C – participate in rhymes, songs, conversations, and discussions.
- K.1 D – listen critically to interpret and evaluate.
- K.1 E – listen responsively and read aloud stories and other texts, to include selections from classic and contemporary works.
- K.1 F – identify the musical elements of literary language, such as its rhymes or repeated sounds.
- K.3 C – ask and answer relevant questions and make contributions in small or large group discussions.
- K.3 D – present dramatic interpretations of experiences, stories, poems, or plays.
- K.3 E – gain increasing control of grammar when speaking, such as using subject-verb agreement, complete sentences, and correct tense.
- K.4 C – clarify and support spoken messages using appropriate props, such as objects, pictures, or charts.
- K.4 D – retell a spoken message by summarizing or clarifying.
- K.5 C – understand that written words are separated by spaces.
- K.5 G – understand that spoken words are represented in written language by specific sequences of letters.
- K.5 H – recognize that different parts of a book, such as cover, title page, and table of contents, offer information.
- K.6 C – produce rhyming words and distinguish rhyming words from non-rhyming words.
- K.8 C – identify words that name persons, places, or things and words that name actions.
- K.10 B – participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud.
- K.10 C – respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation.
- K.11 B – understand simple story structure.
- K.11 C – distinguish fiction from nonfiction, including fact and fantasy.
- K.11 E – understand literary terms by distinguishing between the roles of the author and illustrator. For example, the author writes the story and the illustrator draws the pictures.
- K.12 A – identify relevant questions for inquiry, such as “Why did knights wear armor?”
- K.12 C – draw conclusions from information gathered.
- K.15 A – write labels, notes, and captions for illustrations, possessions, charts, and centers.
- K.15 D – generate ideas before writing on self-selected topics.
- K.15 F – use available technology to compose text.
- K.16 B – record or dictate his or her own knowledge of a topic in various ways; for example, by drawing pictures, making lists, and showing connections among ideas.

Performance Standards – TLW:

- listen, discuss, ask, and answer questions related to insects and spiders using fiction and nonfiction literature.

Things in the Grass/Insects and Spiders

- distinguish between fiction and nonfiction literature and understand literary terms.
- use vocabulary and appropriate language structures to demonstrate knowledge and understanding through dramatization of experiences, stories, poems, or plays.
- relate knowledge from several sources to create new ideas.
- participate actively in choral reading, singing, and making predictions using predictable and patterned selections.
- auditorily discriminate and produce rhyming words vs. non-rhyming words.
- differentiate between letters, words, and spaces through writing activities.
- use knowledge gained through classroom activities to develop topics for writing and creative expression using a variety of mediums.
- use technology for writing and extending knowledge and skills.

Math – TLW:

- K.1 A – use one-to-one correspondence and language, such as *more than*, *same as*, or *two less than*, to describe relative sizes of sets of concrete objects.
- K.1 B – use sets of concrete objects to represent quantities given in verbal or written form (through nine).
- K.1 C – use numbers to describe how many objects are in a set (through 20).
- K.2 A – use language, such as *before* or *after*, to describe relative position in a sequence of events or objects.
- K.2 B – name the ordinal positions in a sequence, such as *first*, *second*, *third*, etc.
- K.3 A – share a whole by separating it into equal parts.
- K.4 – model and create addition and subtraction problems in real situations with concrete objects.
- K.6 B – count by ones to one hundred.
- K.12 A – construct graphs using real objects or pictures in order to answer questions.
- K.12 B – use information from a graph of real objects or pictures in order to answer questions.

- K.13 C – select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.
- K.13 D – use tools, such as real objects, manipulatives, and technology, to solve problems.

Performance Standards – TLW:

- count and match objects one-to-one.
- count and describe how many objects are in a group.
- count groups by tens to 100.
- sequence procedures related to specific insect (bees make honey, spiders make webs, etc.).
- use ordinals in identifying steps and procedures.
- match and assemble parts to a whole using pictures or manipulatives.
- use insect manipulatives to problem-solve addition and subtraction equations.
- utilize technology to construct a graph categorizing insects and spiders.
- conduct a survey to gain information about insects and spiders.
- interview children and adults to gain information.
- assess information gathered from surveys and interviews, draw conclusions, and record on graphs.

Science – TLW:

- K.2 A – ask questions about organisms, objects, and events.
- K.2 B – plan and conduct simple descriptive investigations.
- K.2 C – gather information using simple equipment and tools to extend the senses.
- K.2 D – construct reasonable explanations using information.
- K.2 E – communicate findings about simple investigations.
- K.5 A – describe properties of objects and characteristics of organisms.
- K.6 A – sort organisms and objects into groups according to their parts and describe how the groups are formed.

Kindergarten Content Objectives

Things in the Grass/Insects and Spiders

- K.6 C – record observations about parts of animals, including wings, feet, heads, and tails.
- K.7 A – observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement.
- K.7 D – observe and record stages in the life cycle of organisms in their natural environment.
- K.9 A – identify basic needs of living organisms.
- K.9 B – give examples of how living organisms depend on each other.
- conduct a survey to gain information.
- interview children and adults to gain information.
- assess information gathered from surveys and interviews, draw conclusions, and record on a graph.
- communicate findings through oral, written, or creative arts.
- use vocabulary to explain basic needs and care of insects and spiders.
- sequence and record insect and spider life cycles using visual representations.
- use time vocabulary to identify life cycle phases.
- use knowledge gained through classroom activities to develop topics for writing and creative expression using a variety of mediums.
- use technology for writing and extending knowledge and skills.
- identify and label insect and spider body parts.
- identify and classify insects and spiders.
- discuss and develop general knowledge of insect and spider food chain.
- name, label, and describe habitats of insects and spiders.
- assess information from a variety of print and non-print sources.

Social Studies – TLW:

- K.3 A – place events in chronological order.
- K.3 B – use vocabulary related to time and chronology, including before, after, next, first, and last.
- K.15 A – obtain information about a topic using a variety of oral sources; for example, conversations, interviews, and music.
- K.15 B – obtain information about a topic using a variety of visual sources, such as pictures, symbols, television, maps, computer images, print material, and artifacts.
- K.15 C – sequence and categorize information.
- K.15 D – identify main ideas from oral, visual, and print sources.
- K.16 A – express ideas orally based on knowledge and experiences.
- K.16 B – create and interpret visuals including pictures and map.

Health – TLW:

- K.6 C – explain practices used to control the spread of germs, such as washing hands.

Science, Social Studies and Health Performance Standards – TLW:

- utilize technology to construct a graph categorizing insects and spiders.
- observe insects and spiders in their natural environments.
- collect and observe a variety of insects using scientific tools.
- practice good health procedures when handling insects.

Content Objective:

1. Insects have three body parts and six legs; some have wings.

Kindergarten Activities**Things in the Grass/Insects and Spiders****ACT 1a:**

Using 8 x 10 pictures of bees, flies, crickets, and ladybugs, cut pictures into three pieces (head, abdomen and thorax) to make a puzzle. To increase the challenge, cut the pieces in zigzag fashion. Laminate the puzzle pieces. Pass out one puzzle piece to each children. Have children match the body parts to put the insects back together. Then have children write a description of the insect they recreated.

M: 8 x 10 pictures of bees, flies, crickets and ladybugs, scissors, access to laminating, pencils, writing paper

EKS Language Arts – TLW:

- K.1 B – respond appropriately and courteously to directions and questions.
- K.4 B – use vocabulary to clearly describe ideas, feelings, and experiences.
- K.4 C – clarify and support spoken messages using appropriate props, such as objects, pictures or charts.
- K.15 A – write labels, notes and captions for illustrations, possessions, charts and centers.

EKS Math – TLW:

- K.2 B – name the ordinal positions in a sequence, such as first, second, third, etc.
- K.3 A – share a whole by separating it into equal parts.

EKS Science – TLW:

- K.6 A – sort organisms and objects into groups according to their parts and describe how the groups are formed.
- K.6 C – record observations about parts of animals, including wings, feet, heads, and tails.

Match insect parts activity pages 408-411.

ACT 1b:

Read The Very Quiet Cricket by Eric Carle. Give children live crickets to observe through a magnifying glass and discuss characteristics and body parts. Retell the story using cutouts of characters and label parts of a cricket on provided worksheet. Children may color their cricket!

M: The Very Quiet Cricket, live crickets from local pet store, magnifying glasses, cricket worksheet for labeling, pencils, crayons

EKS Science – TLW:

- K.2 A – ask questions about organisms, objects, and events.
- K.2 C – gather information using simple equipment and tools to extend the senses.
- K.5 A – describe characteristics of organisms.
- K.6 C – record observations about parts of animals, including wings and head.

EKS Language Arts – TLW:

- K.3 D – present dramatic interpretations of experiences, stories, poems, or plays.
- K.15 A – write labels, notes and captions for illustrations and charts.

Label parts for Cricket activity on page 412.

Kindergarten Activities

Things in the Grass/Insects and Spiders

Content Objective:

1. Insects have three body parts and six legs; some have wings.

ACT 1c:

Read What is an Insect? by Susan Canizares. Encourage children to respond to the question, "What is an insect?" and discuss insect characteristics. Examine a variety of plastic insects noting the number of body parts, legs and presence or absence of wings. Create an insect fact book with space for drawing and writing a sentence. Allow one page per fact being studied (three body parts, six legs, wings, antenna, etc.). Have children complete insect fact book by writing factual information about insects and illustrating an insect picture depicting the correct number of body parts, legs and other physical attributes.

M: What is an Insect, variety of plastic insects showing characteristic details, teacher-created accordion fact book, pencils, crayons, pictures of various insects

EKS Language Arts – TLW:

- K.1 C – participate in conversations and discussions.
- K.1 D – listen critically to interpret and evaluate.
- K.1 E – listen responsively to informational text.
- K.4 D – retell a spoken message by summarizing or clarifying.
- K.11 C – distinguish fiction from nonfiction, including fact and fantasy.
- K.15 A – write labels, notes, and captions for illustrations and charts.

EKS Science – TLW:

- K.2 A – ask questions about organisms, objects, and events.
- K.5 A – describe properties of objects and characteristics of organisms.
- K.6 C – record observations about parts of animals, including wings and head.

Content Objective:

2. Spiders have two body parts and eight legs.

Kindergarten Activities**Things in the Grass/Insects and Spiders****ACT 2a:**

Read Spiders by Melvin and Gilda Berger. Give children the opportunity to observe a variety of plastic spiders and discuss characteristics and body parts. As a class, label parts of a spider using a large, realistic plastic spider and T-pins.

M: Spiders, variety of plastic spiders with characteristic details, large plastic spider for labeling, T-pins

EKS Science – TLW:

- K.2 A – ask questions about organisms, objects, and events.
- K.2 C – gather information using simple equipment and tools to extend the senses.
- K.5 A – describe characteristics of organisms.
- K.6 C – record observations about parts of animals, including wings and head.

EKS Language Arts – TLW:

- K.15 A – write labels, notes and captions for illustrations and charts.

ACT 2b:

Read I Love Spiders by John Parker. Discuss differences and similarities between spiders. Have children make a spider web using a web pattern placed under a transparency sheet. Outline the web using school glue and sprinkle with glitter. Glue a plastic spider on the web. When dry, mount on black paper and display. As a follow-up, prepare in advance a fact book about spiders with one fact per page. Allow room for illustrations. Have children complete a spider fact book by writing factual information about spiders and illustrating a spider, depicting the correct number of body parts, legs, and other physical attributes.

M: I Love Spiders, web pattern for tracing, transparency sheets (one per child), glue, iridescent white glitter, small plastic spiders, black construction paper, teacher-created accordion fact book, pencils, crayons

EKS Science – TLW:

- K.2 A – ask questions about organisms, objects, and events.
- K.5 A – describe properties of objects and characteristics of organisms.
- K.6 C – record observations about parts of animals, including wings and head.

EKS Language Arts – TLW:

- K.1 C – participate in conversations and discussions.
- K.1 D – listen critically to interpret and evaluate.
- K.1 E – listen responsively to informational text.
- K.4 D – retell a spoken message by summarizing or clarifying.
- K.11 C – distinguish fiction from nonfiction, including fact and fantasy.
- K.15 A – write labels, notes, and captions for illustrations and charts.

Kindergarten Activities

Things in the Grass/Insects and Spiders

Content Objective:

3. Spiders and insects complete a life cycle and/or a metamorphosis.

ACT 3a:

Read Caterpillar to Butterfly by Melvin and Gilda Berger. Have children illustrate the life stages of butterflies on index cards. On card one, draw a leaf and glue a button to represent the caterpillar egg. On card two, draw and color some grass, stretch a cotton ball and glue it on the grass to represent the caterpillar. On card three, color a brown branch with two green leaves and glue a precut oval shape of brown construction paper on the branch to represent the chrysalis. On the fourth card, use water-based markers to draw a butterfly.

M: Caterpillar to Butterfly, index cards, crayons, buttons for caterpillar eggs, cotton ball, glue, precut oval shapes from brown construction paper, markers

EKS Science – TLW:

- K.2 A – ask questions about organisms, objects, and events.
- K.5 A – describe properties of objects and characteristics of organisms.
- K.7 D – observe and record stages in the life cycle of organisms in their natural environment.

EKS Social Studies – TLW:

- K.3 B – use vocabulary related to time and chronology, including before, after, next, first and last.
- K.15 C – sequence and categorize information.

EKS Language Arts – TLW:

- K.4 D – retell a spoken message by summarizing or clarifying.
- K.11 C – distinguish fiction from nonfiction, including fact and fantasy.

EKS Math – TLW:

- K.11 C – sequence events.

Content Objective:

3. Spiders and insects complete a life cycle and/or a metamorphosis.

Kindergarten Activities**Things in the Grass/Insects and Spiders****ACT 3b:**

Read Spiders by Gail Gibbons. Have children illustrate the life stages of spiders on a paper plate life cycle wheel. Divide the plate into four sections and glue a copy of a small web in each section. In section one, glue small white seeds to represent spider eggs on top of the web. In section two, glue small white seeds to represent spider eggs and nylon spider web to represent the egg sac. In section three, glue small plastic spiders on the web to represent the spiderlings. In section four, glue a large plastic spider on the web to represent the adult spider. Place an arrow with a brad in the center of the plate to spin and identify the spider life stage.

M: Spiders, paper plates (one per child), markers, glue, copies of small spider web for cutting, small white seeds, nylon spider webbing, small plastic spiders, larger plastic spider, precut arrows, brads

EKS Science – TLW:

- K.2 A – ask questions about organisms, objects, and events.
- K.5 A – describe properties of objects and characteristics of organisms.
- K.7 D – observe and record stages in the life cycle of organisms in their natural environment.

EKS Social Studies – TLW:

- K.3 B – use vocabulary related to time and chronology, including before, after, next, first, and last.
- K.15 C – sequence and categorize information.

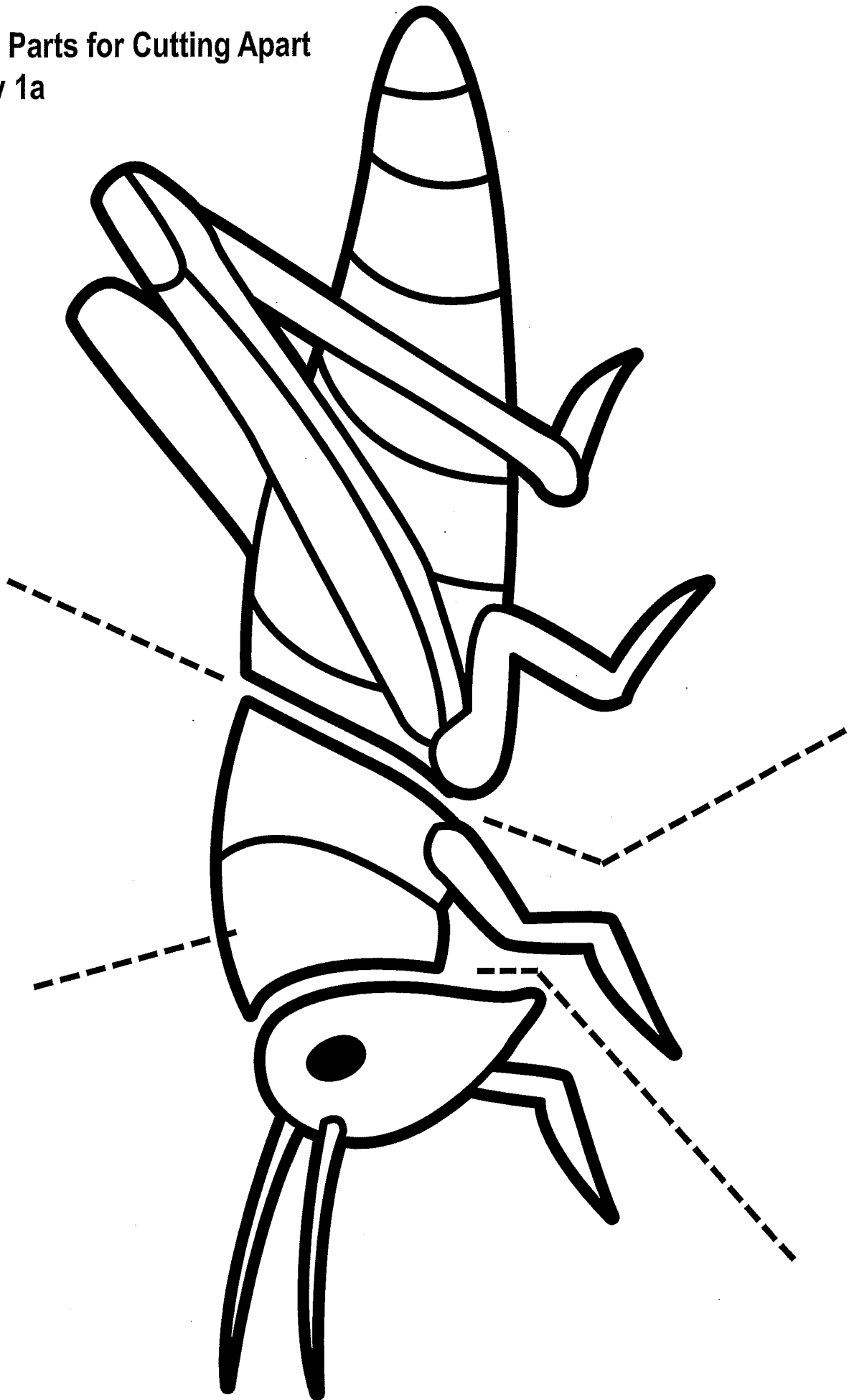
EKS Language Arts – TLW:

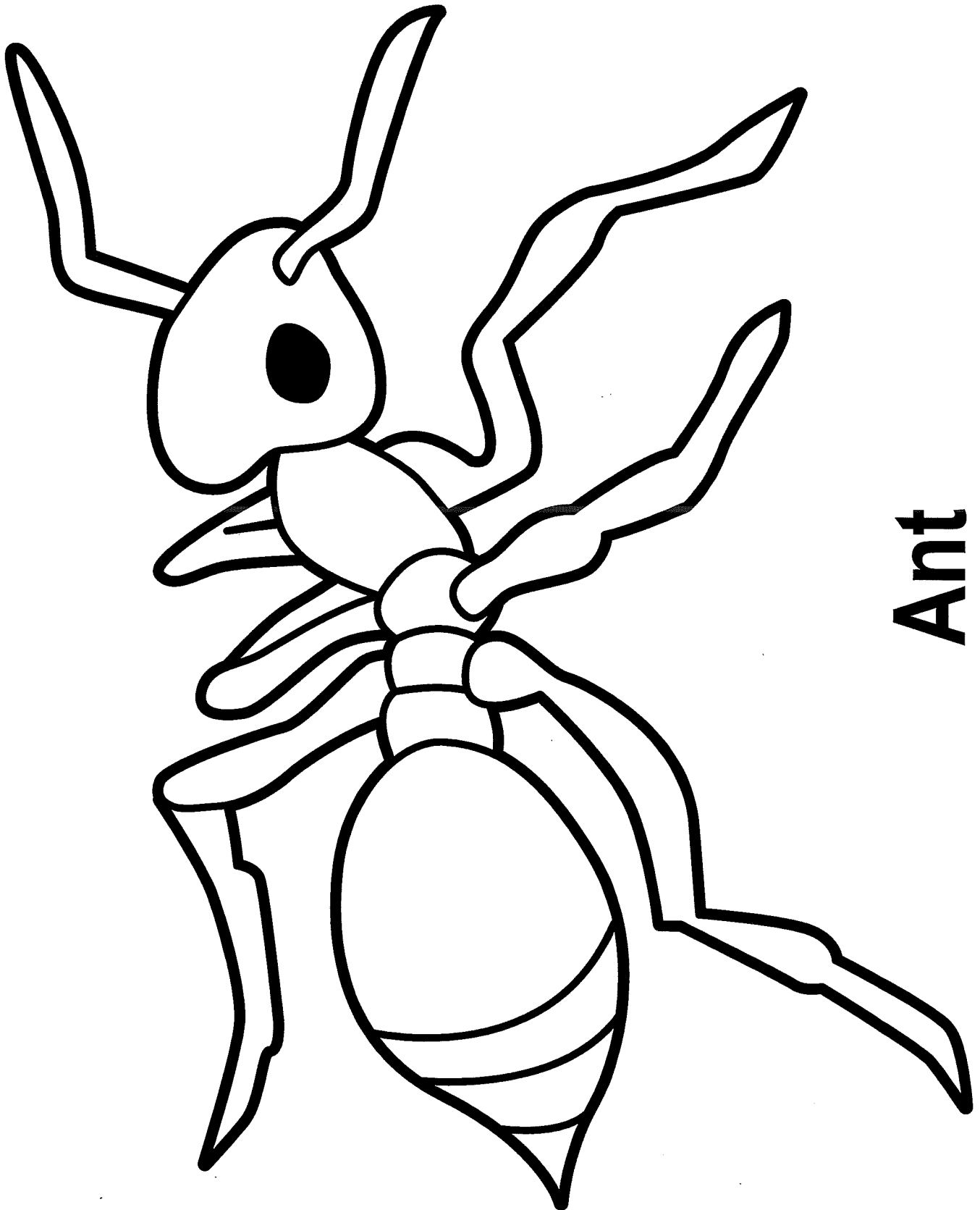
- K.4 D – retell a spoken message by summarizing or clarifying.
- K.11 C – distinguish fiction from nonfiction, including fact and fantasy.

EKS Math – TLW:

- K.11 C – sequence events.

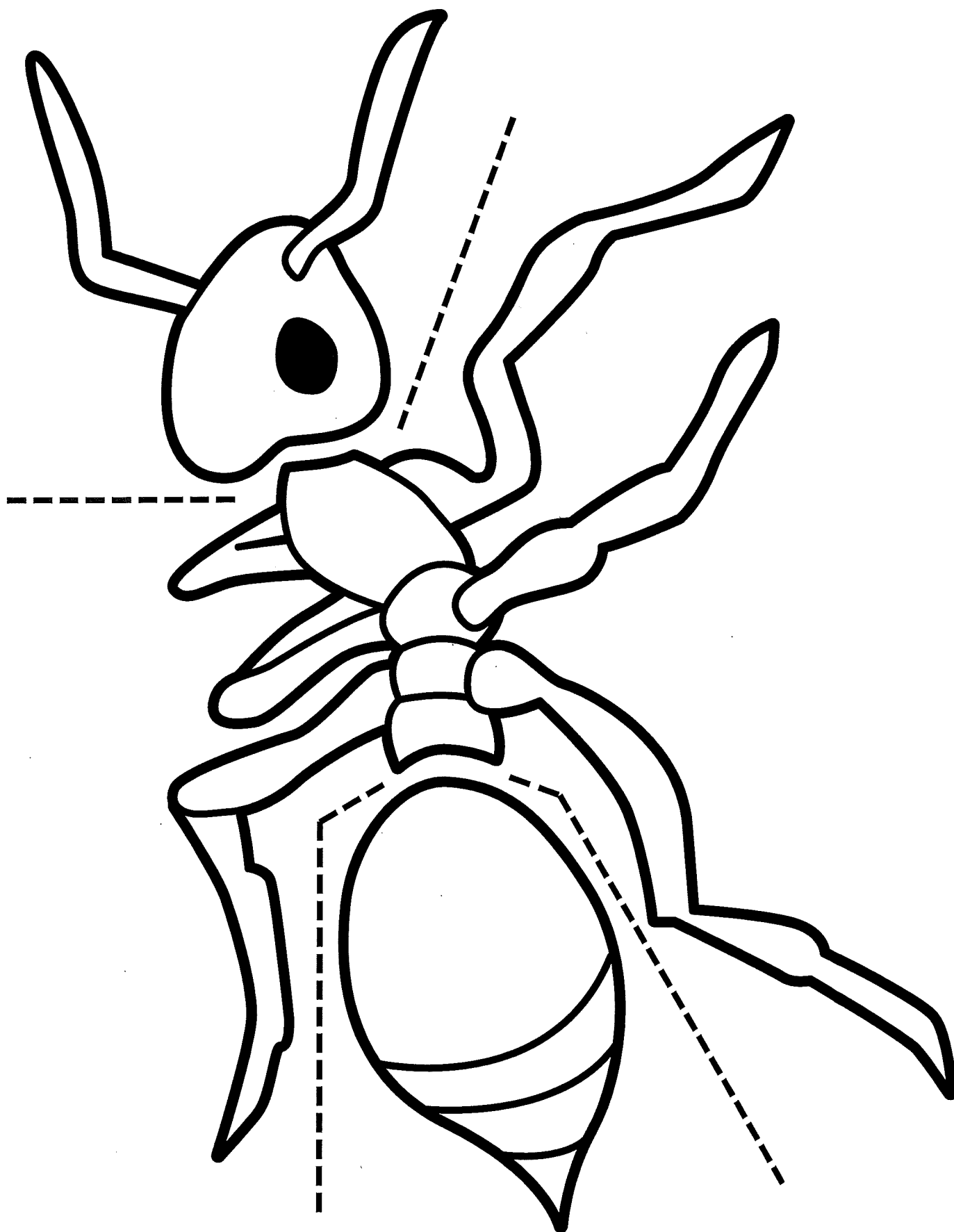
Cricket Parts for Cutting Apart
Activity 1a

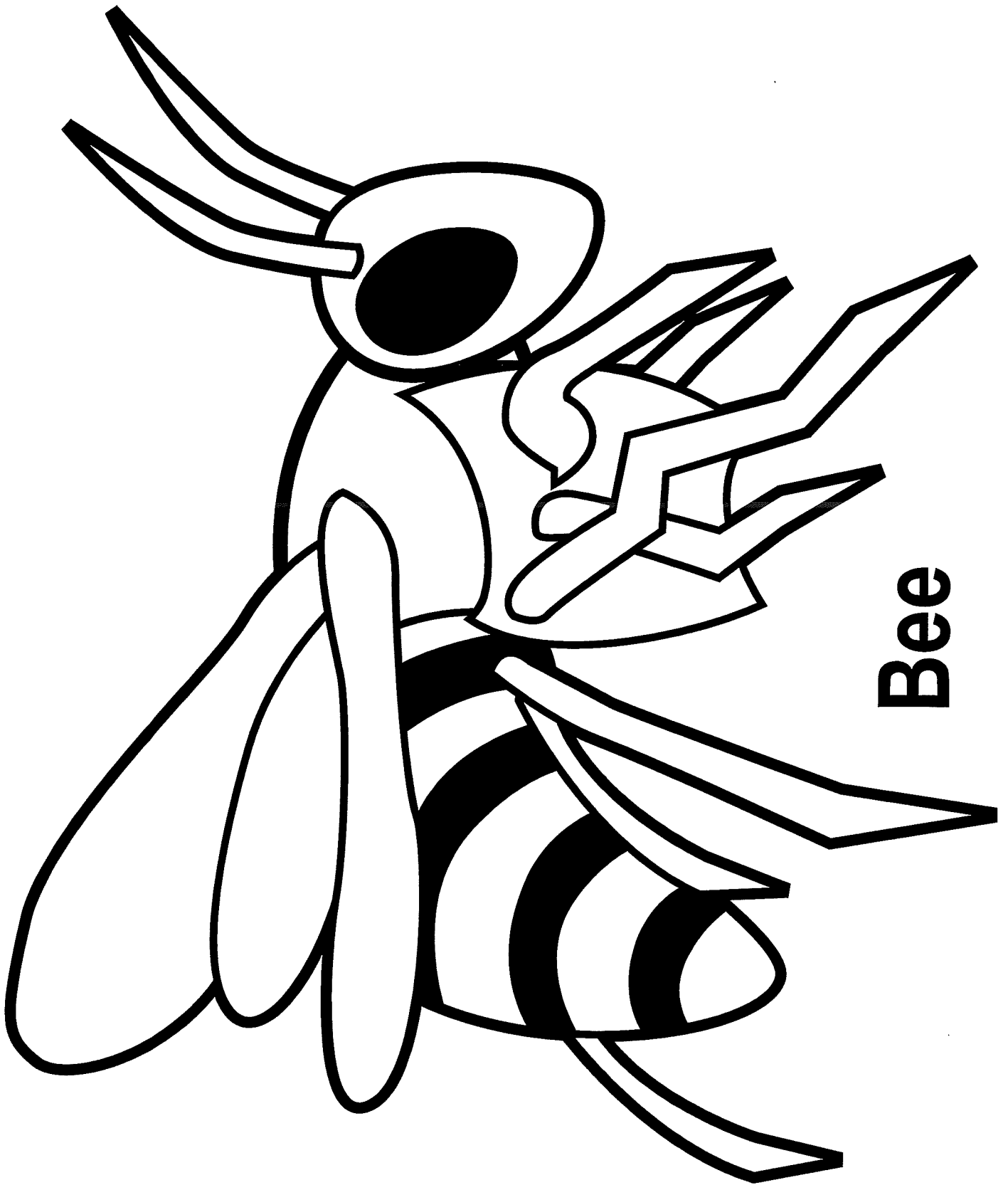




Ant

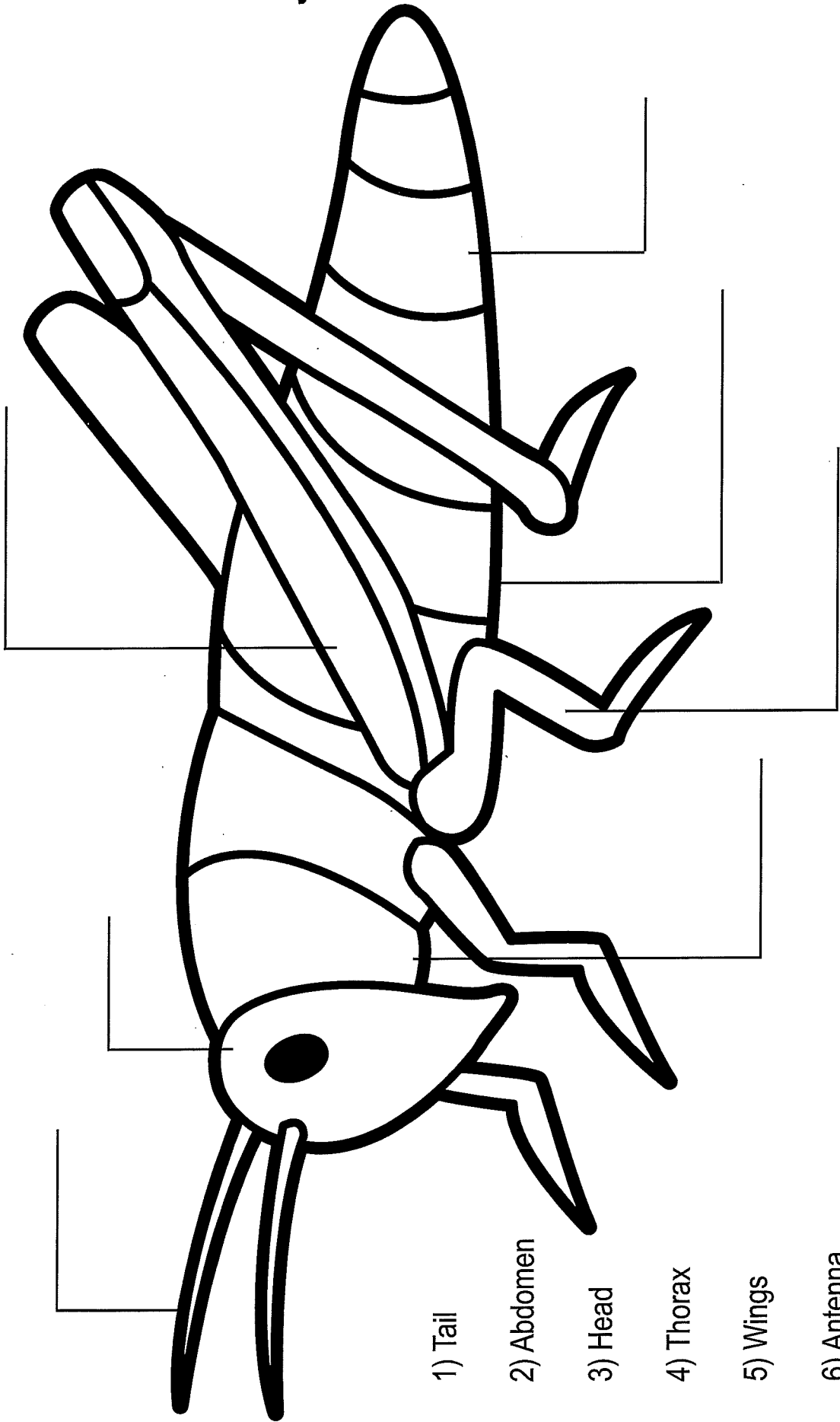
Ant Parts for Cutting Apart - Activity 1a





Bee

Label Cricket Parts - Activity 1b



- 1) Tail
- 2) Abdomen
- 3) Head
- 4) Thorax
- 5) Wings
- 6) Antenna
- 7) Legs

Kindergarten Centers

Things in the Grass/Insects and Spiders

Phonics

- M:** construction paper cut outs of spiders with words from a variety of word families printed on them, construction paper webs with the word family heading in the middle
- ACT:** Place the spiders on the correct word family web.

Writing

- M:** black line drawings of a variety of insects with spaces for labeling, writing paper, pencils
- ACT:** Complete a 'Label the Insect' activity sheet, write a letter to an insect, write a story about their favorite insect, etc.

Math

- M:** tackle box, variety of plastic bugs of different colors and kind, sample pattern cards to complete (i.e., - bee, bee, bee, grasshopper), graphing paper, sorting containers
- ACT:** Tackling Patterns - arrange the bugs in patterns in the tackle box bins. Sorting - sort bugs by body type, wings or no wings. Graphing - compare numbers of bug types on numbered graph paper.

Science/ Discovery/ Observation Station

- M:** variety of insects, live or not, plastic or real, several magnifying glasses (table and hand held), baby food jars, leaves, sticks, small sponges, sand or dirt, knee-hi pantyhose
- ACT:** Explore the bodies of a variety of insects under a magnifying glass.
Create a "Bug Jar" by placing dirt, sticks, leaves and damp sponge in the jar.

Art

- M:** paper plates, paint, pipe cleaners, markers, glue sticks, scissors, toilet paper rolls, construction paper, variety of materials to add to the creation of their project
- ACT:** Fold a paper plate in half for the body and wings of a ladybug. Paint or color the body and add construction paper dots and legs, pipe cleaner antenna, etc. Provide toilet paper rolls for children to create their own insect using the materials.

Kindergarten Lesson Plan

Things in the Grass/Insects and Spiders

Content Objectives:

1. Insects have three body parts and six legs; some have wings.
2. Spiders have two body parts and eight legs.
3. Spiders and insects complete a life cycle and/or a metamorphosis.

Circle Time

EKS – TLW:

Language: K.1 C - participate in rhymes, songs, conversations, and discussions; **K.5 C** - understand that written words are separated by spaces; **K.5 E**

- know the difference between capital and lowercase letters; **K.5 F** - recognize how readers use capitalization and punctuation to comprehend; **K.7 B** - understand that written words are composed of letters that represent sounds; Writing: **K.15 A** - dictate messages, such as news and stories, for others to write; Math: **K.6 A** - use patterns to predict what comes next; **K.6 B** - count by ones to 100; **K.11 B** - sequence events (up to three); **K.11 C** - read a calendar using days, weeks and months; Science: **K.7 C** - observe and record weather changes from day to day and over seasons;

M: calendar, calendar number markers, cards with days of the week on them, cards for each month of the year, estimation jar, weather calendar, chart paper and permanent markers or dry-erase board and markers, place value pocket chart and straws, number chart 1-100, morning song (teacher's choice)

***At the beginning of each week assign children jobs: calendar helper, weather person, attendance person, counter (two), first in line, etc.*

ACT: 1) Greeting: Begin circle time with morning greeting song. **2) Message:** Write a message reading it aloud as it is written and invite children to contribute to the message as well as read along. Point out components of sentence structure, such as punctuation, spacing, capital and lowercase letters, etc. As the year moves on, children will be asked to locate and identify the same structures. More complex components can be pointed out such as the current month, day, high frequency words, etc. Children will also be encouraged to stretch out unfamiliar words in the message to decode. **3) Calendar:** the calendar helper locates and places the number card corresponding with the day's date on the calendar. The same child will be asked to tell the day using the day/month/date/year format. Go around the circle asking each child to repeat the day. **4) Weather:** Weather person looks outside and reports

what he or she sees (sunny, cloudy, rainy, etc.) and records the weather onto the weather calendar.

5) Attendance: leave a clipboard with "attendance sheets" available for the children. The attendance person calls out the names of the children in the classroom and teachers. Everyone responds with "here" or "he/she is absent" as applicable. The attendance person records attendance by placing a check in the here or absent boxes. **6) Days of School:** One child who has been assigned a counting job will add a straw to the ones place of the place value chart. Bundle straws into groups of ten as able and move to tens place, etc. Child counts the number of days of school attended by tens and ones. **7) Counting:** The other counter child leads the class in counting to 100 by pointing to the numbers on the chart as they count. Each day for the first 100 days, add a number (i.e. counting to one on the first day, two on the second day, etc). After the first 100 days of school, use the chart to work on counting by fives, tens and twos. Also, work on number recognition and counting backwards.

***To add variety, use days of the week cards and month of the year cards to teach recognition and sequencing of both. As the year progresses target different skills as children's needs and skills change.*

CASLLS:

SIMPLE SENTENCE LEVEL

NNM: uses plural -s, -es; uses *are* w/plurals

PP: uses subject pronouns *he/she/they*; uses possessive pronouns *her/his/their*; uses adverb of place *to*

VM: uses sentence pattern IV: NP + cop. + equivalent; uses sentence pattern V: NP + cop. + adverb time; uses present tense copula *be: am, are*

TN: uses *can't* to indicate nonoccurrence; uses *don't know how to*; uses *that's not, it's not*

EC: uses *already*; uses days of the week; uses adverb time *yesterday, today, tomorrow*; uses *all the time, every day*; uses *next/last* + month/week/year

Q: uses *who is X?* asks *how many/much?* asks *who* as object question; asks *when* questions

COMPLEX SENTENCE LEVEL

NNM&RC: uses comparative -er; uses superlative -est

PP: uses possessive nominatives *hers/his/yours*; uses adverb-time *before, after*

VA&I: uses specific times as adverbs (at 2 o'clock)

TN&M: uncontractible auxiliary *did, do(es), are*; uses *has, does, had*; uses past progressive *was/were* + verb-ing

CN&A: uses *when* in clauses

Q: asks *Who do/did? What do/did? Whose...?*

MONDAY, DAY 1

LANGUAGE:

CO: All insects have three body parts and six legs; some have wings.

EKS: Science: K.2 A – ask questions about organisms, objects, and events; K.5 A – describe properties of objects and characteristics of organisms; Language: K.4 D – retell a spoken message by summarizing or clarifying; K.11 C – distinguish fiction from nonfiction, including fact and fantasy.

M: chart paper, any book about insects, cardstock pictures of various insects cut into puzzle pieces

ACT: 1) Introduce activity by creating a KWL chart about insects. 2) Read a book about insects. 3) Put together an insect parts puzzle and then write a description of the insect (groups of three – each child has one piece of the puzzle). 4) Add to the “Learned” column of the KWL Chart.

VOC: ladybugs, spots, insects, butterfly, wings, bees, hive, crickets, rub, ants, hunt, grasshopper, fly, fly, pest, germs, praying mantis

CASLLS: NNM: uses *are* with plurals; VM: uses *have*; uses *know how to*

EMERGENT LITERACY:

TLW: Build background and read for enjoyment.

M: The Big Bug Ball by Dee Lillegard, chart paper

BEFORE: Cover Talk – Ask “What do you notice about the cover? What is the title of the book? What kind of BALL do you think the bugs have?” Explain that the word ball has several meanings, this one being a lavish dance.” What kinds of bugs do you see?” Picture Walk – Start a discussion of each page with the question, “What do you notice?” Talk about the pictures and the new words (vocabulary) in the text.

DURING: Read Aloud – Read the book aloud to the children with full expression. Shared Reading: Invite the children to join in and share the reading of the story.

AFTER: Discussion – Ask “Why was the sow bug sad? What did the bugs use to build a stage?” (insects recycling).

Predictable Chart: “I don’t know how to ____.” With chart paper record each child’s response to the sentence.

MATH:

O: Use analog clocks to tell time to the hour.

M: analog clock transparency

ACT: Find the first twelve days of the month on a calendar. Show the children the same twelve numbers on an analog clock. Show the difference between the minute hand and the hour hand. Take turns telling the time when the teacher sets the clock to different hours. Allow children to have a turn being the teacher.

VOC: analog clock, hour hand, minute hand

TUESDAY, DAY 2

LANGUAGE:

CO: All insects have three body parts and six legs; some have wings.

EKS: Science: K.2 A – ask questions about organisms, objects, events; K.5 A – describe properties of objects and characteristics of organisms; Language: K.4 D – retell a spoken message by summarizing or clarifying; K.11 C – distinguish fiction from nonfiction, including fact and fantasy.

M: Becoming a Butterfly flip book, index cards, construction paper, buttons, various art materials, toilet paper rolls, butterfly patterns, socks

ACT: 1) Read Becoming a Butterfly flip book. 2) Illustrate the life stages of butterflies on index cards. 3) Add to the “Learned” column of the KWL Chart.

VOC: life cycle, larva, caterpillar, molts, sheds, skin, pupa, chrysalis, eggs, laid, underside, leaf, cocoon

CASLLS: TN: uses present progressive: *are + V-ing*; VM: uses sentence pattern IV: *changed into*

EMERGENT LITERACY:

TLW: Find words that rhyme.

M: book, index cards, pocket chart

BEFORE: Retelling – Allow children to retell the story during a picture walk.

DURING: Echo Reading – Read a line and let the children be your echo, repeating the line after you. As you read the story have children listen for rhyming words. As they hear them write the words on cards for the pocket chart. (sow bug – how, crickets – tickets, mates – plates, shy – butterfly, food – rude, hop – drop, wall – ball, fiddle – diddle, hide – tried, shy – butterfly, more – floor, now – how, stop – hop, hop – drop)

AFTER: Discussion – Read rhyming words and see who can come up with other words that rhyme.

Predictable Chart: “I don’t know how to ____.” Each child touch reads his or her own sentence.

MATH:

O: Use analog clocks to tell time to the hour.

M: large analog clock, workbook pages 175-176

ACT: Use the analog clocks on workbook pages 175-176 to show what time it is. Children draw the hour hand.

VOC: Analog clock, hour hand, minute hand

WEDNESDAY, DAY 3

LANGUAGE:

CO: Spiders have two body parts and eight legs.

EKS: Science: K.2A – ask questions about organisms, objects, and events; K.5A – describe properties of objects and characteristics of organisms; Language: K.4D – retell a spoken message by summarizing or clarifying; K.11C – distinguish fiction from nonfiction, including fact and fantasy.

M: Grub to Ladybug book, ladybug fact minibook, paper plates, construction paper, glue, scissors, red paint, paintbrushes, black marking pen

ACT: 1) Read Grub to Ladybug. 2) Complete the Ladybug fact minibook. 3) Make a paper plate ladybug. 4) Add to the "Learned" column of the KWL Chart.

VOC: ladybug, head, shield, abdomen, feelers, smelling, touching, covers, wings, protect, sharp, claws, sticky, pads, smooth

CASLLS: NNM: *uses are with plurals*; PP: *uses adverbs of place: on top of, next to*; VM: *uses have; uses know how to*

EMERGENT LITERACY:

TLW: Locate and create rhyming words using pictures.

M: A Bug mini book, Mr. Ladybug poem on transparency, overhead projector

BEFORE: Introduce the word ending *-ug*. Brainstorm a list of *-ug* words.

DURING: Using an overhead projector and the Mr. Ladybug poem, read the poem aloud and ask children to identify rhyming word pairs. Circle each word pair in a different color and then list word pairs on a chart. Identify the ones that belong to the *-ug* family.

AFTER: Complete the A Bug mini-book using the given picture clues and then ask each child to read his or her book.

Predictable Chart: "I don't know how to _____." Have the children copy and illustrate a picture to go along with their sentence.

MATH:

O: Use digital clocks to tell time to the hour.

M: digital clock transparency, workbook pages 177-178

ACT: Using the transparency, demonstrate how to read a digital clock. Complete a class schedule in digital time. Complete workbook pages 177-178.

VOC: digital clock, analog clock, minute hand, hour hand, colon

THURSDAY, DAY 4

LANGUAGE:

CO: Spiders and insects complete a life cycle and/or a metamorphosis.

EKS: Science: K.2A – ask questions about organisms, objects, and events; K.5A – describe properties of objects and characteristics of organisms; Language: K.4D – retell a spoken message by

summarizing or clarifying; K.11C – distinguish fiction from nonfiction, including fact and fantasy.

M: book about bees, toilet paper rolls, bee pattern, paper plates, fact book about bees

ACT: 1) Read a book about bees. 2) Talk about the life cycle of bees. 3) Make toilet paper roll bees. 4) Make bee shaped fact book writing an original sentence for each page. 5) Add to the "Learned" column of the KWL Chart.

CASLLS: NNM: *uses are with plurals*; VM: *uses know how to*; PP: *uses adverbs of place: on top of, next to*

EMERGENT LITERACY:

TLW: The children will practice and use word attack skills, such as letter-sound associations, blending, word shapes, contextual clues, rhyming words, word families, initial sounds, final sounds, medial sounds, and background knowledge.

M: Starfall Phonetics Computer Program, laptop computers, children's checklist, Starfall Children's Workbooks, pencils, markers.

ACT: Each child will work at his or her own pace on the Starfall Computer Program using the laptop computers and/or his or her individual workbooks. Children will complete one unit on the computers that includes two family word sections, one story with the word family highlighted and view one phonics movie. After completing these four steps, children will complete the written workbook pages that coincide with each unit. Each child will record written workbook pages that coincide with each unit. Each child will record his or her progress on a check sheet by marking off each step as it is completed.

MATH:

O: Match times on analog and digital clocks.

M: analog and digital clock transparencies, workbook pages 179-180

ACT: Use the two transparencies to demonstrate how a digital and an analog clock are the same/different and tell us the same thing. Complete workbook pages 179-180.

VOC: digital clock, analog clock, minute hand, hour hand, colon

FRIDAY, DAY 5

LANGUAGE:

CO: Spiders and insects complete a life cycle and/or a metamorphosis.

EKS: Science: K.2A – ask questions about organisms, objects, and events; K.5A – describe properties of objects and characteristics of organisms; Language: K.4D – retell a spoken message by summarizing or clarifying; K.11C – distinguish fiction from nonfiction, including fact and fantasy.

M: insects fact worksheet, accordion folded construction paper, scissors, glue, insect movie

ACT: 1) Color and cut the individual fact pages on various insects then glue to make small accordion book. 2) Watch movie on insects. 3) Add to the "Learned" column of the KWL Chart.

VOC: ladybugs, spots, insects, butterfly, wings, bees, hive, crickets, rub, ants, hunt, grasshopper, fly, fly, pest, germs, praying mantis

CASLLS: NNM: *uses are with plurals*; VM: *uses know how to*; PP: *uses adverbs of place: on top of, next to, below, between, behind, around, above*

EMERGENT LITERACY:

TLW: The children will practice and use word attack skills, such as letter-sound associations, blending, word shapes, contextual clues, rhyming words, word families, initial sounds, final sounds, medial sounds, and background knowledge.

M: Starfall Phonetics Computer Program, laptop computers, children's checklist, Starfall Children's Workbooks, pencils, markers.

ACT: Each child will work at his or her own pace on the Starfall Computer Program using the laptop computers and/or his or her individual

workbooks. Children will complete one unit on the computers that includes two family word sections, one story with the word family highlighted and view one phonics movie. After completing these four steps, children will complete the written workbook pages that coincide with each unit. Each child will record written workbook pages that coincide with each unit. Each child will record his or her progress on a check sheet by marking off each step as it is completed.

MATH:

O: Match times on analog and digital clocks.

M: analog and digital clock transparencies, children analog and digital clocks

ACT: Use the two transparencies to review how a digital and an analog clock are the same/different and tell us the same thing. Allow children an opportunity to practice telling time using analog and digital children clocks.

VOC: digital clock, analog clock, minute hand, hour hand, colon

Vocabulary

Things in the Grass/Insects and Spiders

Nouns	Receptive	Expressive
Abdomen		
Adult		
Ant(s)		
Antenna		
Bee(s)		
Beehive		
Beetle		
Body		
Bug/bug spray		
Butterfly		
Campfire		
Cap		
Caterpillar		
Chrysalis		
Claws		
Cockroach		
Cocoon		
Colony		
Cooler		
Creepy crawlers		
Cricket		
Dragonfly		
Egg		
Female		
Firefly		
First aid kit		
Fishing pole		
Flashlight		
Flea		
Flowers		
Fly		
Grasshopper		
Grill		
Grub		
Head		

Nouns	Receptive	Expressive
Insect		
Insect repellent/bug spray		
Invertebrate		
Katydid		
Ladybug		
Larva		
Leg(s)		
Life cycle		
Lizard		
Magnifying glass		
Mandible		
Milkweed		
Mosquito(s)		
Moth		
Nectar		
Nest		
Net		
Plants		
Pollen		
Poncho		
Praying mantis		
Predator		
Prey		
Pupa		
Sac		
Silk		
Skeleton		
Sleeping bag		
Spatula		
Spider		
Spiderling		
Spinnerets		
Sunscreen		
Swarm		
Tent		
Thorax		
Tweezer		
Wasp		

Nouns	Receptive	Expressive
Water bottle		
Web		
Wing(s)		
Woods		
Zapper		

Adjectives	Receptive	Expressive
Female		
Invertebrate		
Jointed		
Male		
Outer		
Vertebrate		
Slimy		
Sticky		
Sting		
Scratch		
Verbs	Receptive	Expressive
Bite		
Crawl(ing)		
Fly		
Hatch		
Hibernate		
Itch		
Migration		
Molt		
Shed		
Sip		
Spin		
Swarm		
Weave		

Book List

Things in the Grass/Insects and Spiders

Author	Title
Adams, Pam	There was an Old Lady Who Swallowed a Fly
Ainsworth, Louisa	Creepy Crawlies A to Z
Allen, Judy	Are You a Butterfly?
Van Allsburg, Chris	Two Bad Ants
Armosky, Jim	All About Frogs
Arnold, Nick	Ugly Bugs
Barner, Bob	Bugs, Bugs, Bugs
Bason, Lillian	Spiders
Beck, Ian	The Happy Bee
Berger, Melvin & Gilda	Bees
Berger, Melvin & Gilda	Caterpillar to Butterfly
Berger, Melvin & Gilda	Lady Bugs
Berger, Melvin & Gilda	From Grub to Ladybug
Berger, Melvin & Gilda	Spiders
Berger, Melvin & Gilda	Ants
Berger, Melvin & Gilda	Grasshoppers
Berger, Melvin & Gilda	Butterflies
Berger, Melvin & Gilda	Bees Live in Hives
Berger, Melvin & Gilda	Spinning Spiders
Bernard, Robin	The Life of a Butterfly
Bond, Felicia	Tumble Bumble
Boniface, William	Mystery in Bugtown
Brown, Mary Wise	I Love Bugs
Burris, Priscilla	Five Green and Speckled Frogs
Canizares, Susan	Where Do Insects Live?
Canizares, Susan	What is an Insect?
Canizares, Susan	What Do Insects Do?
Canizares, Susan	Butterfly
Caple, Kathy	Well Done, Worm!
Carle, Eric	The Very Quiet Cricket
Carle, Eric	The Very Busy Spider
Carle, Eric	The Very Lonely Firefly
Carle, Eric	The Very Hungry Caterpillar
Carter, David A	Jingle Bugs: A Merry Pop-up Book with Lights and Music

Author	Title
Chinery, Michael	Spider
Cole, Joanna	Magic School Bus Spins a Web: A Book About Spiders
Cole, Joanna	Spider's Lunch: All About Garden Spiders
Cooper, Elizabeth K.	Insects
Crewe, Sabrina	The Ladybug
Deluis, Dom	Charlie the Caterpillar
Driscoll, Laura	Frogs
Dupre, Ramona Stewart	Spiders
Durden, Chris	Learn About Texas Insects
Ehlert, Lois	Waiting for Wings
Facklam, Margery	The Big Bug Book
Fleishman, Paul	Joyful Noise: Poems for Two Voices
Fleming, Denise	In the Tall, Tall Grass
Fleming, Maria	Beautiful Bugs
Florian, Douglas	Lizards, Frogs, and Polliwogs: Poems and Paintings
Flower, Allan	Frogs and Toads and Tadpoles Too
Fowler, Allan	It's a Good Thing There are Insects
Fowler, Allan	Spiders are not Insects
Fowler, Allan	Busy, Buzzy Bees
French, Vivian	Growing Frogs
Frost, Helen	Walkingsticks
Frost, Helen	Water Bugs
Frost, Helen	Cicadas
Frost, Helen	Praying Mantises
Frost, Helen	Moths
Frost, Helen	Wasps
Frost, Helen	Tarantulas
Getzoff, Melissa	Butterfly Magic
Gibbons, Gail	Spiders
Gibbons, Gail	Monarch Butterfly
Gibbons, Gail	Frogs
Glaser, Linda	Spectacular spiders
Gollub, Matthew	Cool Melons-Turn to Frogs: The Life and Poems of Issa
Graham, Margaret Bloy	Be Nice to Spiders
Graves, Kimberlee	See How They Grow
Greenaway, Theresa	The Really Wicked Droning Wash and Other Things That Bite and Sting
Hawes, Judy	Why Frogs are Wet
Heiligman, Deborah	From Caterpillar to Butterfly

Author	Title
Heller, Ruth	How to Hide a Butterfly: & Other Insects
Holland, Simon	Reptiles
Irons, Calvin	The Icky Sticky Trap
Johnson, Jinny	Bugs: A Closer Look at the World's Tiny Creatures
Jones, Cherril	Spiders Easy Reader
Justin, Lee	How to Draw Insects
Kalman, Bobbie	Bugs and Other Insects
Kirk, David	Miss Spider's Tea Party
Kirk, David	Little Miss Spider
Kirk, David	Miss Spider's ABC's
Lerner, Carol	Butterflies in the Garden
Lewison, Wendy Cheyette	Buzzzzz, Said the Bee
Lillegard, Dee	Frog's Lunch
Lilllegard, Dee	The Big Bug Ball
Lionni, Leo	A Color of His Own
Llewelyn, Clairs	Spiders
London, Jonathan	Froggy's Baby Sister
London, Jonathan	Froggy Eats Out
Macken, Joann Early	Snakes
Markle, Sandra	Spiders: Biggest! Littlest!
Matthews, Derek	Snappy Little Bugs
McDonald, Megan	Insects are My Life
McDonald, Megan	Reptiles are My Life
McKissack, Pat	Bugs
Meteger, Steve	Ladybug's Birthday
Moerbeek, Kees	Bugs
Moffatt, Judith	Bugs: A Read-and-Do Book
Morgan, Sally	Spiders, Centipedes, and Millipedes
Mound, L.A.	Insects
Munsch, Robert N.	Alligator Baby
Murphy, Stuart J.	The Best Bug Parade Ever
Nielson, Claire and Steer, Dug	Snappy Little Bugs
Oppenheim, Joanne	Big Bug Fun
Otto, Carolyn B.	Spiders
Palazzo-Craig, Janet	Amazing World of Spiders
Pallotta, Jerry	The Icky Bug Alphabet Book
Pallotta, Jerry	The Icky Bug Counting Book
Parker, John	I Love Spiders

Author	Title
Parker, Nancy Winslow	Bugs
Parker, Steve	Insects, Bugs & Art Activities
Pascoe, Elaine	Insects Grow and Change
Pascoe, Elaine	Insects Visits Flowers
Pascoe, Elaine	Plants Eat Insects
Pascoe, Elaine	How and Why? Spiders Spin Silk
Patent, Dorothy Hinshaw	Flashy Fantastic Rain Forest Frogs
Pinczes, Elinor	A Remainder of One
Podendorf, Illa	Insects
Prelutsky, Jack	Frogs Wore Red Suspenders
Reid, Mary	Bugs, Bugs, Bugs
Robinson, Fay	Creepy Beetles!
Rockwell, Anne	Bumblebee, Bumblebee Do You Know Me?
Rockwell, Anne F.	Bugs Are Insects
Schechter, Ellen	Real Live Monsters
Schwartz, David M.	Among the Flowers
Schwartz, David M.	In the Garden
Schwartz, David M.	Monarch Butterfly
Shapiro, Karen	Butterflies
Sheilds, Carol Diggory	The Bugliest Bugs
Sill, Cathryn P.	About Insects: A Guide for Children
Sill, Cathryn P.	About Amphibians: A Guide for Children
Simon, Seymour	Spiders
Simon, Seymour	Animals Nobody Loves
Trapani, Iza	The Itsy Bitsy Spider
Various Authors	Five Little Speckled Frogs
Vern, Alex	Where Do Frogs Come From
Ward, Jennifer	Over in the Garden
Weeks, Sarah	Crocodile Smile: 10 Songs of the Earth as the Animals See It
Wells, Rosemary	The Itsy-Bitsy Spider
Williams, Rebel	Bug Watching
Williams, Rozanne Lanczak	Come See My Bugs
Williams, Rozanne Lanczak	Spiders, Spiders Everywhere!
Williams, Rozanne Lanczak	A Picnic
Williams, Rozanne Lanczak	Bugs in Your Backyard
Williams, Rozanne Lanczak	Little Green Frog
Winer, Yvonne	Frogs Sing Songs
Young Caroline	The Big Bug Search