



INSECTS

BIG IDEA

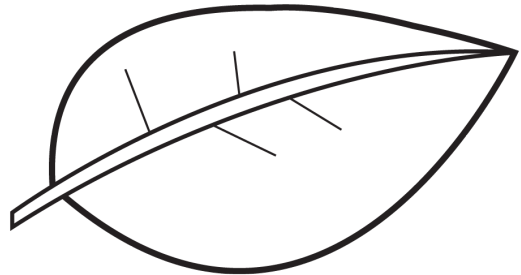
Exploration of living organisms helps children learn about their world. Children investigate in order to describe, organize, classify, and compare characteristics of insects.

Content objective(s):

The child will orally describe position and movement of insects and apply concepts (on and under) to other objects.

Materials needed:

- ♦ Unit book: *The Very Hungry Caterpillar*, by Eric Carle
- ♦ Pictures of insects: an ant and a caterpillar (Handout 1)—copy and cut out
- ♦ Picture of a leaf (Handout 2)—copy and cut out



Lesson vocabulary:

- ♦ on—encima
- ♦ under—debajo

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.A.1. Child shows understanding by responding appropriately.

II.D.1 Child uses a wide variety of words to label and describe people, places, things, and actions.

Science:

VI.A.2. Child investigates and describes position and motion of objects.

Activities:

1. The home educator models and demonstrates for the parent.



Remember, we're learning all about insects. Tell me about some of the insects you've seen since the last time I was here. (Pause)

What do you know about insects?

Show the picture of an ant from Handout 1 and review its body parts. Prompt the child to describe characteristics of insects (six legs, feelers/antennae, wings if appropriate).



Today we are going to talk about some of the places an insect might be. Where have you seen insects? (Pause) Do you remember our book about the hungry caterpillar? (Pause) Let's look at it again.



Review the book, *The Very Hungry Caterpillar*. Focus on the pictures and discuss the location of the caterpillar. Prompt the child to describe where the caterpillar is in terms of "on" or "under."

Use the pictures of the ant and the leaf (Handout 2) to model for the parent how to demonstrate the concepts of "on" and "under." The words will be defined further through the modeling.



Have you ever seen an ant on a leaf? (Pause) Here is an ant on a leaf. (Place the ant on top of the leaf.) See how it is sitting right on top of the leaf? (Pause) The ant is on the leaf. What about under? Have you ever seen an ant under a leaf? (Pause) Here is an ant under a leaf. (Place the leaf on top of the ant.) See how it is hiding under it? (Pause) The ant is under the leaf.

Play "Simon Says" with the child, using the ant and the leaf and putting them on or under other places, as appropriate. For example, if you say, *Simon says, "Put the leaf under the ant,"* the child should put the leaf under the ant, because you used the phrase "Simon says." If you say only, *"Put the leaf under the ant,"* the child should **not** put the leaf under the ant because you did not say "Simon says." Add multiple directions, such as *Simon says, "Put the ant on the leaf and the cup under the leaf."*

2. The parent works with the child.



Have the parent repeat the process with the child: the parent and child work together to show the caterpillar on or under the leaf.

The parent should also demonstrate the concept using other objects (e.g., a cup on or under a table; a stuffed animal on or under a bed).

3. The child works with the parent's help.

The parent and child continue to work with the ant, caterpillar, and leaf illustrations as well as other objects (e.g. a pencil on or under the table; a box on or under the chair) to demonstrate

concepts of “on” and “under.” The parent should play “Simon Says” with the child using the cup and the stuffed animal on or under other places, as appropriate. Ask the child occasionally to rethink his/her answers and make any changes necessary.

4. The child works independently as the parent and home educator watch for learning.

Watch for the following:

- The child correctly identifies the position of the insect in relation to the leaf.
- The child increasingly applies the concepts of on and under to other objects around him/her and others.
- The child increasingly discusses insects, their characteristics, and his/her experiences with insects.

5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.



Follow-up questions to deepen the child’s thinking:



1. Play a game with the child—placing yourself on and under things (e.g. under the blanket, on a chair)—and ask, *Where am I?*
Then reverse the question (e.g., *I am under the blanket.* and *The blanket is under me.*).
2. Have the child get on and under a chair, rug, etc., and have him/her ask you questions: *Where am I? Where is the chair?*
Ask the child to confirm or correct your responses.

Ways to extend on the lesson concepts:



1. Talk about other positions an insect can have in relation to a leaf (e.g., by, around, beside, next to, in front of, over, between, etc.).
2. Find insects outside and describe their positions (e.g., on the fence, near the house, far from the truck, under the tree).
3.  As you read stories, discuss the characters’ positions in relation to objects (e.g., Dora is near the door; Goldilocks is far from home).
4.  Sing and dance the “Hokey Pokey.”
5. Challenge the child to tell a story about an insect and all the places it could hide.

Modifications:

If the lesson activity is too hard—

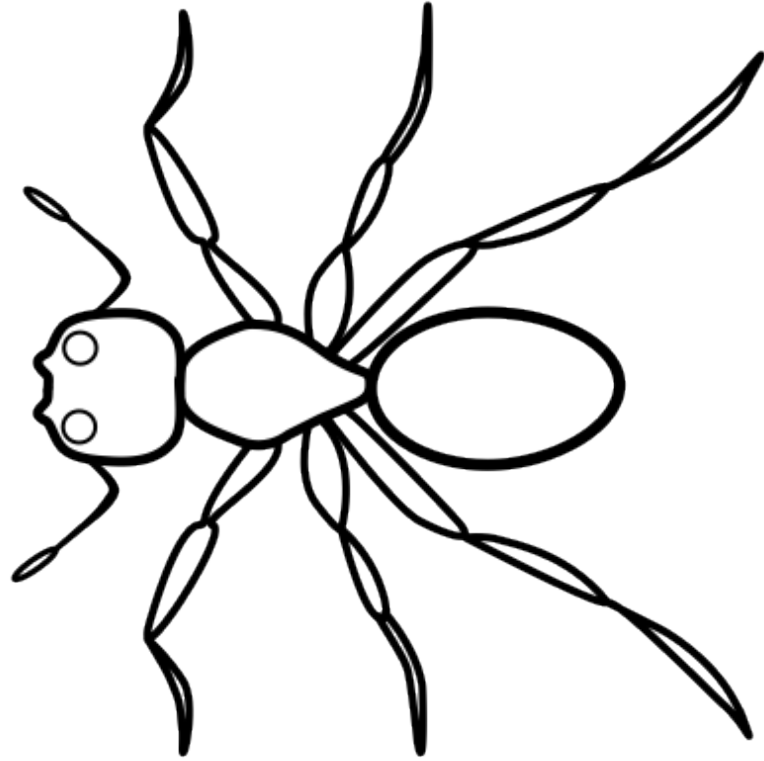
1. Work only with “on” or only with “under.”
2. Provide extra practice with concrete objects as many times as needed.

If the lesson activity is too easy—

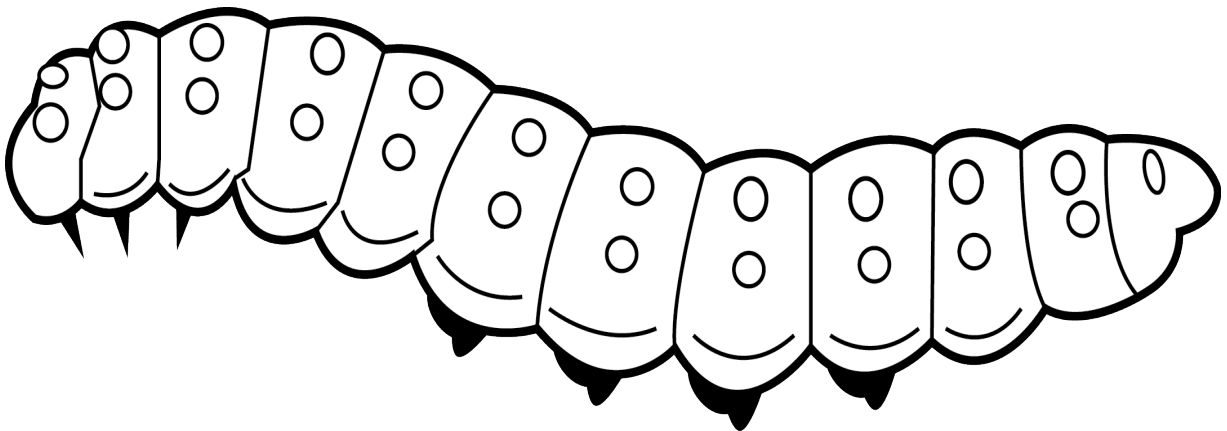
1. Use additional position words (above, around, beside, below, beneath, inside, outside, etc.).
2. Hide an object and challenge the child to find it. Provide clues (near the table, under the paper, etc.).
3. Let the child draw a picture of an insect on or under something.
4. Have the child use the story of *The Very Hungry Caterpillar* to create his/her own story.

Teaching tip:

It may be necessary to explain that insects as **adults** have three body parts, six legs, and antennae. Caterpillars, however, are the larval stage of butterflies and moths; the larval stage of many insects is often quite different from the adult. Larvae were discussed in more depth in the lesson on life cycles (Insects, Lesson 3).

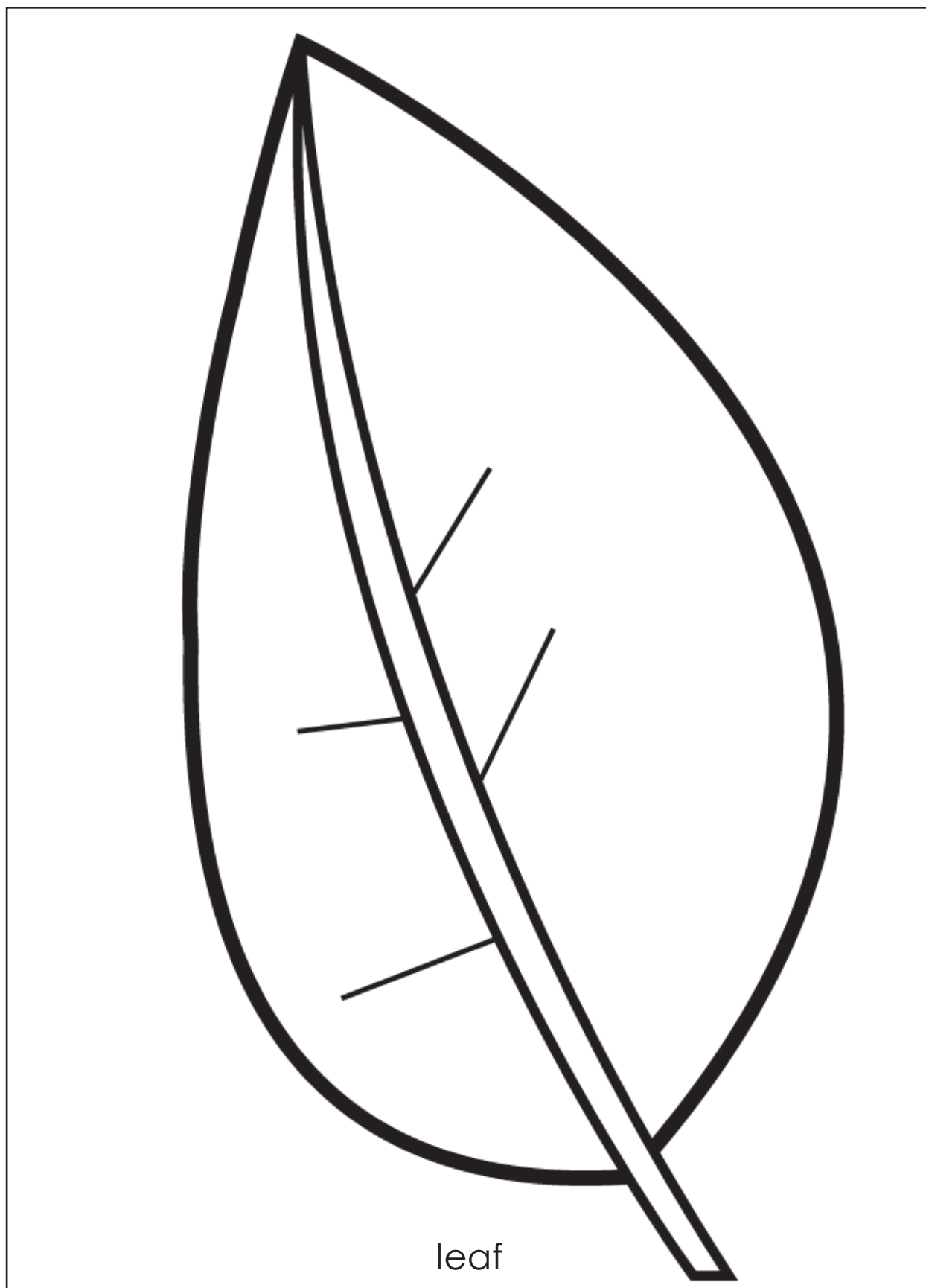


ant



caterpillar

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INSECTS (LESSON 4)

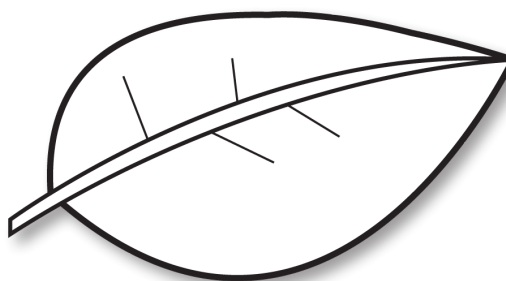
PARENT PAGE

What we are learning:

Your child will orally describe position and movement of insects and apply concepts (on and under) to other objects.

Words to know:

- ♦ on—encima
- ♦ under—debajo



What to ask:

1. Play a game with the child—placing yourself on and under things (e.g. under the blanket, on a chair)—and ask, *Where am I?*
Then reverse the question (e.g., *I am under the blanket.* and *The blanket is under me.*).
2. Have the child get on and under a chair, rug, etc., and have him/her ask you questions: *Where am I? Where is the chair?*
Ask the child to confirm or correct your responses.

What else to do:

1. Talk about other positions an insect can have in relation to a leaf (examples: by, around, beside, next to, in front of, over, between, etc.).
2. Find insects outside and describe their positions (examples: on the fence, near the house, far from the truck, under the tree).
3. As you read stories, discuss the characters' positions in relation to objects (for example, Dora is near the door; Goldilocks is far from home).
4. Sing and dance the "Hokey Pokey."
5. Challenge your child to tell a story about an insect and all the places it could hide.

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