



Teachers of
Valley Settlement House
(2016-2017 SY)

Learning Focus

Thematic Concepts

- Insects have three body segments and six legs.
- Spiders have two body segments and eight legs.
- Spiders are not insects.
- Spiders spin webs.
- Spider webs are used to trap insects. They are sticky.
- Honey and beeswax are made by bees.
- Insects are hatched from eggs.
- Caterpillars change into butterflies.

Personal Domain

- Display increasing autonomy and initiative
- Take risks (e.g., try new activities)
- Attempt to complete a task before asking for adult assistance
- Demonstrate interest in learning more about a new topic

Physical Domain

- Walk on a line
- Use scissors, brushes, and crayons functionally
- Manipulate blocks and other objects
- Walk backwards
- Climb stairs with alternating feet

Social Domain

- Begin to take turns and share
- Cooperate in pairs for short periods
- Participate in story time and other group times
- Pay attention while another is speaking for an increasing time
- Play in small groups

Insects

Language/Literacy Domain

- Increase receptive and expressive vocabulary
- Recite some rhymes without adult support
- Talk about their work
- Demonstrate increasing interest in stories
- Write and draw to communicate
- Dramatize simple parts of a story
- Begin to recognize "I" and "i" and the associated sound

Cognitive Domain

- Know some science concepts
- Make simple inferences
- Observe and compare objects
- Demonstrate visual discrimination
- Sequence events

Creative Domain

- Pretend and imitate in dramatic play activities
- Experiment with and gain skill in using a variety of creative art materials
- Explore music and rhythm with increasing control

Mathematical Domain

- Identify simple repeating patterns
- Seriate by size
- Count to 8
- Classify by two categories
- Recognize same and different
- Match numerals with dots

Vocabulary

ant
butter
caterpillar
chrysalis
cricet
egg
caterpillar
hatch
insect
ladybug
lonely
spider
spin
waters
weave
web

OBOE Preschool Planning at a Glance

Teacher/Assistant: Brown/Lynn, Charles/Regina, Fisher/Li Originating Idea: Unit of Study
 Unit of Study: Insects Length of Study: 3 Weeks
 Date: May 1-19, 2017

Possible Unity Topics (add more weeks if necessary)

- WEEK 1: Flying Insects- KW/Web What are insects that fly? How do they help the environment? How WEEK 4: _____
- WEEK 2: Crawling Insects- KW/Web What are insects that crawl? Where do they inhabit? How are WEEK 5: _____
- WEEK 3: Arachnids- KW/Web What is an arachnid? Why is it NOT an insect? How are they different and WEEK 6: _____

| FIELD TRIPS: | | | | | |
|---|---|---|-------------------|-------------------|-------------------|
| Skills for Week 1 | Skills for Week 2 | Skills for Week 3 | Skills for Week 4 | Skills for Week 5 | Skills for Week 6 |
| Math: patterning, sequencing, vocabulary-order, (ordinal numerals; next, before- after, | Math: sequencing, vocabulary-order, (ordinal numerals; next, before- after, first- last, visual | Math: sequencing, vocabulary-order, (ordinal numerals; next, before- after, first- last, visual | Math: | Math: | Math: |
| LAL: writing (representing data); rhyming, writing, identifying beginning and | LAL: writing (representing data); rhyming, writing, beginning and ending sounds, | LAL: writing (representing data); rhyming, writing, beginning and ending sounds, | LAL: | LAL: | LAL: |

| | | | | | |
|--|--|--|----------|----------|----------|
| Science: classify, observe, inquire, investigate, communicate conclusions, | Science: classify, observe, inquire, investigate, communicate conclusions, | Science: classify, observe, inquire, investigate, communicate conclusions, | Science: | Science: | Science: |
| Other: | Other: | Other: | Other: | Other: | Other: |

Vocabulary:

Insects- abdomen, adult, anteater, antennae, arthropod, *attracted to, benefit, bore, **Cricket**, cocoon, community, cycle, **Entomologist**, exoskeleton, extend, family, **Grasshopper**, hatch, head, leap, legs, metamorphosis, movement, origin, purpose, *segmented body, sense, swat, thorax, transform, trap

Flying- bee, beetle, butterfly, dragonfly, colony, firefly, *flash of light, fly, fruit fly, gnat, hive, honey, *in flight, ladybug, larvae, migration, mosquito, moth, pollinate, queen, scales, swarm, vein, wasp, wings

Crawling- ant, aphids, bedbug, beetle, caterpillar, cockroach, daddy longlegs, hairy, inchworm, legs, membranes, mite, Praying Mantis, termite, tunnels, worker

Arachnids- Arachnology, Arachnologist, center, eggs, eyes, extend, legs, mites, octagon, sack, scorpions, silk, spiders, spin, threads, ticks, web

Vocabulary Words from Featured Books, facts, factual information

*phrase, purpose

Work Time changes to the environment that will reflect the Unit of Study?

| HOUSE | BLOCKS | WRITING | ART | DISCOVERY |
|---|---|---|--|---|
| picnic prop box, fly swatter, antenna head bands, Entomologist laboratory (books, | craft tape octagon shapes, bug pictures taped on the blocks for bug house building, | days of the week word cards-Eric Carle story, calendar sheets, stapler, assemblies of | egg cartons, pipe cleaners, wiggly eyes, leaf shapes for cutting, ink pads, hole | content books, bugs box, magnifiers, live insects (collected by class), honey taste |

| | | | | |
|--|--|--|--|---|
| | | insect picture/word cards on a ring, number strips, sentence strips | photos of insects on easel as reference, pattern blocks (octagon) | Video of Insect Metamorphosis, Flannelboard cycle activity, pictures of |
| | | Create Your own Insect Alphabet Book (pictures of insects) | Creating Insects with recycled materials available in recycle bin | Paper, Scale and plastic insects measure/count and records |
| | | Ladybug Alphabet Puzzle (match uppercase and lowercase letters) | ladybug numbered playdough mats, dot art/paper plates for clock making | Discovery Kit: graphing/counting insects |
| | | Sequence of events using pictures of objects from everyday of the week | | |

Featured Books:

| | | | |
|--|--|---|---|
| Title: Are you a Ladybug by: Judy Allen and Tudor Humphries | Title: Why Am I an Insect? by Greg Pyers | Title: Are You A Spider? by J. Allen & T. Humphries | Title: The Very Hungry Caterpillar By: Eric Carle |
| Non-Fiction | Non-Fiction | Non-Fiction | Fiction |
| Questions: | Questions: | Questions: | Questions: |
| Level 1 Recall: What is the name of the insect in the story? Can ladybugs fly? | Level 1 Recall: Name the type of animals the book tells us about. What do insects need to fly? All insects have how many legs? How many body parts? Where can we find insects? | Level 1 Recall: What is the name of this animal? (showing picture) What do you remember about a spider? | Level 1 Recall: How did the story begin? Can you tell me one event that happened at the beginning of the story? |

| | | | |
|---|---|--|--|
| <p>Level 2 Skills/Concept: What are the stages of the life cycle of the ladybug? Where could we look to find a ladybug?</p> | <p>Level 2 Skills/Concept: The insects body parts are of different sizes. Can you describe each? How are insects the same? How are they different? Why does an insect need the sun?</p> | <p>Level 2 Skills/Concept: How many legs does a spider have? How many eyes does a spider have? How does a spider catch its food?</p> | <p>Level 2 Skills/Concept: What happened after the caterpillar ate all of the food? What did the caterpillar do? have you ever had a stomachache after eating a lot of food? Did you eat a leaf to get better?</p> |
| <p>Level 3 Critical Thinking: What are the stages of the life cycle of a ladybug? How are ladybugs the same? How are they different?</p> | <p>Level 3 Critical Thinking: Explain why the author placed check marks on certain pages throughout the book. Why do you think we don't see many insects when it is cold outside?</p> | <p>Level 3 Critical Thinking: How is a spider different from a lady bug or butterfly?</p> | <p>Level 3 Critical Thinking: Tell me something that is true about a spider and a caterpillar.</p> |
| <p>Level 4 Extended Thinking: What do you think would happen if the ladybugs skin did not split? What other animals/insects have similar life stages?</p> | <p>Level 4 Extended Thinking: Explain why an insect wouldn't make a good pet. How would the world be different if there were no insects?</p> | <p>Level 4 Extended Thinking: If you were a spider, how would you use your eight eyes? Why?</p> | <p>Level 4 Extended Thinking: Do we (people) grow in stages like the caterpillar? How do we grow?</p> |

*** For Standards, see Standards sheet