

What do we know about insects?

Vocabulary—English: *insect, stinger, defend, research*, words related to insect collecting supplies, e.g., *observation bins, nets*, etc.

What do we want to find out?

Spanish: *insecto, aguijón, defender, investigar*, palabras relacionadas con artículos para recoger insectos, e.g., *recipientes de observación, redes*, etc.

	Day 1	Day 2	Day 3	Day 4	Day 5	Make Time for...
Interest Areas	Toys and Games: photos of insects, realistic toy insects	Discovery: insect collecting equipment, photos of insects	Library: nonfiction books with photos or realistic illustrations of insects; pictures from today's walk; magnifying glasses; materials to make a journal	Technology: websites that offer guidance on how to care for insects	Discovery: insect habitats and supplies, plastic insects	<p>Outdoor Experiences</p> <ul style="list-style-type: none"> Identify areas in the outdoor play area or around the school where insects might be found. Lead children to these areas during insect hunts. <p>Physical Fun</p> <ul style="list-style-type: none"> Review <i>Intentional Teaching Card</i> P20 “Body Shapes & Sizes.” Follow the guidance on the card. <p>Family Partnerships</p> <ul style="list-style-type: none"> Introduce the study to families by sending a letter of explanation. Ask them to bring in items related to insects (e.g., books or photos of insects, insect catching supplies). Encourage children and family members to bring books about insects or supplies for catching or looking at insects to add to the classroom collection. Invite families to assist with supervision during site visits. <p>Wow! Experiences</p> <ul style="list-style-type: none"> Day 3: Walk around the school to look for insects. <p>Preparing for the Week:</p> <ul style="list-style-type: none"> Prepare in advance by bookmarking appropriate, child-friendly websites with information about the needs of a few of the most commonly-found insects in your area. Create a list with photos of insects that are not safe to collect. Keep the chart posted throughout the study. Refer to the chart before each insect walk.
Question of the Day	What is this? (Show a picture of an insect.)	Which is bigger? (Show a picture of an animal, such as a giraffe and a picture of an insect, such as a ladybug.)	Did you see an insect today?	Which of these is an insect? (Show two to three photos, e.g., fly, earthworm, centipede, etc.)	What insect would you like to collect on our walk?	
Large Group	<p>Game: My Name, Too!</p> <p>Discussion and Shared Writing: What Is an Insect?</p> <p>Materials: <i>Mighty Minutes</i> 35, “My Name, Too!”; photos of familiar insects or realistic toy insects</p>	<p>Movement: Syllable Stroll</p> <p>Discussion and Shared Writing: How to Observe and Catch Insects Safely</p> <p>Materials: <i>Mighty Minutes</i> 155, “Syllable Stroll”; materials used for collecting insects; photos of insects</p>	<p>Game: Rolling With It</p> <p>Discussion and Shared Writing: Taking a Walk to Observe Insects</p> <p>Materials: <i>Mighty Minute</i> 135, “Rolling With It”; materials for observational drawings; camera</p>	<p>Song: Oh, Dear! What Can the Matter Be?</p> <p>Discussion and Shared Writing: How Do We Care for the Insects We Collect?</p> <p>Materials: <i>Mighty Minutes</i> 93, “Oh, Dear! What Can the Matter Be?”; photos taken on walk the day before; insect field guides</p>	<p>Movement: Leaping Sounds</p> <p>Discussion and Shared Writing: Taking a Walk to Collect Insects</p> <p>Materials: <i>Mighty Minutes</i> 17, “Leaping Sounds”; insect collection supplies</p>	
Read-Aloud	Nonfiction selection from the “Children’s Books” list that features insects	Nonfiction selection from the “Children’s Books” list that features different kinds of insects	<i>Under the Lemon Moon</i> <i>Book Discussion Card</i> 53 (first read-aloud)	Poetry book from the “Children’s Books” list that features insects	Selection from the “Children’s Books” list about feelings and friendship	
Small Group	<p>Option 1: Jumping Beans <i>Intentional Teaching Card</i> LL05, “Jumping Beans”; 26 bean-shaped cards with letters (construction paper; markers; scissors; lamination supplies); large can</p> <p>Option 2: Walk a Letter <i>Intentional Teaching Card</i> LL17, “Walk a Letter”; masking tape, alphabet cards or chart</p>	<p>Option 1: Lining It Up <i>Intentional Teaching Card</i> M31, “Lining It Up”; collection of objects to be arranged by size</p> <p>Option 2: Huff & Puff <i>Intentional Teaching Card</i> M26, “Huff & Puff”; small, lightweight balls; standard and nonstandard measuring tools to measure distance</p>	<p>Option 1: Balancing Act <i>Intentional Teaching Card</i> M49, “Balancing Act”; baggies; various fill materials; balance scale</p> <p>Option 2: Missing Lids <i>Intentional Teaching Card</i> M58, “Missing Lids”; containers of various sizes and shapes with lids</p>	<p>Option 1: Number Line Hop <i>Intentional Teaching Card</i> M91, “Number Line Hop”; masking tape or chalk; numeral cards 1-20</p> <p>Option 2: Shake, Rattle, and Roll <i>Intentional Teaching Card</i> M61, “Shake, Rattle, and Roll”; five blank-faced cubes; shape stickers; parquetry or pattern blocks; container with lid; tape; paper plates</p>	<p>Option 1: Stick Letters <i>Intentional Teaching Card</i> LL28, “Stick Letters”; sticks; alphabet cards</p> <p>Option 2: Making My Name Review <i>Intentional Teaching Card</i> LL29, “Making My Name”; marker; small, sturdy envelopes; letter manipulatives</p>	
Mighty Minutes™	<i>Mighty Minutes</i> 102, “Ten Wiggly Steps”	<i>Mighty Minutes</i> 108, “Blow Away Dandelions”	<i>Mighty Minutes</i> 153, “Washing Machine”	<i>Mighty Minutes</i> 44, “Two Plump Armadillos”	<i>Mighty Minutes</i> 89, “We Like Clapping”	

What are the characteristics of insects?

Vocabulary—English: *jointed legs, segments, language, communicate, gesture, colony*

Spanish: *patas articuladas, segmentos, idioma, comunicación, gesto, colonia*

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Music and Movement: video of insect climbing over an obstacle; cushions or pillows	Music and Movement: photos and videos of insects moving in different ways, e.g., crawling, hopping, flying, etc.	Art: photos taken of insects seen in our community, bookmaking materials	Technology: videos of insects communicating using lights, colors, touch, or dance	Technology: images and video recordings of insects working together
Question of the Day	How are these insects alike? (Show two photos of insects.)	How far can you jump? (Provide masking tape to mark the “starting line” and where children land. Support them to write their name on the tape.)	What sounds can you make with your hands?	What does this mean? (Show a picture of a common gesture.)	How many people do you live with?
Large Group	Song: Hickory Dickory Dock Discussion and Shared Writing: How Do Insects Look the Same? Materials: <i>Mighty Minutes</i> 80, “Hickory Dickory Dock”; photos of insects	Movement: Blast Off Discussion and Shared Writing: How Do Insects Move? Materials: <i>Mighty Minutes</i> 170, “Blast Off”; collection of plastic or plush insects; photos of insects	Movement: High in the Tree Discussion and Shared Writing: Insect Communication Materials: <i>Mighty Minutes</i> 51, “High in the Tree”; audio clip of crickets chirping; book or video clip showing how crickets use their bodies to chirp	Movement: Animal Ride Discussion and Shared Writing: How Do Insects Communicate Without Sounds? Materials: <i>Mighty Minutes</i> 159, “Animal Ride”; flashlights; colorful fabric scraps, crayons or markers	Movement: Hop the Circle Discussion and Shared Writing: How Do Insects Work Together? Materials: <i>Mighty Minutes</i> 144, “Hop the Circle”; classroom set of wooden blocks; two containers; photos of insects working together, e.g., ants carrying food, creating a bridge, etc.
Read-Aloud	Nonfiction book from the “Children’s Books” list featuring insects	<i>Under the Lemon Moon</i> <i>Book Discussion Card 53</i> (second read-aloud)	<i>Highlights High Five Bilingüe™</i> , <i>¡Diviértanse! ¡Have Fun!</i> <i>Book Conversation Card 04</i>	Reread the book from Day 1 about insects	<i>Under the Lemon Moon</i> <i>Book Discussion Card 53</i> (third read-aloud)
Small Group	Option 1: Reading Nonfiction Books <i>Intentional Teaching Card</i> LL66, “Reading Nonfiction Books”; collection of nonfiction books Option 2: Will You Read to Me? <i>Intentional Teaching Card</i> LL64, “Will You Read to Me?”; collection of familiar books	Option 1: Measure and Compare <i>Intentional Teaching Card</i> M12, “Measure and Compare”; nonstandard measuring tools Option 2: Pendulum Power <i>Intentional Teaching Card</i> M83, “Pendulum Power”; nylon stockings; tennis balls; blocks; cardboard boxes; collection of paper tubes; two chairs; broom or mop	Option 1: Making a Birdfeeder <i>Intentional Teaching Card</i> LL73, “Birdfeeder”; pre-made birdfeeder; birdseed Option 2: Making a Birdfeeder <i>Intentional Teaching Card</i> LL73, “Birdfeeder”; birdseed; materials to make a birdfeeder; string; ceramic or clay saucer; tape	Option 1: Secret Numbers <i>Intentional Teaching Card</i> M37, “Secret Numbers”; two sets of either quantity cards; numeral/quantity cards; or numeral cards Option 2: Marble Mat <i>Intentional Teaching Card</i> M82, “Marble Mat”; bath mat with suction cups aligned in rows; numeral cards 1-20; marbles; masking tape	Option 1: Action Patterns <i>Intentional Teaching Card</i> M35, “Action Patterns”; action cards; pocket chart Option 2: Pots and Pans Band <i>Intentional Teaching Card</i> M80, “Pots & Pans Band”; variety of pots, pans, and bowls; wooden spoons; plastic spatulas
Mighty Minutes™	<i>Mighty Minutes</i> 193, “Where’s the Dragonfly?”	<i>Mighty Minutes</i> 59, “Clap the Beat”	<i>Mighty Minutes</i> 22, “Hot or Cold 3D Shapes”	<i>Mighty Minutes</i> 95, “Sorting Syllables”	<i>Mighty Minutes</i> 12, “Ticky Ricky”

Make Time for...

Outdoor Experiences

- Take a boom box outdoors on a nice day to listen to music and invite children to dance and move like insects.
- Take insect collecting supplies, e.g., tweezers, nets, enclosures, magnifying glasses, etc. outdoors for children to collect insects to observe closely.
- Invite children to observe insects working together, e.g., place small pieces of food near anthills and watch to see whether ants are attracted to it and how they use it. Encourage children to observe from a safe distance and make observational drawings of what they notice. Take photos of video recordings to examine closely.

Physical Fun

- Review *Intentional Teaching Card* P23, “Ways to Travel.” Follow the guidance on the card and incorporate moves like insects.

Family Partnerships

- Invite families to talk with children about the insects they see around their community, including which are safe to touch and which should be observed from a safe distance.

Wow! Experiences

- Invite family members to visit the classroom to talk about their work or hobbies with plants and insects.

Where do insects live? How do they live?

Vocabulary—English: predator, exterior, habitat, mandible, proboscis, migrate, climates, construct

Spanish: depredador, exterior, hábitat, mandíbula, probóscide, emigrar, climas, construir

	Day 1	Day 2	Day 3	Day 4	Day 5	Make Time for...
Interest Areas	Dramatic Play: sports equipment, protective clothing, fabric in colors similar to those in the classroom or outdoor play area; camera	Technology: photos and videos of insects on plants and flowers	Discovery: drinking straws; staple remover; fruit juice or nectar; fresh fruit; illustrations or videos of insects eating	Library: books, magazines, and Internet articles about monarch butterflies' migration; monarch migratory maps	Block: photos of anthills, beehives, wasp nests, etc., and building materials, e.g., paper towel rolls, shoe boxes, tape, glue, etc.	<h3>Outdoor Experiences</h3> <ul style="list-style-type: none"> Put a dish of a variety of foods outdoors to see which attract insects. Provide supplies to create a butterfly feeder, i.e., a large, flat dish that can be elevated or hung, kitchen sponges, fruit slices, sugar and water (1 part sugar to 10 parts water). <ul style="list-style-type: none"> Stir the sugar into the water and arrange sponges on the dish with a few slices of fresh fruit. Invite children to decide where the butterfly feeder should be placed, ideally, near the insect garden and visible from the classroom. Consider hanging or placing the dish on an elevated surface. Help children to pour or scoop the sugar-water solution over the sponges. Plant monarch-friendly plants such as milkweed, chives, or salvia in the insect garden. <i>Note: milkweed is toxic if consumed in large amounts, so consider planting milkweed within view, but out of children's reach, like in a hanging planter.</i> <h3>Physical Fun</h3> <ul style="list-style-type: none"> Review <i>Intentional Teaching Card</i> P41, "The Tortoise & the Hare." Follow the guidance on the card. <h3>Family Partnerships</h3> <ul style="list-style-type: none"> Invite family members to visit the classroom to talk about their work or hobbies with plants. <h3>Wow! Experiences</h3> <ul style="list-style-type: none"> Day 2: Classroom visit from a person who works in a nursery (or site visit to a nursery)
Question of the Day	What do you wear on a cold day?	Can you finish the flower pattern? (Display photos of flowers in different colors. Provide markers.)	What do you like to eat?	How did you get to school today?	Which tower is taller? (Display two towers made of blocks.)	
Large Group	Game: Persnickety Patterns Discussion and Shared Writing: How Do Insects Protect Themselves? Materials: <i>Mighty Minutes</i> 167, "Persnickety Patterns"; sports equipment; protective clothing; close-up photos of insects with interesting exoskeletons; camera	Song: Hi-Ho, the Derry-O Discussion and Shared Writing: Site Visit or Visitor from a Nursery Materials: <i>Mighty Minutes</i> 23, "Hi-Ho, the Derry-O"; photos of insects or toy insects to sort	Game: I'm Thinking Of... Discussion and Shared Writing: What Insects Like to Eat Materials: <i>Mighty Minutes</i> 18, "I'm Thinking Of..."; close-up photos of insects' heads and proboscises and mandibles; orange juice and orange segments; drinking straw and claw-style staple remover	Song: Days of the Week Discussion and Shared Writing: Insect Migration Materials: <i>Mighty Minutes</i> 149, "Willy's Week"; 2-3 sheets of paper; stamps; inkpads; book or magazine that describes how monarch butterflies migrate	Movement: The Feelings Dance Discussion and Shared Writing: Insects That Build Materials: <i>Mighty Minutes</i> 142, "The Feelings Dance"; photos of structures created by insects; materials to create a nest similar to those in the photos, e.g., paper towel rolls, glue, etc.	
Read-Aloud	Nonfiction selection that shows how insects protect and camouflage themselves from the "Children's Books" list	A rhyming book from the "Children's Books" list ; <i>Intentional Teaching Card</i> LL10, "Rhyming Chart"	Reread the nonfiction book from Day 1 that shows how insects protect and camouflage themselves.	An alphabet book from the "Children's Books" list that features insects	<i>Bravo, Chico Canta! Bravo</i> <i>Book Discussion Card</i> 54 (first read-aloud)	
Small Group	Option 1: Memory Games <i>Intentional Teaching Card</i> LL08, "Memory Games"; memory or lotto game Option 2: Memory Games <i>Intentional Teaching Card</i> LL08, "Memory Games"; memory game created with photos of insects observed on walks	Option 1: Did You Ever See...? <i>Intentional Teaching Card</i> LL14, "Did You Ever See...?"; pictures of insects; audio recorder Option 2: Rhyming Tubs <i>Intentional Teaching Card</i> LL44, "Rhyming Tubs"; plastic tub; bag or small box; pairs of small toys with names that rhyme	Option 1: Dinnertime <i>Intentional Teaching Card</i> M01, "Dinnertime"; paper or plastic dishes; napkins; utensils; cups; placemats Option 2: Garden Party <i>Intentional Teaching Card</i> M86, "Garden Party"; nontoxic potting soil; gardening tools; nontoxic houseplants; flower pots or paper cups; craft sticks; plastic covering	Option 1: Picture Walk and Talk <i>Intentional Teaching Card</i> LL77, "Picture Walk & Talk"; familiar storybooks from the classroom library Option 2: Clothesline Storytelling <i>Intentional Teaching Card</i> LL33, "Clothesline Storytelling"; storybook with simple plot; lamination supplies; clothesline; clothespins; paper star; blank paper and markers; large baggie	Option 1: Tallying <i>Intentional Teaching Card</i> M06, "Tallying"; clipboard; paper; pencils or crayons Option 2: Tallying <i>Intentional Teaching Card</i> M06, "Tallying"; clipboard; paper; pencils or crayons; photos of insects that build nests and those that do not build nests	
Mighty Minutes™	<i>Mighty Minutes</i> 157, "Up & Down on the Seesaw"	<i>Mighty Minutes</i> 32, "Walk the Line"	<i>Mighty Minutes</i> 84, "Let's Make Letters"	<i>Mighty Minutes</i> 140, "Action Counting"	<i>Mighty Minutes</i> 151, "Syllable Surprise"	

What insects are in our community?

Vocabulary—English: *inspect, indigenous, range*

Spanish: *inspeccionar, autóctono, gama*

	Day 1	Day 2	Day 3	Day 4	Day 5	Make Time for...
Interest Areas	Library: class insect book; observational drawings	Discovery: insect field guides; magnifying glasses; photos of indigenous insects taken during the insect hunt on Day 1; photos of nonindigenous insects	Library: science journals; writing materials	Toys and Games: photos of insects that were observed in your community	Art: photos of some of the world's largest insects, e.g., Goliath beetles, giant weta, Queen Alexandra's Birdwing; play dough	<h3>Outdoor Experiences</h3> <ul style="list-style-type: none"> Invite children to collect insects for the classroom once a week. Provide insect-catching supplies and use hula hoops to focus children's observations. Remind children that the insects will be released the next day. Invite children to look closely at the plants, especially in the insect garden for evidence of insects in our community, i.e., chewed leaves, anthills, wasp nests. Take magnifying glasses, children's science journals, paper, markers or crayons, and insect-catching supplies each day to encourage children to hunt for insects independently. <h3>Physical Fun</h3> <ul style="list-style-type: none"> Review <i>Intentional Teaching Card</i> P40, "Nature Painting." Follow the guidance on the card and encourage children to gather art materials while outdoors looking for insects. <h3>Family Partnerships</h3> <ul style="list-style-type: none"> Invite families to talk with children about how to safely capture insects for observation and how to release the insects back into nature the next day. <h3>Wow! Experiences</h3> <ul style="list-style-type: none"> Day 1 and Day 2: Walk around the outdoor play area or around the school to look for insects. Invite a science teacher or professor to visit the classroom next week. Ask the visitor to bring microscopes, prepared slides of small insects or insect body parts; insect-collecting equipment; and insect specimens.
Question of the Day	What is this picture of? (Display an extreme close-up picture of an insect's body, e.g., eyes, leg, wing, etc.)	Where should we look for insects today?	What is the weather like today?	What colors do you see on this insect? (Display a photo of an insect observed on a recent insect hunt.)	Which weighs more? (Provide two small items, e.g., a hollow plastic ball and a marble; balance scale.)	
Large Group	<p>Movement: Silly Dance</p> <p>Discussion and Shared Writing: Identifying the Insects in Our Community</p> <p>Materials: <i>Mighty Minutes</i> 106, "Silly Dance"; insect field guides; sticky notes; hula hoops; materials to make observational drawings; camera; magnifying glasses</p>	<p>Movement: Creeping Ladybug</p> <p>Discussion and Shared Writing: Looking for Insects</p> <p>Materials: <i>Mighty Minutes</i> 174 "Creeping Ladybug"; photos from Day 1 and of nonindigenous insects; insect field guides; sticky notes; hula hoops; materials to make observational drawings; camera; magnifying glasses</p>	<p>Song: Strolling Through the Park</p> <p>Discussion and Shared Writing: Do We See Different Insects at Different Times?</p> <p>Materials: <i>Mighty Minutes</i> 46, "Strolling Through the Park"; a child's garment appropriate for the day's weather; two child's garments inappropriate for the day's weather; photos taken on insect hunts on Days 1 and 2</p>	<p>Game: I Spy With My Little Eye</p> <p>Discussion and Shared Writing: Where Have We Seen Insects?</p> <p>Materials: <i>Mighty Minutes</i> 19, "I Spy With My Little Eye"; map of where insects have been observed (created earlier in the week); photos of insects taken during insect hunts; bag or box</p>	<p>Game: Come Play With Me</p> <p>Discussion and Shared Writing: Biggest and Smallest Insects</p> <p>Materials: <i>Mighty Minutes</i> 42, "Come Play With Me"; sticky notes; markers; life-size photos of some of the largest insects in the world; ruler; hollow plastic ball; heavy marble</p>	
Read-Aloud	Book from the "Children's Books" list that features insects	<i>Highlights High Five Bilingüe™</i> , <i>¡Diviértanse!/Have Fun!</i> <i>Book Conversation Card</i> 04	<i>Bravo, Chico Canta! Bravo!</i> <i>Book Discussion Card</i> 54 (second read-aloud)	Read <i>Insect Quest: Hide and Seek</i> .	A storybook from the "Children's Books" list that features insects	
Small Group	<p>Option 1: Picture Patterns <i>Intentional Teaching Card</i> M45, "Picture Patterns"; book or collection of photos or objects that have patterns; camera; paper and writing materials; collage materials</p> <p>Option 2: Patterns Under Cover <i>Intentional Teaching Card</i> M38, "Patterns Under Cover"; counters in a variety of colors; paper cup; cardboard divider</p>	<p>Option 1: Straw Shapes <i>Intentional Teaching Card</i> M42, "Straw Shapes"; geometric shapes; drinking straws cut to different lengths; pipe cleaners; paper; pencil or crayons</p> <p>Option 2: Buried Shapes <i>Intentional Teaching Card</i> M30, "Buried Shapes"; card stock; attribute blocks; three containers; glue; sandbox or tub of sand; small brushes</p>	<p>Option 1: Rhyming Chart <i>Intentional Teaching Card</i> LL10, "Rhyming Chart"; "Itsy Bitsy Spider" written on chart paper; props that illustrate the song</p> <p>Option 2: Same Sound Sort <i>Intentional Teaching Card</i> LL12, "Same Sound Sort"; variety of objects (some with names that begin with the same sound); a cardboard box or bag</p>	<p>Option 1: Observing Insect Life <i>Intentional Teaching Card</i> LL74, "Observing Insect Life"; magnifiers or magnifying insect catchers</p> <p>Option 2: Observing Insect Life <i>Intentional Teaching Card</i> LL74, "Observing Insect Life"; photos of insects observed; magnifiers or magnifying insect catchers</p>	<p>Option 1: Book Reviews <i>Intentional Teaching Card</i> LL68, "Book Reviews"; book with a review on the back; books from the classroom collection; writing tools; clear contact paper</p> <p>Option 2: Author & Illustrator <i>Intentional Teaching Card</i> LL69, "Author & Illustrator"; storybook in which the author and illustrator are different; card stock; paper; pencils, crayons, or markers; bookbinding supplies</p>	
Mighty Minutes™	<i>Mighty Minutes</i> 88, "Disappearing Rhymes"	<i>Mighty Minutes</i> 196, "Howling at the Moon"	<i>Mighty Minutes</i> 178, "Happy Moths"	<i>Mighty Minutes</i> 37, "Little Ball"	<i>Mighty Minutes</i> 50, "1, 2, 3, What Do I See?"	

How do insects change?

Vocabulary—English: *metamorphosis, larva, molt, stage*

Spanish: *metamorfosis, larva, mudar, etapa*

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Library: books (fiction and nonfiction) about insects growing and changing	Discovery: photos of adult insects and their eggs; books that show pictures or illustrations of insects hatching from eggs	Discovery: close-up photos of cocoons; videos or photos of insects forming a cocoon; magnifying glasses	Discovery: photos of insects at various stages of development; photos of insect habitats, i.e., pond, grass, trees, sky	Outdoors: microscope; sign-making materials, writing materials
Question of the Day	How do we finish the pattern? (Display photos of a baby, a child, an adult, and an elderly person. Remove two or more photos.)	Which of these is a baby insect? (Display three photos, e.g., a mature beetle, a beetle larva, and an adult mosquito.)	How many layers of clothes are you wearing?	Which book should we read aloud today? (Display three familiar books and provide sticky notes for voting.)	What should we ask our visitor?
Large Group	Movement: Echo Clapping Discussion and Shared Writing: Life Cycle of Insects Materials: <i>Mighty Minutes</i> 26, “Echo Clapping”; nonfiction and fiction books that features the life cycle of insects (especially metamorphosis)	Movement: The Name Dance Discussion and Shared Writing: Baby Insects Materials: <i>Mighty Minutes</i> 60, “The Name Dance”; photos of different types of metamorphosis; picture books with metamorphosis	Song: Abby Had an Anteater Discussion and Shared Writing: How Do Insects’ Bodies Change During Metamorphosis? Materials: Use <i>Mighty Minutes</i> 103, “Abby Had an Anteater”; photos of insects molting; butterfly life cycle display	Movement: Metamorphosis Discussion and Shared Writing: Life Cycle Stages Materials: <i>Mighty Minutes</i> 133, “Metamorphosis”; photos from Day 2; photos of a termite and a grasshopper’s life cycle; magazines; chart paper with four sections, labeled “baby,” “child,” “adult,” and “elderly”	Movement: Body Patterns Discussion and Shared Writing: Class Visitor Materials: <i>Mighty Minutes</i> 36, “Body Patterns”; children’s science journals
Read-Aloud	<i>The Grouchy Ladybug</i> See <i>Book Discussion Card</i> 14 for guidance.	<i>Bravo, Chico Canta! Bravo!</i> <i>Book Discussion Card</i> 54 (third read-aloud)	<i>Highlights High Five Bilingüe™</i> , ¡Vamos!/Let’s Go! <i>Book Conversation Card</i> 06	Read the book that the children chose during the question of the day.	<i>A Spoon for Every Bite</i> <i>Book Discussion Card</i> 55 (first read-aloud)
Small Group	Option 1: Can You Find It? <i>Intentional Teaching Card</i> M51, “Can You Find It?”; small classroom objects Option 2: Treasure Hunt <i>Intentional Teaching Card</i> M87, “Treasure Hunt”; treasure items; paper and pencils	Option 1: Exploring Pathways <i>Intentional Teaching Card</i> P12, “Exploring Pathways”; long scarf or ribbon; carpet squares or tape marks on the floor; music recording or CD Option 2: Ways to Travel <i>Intentional Teaching Card</i> P23, “Ways to Travel”	Option 1: Tap It, Clap It, Stomp It, Jump It <i>Intentional Teaching Card</i> LL52, “Tap It, Clap It, Stomp It, Jump It”; name card for each child; chart with lyrics to “Mary Had a Little Lamb” Option 2: Tap It, Clap It, Stomp It, Jump It <i>Intentional Teaching Card</i> LL52, “Tap It, Clap It, Stomp It, Jump It”; name card for each child; chart with lyrics to “Mary Had a Little Lamb”	Option 1: Count and Trace <i>Intentional Teaching Card</i> M93, “Count and Trace”; numeral-quantity cards 1-10; assorted items to trace Option 2: Fruit Smoothies <i>Intentional Teaching Card</i> M67, “Fruit Smoothies”; ingredients; blender; plastic knives; photos of the fruits’ seeds, buds, and unripened stage	Option 1: Silly Names <i>Intentional Teaching Card</i> LL19, “Silly Names”; chart paper; sentence strips or sticky notes Option 2: Silly Names <i>Intentional Teaching Card</i> LL19, “Silly Names”; chart paper; sentence strips or sticky notes
Mighty Minutes™	<i>Mighty Minutes</i> 04, “Riddle Dee Dee”	<i>Mighty Minutes</i> 124, “Number Dice”	<i>Mighty Minutes</i> 134, “Time’s Up!”	<i>Mighty Minutes</i> 81, “Humpty Dumpty”	<i>Mighty Minutes</i> 173, “Tiny Teamwork”

Make Time for...

Outdoor Experiences

Physical Fun

- Review *Intentional Teaching Card* P35, “Stand Up & Dance.” Follow the guidance on the card and incorporate movement similar to the way insects move.

Family Partnerships

- Invite families to talk with children about looking for insects at different stages of development (e.g., *egg, larva, pupa, adult*) during walks or in books, magazines online.
- Invite family members who work with insects to visit the classroom.

Wow! Experiences

- Day 5: Classroom visit from a science teacher or professor who specializes in insects.
- Arrange to have an exterminator and a gardener visit the classroom next week. Encourage the visitors to bring equipment and for the gardener to bring plants that attract insects.

Who works with insects?

Vocabulary—English: *cautious, pest, photography, benefit*

Spanish: *cauteloso, plaga, fotografía, beneficiar*

	Day 1	Day 2	Day 3	Day 4	Make Time for...
Interest Areas	Dramatic Play: materials similar to what the children will see at the site visit; plastic or plush insects; paper; markers, crayons, or pencils; photos taken during the site visit	Library: books about people whose work involves insects	Outdoors: magnifying glasses; science journals; writing materials; camera	Discovery: plant samples from outdoors, captured insects, magnifying glasses	<p>Outdoor Experiences</p> <ul style="list-style-type: none"> Take toy cameras, real (or toy) insects, paper, crayons and markers outdoors to document insects are found. Take magnifying glasses, insect field guides, measuring tools, and insect capturing materials outdoors to continue observing, naming, and capturing insects. <p>Physical Fun</p> <ul style="list-style-type: none"> Review <i>Intentional Teaching Card</i> P06, “Catching With a Scoop.” Follow the guidance on the card. <p>Family Partnerships</p> <ul style="list-style-type: none"> Invite family members to assist with supervision on the site visit to the museum. <p>Wow! Experiences</p> <ul style="list-style-type: none"> Day 1: Site visit to a museum where insect specimens are features, and/or with living insect habitats Day 2: Classroom visit from an exterminator Day 3: Insect walk with cameras to capture insects in action Day 4: Classroom visit from a gardener Prepare for next week by seeking places around the school where children might observe insects decomposing organic materials.
Question of the Day	What would you like to ask on the site visit?	What should we ask our visitor?	Which of these is a photograph? (Display a photo, a drawing, and a sculpture of the same subject, e.g., insect, flower, or apple.)	What do we see growing outside?	
Large Group	<p>Movement: Here Is the Beehive</p> <p>Discussion and Shared Writing: Site Visit to a Museum</p> <p>Materials: <i>Mighty Minutes</i> 79, “Here Is the Beehive”; list of questions generated during previous day’s large-group roundup; materials to make observational drawings</p>	<p>Movement: Persnickety Patterns</p> <p>Discussion and Shared Writing: Visit From an Exterminator</p> <p>Materials: <i>Mighty Minutes</i> 167, “Persnickety Patterns”; photos of insects that are considered pests; camera</p>	<p>Poem: A Chat With a Cat</p> <p>Discussion and Shared Writing: Insect Photography Walk</p> <p>Materials: <i>Mighty Minutes</i> 165, “A Chat With a Cat”; several cameras for children to take pictures of insects on their walk</p>	<p>Song: Take a Tuneful Turn</p> <p>Discussion and Shared Writing: Visit From a Gardener</p> <p>Materials: <i>Mighty Minutes</i> 146, “Take a Tuneful Turn”; equipment similar to the tools used by the gardener; beneficial insects; plants that attract insects; camera</p>	
Read-Aloud	Read a fiction book from the “Children’s Books” list that features the people who study insects.	<i>A Spoon for Every Bite</i> <i>Book Discussion Card</i> 55 (second read-aloud)	Selection of fiction book from the “Children’s Books” list	<i>Highlights High Five Bilingüe™, ¡Vamos!/Let’s Go!</i> <i>Book Conversation Card</i> 06	
Small Group	<p>Option 1: Asking Questions <i>Intentional Teaching Card</i> LL54, “Asking Questions”; chart paper; markers</p> <p>Option 2: Sticky Tables <i>Intentional Teaching Card</i> LL75, “Sticky Tables”; rolls of masking tape; chart paper; markers</p>	<p>Option 1: My Clothes Today <i>Intentional Teaching Card</i> LL71, “My Clothes Today”; large mirror; paper; crayons or markers; index cards with color and clothing words and pictures</p> <p>Option 2: Shaving Cream Letters <i>Intentional Teaching Card</i> LL13, “Shaving Cream Letters”; shaving cream; art smocks</p>	<p>Option 1: Number Cards <i>Intentional Teaching Card</i> M04, “Number Cards”; set of cards with a numeral and its number word on one side; a corresponding number of dots</p> <p>Option 2: Ping-Pong Pick-Up <i>Intentional Teaching Card</i> M79, “Ping-Pong Pick-Up”; ping pong balls (each with a numeral written on it); tongs; small net; ladle; water; water table</p>	<p>Option 1: Sink or Float? <i>Intentional Teaching Card</i> M81, “Sink or Float?”; plastic floor covering; large, clear containers of water; two trays or plates; variety of objects that might sink or float; paper; pencils</p> <p>Option 2: Dig It! <i>Intentional Teaching Card</i> M89, “Dig It!”; sensory table or bin; sand; collection of small objects; sifters, sieves, rakes, slotted spoons, strainers</p>	
Mighty Minutes™	<i>Mighty Minutes</i> 75, “Busy Bees”	<i>Mighty Minutes</i> 161, “Baxter the Black Dog”	<i>Mighty Minutes</i> 136, “The Sneaky Cockroach”	<i>Mighty Minutes</i> 163, “Sandy Seashore”	

How do insects help the earth?

Vocabulary—English: *pollen, environment, decomposition, healthy, honeycomb*

Spanish: *polen, medio ambiente, descomposición, sano, panal*

	Day 1	Day 2	Day 3	Day 4
Interest Areas	Discovery: flowers with pollen; photos of insects covered in pollen; books that feature insects' role in pollination; magnifying glasses; paper plates or coffee filters; colored chalk; flat objects	Art: large piece of butcher paper; markers or crayons; photos of insects; pictures of murals	Art: large piece of butcher paper; markers or crayons; photos of insects; pictures of murals	Cooking: bottle of honey; plain yogurt; lemonade (without sweetener), or pieces of fruit, corn syrup, or maple syrup
Question of the Day	How many flowers do you see? (Display a vase of flowers, or a small flowering plant.)	Which of these lives in the ground? (Display three photos of insects, e.g., ants, flies, praying mantises.)	What did you eat for breakfast?	What is this? (Display a picture or a piece of a real honeycomb.)
Large Group	Song: Sleepy Bluebird Discussion and Shared Writing: Pollination Materials: <i>Mighty Minutes</i> 169, "Sleepy Bluebird"; real flowers with noticeable pollen; magnifying glasses; close-up photo of insects covered in pollen; chalk dust; stickers; plates or coffee filters;	Movement: Tightrope Walking Discussion and Shared Writing: Decomposition Materials: <i>Mighty Minutes</i> 187, "Tightrope Walking"; photos take on Day 2 of Investigation 2; children's science journals; camera; observational drawing materials	Movement: High Knees Discussion and Shared Writing: Ladybugs and Aphids Materials: <i>Mighty Minutes</i> 180, "High Knees"; real rose branch with a rosebud and a mature rose (or photos of roses); photos of roses with aphids; photos from the gardener's visit on Day 4 of Investigation 5; photos of beneficial insects	Movement: Hippity, Hoppity, How Many? Discussion and Shared Writing: Bees and Honey Materials: <i>Mighty Minutes</i> 07, "Hippity, Hoppity, How Many?"; photos of bees making a beehive; bees pollinating flowers; beekeepers; magnifying glasses; honeycomb (real or photo); book that illustrates how beehives and honey are made
Read-Aloud	<i>A Spoon for Every Bite</i> <i>Book Discussion Card</i> 55 (third read-aloud)	Read a storybook from the "Children's Books" list.	Read <i>Who Lives in Trees?</i> from the Teaching Strategies Children's Book Collection. Refer to the guidance in the "Children's Books" list.	Read <i>Insect Quest Hide and Seek</i> .
Small Group	Option 1: How Many in the Scoop? <i>Intentional Teaching Card</i> M92, "How Many in the Scoop?"; small scoop; jar or box; small items Option 2: More or Fewer Towers <i>Intentional Teaching Card</i> M59, "More or Fewer Towers"; interlocking cubes; more/fewer spinner; numeral-quantity cards or die	Option 1: Shape Bingo <i>Intentional Teaching Card</i> M88, "Shape Bingo"; tangram shapes; cardstock; bag or box Option 2: I'm Thinking of a Shape <i>Intentional Teaching Card</i> M20, "I'm Thinking of a Shape"; geometric solids; empty containers of different sizes similar to the geometric shapes	Option 1: Rhyming Riddles <i>Intentional Teaching Card</i> LL11, "Rhyming Riddles"; chart paper; markers; pictures of objects with two-phoneme names; props that rhyme with chosen words Option 2: Rhyming Riddles <i>Intentional Teaching Card</i> LL11, "Rhyming Riddles"; see option 1 for materials	Option 1: Book Cover Memory Game <i>Intentional Teaching Card</i> LL67, "Book Cover Memory Game"; several familiar books of various genres from the classroom collection Option 2: Lemonade <i>Intentional Teaching Card</i> LL24, "Lemonade"; recipe chart; ingredients; pitcher; knife; cutting board; juicer; measuring cup and spoons; paper cups
Mighty Minutes™	<i>Mighty Minutes</i> 08, "Clap the Missing Word"	<i>Mighty Minutes</i> 29, "Baa, Baa, Black Sheep"	<i>Mighty Minutes</i> 128, "Blowing Out the Candles"	<i>Mighty Minutes</i> 33, "Thumbs Up"

Make Time for...

Outdoor Experiences

- Take magnifying glasses and children's science journals outdoors to observe and make observational drawings of flowers with pollen and of insects helping with pollination.
- Place a very ripe banana outdoors and invite children to observe how insects help with its decomposition over time. Encourage children to make observational changes of the banana's decomposition.

Physical Fun

- Review *Intentional Teaching Card* P09, "Up and Away." Follow the guidance on the card.

Family Partnerships

- Invite family members to talk with children about pollen and the insects that help with pollination.

Wow! Experiences

- Day 2: Take a walk to look for evidence of insects decomposing organic material.

Vocabulary—English: *artifact, preference* **Spanish:** *artefacto, preferencia*

	Day 1	Day 2
Interest Areas	All: displays of children’s investigations, including children’s science journals and the class insect book	All: displays of children’s investigations
Question of the Day	What is your favorite insect?	What will you show our visitors?
Large Group	<p>Song: Clap a Friend’s Name</p> <p>Discussion and Shared Writing: Preparing for the Celebration</p> <p>Materials: <i>Mighty Minutes</i> 40, “Clap a Friend’s Name”</p>	<p>Song: Yes, I Can!</p> <p>Discussion and Shared Writing: Sharing What We’ve Learned</p> <p>Materials: <i>Mighty Minutes</i> 139, “Yes, I Can!”</p>
Read-Aloud	Reread a familiar book from the “Children’s Books” list.	Read the class insect book that was created throughout the study.
Small Group	<p>Option 1: Conference Conversations <i>Intentional Teaching Card</i> LL72, “Conference Conversations”; a folder for each child; children’s work samples; photos of children engaging in different activities; paper and pencils</p> <p>Option 2: That’s How You Do It! <i>Intentional Teaching Card</i> LL78, “That’s How You Do It!”; chart paper; markers; camera</p>	<p>Option 1: Tallying <i>Intentional Teaching Card</i> M06, “Tallying”; clipboard; paper; pencils or crayons</p> <p>Option 2: Graphing <i>Intentional Teaching Card</i> M11, “Graphing”; large graph paper or chart paper with lines drawn for graphing; markers; stickers; pictures</p>
Mighty Minutes™	<i>Mighty Minutes</i> 154, “People Count”	<i>Mighty Minutes</i> 24, “Dinky Doo.”

Make Time for...

Outdoor Experiences

- Invite children and families to lead visitors on an insect hunt to point out the insect garden, places where they have seen insects, and to name the insects they observe.

Physical Fun

- Review *Intentional Teaching Card* P21, “Hopping.” Follow the guidance on the card, inviting children to hop like the insects they have observed, captured, and studied.

Family Partnerships

- Invite families and the people the children met during the site visits to join the celebration. Encourage families and children to explore the road displays together.

Wow! Experiences

- Day 2: Celebration of the children’s learning