

Topic of Study – Crickets, Ladybugs and Spiders

Introduction

Combine chirping crickets, tiny ladybugs and spinning spiders and you have a topic of study that children will enjoy.

Teacher Notes about STEM

- *Early Childhood Educators are now linking together science, technology, engineering, and math into what is called STEM curriculum.*
- *This topic of study, Crickets, Ladybugs and Spiders, focuses on the science component of STEM.*

Teacher Notes

Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a. The facility shall have an appropriate curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist your program in meeting this requirement, refer to Developing Weekly Activity plans for Adventures in Learning for information on how to develop your plans. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- ***Adventures in Learning** is an Arkansas approved curriculum.*
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about crickets, ladybugs and spiders. Carry over activities from one week to another because children enjoy and learn best through repetition.*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same book several times to children so that they can have a better understanding of theme, plot, characters and the sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story.*

Big Ideas

Here are five big ideas about crickets, ladybugs and spiders you can help children explore

- There are many kinds of insects
- All insects have antennae and six legs
- Crickets and ladybugs are insects
- Ladybugs eat aphids which are harmful to leaves
- Spiders have eight legs and no antennae

Materials to Collect and Make

- Pictures of crickets, ladybugs, other insects, and spiders
- Children's books about crickets, ladybugs and spiders
 - The Very Quiet Cricket* by Eric Carle
 - The Grouchy Ladybug* by Eric Carle
 - The Very Busy Spider* by Eric Carle
- Felt or Magnetic Board
 - Storytelling figures (felt or magnetic) for the book, *The Very Busy Spider* (See Attachment: [The Very Busy Spider](#))
 - Storytelling figures (felt or magnetic) for the book *There Was an Old Lady Who Swallowed a Fly* (See Attachment: [There Was an Old Lady Who Swallowed a Fly](#))
- Use Storytelling figures to illustrate a Chart: Mother Goose Rhyme, Little Miss Muffett (See Attachment: [Little Miss Muffett](#))
- Accordion Book: "Our Insect Book": (See Attachment: [Our Insect Book](#))

Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.

Introducing and Concluding the Topic

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short-term and working memory and long-term memory*)

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

EL3.1 Responds to features of books and print (*print knowledge*)

Introduction: Finding Out What Children Know about Crickets, Ladybugs and Spiders

To introduce the topic of “Crickets, Ladybugs and Spiders” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about crickets, ladybugs and spiders”.
- Write on chart paper, chalk board or marker board the words “Crickets, Ladybugs and Spiders.”
- Invite children to tell you things they already know about. They may talk about seeing crickets, ladybugs or spiders. You may have to ask questions to stimulate their thinking, questions such as, “Have you ever heard a cricket chirp?” or “Where have you seen spiders?”
- Make a list of all of the things children know about crickets, ladybugs and spiders.
- Review the list with them and say, “You already know a lot of things about crickets, ladybugs and spiders and we’ll find out even more.”
- Now ask children what they would like to know about crickets, ladybugs and spiders and make a list of what they say.
- Keep the two lists until you have concluded the topic of study.

What We Know about Crickets, Ladybugs and Spiders	What We Would Like to Know about Crickets, Ladybugs and Spiders	Things We Learned about Crickets, Ladybugs and Spiders

Conclusion: Finding out What Children Have Learned about Crickets, Ladybugs and Spiders

- Gather the children in a group at the conclusion of the study about crickets, ladybugs and spiders. Write on chart paper, chalk board or marker board, “Things We Learned about Crickets, Ladybugs and Spiders”
- Invite children to tell you some things they have learned. You may have to ask prompt questions such as “Which of the three is not an insect?”, “How do ladybugs help us?”, or “How do spiders catch their food?”
- Make a list of all the things children learned about crickets, ladybugs and spiders.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about crickets, ladybugs and spiders” and read today’s list with the children.

Teacher Note: *This method of introducing and concluding the topic is known as KWL: What do children know, what they want to know and what did they learn.*

Reading Books with Children

Learning Goals:

CD2.1 Focuses and sustains attention

CD2.4 Holds and manipulates information in memory (*short-term and working memory*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

EL1.2 Engages in read-alouds and conversations about books and stories

EL3.1 Responds to features of books and print (*book knowledge*)

LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language) (*expressive vocabulary*)

Book #1: *The Very Quiet Cricket* by Eric Carle, author and illustrator

First Reading of *The Very Quiet Cricket*

- Prepare to read the book, *The Very Quiet Cricket*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children if they have ever seen and heard a cricket. What did the cricket sound like?
- Ask, "I wonder why the cricket in this story is so quiet?" Accept all answers.
- Explain to children that a cricket is an insect and that all insects have antennae and six legs. Involve the children in counting the legs and call attention to the antennae.
- Read the story so all children can see the pictures in the book.
- Make the cricket sound at the end of the story.
- Follow up the reading by asking children questions such as "What surprised you about the story?" "What was your favorite part of the story?" "How do you think the cricket felt when he couldn't make a sound?" "How do you think he felt when he was finally able to chirp?" "Has there been anything you wanted to do and couldn't?" "How did you feel?" "How did you feel when you were finally able to do something you couldn't do before?"

Teacher Note: Consider keeping this book as a special book to be read by an adult with the children. If the "cricket chirp" page is kept open, the chirp will eventually disappear.

Additional Learning Goals:

SE2.1 Experiences, expresses, and regulates a range of emotions (*emotion expression*)

SE2.2 Interprets and responds to the feelings of others (*emotion understanding*)

Second Reading of *The Very Quiet Cricket*

- Prepare to read the book, *The Very Quiet Cricket*.
- Show cover, give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing each page and involving the children in naming the animals the cricket meets.
- Invite children to discuss what they know about each animal the cricket meets.

Third Reading of *The Very Quiet Cricket* (Small Group)

- Gather a small group of children, from 4 to 6.
- Prepare to read the book, *The Very Quiet Cricket*.
- Show the cover and invite children to recall the name of the book. Give the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by involving children in counting the legs on the big and little cricket, locust, praying mantis, spittle bug, cicada, bumblebee, dragonfly, and mosquito.

Additional Learning Goals:

ST2.1 Demonstrates knowledge of core science ideas and concepts (*system parts and wholes*)

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*living things*)

Book #2: *The Grouchy Ladybug* by Eric Carle, author and illustrator

First Reading of *The Grouchy Ladybug*

- Prepare to read the book, *The Grouchy Ladybug*
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children if they know what "grouchy" means. Why do they think the ladybug is grouchy?
- Read the first page, "It was night and some fireflies danced around the moon."
- Invite children to recall what they know about fireflies.
- Show the opposite page with aphids on the leaves. Explain to children that aphids are very small insects that can be found on the leaves of plants and can kill the leaves by sucking the juice from them. State that ladybugs eat the aphids. Therefore they are good for trees, shrubs and other plants that have leaves.
- Read the story so all children can see the pictures in the book. This may mean taking extra time because of the smaller pictures.
- Follow up by showing the pictures of each animal the ladybug met, asking children to name them, and to discuss if they are insects or not insects. (Yellow jacket, beetle, and praying mantis are insects).
- Invite children to discuss the animals that the ladybug met.

Additional Learning Goal:

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*living things*)

Second Reading of *The Grouchy Ladybug*

- Prepare to read the book, *The Grouchy Ladybug*
- Show cover and ask children to recall the title. Give the author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by inviting children to help you read the story by saying the words the grouchy lady bug said: "Hey you. Want to fight?" For example, read, "At six o'clock it met a yellow jacket." Children say, "Hey you. Want to fight?"
- Thank children for helping you "read" the story.

Third Reading of *The Grouchy Ladybug*

- Invite children to recall the title. Give author and illustrator
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by reading about each animal and inviting children to discuss why the ladybug did not want to fight each one. For example, read "If you insist," said the yellow jacket, showing its stinger. Ask children why they think the ladybug did not want to fight the yellow jacket. (Yellow jacket might sting ladybug)

Fourth Reading of *The Grouchy Ladybug* (Small Group)

- Gather a small group of children, 3 to 6.
- Prepare to read the book, *The Grouchy Ladybug*.
- Show the cover, read the title and the name of the author, running your fingers under each as you read.
- Invite the children to read the title and author with you as you run your fingers under each.
- Read the story so all children can see the pictures in the book.
- Follow up the fourth reading by showing each of the small pages one at a time and asking children what they notice is happening to the pages and to the animals. (Pages, animals and print on each page are getting bigger.)
- Ask children to locate the ladybug on each page.
- Call attention to the clock on each page and that the small hand on the clock points to the numeral that is mentioned on that page.

Additional Learning Goal:

SS2.1 Shows awareness of sequence and change over time (*time concepts*)

Book #3: *The Very Busy Spider* by Eric Carle, author and illustrator

First Reading of *The Very Busy Spider*

- Prepare to read the book, *The Very Busy Spider*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to look at the cover and decide if the spider is an insect. How can they tell? Involve children in counting the legs of the spider. (Spider has 8 legs; therefore it is not an insect).
- Ask children what they think the spider is busy doing. Accept all answers.
- Say, "Let's read and find out why the spider is so busy."
- Read the story so all children can see the pictures in the book.
- Ask children if their predictions were correct about why the spider was so busy.
- Follow up by showing each page and inviting children to discuss what is happening with the web.

Additional Learning Goal:

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*living things*)

Teacher Note: Consider explaining to children that the spider is an arachnid, not an insect. A scorpion is also an arachnid.

Second Reading of *The Very Busy Spider*

- Prepare to read the book, *The Very Busy Spider*.
- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by reading each page, pausing and allowing children to complete the sentence as follows: "The spider didn't answer. She was very busy..." Pause and invite the children to complete the sentence by saying "spinning her web."
- Thank the children for helping you "read" the story.

Teacher Note: This strategy of pausing to allow children to complete a word or phrase is called the cloze technique. By using this technique with children, you are helping them begin to see themselves as readers.

Third Reading of *The Very Busy Spider* (Small Group)

- Gather a small group of children (3 to 6)
- Prepare to read the book, *The Very Busy Spider*.
- Invite children to help you read the title and the name of the author and illustrator. Run your fingers under the words as you and the children read them together.
- Suggest that children pay close attention to the fly and locate it on each page.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by reading each page and inviting children to read along with you the words each animal says. For example, show the page with the picture of the horse and invite children to help you read what the horse says to the spider. Run your fingers under the words as you and the children read together.
- Invite children to feel the spider web on each page and describe how it feels.

Teacher Note: *As you involve children in this type of reading activity, you are helping them begin to see themselves as readers.*

Additional Learning Goal:

EL3.1 Responds to features of books and print (*print knowledge*)

Additional Books

Be Nice to Spiders by Margaret Bloy Graham

Quick as a Cricket by Audrey Wood

Ten Little Ladybugs by Melanie Gerth, illustrated by Tony Griego and Laura Huliska-Beith

The Very Quiet Cricket by Eric Carle

Yoo-hoo Ladybug by Mem Fox, illustrated by Laura Ljungkvist

Informational Books:

Spiders by Gail Gibbons

Language and Literacy Materials and Activities

Learning Goals:

EL1.1 Shows interest in literacy experiences

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

CA1.1 Explores through listening, singing, creating, and moving to music (*exploration of music and movement*)

- Make an illustrated rhyme chart for the following nursery rhyme:

Little Miss Muffett

Little Miss Muffett
Sat on a tuffet,
Eating her curds and whey;
Along came a spider,
Who sat down beside her
And frightened Miss Muffett away.

- Say the rhyme with the children while showing the chart.
- Post the chart on the wall at child's eye level. Observe to see if the children look at the chart and say the words.

There's a Spider on the Floor
(Tune: If You're Happy and You Know It)

There's a spider on the floor, on the floor.
There's a spider on the floor, on the floor.
 There's a spider on the floor,
 Who could ask for anything more?
There's a spider on the floor, on the floor.

There's a spider on my leg, on my leg.
There's a spider on my leg, on my leg.
 There's a spider on my leg
 And it's really, really big.
There's a spider on my leg, on my leg.

There's a spider on my stomach, on my stomach.
There's a spider on my stomach, on my stomach.
 There's a spider on my stomach;
 Oh, he's just a dumb old lummo.
There's a spider on my stomach, on my stomach.

There's a spider on my neck, on my neck.
There's a spider on my neck, on my neck.
 There's a spider on my neck
 Oh, I'm gonna be a wreck.
There's a spider on my neck, on my neck.

There's a spider on my head, on my head.
There's a spider on my head, on my head.
 There's a spider on my head,
 Oh, I wish that I were dead.
There's a spider on my head, on my head.

And he jumps off!

There's a spider on the floor, on the floor.
There's a spider on the floor, on the floor.
 There's a spider on the floor,
 Who could ask for anything more?
There's a spider on the floor, on the floor.

Teacher Notes:

- *You can use your fingers to represent the spider, or use a plastic spider.*
- *Consider giving each child a plastic spider to put on the parts of the body mentioned in song.*
- *Be careful to not scare children who may have a fear of spiders.*

My Cricket

I'm taking home a little cricket.
I found him in a bushy thicket.
 My cricket won't sting,
 He just loves to sing.
My special little cricket
I found in a thicket.

I Know an Old Lady

I know an old lady who swallowed a fly,
I don't know why she swallowed a fly.
 Perhaps she'll die.

I know an old lady who swallowed a spider,
That wriggled and wriggled and jiggled insides her.
 She swallowed the spider to catch the fly.
 I don't know why she swallowed the fly.
 Perhaps she'll die.

I know an old lady who swallowed a cricket,
I don't know why she swallowed a cricket.
She swallowed the cricket to catch the spider,
That wriggled and wriggled and jiggled insides her.
She swallowed the spider to catch the fly,
I don't know why she swallowed the fly,
 Perhaps she'll die.

Teacher Note: *Use storytelling figures or pictures of the fly, spider and cricket and show as you and children say the rhyme together.*

Old MacDonald

Old MacDonald had a bee, e-i-e-i-o.
And on that bee there were some wings, e-i-e-i-o.
With a buzz, buzz here, and a buzz, buzz there.
Here a buzz, there a buzz, everywhere a buzz-buzz.
Old MacDonald had a bee, e-i-e-i-o.

Old MacDonald had a cricket, e-i-e-i-o.
And on that cricket there were six legs, e-i-e-i-o.
With a chirp, chirp here, and a chirp, chirp there.
Here a chirp, there a chirp, everywhere a chirp-chirp.
Old MacDonald had a cricket, e-i-e-i-o.

Old MacDonald had a spider, e-i-e-i-o.
And on that spider there were eight legs, e-i-e-i-o.
With a spin, spin here, and a spin, spin there.
Here a spin, there a spin, everywhere a spin-spin.
Old MacDonald had a spider, e-i-e-i-o.

The Eeensy Weensy Spider

The Eeensy Weensy Spider went up the water spout,
Down came the rain and washed the spider out,
Out came the sun and dried up all the rain,
And the Eeensy Weensy spider went up the spout again.

Teacher Note: *Sing about the “itsy-bitsy spider” and use a high voice as you sing. You can also sing about the “great big spider” and use a deep, low voice.*

Way Down South

Way down south where bananas grow
A grasshopper stepped on an elephant’s toe.
The elephant said, with tears in his eyes,
Why don’t you pick on somebody your own size?

I’m a Little Ladybug

(Sing to the tune of I’m a Little Teapot)

I’m a little ladybug, you can see.
I’m as pretty, pretty as can be.
I am brightly colored, red and black.
Look at the pretty spots on my back!

One Elephant

- Children sit in circle.
- Select one child (leader for the day) to be elephant. Child makes a trunk by extending arms in front of body, putting palms together.
- First elephant walks around the circle while the group sings the song.
- When the group sings, “He called for another elephant to come,” the first child chooses another to join her and become an elephant.
- Continue the song until all children have joined the elephant parade.

One elephant went out to play,
Out on a spider’s web one day.
He had such enormous fun,
He called for another elephant to come.

Additional verses, adding a number as another child joins the elephants.

Two elephants went out to play....
Three elephants went out to play....

Additional Learning Goal:

MT1.2 Explores combining and separating groups (numerical operations) (addition and subtraction)

Learning Goal:

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences, variety of interests*)

Storytelling Figures: *The Very Busy Spider* (See Attachment: [The Very Busy Spider](#))

- Make either felt or magnetic storytelling figures for the story.
- Read the book, *The Very Busy Spider*, to the children.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Storytelling Figures: *There Was an Old Lady Who Swallowed a Fly*
(See Attachment: [There Was an Old Lady Who Swallowed a Fly](#))

- Make either felt or magnetic storytelling figures for the story.
- Become familiar with the story. If the book is available, read it with the children.
- Use the storytelling figures to tell the story.
- Explain to children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Accordion Book: “Our Insect Book” (See Attachment [Our Insect Book](#))

- Create an accordion book about insects. See [Curriculum Tips and Techniques](#) for directions on how to make an accordion book.
- Show the cover and read the title and author.
- Read the book with the children.
- Follow up by inviting children to read each page with you.
- Display the book standing up on the floor or on a tabletop in the library/book area.

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*preferences*)

EL3.1 Responds to features of books and print (*book knowledge and print knowledge*)

MT1.1 Demonstrates number sense and an understanding of quantity (*connection of number, numeral, and quantity*)

Activity: Our Favorite Eric Carle Book (Large Group Activity)

- Prepare a graph with columns for these three books by Eric Carle: *The Very Quiet Cricket*, *The Grouchy Ladybug* and *The Very Busy Spider*.
- Add a picture of each main character in the book to the appropriate column.
- Make name cards for each child in a size that will fit on the graph.
- Show the books to the children and invite them to recall the titles of the books. State that the same author wrote the books and drew the pictures and that his name is Eric Carle.
- Show pictures and allow children to briefly discuss each book.
- Go over the graph with the children, explaining that they will decide which book they like the best by placing their name card in the correct column.
- Allow each child a turn to say which book they like best, tell why, and place his or her name in the correct column.
- Involve the children in counting the number of children who like each book the best.

Our Favorite Eric Carle Book

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedy	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	<i>The Very Quiet Cricket</i>	<i>The Grouchy Ladybug</i>	<i>The Very Busy Spider</i>

- Write a summary story.

Our Favorite Eric Carle Book

Five children like *The Very Quiet Cricket* best. Three children like *The Grouchy Ladybug* best. Four children like *The Very Busy Spider* best.

Activity: Which Is Our Favorite? (Large Group Activity)

- Prepare a graph with columns for the following: cricket, ladybug and spider. Use a picture or drawing of each with the word written on it.
- Make name cards for each child in a size that will fit on the graph.
- Go over the chart with the children, explaining that they will decide which animal they like the best by placing their name card in the correct column.
- Allow each child a turn to say which animal they like the best, tell why, and place his or her name card in the correct column.
- Involve the children in counting the number of children who like the cricket, ladybug and spider.

Our Favorite Insect or Spider

7			
6			
5	Jonathan		
4	James		Miguel
3	Kennedy	Trude	Juan
2	Sam	Maria	Sarah
1	Ashley	Elizabeth	Jackson
	Cricket	Ladybug	Spider

- Write a summary story.

Our Favorite Insect or Spider

Five children like crickets best. Three children like ladybugs the best. Four children like spiders the best.

Teacher Notes:

- *The same graph can be used for different graphing topics.*
- *Make your graph leaving plenty of room to label the choices.*
- *Make the choice labels and attach to the column.*
- *Change the choice labels to fit the topics you are graphing.*

Science / Discovery and Math

Learning Goals:

MT2.1 Uses classification and patterning skills (*classification*)

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*living things*)

Activity: Is This An Insect?

- Gather small plastic animals, some that are insects and some that are not, or have small pictures or drawings of animals, some insects and some not. Examples of insects include: bee, cricket, grasshopper, ladybug. Examples of animals that are not insects: spider, turtle, frog.
- Make a chart with two columns. Head one column "Is an Insect" and the other "Is Not an Insect."
- Explain the chart to the children.
- Allow children to examine the animals and discuss features of each. For example, insects have six legs and the spider has eight.
- Ask each child in turn to select one of the animals and place in the correct column and tell why they placed it in that column. Guide children to be successful.

Learning Goal:

MT1.1 Demonstrates number sense and an understanding of quantity (*connection of number, numeral and quantity*)

Activity: How Many Flies Did This Web Catch?

- Numbered webs and assortment of flies
- Children place the correct number of flies on each web

Movement / Physical Education

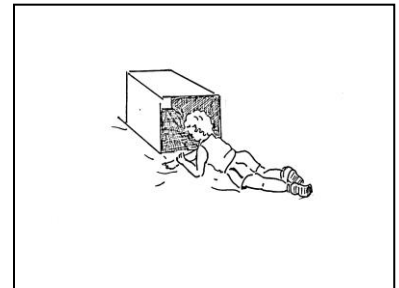
Learning Goals:

PH1.1 Demonstrates locomotor skills (*traveling*)

PH3.3 Engages in a variety of developmentally appropriate physical activities (*participation in physical activity*)

Activity: Crawling

- Discuss with the children how ladybugs and spiders crawl.
- Involve them in the following crawling activities
 - Scoot on their tummies through a cardboard box without touching the sides
 - Crawl on hands and knees under a chair without touching the sides
 - Crawl through a hula hoop as you hold it vertically with it touching the floor
 - Crawl through geometric crawl-through shapes or cardboard boxes with shapes cut out of sides
 - Provide a tunnel for children to crawl through. Tunnels can be placed indoors or outdoors
 - Provide large snap-together cubes for children to crawl through.
 - Involve children in moving through obstacle courses that include opportunities for crawling.
 - Have children crawl backwards.
 - Have children do a crab walk.
 - Involve children in crawling through barriers such as cones or liter bottles without touching them.



Teacher Notes:

- *Observe children to determine when they begin to tire of crawling and stop the activity.*
- *Include crawling activities as part of your physical education/movement education program.*

Learning Goals:

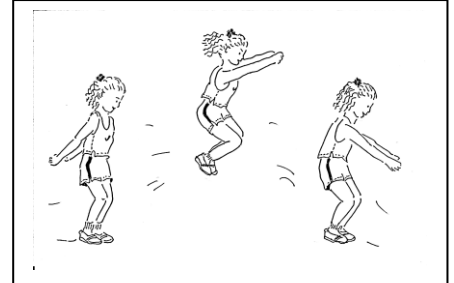
PH1.1 Demonstrates locomotor skills (*complex movement*)

PH1.2 Shows stability and balance (*jumping, hopping, and leaping*)

PH3.3 Engages in a variety of developmentally appropriate physical activities (*participation in physical activity*)

Activity: I Can Jump!

- Discuss with the children how crickets jump.
- Ask children to stand and hold hands to form a circle.
- Next, ask children to drop hands and take three steps back so each child has self space (room to move without touching others).
- Explain to children that they are going to practice jumping. They will jump off two feet and land on two feet.
- Stand in the middle of the circle and demonstrate jumping.



Step 1 – Take off

- Bend knees and crouch body, ready to jump.
- Swing arms forward and upward to take off from the ground.

Step 2 – Flight

- Extend arms into the air as feet leave the floor.

Step 3 – Landing

- Land on both feet. Land with feet apart and body over feet.

- Allow children to practice jumping, following the steps listed.
- Observe children to determine those that need additional help with jumping.
- Notice when children are becoming tired and invite them to sit down for the concluding activity.

Learning Centers

Teacher Note: *As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:*

- *Social and Emotional Development*
- *Cognitive Development*
- *Physical Development and Health*
- *Language Development*
- *Emergent Literacy*
- *Mathematical Thinking*
- *Science and Technology*
- *Social Studies*
- *Creativity and Aesthetics*

However, there will also be activities included and these will have specific learning goals.

Learning Goal:

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

Art

Activity: Puffy Paint Webs

- Mix equal parts of flour, salt and water in a large bowl. Pour the mixture into squeeze bottles.
- Give each child a piece of black construction paper and allow them to squeeze the white puffy paint onto the black paper, creating their own design.

Teacher Note: *When the puffy paint dries, it will look like glittery webs.*

Activity: Golf Ball Painting

- Place an 8 x 8 inch square of black construction paper in a gift box lid.
- Provide a small container of white paint, a golf ball and a spoon.
- Invite a child to dip the golf ball in the white paint, take it out with the spoon and drop it onto the paper.
- Suggest that child roll the golf ball around by tilting the lid. Allow the child to repeat the rolling process as many times as desired to create a spider web.

Teacher Safety Note: *Allow only one child at a time to do the activity.*

Library/Book Corner

- Add books about insects such as crickets and ladybugs and books about spiders.
 - Add pictures that show crickets, ladybugs and spiders (laminated or cover pictures with self stick adhesive)
 - Post Mother Goose rhyme chart on wall at child's eye level
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Home Living/Dramatic Play

- Look for fabric with ladybug patterns to use to decorate the home living area. For example, make a tablecloth or place mats from the fabric. .
-

Manipulatives

- Add insect and spider puzzles
-

Sand table or tub

- Add insects and spiders to the sand table or tub.
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Science/Discovery

- Add information books
- Add Accordion "Our Insect Book" (See Attachment: [Our Insect Book](#))

Teacher Note: *Refer to the list of information books in the **Additional Books** section.*

Learning Goal:

SE2.1 Experiences, expresses, and regulates a range of emotions (*emotion regulation*)

Quiet Corner

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time

Transition Activities

Learning Goal:

CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts (*adjusting behavior to match context*)

Activity: Who Sat on a Tuffet?

- Show one name card at a time and ask the children, "Who sat on a tuffet?"
- Children reply, "Mr. (boy's name) sat on a tuffet" if it is a boy's name. If it is a girl's name card, they reply, "Miss (girl's name) sat on a tuffet."
- Child transitions to the next activity.

Activity: Busy Spiders Clean up the Room

- Sing the following to the tune of "Mary Had a Little Lamb" when you want children to begin cleaning up their learning centers:

Busy spiders clean up the room,
Clean up the room, clean up the room.
Busy spiders clean up the room,
So we can go outside (or whatever the next activity is)

Teacher Note: *Change the song to "Chirping Crickets Clean up the Room" or "Tiny Ladybugs Clean up the Room."*

Family Connection and Engagement

Send home a note to parents stating for the next few days, the children will be learning about crickets, ladybugs and spiders. Suggest some ways families can be involved in the topic of study:

- Collect items such as pictures of crickets, ladybugs and spiders.
- Include the titles and authors of some of the children's books about crickets, ladybugs and spiders
- Suggest that they look for these books in the local library, check them out and read them with their child.
- Suggest that families take children for a walk and look for spider webs to observe. Remind families that children are not to disturb the webs because this is the spider's way of getting food.
- Suggest that families take children in the yard and look for ladybugs. Remind families that ladybugs are to be left on leaves because they eat aphids which can kill leaves.