

Week 8 SERIES 1300-1350

LEARNING GOALS

- See how bees make honey and develop fine motor skills
- See how bees work as a community
- Increase vocabulary through everyday communication
- Identify some individual letters of the alphabet (Ii/Qq)
- Observe, explore, and describe a wide variety of plants and animals
- Demonstrate confidence in own abilities and express pride in accomplishments
- Classify objects using two or more characteristics
- Use voice musically to express creativity
- Show interest in learning new concepts and trying new experiences; ask questions about unfamiliar objects, people, and experiences
- Begin to recognize sight words (all)

DAILY SCHEDULE

Morning Routine
 (Brush teeth, get dressed, breakfast)
Curriculum Activity
 Snack
 Independent Play
Brain Waves
 Lunch
 Rest/Quiet Time
Curriculum Activity
 Outdoor Play
 Evening Routine

MATERIALS NEEDED

- egg carton
- water
- yellow food coloring
- dropper/baster
- clear bowl/glass
- cardboard tube
- honey
- pipe cleaners
- glue
- tape
- googly eyes
- internet access
- markers
- paper
- scissors
- tissue paper
- plate
- construction paper (yellow, orange, green)
- file folder
- bubble wrap
- paint
- zip lock bags (gallon size)
- straw hat or any hat
- pictures of bees
- thin/see-through scarf
- gardening gloves

CURRICULUM SCHEDULE

MONDAY

- Gather Together: *Bees and Butterflies*
- Creative Station: *Insect Creations*
- Brain Waves: *Head, Toes, Ears & Nose*

TUESDAY

- Math: *Honeycomb Math*
- Music/Movement: *Baby Bumblebee*
- Brain Waves: *Head, Toes, Ears & Nose*

WEDNESDAY

- Science: *Little Honey Makers*
- Creation Station: *Busy Bees*
- Brain Waves: *Head, Toes, Ears & Nose*

THURSDAY

- Language/Literacy: *Insects in the Garden*
- Dramatic Play: *Be the Beekeeper*
- Brain Waves: *Head, Toes, Ears & Nose*

FRIDAY

- Math: *Butterfly Graph*
- Creation Station: *Name Butterfly*
- Brain Waves: *Head, Toes, Ears & Nose*

Gather Together

Bees and Butterflies

Learning Goal(s): Increase vocabulary through everyday communication; identify some individual letters of the alphabet (li/Qq); observe, explore, and describe a wide variety of plants and animals

Materials: paper, markers, internet access, website:
<https://www.youtube.com/watch?v=kePv4tviABo>

Preparation: Using the link above, preview the read aloud book, *Are You a Bee?* by July Allen.

Instructions:

1. Ask child to identify an insect. Define “insect” as a living creature (animal) with six legs, three body parts (head, thorax, and abdomen), and wings. Notice that insect begins with letter li. Clap the syllables in insect. Invite your child to brainstorm a list of insects. Record their responses.
2. Look at the insect words. Notice those words that are different but begin with the same sound such as bee and butterfly or moth and mosquito. Explain bees and butterflies are two insects they will learn about this week.
3. Listen to the read aloud book with your child. After reading and discussing the book, prepare to transition to the next activity. Show your child the word “quiet” written on a sheet of paper. Read the word and notice it begins with Qq.
4. Explain bees are noisy; butterflies are quiet. Have them transition as quiet butterflies.

Creation Station

Insect Creations

Learning Goal(s): Demonstrate confidence in own abilities and express pride in accomplishments

Materials: glue, markers, paper (all colors), scissors, strips of paper, tissue paper

Instructions:

1. Encourage your child to complete this activity with you.
2. Remind your child that insects have six legs and three body parts (head, abdomen, and thorax). Many of them have wings.
3. Encourage them to use the supplies provided to create an insect of their own.
4. Assist child in counting the needed number of body parts.
5. Display the insect creations in a prominent location in the home for everyone to enjoy.



<http://www.paper-and-glue.com/2015/08/invitation-to-create-build-bug.html>

Math

Honeycomb Math

Learning Goal: Classify objects using two or more characteristics

Materials: construction paper (yellow and orange), glue, scissors

Preparation: Cut hexagon shapes from the yellow construction paper. Decorate the hexagons with various designs and patterns. You should decorate the hexagons so children can have more than one characteristic to use when sorting them. Cut the orange paper into a large hexagon.

Instructions:

1. Encourage your child to join you.
2. Tell your child honeycombs are made from hexagons. Show them the yellow hexagon shapes.
3. Encourage your child to classify all the hexagons that are similar. Invite them to tell the criteria used to classify the hexagons. (For example, all the hexagons with the letter I or Q on them, all the hexagons with two dots, all the red hexagons)
4. Encourage your child to glue the hexagon shapes together on the large, orange hexagon paper.



Music/Movement

Baby Bumblebee

Learning Goal: Uses voice to musically express creativity

Instructions:

1. Encourage your child to join you in singing the song below.

I'm bringing home a baby bumblebee,
Won't my mommy be so proud of me,
I'm bringing home a baby bumblebee,
Ouch! It stung me!

I'm squishing up the baby bumblebee,
Won't my mommy be so proud of me,
I'm squishing up a baby bumblebee,
Ooh! It's yucky!

I'm wiping off the baby bumblebee,
Won't my mommy be so proud of me,
I'm wiping off the baby bumblebee,
Now my mommy won't be mad at me!



Science

Little Honey Makers

Learning Goal: Learn how bees make honey and work on fine motor skills

Materials: empty egg carton, water, dropper or turkey baster, yellow food coloring, honey, a bowl, plate, internet access, website:

<https://www.youtube.com/watch?v=yqzj4feD1AY>

Preparation: Put a few drops of honey on a plate. Using the link above, listen to the read aloud book, *Bees and Their Hives* by Linda Tagliaferro.

Instructions:

1. Add 10 drops of yellow food coloring to 1 cup of water in a clear bowl or cup. This is your nectar that you have collected from flowers!
2. Let your child suck up nectar like a bee from the bowl and carry it to the egg carton hive.
3. After your little bee has transferred the nectar, let him/her buzz around like bees. While buzzing, set the plate of honey next to the hive and let them taste it.
4. Ask, is it sweet? Is it salty? Is it delicious?



Creation Station

Busy Bees

Learning Goal: Learn how bees are part of a community

Materials: cardboard tube, white and yellow paper, black marker, googly eyes, glue, tape, scissors, pipe cleaners, bee template (provided with packet)

Instructions:

1. Cut out yellow paper according to the height and circumference of your cardboard tube. Then draw 2-3 centimeters wide stripes on it using a black marker pen.
2. Fill in the stripes using paint or the black marker or use the template included. Keep a 2-3 centimeter gap in between the stripes.
3. Wrap the yellow paper around the tissue paper roll and glue it there.
4. Cut out the wings using the bee template.
5. Glue the wings on the back of the bee.
6. Now attach the antennae and googly eyes.



Language/Literacy

Insects in the Garden

Learning Goal: Begin to recognize sight words (all)

Materials: paper, markers

Preparation: Write the lyrics to the song on paper (see song below). Highlight the word “all”.

Instructions:

1. Encourage your child to join you.
2. Reiterate the insect facts from earlier this week (see Bees and Butterflies activity).
3. Teach your child a song that tells how insects help gardens. Let your child know the highlighted word is one of the sight words to learn.

Insects in the Garden

(sing to the tune of “The Wheels on the Bus”)

The bees in the garden buzz around,
buzz around, buzz around.

The bees in the garden buzz around **all** day long

The butterflies in the garden fly around,
fly around, fly around.

The butterflies in the garden fly around **all** day long.

The bugs in the garden dig, dig, dig,
dig, dig, dig, dig, dig, dig.

The bugs in the garden dig, dig, dig **all** day long.

The insects in the garden **all** work hard,
all work hard, **all** work hard.

The insects in the garden **all** work hard **all** day long!

4. Praise your child’s efforts.

Dramatic Play

Be the Beekeeper

Learning Goal: Show interest in learning new concepts and trying new experiences; ask questions about unfamiliar objects, people, and experiences

Materials: file folder, scissors, tape, bubble wrap, yellow paint, zip lock bags (gallon size), straw hat or any hat, cut-out pictures of bees, a thin/see-through scarf, gloves

Instructions:

1. Encourage your child to join you.
2. Explain to your child that today, he/she will become a beekeeper.
3. Assist your child (if needed) in cutting the bubble wrap. Tape bubble wrap onto inside of the file folder. Have your child paint the bubble wrap yellow. Explain to your child that this is a honeycomb that beekeepers observe. If you have enough supplies, your child can create more honeycombs if he/she chooses. Place honeycombs in zip lock bags.
4. Next, explain to your child that beekeepers need hats to protect their face when working. Have your child tape cut-out bees onto the hat. Place thin/see-through scarf over their head, then place hat on top. You now have a beekeeper!
5. Take pictures for keepsakes.



Math

Butterfly Graph

Learning Goal: Classify objects using more than one characteristic; participating in creating and using real and pictorial graph

Materials: Butterfly Coin sheet (provided with packet), Butterfly Mat sheet (provided with packet), scissors, glue, pencil, ruler

Preparation: Cut out the butterfly coins and separate them out on the table in front of your child (remove the rainbows for now). Use a ruler to draw a line between each flower, so it looks like a grid.

Instructions:

1. Have your child look at the butterfly coins. Talk about what makes the butterflies different, and what makes them the same (all butterflies, different colors). Then have your child look at the butterfly mat. Show them the different colored flowers at the bottom of the page and talk about how butterflies like bright color flowers and get nectar from them to eat.
2. Ask your child to match the butterflies with the flowers that are the same color. Have them glue the matching colored butterfly above the flower that is the same color. (Use the drawn lines as a guide)
3. Once they have matched the butterflies with the flower of the same color, have your child look at the butterfly mat and tell you which flower had the most butterflies above it. Which had the least? Which had the same?
4. Add the rainbows to decorate your butterfly mat.



Creation Station

Name Butterfly

Learning Goal: Use a variety of tools and art media to express individual creativity

Materials: construction paper (yellow and green), scissors, glue, paint

Preparation: Fold a piece of construction paper in half. Fold it in half again. Along the unfolded edge, cut out the shape of a butterfly wing. Then open the paper. You should have a butterfly with four wings that look the same.

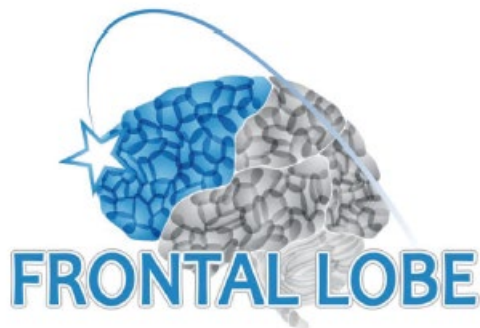
Instructions:

1. Give your child the paper butterfly cut out. Talk to your child about the fact that a butterfly's wings look the same on both sides (this is called symmetry).
2. Have your child decorate their butterfly. Paint one side of the butterfly and then fold the butterfly in half while it is still wet. Press down on the paper so that it will make the same pattern on the unpainted side. (If you do not have paint, be sure to have your child draw the same things, in the same spot, on each side of the butterfly.)
3. Cut circles from green construction paper. Help a child print each letter of his/her name on a different circle.
4. Guide your child to glue the letters in order down the fold in the middle of the butterfly. Glue a blank circle at the top of the name and draw a face on the top circle. Add two small strips of paper to the face for antennae.



Supporting the Development of the Frontal Lobe

A main function of the frontal lobe is cognitive thinking, such as reasoning and problem solving. This portion of the brain is also responsible for motor development, language development, social-emotional behavior, and impulse control. Research shows that lack of development in the frontal lobe can lead to deficits in concentration and decreased problem solving and creativity skills.



Impulse Control/Mental Flexibility Head, Toes, Ears, and Nose

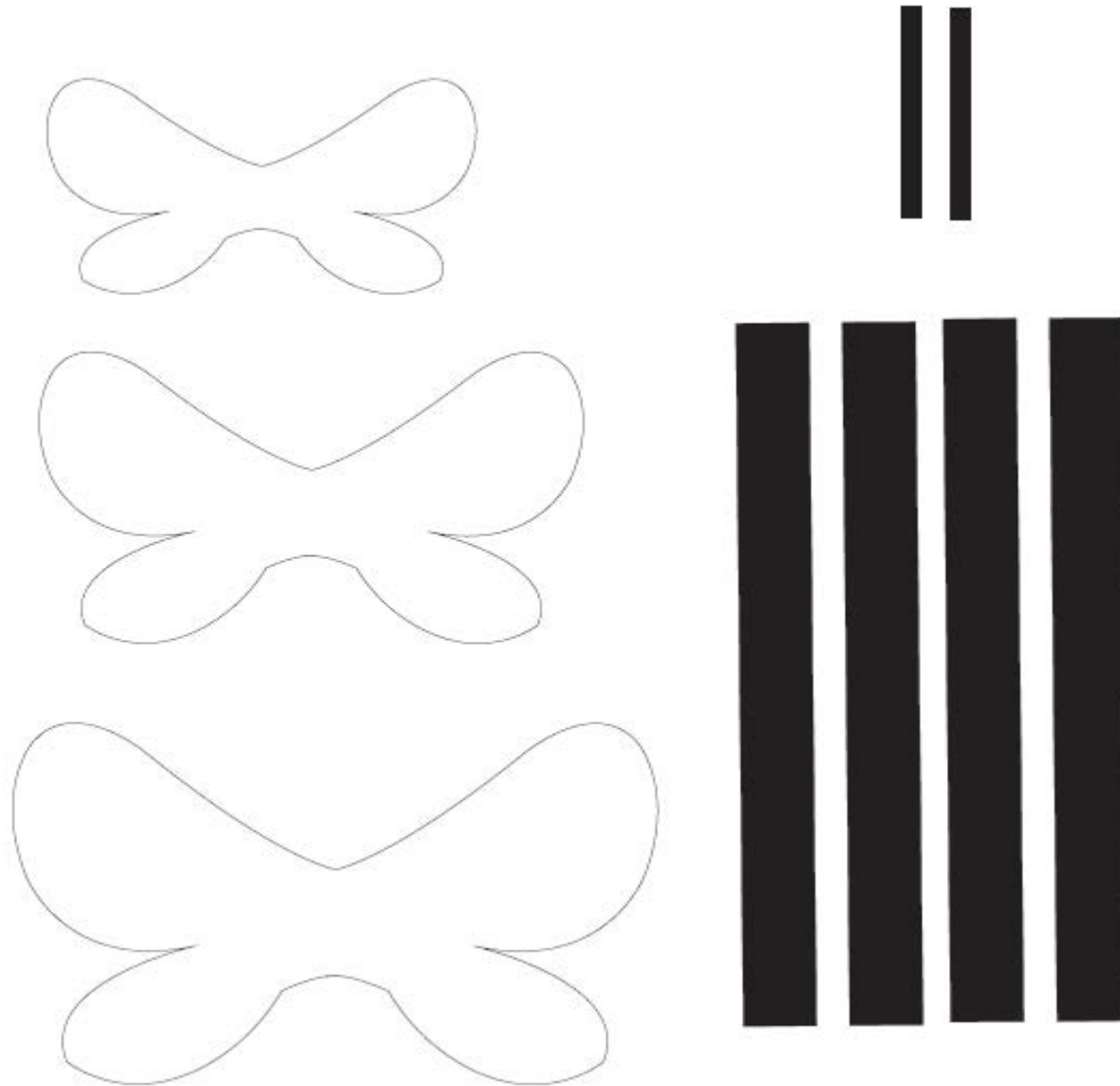
Instructions:

1. Encourage your child to join you. Tell him/her that you all will play a game called Head, Toes, Ears, and Nose.
2. Ask your child to stand up facing you.
3. Instruct your child to touch their head when you say “toes,” touch toes when you say “head,” touch ears when you say “nose,” and touch nose when you say “ears”.
4. Repeat until concept is grasp or child allows.

Encouraging children to be mentally flexible helps them understand there are other points of view and more than one way to solve a problem.

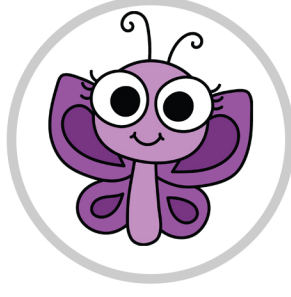
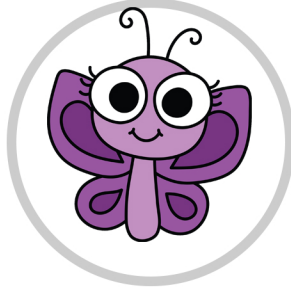
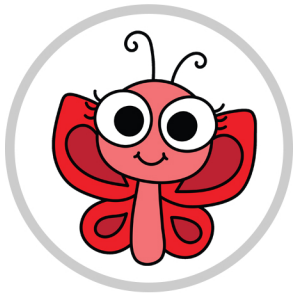
Activity Variation: Allow your child to be the caller. For added difficulty, play the game rapidly.

Tissue Paper Roll Bee Template



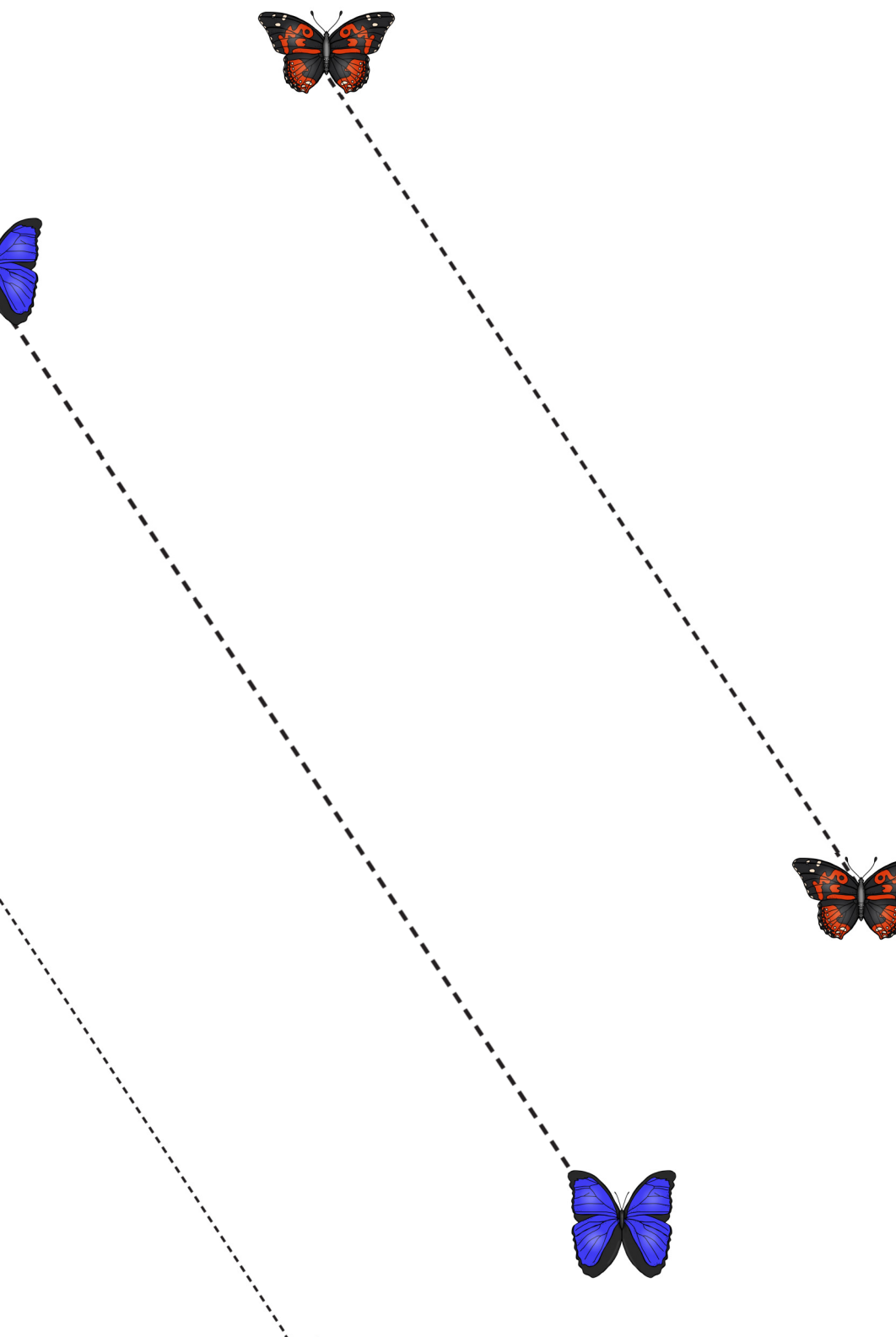
HELP EACH BUTTERFLY FIND A FLOWER











Circle the butterfly that is different.

