



INSECTS

BIG IDEA

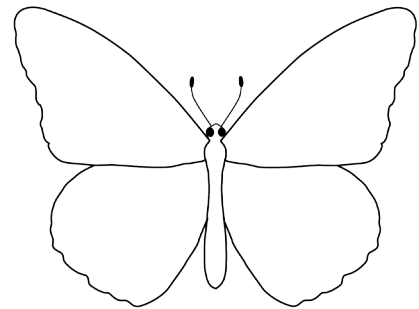
Exploration of living organisms helps children learn about their world. Children investigate in order to describe, organize, classify, and compare characteristics of insects.

Content objective(s):

The child will recognize and create patterns with butterfly cards.

Materials needed:

- ♦ Unit book: *Busy Bugs: A Book About Patterns*, by Jayne Harvey
- ♦ Butterfly photographs, print in color if possible (Handout 1)—copy and cut out
- ♦ Butterfly pattern cards [eight butterflies colored before the visit: four in blue and four in yellow] (Handout 2)—copy, color, and cut out



Lesson vocabulary:

- ♦ same—igual
- ♦ different—diferente
- ♦ pattern—patrones

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:


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

Mathematics:

V.E.3. Child recognizes and creates patterns.


Activities:

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


 *Today we will talk about things that are the same and different. Remember when we learned about butterflies? Tell me what you remember (prompt for life cycle of the butterfly).*

Look! I brought pretty pictures of butterflies (Handout 1).

Look at the pictures and discuss them, focusing on color, shape, size, and features.

 *Butterflies have some things that are the same and some that are different from each other. "Same" means exactly like something else. What is the same about these butterflies?*


Reinforce and provide support so that the child begins to identify similarities in color, shape, size, and features among the butterflies. Children might also be able to identify that all butterflies are insects and therefore have three body parts, six legs, and antennae.

 *Great! Now let's look at what is different about the butterflies. "Different" means not the same, or not alike. This butterfly has yellow on its wings. Does this butterfly have yellow on its wings? **(Pause)** No, it doesn't. That means these two butterflies are different in that way.*


Continue guiding the child to identify differences between butterflies in color, shape, size, and features.

 *Now let's look at these butterflies.*

Show the child the butterfly cards (Handout 2) that have been pre-colored in two colors (e.g., four butterflies that have been colored blue, and four butterflies that have been colored yellow).

 *Can you show me two butterflies that look the same? **(Pause)** Good job! These are both blue (or yellow)! They are the same. Now, can you show me two butterflies that are different? **(Pause)** Great! This one is yellow, and this one is blue. They are different.*

Read *Busy Bugs* and discuss patterns. Then say,

 *I'm going to make a pattern. A pattern is a design that is repeated over and over again. Watch me make a pattern with butterflies*

Place one yellow butterfly in front of the child. Right next to the yellow butterfly, place a blue butterfly. Next in line, place another yellow butterfly, then another blue one. Read the pattern for the child,

 *Yellow, blue, yellow, blue. What color butterfly do you think will come next?*

Praise the child if he/she can identify the next color in the pattern. If he/she cannot identify the next color, continue to place butterflies in order and read the pattern. Repeat the process, placing the butterflies in same order. After each butterfly allow the child an opportunity to

identify the next color. Ask the child to help read the pattern when all butterflies have been placed in order.

2. The parent works with the child.



The parent will create another simple pattern, this time beginning with blue (blue, yellow, blue, yellow). After placing half of the butterflies, the parent should read the pattern and prompt the child to identify the next color. Repeat the process in the same order and have the child identify the next color.

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

The child will use the butterflies to create his/her own pattern, with the parent's help. The child and parent can read the pattern.

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

The child can create his/her own pattern and read it independently for the parent. The child can also create a pattern and invite family members to identify which color comes next. The child should read his/her pattern to family members.

5. The home educator summarizes the lesson.

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

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



1. *What other things can we use to make patterns?* (e.g., coins, buttons, beans, etc.)
2. *How did you know which color was next?*

Ways to extend the lesson concepts:



1. Find patterns in other places (e.g., around the house, on clothing, etc.).
2. Create patterns with sounds (e.g., clap, stomp, clap, stomp).
3. Create a pattern necklace using yarn and macaroni (of different colors, shapes, or size).

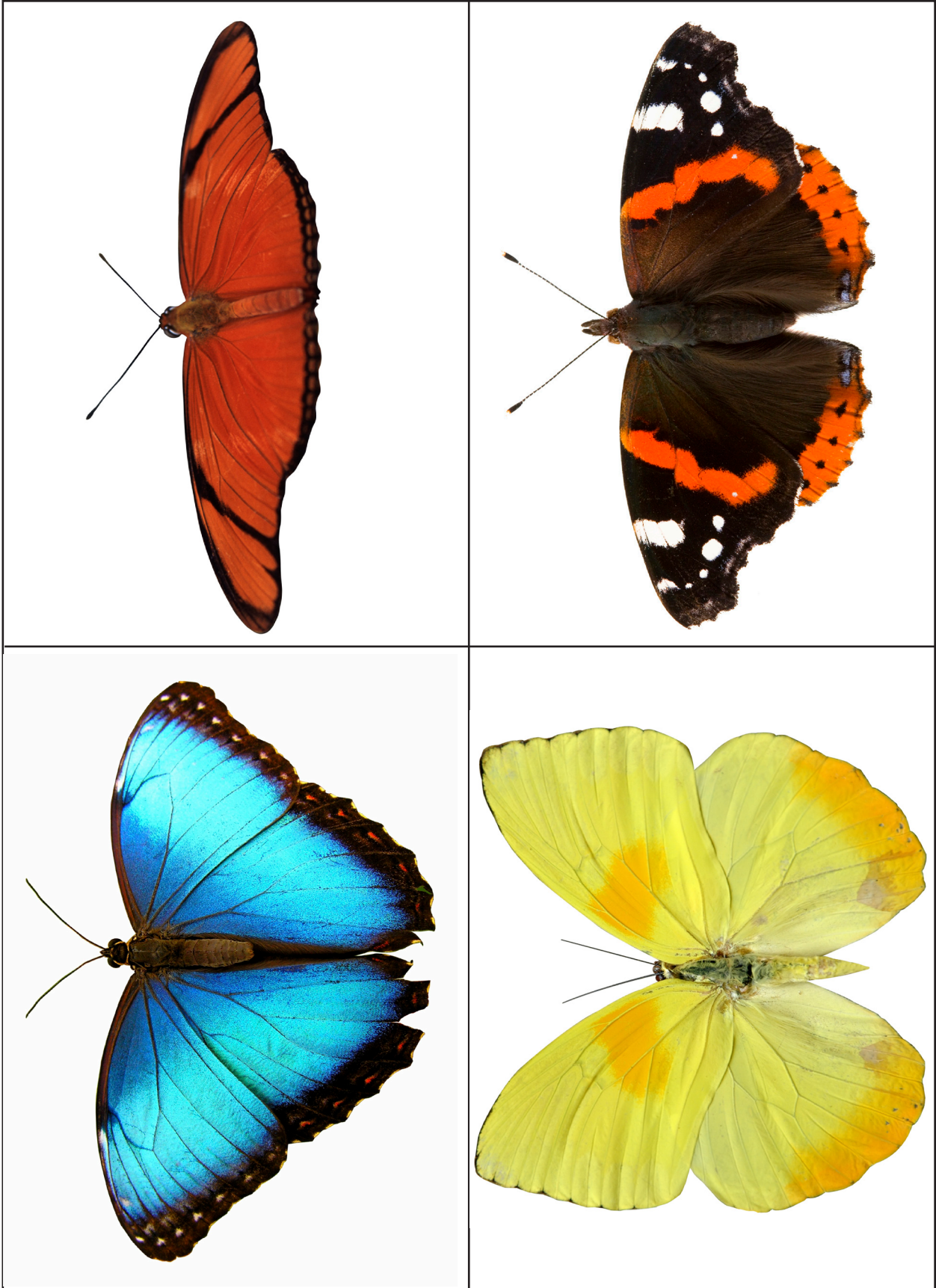
Modifications:

If the lesson activity is too hard—

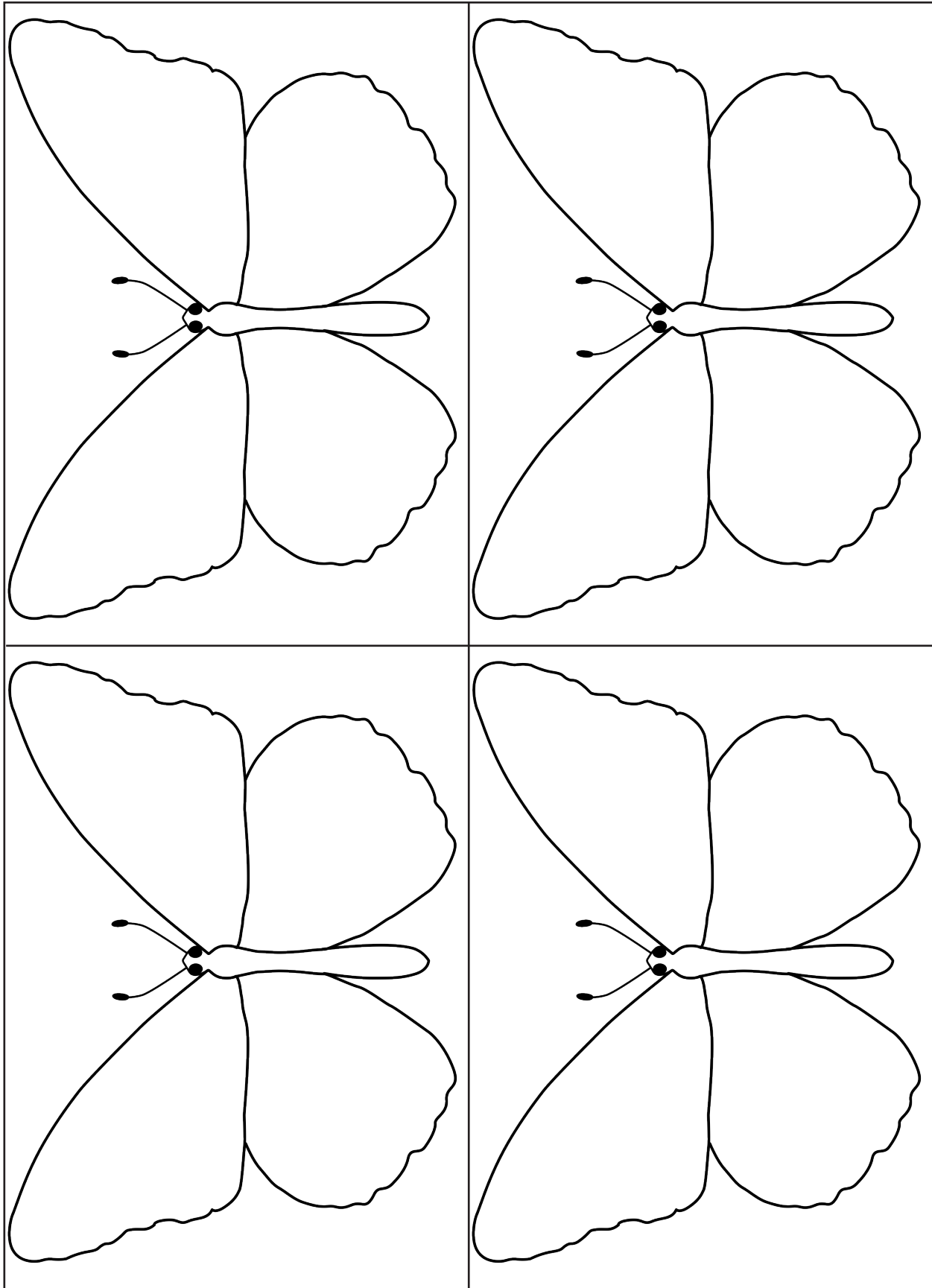
1. Provide repeated emphasis on the pattern by pointing to the butterflies and reading the pattern: *Yellow butterfly, blue butterfly, yellow butterfly, blue butterfly*. Pause occasionally to see whether the child can provide the next color.
2. Offer options: *Do you think the yellow butterfly comes next, or the blue butterfly?* Point to previous butterflies to provide a clue.

If the lesson activity is too easy—

1. Create more difficult patterns (e.g., yellow, yellow, blue; or blue, blue, yellow). Invite the child to add to and read the pattern.
2. Create more difficult patterns using additional colors or insects (e.g., yellow, blue, green, yellow, blue, green; or butterfly, caterpillar, butterfly, caterpillar).
3. Instead of reading the color pattern, read the pattern more formally using letters to refer to the butterflies. For example, as you point to a yellow butterfly, read “A”; as you point to a blue butterfly, read as “B.” Hence, yellow, yellow, blue, yellow, yellow, blue would read as “AAB, AAB.”



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INSECTS (LESSON 10)

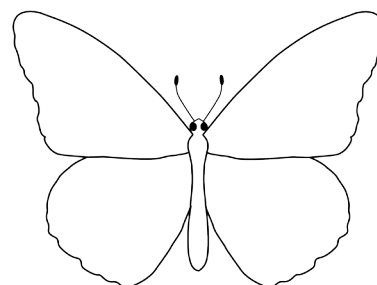
PARENT PAGE

What we are learning:

Your child will recognize and create patterns with butterfly cards.

Words to know:

- ♦ same—igual
- ♦ pattern—patrones
- ♦ different—diferente



What to ask:

1. *What other things can we use to make patterns?* (e.g., coins, buttons, beans, etc.)
2. *How did you know which color was next?*

What else to do:

1. Find patterns in other places (e.g., around the house, on clothing, etc.).
2. Create patterns with sounds (e.g., clap, stomp, clap, stomp).
3. Create a pattern necklace using yarn and macaroni (of different colors, shapes, or size).

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