

Invitation to Meadows - Insects Week 3

We are going back for 2 more visits to the meadows at the McLean Game Refuge entrance on Barndoor Hills Road with our Ecologist Sam Lewis. Member Families will be able to sign up for times. If you do not live close to Granby, you can follow the instructions and prompts to guide your children's adventures with insects in meadows and fields near where you live.

Our goal is to catch, observe, discuss *and release* as many insects as we can, and their place in our world. Parents may want to take up close photos of the insects for further investigation at home, and for identification and/or sketching.

CT Standards of Learning Introduction to Meadows, and Meadows and Insects

C.48.1 Explore and investigate a variety of experiences and topics using different materials.	C.60.8 Compare relative attributes of objects, people, events, sounds (e.g., louder, more, less)
C.48.7 Identify similarities and differences in objects, people, events, sounds based on one attribute (e.g., same or different colors, loud or soft sound)	C.60.9 Use familiar patterns to solve problems and reason (e.g., if we go to the library every other day and we went yesterday, today we will...)
C.48.8 Recognize patterns in routines, objects and/or sounds and replicate sequence using objects or language	M.60.9 Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount)

M.48.8 Recognize measurable attribute of an object such as length, weight or capacity	M.60.10 Begin to use strategies to determine measurable attributes (e.g., length or capacity of objects). May use comparison, standard or non-standard measurement tools

SE.48.1 Engage in interactions with less familiar adults.	SE.60.1 Seek help and approval from a wider array of adults in trusted roles.
S.48.3 Cite examples to support their ideas (eg., “I think the plant will die because when I forgot to water my plant it died.”)	S.60.4 Give evidence from observations and investigations.
S.48.5 Compare and contrast basic features of living things (eg., body parts and their uses) between and across groups.	S.60.7 Group and classify living things based upon features, providing evidence to support groupings.
CA.48.2 Imitate or spontaneously sing an entire verse of song	
CA.48.5 Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge.	CA.60.5 Use a variety of tools and materials to represent ideas through the visual arts.
CA.48.7 Demonstrate increasingly complex dance concepts while learning to move their body in place and through space (eg., jumping from one place to another,	CA.60.8 Use multiple dance concepts as a way to communicate meaning, ideas and feelings (eg., use movement to represent leaves falling off trees – sway arms,

combining several movements like hopping, turning, stamping feet).	wiggle fingers, stretch, fall to ground.
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Basic Facts for beginners:

There are more insects living on earth than any other animal.

Insects live on land, in water and in the air

All insects' bodies have

3 parts – head, thorax moving, abdomen

2 antennae - on their head to feel and smell

6 legs – attached to thorax

4 wings – (for most insects) attached to thorax

Insects help us in many ways

Food – honey bees make honey.

Did you know some people eat fried grasshoppers!!?

Food for other animals – Birds, frogs and other animals eat insects

Cloth – the silk worm (larvae form of the silk moth spins delicate but strong silken thread that we can weave into cloth for clothes

Color – some insects produce dyes that we use to color the clothes that we wear.

More Facts the Children who Want More!

Insects

-aerate the soil

-pollinate

-bees create wax for candles and for polishing

-give us beauty. Our lives are enhanced by the beauty of butterflies, ladybugs, dragonflies, and many more!

-help plants decompose

-clean up waste (dung)

Insects also

-sting

-carry diseases

-eat crops

A **grasshopper** has short antennae and makes its buzzing sound (song)

by rubbing its long hind legs together.
A **cricket** has long antennae and makes its buzzing sound (song) by rubbing its wings together.
Insects have 3 body parts, 2 antennae, 6 legs, and most insects have 4 wings.
Spiders have 2 body parts, no antennae, 8 legs and no wings.

Preparation

You will want to wear long pants and long sleeves, and even to pull your socks over your pant legs.

You will need your mask, a hat, sun screen, insect repellent (that seems weird, doesn't it?).

Bring some kind of see-through jar or box for observing your insects.

Your container needs to have holes in the top so the insects can breathe. If you have a net, bring it. Otherwise you can catch the insects with your hands.

Don't forget your phone. If possible parents should download a magnifying app before you go for closer looking at the insects.

You will also need a clip board, pencil and paper (or a phone) to jot names of insects and observations children make.

Snack and water.

In the car: You may want to play the songs from our meadows section on YouTube. channel.

Meadow rules:

Parents/caregivers are responsible for supervising their children at all times. *You* are the teachers, *not* the Ecologist.

Children are never too young to learn to respect their environment.

Be sure to read and follow rules, if any are posted.

Please remember that your children are learning about their place as community members so we are asking you to follow safe Covid-19 guidelines to respect the farmers and other community members you encounter. Wear masks, and maintain distance.

Especially if we are in a nature or game preserve, we do not want to pick anything.

Do not leave any trash.

Check for ticks.

Activity – Introduction to Meadows – Insects - Week 3

There are 2 ways to do this. If you have signed up for a session and the ecologist will be working with you, you can follow the ecologist's presentation and/or you can do this excursion with your child/ren on your own.

Invitation for Children: Today you are going back to the meadow to catch, observe, discuss and release insects. You are going to look closely to see what they look like and to see all their body parts.

When we get there:

Repeat, and add.: Today you are going back to the meadow to catch, observe, discuss and release insects. You are going to look closely to see what they look like and to see all their body parts.

We are going to begin with some questions:

Thinking Routine KWL

Ask children:

What do you already **know** about insects?

Give children plenty of time to think, hear what others are saying, and discuss.

What do you **want to learn** about insects?

At the end of next week we will ask you

What did you **learn** about insects? (after our observations)

Once you have completed the K and N sections of the query ask:

How many insects do you think live in the meadow?

How many different kinds of insects do you think we will find?

As children begin to observe insects closely ask:

What can you tell me about its body?

What are some of the things you can say about its head?

What can you say about its legs?

What about its wings?

Once you have collected, observed, discussed and released insects, use the following prompts to reflect on what you have observed:

How do you think all insects are alike?

Now that you have looked for them, has your answer changed on how many insects you think live in the meadow? Before you said __,

Now you think ___.

Now that you have looked at them, has your answer changed on how many different kinds of insects are there in the meadow? Before you said ___, Now you think ___.

Extension

Spiders compared to insects

Some children will have caught some spiders. Ask them if they can see how many body parts a spider has (2). Remind them that insects have 3 body parts. Do they see any wings? Antennae? Are there more legs than an insect (remember, many young children still do not have 1 on 1 correspondence with numbers, so “more” or “less” is more appropriate).

At Home

Close Looking at Photos of Insects

Practice naming and then “counting” (for some children, tapping their finger on to “practice counting” legs, eyes, antennae, body parts.

Extension:

Observe, describe and compare body parts of insects and spiders.

Sketch An Insect

Choose an insect from one of the photos here, or a photo from your meadows exploration (or another of your choice) and, with pencil and paper, sketch it. Include as many details as you can.

Sorting Insects

Photocopy and cut the attached photos.

Have children sort the photos in as many ways as they can: By color, visible wings, by kind, and so on.

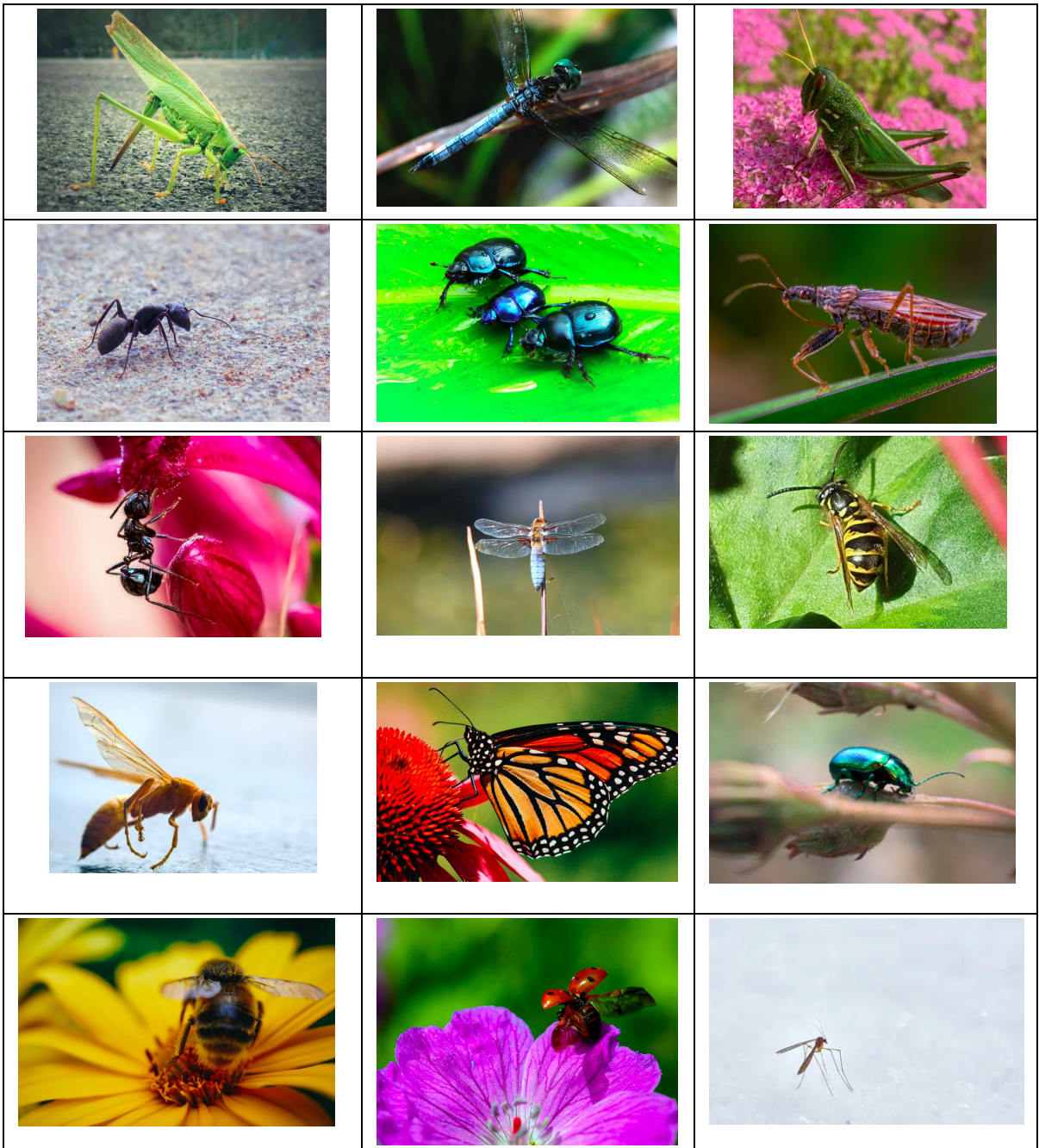
Insect Bingo Adapted for Young Children

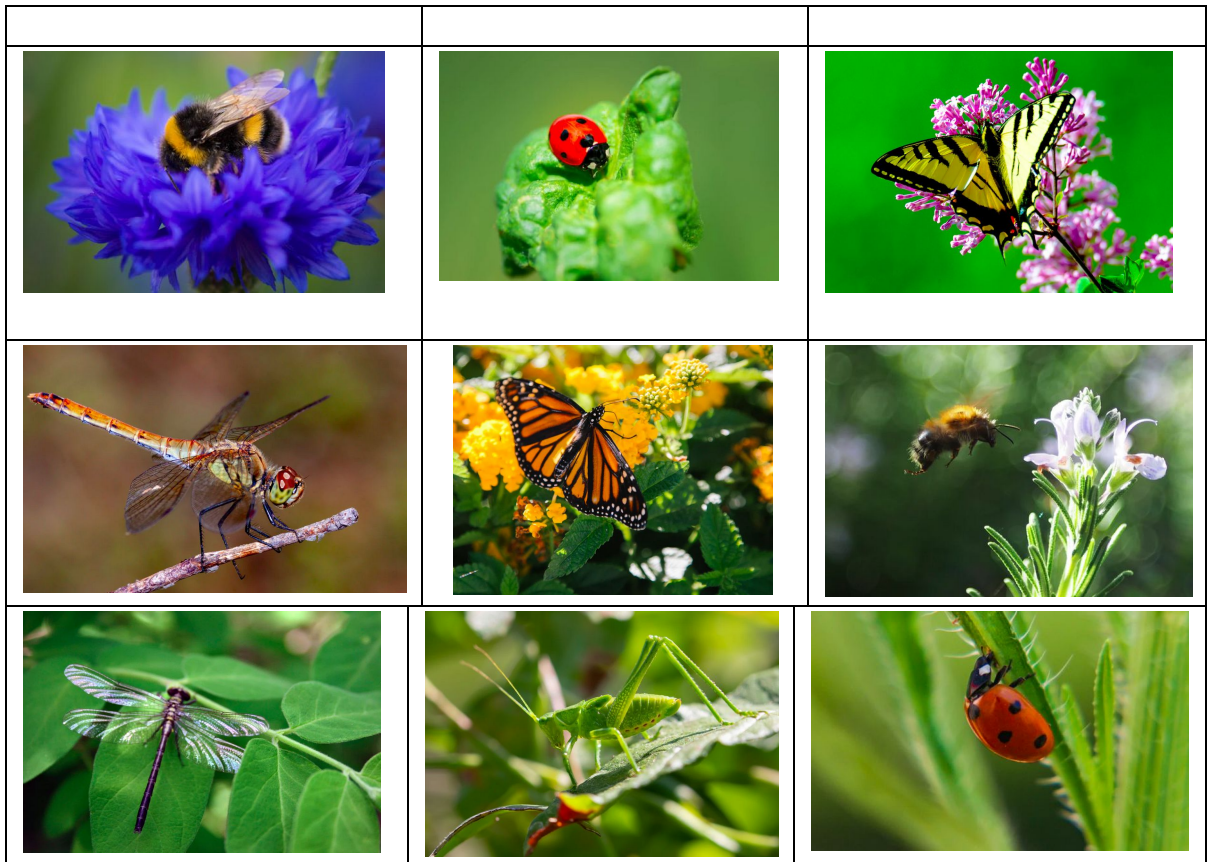
You will need paper; photos) of insects separately cut, and something to serve as chips (dried beans, pebbles, stickers, and tape. Take a regular sized copy piece of paper and make a large tic-tac-toe sketch. Place and tape one of the insect photos in each of the 9 spaces. Call out, “butterfly”, “lady bug”, and so on and, if child has it, they place their chip on it. It is ok if there are 2 butterflies or other insects; they can only place a chip on one at a time. Continue until child has filled the whole card. We are

using the tic-tac-toe format because it has only 9 spaces, instead of 25. Much more young child friendly.

Insect Bingo Family Time

Make several copies of the insect photos, cut and tape them to your tic-tac-toe sheet and play with the whole family!





DOCUMENTATION

For all the activities, parents/caregivers will want to *Make Learning Visible* through photos and examples of child/ren's work. You may want to post the Meadows Word Bank by the breakfast table to refer to. You may want to create a digital (such as Evernote) and a hard copy folder/portfolio. This will help you and future teachers know what your child has done.

Books, Songs, Poetry, Movement and Games –

Here is a suggested list of books, songs, poetry, movement and games to enhance our lessons. GNP recommends reading daily to children, both those recommended as part of the program and those of additional interest to your child/ren. Members will find many of these on our YouTube channel [LINK](#) You may also want to check your own YouTube preferences, and, for stories, apps such as Audible

Over in the Meadow by Olive A. Wadsworth and Ezra Jack Keats (Illustrator) This is a nice counting story; it includes different animals that live in a meadow, and is a good take-off for singing and movement activities with your child – quack like a duck, buzz like a bee, dig like a turtle, etc.

Ten in the Meadow, by John Butler (Author, Illustrator)
This is a counting and rhyming book.

The Tiny Seed, by Eric Carle
This is the story of the life cycle of a flower. If you purchase the book it comes with a seed children can plant. (We will be doing planting seeds lessons later in the year.)

The Dandelion Seed, by Joseph P. Anthony and Cris Arbo
Most children can relate to this from their own experiences of seeing and blowing dandelion seeds.

The Grouchy Ladybug by Eric Carle includes the concepts of time, size, and shape, as well as the benefits of friendship and good manners.

The Very Busy Spider by Eric Carle
This spider is busy and diligent while others play. Hard work pays off.

The Very Hungry Caterpillar by Eric Carle
days of week, fruits/foods, counting,

The Bug Book of Bugs by Yuval Zommer
count legs, eyes, compare

How Many Bugs in a Box? by David A. Carter

The Giving Tree by Shel Silverstein

The Backyard Bug Book for Kids Crawl into the wonderful world of bugs—a fun photographic adventure. by Laureen Davidson

Anno's Counting Book by Mitsumasa Anno

Poems

Eency Weency Spider

Youtube #MyBackyardBirding

Meadowlark Singing And Calling

LISTEN by Holly M McGhee and Pascal LeMaitre

YouTube Uncle Skip's Storytime

Children are encouraged to use all their senses to engage with and connect to the natural world, a powerful tool for enhancing empathy in developing minds.

Riding in my Car (Eliz Mitchell)

Lady Bug Picnic (Eliz Mitchell)

Rain, Rain Go Away

Little Boy Blue

We're Going on a Bear Hunt

There Was an Old Lady that Swallowed

All I Want is You

And the Green Grass Grew All Around

Apples and Bananas