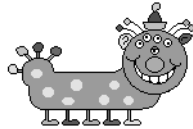


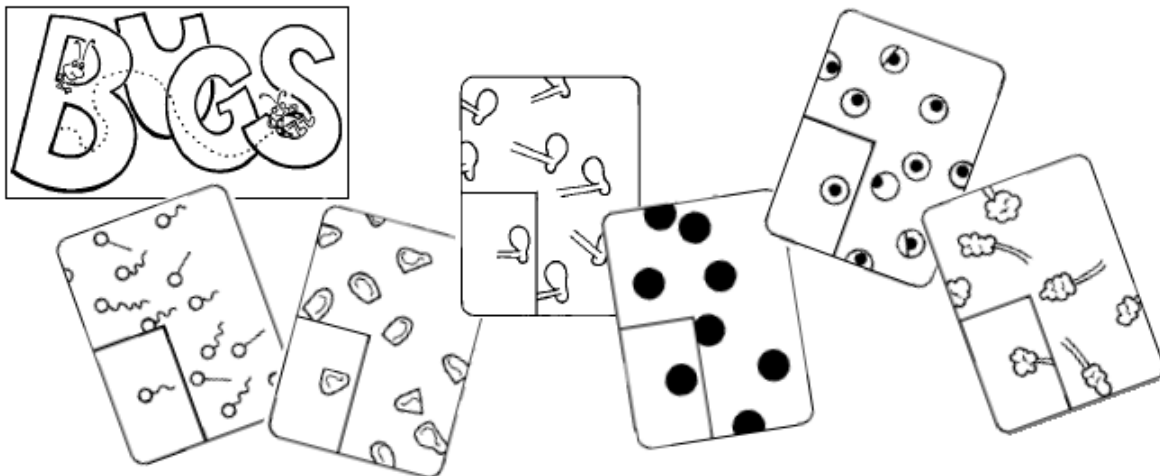
Build-A-Bug



How Many?

Language Arts

Post printouts of students' bug creations (from Build-A-Bug) on the bulletin board. Ask one student at a time: "Can you find a bug with three eyes?" "Can you find a bug with six legs?" To make it more challenging ask, "Can you find a bug with two ears and five spots?" For a variation of this activity, copy pages 79 and 80. If desired, color the title on page 79 and use it as a title for the bulletin board. Cut out the word cards and put them in a box or sack. Let a student draw out a card. After noting the singular and plural forms of the word (for example, "eye" and "eyes"), ask the student a question about the word such as "Can you find a bug with four eyes?" Or, let students formulate the questions and/or draw two cards at a time. For example, "Which bug has four eyes and two spots?" When you have completed the activity, add the word cards to your bulletin board display.



Find Five

Science

Play this game to give students practice in sorting and counting. Ask students to find one tall thing; find two short things; find three green things; find four round things; and so forth. Then let the children choose what and how many to find.

Mystery Bug

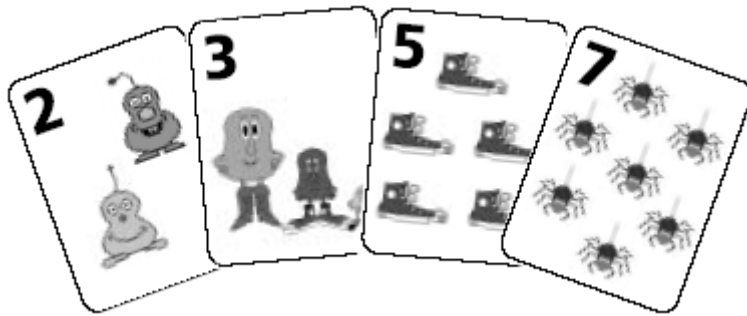
Art

Divide the students into groups of six students each. Each group will need a large sheet of white paper, scissors, glue, and scraps of colored paper. First, the members of the group design a bug body and head and glue it to the white paper. Then, each member of the group is assigned a bug part. That member determines how many spots, eyes, etc., the bug will have and cuts them out of the colored paper scraps. Group members take turns gluing the parts onto the bug as the group counts, for example, "One, two, three spots." When every group is finished, they can share their bugs with the rest of the class or post them on a bulletin board labeled "Bug Zoo."

Count on Me

Science

Make two copies of page 89 on the heaviest paper your copier will accommodate. If possible, laminate the paper. Cut the cards apart and have them available for pairs of students to sharpen their observation skills by playing "Count on Me." To play, students take turns drawing a card from the stack and then finding something of the same number on their own clothing or body. For example, if the card says 2, the student counts, "One, two. Two eyes"; if the number is 4, "One, two, three, four. Four buttons"; if the number is zero, "Zero antennae." If they find something of the right number, they get a point; if they cannot find something of that number, the other student gets the point. Once something has been said, the other student cannot use it for an answer. For example, if a student has used "two eyes," the next time 2 is drawn from the cards, the student cannot use "eyes" but could use "two knees" or "two pockets." When all the cards are used, the game is over.









Bug Me!

Art

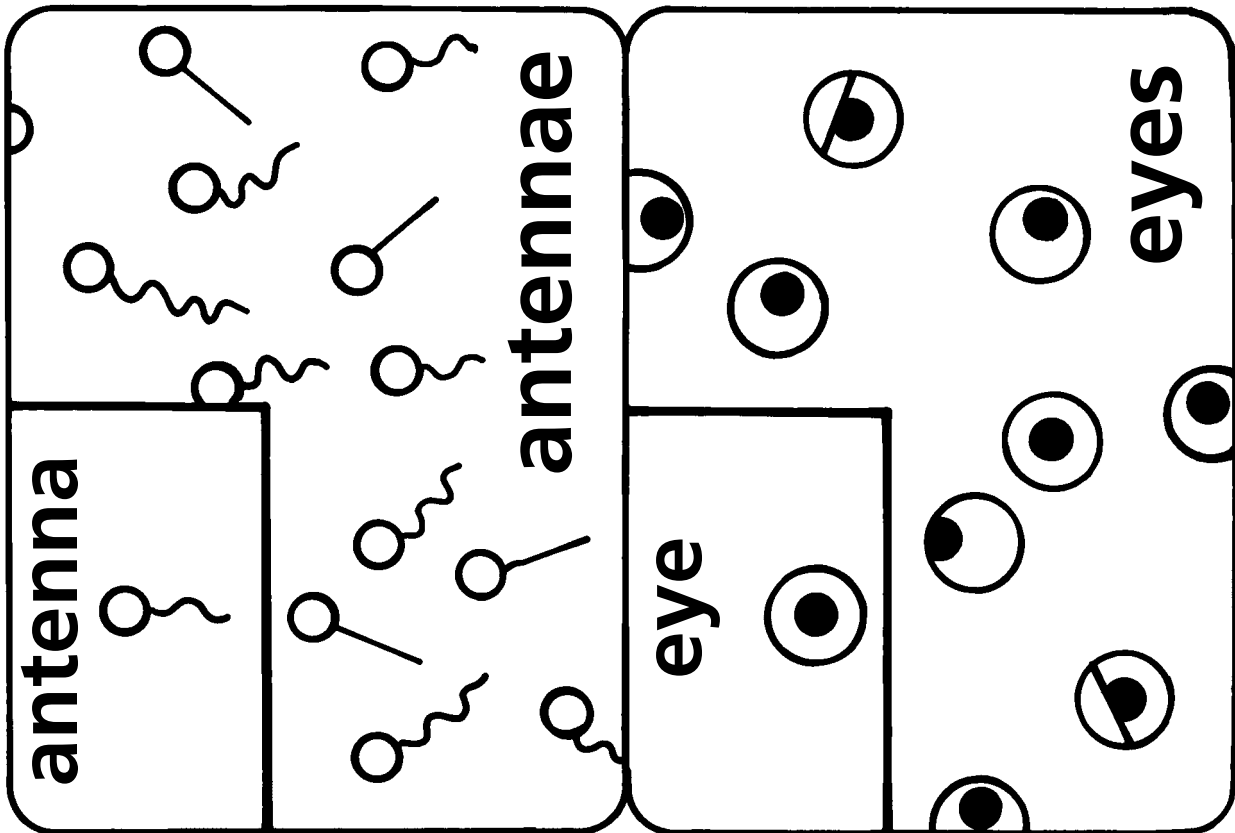
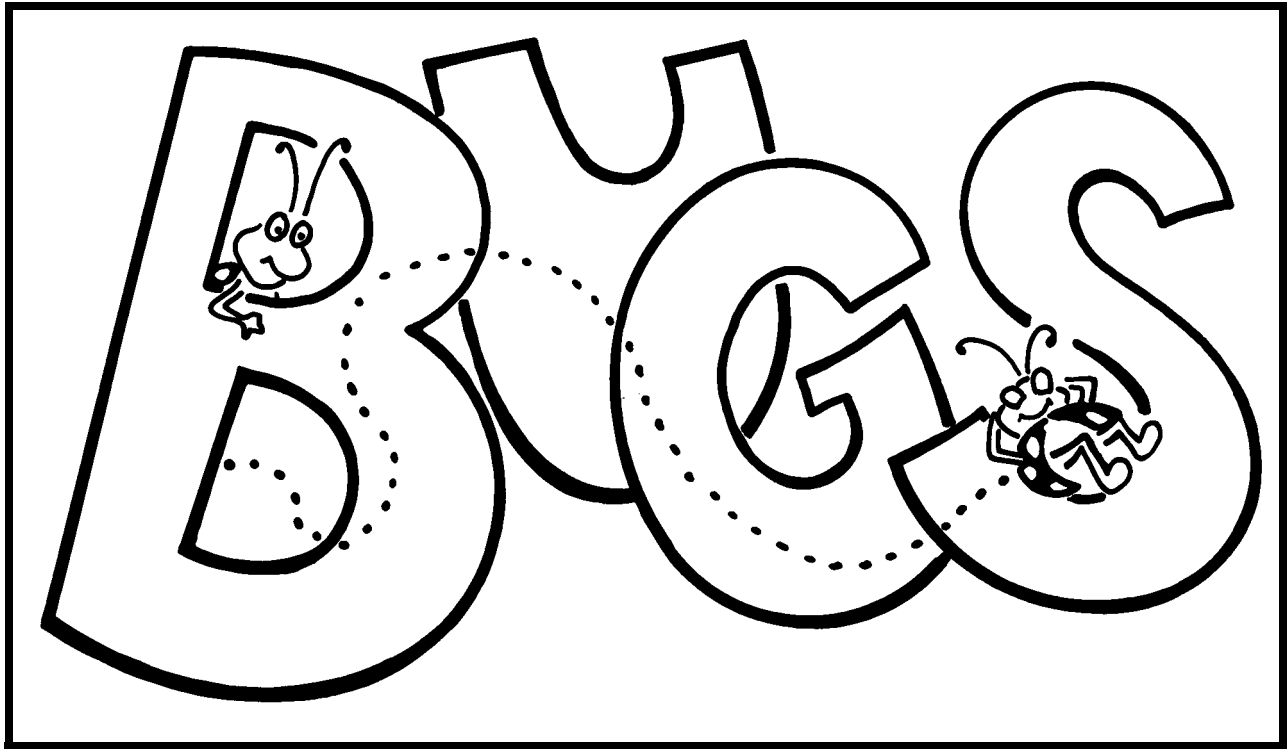
Make copies of page 81 for your students. Have them "plan a bug" by writing numbers beside the bug parts on the activity sheet. Next, tell students to each draw a bug body and head. Have them continue drawing by consulting their plans to see how many of each part to draw. Encourage them to count quietly to themselves as they add parts to their bugs. Suggest that they use all sorts of colors and shapes and make their bugs as outlandish as their imaginations allow. If desired, have students name their bugs and introduce them to the class. For example, "This is my bug, Hannah-Louise. She has four spots, two ears, three antennae, nine eyes, one tail, and six legs."

Bug Me!

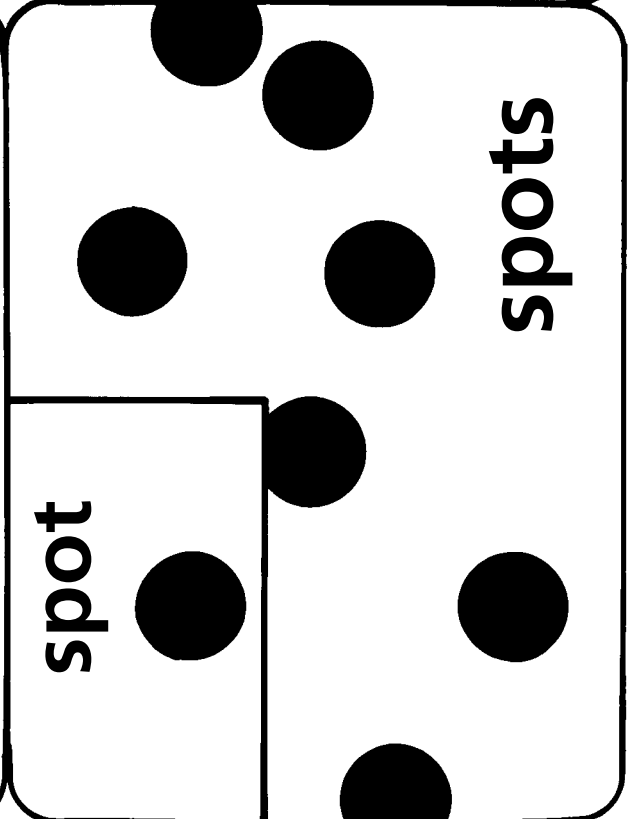
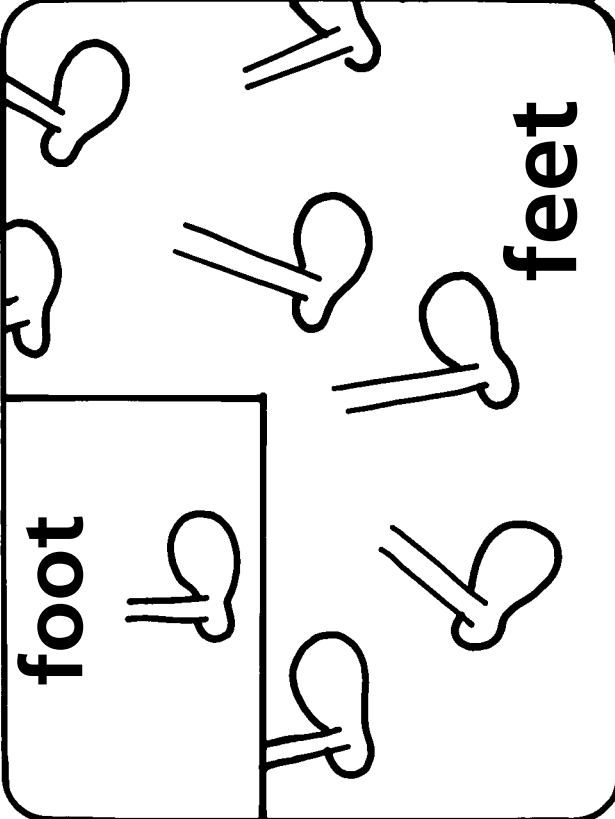
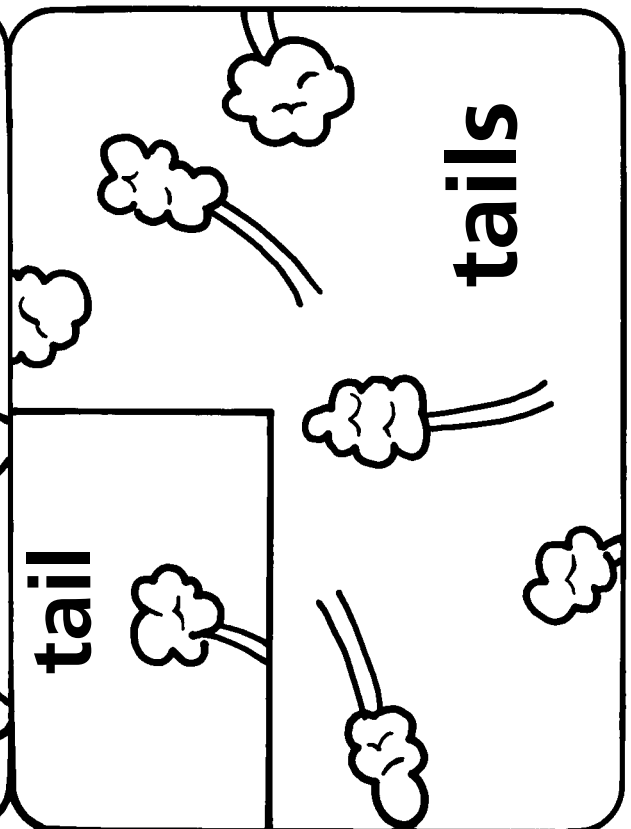
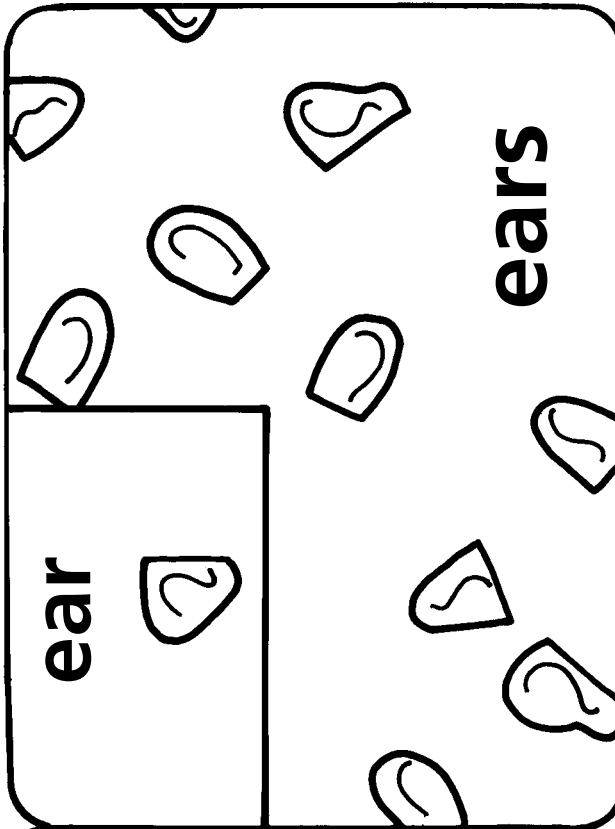
How many do you want?

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—		—		—	

Draw your bug here:



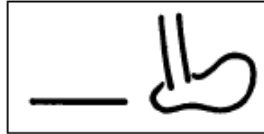
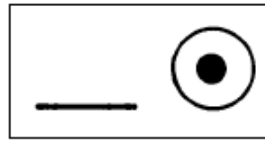
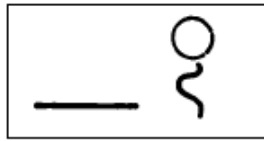
Use with "How Many?" (page 77).



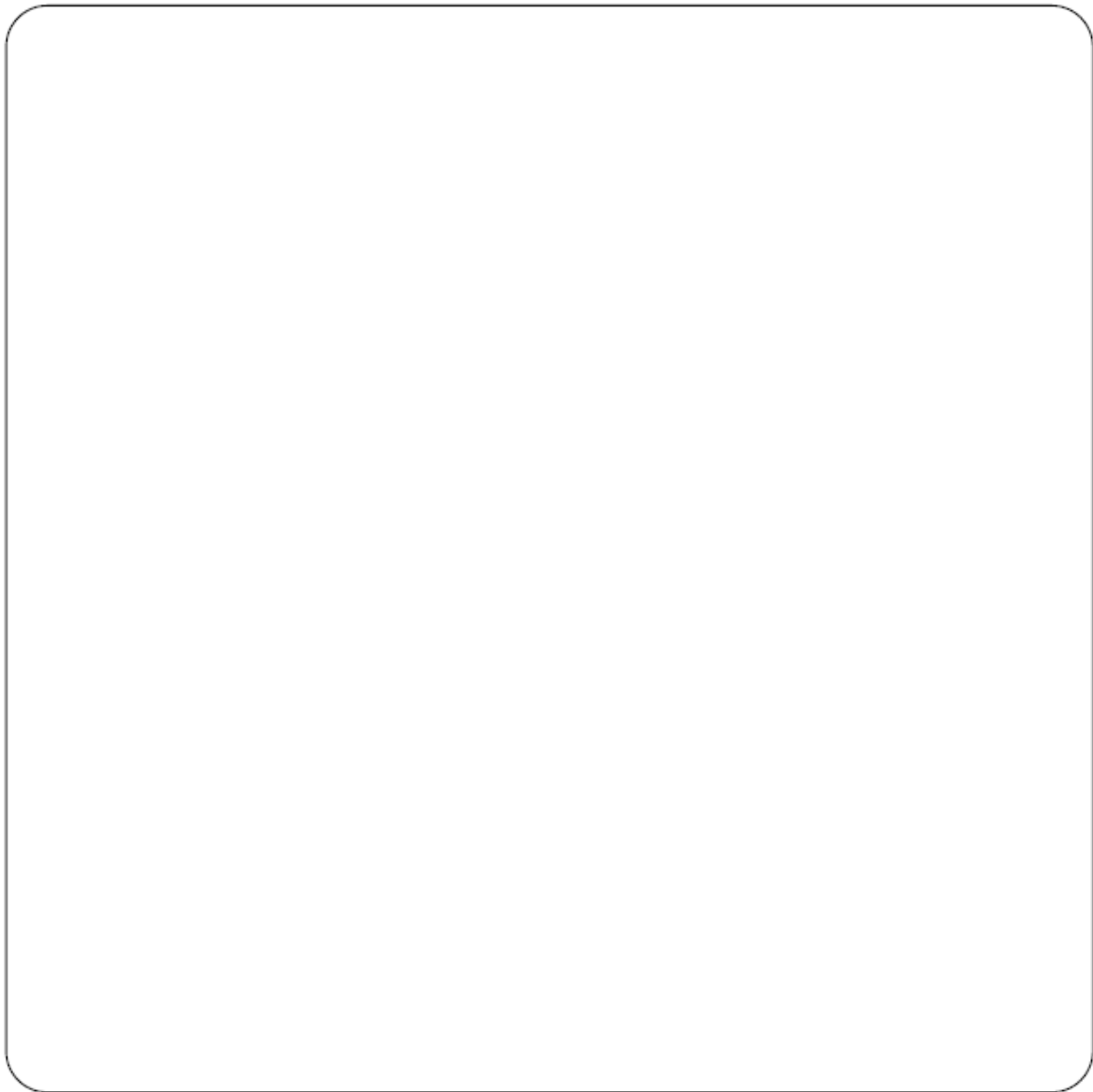
Use with "How Many?" (page 77).

Bug Me!

How many do you want?



Draw your bug here:



Use with "Bug Me!" (page 78).