Pre-Kindergarten Independent Projects

Hello Students, Families and Caregivers,

This resource packet includes multiple projects that students can work on at home independently or with family members or other adults. Each project can be completed over multiple days, and the projects can be completed in any order.

Additional enrichment activities are also available and organized into Read, Write, Move, Design, and Solve categories to engage students in learning in many different ways while at home. Please be sure to also pick up an enrichment packet for access to these activities.

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Read  Write  Move  Design  Solve

Chicago Public Schools
## PreK Week 1 Project: Trees

| Estimated Time | Total Time: 35 - 40 minutes (over 5 days)  
Work at the pace that works best for you and your child. |
|----------------|---------------------------------------------------------------------------------------------------|
| **Grade Level Standard(s)** | **Literacy**  
2.A. Demonstrate interest in stories and books.  
2.A.ECb. Look at books independently, pretending to read.  
5.A. Demonstrate growing interest and abilities in writing.  
**Math**  
6.A. Demonstrate beginning understanding of numbers, number names, and numerals.  
6.D. Compare quantities using appropriate vocabulary terms.  
8.A. Explore objects and patterns.  
**Science**  
11.A. Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.  
12.A. Understand that living things grow and change.  
12.B. Understand that living things rely on the environment and/or others to live and grow.  
**Social Science**  
16.A.ECb. Develop a basic awareness of self as an individual.  
17.A.ECa. Locate objects and places in familiar environments.  
18.B.ECa. Understand that each of us belongs to a family and recognize that families vary. |
| **Curriculum Connection** | **Teaching Strategies Creative Curriculum Trees Study**  
| **Caregiver Support Option** | Recommended: Parents/guardians can share memories with their children about when they were young and perhaps had memorable experiences |
with a tree, e.g., climbed a tree, enjoyed a picnic in the shade of a tree, or watched animals in trees.

If able to maintain CDC safety guidelines, explore a tree in their backyard/street or observe trees in their neighborhood from their windows. Ask their child questions about what they notice (what parts do they see; what animals need trees and why, what memories do they have of a tree etc.).

**Materials Needed**

<table>
<thead>
<tr>
<th>Commonly found household items made from wood (pencils, paper, paintbrush handles), crayons, colored pencils, scissors or a similar tool.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional: Tree related items that can be found outside, if available and safely acquired - leaves, sticks, branches, etc.</td>
</tr>
</tbody>
</table>

**Optional Materials:** Books on Trees

**Suggested Books:**
- Abiyoyo by Pete Seeger
- The Lorax by Dr. Seuss
- Chica Chica Boom Boom by Eric Carle
- The Grouchy Ladybug by Eric Carle
- Caps For Sale by Esphyr Slobodkina
- Henny Penny by Paul Galdone
- Our Tree Named Steve by Alan Zweibel
- The Giving Tree by Shel Silverstein

**Links to additional digital resources available on the last page of the packet.**

**Question to Explore**

1. What makes something a living thing?
2. How do trees grow and change?
3. What are the parts of a tree?
4. How do trees help us?
5. How do trees help animals?

**Student Directions**

Each activity below has directions for you to follow.

**Music and Movement**

1. Indoor Scavenger Hunt (Day 1)
2. Learning Through Song (Day 3)
3. What Rhymes with Tree? (Day 5)
Day 1: Are trees living things? Let’s find out!

**Introduce the Topic:** Ask your child the following question: “Do you think trees are alive, like people?” Discuss with your child the difference between living and nonliving things (i.e. living things grow and change, need food, etc.).

**Learn & Discuss:** Remind your child that they are a living thing. If able, find a picture of them as a baby, and discuss the ways they have changed since they were younger. Discuss the things they need to be healthy (i.e. water, food) so they can continue to grow and change.

**Extension Activity:** Show them a picture of you or other family members as a baby; discuss how we all have grown and changed because people are living things.

**Indoor Scavenger Hunt:** Go on a scavenger hunt inside your home to find what living and nonliving things you can find at home! Discuss with your child why each item is living or nonliving. Create a t-chart together (see example below) and draw or list the items you find for each category!

<table>
<thead>
<tr>
<th>Living Things (that grow, need food/water)</th>
<th>Nonliving Things (that do not grow or need food)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Examples of living things in your home could include the people in your home, pets, plants.)</strong></td>
<td><strong>(Examples of nonliving things in your home could include furniture, electronics, toys, books.)</strong></td>
</tr>
</tbody>
</table>
Extend the discussion by asking your child more about each item. Ask:

- How do we know this is living? Expand on your child’s response by identifying how the items you drew/listed grow and change, and what type of food they need to grow.
- After the scavenger hunt, circle back to your original question - are trees living? How do we Know?

**Counting Seeds:** Ask your child if they know what a baby tree looks like. Discuss that baby trees are actually seeds, which grow and change into a tree. Remind your child that each type of tree comes from a different seed. Have your child cut out the seeds below, and place in the correct order, from one to five.

1 - one
2 - two
3 - three
4 - four
5 - five
Day 2: Trees are alive! How do they grow and change?

**Introduce the Topic:** Living things are all around us. Trees are a very important part of our world. To help our world, we learn about how our trees grow and change, and how to help them stay healthy. That way, we can plant and grow more trees!

**Learn & Discuss:** Prepare for a discussion with your child about a very special and very specific type of living thing: trees! We know trees are living because:
- They grow and change; they start as a seed and grow into a tree.
- They need water and sunlight to grow.
- They can produce flowers and fruit.

Show your child the following diagram of the stages of the life cycle of a tree:

![Diagram of tree life cycle](image)

Explain to your child that a tree starts as a seed. Then, when it is placed in soil, or dirt, and gets water and sunlight, it grows into a seedling. As it continues to grow, it becomes an adult tree. Some trees will produce flowers or fruit, that we can pick and enjoy!

If your child needs encouragement, guide them with questions such as:
- What do you notice about each stage?
- When is this plant the smallest? When is this plant the biggest?
- Describe how this plant grows and changes.

**Read:** Expand upon your child’s understanding of how trees grow and change by reading the book, *How an Apple Grows* with your child. Talk with your child about the story as you go. You might ask:
- What parts of the life cycle do you see?
- How do we know this tree is alive?
- Before reading each page, ask your child if they remember what stage comes next, using the picture in the book to support their ability to remember.
How an Apple Grows  

An apple starts from a seed

Plant the seed in soil and give it water.

Soon it will sprout a baby tree.
The tree will grow big and strong.

One day the tree will grow apples of its own.

Each apple will have new seeds.

After the story, ask your child:

1. Is a tree a living thing?
2. What parts of our story told us that trees are living things?

After one or two times reading, let your child read the story back to you. It is okay if they do not read the book word for word; rather, they will likely “read” what they see in the pictures.
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**Sequencing the Life Cycle:** Cut out the following activity. Discuss that your child will order the pictures of the stages of the cycle of the tree, from start to beginning. Ask your child to cut out the four pictures, and place them in the boxes in the correct order (seed, seedling, tree, apples).

To extend your child’s thinking, label the boxes with numbers (1, 2, 3, 4) or ordinal numbers (first, second, third, fourth). You can write for your child, or help your child write the numbers/words. Remember, they may need help forming the numbers, or sounding out the words. At this age, their writing does not need to look perfect!

Hint: Your child can always trace over what you write, or you can sound words out together.
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**Day 3: The Characteristics of Trees**

**Introduce the Topic:** Observe a fully grown tree in your neighborhood, in a book, or wherever you can see one (including the pictures above). Ask your child what they notice about the tree. What different parts of the tree do they notice?

After your discussion, review the diagram of the parts of the tree, and have your child touch each word and repeat the name of the part of the tree:

Support your child in understanding what each part of the tree does:
- **Roots:** this part is in the soil, and sometimes we cannot see it; it drinks the water for the tree
- **Trunk:** this part of the tree is covered in bark to protect the tree
- **Branches:** when these fall off, we call them sticks; they hold the leaves for the tree
- **Leaves:** this part of the tree catches the sunlight so the tree can grow

*If possible to maintain health and safety (ideally right outside your home), find these items near your home to assist in your child’s comprehension.
**Learning Through Song:** If you know the song “Head, Shoulders, Knees, and Toes," use that melody (or make up your own melody!) to practice the names of the parts of the tree, pointing to each part of the tree diagrams, using the following lyrics:

Roots,
Trunk,
Branches,
Leaves,
Branches, Leaves

Roots,
Trunk,
Branches,
Leaves,
Branches, Leaves

Flowers and fruits, the parts of trees!

Roots,
Trunk,
Branches,
Leaves,
Branches, Leaves!

Repeat the song as many times as you want! Remember to have fun! Extension Activity: Brainstorm different movements to go with each part of the song (for example, for roots you wiggle your toes, trunk you pat your belly, branches you wiggle your arms, and for leaves you wiggle your fingers!) See what creative dance moves you can come up with!

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**Create & Draw:** Invite your child to observe a tree, whether in real life (from your window, in your backyard, on a walk) or from another resource (photos in books, or the photos in this packet). Have them draw a tree, and with your support, you can point to the different parts of the tree and discuss which parts they drew and how they help a tree stay healthy and strong.

With support, your child can label the parts of the tree that they drew. Remember that children are exploring writing at this age, and that correct spelling is not required. If your child knows his or her letter sounds, encourage him or her to use inventive spelling. If not, letter strings or even lines and scribbles are appropriate for this age- as long as your child sees him or herself as a writer. Ask your child to read the diagram back to you when they are finished.
Day 4: How do trees help us?

Introduce the Topic: Trees do a lot of things for us - they help us breathe, they make food for us, and many other things! Tell your child about your favorite memory of a tree and the experience you had (examples could include a time you climbed a tree, had a picnic under a tree, took a nap under a tree, etc.). Ask your child to describe a time they enjoyed an activity with a tree, or an activity they want to try one day!

Additionally, discuss with your child that many things that we use in our world that come from trees, or are made out of trees. When a tree grows something that we eat, we call that a “fruit.” When a tree is cut down and turned into something else, we say that it is made of “wood” or “paper.”
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**Sort & Classify:** Cut out the following cards. Ask your child to talk about the items that come from a tree (whether they are grown on a tree or made from wood). Sort them into two piles: things that trees grow that we eat (fruits), and things that we use to make into trees (made of wood or paper).

*Extension activity: find and use real fruits and wooden items to sort instead of the pictures!*

<table>
<thead>
<tr>
<th>Apple</th>
<th>Pencils</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blocks</td>
<td>Orange</td>
<td>Banana</td>
</tr>
</tbody>
</table>
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Create & Draw: Brainstorm all the different tasty fruits that we can grow on trees to help us be healthy and strong (they could include - apples, oranges, bananas, pineapples, mangoes, pears, plums). Ask your child which of those fruits is their favorite, and why.

Allow your child to decorate the tree below with their favorite fruit! You and your child can draw yourselves, and other family members, enjoying the tree in the image as well! Have your child label their drawing of themself with their name.
Day 5: How do trees help other animals?

Introduce the Topic: Trees do not just help us, but a lot of other animals, too! Ask your child how they think a tree can help other animals, and if able, observe for animals in nearby trees and discuss what you see them doing!

What Rhymes with Tree?: Together with your child, make a list of everything you can think of that rhymes with tree. Do a bonus dance if you can think of things that come from or live in trees! (Examples: bee, see, he, tea).

Extension Activity: Choose another tree related word (an animal, a part of a tree, a type of fruit) and repeat the activity!

Read: Many types of animals use trees for food or a home! Read the pages of the book below about animals that live in trees. Read the story to your child, pointing to each word as you read it. On page 5, your child will be asked to think of more animals that live in trees (examples could include a monkey, spider, insects, etc). On the last page, you and your child can draw and write the name of an animal you all see living in trees. Allow your child to reread to themselves or to you. It is okay if they do not read the book word for word; rather, they will likely “read” what they see in the pictures.

Squirrels live in a tree. Bees live in a tree.

Who do you see that lives in a tree?

_______ live in a tree.
**Play Pretend:** Many different animals live in trees. Brainstorm a list of animals that live in trees and take turns pretending to be those animals. Discuss the different ways they interact with trees.

Examples could include:
- Squirrels climb up trees, make homes in trees, eat the seeds of trees
- Birds fly to trees, make nests in trees, eat the seeds of trees/insects that live in trees
- Insects crawl up trees, make homes in trees, eat the leaves of trees
**Counting Fun:** Remind your child that many types of animals live in trees - like birds and bugs! Cut out the chick pictures below. Using the tree picture, tell your child a random number between one and ten (1, 2, 3, 4, 5, 6, 7, 8, 9, or 10), and ask them to place that many animals in the tree (remember - they may need help counting - use the number line below to help count to the number if they forget). Tell your child to place the number of animals onto the tree. Extension: After they place the number of animals on the tree, have them practice writing that number on a separate piece of paper.

![Chicks](image-url)
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Additional Digital Resources:
Check out these additional resources about trees! Ask your child to be a scientific observer, with questions such as:
- What do you notice about the trees?
- What animals live in trees?
- What grows on trees?
- What do you think trees need to live and grow?

Tree Read Alouds:
Abiyoyo by Pete Seeger
https://www.youtube.com/watch?v=cPZtuPyXRFw

The Lorax by Dr. Seuss
https://www.youtube.com/watch?v=EdWesdMfyd4

Chicka Chicka Boom Boom by Eric Carle
https://www.youtube.com/watch?v=KBDTPHZO-xo

The Grouchy Ladybug by Eric Carle
https://www.youtube.com/watch?v=kv-RYiVN68I

Caps For Sale by Esphyr Slobodkina
https://www.youtube.com/watch?v=c3HBH8FnulA

Henny Penny by Paul Galdone
https://www.youtube.com/watch?v=2E72Tzy0lNo

Our Tree Named Steve by Alan Zweibel
https://www.youtube.com/watch?v=Fmj5Jlve9DY

YouTube Trees Videos:
Tree Life Cycle Freebie
http://resources.sparkleboxteacherresources.ltd.uk/8000-9000/sb8917.pdf

How to Grow an Apple Freebie

Digital E-Books:
Raz Kids - Currently free for teachers and parents, you just need to sign up.
Tree Books (English and Spanish)

The Math Learning Center - free printable math stories in English and Spanish.
https://www.mathlearningcenter.org/resources/lessons/pre-k-story-collections
● All About Apples
● Five Little Apples
● How Does a Pumpkin Grow? Live Little Pumpkin
● Five Autumn Leaves

Scholastic at Home
https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html

PBS Learning - https://www.pbslearningmedia.org/
Backyard Plants
https://www.pbslearningmedia.org/resource/ket-earlychild-sci13/backyard-plants/

From Seed to Fruit
https://www.pbslearningmedia.org/resource/evscps.sci.life.seedint/from-seed-to-fruit-interactive/

Teeny Tiny Garden Activity

Music and Movement:
Parts of a Tree Song
https://www.youtube.com/watch?time_continue=19&v=FJqy967xs1c&feature=emb_title

Chicka Chicka Boom Boom Singing Read Aloud
https://www.youtube.com/watch?v=KBDTPHZO-xo

The Green Grass Grows All Around
https://www.youtube.com/watch?v=BnVq2YRpbQc

Who Lives in a Tree?
https://www.youtube.com/watch?v=wKRtcwie2mk
## PreK Week 2 Project: Insects

| Estimated Time | Total Time: 35 - 40 minutes (over 5 days)  
Work at the pace that works best for you and your child. |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Grade Level Standard(s)</td>
<td></td>
</tr>
</tbody>
</table>
**Literacy**  
2.A. Demonstrate interest in stories and books.  
5.A. Demonstrate growing interest and abilities in writing.  

**Math**  
6.A. Demonstrate beginning understanding of numbers, number names, and numerals.  
6.D. Compare quantities using appropriate vocabulary terms.  

**Science**  
11.A. Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.  
12.A. Understand that living things grow and change.  
12.B. Understand that living things rely on the environment and/or others to live and grow.  

**Social Studies**  
18.B.ECa. Understand that each of us belongs to a family and recognize that families vary. |
| Curriculum Connection | Teaching Strategies Creative Curriculum  
Insects Study  
| Caregiver Support Option | Invite your child to learn about insects with you by asking questions each day. Participate with your child in the suggested activities below to facilitate shared learning. |
| Materials Needed | Paper, writing utensils (crayons, markers, pencils), scissors  
If writing utensils are unavailable, free drawing application, such as Kids Doodle:  

**Optional Materials:** Books on Insects |
**Suggested Books:**
- The Grouchy Ladybug by Eric Carle
- The Very Hungry Caterpillar by Eric Carle
- The Very Quiet Cricket by Eric Carle
- Waiting for Wings by Lois Elhert
- Bugs! Bugs! Bugs! by Bob Barner
- Bugs A-Z by Caroline Lawton

**Links to additional digital resources available on the last page of the packet.**

| Question to Explore | 1. What do you know about insects?  
2. What makes something an insect? What parts do all insects have? (6 legs, thorax, abdomen, 2 antennae)  
3. How do insects change? |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Directions   | Each activity below has directions for you to follow.  
|
| **Music and Movement** | 1. Act Like an Insect! (Day 3)  
2. Bug Rhyme Time! (Day 3)  
3. Act Out the Life Cycle of a Ladybug (Day 4) |

**Day 1: What is an insect? Let's Explore!**

**Vocabulary:**
- Parts of an insect: head, thorax, abdomen, antennae, wings  
- larvae: baby insects  
- aphids: tiny insects, eaten by ladybugs  
- molting: when a caterpillar outgrows and sheds its outer skin  
- pupa: the stage of a ladybug’s life cycle between a baby larvae and an adult.

**Introduce the Topic:**
Ask your child the following question: “What insects do you know about?” Create a list of all of the insects your child can think of as you discuss. Extend the discussion by asking your child more about what they know about insects. Ask:  
- What do insects look like?  
- What do insects do?
Learn & Discuss:
Discuss with your child the characteristics of an insect. An insect has:

- 6 legs
- 2 antennae on top of their heads
- Three body parts: head, thorax, abdomen
- Most insects also have two wings

Show your child the following diagrams and point out the different parts of the insect’s body. Ask your child to describe what they notice about each part of their body. If your child needs encouragement, guide them with questions such as:

- How many legs does this insect have?
- Which part of the insect’s body is the biggest? Which part is the smallest?
- Where are an insect’s antennae? On top of their head or behind them?
- How do the parts of the insect’s body help them to move?
Create & Draw:
Invite your child to draw an insect (any one that they like) on a piece of paper. Let them draw freely, but guide them by reminding them to include the parts of an insect you learned about above - head, thorax, abdomen, antennae, and wings (if applicable). You can model on a separate piece of paper, if they need encouragement! Then, encourage them to be scientists by labeling their diagram, so that others can learn about the different parts of insects, too.

Remember that children are exploring writing at this age, and that correct spelling is not required. If your child knows his or her letter sounds, encourage him or her to use inventive spelling. If not, letter strings or even lines and scribbles are appropriate for this age- as long as your child sees him or herself as a writer. Ask your child to read the diagram back to you when they are finished.

Use the diagrams provide above as a reference as you and your child create:

Day 2

Read:
Read your child the following book, What Is An Insect?. Talk with your child about the story as you go. You might ask:

- What parts of the insect’s body do you see?
- Before reading the text on each page: Do you think this could be an insect? How do you know? Does it have 6 legs and an antennae?

<table>
<thead>
<tr>
<th><img src="image1" alt="Grasshopper" /></th>
<th><img src="image2" alt="Ladybug" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an insect called a grasshopper. It has six long legs and two antennae. A grasshopper can jump high.</td>
<td>This is an insect called a ladybug. It has six short legs. The legs are under its shell. What else do you notice about the ladybug?</td>
</tr>
</tbody>
</table>
This is an insect called an ant. It has six strong legs to help bring things to its nest. Can you find its head, thorax, and abdomen?

This is not an insect. This is a centipede. It has many legs.

This is an insect called a wasp. It uses its six legs to land on a flower. It also has a stinger on the end of its abdomen.

This is an insect called a beetle. It uses its six legs to walk or run.

This is an insect called a butterfly. A butterfly has 6 legs, but a caterpillar does not.

This is not an insect. This is a snail. It has two antennae, but a snail does not have legs.

**Sort & Classify:**
Cut out the following cards. Ask your child to sort the cards into two piles: **Insects** and **Not Insects**. Ask your child to explain why it is or is not an insect (encouraging your child to identify the parts of insects they learned about earlier).
<table>
<thead>
<tr>
<th>Ladybug</th>
<th>Spider</th>
<th>Butterfly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centipede</td>
<td>Ant</td>
<td>Bee</td>
</tr>
<tr>
<td>Worm</td>
<td>Beetle</td>
<td>Snail</td>
</tr>
</tbody>
</table>
**Day 3**

**Act It Out!**
Invite your child to use his/her imagination to think about how different insects move. If they need encouragement, prompt them with questions such as the following.

- “How do butterflies fly? What parts of their bodies help them to move?”
- “How do ants move? Do they crawl or fly? What parts of their bodies help them to move?”
- “How do crickets move? Do they hop or crawl?”
- “What do insects sound like?”

Don’t be afraid to get down on the ground and act like an insect with your child!

**Rhyme Time!**
Playing simple word games with your child is a great way to teach them to recognize the different sounds in words. Review with your child what rhyming words are: words that sound the same at the end (for example, bat and cat). Invite your child to brainstorm as many words as he/she can that begin with the following words related to insects:

- **bug** (rug, tug, lug, shrug, mug, dug)
- **head** (bed, red, shred, fed)
- **wing** (sing, ring, string, king)

Make it easier for your child by modeling rhymes and having them repeat the rhyming words. You can also help them by providing them with a sound and inviting your child to think about how the word would be different with that sound at the start.

**Ask the Audience: Which Insect Do You Prefer?**

Invite your child to conduct a poll of your family members and friends (via phone and video, if possible) to ask them which insect they prefer. Track the results of the poll by having your child create a simple graph, such as the one below. With each response, invite your child to write the person’s name in the column of the insect they voted for. At the end, ask your child:

- How many votes did each insect receive? Can you write the numbers for each?
- Which insect was the most popular, or received the most votes?
- Which insect was the least popular, or received the fewest votes?
Day 4: How do insects change? The Ladybug Life Cycle

**Read & Learn:**
Read the following text with your child. On each page, invite your child to look closely at the picture and describe to you what they see. Ask questions such as:
What is different about the ladybug in this photograph?
What do ladybug’s bodies need to get the energy to change?
How are ladybugs different from the beginning of their lives to the end of their lives?

**Vocabulary:**
*larva:* a baby insect

*aphids:* tiny insects, eaten by ladybugs

*molting:* when a caterpillar outgrows and sheds its outer skin

*pupa:* the stage of a ladybug’s life cycle between a baby larvae and an adult
Female, adult ladybugs lay eggs. They lay eggs in small groups that attach to leaves.

Out of the egg hatches a ladybug larva, or a baby insect. The larva eats a lot of aphids, or smaller insects, and grows quickly during this phase. It sheds its skin as it grows, a process known as "molting."

After 2-4 weeks as a larva, the larva is big enough. It attaches itself to a leaf and sheds its skin once more. This time, the new skin forms a pupa, or a hard shell in which the adult ladybug develops.

After 5-7 days as a pupa, an adult ladybug emerges! As the ladybug grows older, the ladybug has more spots.
Adult, female ladybugs lay eggs of their own, and the cycle starts again!

**Pretend Play:**
This full-body activity will get your child moving while teaching him/her about the four stages of a ladybug’s life cycle.

- To begin, remind your child of the changes that a ladybug goes through during his or her life cycle. Use the diagrams above to remind your child of each stage. Then, together, use your bodies to act out each of the stages:
  - First, the ladybug starts out as a teeny tiny egg. (Curl up into a little ball.)
  - Then, it comes out as a wriggly larvae. It eats and eats and eats! (Stretch out slowly and move around on your belly. Pretend to munch on aphids, or tiny insects.)
  - Next, its skin hardens into a pupa, and it does not move much. (Stand very stiff and straight. Wrap your arms around your body.)
  - Finally, the pupa skin breaks and out comes an adult ladybug. (Move your arms to flap like a ladybug’s wings, and move around the floor to crawl like a ladybug.)
  - The adult ladybug is then ready to lay eggs of their own. (Pretend to drop ‘eggs’ on the ground to demonstrate the life cycle restarting once again).
- Now call out each of the stages in order again: egg, larvae, pupa, ladybug. Have your child continue to work through the motions on his or her own. As your child moves, ask him or her how each of the movements feels on his or her body.
Day 5

Create & Draw:
Invite your child to draw a diagram of the ladybug’s life cycle - from egg, to larvae, to pupa, to adult (see image below for an example). Allow your child to draw freely and encourage him/her to label the diagram with written text (inventive spelling, letter strings, lines, and scribbles are appropriate “writing” for this age). Use the following diagram as a reference, but let your child create, not copy! Remember, learning at this stage is all about the process, not the perfect final product.

Write Numbers & Quantity:
Your child will use the following blank ladybug templates to write and represent numbers. Give your child a number to start with (between 1-10 or 1-20). Ask your child to write the number, and then draw that many dots on the ladybug. (For example, you give your child the number 4. Your child writes the number 4 on one side of the ladybug and draws 4 dots on the other side of the ladybug.) If they’re unsure what a number looks like, count on the number line below with your child to help him/her find it.
Additional Digital Resources:
Check out these additional resources with your child to watch bugs in action! Ask your child to be a scientific observer, with questions such as:

- What do you notice about the insects?
- How do insects move? Do all insects move the same way?
- What are the insects doing? Do all insects act the same way?
- Where do the insects live? Why do you think they live in this habitat?

Insect Read Alouds:
Bugs! Bugs! Bugs! by Bob Barner
https://www.youtube.com/watch?v=H6HKXuzOlk

Bug Hunt by Tom Story
https://www.youtube.com/watch?v=7nL7On2qBkw

The Very Quiet Cricket by Eric Carle
https://www.youtube.com/watch?v=YdiGEjz5b0Q

The Very Grouchy Ladybug by Eric Carle
https://www.youtube.com/watch?v=RFNZylbzmms

Waiting for Wings by Lois Elhert
https://www.youtube.com/watch?v=SJA9xjs3f10

Digital E-Books
Ladybug books (Ladybug, Ladybug and Ladybug Girl) on Raz-Kids > Currently free for teachers and parents, you just need to sign up.

CPS Virtual Library
Ladybug Books
https://pac.library.cps.edu/?config=12#section=search&term=ladybugs&page=0&sortKey=Relevancy&db=ls2pac&branchFilters=[%2212%22]&facetFilters=[%22facetDisplay%22:22,22K-3%22,%22facetValue%22:22,22K-3%22,%22facetName%22:22,K-3%22TargetAudience%22]

Insect Printable Books > Currently free, you just need to sign up.
https://www.enchantedlearning.com/books/insects/

Insect videos
General insects:
https://www.pbslearningmedia.org/search/?q=insects&selected_facet=grades:PreK&selected_facet=media_type:Video,Interactive,Document&selected_facet=subject:8366,2949&page=1
Ladybugs:

Insect Games:
Build Your Own Bug Interactive Game:
https://pestworldforkids.org/teacher-parent-resources/pre-k/bug-builder-game-for-pre-k-students/

Help Archibald the Ant navigate the kitchen to get to the coveted sugar bowl:
https://www.pestworldforkids.org/games/archibalds-adventure/index.html