



ZIPPITY ZOO BUGS!

PRE/POST-VISIT ACTIVITIES



GRADE LEVEL: Pre-Kindergarten

Goal of Zoo Program:

Explore the world of creepy crawlies through shared reading, live animal observations, and dramatic play.

Objective of Zoo Program:

- Compare and contrast the bodies and physical properties of bugs to people to better understand the attributes of bugs.
- Develop an awareness of books through shared reading.
- Show a steady increase in listening and speaking vocabulary about bugs.
- Observe a living and preserved bug to become aware of the physical attributes of bugs.
- Participate in a shared singing and role play activity to describe the life cycle of a butterfly.

Curriculum Guidelines for Pre/Post-Visit Activities:

Science

- Describes characteristics of living things

Physical Movement

- Begins to participate in group games involving movement
- Explores moving in space

Suggested Literature Connections:

Ladybug on the Move by Richard Fowler

In this interactive picture book, children move a vinyl ladybug down a delightful garden path. The ladybug meets a variety of bugs and other small creatures in her search for a new home. She goes from one scene to the next through a slit in the page. Falling into a pail of water she comes out splashing on the other side. She goes through a flowerpot, under the shed door, and into some flowers. Children will enjoy moving the ladybug past clear illustrations, to the garden shed, and back home.

Over in the Garden by Jennifer Ward

To the familiar tune of "Over in the Meadow," this counting book gets cozy with some ugly bugs—from a slimy, liver-brown "mother snail and her little snails four" to a family of hairy brown spiders that leap toward the foreground through massive stems and leaves! A short appended list of "Fun Facts" includes all of the insects and their families except the spider and the snail.



ZIPPITY ZOO BUGS 🐞 GRADE LEVEL: Preschool



Pre-Visit Activities:

Snack Suggestion: Build-A-Bug

You'll need:

- Ritz Crackers (one per student)
- Peanut Butter or cheese (you could use spreadable cheese if students are allergic)
- Pretzels (six per student)
- Raisins or chocolate chips (two per student)
- Plastic Knives
- Napkins



Set a Ritz cracker on a napkin in front of each child with peanut butter already spread. Instruct the students to make their own insect! The crackers are the insect's body, and they can use the pretzels for legs and antennae. They can then place either raisins or chocolate chips on the insect for eyes. Before the children eat their yummy treats, have them tell you what type of insect they made!

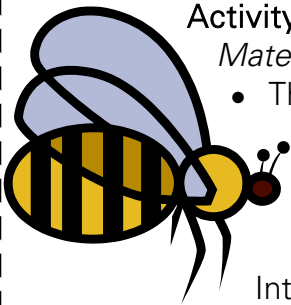
Activity 1: Do the Waggle

Materials

- Three pre-determined classroom objects

Teacher Preparation

- Designate two or three locations for the classroom objects.



Introduce activity by talking about how we communicate to each other about where things are. How do you think bees communicate? Bees can communicate to each other by different dances. It is suspected that bees communicate the finding of food to the rest of the colony by doing a certain type of dance. If the food is close, the bee does a circle dance. If the food source is far away the bee does the "waggle," and this dance tells the direction of the food and how far away it is from the colony. If the bee "waggles" to the left, it means the food source is left of the hive, if the bee "waggles" to the top of the hive, the food source is above the hive, etc.

Divide the class into multiple colonies (the number can vary depending on class size). Assign one member of the colony to be the "worker bee." Have each appointed worker bee come up to you, and whisper to them the object and its location. They must then return to their colony (simply have the group of students gathered together in one section of the room) and do a dance trying to communicate the location of the object. The colony will follow the worker bee around the classroom and make guesses based on the dance of the worker bee.

The Waggle Dance Code

Shake body back and forth = the object is far away!

Move body in a circle slowly = the object is getting closer!

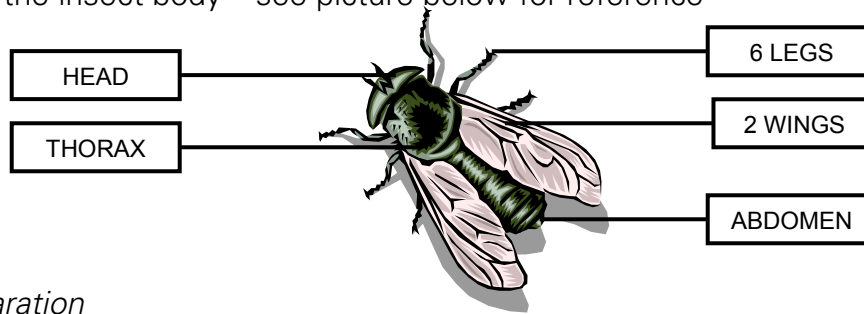
Move body in a circle quickly = the object is very close!



Activity 2: A Human Insect

Materials

- Diagram of the insect body – see picture below for reference



Teacher Preparation

- Review with class what three body parts that make up an insect.

Introduce activity by having the class name the different parts of their body. Do they all have the same body parts (head, tummy, behind, arms, etc.)? Insects have all the same body parts too. After reviewing what three body parts are necessary for an insect, tell the class that they are going to make a human insect! Divide the class into groups of 11. Have the first three children come up. Have two of them sit with their arms wrapped around their legs. They are the *head* and *thorax*. Have the third child lay down with legs extended; he/she is the *abdomen*. Have the next six children lie down beside the *thorax* (three on each side); they are the *legs*. Have the last two children sit by the head with their legs outstretched; they are the two *antennae*. After the groups have made their bugs, have each child shout out which part of the insect they are!

Post-Visit Activities:

Snack Suggestion: Ants on a Log

You'll need:

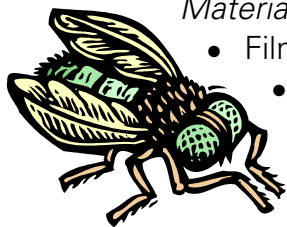
- Celery stalks (1 per student)
- Peanut butter (you can use cream cheese if students are allergic)
- Raisins (4 per student)
- Napkins



Set celery stalks with peanut butter already spread in them in front of each student. Hand each student 4 raisins to put on their celery stick. Explain that these raisins are like ants walking on a log!

Activity 1: Talk Like a Bug

Materials



- Film Canisters or Small Container (1 per student)
- Cotton Balls (1 per student)
- Various Scents (1 per 2 students)
- Scents can be extract, coconut, pine tree, lemon, vanilla, etc.



Teacher Preparation

- To make smell canisters, apply the scent to the cotton balls and place them in the canisters. Each smell should be placed in two different canisters to make a scent “pair.”

Though insects may explore their world through various senses (feeling, sight, tasting), insects rely heavily on their sense of smell for communication with each other—much like we talk to one another. After reviewing how some insects communicate differently than we do, hand each child their own film canister or small plastic container. They need to smell their scent and find their partner who has the same scent!

Activity 2: Bug Impersonators

Materials

- Cards with pictures of bugs on them (ladybug, butterfly, ant, spider, fly, etc.)
- Cut pictures of insects out from magazines and paste onto index cards.

Teacher Preparation

- Create and buggy index cards.
- Explain the game “Charades” with your class and review the different types of bugs on the cards provided.

Let children draw a card out of a hat. Each card will have a picture of a bug on it. Children will act out features of the bug, while the other children guess which bug they are imitating. (Ex: Make finger movements like a butterfly extending its tongue, fly around buzzing like a bee, etc.) This is a review activity, where children can use knowledge they have learned about different types of bugs!



Activity 3: Bug Hide and Seek

Materials

- Various plastic bugs (at least 1 per student)
- The bugs may be found on Oriental Trading Company’s website.



Teacher Preparation

- Place plastic bugs throughout classroom or outside if you have a contained area for your class.
- You may want to make a diagram of where you placed each bug.
- You will want to keep an example of each bug to show the class.
- This may be an activity to do after lunch when the kids have been in another room/outside.

Explain to the class that there are lots of bugs hidden throughout the room. They need to go and find the bugs (only one bug per student) and return to the rug area. Once everyone has returned, ask each student to stand up and show their bug. They should explain where they found their bug and if it was easy or hard to find and why. This is a great activity to introduce the idea of camouflage and just how many bugs live around us!



Vocabulary:

BUG	general term for any insect or similar creeping or crawling invertebrate
WINGS	a movable organ for flying (one of a pair)
UGLY	displeasing to the senses
CATERPILLAR	a wormlike and often brightly colored and hairy or spiny larva of a butterfly or moth
HEAD	the front part of the body in animals
ABDOMEN	The hindmost of the three main body divisions of an insect
THORAX	the middle region of the body of an insect between the head and the abdomen
ANTENNAE	sensory appendages attached to the head of some adult insects



BUTTERFLY	flying insect often with striking colors and patterns on their wings
SCORPION	an invertebrate animal with eight legs and a poisonous sting
TARANTULA	a large spider generally covered in a hair-like substance
BEETLE	An insect with two pairs of wings, the front pair are hardened to cover the rear pair when folded. Most are beneficial and vary in size from under 1mm to over 60 mm.
CHRYSLIS	The specific type of pupae which is produced by a butterfly. Different from the <i>cocoon</i> of a moth, a chrysalis is not covered in silk. They come in all shapes, sizes, and colors.

