

# BUGS! BUGS! BUGS!

## BUGS! BUGS! BUGS!

By Bob Barner

Ages: 2-6

Themes: Insects, Nature, Science

Running Time: 8 minutes

### SUMMARY

In this colorful movie, students will be introduced to bugs of all shapes and sizes: bugs that crawl, bugs that fly, bugs that sting, and bugs that don't. Students will recognize the bugs in this collection of roly-polies, butterflies, ladybugs, and grasshoppers. Older students will enjoy the facts about the different bugs' sizes, numbers of legs, diet, and stinger capability. All students will end this movie eager to head to the backyard for some bug-watching!

### OBJECTIVES

- Students will identify insects.
- Students will compare and contrast insects.
- Students will investigate the lifecycle of some insects.

### BEFORE VIEWING ACTIVITIES

Determine students' background information about insects. Guiding questions:

- What is a bug?
- What is another name for a bug?
- What is a spider?
- Where do bugs live?
- Why are bugs important to the environment?

Divide a piece of chart paper into three sections to create a KWL chart (What I Know, What I Want to Know, What I Learned). Scribe students' answers in the "What I Know About Bugs" section of the chart paper. Next, have students ask questions or offer ideas about what they would like to learn about bugs. Scribe these ideas in the "What I Want to Know" section of the chart. Revisit this paper after viewing the movie to fill in the "What I Learned" section.

Go outside on a "bug hunt" with students. Have students sketch drawings of bugs that they see. If they know the names of the bugs, they (or an adult) can write the names beside their sketches. When they get back into the classroom, have students compare their drawings. Did anyone see the same bugs? Did anyone see a bug that no one else saw? How many bugs can the students identify? Encourage students to watch for the bugs that they saw outside, in the movie.

### AFTER VIEWING ACTIVITIES

Revisit the KWL chart started before viewing the movie. Have students brainstorm what they learned from the movie and scribe it onto the chart. After generating a list of what the students learned, read it back to them. Ask students to listen for the most amazing or interesting fact on their list. Then, divide the students into small groups of 2-3. Assign one amazing fact to each group and have the students work together to illustrate a poster of that fact. Display the students' work in the classroom.

Discuss the similarities and differences between insects. Start by identifying the body parts that all insects have (head, thorax, abdomen). Next, choose one or two insects from the movie to compare and contrast. Guiding questions:

- Can the insect fly?
- Where does it live?
- What does it eat?
- How does it develop?
- Does it have any enemies?

Show students large photos of the insects to help them as they answer. Encourage the students to make educated guesses based on what they see in the pictures and what they have observed in their lives. As students generate answers, refine them as necessary (such as providing the scientific names for the body parts). Record the differences on a graphic organizer such as a T-chart or Venn Diagram. Older students can follow along and fill in their own graphic organizer as you model.

Have "Dress As Your Favorite Insect" Day. After students have learned about the body parts, colors, and characteristics of different insects, assist them in making costumes for an insect of their choice. Costumes can be simply made with paper and other craft items. The next day at school, allow students to wear their costumes. As an extension, each child can write a fact about his or her insect on an index card and attach it to their costume. Index cards can say things such as: "Watch out! I sting!" Have a Bug Parade through the school or around the neighborhood so that children can show off their costumes.

*Bugs! Bugs! Bugs!* depicts both a caterpillar and a butterfly. Start by asking students to establish the relationship between a butterfly and a caterpillar. If they can't, explain that caterpillars turn into butterflies. Next, show a power point presentation, slide show, or photographs that show the stages of a butterfly's lifecycle. After the presentation, give students cards to color that show each stage of the lifecycle. After the cards have been colored, have the students arrange them in the correct order. Students can then glue the cards to a poster or piece of construction paper, or they can keep the cards loose to practice putting them in order.

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