

“We’re Building Bridges to School Readiness!”

Grade Level: Pre-K

Presented by: Natalie Cook and Deb Kee, Building Bridges Preschools, Bentonville, AR

Length: Ongoing

I. ABSTRACT

The presentation will provide an overview of several aspects of a typical day in a Core Knowledge Preschool classroom. It will focus on circle time, classroom management, and lesson planning.

II. OVERVIEW

A. The Circle Time Routine will be represented through a wall display. We will review how to incorporate these things into the daily routine:

Calendar	Weather	Days of the Week
Birthdays	Job Chart	Months of the Year
I-Care Rules	Pledge	Yesterday, Today, Tomorrow
Nursery Rhyme	Songs	Fingerplays
Attendance Chart	Poems	

B. The Classroom Management portion will be presented through charts and suggested techniques for the teacher to use. We will review:

Stop and Think	Transitions
Peace Education	Classroom Organization
Time Management	

C. The Lesson Planning portion will be presented through a sample lesson plan. We will review it using Core Knowledge goals and concepts as outlined in the Preschool Sequence while incorporating themes.

III. BACKGROUND KNOWLEDGE

- A. Schmidt, Fran and Alice Friedman, Peacemaking Skills for Little Kids, Peace Education Foundation, 1993. (800-749-8838)
- B. Core Knowledge Preschool Sequence, Core Knowledge Foundation, 1997. (888-876-2220)
- C. Pre K Math: An Incremental Development, Saxon Publishers, Inc., 1998. (800-284-7019)

IV. RESOURCES

- A. Core Knowledge Preschool Sequence
- B. Core Knowledge Nursery Rhyme Cards (www.coreknowledge.org)
- C. Core Knowledge Job Cards
- D. Core Knowledge Conflict Resolution Wheel
- E. Core Knowledge Social Skills Cards
- F. Core Knowledge Pictorial Schedule
- G. Stop and Think signs (Roan: 941-293-8894)
- H. Peace Education Foundation: Peace Education for Little Kids
- I. Red Grammar: Hello World CD & Teaching Peace Songbook/CD
- J. Saxon Math for Pre-K
- K. I Care Cat (Peace Education Foundation)

V. LESSONS

VI. CULMINATING ACTIVITY

The presentation will be tied together by the theme for the week. It will be incorporated into Circle Time, Classroom Management, and Lesson Planning as well as all other components of the Core Knowledge Curriculum. This will provide the audience with an overview of a typical Pre-K Core Knowledge classroom.

VII. HANDOUTS

- Appendix A: Pre-K Job Training Opportunities/Conflict Resolution Wheel
- Appendix B: Having Successful Group Times
- Appendix C: Daily Schedules and Routines
- Appendix D: Transitions
- Appendix E: Major Components of Social Skills Training/Problem Solving Steps
- Appendix F: Steps for Teaching Social Skills
- Appendix G: Classroom Physical Environment
- Appendix H: April Planning Guide, Level I
- Appendix I: April Planning Guide, Level II
- Appendix J: Butterfly Lesson Plan
- Appendix K: Going Further with Nursery Rhymes, Poems, Fingerplays, and Songs
- Appendix L: Web Sites

Appendix A

Taken from Core Knowledge Autonomy and Social Skills Training Manual (1999). Reproduced with permission for inclusion only in Core Knowledge Preschool Lesson Plans.

Pre-K Job Training Opportunities

- | | |
|----------------------------------|------------------------|
| 1. Light Monitor | 13. Toy Monitor |
| 2. Door Holder | 14. Equipment Monitor |
| 3. Key Holder | 15. Playground Helpers |
| 4. Attendance Monitor | 16. Pet Helper |
| 5. Flag Holder | 17. Gardener |
| 6. Calendar Helper | 18. Mat Monitor |
| 7. Weather Helper | 19. Shoelace Helper |
| 8. Nursery Rhyme and Song Leader | 20. Line Leader |
| 9. Daily Schedule/Time Keeper | 21. Floor Sweeper |
| 10. Snack Helpers | 22. Art Monitor |
| 11. Lunch Helpers | 23. Book Monitor |
| 12. Table Washer | 24. Encourager |

Conflict Resolution Wheel

The conflict resolution wheel provides pictorial clues for children to consider when attempting to solve problems at the peace table.

Choices include:

1. Go to another center.
2. Make a deal with another child.
3. Walk away.
4. Talk out the problem.
5. Wait and cool off.
6. Use your words to tell someone to STOP!
7. Share; take turns.
8. Ignore

Appendix B

Taken from Core Knowledge Autonomy and Social Skills Training Manual (1999). Reproduced with permission for inclusion only in Core Knowledge Preschool Lesson Plans.

Having Successful Group Times

1. Planning for successful group times.

- choose interesting activities that involve children's active participation; ask children to respond individually or as a group
- choose activities that are relatively brief so there are frequent changes in pace (if teacher can move on to the next activity)
- alternate quiet and active activities
- anticipate children who tend to have short attention spans and seat them closer to the teacher or assistant
- start the group immediately-don't wait for stragglers

2. Teach group time skills.

- respecting personal space and belongings of others
- listening (will be taught in social skills)
- how to wait one's turn to speak- "magic beanbag" (or other object) that child must be holding in order to speak; raising hand
- how to ignore inappropriate behavior by other children (will be taught in social skills)

3. Give clear, positive directions.

- make expectations clear
- explain what is going to happen next
- show and, if necessary, physically guide children in following the direction
- use DO messages instead of DON'T messages

4. Acknowledge positive behavior.

- recognize and name individual children describing the positive behavior they are exhibiting
- recognize and praise the group when, as a whole, children behave appropriately

5. Monitor and respond to keep children involved.

- visually scan the group
- make eye contact
- nod or wink
- touch or lean towards children
- say child's name
- point out what's interesting, repeat what someone else has said

Appendix C

Taken from Core Knowledge Autonomy and Social Skills Training Manual (1999). Reproduced with permission for inclusion only in Core Knowledge Preschool Lesson Plans.

Daily Schedules and Routines

A predictable routine is another element that helps to provide an orderly framework for children's activities. By being aware of the daily schedule, children learn to organize themselves to participate more effectively. The ability to predict and anticipate the order of daily activities reduces stress and confusion about what will happen next and gives the kids a sense of security, control, and independence. The child at risk needs a picture chart that provides a visual reminder of the sequence of the daily routine. This also assists the young child in learning the sequence of the day. When it is time for an activity change, "blame" can be transferred from the teacher to the chart for the child who is not ready to make the transition.

The picture chart may be done in a number of creative ways:

- A vertical daily schedule with a clothespin designating the current activity as the day progresses
- A horizontal picture chart with some type of marker indicating the left to right progression of the day

When the need for a change in the daily schedule is presented to the teacher (fire drill, vision/hearing screening, picture taking, plays, etc.), the teacher should try to keep as much of the day on the established schedule as possible. For instance, if pre-reading instruction is interrupted, it is better to continue pre-reading briefly and then proceed with the remainder of the day as scheduled, modifying times as necessary.

The daily schedule becomes a teaching tool for both planning and reviewing the school day. This is beneficial to both typically developing children as well as children with special needs because this facilitates both learning and stress reduction.

Children are confronted with many new expectations for behavior in the classroom, often in the form of routines. Examples of the routines a child will face in the classroom are handwashing, putting materials away, snack time, lining up, etc. Each of these activities presents an opportunity for teaching desirable behavior. The teacher needs to do the following:

1. Think through the activity and break it down into steps.
2. Introduce the routine in small groups by using the daily schedule to clarify when the routine is done.
3. Develop procedure cards that contain pictures of each step of the activity.
4. Point to each pictured step while giving simple directions.
5. Demonstrate each step making sure you point out the space and materials used.
6. Capitalize on the power of humor to add emphasis and avoid potential problems: "Ham up" your act by demonstrating the wrong way to do a routine (for example: try to soap hands without wetting them first). Discuss the consequences with the group. Then show the right way.
7. Select volunteers to go through the routine or use peer models to reinforce appropriate behavior.
8. After the routine is fully understood, post pictures in the area to serve as an immediate visual reminder while the routine is being done.

Appendix D

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Transitions

As children move from one activity to the next, they can lose control of themselves if they do not know what to expect and what is expected of them. The following are suggestions of how to help children make transitions:

- The daily routine should have as few transitions as possible.
- Plan the routine so that active times alternate with quieter times and there is a gradual increase or decrease in the tempo of activity.
- Provide warnings before activity changes – one at ten minutes, then five minutes, then one minute. These warnings can be a signal (bell, lights) or an adult speaking with a group of children.
- Not all activities require the same amount of clean-up time, so some centers, such as blocks, should begin first.
- Clearly signal the end of work time and the end of outside time so that everyone is aware that it is time to move to the next activity.
- Review what will happen during the transition time before children start to move.
- Designate meeting places for transition times. For example, between small-group time and outside time, meet by the door.
- Once the children have gathered, help them make up special ways to move to the next activity-sing a song, hands up in the air, touch ears, etc.
- Start the next activity right away, even if all the children have not gotten there yet. This lets them know that something fun is going to happen next, so it pays to get there quickly.
- It is sometimes helpful to do “dry runs.” What will we do? Let’s practice it.
- Do not forget to give positive reinforcement when things go well.
- Lining up and mass bathrooming should be avoided if at all possible. If you have a teacher aide, let this person take one half of the class at a time to the bathroom while you give small group instructions to the rest of the group.
- When dismissing children from large group or table activities to line up, be sure to select small numbers of children at a time. For example: “All boys wearing blue” or “girls with long hair,” or “the red table” may line up.

Utilize waiting times to be teachable moments:

- Sing a song
- Recite a nursery rhyme
- Do a fingerplay
- Play “I Spy” with colors or shapes
- Play “Simon Says”
- Clap a rhythm
- Count
- Say “ABC’s”

Appendix E

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Major Components of Social Skills Training

Note: Teaching a social skill is identical to teaching a math or reading skill.

MODELING: The teacher and co-facilitator (another adult or student) will model (show) how to go through the problem solving steps and how to select another, more appropriate behavior.

Note: Teacher says all steps and prompts out loud so students can learn how to prompt themselves silently.

ROLE PLAY: The teacher will select two students to role play the same or similar scenarios as the teacher models. The role play always uses appropriate alternatives.

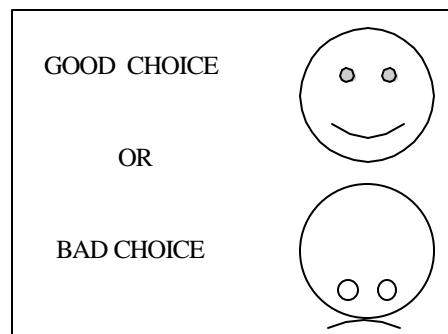
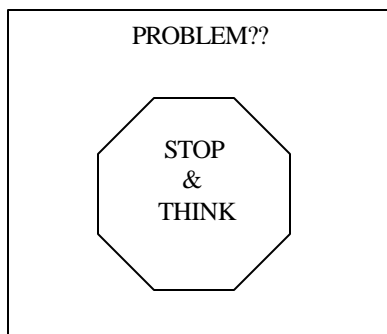
Note:

- Role play is voluntary.
- Always use actual students who were involved in a problem if you are recreating that problem.
- When recreating a scenario and one of the students is not available, then select a student with similar physical characteristics.

PERFORMANCE FEEDBACK: This is an opportunity to give feedback to students for using the problem solving model and for selecting appropriate alternatives.

Note: Following role play or the recreation of an actual behavior problem, be sure the feedback comes from the peers first. Have the peers look directly at the student when they give positive feedback. Adult feedback should follow peer feedback.

Social Skills Teaching/Problem Solving Steps



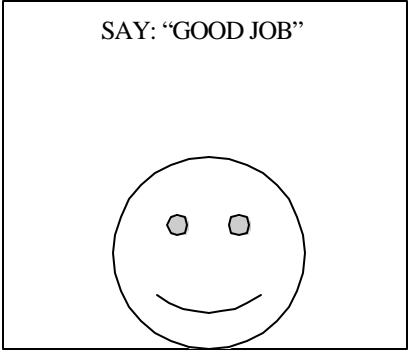
CHOICES/STEPS

- 1.
- 2.
- 3.

JUST

DO

IT!!



Appendix F

Taken from Core Knowledge Autonomy and Social Skills Training Manual (1999). Reproduced with permission for inclusion only in Core Knowledge Preschool Lesson Plans.

Steps for Teaching Social Skills

LISTENING:

1. **Look.** It is important to look at the person talking.
2. **Stay Still.** Keep hands and feet still.
3. **Think.** Think about what the person is saying.

USING NICE TALK:

1. **Use a friendly look.** Your body and face give friendly looks.
2. **Use a friendly voice.** A friendly voice is an inside voice.

IGNORING:

1. **Look away.** Tell children not to look at the person they want to avoid.
2. **Close your ears.** Tell children not to listen to what the other child or children are saying.
3. **Be quiet.** Tell children not to say anything back to the child who is bothering them.

ASKING A QUESTION:

1. **What to ask?** Help children to plan what to ask.
2. **Whom to ask?** Decide if they should ask the teacher, parent, or someone else.
3. **When to ask?** Choose a good time to ask.
4. **Ask.** Use nice talk.

FOLLOWING DIRECTIONS:

1. **Listen.** It is important to listen.
2. **Think about it.** Think about what is being said.
3. **Ask if needed.** Ask questions about anything they don't understand.
4. **Do it.**

INTERRUPTING:

1. **Decide if you need to.** Is this a good time?
2. **Walk to the person.**
3. **Wait.** Wait until the person looks at you. Wait without talking.
4. **Say, "Excuse me."** After saying this, ask what you need to ask.

Appendix F

SHARING:

1. **Make a sharing plan.** Talk about different plans.
2. **Ask.** Use nice talk.
3. **Do it.** It is important to follow through with your plan.

SELF CONTROL (FEELING MAD):

1. **Stop and Think.** Stop and don't do anything yet.
2. **Choose.**
 - a. **Turtle.** Children act like turtles, curling up in their shells.
 - b. **Relax.**
 - c. **Ask to talk.**
3. **Do it.** Children should make one of these choices.

SOLVING A PROBLEM:

1. **Decide on the problem.** Children may need help defining the problem.
2. **Think of choices.** Talk about the consequences of the choices.
3. **Make a plan.** Decide on one choice and plan how to do it.
4. **Do it.**

DECIDING WHAT TO DO

1. **Think about what you like to do.** Choose something you feel good doing.
2. **Decide on one thing.**
3. **Do it.**

ASKING FOR HELP

1. **Try it.** Try on your own first.
2. **Say, "I need help."** Use nice talk.

Appendix G

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Classroom Physical Environment

Special attention must be paid to arranging the physical environment of the Pre-K classroom. Children need structure and organization in order to adapt well and be successful. The room must be orderly with a child appropriate environment. The following are selected samples of ways to design the physical environment for the child to experience success in the classroom.

1. The room should be divided into several distinct areas or interest centers with well defined boundaries consisting of low shelves, screens, furniture, etc.
2. Spaces within the classroom can also be clearly defined; the way furniture is used, such as four chairs and a table, or two places at an easel, can indicate work areas for children. You can also use masking tape or contact paper over construction paper strips to section off tables; carpet squares can define working or sitting spaces. Hula hoops can become movable boundaries for a child's individual activity.
3. Area signs (housekeeping, art, etc.) are decorative as well as functional. These symbols help children associate specific behaviors, activities, and materials with a particular space. Area signs are realistic drawings of materials or activities that can represent an area (Example: a crayon for the art area); pictures can be hung as mobiles from the ceiling, or mounted on folders to stand up on a table.
4. Material labels are small pictures cut from catalogues, or drawn by the teacher mounted on 3x5 cards paired with names of classroom items which can be used to key the items to areas where they are kept or used. Labeling shelves and places for use solves many classroom clean-up problems.
5. "Child signs" are cards on which you put each child's name and picture (or symbol). They are used to designate personal space and belongings within the classroom.
6. Traffic patterns should be well defined.
7. Use materials on a rotating basis; don't have everything out at once. Displays of children's work should be changed routinely to reflect current activities.
8. Consider covering open shelves with curtains, particularly if the teacher uses the area as a backdrop for teaching or group activities.
9. Provide cues to help children learn to use the environment in an orderly manner: such as procedure cards, footprints to designate numbers of children at a center or how to line up, directional arrows for traffic patterns, traffic lights to represent open or closed areas of the classroom (such as the bathroom).

Appendix H

April Planning Guide Bentonville Public Schools Core Knowledge Preschool Level I

Themes: Baby Animals, Zoo, Pond Life, and Insects

1. Movement

- push a large, heavy object with partner/group
- Game: Hot Potato

2. Oral Language

- combine simple sentences using “ and”
- use personal pronouns, especially “ I”
- match pictures of objects

3. Nursery Rhymes, Poems, Fingerplays, and Songs

*Preschool Sequence

*Do Your Ears Hang Low?	Humpty Dumpty
*Five Little Ducks	Jack and Jill
*Pop Goes the Weasel	See Saw Margery Daw
*Russy Cat, Russy Cat	*Five Little Monkeys
*Higglety, Pigglety, Pop Homes	The Meadow
The Caterpillars	Critters at the Pond
Sleepy Caterpillars	Pretty Butterflies
*Preschool Sequence	Butterfly Surprise
	Look! Im a Butterfly!

4. Storybook Reading & Story Telling

- read/tell a story using a wordless picture book

*A Boy, A Dog and A Frog	*The Very Hungry Caterpillar
*Are You My Mother?	Bugs, Bugs, Bugs
*Goodnight Gorilla	Jump Frog Jump
*The Runaway Bunny	Hop Jump
*Make Way for Ducklings	*Good Dog Carl
A Caterpillar Story	Charlie the Caterpillar
Backyard Insects	From Egg to Butterfly

Appendix H

5. Emerging Literacy Skills in Reading & Writing

- recognize the initial letter of one's name

6. Mathematical Reasoning

- name and match numerals 1-4 with corresponding quantities
- identify ordinal positions first and last
- identify dollar bill

7. Orientation in Time and Space

- space: indicate one's position on a simple room map
- space: lake

8. Scientific Reasoning

- select and use scissors to cut straight lines (all year)

9. Music

- Instrumental Works: Ponchielli, "Dance of the Hours"*

11. Visual Arts

- cut

Appendix I

April Planning Guide Bentonville Public Schools Core Knowledge Preschool Level II

Themes: Baby Animals, Zoo, Pond Life, and Insects

1. Movement

- maintain momentum on a swing by pumping legs
- Game: Relay Races

2. Work Habits

- organize and plan what is needed to carry out a project or task, with adult assistance when needed (all year)

3. Oral Language

- give detailed, sequential explanation of how to do something so that the activity can be carried out by another person
- understand and use sentences with clauses: before, after, while, as soon as (all year)

4. Nursery Rhymes, Poems, Fingerplays, and Songs

Humpty Dumpty	*Do Your Ears Hang Low?
*Five Little Ducks	Jack and Jill
*Pop Goes the Weasel	See Saw Margery Daw
*Russy Cat, Russy Cat	*Higglety, Pigglety Pop
*Five Little Monkeys	Look! Im a Butterfly
The Caterpillars	Sleepy Caterpillars
Pretty Butterflies	The Meadow
Homes	Butterfly Surprise
Little Green Frog	Critters at the Pond
*Preschool Sequence	

5. Storybook Reading & Story Telling

- demonstrate book and print awareness

*Why Mosquitoes Buzz	*A Boy, A Dog and A Frog
*Miss Rumphius	*Make Way for Ducklings
*Caps for Sale	*The Runaway Bunny
Hop Jump	Jump Frog Jump
The Mysterious Tadpole	*The Very Hungry Caterpillar

A Caterpillar Story
Backyard Insects
*Preschool Sequence

Charlie the Caterpillar
From Egg to Butterfly
Bugs, Bugs, Bugs

6. Emerging Literacy Skills in Reading & Writing

- begin to use invented phonetic spelling in writing (all year)
- given a sound and choice of two words, choose the word that begins with the sound (all year)

7. Mathematical Reasoning

- use a ruler to compare the length and height of objects
- play a simple game using a die to move the number of spaces shown
- compare pairs of numerals, 1-6, using more/greater than or less than
- identify by name a quarter
- illustrate the concept of “put together” and “take away” with sets of 1-6 objects (all year)
- label the action of “put together” as adding and “take away” as subtracting (all year)

8. Orientation in Time and Space

- time: match images of contemporary objects with like objects from the past indicating whether they belong to the past or present
- space: use simple coordinates to locate a point on a grid
- space: name city, state, and country in which he lives
- space: locate own state on U.S. map
- space: city

9. Scientific Reasoning

- care for, observe, and record observations of an animal (all year)
- classify images of animals according to the habitat or environment in which they generally live: lake/river, ocean, farm, forest (woods), jungle

10. Music

- move to music using a sequence of choreographed steps or movements to music

11. Visual Arts

- examine and talk about the details and the story of...*Artwork*: Hicks, Noah's Ark

**BUILDING BRIDGES PRESCHOOL
WEEKLY ACTIVITY PLAN**

Center: _____ Teacher: _____ Week of: **April 2-6, 2001**
 Theme: **Butterflies** Community: _____ Lesson Plan # _____

Schedule		Teacher Guided Activities				
		Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00 Arrival (Centers) 8:10-8:20 Clean up 8:20-8:40 Circle time 8:40-8:50 Handwashing 8:50-9:10 Breakfast 9:10-9:40 Outdoor Play 9:40-9:50 Planning Time 9:50-10:40 Center Time 10:40-10:50 Clean Up/Review 10:50-10:55 Story Time/ Wash 10:55-11:40 Lunch 11:40-12:00 Quiet reading, bathroom, and handwashing 12:00-2:10 Rest Time/ Wash 2:10-2:25 Snack 2:25-2:45 Saxon Math/Social Skills 2:45-3:15 Recess 3:15-3:30 Storytime 3:30-5:15 Center Time 5:15-6:00 Learning Centers	Circle/Rhymes & Fingerplays	Caterpillar Crawl	Sleepy Caterpillar	Did you ever see a butterfly?	Wiggle Worm	1 little, 2 little....
	Small Group (1)	Following Directions		Focus 4 Responsibility		Focus 4 Responsibility
	Social Skills			Act. 1 Peace Ed. P. 59		Act. 2 Peace Ed. P. 60
	Small Group (2)	Discovery 104 Saxon Math	Discovery 105 Things I Know	Discovery 106 Reviewing Coins	Discovery 107 Coin Book	Discovery 108 Fun with Shapes
	Storytime	The Very Hungry Caterpillar By: Eric Carle	I Am A Caterpillar By: Jean Marzollo	The Butterfly Alphabet By: Kjell B. Sandved	From Caterpillar to Butterfly Deb Heiligman	Charlie the Caterpillar By: Dom Deluise
	Transitions: Breakfast ~ Circle	Caterpillar Crawl	Sleepy Caterpillar	Did you ever see a butterfly?	Wiggle Worm	1 Little, 2 Little...
Lunch ~ Small Group	Fuzzy Caterpillar	The Little Ara Bella Miller	The Caterpillar	Caterpillars	Butterfly Word Game "B" Words	
Snack ~ Outdoor	A butterfly chart	Butterfly Colors	If I Were A Butterfly...	Itsy, Bitsy Butterfly	Oh, do you know the caterpillar?	
Language of Instruction	Child Initiated Activities (All Week) Art: Paper plate butterfly, Butterfly Collage, Sponge paint caterpillar, Easel paint butterfly, Fingerprint caterpillar Blocks: Add: Plastic/Silk butterflies, Butterfly nets, Props Housekeeping/Dramatic Play: Butterfly wings to wear, Butterfly Puppets, Butterfly nets Science/Discovery: Grow a Butterfly Garden, Paper plate life cycle Sensory/Sand and Water: Green clay caterpillars, Add life cycle plastic props, leaves, and small sticks Writing/Language: Class Book: "My favorite thing about butterflies..." Music: Did you ever see a butterfly? Look, I'm a Butterfly Woodworking/Gross Motor: Caterpillar Crawl, Move like a butterfly Library/Listening: Books on tape about caterpillars or butterflies Assessment: April Assessment Table Games: Life Cycle Puzzle, Butterfly Matching, Caterpillar Sequencing Special Activities: Retell "Very Hungry Caterpillar" with flannel pieces					

Appendix K

Going Further with Books, Nursery Rhymes, Poems, Fingerplays, and Songs

Fingerplay: Look! I'm a Butterfly

Book: The Very Hungry Caterpillar

Counting/patterning activity with green/brown unifix cubes.

Retell the fingerplay/book using flannel pieces.

Teach the Life Cycle: caterpillar to butterfly.

Role-play the fingerplay, book, rhyme, song, or poem.

Bring in a butterfly garden to watch the development.

Use picture cards to sequence the life cycle of a butterfly.

Use butterfly fingerpuppet to teach positional relationships.

Graph their favorite color butterfly.

Do KWL chart about butterflies.

Do Language Experience Activity about the butterfly garden.

Introduce language: insect, metamorphosis, cocoon, etc.

Art Activity: Easel paint a butterfly.

Art Activity: Fold painted butterfly shape to teach symmetry.

Snap/Clap Rhythm for nursery rhyme, poem, or song.

Art Activity: Make a caterpillar from playdough.

Movement Activity: Pretend to be butterflies using dramatic play wings.

Recreate a caterpillar habitat in the sensory table.

Provide books on tape about caterpillars/butterflies for the listening center.

Yes/No Graph: Would you hold a caterpillar?

Art Activity: Make a butterfly headband.

Guessing Jar: Plastic Butterflies or gummy worms "caterpillars".

Art Activity: Make a caterpillar or butterfly paper sack puppet.

Make a class book about butterflies.

Group Art Activity: Paper mache' a cocoon.

Journal Writing about caterpillars/butterflies.

Math Activity: Match butterfly with number to caterpillar with corresponding dots.

Make a Story Web.

Appendix L

Great Preschool Web Sites

1. Butterfly Theme
<http://www.geocities.com/webeme76/butterfly.html>
2. Children's Butterfly Site
<http://www.mesc.nbs.gov/butterfly/butterfly-faq.html>
3. Caterpillar Lesson Plan
<http://entowww.tamu.edu/academic/ucourses/ento489/lessons/lesson36.html>
4. Web Sites with Photographs of Butterflies, Moths, and other Insects
<http://www.npwr.usgs.gov/resource/distr/lepid/bflyusa/bflyusa.htm>
5. Pond Themes
<http://members.tripod.com/pippeepond.html>
6. All about Frogs for Kids and Teachers
<http://www.kiddyhouse.com/themes/frogs>
7. Frog Fingerplays, Songs, and Nursery Rhymes
<http://www.preschoolrainbow.org/animal-rhymes.htm>
8. Down at the Pond
<http://www.nuttinbutkids.com/thepond.html>

Other Great Preschool Web Sites

1. Core Knowledge Preschool Lesson Plans
<http://www.coreknowledge.org/ckproto2/resrcs/lessons/prek.htm>
2. Webbing into Literacy
http://www.people.virginia.edu/~lbs5z/webbing_into_literacy.htm#alphabet
3. Early Childhood Arts, Crafts, Articles, and Related Links
<http://www.earlychildhood.com/>
4. Perpetual Preschool
<http://www.perpetualpreschool.com/>
5. Enchanted Learning
<http://www.enchantedlearning.com/home.html>
6. A to Z Teacher's Stuff
<http://www.atozteacherstuff.com>

