

Authentic Assessment

OBSERVE AND DOCUMENT LEARNING • INFANTS • TODDLERS • PRESCHOOL • SCHOOL-AGE



brightwheel
Experience Curriculum is now in **brightwheel**, the #1 all-in-one childcare platform.

learning through play • multi-sensory • theme-based • critical thinking • hands-on-experience

1-Month

Assessment Activity Calendar & Group Observation Form



Daily

Assessment Activity Sheets



Observation & Documentation Planning Calendar

BEES & BUTTERFLIES

DATE _____

<p>LESSON 1</p> <h3>Beehive Stamping</h3> <p>CA 3 Visual Arts SCI 3 Physical Science</p> 	<p>LESSON 2</p> <h3>Fill the Honeycomb</h3> <p>MR 1 Number Sense SED 3 Attention & Persistence</p> 	<p>LESSON 3</p> <h3>Name Your Baby Bee</h3> <p>SS 1 Culture & Community SED 1 Self-Awareness</p> 	<p>LESSON 4</p> <h3>Drone Bees</h3> <p>PD 2 Fine Motor MR 3 Shapes CA 3 Visual Arts</p> 	<p>LESSON 5</p> <h3>Safe Homes</h3> <p>SED 1 Self-Awareness LLD 7 Writing PD 2 Fine Motor</p> 
<p>LESSON 6</p> <h3>Sticky Honey</h3> <p>CA 2 Dance & Movement SED 2 Self-Regulation</p> 	<p>LESSON 7</p> <h3>Stinging Insects Matching Game</h3> <p>MR 6 Classification SED 1 Self-Awareness</p> 	<p>LESSON 8</p> <h3>Wooden Letters</h3> <p>LLD 4 Alphabetic Knowledge PD 1 Gross Motor</p> 	<p>LESSON 9</p> <h3>Bee Rhythms</h3> <p>CA 1 Music LLD 1 Listening</p> 	<p>LESSON 10</p> <h3>Listen & Draw</h3> <p>LLD 7 Writing CA 3 Visual Arts SED 1 Self-Awareness</p> 
<p>LESSON 11</p> <h3>Eggs on a Leaf</h3> <p>SCI 2 Natural & Earth Science CA 3 Visual Arts PD 2 Fine Motor</p> 	<p>LESSON 12</p> <h3>Longest Caterpillar</h3> <p>MR 4 Measurement MR 3 Shapes</p> 	<p>LESSON 13</p> <h3>Changed</h3> <p>SED 4 Social Relationships CA 2 Dance & Movement</p> 	<p>LESSON 14</p> <h3>Fly to Letters</h3> <p>LLD 1 Listening LLD 4 Alphabetic Knowledge</p> 	<p>LESSON 15</p> <h3>Moth Hole Collage</h3> <p>PD 2 Fine Motor CA 3 Visual Arts</p> 
<p>LESSON 16</p> <h3>Butterfly Wings</h3> <p>LLD 1 Listening CA 2 Dance & Movement</p> 	<p>LESSON 17</p> <h3>Butterfly Collage</h3> <p>CA 3 Visual Arts SED 1 Self-Awareness</p> 	<p>LESSON 18</p> <h3>Pollinator Match</h3> <p>SED 4 Social Relationships LLD 2 Communication</p> 	<p>LESSON 19</p> <h3>Swinging Wings</h3> <p>CA 2 Dance & Movement LLD 1 Listening LLD 7 Writing</p> 	<p>LESSON 20</p> <h3>Save the Butterflies</h3> <p>LLD 2 Communication CA 3 Visual Arts</p> 

Beehive Stamping



SUPPLIES

- Title Display
- Inspiration Photo
- Background paper
- Bubble wrap bag
- Paint (orange)
- Glue
- Scissors
- Plates
- Crayons or markers



CA 3 Visual Arts

Express through 2D and 3D visual art.
Develops visual art techniques.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 3 Visual Arts

While the child is on their belly, place the bubble wrap near them. Observe how they explore the texture of the bubble wrap by laying on it, touching the bumpy texture and hearing the sound of popping bubbles.

Set out a couple of plates and squirt a little paint on each. Give each child a paper and a bubble wrap bag. Look at the Inspiration Photo and ask the children if they can find the bees. Talk about what the bees are doing and what sounds they make. Then explore stamping with the bubble wrap to make a beehive texture.

Set out the Inspiration Photo and any additional materials. Ask, "What do you think is inside a bee's home?" Explain that there are cells inside of all bee homes where bees store food or lay eggs. Ask, "How can you use the bubble wrap to stamp a beehive? What could you use to make a bee?"

Using the Inspiration Photo and materials, invite the children to create a beehive pattern with the bubble wrap. Encourage them to repeat the process to create a unique effect. Once dry, decorate as desired. Ask, "Why are bees important? What is a beehive? How did you use the bubble wrap to create a pattern?" Invite the children to explain their designs.

Fill the Honeycomb



SUPPLIES

- Honeycomb Game Board
- Bingo chips (save for later use)
- Foam die (save for later use)
- Die
- Bowl
- Playdough
- Empty egg carton



MR 1 Number Sense

Identifies numerals. Determines quantity.
Understands operations.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 1 Number Sense

With the child on their tummy, place an empty egg carton within their reach. Move the carton out of sight and observe how the child lifts their head to look for it. Place it back on the ground and encourage the child to reach or roll over to get nearer to the carton.

Make small playdough balls and set them out with the Game Board. Take turns putting one playdough ball on the Honeycomb Game Board. Next, give each child two balls to put on the board. Count aloud 1-2. Repeat with 3.

Ask, "When have you helped make food?" Place bingo chips in a bowl, and invite the children to explore stacking or creating designs with the "pollen." Explain that bees collect pollen from flowers to feed their babies. Encourage the children to work together to fill the Honeycomb Game Board with "pollen" (bingo chips). Invite a child to roll the die and count that many bits of pollen. Add them to the honeycomb. Continue until the honeycomb is full.

Explain that bees collect pollen from flowers to feed their babies. Encourage the children to work together to fill the Honeycomb Game Board with "pollen" (bingo chips). Invite a child to roll the die and count that many bits of pollen. Have a second child roll the die and encourage them to add the number of pollen together. Ask, "How many pollen pieces do you have? How many more do you need to fill the honeycomb?" Add them to the honeycomb. Continue until the honeycomb is full.

Name Your Baby Bee



SUPPLIES

- Sensory Mat: K & Flowers
- Cotton swabs
- Playdough
- Paper
- Marker
- Pompom or cotton ball



Culture & Community

Identifies community and family roles. Explores cultures and traditions. Respects diversity.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SS 1 Culture & Community

Using a cotton ball or pompom, pretend to buzz around the child like a bee. Hide the "bee" and call the child's name. Observe how the child responds to their name. Repeat as desired.

Set out the playdough and Sensory Mat. Ask, "What is your first name?" Write down each name, point to the first letter and say it aloud. Roll the playdough into balls. Encourage the children to select one ball, pretend it is a baby bee and name it. Invite the children to choose a numbered flower and fly their baby bee to it while counting aloud. Decorate the bees with cotton swabs, as desired. Explain that names are special because they were given to us by our families.

Invite the children to share their first, middle and last name. Give each child a piece of playdough to roll into a ball. Pretend it is a baby bee. Take turns naming the baby bees. Write down each name, if desired. Talk about how letters make up words and name letters as you write. Discuss how our names are special because they were given to us by our families.

Invite the children to share their first, middle and last name. Give each child a piece of playdough to roll into a ball. Pretend it is a baby bee. Take turns naming the baby bees. Write down each name and discuss each bee's role in the hive. Ask, "How will [bee's name] help the hive?" Discuss how our names are special because they were given to us by our families.

Drone Bees



SUPPLIES

- Title Display
- Inspiration Photo
- Cardboard stencils
- Bee stickers
- Background paper
- Stickers: One Busy Bee
- Sticker Scene
- Paper
- Markers or crayons
- Nature items
- Glue or tape
- Scissors (child-safe)
- Masking tape



PD 2 Fine Motor

Builds strength and coordination of small movements.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 2 Fine Motor

Draw a bee on a piece of masking tape and place it on the floor in front of the child. Encourage the child to explore touching, pulling and playing with the sticky texture.

Lay out the sticker sheets and Sticker Scenes. Partially peel stickers, if necessary, to help the children begin to use a pincer-grasp. Allow them to figure out how to get the stickers off their fingers and onto the paper.

Set out the Inspiration Photo and any additional materials. Cut the hexagon stencil sheet into quarters and give each child one stencil. Ask, "How can you make a stick or leaf stay on your paper? Is glue or tape better? How can you use the stencil to make a hive? How many hexagons will you create? Where will you put your bees?" Explain that drone bees stay close to the hive to keep it safe.

Set out the Inspiration Photo and any additional materials. Cut the stencil sheet and give each child one stencil. Ask, "How many sides does a hexagon have?" Encourage the children to draw a hexagon. Invite them to cut out the hexagon by following the lines. Ask, "How can you use the materials to create a hive? Which bees will protect the hive?" Explain that drone bees stay close to the hive to keep it safe.

Safe Homes



SUPPLIES

- Book and Story Pieces: *One Busy Bee* (from Lesson 3)
- Variety of building materials (paper cups, blocks, etc.)
- Paper
- Crayons or markers
- Paper or real flowers
- Scissors
- Blocks



SED 1 Self-Awareness

Knows self and increases confidence.
Expresses curiosity, preference and initiative.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 1 Self-Awareness

Read the book with the child. Using a Story Piece, play peekaboo. Talk with the child about the Story Piece and its feelings. Talk about feeling happy and scared.

Cut paper into flowers (or use real flowers) and set them onto the floor. Invite the children to select their favorite Story Pieces and give them a simple one-step direction: "Put the caterpillar on the blue flower." Help as needed. Set out blocks and encourage the children to build a "safe home" for their Story Piece.

Lay out the Story Pieces and invite the children to discuss what they notice about each one. Work together to find that same picture in the book. Set out building materials, and invite the children to make a safe home for the Story Pieces. Once the homes are built, give each child a piece of paper and encourage them to draw and write about their safe home. Take turns showing and telling about their homes.

Lay out the Story Pieces and invite the children to discuss what they notice about each one. Work together and find the same pictures in the book. Place the Story Pieces out again and encourage the children to find them in the book. Ask, "Were you faster the first time or the second? Why?" Encourage the children to work together to build safe homes for the Story Pieces. Invite them to draw and write about their safe homes. Share with the group.

Sticky Honey



SUPPLIES

- Dancing with Bees & Butterflies* album
- Bees & Butterflies* album
- Songs about Bees & Butterflies* album
- Masking tape

CA 2

Dance & Movement

Expresses through dance. Develops movement techniques.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 2 Dance & Movement

Place the child in a sitting position. Encourage them to dance freely as the music plays. Tap your legs slowly to the beat. Observe how the child responds or mimics the actions.

Make a long line with masking tape on the floor. Invite all of the children to stand on the masking tape line. Play the song and demonstrate different ways to move their arms or body without moving their feet off the masking tape line.

Play the song, "Sweet Honey," track 1 on the *Dancing with Bees & Butterflies* album. Invite the children to imagine their feet are stuck to the ground, then dance to the music without moving their feet.

Ask, "How would you feel if your feet were stuck to the ground? How would you get them out?" Play the song. Invite the children to dance without moving their feet. Call out the emotions the children listed and encourage them to dance as they show that emotion.

Stinging Insects Matching Game



SUPPLIES

- Matching Cards
- Color Bees
- Craft sticks
- Scissors
- Tape
- Index cards (optional)
- Crayons (optional)

MR 6 Classification

Matches and sorts.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 6 Classification

Show the child the Color Bees and “fly” them around, landing in front of the child. Ask, “Can you find a bee? Where is the bee?” Cheer when the child points at any bee.

Tape each Color Bee to a craft stick. Cut apart the Stinging Insects Matching Cards. Spread out one set of Color Bees on the floor. Hold the other set in your hands. Invite a child to pick up one Color Bee. Identify the color and fly all together to the matching bee. Cheer together, then invite a different child to pick another bee stick. Repeat.

Tape one set of Matching Cards on the wall. Stack the other set in a pile. Invite a child to select one card and buzz over to the matching insect on the wall. Put the card behind its match so both cards are sticking to the wall. Continue until all of the insects are matched. As an extension, encourage the children to draw their own matches on index cards.

Tape one set of Matching Cards on the wall. Set out the other cards in a pile. Encourage the children to sort the cards into two piles based on similar colors. Invite a child to select one card and buzz over to the matching insect on the wall. Put the card behind its match so both cards are sticking to the wall. Once all are matched, repeat, sorting the insects into two piles based on a second characteristic (e.g., where they live or size).

Wooden Letters



SUPPLIES

- Letter Cards: Kk, Mm
- Masking tape
- Wooden blocks
- Small toys



LLD 4

Alphabetic Knowledge

Identifies letters and words. Makes letter-sound connections and decodes words.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 4 Alphabetic Knowledge

Hold a wooden block, fly it around and make a buzzing sound. Begin making a pile of “bee” blocks. Encourage the child to repeat the buzzing sound and “land” their bee on top of the pile.

Make a large masking tape K on the floor. Invite the children to help you line up blocks on the tape line. While playing, talk about letters you see in the room on the wall, floor and in each child’s name.

Make the letters K and M on the floor with tape. Set each Letter Card next to its taped letter. Show the children the letters, and say the letters and the sounds. Encourage the children to repeat. Explore building lowercase k and m or other familiar letters with the blocks. If desired, build paths to each Letter Card with the blocks and pretend they are carpenter bee tunnels.

Make the letters K and M on the floor with tape. Ask, “What letters do you see on the ground? What sounds do they make? What words start with the letters K and M?” Set out the Letter Card next to its tape letter. Encourage the children to build upper- and lowercase K and M letters with the blocks. Pretend they are carpenter bees and build tunnels to the Letter Cards, if desired.

LESSON 9

Bee Rhythms



SUPPLIES

- Dancing with Bees & Butterflies* album
- Bees & Butterflies* album
- Songs about Bees & Butterflies* album
- Noisemakers
- Sticks
- Masking tape



CA 1 Music

Expresses through music. Develops rhythm and tone.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 1 Music

Play the music while the child is on their tummy. Wiggle with them on the floor, tapping the rhythm of the music with your hands and making eye contact.

Make a large masking tape hexagon on the floor. Give each child a stick. Play the song. Invite the children to dance freely and create a rhythm with the sticks. Encourage them to tap on the sticks above their heads and down by their knees. Be careful not to touch anyone.

Play "Bee Buzz (Instrumental)," track 5 on the *Dancing with Bees & Butterflies* album. Tap out various rhythms as the music plays. Invite the children to copy the rhythms with their noisemakers. Encourage a child to be the leader, if desired.

Play the song and tap a rhythm pattern for the children to mimic. Invite a child to be a rhythm leader. Encourage the children to follow the leader's pattern. Switch leaders and repeat until everyone has a turn. When the song ends, ask the children why they chose their rhythm pattern. Ask, "How did it make you feel?"

Listen & Draw



SUPPLIES

- Book: *Forest Friends: Bee Respectful* (from Lesson 8)
- Draw & Dictate
- Puppet
- Craft stick
- Coloring: *Rainbow of Bees*
- Scissors
- Crayons
- Variety of art materials (wiggle eyes, sequins, feathers, etc.)
- Tape or glue



LLD 7 Writing

Participates in dramatic and symbolic play. Uses and creates props to represent other objects or ideas.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 7 Writing

Sit with the child in your lap. Open and close the book as you read the story. Use the puppet as a prop while you tell the story. Observe how the child reacts to the puppet.

Tape the coloring sheet under a table and pretend to crawl into a beehive to color. Read the book and invite the children to recall what made the bees special. Give the children one crayon each to take "into the hive" (under the table) to color their paper. When a child wants another color, encourage them to crawl out and exchange the crayon for another.

Ask, "What makes you special and unique?" Show the book and recall how the bees were different. Give each child a Draw & Dictate paper and encourage the children to draw and decorate a bee. Remind them to be creative and make it their own! Invite the children to discuss their picture. Encourage them to write down what they say, or take notes as the children discuss. Help the children cut out their puppet and tape it to a craft stick. Invite the children to use their puppet to ask a friend to play.

Read the book to the children. Ask, "What makes you special and unique?" Recall how the bees were different. Give each child a Draw & Dictate paper and have them write their name and date at the top. Invite the children to be creative when drawing and decorating their own bee. Encourage them to write down what the bee would say or do. Give each child a Puppet and invite them to cut it out. Attach the puppet to the stick. Encourage the children to use their puppets to reenact the story.

Eggs on a Leaf



SUPPLIES

- Title Display
- Inspiration Photo
- Beads
- Leaf shape
- Glue
- Markers
- Scissors
- Nature items
- Background paper (optional)
- Paint
- Clear plastic bottle
- Water
- Pompoms (optional)



SCI 2

Natural & Earth Science

Understands living and nonliving things. Demonstrates knowledge of Earth's environment.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SCI 2 Natural & Earth Science

Put the nature items in a clear plastic bottle. Add small pompoms, if desired. Fill the bottle with water and secure it. Encourage the child to shake and explore the sensory bottle.

Set out the Inspiration Photo and any additional materials. Ask, "Why is a leaf a good place to lay an egg?" Explain that butterflies lay eggs on or under leaves to keep them safe. Encourage the children to use the materials to create butterfly eggs on a leaf.

Set out the Inspiration Photo and any additional materials. Ask, "What do you notice about the photo? Why is a leaf a good place to lay an egg?" Explain that butterflies lay their eggs on and under leaves to keep them safe and hidden. Ask, "How will you create the shape of your leaf? What could you use for eggs? Will you lay your eggs on top of the leaf or under it?"

Set out the Inspiration Photo and materials. Ask, "What do you notice about the photo? Where would a good place be to lay eggs? Why? What tools could you use to create eggs?" Explain that butterflies lay their eggs on and under leaves to keep them safe and hidden. When dry, encourage the children to share their process of how they created the art piece and why they chose to hide the eggs where they did.

Longest Caterpillar



SUPPLIES

- Cube Cards: Attribute Blocks
- Attribute blocks*
- Pocket Cube
- Pompoms
- Scissors
- Paper scraps
- Markers
- Links



MR 4 Measurement

Estimates and measures. Compares and seriates.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



MR 4 Measurement

While the child is on their back, dangle a chain of links. Observe how the child reaches, grabs and pulls on the links. As they hold on, gently tug back and forth.

Number the paper scraps 1-8 and place them facedown on the tabletop near the pompoms. Invite the children to take turns turning over a number and identifying it. Help them, if necessary, select that number of pompoms and line them up to make a caterpillar. After each child has had a turn, count the pompoms in each caterpillar. Ask, "Whose caterpillar is longest?"

Invite the children to walk around and compare their height to other objects and people. Ask, "What is the tallest object? Who is the tallest person?" Invite the children to help you sort the attribute blocks by shape (there are five different shapes). Put them in piles. Toss the cube and identify the shape. Place a same-shaped block on the floor. Explain that they are going to create a long caterpillar. Continue taking turns rolling and lining up the blocks. Once done, invite the children to lie next to the "caterpillar" and measure who is longer.

Invite the children to help you sort the attribute blocks by shape (there are five different shapes). Put them in piles. Toss the cube and identify the shape. Place a same-shaped block on the floor. Explain that they are going to create a long caterpillar. Continue taking turns rolling and lining up the blocks. Ask, "Who do you think is taller/longer than the caterpillar? Who do you think is shorter?" Invite the children to lie next to the "caterpillar" and measure who is longer. Were they correct in their estimates?

Changed



SUPPLIES

- Dancing with Bees & Butterflies* album
- Bees & Butterflies* album
- Yoga Pose: Caterpillar
- Paper
- Scissors
- Bowl

SED 4

Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 4 Social Relationships

Cut three paper butterflies and place them inside a bowl. Encourage the child to explore pulling out the butterflies. Practice sharing by giving a butterfly to the child and extending your hand to receive one from the child.

Show the Yoga Pose Card and show the children the caterpillar pose. Encourage them to mimic you. Play the song. Encourage the children to act out the "changes" in the song and pose their body like an egg and a caterpillar, then fly around the room like a butterfly.

Play "Changed," track 9 on the *Dancing with Bees & Butterflies* album. Invite the children to dance slowly and sway their arms overhead. Roll arm over arm each time they hear the word "changed."

Ask, "How would a caterpillar dance? Butterfly?" Play the song and invite the children to slowly dance like a caterpillar. When they hear the word "changed," encourage the children to switch from dancing like a caterpillar to a butterfly, or from a butterfly to a caterpillar.

Fly to Letters



SUPPLIES

- Letter Cards: K, M, X*
- Letter Flowers & Butterflies (save for later use)
- Pocket Cube
- Scissors
- Bowl
- Tape

LLD 1 Listening

Understands and interprets language (both words and gestures). Follows directions.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 1 Listening

Wave the scarf in the air and say, "It's flying for you!" With the child on their back, drop a scarf from high and let it float down on top of the child. Say, "The scarf landed on [child's name]!" Continue dropping scarves on the child. Observe how they track with their eyes and reach up to touch a scarf.

Cut apart the Butterfly Cards and tape them at varying heights on one wall. Spread out the Letter Flowers on the floor. Name one letter (K, M or X), and invite the children to take turns pulling off one butterfly and pretend to fly around the room. Encourage them to land on a Letter Flower of their choice.

Set out the Letter Flowers on the table or floor. Put butterflies in the bowl. Place upper- and lowercase Letter Cards K, M, X in the cube. Invite the children to roll that cube, then say the letter and sound. Fly a butterfly to that same Letter Flower. Continue rolling and flying to the Letter Flowers. Pretend to drink the nectar.

Tape the Letter Flowers across the room. Put the butterflies in the bowl and the upper- and lowercase letters in the cube. Give the instructions: "Roll the cube, say the letter, fly the butterfly to the Letter Flower to drink the nectar and return to the table." Encourage the children to follow the multi-step directions with little to no reminding.

Moth Hole Collage



SUPPLIES

- Title Display
- Inspiration Photo
- Paper (to share)
- Background paper
- Hole punches
- Scissors (child-safe)
- Glue
- Blocks



PD 2 Fine Motor

Builds strength and coordination of small movements.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



PD 2 Fine Motor

Place large blocks on the floor in the shape of a moth. Encourage the child to reach or crawl toward the moth. Invite them to manipulate the pieces. Name the color of the block in the child's hand.

Set out the Inspiration Photo and additional materials. Cut the paper into strips. Explain that moths can eat holes in clothes. Ask, "How can you create holes?" Help the children punch holes in the paper strips and glue the hole punches onto the background paper to create a collage.

Set out the Inspiration Photo and additional materials. Cut colored paper into strips. Ask, "What do you notice about the photo? How can you create holes? Imagine you are a moth eating holes in the paper. How can you use the holes to create a collage design? Will you add the holey paper strips to your collage? What other things have holes?"

Set out the materials and Inspiration Photo. Encourage the children to draw a moth. Cut the moth out along the outline. Ask, "What do you notice about the photo? Imagine you are a moth eating holes in the paper. How can you create or use the holes in your design? How will you show the moth eating the holes?"

Butterfly Wings



SUPPLIES

- Dancing with Bees & Butterflies* album
- Bees & Butterflies* album
- Songs about Bees & Butterflies* album
- Scarves

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6

LLD 1 Listening

Understands and interprets language (both words and gestures). Follows directions.



LLD 1 Listening

Play the song, "Up & Down Butterfly (Instrumental)." Move the scarves up and down as the music plays the scales. Name the motions, "up" and "down." Observe how the child reaches for and tracks the scarves as the song plays.

Give each child a scarf. Play the song. Pretend to be butterflies flapping their wings. Begin by moving your arms up and down. Prompt the child to follow your arms "up" and "down." Invite the children to continue following your arm movements while dancing freely.

Play "Butterfly Wings," track 12 on the *Dancing with Bees & Butterflies* album. Give each child one or two scarves to dance with. Pretend the scarves are butterfly wings.

Play the song. Ask the children questions about different parts of the butterfly or life cycle (e.g., egg, larva, thorax and antennae). Encourage the children to toss the scarves as they answer the questions.

Butterfly Collage



SUPPLIES

- Title Display
- Inspiration Photo
- Background paper
- Paper/Collage shapes
- Scissors
- Glue
- Crayons
- Markers
- Paper



CA 3 Visual Arts

Expresses through 2D and 3D visual art.
Develops visual art techniques.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



CA 3 Visual Arts

Cut out a butterfly shape. Set out the butterfly, background paper and large crayons on the table. Encourage the child to make marks with the crayons on the butterfly paper. When finished, place glue on the back of the butterfly. Invite the child to help you place and push down on the background paper.

Set out the Inspiration Photo and materials. Look at the photo together and talk about all of the different colored butterflies. Set out three collage pieces and invite the children to select their favorite color piece. Talk about the shape and color of the piece as they glue it to their paper. Observe as the children continue to select pieces to glue onto their paper.

Set out the Inspiration Photo and any additional materials. Ask, "What shapes or colors do you see on the photo? What type of butterfly is your favorite? How will you use the shapes to make a butterfly? Where do you see symmetry in your design?"

Set out the materials and Inspiration Photo. Ask, "What shapes or colors do you see in the photo? How can you use the materials to create your butterfly? What do you notice about the butterfly's wings?" After the collage is complete, encourage the children to discuss what techniques worked and what didn't, how they modified and what they created.

Pollinator Match



SUPPLIES

- Bingo Playing Mat & Calling Cards
- Bingo chips (from Lesson 2)
- Flower Matching Poster
- Butterflies
- Ball
- Scissors
- Tape
- Box or bin



SED 4

Social Relationships

Develops relationships with adults and peers. Participates cooperatively in groups. Identifies and respects differences in others.

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



SED 4 Social Relationships

Place the ball inside a box or bin. Encourage the child to practice sharing the ball with you by extending your hand and receiving the "pollen" ball from the child. Say, "Thank you" when you receive the pollen. Repeat by giving it back to the child. Observe the child's reaction and if they mimic your responses.

Cut apart the butterflies and tape them at different heights on the wall where the children can reach them. Put the Flower Matching Poster on the table or floor. Invite a child to pull any Butterfly Card off the wall and help them match it to a flower on the poster. Name the colors as you point at each one. Invite the children to mimic you.

Ask, "What insects do you know that pollinate?" Sit in a circle and roll a ball back and forth. Imagine the children are flowers and the ball is a butterfly visiting and pollinating the flowers. Give each child a Playing Mat. Put the Calling Cards in a pile and invite a child to take the top card and identify the picture. Point to each letter and say the sound the letter makes, then say the word. Place a Bingo chip on the identified space on their mat. Continue until all of the spaces are covered.

Ask, "What insects do you know that pollinate?" Sit in a circle and roll a ball back and forth. Imagine the children are flowers and the ball is a butterfly pollinating the flowers. Ask the children to find a partner. Give each group a Playing Mat. Take turns pulling the top card from the pile and identify the Calling Card picture. Sound out the letter and say the word. Encourage the teams to place a Bingo chip on the identified space on their mat. Continue until all of the spaces are covered. Switch partners and repeat, if desired.

Swinging Wings



SUPPLIES

- Dancing with Bees & Butterflies* album
- Bees & Butterflies* album
- Songs about Bees & Butterflies* album
- Scarves

BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6

CA 2

Dance & Movement

Expresses through dance. Develops movement techniques.



CA 2 Dance & Movement

As the child lies on their back, wave a scarf for them to see. Play the song, "Butterfly, Butterfly." Put the scarf on the child's body parts as they are named in the song. As you move the scarf from body part to body part, invite them to hold onto another scarf.

Play the song. Explain that butterflies fly with big wings. Demonstrate swinging your arms back and forth, fast and slowly. Encourage the children to dance like butterflies to the music. When they hear the word "butterfly," ask them to pause, then swing their arms again.

Play "Butterfly Wings," track 12 on the *Dancing with Bees & Butterflies* album. Encourage the children to explore different ways to swing their arms. Ask, "Can you write the letter Be in the air?" Say together, "B is for butterfly!" Pause the song and invite them to run and hide somewhere in the room.

Ask, "What insects start with the letter B? How would a bee flap its wings? How would a butterfly?" Play the song and encourage the children to explore different ways to swing their "wings" (arms). Pause and invite them to run and hide somewhere in the room. Resume the music and repeat, as desired.

Save the Butterflies



LLD 2 Communication

Uses language to express ideas.
Uses conversational skills. Uses and expands vocabulary.

SUPPLIES

- Save the Butterflies Game
- Scissors
- Box
- Markers



BENCHMARK 1

BENCHMARK 2

BENCHMARK 4

BENCHMARK 6



LLD 2 Communication

Place the box close to the child. Show the child a butterfly card and “fly” it into the box. Ask, “Where did the butterfly go?” Take the butterfly out of the box and exclaim, “Here it is!” Give a butterfly card to the child. Encourage them to mimic as you “fly” your butterfly into the box. Repeat the question and response.

Make a slit in the top of a box and label it the “Butterfly House.” Lay the cards facedown on the table. Invite a child to flip over a card. Read the name on the card aloud and encourage the child to repeat it. Ask, “Is this a butterfly or not?” Encourage another child to flip over another card and ask again. Ask the children to point to the butterfly (or butterflies) and encourage them to add the butterflies to the Butterfly House. Continue with the rest of the cards.

Make a slit in the box’s top and label it “Butterfly House.” Place the cards facedown on the table. Invite the children to take turns flipping over a card. Decide if it is a butterfly or a predator. Drop butterflies into the butterfly house. Continue until all of the butterflies are safe in their house. If desired, invite the children to draw details on the butterfly house.

Place the cards facedown and the “Butterfly House” on the table. Invite the children to take turns flipping over a card. Identify if the card is a butterfly or a predator. Name the picture. Drop the butterflies safely into the Butterfly House. Ask, “Imagine if you were a butterfly. Where would you live? How would you hide from predators?”