

# **"Buggy" for Bugs**

## **Bulletin Board**

### **RESOURCE GUIDE**



[Partial set is shown in use.]

## **Putting It Together**

- Laminate the "Buggy" for Bugs Bulletin Board for durability.
- The "Buggy" for Bugs Bulletin Board can be displayed on a wall or bulletin board.
- Refer to the diagram above for a picture of the "Buggy" for Bugs Bulletin Board.

## **Title Ideas**

Bug Out!

Buzz On In

Going "Buggy" for \_\_\_\_\_

Don't Bug Me!

"Fly" High

Crawl into a Good Book

# Activities by Subject

## Classroom Management

**Building a Team** Give each student one of the bug accents (caterpillar, ladybug, bee, grasshopper, butterfly). When you assign cooperative groups, have them match bugs to form their groups.

**Center Management** Write the name of the classroom centers on each vine. Then, label bug accent pieces with students' names. Assign students to a center by displaying their bugs on the assigned center vine.

**Crawling Toward Your Reading Goal** Track the progress of each student's reading goals throughout the year. Join the vine accents. With a write-on/wipe-away marker, mark reading goals in increments of five or 10 on the flower and leaf accents. Place them along the vine. Have students place their names on bug accents. Students will move up the reading goal vine as they achieve each goal.

## Language Arts

**Bug Research** Review how to write a research report. Provide several nonfiction bug and insect books in a writing center. Have students write short research reports on the bugs or insects of their choice. Hang the reports around the bulletin board.

**Buggy for Verbs** Review verbs as action words. With partners, have students take turns and compile (orally or written) as many verbs that can be associated with bugs as they can in 60 seconds.

**Shape Poems** Read and display several examples of shape poems. Ask students to draw pictures of their favorite bugs and create shape poems with words around the outside or inside of the bug drawing. Display the shape poems around the bulletin board.

**Diary of a Bug** Read the book *Diary of a Fly* by Doreen Cronin (Harper Collins, 2013). Have students choose their own bugs to make a *Diary in the Life of a \_\_\_\_\_* mini books.

## Math

**Bug Bar Graph** Draw a large x-axis and y-axis on chart paper or butcher paper displayed on the bulletin board. Provide each student with a copy of the bug pattern (page 4). Write *Butterfly*, *Lady Bug* and *Grasshopper* on the x-axis and *Number of Students* on the y-axis. Label the y-axis with the numbers 0-30. Invite each student to place her bug on the graph in the column that corresponds with her favorite bug. Write questions on sentence strips and attach them to the bottom of the bulletin board. Some examples are: *Which bug is the class favorite? How many more students chose the \_\_\_\_\_ over the \_\_\_\_\_?*

**Silk Number Line** Engage students in number sense on a number line to 100. Have two students hold a 12-foot piece of yarn ("silk" from the caterpillar) across the front of the room to use as a number line. Assign random numbers with a write-on/wipe-away marker to the bug accents. Have students use paper clips or clothespins and take turns clipping their bugs in the appropriate order on the number line.

## Science

**Bug Finders** Give each student a hand-held magnifying glass and a science journal. Take a nature walk to observe any bugs they may come across. Invite students to write down what types of bugs they observe, what the bugs' habitats are, and what the bugs are doing. Use an insect field guide to look up any unknown types of bugs.

# Activities by Subject

**A Bug's Life** Provide students with various resources such as the Internet, magazines, and books. In assigned groups of four, students will research various bug life cycles. Students can then act out the four stages of their bugs' life cycles. Each student in the group can portray one of the life cycle stages.

**Fact or Opinion** Review the difference between facts and opinions. With a write-on/wipe-away marker, write several scientific facts and several personal opinions about bugs on the backs of bug accents. On one of the long vines, write *Opinion*; on the other long vine, write *Fact*. Turn the bugs over and ask a student to choose a bug and read the back. The student should place the bug under the appropriate vine. Students can verify the facts by looking at nonfiction bug books.

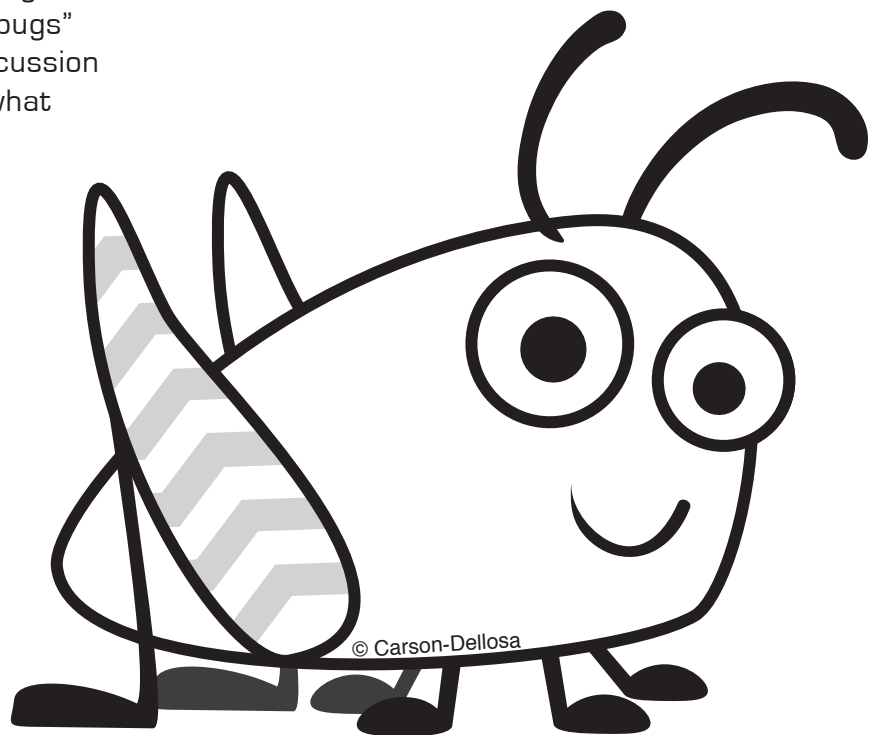
## Character Education

**Don't Bug Me!** Promote courteous behavior and manners in the classroom. On a bug accent, have students use a write-on/wipe-away marker to write one behavior that classmates do that "bugs" them. Remind students not to specify a particular student, but to write down a general complaint. Have students read their "bugs" to the class. Engage students in a discussion of why the behaviors may occur and what classmates can do to "exterminate" the "bugs." Again, be sure to stress that students do not identify other students during this discussion.

## Games

**Bug in the Corner** Assign a bug (Ladybug, Butterfly, Grasshopper, Bee) to each of the four corners of the room. Have students stand behind their desks. Read aloud the characteristics of a particular bug and have the students walk to the "bug corner" that they think corresponds to those characteristics. If they do not go to the correct corner, they must go back to their seats and sit down. Play for several rounds until one person is left and declared the winner.

**The Exterminator** Assign one student to be the "exterminator." The other students will be the "bugs." Designate an area to be home base. All bugs will start at home base. When the teacher shouts, "Go!" the bugs will scatter and try to avoid the exterminator. The exterminator will try to tag the bugs as they run. If the exterminator tags a bug, the bug returns to home base. The last bug to be exterminated wins the game. The winner becomes the exterminator in the next game.



# Reproducible Patterns

