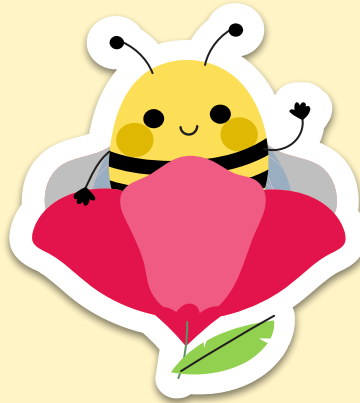




Something's buzzing...



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ΑΡΙΣΤΟΤΕΛΕΙΟ
ΠΑΝΕΠΙΣΤΗΜΙΟ
ΘΕΣΣΑΛΟΝΙΚΗΣ





Title	Something's buzzing...
Thematic category	Spring
Rationale	<ul style="list-style-type: none">• This particular scenario introduces the theme of spring and lays emphasis on specific kinds of insects (Ladybug, Caterpillar, Butterfly, Fly, Firefly, Bee, Spider)• This scenario aims to help the students familiarize themselves with different types of insects, so that they are not scared of them, and their role in the environment during springtime.• The activities of the scenario intend to help the students expand their vocabulary by learning new words and phrases while also improving their kinesthetic abilities through arts and crafts.• This scenario is a continuation of the “Flowers Everywhere!” scenario.





Children

- ✓ The children are already familiar with the colors both in Greek and in English.
- ✓ The children can name the 4 seasons in both languages.
- ✓ The children already know some insects and bugs in Greek.

Teachers

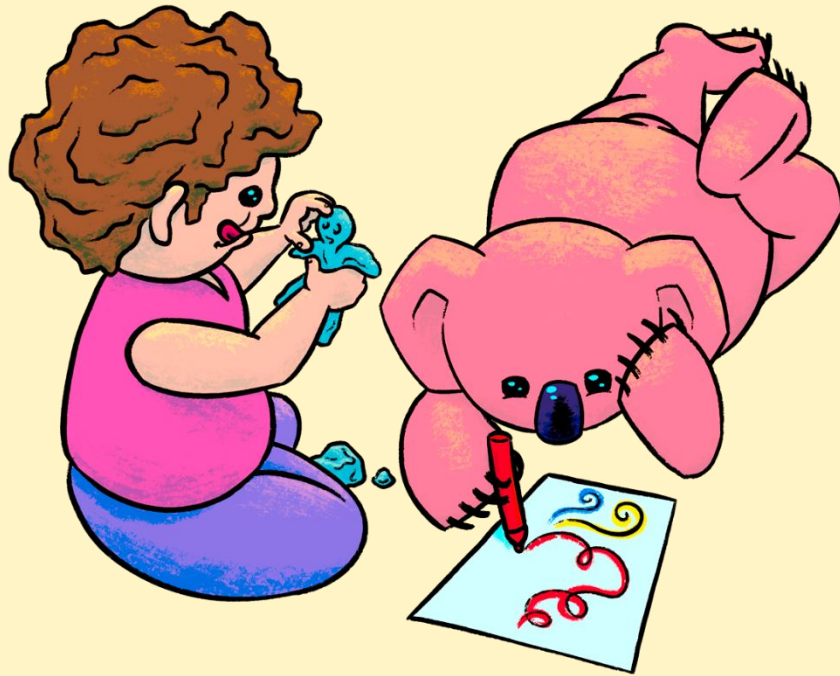
- ✓ The preschool teacher **(PT)** has already talked about insects and bugs, and their role in nature (in Greek), e.g., “**Bees make honey**”.
- ✓ The English language teacher **(LT)** has introduced color, nature, and season vocabulary.
- ✓ The teachers will bring either insect and bug realia or flashcards.





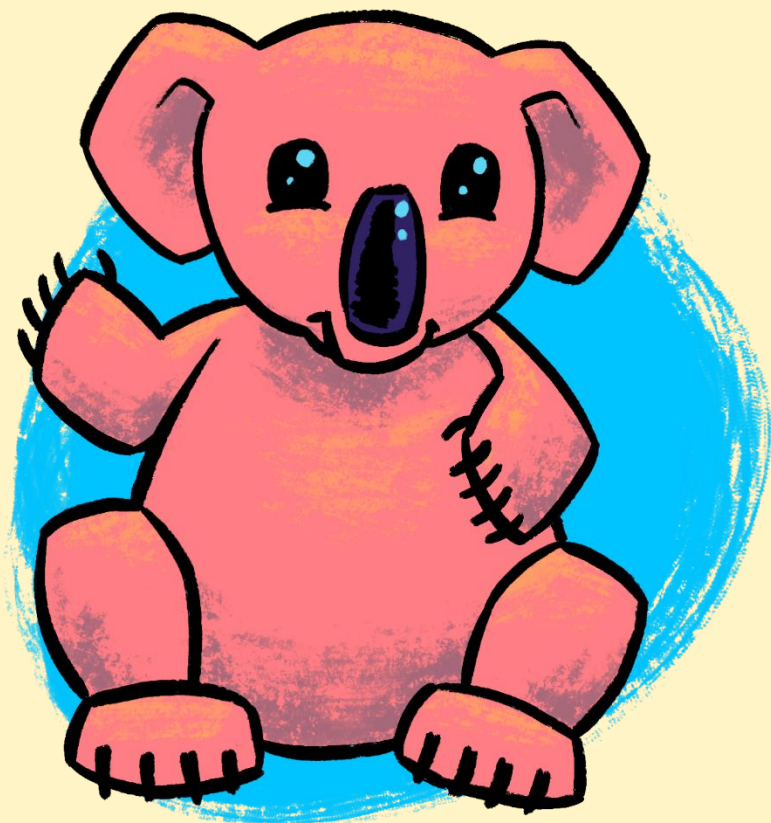
<p>Main Thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To use basic vocabulary related to spring, bugs and insects• To use words and phrases to describe bugs and insects <p>Suggested vocabulary fly, dragonfly, bee, butterfly, ladybug, beetle, leg(s), tail, head, body, wings, red, black, yellow, green</p> <p>Suggested phrases Look! It's a butterfly/bee/ladybug etc., How many legs does (blank) have?, What colour is it? Bugs/Insects fly!</p>
<p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To sing together• To compose original work• To adapt their movements so that they can respond to movement and rhythmic patterns• To use arts and crafts material according to the teacher's instructions and their imagination
<p>Thematic areas involved</p> <p>Child, themselves and society</p>	<ul style="list-style-type: none">• Individual and group decision making• Impact on their social and natural environment• Positive image of the unknown and "scary", as well as of themselves
<p>Child and communication (IT)</p>	<ul style="list-style-type: none">• Choosing, analyzing, and composing information in order to comprehend and produce meaning• Use of suitable material and media for creative expression and effective communication of meanings• Critical approach to information
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To develop a love for nature and insects/bugs• To reinforce teamwork and cooperation• To develop empathy knowing that bugs and insects are little creatures that feel scared as well





- ✓ Kiki the Koala
- ✓ (E-)book of the story “There’s a Bug in my Room”
- ✓ Head- & tail-cards
- ✓ Realia/ Flashcards of the insects/bugs
- ✓ Origami Paper (?)
- ✓ Scissors, glue and crafts material for the activities: fuzzy wire, tempera paint (different colours), brushes, googly eyes, coloured paper
- ✓ Paper plates
- ✓ Wooden sticks



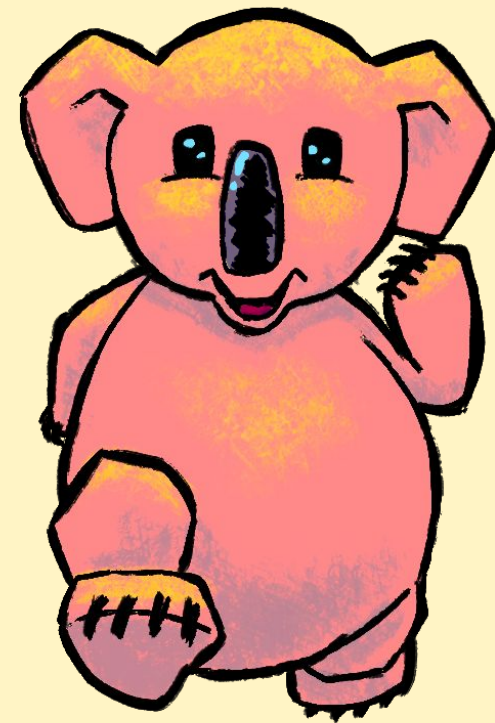


Description of the procedure and
suggested activities



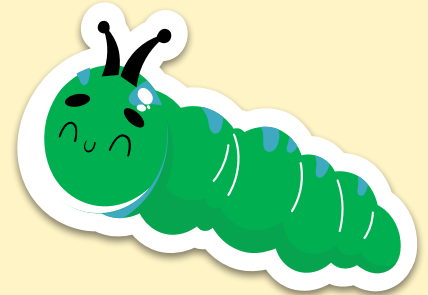
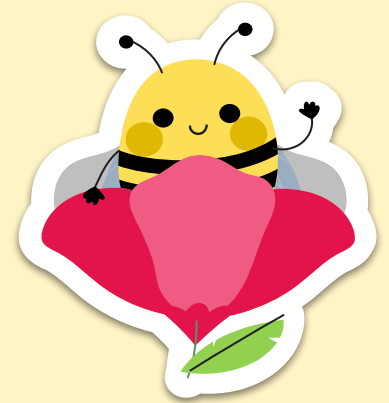


Kiki comes into the classroom holding a flower and narrates the story of how she collected it. She stopped by a field to cut the flower before she came into the classroom, where she made some new friends: Bella the bee, Bianca the butterfly, Lizzie the ladybug, Cole the caterpillar, Finn the fly, Felix the firefly and Steven the spider. She brought them with her in the classroom in order to introduce them to the children. She starts informing the children about what each insect's role is in nature.



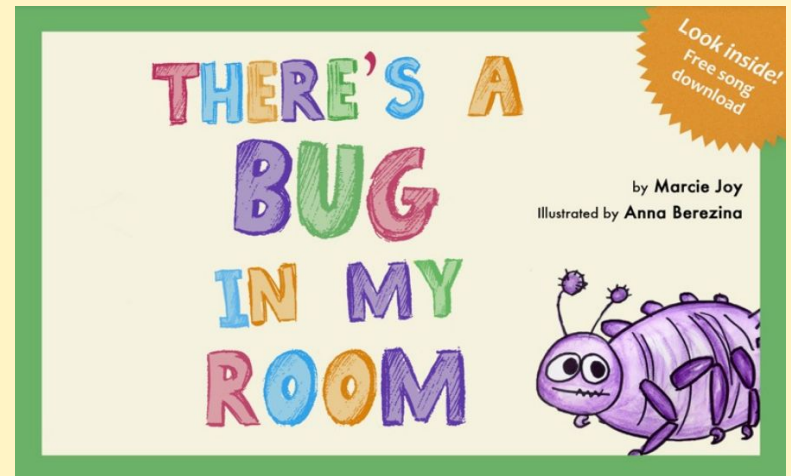


- **(LT-PT)** Using mime, we talk about how bees extract the pollen from the flowers and produce honey. **“Bees make honey”**.
- **(PT-LT)** We ask the children if they know how butterflies transform. **“Caterpillars become butterflies”**.
- **(LT-PT)** We introduce them the rest of the insects by showing them flashcards with pictures that correspond to each insect, e.g., **“Flies fly”, “Ladybugs are red”, “Fireflies have lights in their tails”, “Spiders make webs”** etc.
- **(LT-PT)** The phrases are repeated multiple times using flashcards. At the second or even third time, we encourage the children to take part by repeating some of the words or phrases.



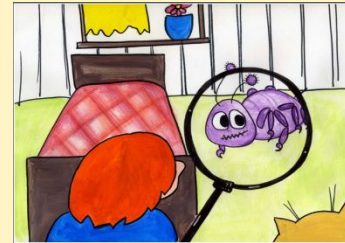


- **(LT-PT)** We read the story “There’s a Bug in my Room” by Marcie Joy; this story will help the children develop empathy and compassion about our world’s little creatures that can be as scared as we are when we see them
- We show the e-book on the projector (if there is one) or we use a printed version of it
- We slowly and clearly read each page
- After one reading, we play the self-titled song on 0.75 speed, and we sing it along with the students

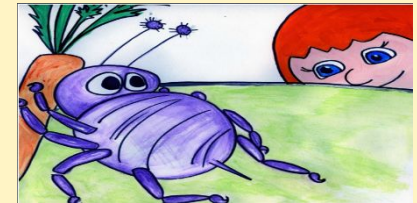




- We cut and adapt the sentences of the story in order for the kids to understand the meanings

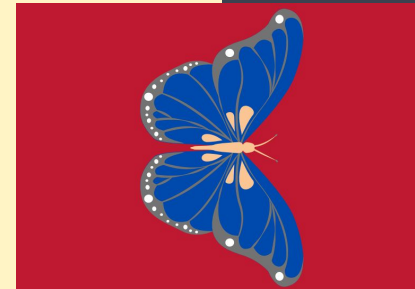
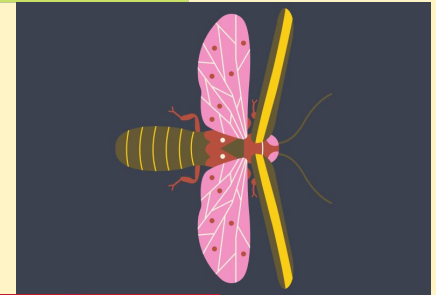
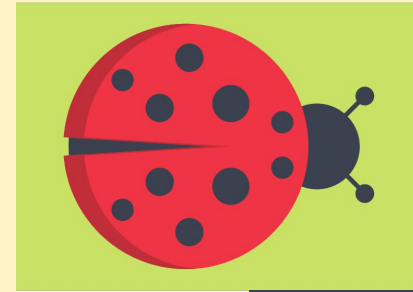


1. "Look, a bug is here!"
2. "Oh! It has 8 legs and makes a web."
3. "I will kill it! But... no, it's a good bug."
4. "Hmm, it doesn't bite."
5. "I will save it, and put it on a tree."
6. "It doesn't hurt me."
7. "Bye bye bug!"





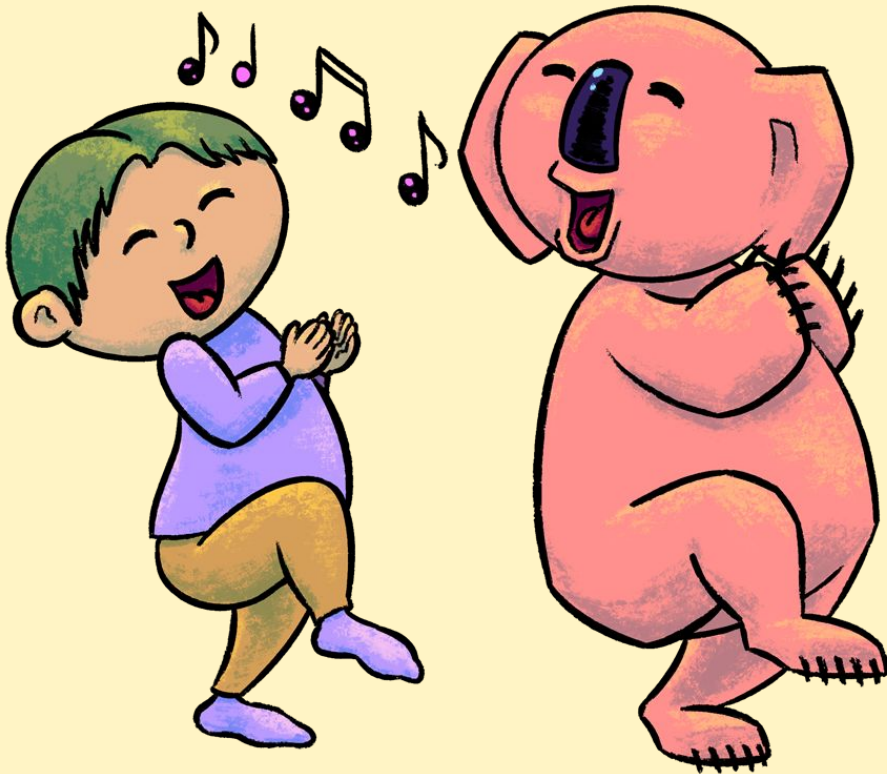
- **(PT-LT)** We ask further questions: “Do dogs have tails?”, “Do cats have tails?”, “Do butterflies have tails? No, but where would it be?”
- **(LT-PT)** We ask students to show our heads. Then we ask them if they have a tail. They don’t, but if they did, where would it be?
- We then start the game, which is inspired by the book and card games (pack) “Heads and Tails: Insects” by John Canty.
- **(LT-PT)** We show the students the “tail” cards. We give a small description of each insect to the students (without giving the name), and they will have to guess what insect/bug it is.
- **(PT-LT)** Then, they will need to match the head with the tail from the “head” cards that will be spread on the floor/on a table of the classroom





- **(LT-PT)** We repeat the names of the insects/bugs and their characteristics
- We start singing the song “Bug ‘n Roll” by Pinkfong
- https://www.youtube.com/watch?v=oybEMW_W23uU





The bees around the flowers all buzz, buzz, buzz.
Buzz! Buzz, buzz, buzz. Buzz, buzz, buzz. The
bees around the flowers all buzz, buzz, buzz.
Buzz! All day long.

The caterpillars in the field all creep, creep,
creep. Creep! Creep, creep, creep. Creep,
creep, creep. The caterpillars in the field all
creep, creep, creep. Creep! All day long.

Dum diddy diddy doo Dum diddy dum Yeah!





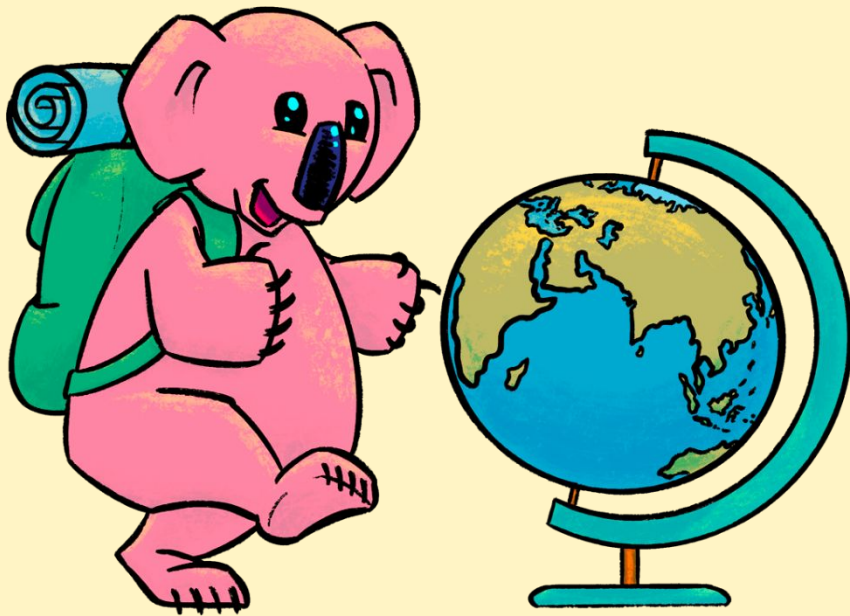
- **(PT-LT)** We remind the children of each bug's/insect's characteristics. We use the flashcards to refresh their memory and ask them **“What colour is this insect/bug? How many legs does it have?”** and the children answer (e.g., **green, red, yellow**). (colours and numbers revision)
- **(PT-LT)** We remind the children of the bees' honey making, of the butterflies' transformation, the ladybugs' colours, etc.
- **(LT-PT)** The children are split into groups. Each group will draw a different insect on a paper plate using tempera paint. We have ready-made paper plate insects/bugs or make one on the spot.
- The teams present their drawing in the class and describe them.
- **(LT-PT)** We sing the song again, doing the corresponding actions and encouraging the children to do the same. In this way the groups give life to their insects/bugs.





- **(LT-PT)** Kiki expresses her enthusiasm for the children's arts and crafts and wants to show these crafts to her friends in Australia. **"I love your butterfly", "I love your bee"**.
- **(PT-LT)** We ask the children to come up with ideas about how this could be done. They share their ideas (e.g., Create a story in the form of an e-book, by using their paper-plate creations as the main characters of the story. The theme of the story might be "A walk in the schoolyard" or "The buzzing party" etc.)
- **(LT-PT)** The children form groups and illustrate one part of the story, using their paper-plate insects/bugs.
- **(LT-PT)** The illustrations are digitalised (e.g. with a scanner or camera or phone), and Kiki tells the story and the children record it.
- **(PT-LT)** Using suitable software (e.g. Story jumper, book creator) and with the help of the teachers, the children create their own digital story and send it to Kiki's friends by email.
- In case there is no suitable technology, the illustrated story can remain in printed form in the (audio) class library (or/and in the school library).





Kiki invites the children to go out in the schoolyard (or stay inside the classroom if the weather is not good) and they will participate in a treasure hunt. We will use insect and bug realia (plastic/silicon bugs/insect), and the children will need to find them around the schoolyard/classroom. They will be divided into groups, and the group with the most insects/bugs wins. “Bonus points” for those who find real/alive bugs!





- The children listen to the song “Bug N’ Roll” and dance to the rhythm. At certain times we pause the song saying “**Freeze**”. The children stand still and are asked to sing the song.
- Another extra craft could be bug/insect hand puppets, based on the templates of <https://www.easypeasyandfun.com/>
- Lastly, we can show children how to make their own origami bugs/insects, but that will need more time due to the difficulty of such a task (from <https://make-origami.com/origami-insects/>)





Acknowledgements/Credits

ean.auth.gr

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