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## Literature-Based

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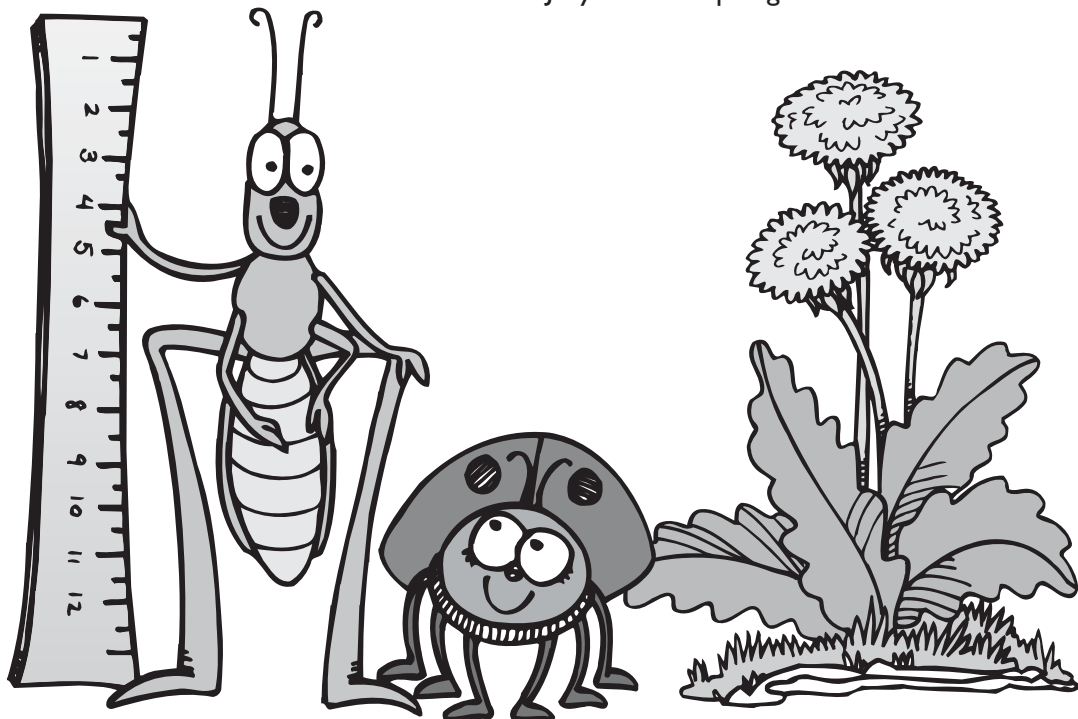
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Skills  
skip counting by twos

# Antennae Skip Counting

## Materials

large insect pictures  
paper or math journals  
pencils  
crayons  
tape



## Directions

1. Review counting by twos to 50 with the class.
2. Show the class the large bug pictures. Ask the class how many antennae each bug has. (two)
3. Tape several large bugs to the board.
4. Ask: "How can we figure out how many antennae there are all together on the bugs?" (count by twos )
5. Count by twos with the students to find the total. Write the total on the board and label it. (Example: 22 antennae)
6. Have students take out pencils, crayons and math journals, or hand out paper.
7. Have them draw and color any number of bugs (at least 10, not more than 50).
8. Students can count by twos to find the total number of antennae on their bugs, then write the totals with labels at the bottom of their pages as you did on the board.
9. Let students share their findings with the class.



## Skills

acting out a problem  
problem solving  
addition or subtraction  
computation

# Story Problems with Bugs

## Materials

craft materials students can cut,  
glue and paint (toilet paper  
tubes, paper towel tubes,  
egg cartons, lids, small  
boxes, pipe cleaners, wiggly  
eyes, etc.)

scissors  
glue  
washable paint  
paintbrushes  
newspaper  
paint shirts  
paper or math journals  
pencils



## Directions

1. Review the characteristics of insects: six legs, three body parts, sometimes wings, antennae.
2. Show students the materials available. Have a volunteer demonstrate how to make a bug out of some of the materials.
3. Let students create their own insects, then paint them. (This may take all of the first day.)
4. While the bugs are drying (or the next day), have each student think of a story problem about his or her bug. Write a sample problem on the board or on chart paper: Tony the tiger beetle went for a walk. He ate three leaves, then two more. How many leaves did Tony eat? (five leaves)
5. Have students write their own “bug” problems, using addition or subtraction. Circulate and check each student’s story problem, helping as needed.
6. Let students create the props needed for their problems. (leaves the bugs eat, etc.)
7. Let them take turns acting out their problems for the class. The class can come up with the answers.

Save students’ bug models for the “Bug Measurement” activity, page 7.



## Skills

measuring to the nearest inch  
estimating length in inches  
identifying longest length, shortest length, most common length

# Bug Measurement

## Materials

inch rulers  
bug models (from the activity on page 6)  
pencils  
paper or math journals



## Directions

1. Show a bug model a student has made. Also hold up a ruler and review how long an inch is.
2. Have them estimate how many inches long they think the bug is.
3. Write their estimates on the board.
4. Measure the bug model as students watch. Have them help you find the nearest inch at the end of the bug. Record this on the board.
5. Have the class point out the closest estimate. Circle it.
6. Pass out students' bug models, rulers and paper.
7. Have the students estimate the length of their bug models. They should write their estimates down and label them *estimate*.
8. Students measure their bugs to the nearest inch. Let them work with partners to check their calculations as well. Have them record the lengths and label them *actual*. Circulate and help as needed.
9. Let students share their lengths as you record them on the board.
10. Ask whose bug was the longest? Shortest? Which length was the most?