

MOONBEAMS®

# COME SEE MY BUG



## OVERVIEW

Moonbeams learn about insect species in North America and the important role they play in maintaining the balance of nature. They express feelings about insects through art and movement.

## OBJECTIVES

To earn this emblem, Moonbeams need to complete at least one activity from each section and the Bible lesson.

## WORD BANK

- Habitat
- Insect
- Antenna

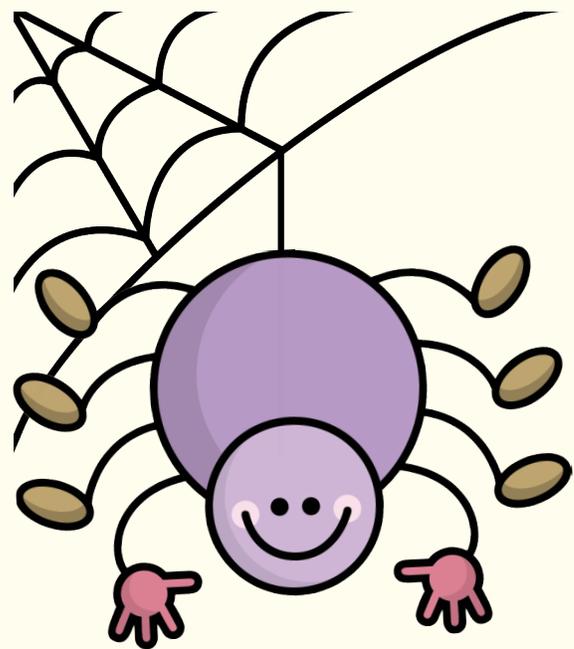
## DEVELOPMENTAL ASSETS SUPPORTED BY THE ACTIVITIES

- Play and Creative Activities
- Engagement in Learning Experiences
- Personal Power

## BACKGROUND FOR LEADERS

While on a insect safari, you may experience close encounters with unsafe insects such as bees, wasps, spiders or fire ants. Most insects won't be a problem, unless they feel threatened.

Instruct children not to swat at or bother insects. The best thing to do is to stay out of their way and let them get away from you.



# GROUP ACTIVITIES

## WHAT IS AN INSECT? (SAME OR DIFFERENT)

SUPPLIES:

- *Anatomy of an Insect* handout from *Leaders' Resource Pages*

Say the following as written or in your own words: **Some creatures are very big and some are very small. Do you know which is the smallest of all? I'll give you some hints:**

- They're so small that they're hardly noticed unless they get too close to your face or bite you on the arm.
- They come in many different colors.
- Some fly and some crawl. Some dig in the dirt and some even swim in the water.

Continue: **Can you guess what these are?** (Let children guess. Give hints, if necessary.) **Yes, they're called bugs or insects. There are many different kinds of bugs—water bugs, lightning bugs, stinkbugs and even bedbugs. Scientists call all bugs "insects".**

**In some ways insects are the same as people and in some ways they're different. Let's look at an insect and find the ways they're different from people.** (Show *Anatomy of an Insect* handout.)

Continue: **How many heads does a bee have? How many heads do you have? Is that the same or different?** (Let the children respond.)

Continue: **How many legs do you have? Let's count them.** (Count legs.) **How many legs does a bee have? Let's count them.** (Count legs.) **Six legs, how would you like**

**to put on six shoes?** (Let children answer.) **A bee has six legs. Is that the same number you have or is it different?**

**Insects have feelers, or antennae, on top of their heads. These are important tools for them. Insects use the antennae to feel, smell and hear things. How many antennae does a bee have? How many do you have?** (Act surprised, as if you have lost something.) **What happened to your antennae?** (Let children respond.)

Continue: **God made us different from insects. He gave us a nose to smell with and fingers to feel things with. I'm glad we're different!**

**Feel the bones in your arm. How many bones does a bug have? None! Insects don't have bones. Instead, they have shells that are like very hard armor. This is how God chose to protect them. Do you have a thick shell? Are you the same as a bug or different?** (Let children respond.)

Continue: **People breathe through their noses. Did you know that bugs don't have noses? Instead they breathe through small tubes on the bottom of their bellies. How would you like to breath through your belly button?** (Let children respond.) **Let's try. Can you do it? Of course not, we're different from insects!**

Continue: **How many eyes do you have?** (Let children respond.) **Most insects have two large eyes, but they can't see very well at all. We have two eyes; most insects have two. Is that the same or different?** (Let children respond.)

Continue: **God made about a million kinds of insects and they're all different. Some are as tiny as freckles; others are as long as your finger. Some fly very fast; others creep along, barely moving. Some are cute and some**

are scary. Big or small, fast or slow—all insects are part of God’s plan and can help people in many ways. Aren’t we lucky to share the earth with such different and interesting creatures?

## MY FAVORITE INSECT

### SUPPLIES:

- 2 copies of *My Favorite Insect* handout from *Leaders’ Resource Pages*
- 5 small bowls
- 5 different colors of construction paper cut into 3 inch squares or small Post-It® notes in various colors
- Poster board
- Scissors
- Glue sticks or tape

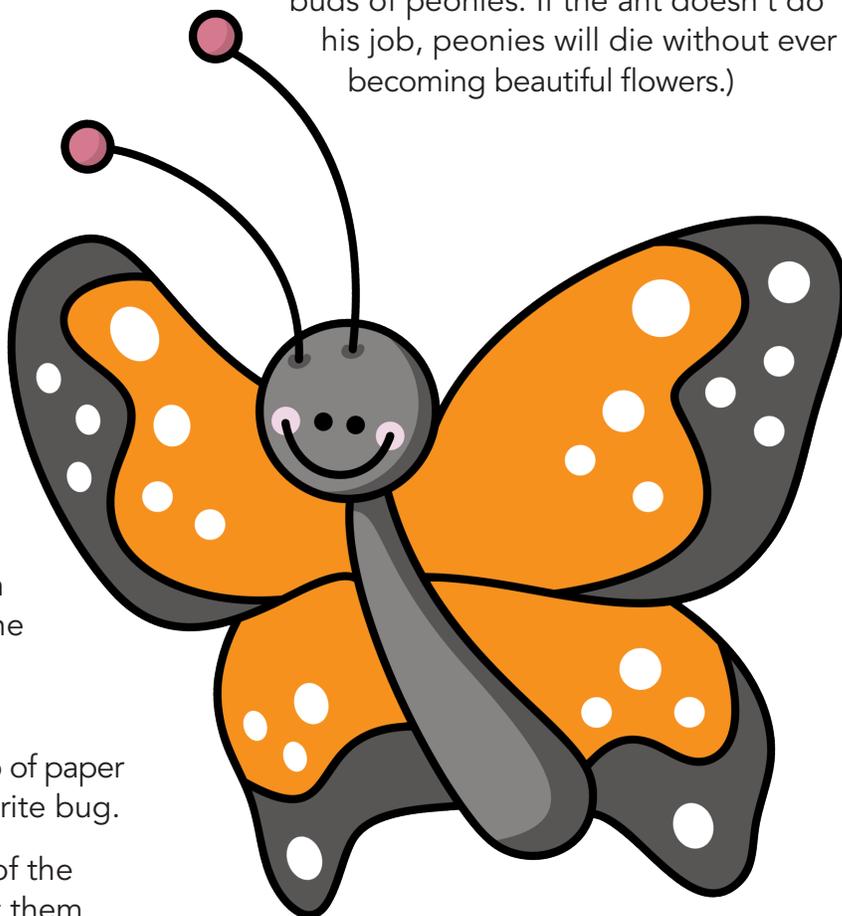
Make a record of your troop’s favorite kind of insect.

1. Copy and cut apart the *My Favorite Insect* handout.
2. Glue/tape one insect picture to each of the five bowls. Glue or tape its mate to a piece of poster board to show the representative color associated with that insect.
3. Place a different color of construction paper in each bowl (e.g. green in the grasshopper bowl, black in the ant bowl, etc).
4. Ask each Moonbeam to choose a slip of paper from the bowl that shows their favorite bug.

OPTIONAL: Make multiple copies of the *My Favorite Insect* handout and cut them

apart so children choose a picture, rather than a colored slip. (Don’t forget to choose your own favorite.)

5. Explain that a graph is a special way to sort and show information. Show the children the picture of your favorite insect and glue/tape it to the poster board. Have each child glue/tape their picture in the appropriate place on the graph.
6. When the graph is complete, ask: **Which insect has the most squares? Which has the least? Which insect do you think most people liked? If you were an insect, which kind would you like to be?**
7. Talk about why God made so many different insects. What are some special jobs insects do? (e.g. Ants eat the leaves off of the buds of peonies. If the ant doesn’t do his job, peonies will die without ever becoming beautiful flowers.)



# GOING ON A BUG HUNT ✱

## SUPPLIES:

- Magnifying Lens (optional)
- Gardening Gloves (optional)
- Plain White Paper
- Crayons or Other Drawing Utensil

## Ask and discuss the following questions:

- Where do bugs live? Do they live in bushes? Do they live in trees? Do they live under rocks?
- What kind of bugs would you find crawling along the ground? Would you see a butterfly crawling on the ground or an ant?
- What kind of bugs would you find living in webs?

After they've determined where bugs live, explain that they are going to go on a bug hunt to see how many types of bugs they can find. Remind them to look out for some of the clues to a bug's home—rocks, holes in the ground, and grassy areas. If you choose, provide Moonbeams with gardening gloves and a magnifying lens to really get them ready to explore.

Assist Moonbeams in searching bushes, trees, ground and sky for a wide variety of bugs. Help them to count each of the bugs and describe what each looks like.

After taking time for the bug hunt, head back inside and discuss what bugs were found and where they found them. Provide Moonbeams with a paper and crayons. Lead them in drawing one of the bugs' homes they explored and the bugs that they found there.





## I SPY BUGS

Have the Moonbeams create an insect habitat where they can observe insects up-close. Choose either an ant farm, ladybug village or butterfly garden. The following sources have habitats and other fun and interesting "Bug Stuff" for ages 4 and up:

### BUTTERFLY GIFT STORE

P.O. Box 1959  
Kingston, WA 98346

(800) 485-1497

[www.butterfly-gifts.com](http://www.butterfly-gifts.com)

### KAZABEE, INC.

P.O. Box 391  
Buffalo, NY 14226

(716) 906-1443

[www.kazabee.com/html/science\\_and\\_nature.html](http://www.kazabee.com/html/science_and_nature.html)

## CRAFTS

### BUTTERFLY FEET

#### SUPPLIES:

- Tempera paint
- Paint brushes
- Markers or crayons
- Paper
- Wipes
- Scissors (optional)
- Glue (optional)
- Yarn (optional)

Paint the bottom of children's shoes with non-toxic tempera paint. Have the child step onto a piece of paper with their heels and toes together. Clean up soles of the shoes using wipes. Allow paint to dry on the paper and then add antennae with markers, crayons or yarn.

OPTIONAL: If painting is too messy for the children, trace outline of shoe soles. Cut out the footprints and glue to a piece of paper to form butterfly wings. Decorate as above.

### POTATO PRINT ANTS

#### SUPPLIES:

- Potatoes
- Knife
- Red or brown tempera paint (red or brown ants)
- Washable black markers
- White paper

# SONGS & RHYMES

## OPTION 1

There are many familiar children's choruses which you can use, including:

*"I'm Bringing Home a Baby Bumble Bee"*

*"The Ants Go Marching One by One"*

*"The Itsy-Bitsy Spider"*

Find words and music at: [www.KIDiddles.com](http://www.KIDiddles.com).

## OPTION 2

(To the tune of "If You're Happy and You Know It")

If it has round, black dots it's a what?

A LADY BUG!

If it has round, black dots it's a what?

A LADY BUG!

If it has round, black dots, flies around and walks the ground, if it has round black dots it's a what? A LADY BUG!

If it has big, flapping wings it's a what?

A BUTTERFLY!

If it has big, flapping wings it's a what?

A BUTTERFLY!

If it has big, flapping wings, colorful or black and white, if it has big, flapping wings it's a what? A BUTTERFLY!

If it's green and it leaps it's a what?

GRASSHOPPER!

If it's green and it leaps it's a what?

GRASSHOPPER!

If it's green and it leaps up high into the sky, if it's green and it leaps it's a what?

GRASSHOPPER!



Cut potatoes in half. Have the Moonbeams use the potatoes as a stamps to print circles onto paper. When the prints dry, add eyes, antennae and legs with black markers.

OPTIONAL: Use dot paint bottles to replace the potato prints. Decorate marks to resemble ants, as described above.

## IMAGINATION STATION

### SUPPLIES:

- Modeling clay
- Crayons or finger paints
- Paper

Give the Moonbeams modeling clay, crayons or finger paints. Have them create an insect and its habitat.

After finishing the creations, have the children take turns telling about their designs, what kind of food the insect eats, describe its job and where it lives.

# SNACKS ✱

## ANTS ON A LOG

SUPPLIES:

- Celery stalks
- Peanut butter
- Raisins
- Plastic knives or craft sticks
- Paper plates

Give each Moonbeam a paper plate with a celery stalk, a spoonful of peanut butter, a few raisins, and a plastic knife or craft stick. Have the children spread the peanut butter in the celery stalk, then have them sprinkle the raisins on top.

## BIBLE LESSON

“...Let your light shine in front of people. Then they will see the good that you do and praise your Father in heaven.” Matthew 5:16 (GWT)

Say the following as written or in your own words:

**It’s really easy to spot a firefly. Why do you think that is? Fireflies light up the night sky by shining the bright lights in their tails.**

**People don’t have shiny lights in their bodies, but we can still be a light to others. The Bible tells us to let our light shine. How do you think we can do that?**

**Moonbeams can let their lights shine by being friends who help others. When you’re a good friend to others it shows you love God. Those you help and treat kindly notice and that helps them to remember that God is good and loves them.**

**Let’s sing the Moonbeam song. It helps us remember to let our lights shine.** Lead the children in singing “This Little Light of Mine.”

# LEADERS’ RESOURCES

## BOOKS

*The Ant and the Grasshopper*  
by Amy Lowry Poole

*Bugs! Bugs! Bugs!* by Bob Barner

*The Little Red Ant and the Great Big Crumb* by Shirley Climo

## DVDS/VIDEOS

*Wilderness Discoveries Vol. 3: Bugs, Bogs and Spiky Beasts (From The Nature of God Series)* by Zonderkids

*A Bug’s Life* by Pixar Animation Studios, Walt Disney Pictures

*Hermie and Friends* Video Series by Max Lucado

## WEBSITES

Download free coloring pages and worksheets to use to supplement this emblem: [www.1plus1plus1equals1.com/PreschoolPackPrettyBugs.html](http://www.1plus1plus1equals1.com/PreschoolPackPrettyBugs.html).

Caterpillar Exchange’s website has ideas to use with Eric Carle’s books: [www.eric-carle.com/catexchange.html](http://www.eric-carle.com/catexchange.html).

Growing Up Wild has many activities relating to this activity: [www.projectwild.org/growingupwild.htm](http://www.projectwild.org/growingupwild.htm).

