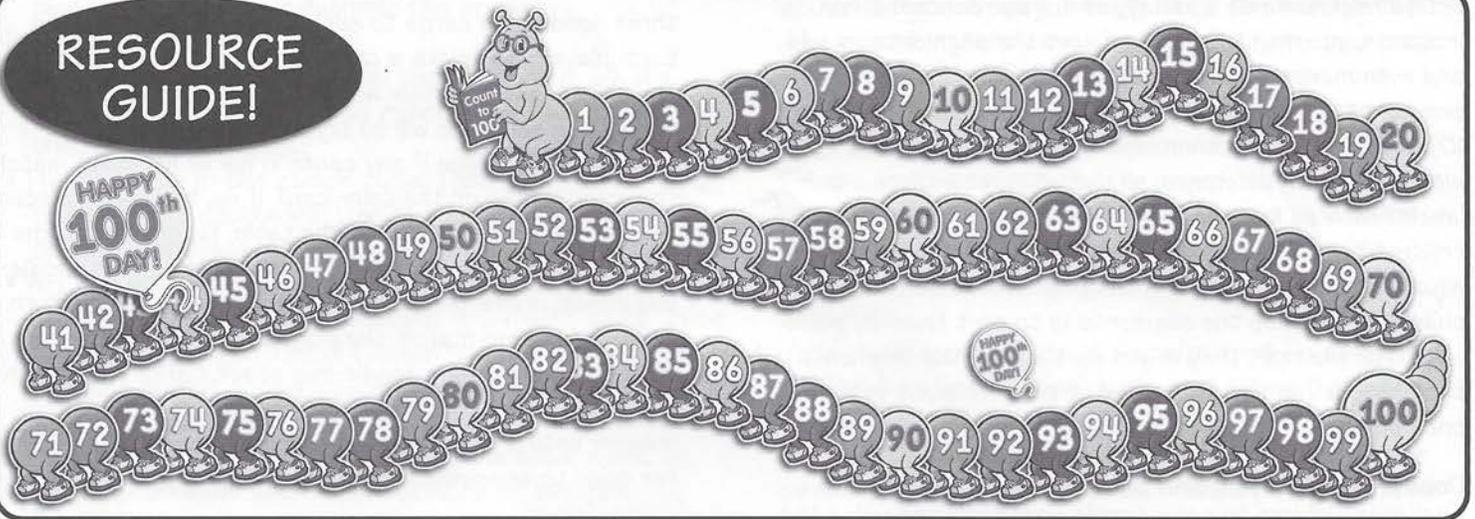


# 100th Day Doodle Bug!

A Teaching  
and Learning  
Bulletin Board!

teacher's  
friend  
publications

## RESOURCE GUIDE!



**Displaying and Using Your Bulletin Board Set:** Display your “100th Day Doodle Bug” across the top of a bulletin board or on a wall space, making sure you have space enough to add the body segments up to 100. As you build the doodle bug day by day, you might add the segments to form a straight line, a curvy line, or even to go around corners. Or you might display the bug with all 100 body segments and then use a wipe-off marker to mark off each day up to the 100th day of school. Use the display, individual bulletin board pieces, and the reproducible patterns in this resource guide to do the suggested activities.

## Classroom Management

### Special Messages

Use your bulletin board set to communicate special messages, such as a thought for the day, special assignments, upcoming events, the daily or weekly schedule, or even coded messages for children to solve. To do this, write the desired message on a white speech bubble. Then display the cutout near the doodle bug’s head, so that it looks as if the bug is speaking. Remind children to check daily for any new messages.

### Special Rewards

Label a strip of paper with a weekly class behavior goal. Then use a wipe-off pen to write a reward, such as “free-activity time” or “no-homework pass” on the back of each doodle-bug segment labeled with an increment of 10. Explain that the class will earn a special reward each time they reach the specified goal ten times. Then, each time the class meets the goal, affix a removable star sticker to a doodle-bug segment, placing the stars on the segments in numerical order. As a class, count the stars daily to monitor progress. Each time the class earns 10 stars, remove the corresponding doodle-bug segment, read the reward on the back, then present students with the designated reward. You might also use the display to reward individuals for good behavior, meeting goals, or other accomplishments.

### Grouping Students

Use your “100th Day Doodle Bug” display to divide

students for group activities. First write each child’s name on a slip of paper. Then decide how many groups you need to form and how many children will be assigned to each one. For each group, choose a number from 0 to 9. Place the name slips for that group on any doodle-bug segment that ends in the number selected for the group (such as 3, 23, 43, 53, 73, and so on). Then, when it’s time for children to gather in groups, call out a number. Explain that children whose name slips are on bug segments ending in the named number will work together in a group. To divide the class into two teams, you might place their name slips on odd and even numbers and then have children arrange themselves into teams accordingly.

## Math

### Before and After

If you’ve chosen to add a doodle-bug segment to your display each day, you might use this activity to help children build number sequencing skills. Each day, before adding the next segment to the bug, ask children to tell what number comes next. After they respond, show them the correct number and add it to the bug. When ten or more segments are displayed on the bug, periodically name a number. Then ask children to tell what number comes just before and what comes just after that number. Have them check their answers by looking at the numbers on the doodle bug. To make the activity more challenging, cover a series of three numbers, name the number in the middle, and have children tell what number

comes before and after that number. Then uncover the numbers so that they can check their guesses.

### **Number Explorations**

Use the doodle-bug segments from your bulletin board set to help reinforce a variety of number concepts. For instance, you might have them sort the segments by odd and even numbers. Or children might select all the segments that are labeled with increments of 3 (or 5 or 10), order them, and then read the number sequence aloud. (For easy reference, all the yellow segments are labeled with an increment of 10 in red.) You might ask children to pick a segment and then count out beans to equal the number shown on the segment. Another way children might use the segments is to sort them by place value. For example, they might sort out all the segments that have a 7 in the tens place or that have a 4 in the ones place.

### **Doodle-Bug Addition and Subtraction**

Challenge children to solve simple word problems using the doodle-bug number line. You can make up problems such as, "If a doodle bug was 9 segments long and he grew 7 more segments, how many segments long would he be?" Or say, "A doodle bug was 73 segments long. He lost 16 segments when he climbed a tree. How many segments long is he now?" Encourage children to refer to the numbered doodle-bug segments to solve the problems.

## **Language Arts**

### **Name Bugs**

Invite children to create doodle bugs that represent the length of their name. First, ask them to cut out one copy each of the doodle bug head and body patterns, and one body segment for each letter of their first name (see patterns on pages 3–4). Then have them assemble and glue their bugs onto a sheet of construction paper. To complete their bugs, children write one letter of their name on each of their bug's body segments and then color the bugs. To use, have groups of children put their bugs in alphabetical order according to the first letter in their names. Or have them sort their bugs by the number of letters in their names.

### **Build a Color Bug**

Play this card game to reinforce color matching and color-word recognition. Copy and cut out six sets of the doodle-bug head, body, and tail patterns (pages 3–4). Color all the pieces in each set the same color. Then cut out the pieces and glue each one to a separate index

card. Write the color word for each doodle-bug color on another set of index cards. Laminate all the cards for durability. Then shuffle the color-word cards and place the stack facedown. Also shuffle all the doodle-bug cards and place that stack facedown. To play, a dealer passes out three doodle-bug cards to each player in a small group. Each player then picks a card from the color word stack. The child reads the color word to find out what color doodle bug he or she will be trying to build. The first player checks to see if any cards in his or her hand match the color named on the color card. If so, the player places the card or cards faceup on the table. He or she returns the remaining card or cards to the bottom of the doodle-bug stack, draws three cards from the top, and the turn ends. If no cards match, the player puts the three cards on the bottom of the doodle-bug stack, takes three from the top, and the turn ends. Play continues in this manner until a player has collected all the cards in his or her color to assemble a complete doodle bug.

## **Science**

### **Bug Comparisons**

Tell children that, while their "100th Day Doodle Bug" character does have a head, body segments, and legs, it is not a typical insect. Then have children do research in books and on the Internet to learn about the characteristics of insects. Afterward, invite them to share facts about insects. Write their responses on a sheet of chart paper. Finally, have them compare the characteristics of the doodle-bug character to the list of facts. In what ways is the doodle bug similar to an insect? How is it different?

## **Art**

### **Doodle Bug Designs**

Invite children to do a little doodling to create their own unique doodle bugs. Give children copies of the doodle-bug patterns on pages 3–4 and large sheets of construction paper. Have them cut out the patterns and glue them to their paper, using as many segments as they choose and that will fit on their paper to create a doodle bug. When finished, let children use crayons or markers to doodle on each bug segment. They might doodle odd shapes and figures, interesting designs, letters, numbers, simple patterns, or any other kind of markings that they can create. Display children's completed work for others to enjoy.

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### **Using "100th Day Doodle Bug" Coordinating Products**

Use these ideas and your favorite "100th Day Doodle Bug" coordinating products to extend students' learning across the curriculum.

### Borders with Corners

- Puzzle-cut several "100th Day Doodle Bug" border pieces. Store the pieces for each border in a separate resealable plastic bag. To use, have children fit the pieces together to assemble the border.

### Punch-Outs

- Create simple patterns with the punch-out doodle bugs. Challenge children to extend the patterns using the remaining pieces.
- Punch a hole in the punch-outs. Then add yarn to each one to make necklaces. Use the necklaces to group children for class activities.
- Write a word of praise or a simple motivational phrase on each punch-out. For example, you might write "Nice Job!"; "Super!"; or "Good Citizen" on the punch-outs. Use the punch-outs to recognize children for their work, good behavior, or other accomplishments. You can display the punch-outs with students' work, or let children wear them as necklaces or badges.

### Note Pads

- Write simple math facts on the front of a supply of "100th Day Doodle Bug" note-pad pages. Then write

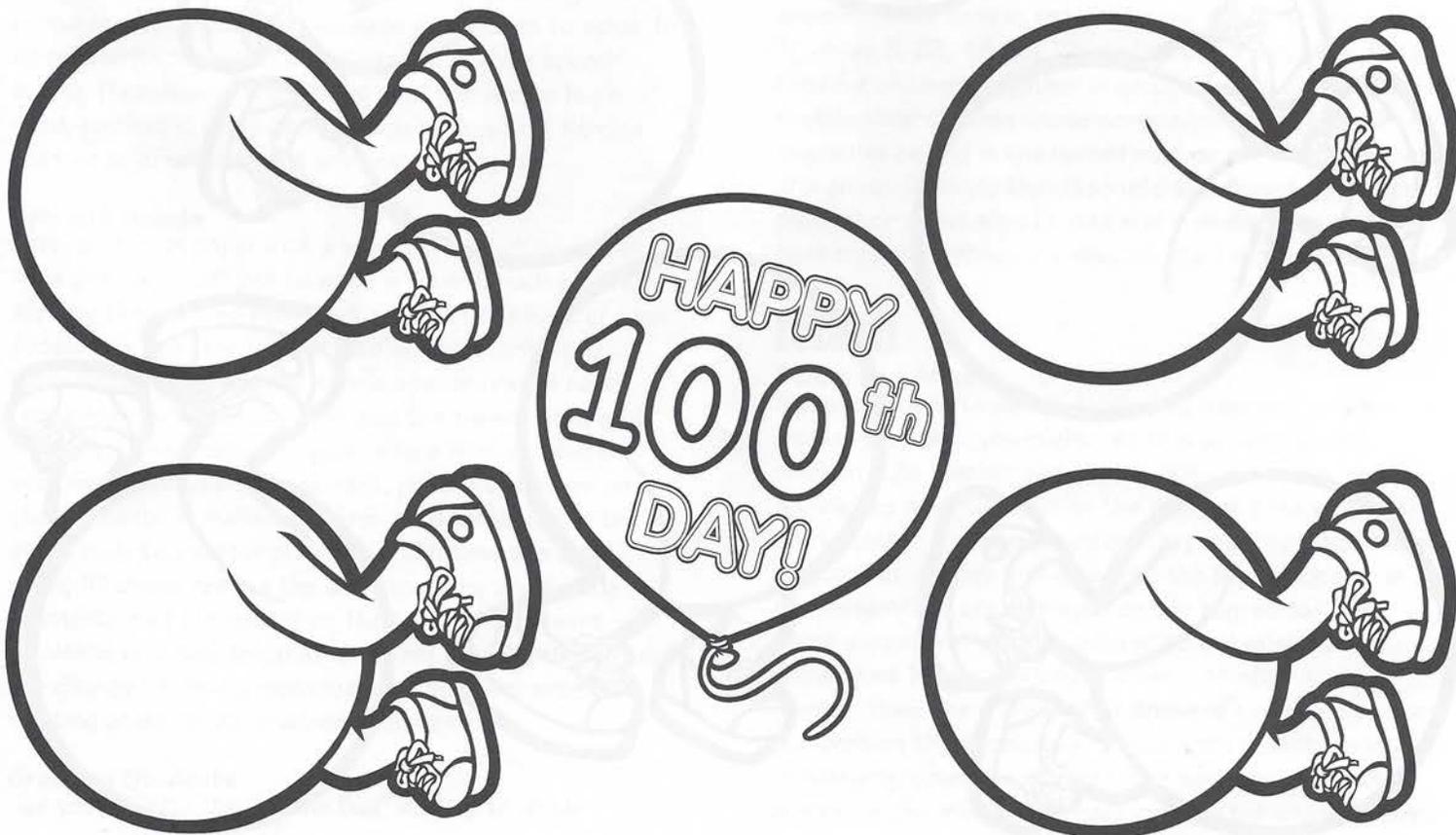
the answers on the back of the pages. Invite student pairs to use the notepaper flash cards to check and reinforce their knowledge of math facts.

- Use the "100th Day Doodle Bug" note pad to reinforce students' vocabulary. Simply write the word of the day in bold letters near the top of a note-pad page. Then write the definition of the word (or print a sentence containing the word to demonstrate its use). Display the page in a prominent place. As you create additional vocabulary pages, alphabetize the pages, punch a hole in the top left, and bind them with a ring. Invite children to use the vocabulary booklet as a reference for writing and reading activities.
- Write a different letter of the alphabet on each of 26 "100th Day Doodle Bug" note-pad pages. Tape the pages to the floor in random order. Then invite children to take turns tossing a beanbag onto the pages. Each time the beanbag lands on a page, the player calls out the letter and then names a word beginning with that letter.

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