

Budding Biologist



Am I an Insect?

Lesson Plan – Science

Science I: Discovering insect and making our own

Science II: Characteristics of insects

Science

Discovering insects and making our own

Standards:

Objective:

Students will be able to identify and describe characteristics of an insect. Students will be able to distinguish between insects and non-insects.

Procedure: 1. The teacher asks students if they know what an insect is, recording their answers on the board. 2. The teacher reads *Am I an Insect?* then asks students to review the answers on the board, one by one. Students review their thoughts on what makes something an insect. 3. The teacher holds up a large picture of a ladybug. With prompting as needed, students point out the six legs, exoskeleton, wings, etc. 4. The teacher draws a t-graph on the board. Using copies of pictures from the book, the teacher invites children to put the pictures on the board (using tape or magnets) on either the Insect side or the Non-Insect side. 5. Students receive their own set of pictures, scissors, glue, and a piece of construction paper. Students cut out the pictures and make their own T-graph on their construction paper.

Materials:

Am I an Insect? book
Dry erase/chalk board and writing implements
Large picture of a ladybug
Photocopies or printouts of book images
Tape or magnets
Scissors
Glue
Construction paper
Printables

Optional Materials

Bug boxes
Magnifying glasses
Insect characteristic checklist

Assessment: Observation and anecdotal notes for students' contributions when making the t-graph.

Extension: Either by dictation or writing, depending on the ability of the students, have students name the insect they created and create a background of where it



lives, what it likes to eat, what noises it makes, and what it does for fun.
Exceptionally advanced students can write a short story about their insect.

Alternatively, take a field trip to the playground and have students hunt for bugs. Use bug-collection boxes to gently capture bugs the students find, and allow students to look at them with magnifying glasses. Ask students to point out legs, wings, etc. and collaborate to decide if the bug is an insect (evaluation). Release bugs when finished.

Vocabulary:

Insect: a bug that has an exoskeleton, six legs, and a three-part body.

Exoskeleton: a structure of support outside of the body.

Endoskeleton: a structure of support inside the body.

Thorax: part of the body between the head and the abdomen.

Abdomen: the belly of a creature.

Science II

Characteristics of Insects

Standards:

Objective: Students will be able to identify and describe characteristics of an insect. Students will be able to distinguish between insects and non-insects. Students will construct their own insects.

Procedure: 1. The teacher asks students if they know what an insect is, recording their answers on the board. 2. The teacher reads *Am I an Insect?*, then asks students to review the answers on the board, one by one. Students review their thoughts on what makes something an insect. 3. The teacher holds up a large picture of a ladybug. With prompting as needed, students point out the six legs, exoskeleton, wings, etc., and the teacher points out similarities and differences to human bodies. 4. The teacher draws a t-graph on the board. Using copies of pictures from the book, the teacher invites children to put the pictures on the board (using tape or magnets) on either the Insect side or the Non-Insect side. 5. The teacher explains that now students get to make their own insects. The teacher shows students a sample insect made from a three-section piece from an egg carton, and asks students if they can figure out which is the head, thorax, and abdomen. The teacher models painting the insect and adding eyes and pipe cleaner legs on an unfinished section of egg carton. 6. Students are released to complete the project themselves, with assistance from the teacher as necessary. As students work, the teacher can ask individuals questions about their insect to assess understanding of insect anatomy.

Materials:

Am I an Insect? book
Chalkboard or dry-erase board
Pictures from the book
Tape or magnets
Pipe cleaner sections, 3 per child
Three-egg section of egg carton
Tempera paint
Paint brushes

Optional materials:

Paper or markers to make eyes, or googly eyes, if desired
Assessment checklist

Assessment: The teacher observes students' placement of insect and non-insect pictures on the board. Are they correct? The teacher can complete a checklist (found at the end of the lesson plan) for each student, answering the following questions: are students able to point out the head, abdomen, and thorax on their own insect? Does each insect have the correct number of legs? Can students identify the representation of an exoskeleton on their insect?

Extension: Either through dictation or by writing, depending on the ability of the students, students can work in pairs to create a dialogue between their insects. Some possible topics include: how do the insects meet? What do they like to do together? Where are the insects going?

Vocabulary:

Insect: a bug that has an exoskeleton, six legs, and a three-part body.

Exoskeleton: a structure of support outside of the body.

Endoskeleton: a structure of support inside the body.

Thorax: part of the body between the head and the abdomen.

Abdomen: the belly of a creature.

My name is:

My insect is a _____

and its name is _____.

Does my insect have six legs?

**Does my insect have an
exoskeleton?**

**Does my insect have a head,
thorax, and abdomen?**

Let me tell you about my insect: