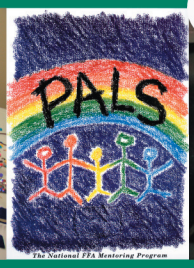
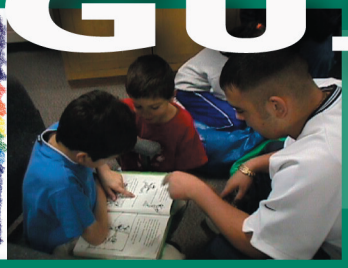
Grow Your PALS Program Guide





The National FFA Mentoring Program

Sponsored by Campbell's

Lesson 26

Insect Observatory

Unit:
Animal Science

Precepts

A. Action
A4. Identify and use resources

Lesson Type:
Large Group

National Standards

NS.K-4.3 Life Science

Student Learning Objectives

As a result of this lesson, the student will …

1. Build an insect observatory.
2. Catch insects and create a natural environment.
3. Describe and identify the major body parts of insects.

Time

Instruction time for this lesson: **45 minutes.**

Resources

University of Illinois Extension:
http://www.urbanext.uiuc.edu/insects/ 13.html (also available in spanish

Tools, Equipment and Supplies

- **small container with lid for each student**
- **scissors**
- **window screen or plastic flexible mesh**
- **masking tape**
- **decorating supplies: stickers, markers, paint etc.**
- **PALS.26.Assess.A** – 1 per student

Key Terms

The following terms are presented in this lesson and appear in ***bold italics***:

observatory
head
thorax
abdomen

Interest Approach

Begin the lesson by tapping into students' prior knowledge of insects by playing "alpha-bugs," where students go through the alphabet thinking of words that go with insects (such as insect body parts or their names).

Let's start the day with a game! It's called "alpha-bugs." We will go through the alphabet and think of words related to insects, such as their body parts or the types of insects. I will go first … A is for Abdomen. Who will go next?

Great! Now that we are warmed up, let's get to work. Today is all about insects, and we will build an ***observatory***, catch some insects and identify their major body parts. Be ready to create and focus on the tasks of the day.

Summary of Content and Teaching Strategies

Objective 1. | Build an insect observatory.

*Assist the students in building an insect **observatory** from common household items.*

Just like bringing home a new pet, we have to get ready for our insects first. We need to create a place for them to live while we observe them. When I say GO, we will each need to gather a container, a mesh square, scissors, masking tape and a writing utensil. Collect theses items and return to your seat for further instructions. Questions?

GO!

Now that you have your supplies, follow these steps to build your insect ***observatory***.

Observe the students closely and assist where needed to cut the window and screen.

I. Steps to create an insect ***observatory***

A. Mark and then cut a window into the container's lid. (Be very careful with the scissors!)
B. Cut a section of screen 1 inch larger (in both directions) than the window.
C. Fasten the screen over the window with masking tape.
D. Place the lid with its new window onto your container.
E. Decorate your container.

Congratulations! We have finished the ***observatory*** construction; it's time to collect some insects.

Objective 2. | Catch insects and create a natural environment.

*Students will venture outside with their observatories to collect twigs, grass, leaves and insects to put in the **observatory**.*

In a moment, we will go outside. We will collect items to put in our ***observatory,*** including twigs, grass and leaves. Why do we need to collect these items?

Anticipated Answers: food, shelter and coverage for the insects.

We will also collect at least one insect to go into our containers. Be very careful with your insects as you catch them, because many are small and delicate. Here are some types of insects you might catch.

II. Major types of insects

A. Butterflies and moths
B. Ants
C. Crickets and grasshoppers
D. Flies
E. Wasps and bees
F. Beetles
G. True bugs
H. Cockroaches
I. Lacewings
J. Dragonflies and damselflies

You might notice that spiders are not on this list. Does anyone know why?

While you are hunting, avoid catching bees and wasps as they can sting. What are we collecting?

Plant material and insects

What questions are there? Let's Hunt!

Help the students collect plant material and insects. Have students who finish first help the others catch their insects.

OBJECTIVE 3. | Describe and identify the major body parts of insects.

Help the students draw their insect and label the major body parts.

Great job on our hunt! We have gathered a variety of insects, but all of them have similar parts.

First, observe your insect and sketch a picture of it on the paper provided.

Next, we will label the major body parts.

Sketch the major parts on a sample insect where students can see it, or show the following short insect video: http://www.urbanext.uiuc.edu/insects/13.html

III. Major body parts of the insect

A. Head
B. Thorax
C. Abdomen

Next, label these parts on your insect sketch.

Review/Summary

Use the Eyewitness News Moment to interview students about their insects and their drawings.

We are each an expert about our insects, when it is your turn, I will interview you about your insect. Introduce us to your insect, show your sketch and identify its major body parts. Who will go first?

Application

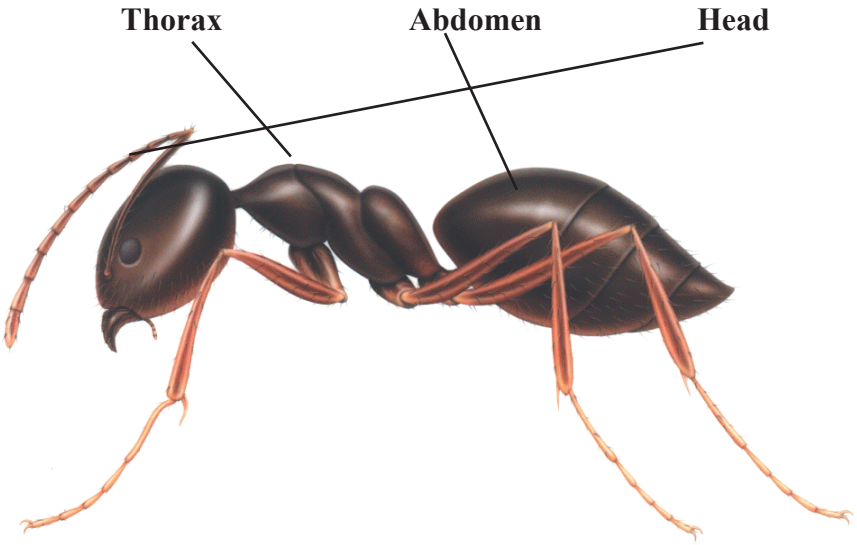
Small Group Suggestion: *Create "Wanted" posters for beneficial insects.*

One-on-One Suggestion: *Read together "The Very Hungry Caterpillar."*

Evaluation

Have the students complete PALS.26.Assess.A.

Answers to Evaluation:



PALS.26.Assess.A

Directions: Match the terms to the correct segment on the body of the insect by drawing a line.

Thorax Abdomen Head