

## Best Lesson

**Grade Level:** 1<sup>st</sup> grade

**Title of Lesson:** Making an Insect

**Unit Title:** Animals

### **Performance Standard(s) Covered:**

**S1CS1** Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

**S1CS4** Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
- b. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.
- c. Compare very different sizes, weights, ages(baby/adult), and speeds (fast/slow) of both human made and natural things.

**S1L1** Students will investigate the characteristics and basic needs of plants and animals.

- a. Identify the basic needs of a plant.
  - a. Air
  - b. Water
  - c. Light
  - d. Nutrients
  - e. Identify the basic needs of an animal
- b. Identify the basic needs of an animal
  - a. Air
  - b. Water
  - c. Food
  - d. Shelter
- c. Identify the parts of a plant – root, stem, leaf, and flower

- d. Compare and describe various animals – appearance, motion, growth, basic needs

**Essential Question:** What are the parts of an insect? Identify the different parts of an insect.

**Objective:** This goal of this lesson is to help students learn and identify the different parts of an insect by allowing them to make an insect.

**Key Words and Terms:** insect, head, thorax, antennae, abdomen, legs

### **Learning Activity**

**Abstract (limit 100 characters):** In this activity, the students will be taught the different parts of an insect through an image. They gauge their knowledge and understanding of the material, each student will be asked to point to and recite the different parts of an insect. Once all the students are familiar with the parts, they will then be able to make their own insect.

### **Materials Needed:**

Play dough – enough for all students

Trix cereal – 2 for each student

Pipe cleaners – 8 for each student (6 for legs, 2 for antennae); cut the pipe cleaners prior to the lesson

Image of insect with written parts – 1

Image of different insects – 1

**Safety Concerns:** Make sure students do not eat the play dough.

### **Procedure:**

1. Gather the students together and show them the image of the insect with the labeled body parts that includes: head, thorax, abdomen, and antennae.
2. Go over the insect body parts with them to make sure they are familiar with them. This can be done by asking them to point to a body part or vice versa. Make sure to quiz each student to make sure they know the body parts. As an incentive, announce to them that they will receive trix cereal if they all learn the insect body parts and behave properly.
3. Bring out the materials to make the insect: play dough, trix cereal (2), and pipe cleaners (8)
4. Hand each student the materials.

5. Bring out another image with various insects to let the students pick out their favorite insect to make.
6. Some of the students will need help in making molding their insects so be prepared to help them.
7. Once all the students have made their insects, ask each of them to present to the group the parts of their insect to reinforce what they learned.
8. Give the students trix to eat!

**Notes and Tips:** The students were able to learn the parts of the insects fairly quickly, I think, because they were able to learn visually through the image of an insect and its parts. Using the trix cereal for the eyes worked perfectly as the students were able to eat the extra trix I had left as a reward for learning the insect parts and making their insect. The students had fun making their insects and they were very creative with it and they all turned out well and they were able to keep it and take them home. Although the lesson went very well, what I may have done differently is give the students a worksheet of an insect and have the students label the parts.

**References:** [http://www.focus.uga.edu/firstgrade/lifesci/BLesson\\_Gr1\\_Life\\_Insects.pdf](http://www.focus.uga.edu/firstgrade/lifesci/BLesson_Gr1_Life_Insects.pdf)