

Insects

Grade Level: 2

Overview Children in many African towns and villages hunt crickets in their play time. Insects are everywhere and children are now expected to see them and observe them. There are other animals that people have mistakenly grouped as insects. Insects constitute the largest group of living animals. Insects have two distinguishing characteristics. All insects have three body parts-Head , thorax, and abdomen. Furthermore, all insects have six legs.

Purpose This activity is designed so that children will be able to identify insects and non-insects by examining actual specimens. The confusion about what are insects and what are not will hopefully be clarified.

Objectives Students will be able to:

- i. Distinguish between insects and non-insects
- ii. Identify the various parts of an insect

Resources/Materials

Insects that can be found in the environment
Pencils
Drawing paper
Hand lens.

Activities and Procedures

Teaching method and activities

1. This lesson begins by having the children brainstorm animals that they think might be insects. List the ideas on the blackboard, regardless of whether the animal is an insect or not. Keep these on the blackboard until the lesson is over. Go back to the list at the end of the period to see if the children can classify the animal given as being an insect or not. (Some ideas given may not be readily verified). After brainstorming, the children will examine insects that can be found outdoors. When children are about done with their observations, start discussing what the children noticed about the specimens. Were there any similarities or differences among the specimens? On the blackboard, list the responses that the children have. In case of disputes, examine the specimen again. For example, does it have six legs or seven? Perhaps the child miscounted. Have children come up with reasonable classifying characteristics for insects. They should come up with:

- I. Insects have six legs,
- II. Insects have three body parts,
- III. Insects may or may not have wings, though they usually do.

Prompt the children to think about these things. Have children take a closer look at each insect as they are being discussed. Give the children time to draw an insect of their choice on another blank sheet of paper. Others may choose to examine the specimens more closely.

Tying it all together The properties of insects should be put down in a permanent record book of the children:

Have six legs [not more, not less]

Have three body parts

Assessment The distinction between insects and non-insect should be revisited.

Let the children now list with reasons those non-insects that are confused with insects.

Suggestions/Modifications

- Students may make cut out pictures of insects to place around the room.
- Students may make a chart of insects and non-insects.
- Students should be able to understand the importance of classifying in science studies.

Source: <http://www.ed.uiuc.edu/YLP94?95/Mini?units/Griffin.Insects/#SCIENCE>