Objective: To find out what students already know or think they know about insects.

The word bug is often used to refer to any insect or creepy crawly. But while all bugs are insects, all insects are not true bugs. What is a true bug?

Introduction: How many of you have ever seen an insect? Outside in the garden or park? How about inside? What is an insect? Children call out ideas as to what an insect looks like. Does it have a head? What shape? Draw this on your poster paper or the board as students name a characteristic, exaggerating features and colors to make a point. What does the body look like? Does it have a tail? Legs? How many? Nose, ears, mouth, eyes? What color? After the drawing is done, stand back and look at it. Does it look like any insect you have ever seen?

What else do we know about insects? Record student’s responses on the board on an idea web next to the drawing you have just made.

insects are alive  
insects have three body segments  
insects have wings
insects are small  
insects have (3 pairs of) legs  
insects eat plants
insects jump  
insects swim  
insects sing
insects are pests

Procedure:

1. Pass out the worksheets and review the information in the Introduction paragraph prompting for the correct information. Students may then cut out the three main shapes and paste them down in the correct order.

2. As a further alternative, have students cut out three parts from colored construction paper. Review the concept of three; remind them about the head, thorax, and abdomen. Again, students will order head, thorax, and abdomen correctly on a piece of dark paper and paste them down.

Follow-up Activity: Using any drawing materials available, have students draw an imaginary insect using the elements they have learned so far.

Independent Reading: The classroom routine may include a time for silent independent reading, even at the pre-school level. Plan regular time slots of 15 or 20 minutes for students to read a book or article about insects taken from the Insects/Spiders Learning Center.

Notes: The word “bug” should only be used when talking about the insects called hemiptera (half-wing), which have long sucking tubes to eat with.

Follow this lesson with Lesson 3: Parts of an Insect. Lesson 2: Looking for Insects (Field Trip) can be done anytime at your convenience.

*FACT FILES: Copy the Learning Page Fact Files and distribute with a colored pocket folder. Give students time to organize, look them over, and decorate the covers of the folder. As an introduction to the Unit, take some time with the students to look at the Fact Files, page by page, reading the information slowly as they follow with their eyes.
Insect Anatomy Worksheet
Grade PreSchool–K

LEsson Plan 1 (cont.)

Head
Thorax
Abdomen

Head
Thorax
Abdomen

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