

Topic/Title: Insects : IMPORTANT: Kindergarten does not have TEKS for animal life cycle...

TEKS	<u>Science</u> K.9A K.9B K.10A K.10B	<u>Social Studies</u>	<u>Health</u>
Materials	Engage	Explore	Explain
Chart paper, markers, nonfiction book about insects, models/poster/pictures of insects and other things, Science journals, pictures from magazines, worksheets, or drawings that include several insects and several noninsects, glue, scissors, pencils, crayons	Introduction: Does anyone remember what we studied last week? (water/pond) Why is water important? Can living things live without water? Do you think that there are living things around and in a pond? What kinds of living things could you find around a pond? (Let's focus on one type:insects) Read: nonfiction book about insects As a class, make a T-chart (insect/not insect) based on collection of pictures or models. Have students sort the objects or pictures by whether or not they think it is an insect and why. Record their observations on the T-chart.	In their science journals, have students sort pictures into a T-chart of insect/ not insect. Are they successful? Can they explain why? Can they draw something else that is an insect?	
Collection of living or model insects T-chart from yesterday, Egg cartons (enough for 3 attached capsules per child), pipe cleaners cut in six for legs and two for antennae, different colored tissue paper (red, yellow, green, etc.) for wings, toothpicks (3 per child) , little white strips approx 1/2in x 2in(folded in half) for labels.(3 per child)	Look at insects and decide what they all have in common. Make a web graphic organizer with "insect" in the middle. Characteristics that make them an insect, as well as examples of insects students contribute. How do we know it is an insect? (Six legs, three main body sections) make sure to also focus on the TEKS listed parts: eyes? head? limbs? Compare, in discussion, to other animals you have studied . (If you discuss the names of the three main body parts: Sing: "Head, Thorax, Abdomen" to the tune of "Head, Shoulders, Knees, and Toes")	Make models of insects using materials from above. Let students choose an insect to make. Which parts must be the same to make it an insect? OPTIONAL: Label these parts by writing on little white strips and gluing them to the toothpicks.(head, thorax, abdomen). Let them choose the wings.	
Eric Carle's They Very Hungry Caterpillar Toilet paper rolls (one for each child), colored pompoms (3-5 for each child), Popsicle sticks (one per child), rhinestones or sequins (one per each child), die cut or coffee filter butterflies (one per child)		Read The Very Hungry Caterpillar Make life cycle of the butterfly On the tip of the Popsicle stick glue the egg (rhinestone), glue caterpillar pompoms in a pattern on the Popsicle stick. The toilet paper roll becomes a chrysalis. Put butterfly in one end and caterpillar stick through chrysalis to push out butterfly.	