


DISCOVERING OUR PESTS

DESCUBRIENDO PLAGAS DEL JARDIN

Garden

Grade 3 • 30 mins • Fall • Outdoors or Indoors 

ADAPTED

GRADE 3

SCHOOL PARTNER
LESSON PLAN

ESSENTIAL QUESTIONS

How do we prevent pests in our garden?

MATERIALS

- Pictures of typical garden pests and the damage they create
- Pencils
- Paper
- Clipboards
- Poster of insect life cycle

VOCABULARY

Stages of the insect life

- Larva
- Pupa

ASSESSMENT

Student journals

PREPARATION (30 MINUTES)

Get familiar with garden pests and what they look like in different stages of life cycle.

TEACHER BACKGROUND

At DCB we do not use poisons or synthetic chemicals to deal with pests. We use Integrated Pest Management (IPM) techniques. IPM is an ecosystem-based strategy that focuses on long-term prevention of pests or their damage through a combination of techniques such as biological control (like using special bacteria to interrupt life cycles or planting for beneficial insects), habitat manipulation (like interplanting and rotating crops), modification of cultural practices (like weeding, cleaning up areas to prevent habitats for pests, watering carefully), and use of resistant varieties (like planting specific varieties of plants that have been bred for their resistance to pests).

NOTE:

- Adapted from **Grade 3 Garden Lesson #5: Discovering Our Pests**, pg 152.
- This lesson was designed to go along with DC Bilingual's Science Scope and Sequence. Science is taught in Spanish at DC Bilingual. The school views these lessons as a way to reinforce science standards in the garden.



CREATED BY
DC Bilingual in 2021

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LESSON DESCRIPTION

Students will learn to identify pests in the garden at the different stages of their life cycle. By understanding how life cycles of pests look, we can better prevent pest damage.

LEARNING OBJECTIVES

Content Learning Objectives*Garden and Food Systems*

GFS.3.1 Understand how to increase the beneficial insects in a garden environment.

Life Skills Learning Objectives*Personal Life Skills*

PLS.1 Students are self-aware and show respect for their own needs, the needs of others, and the environment. They practice safe and conscientious behaviors in the garden and kitchen environments.

ACADEMIC STANDARD CONNECTIONS

NGSS.3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Social Studies: Citizenship, Cultural Traditions.

*Lesson Sequence**Engage***Cultivate Curiosity (5 mins):**

Take students to a plant with damage. Ask “What caused this plant to get sick? Let’s look for evidence.”

*Explore***Root Around (10 mins):**

Show students examples of pests that have been found on the plants and what they look like. For example: Harlequin beetles and their eggs; Cabbage worms and cabbage moths; Japanese beetle damage, squash bug larva and adults. These examples can be live or photos. Talk about how it is important to remember what different stages of life look like for insect pests so that we can identify their presence early (at the egg/larva stage) and prevent them from damaging our crops.

*Explain***Grow Understanding:**

Ask students to imagine how we prevent these pests from taking over the plants without using toxic sprays?

*Elaborate***Observe the Fruits (15 mins):**

Students will work in teams to draw and write signs for the garden to show people how to identify pests on plants at different stages.

*Evaluate***Reflect:**

Once these signs are complete, they will be laminated and installed in the garden.

POSSIBLE EXTENSIONS

Next lesson connects to beneficial insects and their role in IPM.

ADDITIONAL RESOURCES

- [Searching Dave’s Garden](#)
- *Good Bugs Bad Bugs* by Jessica Walliser
- *What’s wrong with my plant (And how do I fix it)?* by Dean Deardorff and Kathryn Wadsworth
- [Butterfly Insect Complete Metamorphosis Life Cycle Display Poster \(Minibeasts\)](#)