


INSECT STRUCTURES

ESTRUCTURAS DE LOS INSECTOS

Garden

Grades 1–2 • 30 mins • Fall • Outdoors or Indoors 

ADAPTED

GRADES 1–2

SCHOOL PARTNER
LESSON PLAN

ESSENTIAL QUESTIONS

How do the different parts of insects help them survive?

MATERIALS

- Chart/whiteboard with basic insect diagram
- Magnifying boxes
- Pencils
- Clipboards
- Paper

VOCABULARY

- Head
- Thorax
- Abdomen

ASSESSMENT

ABCDE drawing of an insect

PREPARATION (15 MINUTES)

Arrange materials and check for where the insects are hanging out (i.e. milkweed, spider flowers, vines, under leaves, etc)

TEACHER BACKGROUND

Most of what we call “bugs” are insects in the garden. An insect generally has 3 body parts and 6 legs. Know that roly polies, centipedes, millipedes, spiders, and worms are not insects. Know which insects are poisonous or harmful (i.e. wasps). Identify common insects in the garden such as honey bees, milkweed beetles, aphids, ladybugs, butterflies, moths, crickets, harlequin beetles, etc)

LESSON DESCRIPTION

Students will review their knowledge of insect parts to identify differences in species.
Students will create detailed scientific drawings of insects in the garden.

NOTE:

- Adapted from **Grade 2 Garden Lesson #17: Insect Structures**, pg 433.
- 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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LEARNING OBJECTIVES

Content Learning Objectives*Garden and Food Systems***GFS.2.2** Describe structure and function of insect parts

ACADEMIC STANDARD CONNECTIONS

NGSS Crosscutting Concept: Structure and Function

The shape and stability of natural and designed objects are related to their function(s).

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

What is the same about all insects? What is different?

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

Students will pair up to find and collect insects in magnifying containers. Encourage students to “think like an insect” and look under plants and close to the ground. Demonstrate how to safely collect insects, and remind students not to collect stinging insects.

*Explain***Grow Understanding (5 mins):**

Give time for students to observe their insects and notice differences between their insect and other pairs’ collections. Observe: does the insect have wings? how many? how are the feet different? What kinds of mouths do they have? What do you think they eat?

*Elaborate***Observe the Fruits (10 mins):**

Create an ABCDE drawing of the insects.

*Evaluate***Reflect:**

While students are drawing, walk around and ask: Why do you think that insects have different body parts? How do those parts help them survive or pollinate flowers?



ADAPTATIONS

One option for observing different insect types would be to procure a set of realistic plastic insects, and to pass them to students to observe and draw. Another option would be to pre-collect insects outdoors and bring them inside.

POSSIBLE EXTENSIONS

Let’s talk about how varieties of insects help to keep a garden healthy. What are some varieties that we notice in each other, and how does that keep our community healthy?

ADDITIONAL RESOURCES

- insectlore.com
- [ABCDE drawing of an insect](#)

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