



Insects!

Concepts

Insect homes are numerous, diverse, and can be highly specialized. Attributes that contribute to good insect homes include food availability, proximity to other necessary resources (e.g., light and water) and shelter from weather and predators.

HCPS III Benchmarks

SC.K.1.2

SC.K.1.3

Duration

45 minutes

Source Material

PRISM

Insect Homes

Summary

In this lesson, students will learn where insects live by observing and illustrating a small specialized outdoor area on their school's campus. Building upon knowledge from previous lessons, students will also identify attributes that make an area a good home for an insect (e.g., food available, protection from predators, etc.).

Objectives

- Students will be able to describe the diversity of insect homes
- Students will be able to explain what attributes make good homes for insects

Materials

For each student:

Clipboard

Insect Home worksheet

Pencil

Crayons

For teacher:

Chart paper

Markers

Making Connections

Insect homes are diverse and numerous. Some insects live underground, in nests, in water, or in our homes. These different types of insect homes may be familiar to most students. Additionally, insect homes, like our homes, are a place of refuge. Students can make associations between the purpose and usefulness of their home and an insect's home.

Teacher Prep for Activity

Find a safe natural site around your campus that you can take students to conduct their outdoor observations. Gather materials needed for lesson. Optionally, attach pencil to clipboard with string to minimize loss in the field, or alternately bring additional pencils.

Background

Insect homes are diverse and can be specifically structured depending on the insect inhabitant. Insect homes serve as a place of refuge – where insects can elude predators, seek shelter from unfavorable weather, and rest. For some insects, their homes may be conveniently located near foraging areas (places where food is abundant) or potential mates (applicable for solitary insects). Additionally, an insect's home may be the ideal area to hatch and rear



their offspring.

Examples of insect homes can vary from highly structured and organized nests (such as honeybees or ants) to an entire forest, or a tuft of grass or leaf (for grasshoppers and caterpillars, respectively). Regardless, the sizes and types of insect homes are endless.

Procedure

1. Begin by asking students, “What is a home?”
2. Next, ask students, “What do you think an insect’s home is?”
3. Ask students to provide specific examples of different insect homes. *Optional:* record answers on chart paper
4. Ask students to think of what makes their homes a good place to live (*e.g.*, shelter, food, etc.)
5. Inform students that they will be going outside to observe and draw an insect home
6. Tell students that, in addition, to conventional insect homes, something as simple as a leaf or a plant could be an insect’s home
7. Review attributes of a good home calling upon examples given by students
8. Hand out clipboards, Insect Home worksheet and pencils
9. Demonstrate how to complete worksheet by drawing an insect home that students might see during their outdoor observations (*e.g.*, decaying log or leaf)
10. Escort students outside to a natural area containing plants, leaf litter, and potentially insects.
11. Ask students to look around for an area that might make a good insect home.
12. Inform students that if they want to see insects they must be quiet and patient, most insects scare easily and will hide if threatened.
13. Have students draw what they think an insect’s home from that area might look like.
14. Instruct students that they will be coloring their drawing when they return to class.
15. Escort students back to classroom after 15 minutes have elapsed or until a majority of the students have completed their drawing.
16. Have students return to their desks to color their insect home drawing.
17. While students are coloring, instruct them to complete the sentence at the bottom of their drawing explaining why an insect would live in the area they drew.
18. Provide an example sentence if necessary. (*Note:* if students are unable to write a complete sentence describing their drawing, ask individual students why an insect would live in the area they have drawn and write their response for them).
19. Collect Insect Home worksheet when complete.

Assessments

Class discussion and anecdotal records (taking during the outdoor activity)

Insect Home worksheet and sentence

Resources

<http://www.learningpage.com>

Art Connection

The drawings completed by students in this lesson allows for the incorporation of art. Additional art mediums (*e.g.*, oil pastels, chalk, markers) can be incorporated into their drawings. If time permits, students can also draw and color an insect (actual or imaginary) that might live in their drawing.



Insect Home Worksheet

Name _____



Draw an insect home.



Insects live here because _____
