



Insects!

Concepts

Insect conservation is integral in ensuring insect survival for generations. Modifications to their homes, prey, and predators can have profound impacts on their life cycle. Insects are all around us; therefore, we must be mindful of our actions and how they can negatively affect insects.

HCPS III Benchmarks

SC.K.1.1
SC.K.1.2

Duration

1 hour

Source Material

PRISM

Vocabulary

Conservation

Insect Conservation

Summary

In this concluding lesson, students will identify what they learned about insects during the unit. Students will use their knowledge to recognize ways and actions that can be used to protect insects.

Objectives

- Students will be able to describe one way they can protect insects
- Students will be able to identify how they use conservation in their everyday life

Materials

For each student:

Post-assessment
Shoebox for diorama
Construction paper
Crayons
Scissors and glue

For teacher:

K-W-L chart paper (from lesson 1)
Additional chart paper
Markers

Making Connections

This culminating lesson ties all previous lessons together and allows students to build upon their prior knowledge and what they have learned throughout the unit to discuss the importance of insect conservation. Many students may be familiar with the term conservation (*e.g.*, water conservation or energy conservation) and ways conservation is incorporated into our daily lives (*e.g.*, recycling).

Teacher Prep for Activity

Prepare materials and copy post-assessments.

Background

Insect **conservation** (protection and careful management of the environment and natural resources for human utilization) ensures that the insects we see today will be around for future generations. Insect conservation is crucial since many insects play important roles in food chains, as pollinators for crops, and decomposers of waste. Additionally, many insects have been around long before us, their sheer numbers and diversity are remarkable and worth protecting.



Procedure

1. Begin the lesson by reviewing the know (K) and want to know (W) portions of the K-W-L chart as a class.
2. Read the written answers aloud.
3. Ask each student for one thing they learned about insects during the unit.
4. Write responses on chart paper in the learned (L) portion.
5. Commend the students on how much they learned throughout the unit.
6. Ask students “What do you think conservation is?” or alternatively ask students to provide one example describing what conservation is.
7. Briefly introduce conservation vocabulary.
8. Referring to students’ answers from K-W-L chart, ask students why they think insect conservation is important.
Optional: write responses on separate chart paper
9. To facilitate discussion present scenarios relating to different lessons (*e.g.*, “What happens when a plant dies or is cut down?” “What happens to the insects that depend on that plant for food or shelter?”)
10. Recognizing why insect conservation is important, ask students “What can be done to protect insects?” or provide examples of what they can do to protect insects.
11. Review conservation importance and ways to conserve – emphasizing that our actions can inadvertently effect insects in negative ways (*e.g.*, leaving leaves and flowers since both could be important food or homes for insects).
12. As a culminating project for the ‘Insects!’ unit, have students create individual dioramas. Advise students that their dioramas are intended to convey what students learned about insects – either their bodies, what they eat, their role in the food chain, where they live, or their life cycle.
13. Ask students to think of one thing about insects they would like to display in their diorama. Demonstrate how to complete a diorama first, beginning with the construction of an insect (every diorama must include an insect), then the background and the ground beneath the insect. Hand out materials including shoe boxes, construction paper, crayons, scissors and glue, and allow them to work independently on their diorama for 20 minutes.
14. While students are working on their diorama, continuously remind them that they are describing or displaying one thing they learned during the insects unit.
Note: if time permits, students can have a gallery walk thru of all dioramas.
15. End unit by administering post assessment. Read directions aloud before handing out post-assessments.
16. Provide an example of how to complete assessment.
17. Administer the post-assessment allowing students 5 minutes to complete.
18. Collect post-assessments.

Assessments

Completed K-W-L chart with contributions from each student
Class discussion and anecdotal records
Student dioramas



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Resources

<http://www.learningpage.com>

<http://www.earthlife.net/insects/conservation.html>



Insects Post-Assessment

Name _____

Circle the face that shows how you feel about science:



Draw an insect:

My insect lives: _____