



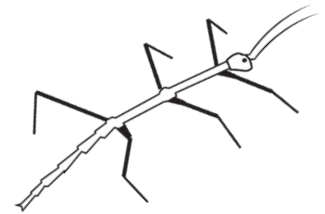
INSECTS

BIG IDEA

Exploration of living organisms helps children learn about their world. Children investigate in order to describe, organize, classify, and compare characteristics of insects.

Content objective(s):

The child will discuss insects with family members and collect data about family members' favorite insects. The child will organize a graphic representation of favorite insects.



Materials needed:

- ♦ Insect pictures (Handout 1)—copy and cut out (3 or more copies of each)
- ♦ Paper for graph (chart of favorite insects)
- ♦ Pencil, crayons or colored pencils

Lesson vocabulary:

- ♦ favorite—favorito
- ♦ graph—gráfica
- ♦ decide—decidir
- ♦ organize—organizar

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.B.2. Child engages in conversations in appropriate ways.

Emergent Literacy, Writing:

IV.B.2. Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.

Mathematics:

V.E.2. Child collects data and organizes it in a graphic representation.

Social Studies:

VII.B.3. Child engages in voting as a method for group decision-making.

Physical Development:

IX.B.1. Child shows control of tasks that require small-muscle strength and control.

Activities:

1. The home educator models and demonstrates for the parent.

Today we will be working with some of the insects we looked at in earlier lessons. Which insects have we learned about so far? (e.g., ladybug, bee, ant, butterfly, etc.) What do you know about insects? **(Pause)** What is the same about all insects? [3 body parts, 6 legs, antennae]

Today we will talk to family members to find out which insects are their favorites.



We'll be able to organize, or set them out in a way so that we can decide which one is the most favorite insect. Decide means to choose. We'll choose, or decide, which is the most favorite insect by looking at a graph. I'll show you what a graph is later. Are you ready? Let's start with the three of us.

Look at these pictures of some of the insects we have learned about so far. My favorite is the ladybug. I like ladybugs the best because of their black dots. I like to watch them crawl across the ground. I'm going to choose this ladybug as my favorite and color it.

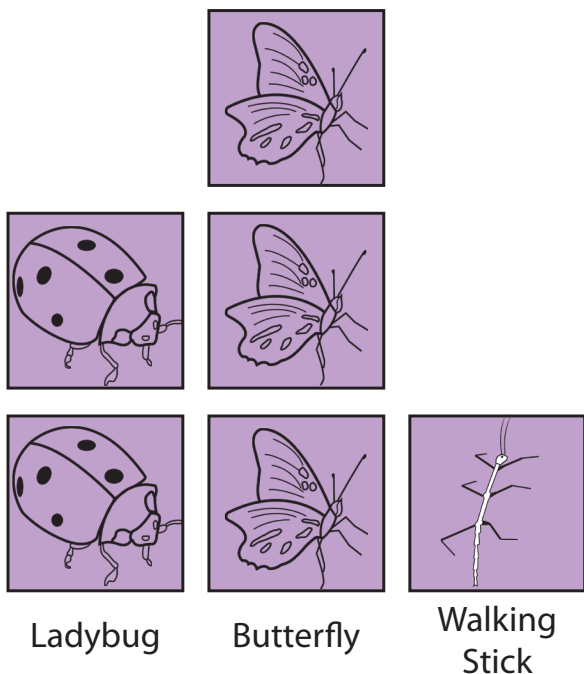
After coloring the ladybug say,



Now I'm going to write my name on the back so that we can remember that this one is my favorite.

The home educator will then place the insect at the bottom of the chart paper, as the beginning of the graph, and write the name of that insect below it (as in example below).

We'll be lining up all the insects in a graph, or picture that shows which has the most.



2. The parent works with the child.



Next, the parent will select his/her favorite insect. The parent will discuss characteristics of the insect and describe why he/she likes it the best. The parent should color the insect and write his/her name on the back.

The parent should then place his/her insect next to the home educator's insect, if it is different, or above the home educator's, if it is the same. This will create a bar graph that will show the insect chosen most often, with the names of the insects below each bar.

3. The child works with the parent's help.

The parent will ask the child to select a favorite insect. The parent should encourage the child to describe the features of the insect that he/she likes, or tell why he/she likes it the best. The child will color the insect and write his/her name on the back of the insect. The parent should provide the necessary assistance to help the child write the letters of his/her name.

The parent helps the child place the insect in an appropriate place on the graph. The child will then ask other family members or neighbors to select their favorite insect from those in Handout 1. The insects chosen and their names should be added to the graph. As each insect is added to the graph, the parent should stop to discuss which insect has the most cards and explain to the child that the "bar" (line) that is the tallest/longest indicates the most popular group.

4. The child works independently as the parent and home educator watch for learning.

Watch for the child's ability to describe the features of the insects. Watch for increasing understanding of the data in the graph.

5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

Follow-up questions to deepen the child's thinking:



1. Why do you think the _____ is the favorite insect?
2. Which insect was the least favorite? **(Pause)** How do you know?
3. Did other people like the same insect you like? **(Pause)** How do you know?

Ways to extend the lesson concepts:



1. Go on a walk and identify as many insects as you can. Keep a tally of them on a sheet of paper.

2. Count the insects identified on the walk and create a graph showing how many you see of each kind.



3. Create (dictate) a label for the graph (e.g., Our Favorite Insects).

Modifications:

If the lesson activity is too hard—

1. Limit the selection to two or three insects.
2. Continue to add to the graph (i.e., by asking more people or by selecting two favorite insects) in order to more clearly illustrate the findings.

If the lesson activity is too easy—

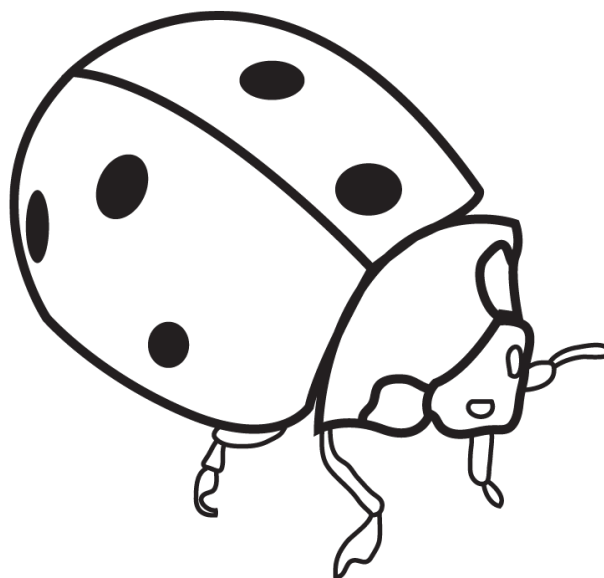
1. Graph other concepts (e.g., favorite fruit, favorite pet, etc.)
2. Count and record the number of people who like each insect.
3. Write first and last name on the back of the insect card.

Teaching tip:

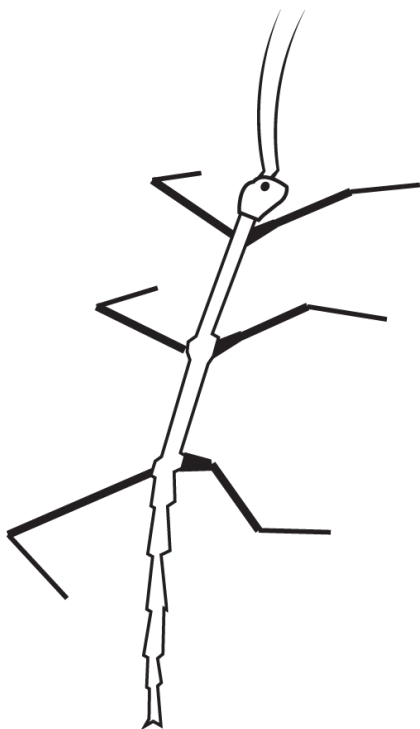
The child likely won't have a clear understanding of the objective until the graph is completed. Discuss the information they are able to obtain from the graph..



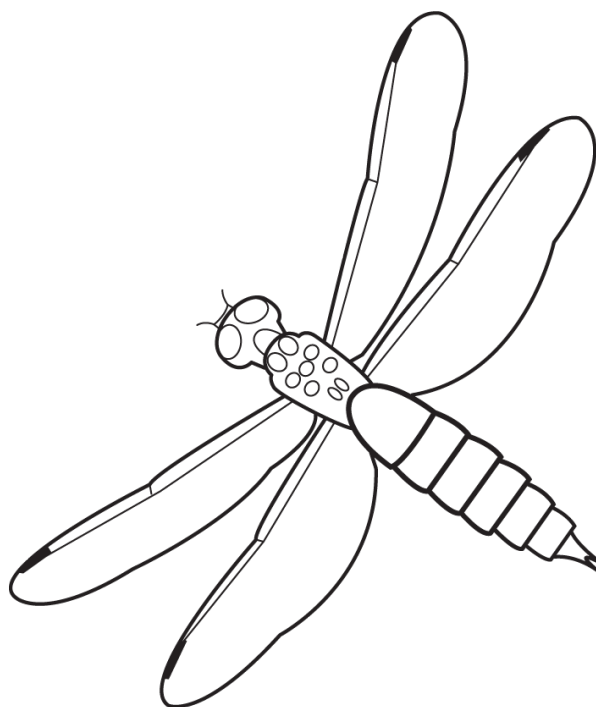
butterfly



ladybug



walking stick



dragonfly

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INSECTS (LESSON 9)

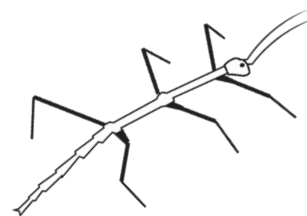
PARENT PAGE

What we are learning:

Your child will discuss insects with family members and collect data about family members' favorite insects. He/she will organize a graphic representation of favorite insects.

Words to know:

- ♦ favorite—favorito
- ♦ graph—gráfica
- ♦ decide—decidir
- ♦ organize—organizar



What to ask:

1. *Why do you think the _____ is the favorite insect?*
2. *Which insect was the least favorite? (Pause) How do you know?*
3. *Did other people like the same insect that you like? (Pause) How do you know?*

What else to do:

1. Go on a walk and identify as many insects as you can. Keep a tally of them on a sheet of paper.
2. Count the insects identified on the walk and create a graph showing how many you see of each kind.
3. Create (dictate) a label for the graph (e.g., Our Favorite Insects).

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