PROJECT OVERVIEW

Name of Project:	**Going Buggy!**	**Duration: 13 sessions**
Subject/Course: Science	**Teacher(s):Dori Duchow**	**Grade Level: Kindergarten**
Other subject areas to be included, if any:	Language Arts	

Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	My unit of study will be a Science unit where the students will study and learn about insects. Students will become entomologists and will learn about the bugs around them. They will work in small groups and each group will be given a bug to research through iPod apps, computer web sites, library books and resources, classroom resources and guest speakers to see if their bug is an insect by fitting the criterion of an insect, find out if it is a helpful or harmful insect, the habitat that it lives in and how they can coexist with that insect. From their research, each group will create a poster with the information learned and present it to Mrs. Roerhig's kindergarten class as well as post pictures of the process and product on the school's website. The class will also take a field trip to the NEW Zoo and visit their insect house and donate their posters to their education area. As a conclusion to the project, each child will create an individual insect with Crayola Model Magic, decorate it and name it. Pictures of these insects will be posted on the school's web page as well. Groups will be evaluated on if their bug matches all of the criteria of an insect, the poster created identifies the habitat and important characteristics of that insect and how they are able to work as a group. .
Driving/Essential Questions	"It is now Spring and there are many bugs all around us. What are they? Are they beginning to "bug" or bother you when you are outside playing? We need to find out what they are, where they live, what they eat and if they are helpful or harmful to us. To do this we will become "bug scientists" called **entomologists** and research the bugs that live in Wrightstown. " **How can you describe the bugs that surround you, where they live and if they are helpful or harmful to you?** The students will work in small groups investigating their assigned group "bug" and through inquiry, learn about the insect species that are around them.
Content and technology Standards to be addressed: Write number and standard http://dpi.state.wi.us/imt/itlstfst.html	**Content Standards**: WI Early Learning Standards: **A. Curiosity, Engagement, and Persistence** **A.EL. 1** Displays curiosity, risk-taking and willingness to engage in new experiences. **A.EL. 2** Engages in meaningful learning through attempting, repeating, experimenting, refining and elaborating on experiences and activities.

B. B. Mathematical Thinking

B. EL. 1 Engages in imaginative play and inventive thinking through interactions with people, materials and the environment

B. EL. 6 Collects, describes and records information using all senses.

C. Scientific Thinking

C. EL. 1 Uses observation to gather information.

C. EL. 2 Use tools to gather information, compare observed objects, and seek answers to questions through active investigation

C. EL. 3 Hypothesizes and makes predictions.

C. EL. 4 Forms explanations based on trial and error, observations, and explorations.

Wisconsin Standards:

Language Arts

C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes

C.4.2 Listen to and comprehend oral communications.

C.4.3 Participate effectively in discussion.

E.4.1 Use computers to acquire, organize, analyze, and communicate information

F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

Science

F.4.1 Discover* how each organism meets its basic needs for water, nutrients, protection, and energy* in order to survive

Technology Standard **A.4.1** Use common media and technology terminology and equipment hands

A.4.5 Use media and technology to create and present information

A.4.3 Use a computer and productivity software to organize and create information

B.4.6 Interpret and use information to solve the problem or answer the question

B.4.7 Communicate the results of research and inquiry in an appropriate format

C.4.4 Demonstrate self-motivation and increasing responsibility for their learning

D.4.1 Participate productively in workgroups or other collaborative learning environments

		T+A	E		T+A	E
21st Century Skills to be explicitly *taught and assessed* (T+A) or that will be *encouraged* (E) by project work, but not taught or assessed:	Collaboration Students will work as a team to learn about their bug and create a poster with learned information. Students will work with 3rd Grade Big Buddies to research information about their assigned bug.	X		Other:		
	Presentation Students will share their Insect Poster with another class.	X				
	Critical Thinking: Students will process ideas and information learned and shares it with their group.		X			

			Presentation Audience:	
Culminating Products and Performances	**Group:**	Taking digital photos Creating insect poster Answering questions about their insect during presentation	Class:	x
			School:	
			Community:	x
	Individual:	Taking digital photos Self reflections on rubrics Creating individual insect Write Thank You notes to guest speaker	Experts:	
			Web:	
			Other: Principal	

PROJECT OVERVIEW

Entry event to launch inquiry, engage students:	"WOW Kinders-It is finally Spring! Have you noticed that there are new friends all around us when we play outside? Who are they and what are they? Are they beginning to "bug" or bother you when you are outside playing? We need to find out what they are, where they live, what they eat and if they are helpful or harmful to us. To do this we will become "bug scientists" called **entomologists** and research the bugs that live in Wrightstown. "

Assessments	**Formative Assessments (During Project)**	Quizzes/Tests		Practice Presentations	x
		Journal/Learning Log	x	Notes	
		Preliminary Plans/Outlines/Prototypes		Checklists	x
		Rough Drafts		Concept Maps	x
		Online Tests/Exams		Other:	
	Summative Assessments (End of Project)	Written Product(s), with rubric:		Other Product(s) or Performance(s), with rubric: **Insect Poster**	x
		Oral Presentation, with rubric	x	Peer Evaluation	x
		Multiple Choice/Short Answer Test		Self-Evaluation	x
		Essay Test		Other:	

Resources Needed	**On-site people, facilities:**	Library aide to locate and pull books for students, 3rd grade Big Buddies
	Equipment:	SMART board, iPods, computer, digital camera, Netbooks, document camera
	Materials:	**Educational Resources/Videos/PowerPoint:** World of Insects Series… http://browse.barnesandnoble.com/browse/nav.asp?visgrp=children's&N=703965+1012+2147263250&Ne=300335+703965+1012&Ns=SERIES_NUMBER&btob=,&bnit=H2PID http://www.discoveryeducation.com/administrators/curricular-resources/streaming-plus/index.cfm http://video.nationalgeographic.com/video/player/kids/animals-pets-kids/bugs-kids/leafcutter-ant-kids.html

		Master Gardener's Presentation: Insects in the World by Phil Pellitteri Microsoft PowerPoint format (12,451 KB) Insect Ambassador at UW-Madison http://www.entomology.wisc.edu/insectam/visitor/index.html **Sites for student research:** http://teacher.scholastic.com/activities/bugs/ http://www.insects.org/index.html http://urbanext.illinois.edu/insects/02.html http://home.comcast.net/~sharov/3d/virtual.html http://home.comcast.net/~sharov/3d/3dinsect.html http://www.terminix.com/Information/Insect-Fun/createbug.aspx http://www.biokids.umich.edu/critters/Insecta/ http://www.insects.org/entophiles http://www.fossweb.com/modulesK-2/Insects/index.html http://www.insecta-inspecta.com/ http://www.insects.org/ http://www.insectidentification.org/ http://www.ars.usda.gov/is/kids/insects/insectintro.htm http://www.cincinnatizoo.org/animals/invertebrates/default.html http://fieldmuseum.org/explore/department/zoology/insects/collections http://www.amentsoc.org/insects/what-bug-is-this/

		Educational iPod Apps: Bugs and Insect app Bugs app Bugs! app **YouTube Videos:** Icky Icky Insects http://www.youtube.com/watch?v=SYawa4piO4k Insect Body Parts http://www.youtube.com/watch?v=gu0leHXrMZs&feature=related Bugs in the Garden http://www.youtube.com/watch?v=BC0zK2HFkfI&feature=related The Bug Parade http://www.youtube.com/watch?v=jstEyNWqE_I **Books:** The Bug Scientists by Donna M. Jackson Simon's Bug by Sheri Amsel It's a Good Thing There Are Insects by Allan Fowler Insectlopedia: Poems and Paintings by Douglas Florian The Icky Bug Alphabet Book by Jerry Palotta The Icky Bug Counting Book by Jerry Palotta The Very Lonely Firefly by Eric Carle The Very Quiet Cricket by Eric Carle Chirping Crickets Let's Read and Find Out Book by Melvin Berger I Wish I Were A Butterfly by James Howe Old Black Fly by Jim Aylesworth Amazing Insects-Eyewitness Juniors by Laurence Mound Have You Seen Bugs by Joanne Oppenheim Bugs by Joan Richards Wright Eye Wonder: Bugs by Penelope York The Best Book of Bugs by Claire Llewellyn The Big Bug Book by Margery Facklam Backyard Bugs by Robin Laughlin Butterflies, Bugs, and Worms by Sally Morgan Bugs! by David Greenberg Pet Bugs by Sally Kneidel More Pet Bugs by Sally Kneidel

	Community resources:	Guest Speaker (Skype from Dept. of Entomology U.W. Madison) Field trip to NEW Zoo Insect House/ Zoo Keeper			
Reflection Methods	**(Individual, Group, and/or Whole Class)**	Journal/Learning Log	X	Focus Group	
		Whole-Class Discussion	X	Fishbowl Discussion	
		Survey		Other:	

PROJECT TEACHING AND LEARNING GUIDE

Project: Going Buggy	**Course/Semester: Science**

Knowledge and Skills Needed by Students (Learning Targets) to successfully complete culminating products and performances, and do well on summative assessments		**Scaffolding / Materials / Lessons to be Provided** by the project teacher, other teachers, experts, mentors, community members
Students will be able to identify insects by these characteristics: 3 body parts, 1 pair of antennae, 6 legs (3 pair) and a hard outer covering called an exoskeleton.	➔	Teacher will show insect videos that cover the characteristics. Teacher will read books to students about insects. Teacher will provide Skype session with an entomologist. Teacher will teach song that includes insect characteristics.
Students will identify different types of insects.	➔	Teacher will show videos on different types of insects. Teacher will share different internet sites that explore different insects.
Students will be able to identify where we find insects and the habitats they live in.	➔	Teacher will share and read informational books about insect habitats. Teacher will show videos of insects and where they live. Teacher will take a walking field trip around the community to search for insects.
Students will be able to explain if their insect is a helpful/harmful insect.	➔	Teacher will provide show video about insects and their purpose.
Students will research an assigned insect and make a plan for an informational poster on that insect.	➔	Teacher will provide resources and books for students to research. Teacher will use computer lab with students to research their insect on different websites with their 3rd grade Big Buddies. Teacher will provide iPods with appropriate insect apps for them to research their insect on.
Students will collaborate with group members to create poster of insect.	➔	Teacher will meet with small groups to monitor process of poster and to give more in depth learning about insects. Teacher will have necessary supplies for poster.

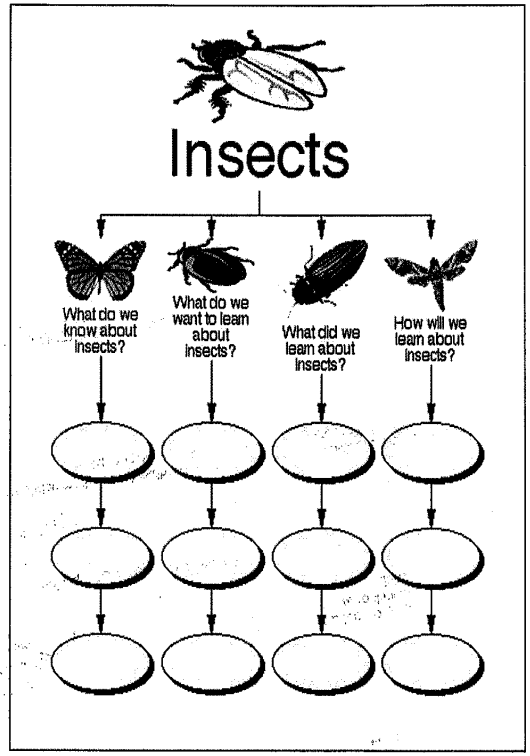
TIMELINE FOR "GOING BUGGY!"

Session 1: Introduction to "Going Buggy!"

Learning Target: Students will be introduced to bugs (insects) and learn about the bugs that live around us. They will create a KWL chart to set the stage for our project. They will also learn about entomologists and will by become a junior entomologist.

- Large Group: Gather students in front of the SMART board to watch Bugs in the Garden http://www.youtube.com/watch?v=BC0zK2HFkfI&feature=related

The video covers many different bugs (insects) that live in the gardens around us.



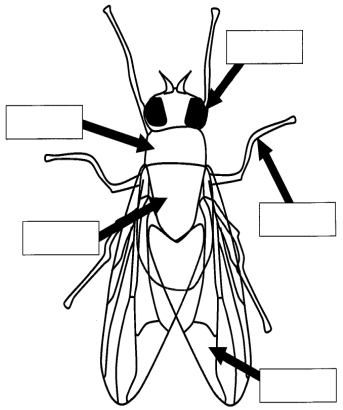
- After video, discuss video; ask about individual experiences with bugs.
- Make KWL chart on SMART board
- Introduction of Project:
- "WOW Kinders-It is finally Spring! Have you noticed that there are new friends all around us when we play outside? Who are they and what are they? Are they beginning to "bug" or bother you when you are outside playing? We need to find out what they are, where they live, what they eat and if they are helpful or harmful to us. To do this we will become "bug scientists" called **entomologists** and research the bugs that live in Wrightstown. "
- Show/Read Book: The Bug Scientists by Donna M. Jackson and explain that all of the kindergarteners will become entomologists.
- Each child will be getting a special entomologist name tag. Each nametag will have a special "bug" picture on it. Students will find other students with the same bug picture to determine which small group they will be in.
- Question and answer time

Active Engagement:
Students will:

- watch youtube video
- listen to non-fiction story
- actively involved in discussion and share input and information
- share information with group members

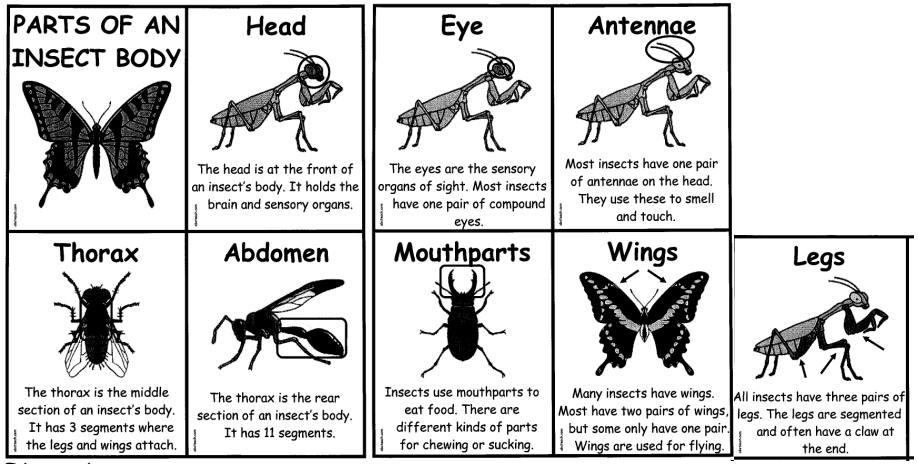
Session 2: What is an Insect?
Learning Target: Students will learn different facts about insects

- Watch video on SMART board: Icky Icky Insects http://www.youtube.com/watch?v=SYawa4piO4k and practice singing the song.
- Read Simon's Bug by Sheri Amsel and discuss story
- I will ask students to give me different facts they learned about insects, listing them in a idea web on the SMART board
- On SMART board, label insect body parts as a whole group: Label The Insect Body Parts



- Explain what they will do to make booklet.

Hand out individual copies of Parts of an Insect Body booklet.



Directions:

1. Cut each page apart.
2. Arrange pages to make a book.
3. The "Legs" page is the last page.
4. Staple book together

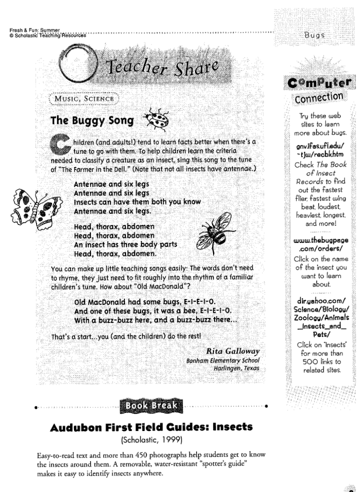
- Make the book, read through it and send it home.

Active Engagement:
Students will:

- watch youtube video
- listen to story
- interact by sharing information learned about insects for the idea web and diagram with class on SMART board
- create a take home book

Session 3: Bug Discovery
Learning Target: Students will learn different parts of an insect and through research discover information about their bug
Whole Group:

- Review song: Icky Icky InsectsTeach
- Teach song and do actions to: The Buggy Song:


Fresh & Fun: Summer
© Scholastic Teaching Resources

Bugs

Teacher Share

MUSIC, SCIENCE

The Buggy Song

Children (and adults!) tend to learn facts better when there's a tune to go with them. To help children learn the criteria needed to classify a creature as an insect, sing this song to the tune of "The Farmer in the Dell." (Note that not all insects have antennae.)

Antennae and six legs
Antennae and six legs
Insects can have them both you know
Antennae and six legs.

Head, thorax, abdomen
Head, thorax, abdomen
An insect has three body parts
Head, thorax, abdomen.

You can make up little teaching songs easily: The words don't need to rhyme, they just need to fit roughly into the rhythm of a familiar children's tune. How about "Old MacDonald"?

Old MacDonald had some bugs, E-I-E-I-O.
And one of these bugs, it was a bee, E-I-E-I-O.
With a buzz-buzz here, and a buzz-buzz there...

That's a start...you (and the children) do the rest!

Rita Galloway
Bonham Elementary School
Harlingen, Texas

Computer Connection

Try these web sites to learn more about bugs.

gnv.ifas.ufl.edu/~tjw/recbk.htm
Check *The Book of Insect Records* to find out the fastest flier, fastest wing beat, loudest, heaviest, longest, and more!

www.thebugpage.com/orders/
Click on the name of the insect you want to learn about.

dir.yahoo.com/Science/Biology/Zoology/Animals_Insects_and_Pets/
Click on "Insects" for more than 500 links to related sites.

Book Break

Audubon First Field Guides: Insects
(Scholastic, 1999)

Easy-to-read text and more than 450 photographs help students get to know the insects around them. A removable, water-resistant "spotter's guide" makes it easy to identify insects anywhere.

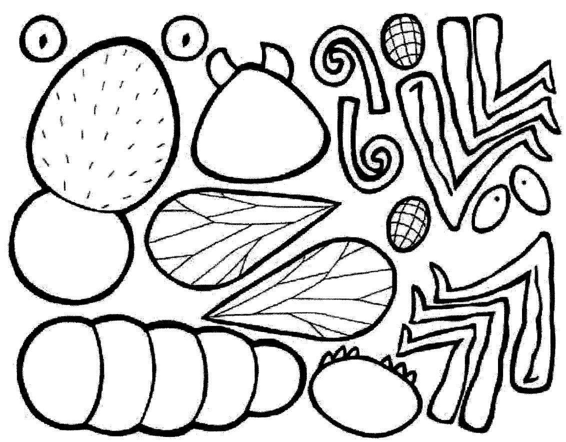
9

Small Group:

- Have students meet in their assigned bug group.

Puzzle

Pieces:



- As a group, put together puzzle pieces to make an insect making sure that it has all of the required parts to an insect
- Explain to students that they will be working together to find out what their bug is, if it is an insect and the name of it.
- Students work in groups looking through library/classroom resources to find assigned bug to find out if it fits characteristics of an insect

Individual:
Hand out Science journal and have students draw their group's insect

Insect Grading Rubric

Name:_____

	☺	☹
Content: **Insects** 	I drew the 3 body parts	I did not draw 3 body parts
	I drew the antennae.	I did not draw the antennae.
	I drew 6 legs. (3 on each side)	I did not draw 6 legs. (3 on each side)

Active Engagement:
Students will:

- actively participate in music and movement regarding insect body parts
- work cooperatively in their small groups creating an insect puzzle
- work with group to research assigned insect

- will draw their assigned insect in science journal, making sure it has all of its parts

Session 4: Where do Insects Live?
Learning Target: Students will work with 3rd grade Big Buddies to research facts on their assigned insect

- Read Insect Homes from The World Of Insects series
- On SMART board, brainstorm with students to name as many insect homes as they can
- Next, list what materials insect use to build their homes with

3rd grade Big Buddies will come to the classroom and work with small groups finding sites on the internet (Netbooks) about their assigned insect and the habitat in which they live in

The 3rd grade Big Buddies will help students record the habitat where their group's assigned insect lives in their science journal

Share finding within the small groups

Fill out Small Group Rubric:

Circle the face that best matches how you feel you did in your group.

1. I listened to the ideas of my group members

2. I took turns with my group members

3. I stayed on task

Fill out 3rd grade Big Buddy Rubric:
Circle the face that best matches how you feel you did in your 3rd grade Big Buddy:

1. I listened to the ideas of my buddy

2. I took turns with my buddy

3. I stayed on task

Active Engagement:
Students will:

- work with 3rd Grade Big Buddies to find facts and information about assigned insect

- use Netbooks to research assigned insect
- record findings in student science journals
- write down information learned with guidance of 3rd grade Big Buddies

Session 5: Walking Field Trip to find Insects

Learning Target: Students will understand and learn about insect natural habitats

Go over Icky Icky Insects, The Buggy Song songs and view The Bug Parade
http://www.youtube.com/watch?v=jstEyNWqE_I

Explain that today we will be going on a walking field trip around our school block to look for insects and identify where they live.

- Go over school expectations for field trips
- Aides and parent helpers will each have one group (Helpers will have clipboards and colored pencils)
- Small groups stay together and go all over the school campus(playgrounds, sidewalks, grassy areas, next to buildings etc.) to search for insects
- Fill in information of what their group found on their walking tour

Insects Found On Our Walking Field Trip

Draw a picture of the insects you found

- Once we have returned to classroom each group will share what they found and where they found them to the class.

Rubric:

I stayed with my group



I took turns with my group members

I stayed on task

I listened to my classmates when they shared their findings

Active Engagement:
Students will:

- work together as a group to determine where to search for insects
- will cooperatively share information about what each member found
- record findings on recording form
- will share information and experiences with classmates

Session 6(Or whenever it can be set up- may be more than one session): Skype with an Entomologist about Helpful/Harmful Insects

Learning Target: Students will learn about helpful/harmful insects from a real entomologist through Skype from UW-Madison. Students will learn more about the science of insects and the job of being an entomologist

Review the book: The Bug Scientists by Donna M. Jackson

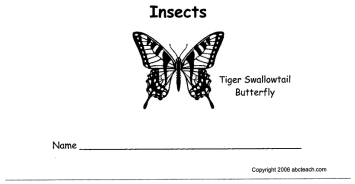
- Go over appropriate classroom behaviors for Skyping
- Go to Computer lab
- Brainstorm as a whole group to develop questions for interview about how insects can be helpful to us and how they can be harmful.
- List questions on the SMART board

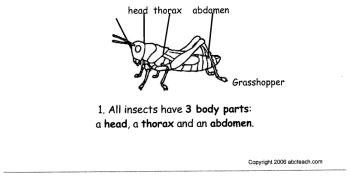
  Introduce the Entomologist and allow him/her to explain what he/she does.

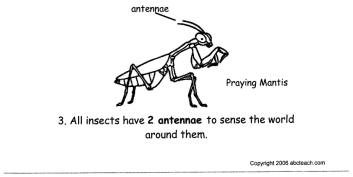
  Listen to the Entomologist explain about helpful/harmful insects and how we can coexist with them.

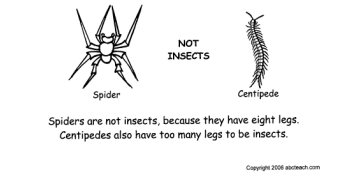
  Encourage students to ask questions about and to stay focused on asking questions not telling stories.
- After Skype session, review information and write Thank You cards to the entomologist

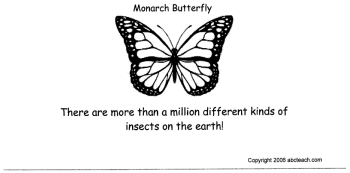
- Hand our individual Insects book, read through it as a whole class, draw favorite insect and then send it home:

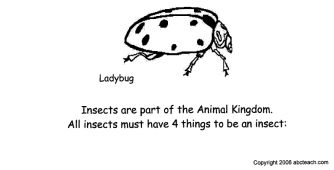


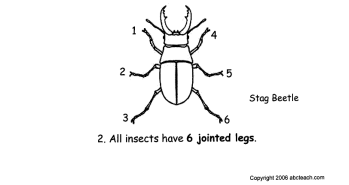


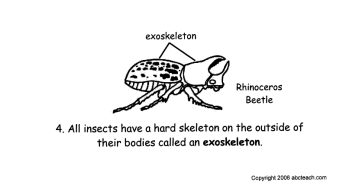


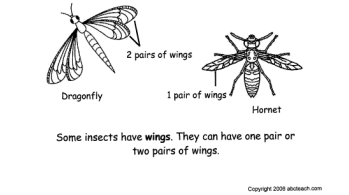


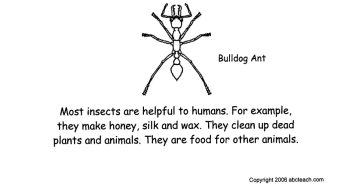












Mosquito

Some insects are pests that destroy crops or carry diseases.

Draw your favorite insect.

- Fill out rubric on how they felt they listened to speaker

Circle the face that best matches how you feel you did listening to the speaker.

1. I listened to the UW Entomologist the whole time

2. I remembered to raise my hand when I had a question

3. I did not interrupt anyone's learning

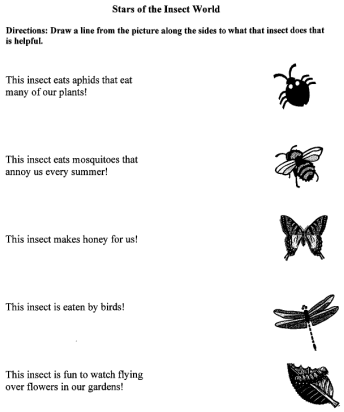
Active Engagement:
Students will:

- create questions about helpful/harmful insects for entomologist
- listen to entomologist through Skype
- ask questions about insects
- will create Thank You cards to be mailed to guest
- will create booklet to go home

Session 7: Helpful Insects

Learning Target: Students will research how if they have a helpful insect through research

- Read: <u>It's a Good Thing There Are Insects</u> by Allan Fowler Discuss book and follow up with a brainstormed list of how insects help the environment, such as: pollination; food for birds, fish and other animals; predator insects keep pest insects under control; and humans get several useful products from insects such as honey, red dye, and silk. Also, many people enjoy watching insects in their backyard and are fascinated by the colors and patterns of the insect world.
- Hand out worksheet, Stars of the Insect World, complete and turn in… (Individual assessment)



Stars of the Insect World

Directions: Draw a line from the picture along the sides to what that insect does that is helpful.

This insect eats aphids that eat many of our plants!

This insect eats mosquitoes that annoy us every summer!

This insect makes honey for us!

This insect is eaten by birds!

This insect is fun to watch flying over flowers in our gardens!

- During this session the students will again work with their 3rd grade Big Buddies to find out if their group's insect is a helpful l insect and how it is.
- They will work in the library with books and resources as well as the computer lab in the library to research about their insect. Printing off any needed information.
- Share information found with small group.
- Students will record if their insect was a helpful insect in their science journals.

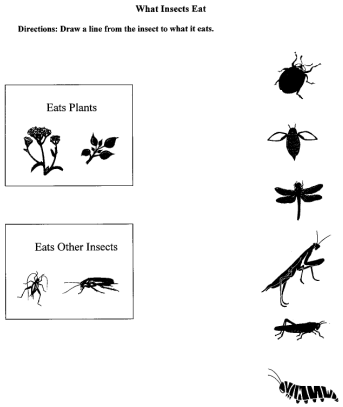
Active Engagement:
Students will:

- listen to non-fiction story
- work with 3rd grade Big Buddies to research assigned insect and if/how it is helpful
- share information with small group members
- record how their insect was helpful in science journals

Session 8: Necessary Jobs
Learning Target: Students will use many types of media to research insect habitats

During this session, students will discover what insects eat and what important jobs insects have.
As a whole group watch: LIFE: Insects http://www.discoveryeducation.com/administrators/curricular-resources/streaming-plus/index.cfm

- Discuss what they learned about insect habitats and what they eat



- Give handout and do together

3rd grade Big Buddies will again assist them in using the Netbooks, iPods and classroom resources to find information

- Students will work in their small groups researching what jobs their assigned insects have.
- Students will record by drawing/writing about their insects job in their science journal, 3rd grade Big Buddies help write description of job

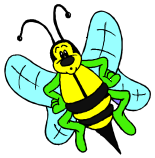
Active Engagement:
Students will:

- watch LIFE video
- participate in large and small group discussions about information learned on insects
- work together to complete handout
- work with 3rd grade Big Buddy on various media to research insect

Session 9: Creating the Insect Poster

Learning Target: Students will work together with 3rd grade Big Buddies and small group to organize information and collectively create a poster about their assigned insect.

- I will explain the directions to the students for making their poster. I will tell the students all of the thinks that they need to make sure they include on their insect poster. They will have a checklist to guide them.
- Students will need to divide up responsibilities for the contents of the poster.
- Students will be able to go to the computer lab to find and print off pictures for their poster
- Students will work together with the assistance of their 3rd grade Big Buddies to organize and assemble poster
- I will explain that once posters are completed, they will then need to practice how they will present their posters to Mrs. Roehrig's Kindergarten Class.
- After presentations, I will explain that we will be going on a field trip to the NEW Zoo, visiting their insect house and donating our posters to their education department to be viewed.
- Time will be given to work and complete group posters (this may take more than one session)
- Checklist:



What needs to be on the poster	We have it!
A title with the name of the insect they researched.	
Specific facts about their insect	
A picture of their insect (the picture can be drawn or be a real picture.	

Tells/shows where their insect lives	
Tells/shows how their insect is helpful and if it has any jobs	
Students practiced how they will present their posters	
Other information you may want to add	

Active Engagement:
Students will:

- work cooperatively with 3rd grade Big Buddies and group members
- create an informational poster on assigned insect
- find and print off from the internet of their assigned insect
- review the checklist to make sure their poster has everything it needs
- will provide practice time for presenting poster

Session 10: Poster Presentation
Learning Target: Students will share their insect posters on the assigned insect with their 3rd grade Big Buddies to Mrs. Roehrig's Class and Mr. Mierow.

- I will introduce students and explain to Mrs. Roehrig's class what the project was and what each group will be presenting
- review of what a good audience is and the expectations that they need to follow
- will invite each group to come up and present their poster, with their 3rd grade Big Buddies being behind them
- will allow time for students to ask questions of the presenters

Active Engagement:
Students will:

- share their insect posters as a cooperative group, each talking about what they added
- answer any questions the audience might have of their insect

Example of Rubric On How Students Will Be Graded- By Teacher

** Note students already have an understanding of what secure, developing, and needs strengthening means. Kindergartners also understand what kindergarten Quality means

Names_____ Group _____

Requirements	 Secure	 Developing	 Needs Strengthening
Everything that was on the checklist can be seen on their poster			
Our writing was "Kindergarten Quality"			
Our posters were colored in "Kindergarten Quality"			
We were able to answer questions about their assigned insect.			
Every student in the group participated in the presentation.			

Session 11: NEW Zoo Field Trip
Learning Target: Students will take a field trip to the NEW Zoo to visit the insect house to meet the zoo keeper and let the students present their posters to be donated to the educational department. Students will also get to learn about all of the various insects in the insect house.

- I will introduce the zoo keeper and explain to him what we have been learning and let the students present their posters
- Students will present poster and answer any questions the zoo keeper may have
- We will tour the insect house and will be able to learn about different insects they have from all over the world
- Students will be able to hold a giant hissing cockroach
- Students will be permitted to ask the zoo keeper questions about insects
- We will then tour the rest of the zoo
- Upon arriving back to school, we will write a Thank You to the NEW Zoo
- We will add a journal entry about what we saw at the zoo in our science journal

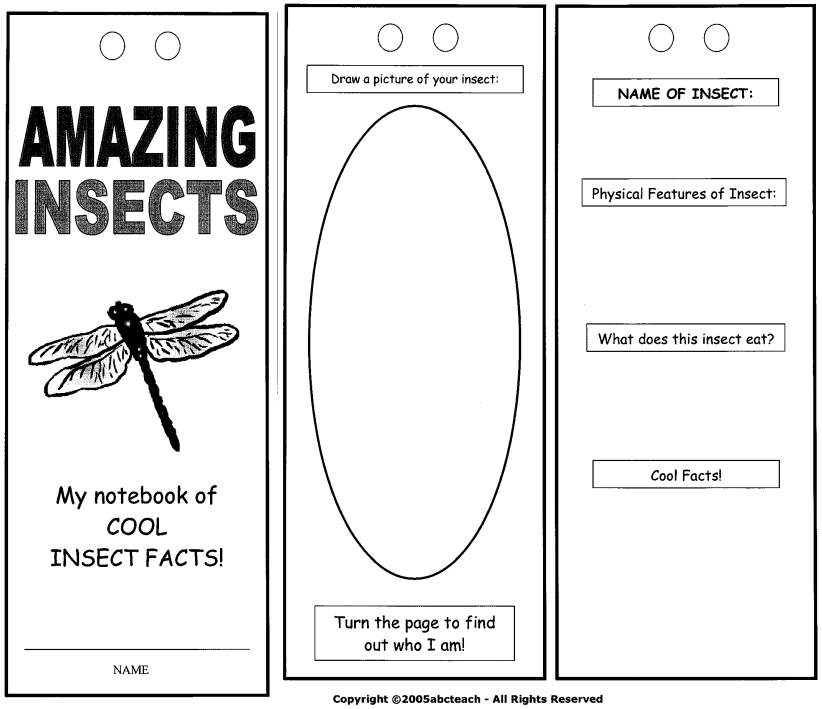
Active Engagement:
Students will:

- share insect poster with zoo keeper
- visit insect house to learn about insects from around the world
- ask the zoo keeper questions about insects that are at the zoo
- record in science journal

Session 12&13: Creating an Insect
Learning Target: Students will take all of the information that they learned and create an insect of their own out of Crayola Model Magic and insect notebook
Individually, students (not with 3rd grade Big Buddies)

- After reviewing what we have all learned about insects during this project, the culminating activity will be to create their very own insect out of Crayola Model Magic.
- Students will use the modeling clay to create an insect that has all of the proper body parts, legs and antennae.
- Once they create their insect, while it is drying, they will give it a name and come up with a habitat where it would live.
- Students will also decide if it is a helpful insect and how it does its job.

- During the second session, the students will paint their insects and prepare them for display and photos.
- 3rd Grade Big Buddies will help each student fill out the attached booklet on their insect



- I will ask each student to explain his/her insect to me and its habitat
- I will then take digital photos of each students insect to be posted on school website
- Students will be able to share their insect and all the information about their insect with their classmates
- I will fill our rubric for individual student insects as an assessment

Example of Rubric on Individual Student

Name: _____ Date:_____

Requirements	 Secure	 Developing	 Needs Strengthening
My insect has 3 body parts			
My insect has 6 legs-3 pairs			
My insect has 2 antennae			
My insect has a name			
I can explain how my insect is helpful			
I can explain what my insect eats.			
I can explain the habitat where my insect lives.			
I can answer questions my teacher or other people ask me about insect			
All of my work is "Kindergarten Quality"			

