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Lesson Title:

Insect Report/Presentation

Subject Area:

Science, Language Arts

Grade Level:

k-6

Lesson Summary:

As a culminating activity to a unit on insects, students will complete a research project on a particular insect of their choice. They may use Microsoft Encarta, the Internet, resource books and any resources of their own. Using the information they have gathered, students will create a Power Point presentation for the class to view. Students may work individually or in groups of 2 or 3.

Objective/Content Standard/Benchmark:

Students will be able to create an insect presentation to include the following: ? Habitat description: The four elements of a habitat must be addressed (food, water, shelter, and space). ? Physical description: Body parts, special adaptations, color, etc. ? Life cycle: Does the insect have a 3 or 4 stage life cycle? A diagram of the life cycle must be included. ? Clip art, pictures imported from Encarta or the Internet.

Approximate Time Needed:

3 weeks

Prerequisite Skills:

? In addition to being a culminating activity for a unit on insects, this will be a culminating activity for the computer skills used throughout the year. This project will be done during the last trimester of school. ? Students will have had prior experience with Power Point (basic presentation skills), Encarta 98 Encyclopedia, and importing pictures and information from the Internet.

Materials and Resources Required:

Technology:

Computer lab with Internet capabilities, Office 97, and Encarta 98 Encyclopedia. If a computer lab is not available, this project can also be done in small groups with one or two classroom computers; however, the project timeline will be much longer.

Printed Materials:

Hard copies of the Power Point templates for work when computer lab is not available.
Blank copies of a 3 and 4 stage life cycle template for students to draw their own life cycles, if necessary.

Supplies:

Books, encyclopedias, magazines, and other resources on insects.

Others:

Procedures:

The procedures listed are designed with a first grade class in mind. If this lesson were used with older or gifted children, the procedures would not need to be so directed. ? Day 1: "Exploration" ? This day is dedicated to students choosing an insect to do their project on. They may choose any insect they desire. They may choose to work individually or in groups of 2 or 3. ? Have a variety of resources available (traditional as well as technological). In working with young children, it is important that there be lots of pictures and easy to read resources. ? Once students have picked an insect, they make the first template for their presentation. ? Day 2: "Body Parts" ? Students spend part of the period researching the body parts of their insects. (They will have a general knowledge of insect body parts from our unit on insects.) They may use traditional and technological resources. ? Students will find a picture or graphic to go on their "Body Parts" template. They may use Encarta 98 or pull a picture from the Internet (See list of recommended sights). ? After gathering the necessary information, students complete the second template for their presentation. ? Day 3 and 4: "Life Cycle" ? Students will have studied the two types of insect life cycles. They will need to find out which type of life cycle their insect has and find or create a diagram of the life cycle. ? If unable to find a diagram of their insect's life cycle students will be able to draw the life cycle using a blank template of the two types of insect life cycles. ? Students will scan or paste their life cycle diagram to the appropriate template. ? Day 5 - 8: "Habitat" ? Students will find out what types of food sources their insect needs. They may use any resources they wish. They may also include any information they find on how the insect finds its food. ? After completing their research, they will complete the template labeled "Food". This template will include a graphic or picture if one is available. ? Students will follow the procedure presented for the food template in order to do the research and design templates for the other elements of a habitat: water, shelter, and space. ? Day 9 "Other Interesting Facts" ? Students will complete the "Interesting Facts" template. They may include any information from their research that they found interesting (i.e. How much their insect eats in one day; How many eggs it can lay; etc.). ? Day 10+: "Polish Your Presentation" ? Students complete any part of the presentation they need to "free work time". ? Students may animate, change the presentation design, edit text, etc. This is not a

requirement. ? Students rehearse their presentations. If they are working in a group, they will need to make sure each person is involved in the presentation in some way. ? Be flexible. This may take several days. ? Last day or two: Present Final Projects!!!

Modifications for Differentiated Instruction:

For the special needs student:

? Parent volunteers will work with individuals and/or groups that need extra assistance and support. ? Special needs students can be partnered with other students. ? If needed, the presentation can be adjusted in content and/or length. ? Extra "in class" computer time can be given during a flexible grouping situation.


For the gifted student:

? Gifted students may work with a parent volunteer to create an insect presentation from scratch, using no pre-designed templates. ? Gifted students may want to take on the challenge of creating a web page where our class can display all the work we have done. A parent or teacher, of course, would monitor this.

Student Assessment:

Project assessment will be done using a three-step rubric, with 3 being the highest score. 3 (above standard) Project content and presentation meets and exceeds that of the standards mentioned on step 2. This may mean the project included extra research, animation, graphics, etc 2 (meets standard) Project includes all of the content standards: 1. Habitat description: The four elements of a habitat must be addressed (food, water, shelter, and space). 2. Physical description: Body parts 3. Life cycle: A diagram of the insect's life cycle 4. Clip art, pictures imported from Encarta or the Internet. 1 (below standard) Project includes some, but not all, of the content standards mentioned in step 2. Information presented is fragmented and unorganized. If this project were used with older students or gate students, it may be helpful to add project presentation to the assessment.

Lesson Evaluation:



Lesson was evaluated by student survey and project success.

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