INSECT SAFARI

LEARN ABOUT INSECTS, THEIR BODY PARTS AND THEIR HABITATS:
COLLECT, OBSERVE, DOCUMENT, RELEASE

First Grade NGSS DCI Addressed:

**LS1.A** Structure and Function
- 1-LS1-1

**LS1.D** Information Processing
- 1-LS1-1

**LS3.A** Inheritance of Traits

**LS3.B** Variation of Traits
- 1-LS3-1

Pre-Trip Information/Activities

- Inspect an Insect Video
- 25 Cool Things About Bugs
- Insect Fact Sheet
- Interactive Insect Games

Materials:

- Insect nets
- Bug boxes
- Various books and charts identifying insects
- Insect Safari worksheet

Objectives:

- Methods for catching insects
- Various species of local insects
- Importance of insects in the food chain
- Identify characteristics of each insect's habitat

Introduction:

- What is an insect?
- How many legs do insects have? (six legs),
- How many wings? (two or four wings)
- How many feelers or antennae do insects have on the top of their head? (two)
- How many bones do insects have? (Insects have no bones inside their bodies, but instead have a tough skin on the outside to protect them, and an even tougher shell on the inside that is like armor called an EXOSKELETON)
• How do insects breathe? (Insects breathe through small tubes on the bottoms of their bellies)
• How many eyes? (Most have two large eyes with limited seeing potential.)
• Insects eat just about everything organic, from people’s food at picnics to other insects. Dragonflies, for example, are carnivores - they love mosquitoes - while termites eat rotting wood. (FOOD CHAIN)
• Insects have no teeth, and instead chew with their mouths. Crickets, beetles, and some other insects do have sharp jaws for tearing and chewing food (ADAPTATION).

Activity:

1) Pass out the materials
2) Have the students spread out to look for insects.
3) Have the students compare and identify findings using charts and books.
4) Have students document their findings on their information sheet and list characteristics of the habitat

Discussion:

• Where were the majority of the insects found? Where is an insect’s habitat?
• Which insects are beneficial to humans?
• Name some animals that eat insects as part of their daily diet.

Post-Trip Activities:

• Have students use craft supplies to build an insect of their own. Have students verbally explain how the different parts of their insect function. Have students create a diorama of the habitat where their insect lives (K-2-ETS1-2, SEP-2).
Student Name _______________________

About Your Insect:
Where did you find your insect (Habitat)? _____________________

What was it doing? (eating, flying, buzzing) _____________________

What does your insect eat? _________________________________

What color is it? _______________________________________

How does it move around? (walk, crawl, fly, climb) _____________

What is your insect called? _________________________________

Draw your insect