MANCHESTER COLLEGE
Education Department

LESSON PLAN by ___Amanda Hayward____________________

Lesson: __What’s Bugging You??_________________ Length _30 minutes______

Age or Grade Intended __2nd grade____

Academic Standard (s):
2.6.1 Investigate that most objects are made of parts.

Performance Objectives:
When given an insect, the student will identify the three body parts with 100% accuracy.

Advanced Preparation by Teacher: Have a book prepared to read. Have the large labeled poster board. Have the pictures of bugs. Have extra poster board and coloring supplies for closure activity.

Procedure:
Introduction/Motivation:
Read a story about bugs. Give each student a picture of a bug and have them write a description of their respective bug.

Step-by-Step Plan:
1. Brainstorm a list of bugs and write on chalkboard. (ant, grasshopper)
2. Once there is a list of 10-15, have students discuss the similarities and differences between the bugs.
3. Post a poster board on the chalkboard with a diagram of the parts of a bug. (Each of these labeled: Head, Thorax, Abdomen, Antenna)
4. Explain what the three body parts of a bug are.
   a. Head-
   b. Thorax-
   c. Abdomen-
5. Talk to the students about antenna. (Purpose, “feelers”, etc…)
6. Place students into groups of two.
7. Have the students’ trade pictures and individually draw (in their notebooks) and label the sections of the bug.
8. Continue trading pictures a few times.

Closure:
Place students’ into groups of four. Allow each group to choose a bug. Distribute a large poster board and instruct the students to draw their bug. Inform them that they are to color and label their bugs.

**Adaptations/Enrichment:**
For autistic students, emotionally handicap students, and mentally handicap students, the teacher could allow aide assistance. The teacher could also place these students into a group in which the other students will be supportive and helpful. Also, worksheets that are pre-labeled with head, thorax, abdomen, and antenna would be helpful when first learning to label the insects. Large diagrams could be posted on the student’s desk so they can easily compare the example with the insect they are working with. For exceptional learners, the teacher could provide bugs that are more difficult than the average ant. The teacher could also prepare worksheets for the student to practice.

**Self-Reflection:**
In order to self-reflect, I would evaluate the questions I ask. I would also try to ask more questions regarding Bloom’s Taxonomy. I would also try to include a type of movement activity, or hit more of the multiple intelligences. I would ask the students what they enjoyed about the book, and then evaluate the overall lesson. I would also find a way to incorporate a quiz to see if the students comprehended the lesson.