Lesson Plan

Lesson by Jenna Burton

Lesson: Investigating Crickets and their Body Parts     Length: 30-45 min
Age or Grade Intended: 2nd grade

Academic Standards:
Science:
2.1.1 Manipulate an object to gain additional information about it.
2.1.2 Use tools — such as thermometers, magnifiers, rulers, or balances — to gain more information about objects.
2.4.1 Observe and identify different external features of plants and animals and describe how these features help them live in different environments.

Performance Objective:
During this lesson, students, working in pairs, will manipulate a cricket, using a magnifier, to gain more information about it and to draw and label the 7 body parts accurately on a piece of paper.

Assessment:
The teacher will observe the students manipulating the cricket. The teacher will then collect the drawings and look for the seven parts, labeled, on each pair of students’ drawings.

Advanced Preparation by Teacher:
-large KWL chart
-cricket (can be purchased at your local pet store), magnifier, and piece of paper for each pair of students
-colored pencils for each pair of students

Procedure:
Introduction/Motivation (Engage):
As you know we have been discussing insects for the past few days. Today we have the opportunity to work with live insects called crickets. Start a discussion about crickets. How many of you have crickets around your homes? Have any of you caught a cricket and taken a close look at it? (Bloom—Knowledge) How would you describe what a cricket looks like? (Bloom—Comprehension) Write the students’ responses to the previous question on the K part of the KWL chart. Ask the students what they would like to discover about crickets. Write the students’ responses on the L part. Pair the students up to work together.

Step-by-Step Plan (Explore):
1. Tell the students that the cricket they will get is alive and the container should not be opened for any reason whatsoever. (Gardner—Linguistic)
2. Pass out crickets, magnifiers, and paper to pairs of students.
3. Tell the students that they need to keep their voices down to indoor level.
4. Tell the students that they will have 10 minutes to observe their cricket and the body parts.
5. They need to then draw the parts on the piece of paper in the place where they need to be.
6. Show students an example of another insect so they know what to do. (Gardner-Visual, Linguistic)
7. Model how to use the magnifier. (Gardner-Visual)
8. Let students get started making their observations.
9. Time them for 10 minutes.
10. Walk around the room answering and asking any questions that may arise.
11. When the 10 minutes is up, collect the crickets and the magnifiers.

Closure (Engage):
Lead a discussion of the observed body parts using the following questions: Tell me what you saw about your cricket. What did you see on the head of the animal? (Introduce the following terms: eyes, antennae, etc.) What did you see on the body (Introduce the following terms: wings, legs.) What was the color of the animal? How many legs did the cricket have? (Bloom-Knowledge) How does the cricket's legs compare with our own hands and legs? How does the cricket use its hind legs, its fore legs? (Bloom-Comprehension) Ask the students what they want to add to the KWL chart. The students can then label their body parts on their pictures. Allow time for the students to share their pictures with the class if they would like.

Adaptations/Enrichment:
For the gifted student, he/she could be challenged to look up the names of the parts of the animal. For the visually impaired student, the teacher could locate a magnifier of greater magnification.

Self-Reflection:
Would I do this lesson again? What would I do differently? Did my students enjoy this lesson? What did the students get out of this lesson?