

Life in a New Nation Unit (Science)  
Lesson Plan by Abby White

**Lesson:** Life Cycle of Mosquitoes **Length:** 45 minutes

**Age or Grade Intended:** 5<sup>th</sup> Grade

**Academic Standard(s):**

**Science:** 5.4.4 Explain that in any particular environment, some kinds of plants and animals survive well, some do not survive as well, and some cannot survive at all.

**Performance Objective:** Students will research and create a life cycle of a mosquito and write a paragraph of where mosquitoes live with a 9/12 on the rubric below.

**Assessment:** The students will be graded on a rubric. (Rubric provided below)

**Advanced Preparation by Teacher:**

- Reserve a computer lab for students to use for their research.
- Paper and markers for life cycles

**Procedure:**

**Introduction/ Motivation:** How many of you have ever heard that buzzing sound next to your ear and immediately knew it was a mosquito? (Bloom's Knowledge) How many of you hate that sound because you know it is a mosquito? (Bloom's Knowledge) How many of you hate being bit by a mosquito? (Bloom's Knowledge) As you learned yesterday Washington D.C. was built on a marshland. This created a large problem with mosquitoes. Today we are going to go into the computer lab and do a little research about these small annoying critters and see why they were so populated in Washington D.C.

**Step-by-Step Plan:**

1. Once in the computer lab give instruction of project. "While in the computer lab you need to research the life cycle of a mosquito. Another thing that you need to look into is why mosquitoes live near water. While you are doing this you need to write down notes to use for later reference. (Gardner's Linguistic Intelligence) You will have 15 minutes to work on this."
2. Help students who are struggling with researching. Walk through room to check on them. (This should not be their first time using the computer to research, so it should not be that hard for them to complete.)
3. Once time is up, line up students and take them back to the room in orderly manner. (Gardner's Body-Kinesthetic)
4. Once in the room have students get paper and marker on the way in the door and have them sit in their seats and wait for more instruction.
5. "You now need to use the paper you were given and create a life cycle of a mosquito on it. (Gardner's Visual-Spatial) Once you have completed this, you need to write a paragraph of why mosquito's live near water. (Gardner's Linguistic Intelligence) You will have 20 minutes to complete this section. Make sure in your paragraphs they have capitol letters and punctuation. Make sure you make these presentable, they will be hung outside of the classroom for other students to view."
6. Once students are done, have them turn them in.

**Closer:** What did you think was difficult about researching this material on the computer? (Bloom's Comprehension) What are some things that you found out about mosquitoes? (Bloom's Knowledge) Do you still find them as annoying as what you did at the start of this lesson? (Bloom's Analysis) Now that the Capitol was completed it was decided that the United States really needed to start looking out west for more land.

**Adaptations/ Enrichment:**

Adaptation: Student has to create the life cycle and can write one sentence about why mosquitoes live near water. They can also draw a picture of where mosquitoes should live if they are unable to write the sentences.

Enrichment: Student has to create the life cycle and needs to write two paragraphs about why mosquitoes live near water. These students can draw a picture to enhance both of their paragraphs as well.

**Self-Reflection:** Were my students able to research the topic online at their computers? Were my students able to find the information that I had required of them? Were my students able to create the life cycle and then write a paragraph about mosquitoes and where they live? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?