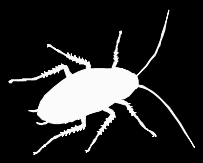
Classroom Bugs



Post Lesson 1

Age: Grade 3 – 5

Setting: Classroom

Standards: Science and Technology: 3.3.4A,B, 3.3.7A(a,c)

Objectives: Students will be able to:

- explore adaptations by experimenting with protective coloring
- use their knowledge of insects to design one with adaptations designed to protect them in their classroom

Overview: This lesson will allow each student to apply what he or she has learned about insects to the design of his or her "new" insect that includes characteristics for survival in the classroom.

Materials:

- Newspaper
- Butterfly shapes cut out of newspaper
- Assorted art supplies that students will use to create their insects
- Scoring Rubric
- Scissors or die-cut
- White paper

Procedure:

1. Start by explaining that this activity is designed to help them review the concept of adaptations. *Adaptations are behavioral or structural changes that help animals survive in their environment.*
2. Prior to the lesson, cut 10 paper "moths" out of newspaper and hide them on full-sized newspaper pages. Show the students this Paper Moth Display and ask them which "moths" would survive better in their "newspaper environment."
3. Discuss the different "environments" contained in the classroom and explain that they are going to create an insect designed to be camouflaged in that specific "environment."
4. Begin by giving each student a white paper butterfly (cut from a diecut or by hand), and assorted art supplies to help them camouflage their insects.
5. Review scoring rubric with the students before allowing them to work on their "insects."

Assessment: Use the scoring rubric to grade students' butterflies.

Great Idea: Plan this activity so that it coincides with Parent Conferences (parents love to look for the insects). Invite other classes into your room to search. The person who finds the last insect gets extra credit.

Classroom Bugs!

You will be designing your own classroom bug. Your bug must have adapted to survive in our classroom. In order to survive the bug must meet the following requirements.

Camouflage **(10 points) In order to avoid being eaten by a predator your bug must be able to blend into the classroom environment. Look around the classroom and choose a place for your bug to live. Give your bugs characteristics and coloring that make it hard to see when in plain view!**

Structural Adaptations **(10 points) A structural adaptation is an adaptation of an organism's body parts or coloring. Structural adaptations can help to protect it from predators, help it to reproduce, or help it to get food. Camouflage is a structural adaptation. Think of two additional structural adaptations that your classroom bug would need to survive.**

Behavioral Adaptations **(10 points) Behavioral adaptations are an inherited behavior that helps an animal to survive. Think of two behavioral adaptations that your classroom bug would need to survive.**

Explanation **(10 points) Write a brief explanation of your classroom bugs structural and behavioral adaptations on a 3 by 5 note card. Your note card must be neat, easy to understand, and have proper spelling. We will be inviting parents to our classroom to act as "predators." Students will share the explanations on their cards with the parents.**