

What is an Insect?

Lesson Plan

Genre: • Information Report

Visual texts: • Diagrams
• Table
• Framework

Introduce the topic

- Show illustrated books about insects and point out some of the features that adult insects have in common (head, thorax, abdomen, six legs).
- Record the information the children know already. Arrange the information as a table under headings such as on p. 66.

Review the features of a report

- Show the children an example of a report, such as *Spiders* on p. 16.
- Point out the features of a report, as shown in right-hand column on p. 16.

Provide information

- Distribute copies of the *Information Sheet* (p. 65). Read the instructions and answer any questions the children may have about the task.
- Children work in pairs or small groups to discuss the information in the diagrams.
- Ask the children to list ways in which the insects are the same and different.

Review

- Whole class: review some of the children's findings. Explain that the next step is to record their findings as a table.

Summarise findings

- Hand out the *Summary Sheet* (p. 66).
- Explain how to record information in a table by completing the first item (wings).
- More information about tables is on p. 38.
- In pairs children complete the table, referring to the diagrams.
- Under each insect name there are two

columns. Children write the number they have counted in the first column (some answers are zero). In the second column children can write brief descriptions.

Plan and write the report

- Hand out the framework *Planning the Report* (p. 67), which helps children to organise and sequence their ideas.
- Read the notes at the top of p. 67 and answer any questions the children may have.
- Children plan and complete their reports. They use information from the diagrams and the table.

Assessment

- Groups can exchange reports and comment on the texts of others.
- Collect the reports and share some of them with the whole class.
- Use one or more of the assessment sheets:
Report: Assessment (p. 17)
Table: Assessment (p. 39)

Extensions: minibeast cards/keeping insects

- *Minibeast cards*: children make cards showing a different small animal on each card (such as worm, butterfly, crab, tarantula). They discuss and sort the animals into two groups (insects and others), giving reasons.
- *Keep insects in the classroom for a day*. Children record their observations using a storyboard or time line (examples are on pages 30 and 32).

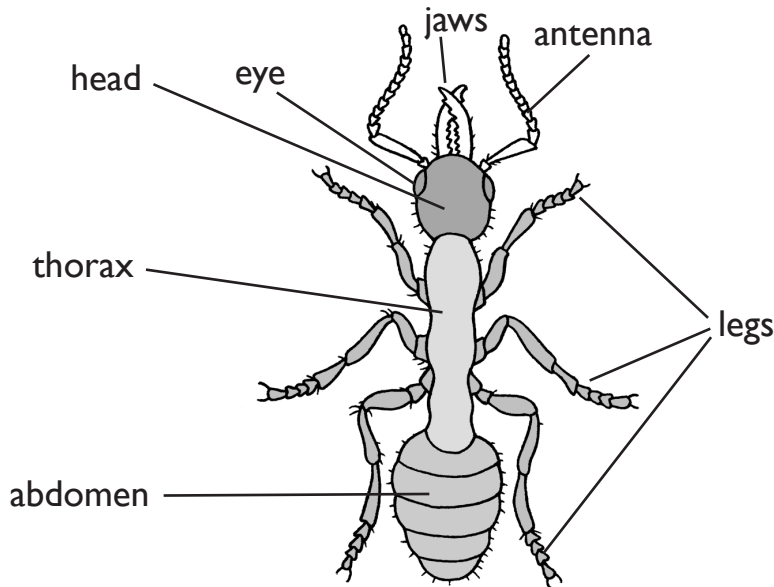
What is an Insect?

Information Sheet

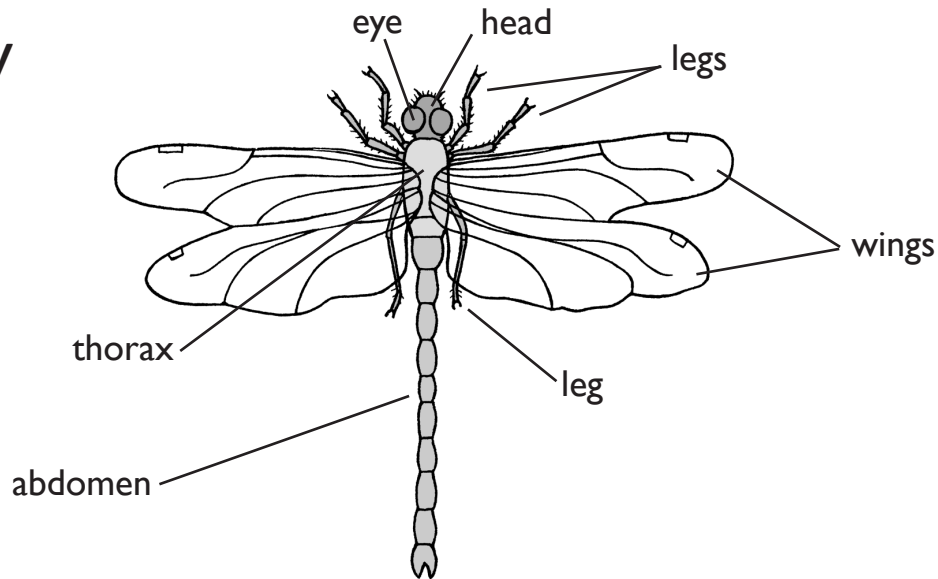
Diagrams

- 1 Count and describe the parts of each insect.
- 2 How are these two insects different?
How are they the same?

Ant



Dragonfly



What is an Insect?

Summary Sheet

Table

- 1 Count the wings, antennae, body parts and legs.
Write the answers under “Count”.
- 2 Describe some of the details, such as “long abdomen”.
Write the details under “Describe”.

	Ant		Dragonfly	
	<i>Count</i>	<i>Describe</i>	<i>Count</i>	<i>Describe</i>
Wings				
Antennae				
Body parts				
Legs				
Other facts				

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Planning the Report

Framework

- 1 *Heading:* Write a heading for your report.
- 2 *Main statement:* What do both the insects have?
- 3 *Facts:* Describe these two insects, using your summary.
- 4 *Conclusion:* How are the two insects the same and different?

Heading:

**Main statement:
(definition)**

Facts:

Comparison:

*(How are the insects
the same and different?)*