



A DAY IN THE LIFE OF...

Creative Module #1 - Write & Draw

SUBJECTS:

language arts
science
art

TIME:

Preparation: 10 minutes
Teaching: 90 minutes
Evaluation: 15 minutes

VOCABULARY:

characteristic
habitat
camouflage
information
adaptation
first person
research
imagination
predator
prey
habitat

MORE IDEAS:

Modifications and more ideas are located at the end of this lesson.

MORE INFORMATION:

www.orkin.com
www.mnh.si.edu
www.insectsafari.com

SKILLS

Research, reading, writing, organization, understanding characteristics and adaptation of insects, drawing

OBJECTIVE

Students will research the distinguishing characteristics, habitats, food supply, methods of camouflage, defense mechanisms, and other important jobs of different insects. Students will draw pictures that reveal important, distinguishing features of a chosen insect. Finally, they will write a creative story from the point of view of their chosen insect.

MATERIALS

- 4 "Insect Research" activity sheet for each student (beginning or advanced)
- 4 chalkboard or chart paper
- 4 poster board or construction paper
- 4 drawing materials (e.g., paints, crayons, colored pencils)
- 4 pencil or pen
- 4 writing paper
- 4 insect resources (*see attached bibliography*)

BACKGROUND

Each insect has unique characteristics. Some insects are active only during the day, while others never see the light of the sun. Some fly, some hop, some crawl, and others swim. All of these characteristics, or adaptations, help different insects survive in their environments. In this lesson, students will develop their research skills as they learn about each insect's unique attributes and draw a picture of it. The information they gather will assist them in writing a creative story about their chosen insect.

LESSON

PART I: Select and read an insect book with the students (see attached bibliography). Have students name as many different kinds of insects as possible. As a student mentions an insect, have him or her describe it. Have the students answer the following questions:

- Where does the insect live?
- What does it eat?
- What likes to eat the insect?
- What does the insect spend its day and/or night doing?





- How does it hide?
- How does the insect defend itself?

Write the responses on the chalkboard. Encourage students to think of obscure insects and insects no one else has mentioned.

Have each student choose a different insect. (Or, put slips of paper with the various insect names in a hat and let students choose their insects randomly.) Pass out an "Insect Research" activity sheet to each student, (beginning or advanced, depending on the student's skill level).

Ask students how they will find information about their insects. What resources will they use? Encourage a broad scope of references. Have students complete the "Insect Research" activity sheets. Explain to students that the activity sheets will be used to help them draw a picture and write a short story.

PART II: After the activity sheets are completed, have students imagine that they are the insect they researched. What would it be like to be that insect for an entire day? How would its world look? How would it eat? Where would it go? What would it do during the day? How would it hide? how would it defend itself?

Have each student write a short creative story in the first person in which the student imagines he or she is an insect for a day. Review the three parts of a creative story and what each part should include. Encourage your students to be creative with the ending of their story. The student may write it in the form of a journal entry, such as:

A day in the life of praying mantis. September 27
 "Today I spent most of the day looking for a green leaf.
 It has been a dry summer, so there were slim pickings deep in the forest..."

As the students are writing, encourage them to be creative and to ask any questions they might have.

PART III: After they have completed their story, have them create a realistic illustration of their insect using the research completed in Part I.

EVALUATION

Evaluate the finished stories. They should be in the first person and include a beginning, middle and end. Observe the quality and creativity of the written product and illustration.

MORE IDEAS

Encourage students to read their stories aloud or read selected entries to the class.

Have students write a mystery story about their insect.

MODIFICATIONS

Beginning:

Make picture-book journals using simple first-person sentences based on the activity sheet.





Advanced:

Challenge students to get really creative. Have them give their insects personalities. Are they newly hatched insects, adults, or teenagers? Is their disposition sweet, mean, or funny? Imagine they are lost and find themselves in an unfamiliar habitat, or they find themselves at a birthday party. How would they adapt to our modern world?

NATIONAL SCIENCE EDUCATION STANDARDS

Develop an understanding of and the abilities necessary to do scientific inquiry

Develop an understanding of the characteristics of organisms

Develop an understanding of organisms and environments

Develop an understanding of diversity and adaptations of organisms



INSECT RESEARCH

NAME..... DATE.....

1. I am a _____.

2. The habitat I live in is:

3. I look like:

4. I eat:

5. I am afraid of (predator):

6. I weigh _____ ounces and am _____ inches long.

7. I move around by:

8. My special adaptations or characteristics are:

9. I defend myself by:

10. I hide from my predators by:



INSECT RESEARCH

NAME..... DATE.....

1. Name of chosen insect (scientific and common name):

2. Habitat:

3. Physical characteristics:

4. Food supply:

5. Important jobs:

6. This insect is predator to:

7. This insect is prey to:

8. Special facts:

9. Defense mechanisms:

10. Methods of camouflage:

