



Grade: K

Subject: Science

Unit: Insects

Time: 34 Days

Instructional Goals: TLW identify the external parts of insects and their habitats.

TLW report observations of insects in their habitat using drawings and simple sentences.

TLW communicate ways to help plants and animals in their habitat.

ESLO	Standard	Objective, (E, D, M) E=Emerging, D= Developing, M=Mastery	Duration	Teaching Method	Resources/Text	Assessment	Additional Notes/ Biblical Integration
3 6	INQB LS1B	TLW, given a child's toy that is a model of an object found in the real world, explain how it is like and unlike the object it represents. (E) TLW identify the external parts of different plants and animals. (E)	1 day	Modeling with Manipulatives: Set out rubber insects on tables, groups of kids decide how all insects are in common- whole group defines an insect. Discussion: Discuss how rubber insects are realistic and not.	Rubber insects, other animals, paper	Set out other rubber animals and sort as an insect or not an insect; insects- living things or not? Discussion	Insect- animal with 6 legs, 2 antennae, and 3 body parts
6 8	SYSA LS1B SYSB	TLW name at least five different parts, given an illustration of a whole object, plant, or animal. TLW compare a part of an object with the whole object, correctly using the words "whole" and "part." (E) TLW identify the external parts of different plants and animals. (E) TLW identify which of several common objects may be taken apart and put back together without damaging them and which objects cannot be taken apart without damaging them. (E)	1 day	Hands-on activity: Using play-doh, create insects (not specific ones). Intro new vocabulary: head, thorax, abdomen.	Play-doh, definition of an insect on paper to review		
3 6 7	LS1B	TLW identify the external parts of different plants and animals. (E)	1 day	Learning Centers: 1) Non-fiction photo books about insects 2) Pictures to sort- insects or not? 3) Sort rubber insects by those with wings or without wings 4) English vocabulary of insect names with teacher 5) Read to each other The Very Hungry Caterpillar (already familiar with book from PK4)	Nonfiction photo books of insects, Very Hungry Caterpillar by Eric Carle	List all insects class can name	



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2	SYSA	TLW name at least five different parts, given an illustration of a whole object, plant, or animal.	4 days	Discussion: How to handle plants and animals, and consequences. Hands-on Activity: Help class to create list of "curious questions" to answer. Go outside to catch insects, and find their habitats. Look at insects through magnifying glass in classroom. Record observations in a picture graph. Discussion: Ask what would we learn if we only recorded (Joey's) observations.	Magnifying glasses, cups to catch insects, construction paper, scissors, glue, butcher paper	Mural of habitats and insects	Let them go after looking at them. Assign homework to bring in insects from home to look at in magnifying glasses.
3		TLW compare a part of an object with the whole object, correctly using the words "whole" and "part." (E)					
4		TLW identify which of several common objects may be taken apart and put back together without damaging them and which objects cannot be taken apart without damaging them. (E)					
8	SYSB	TLW state verbally or in writing a need to repeat observations to be certain the results are more reliable. (E)					
	INQE	TLW ask questions about objects, organisms, and events in their environment.					
	INQA	TLW follow up a question by looking for an answer through students' own activities rather than only asking an adult to answer the question.					
		TLW observe patterns and relationships in the natural world, and record observations in a table or picture graph. (E)					
	LS1C	TLW observe how parts of a plant or animal look under a magnifier and draw or use words to describe them.(E)					



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2 6 7 8	LS2A	TLW investigate an area near their home or school where many different plants and animals live together and describe the different plants and animals found there. (E)	1 day	Reading and Response: Look at pictures in non-fiction books of insects. Notice habitats and compare to observations from insect collection at school.	Nonfiction insect books, construction paper	Add to mural of habitats and insects	
6 7	INQD INQA	TLW report observations of simple investigations, using drawings and simple sentences. TLW listen to and use observations made by other students. (E) TLW ask questions about objects, organisms, and events in their environment. TLW follow up a question by looking for an answer through students' own activities rather than only asking an adult to answer the question. TLW observe patterns and relationships in the natural world, and record observations in a table or picture graph. (E)	2 days	Reading and Response: Question for kids- living things grow, so insects must be babies first. Where do they come out of? Research in books the pictures of eggs and insects to determine that insects come from eggs. Hands-on Activity: Kids divide circle into fourths, draw egg, larvae, pupa, adult of one insect using books with pictures of each stage. Introduce word- OVIPAROUS	Nonfiction insect books/ Construction paper, glue, scissors, paper circles, pencils, colored pencils	Add to mural the eggs and mama insect laying them where she lays them. Books of other oviparous animals- research and determine if other animals go through the pupa, larvae, adult stages – kids make up names for other stages that other animals go through	Butterfly eggs on leaf, dragonfly eggs in water, etc Possible names for stages- eggs, baby, child, adult
2 6 8	LS1B PS1B	TLW identify the external parts of different plants and animals. (E) TLW demonstrate motion by moving an object or a part of a student's body and explain that motion means a change in position. (E)	1 day	Learning Centers: Sort insects by fat/skinny abdomens, long/short antennas, color, small/big eyes, how it moves (jump, walk, fly). (Practice motions by pretending to be insects and label the center "Motion - jump, walk, or fly?").	Rubber insects	Observation- why think that grasshopper is green? Beetles- brown? Guide questions to help them see the eye/antenna relationship- why you think it is this way?	Big eyes- short antennas Small eyes- long antennas Do not give answer yet- just get them thinking



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2	LS1D	TLW compare how different animals use the same body parts for different purposes. (E)	1 day	Discussion: Kids describe the 2 fruits teacher shows them using their 5 senses. Name all 5 body parts and what they do. Hands-on Activity: "Insects use antennas in different ways." Teacher tells story of an insect using his senses and kids must compare insects' use of antennas to our use of our 5 senses. Place picture of an insect beside the body part that corresponds to their use of their antennas	2 fruits Life size person drawn on butcher paper, Pictures of insects		Fly touches food with antennas to tell if the food is soft or hard; if hard, spits on it to make it into liquid form before eating it (place fly beside hands) Ants follow path of a spray the leader left behind to find the food (ant beside nose) Many do not see well so they touch in order to not run into things (antennas are their eyes)
3	LS1A	TLW identify the external parts of a human body. (E)					
6	INQD	TLW report observations of simple investigations, using drawings and simple sentences. TLW listen to and use observations made by other students. (E)					
6			1 day	Reading and Response: "Very Hungry Caterpillar" Research other nonfiction books too to determine their foods	Very Hungry Caterpillar by Carle Nonfiction insect books	Draw in blank- eats - make class book	
7							



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2 6 8	APPA APPB APPC PS1C	TLW use simple tools and materials to solve a simple problem. (E) TLW choose a material to meet a specific need and explain why that material was chosen. (E) TLW develop two possible solutions to solve a simple problem. (E) TLW respond to a request to move an object by pushing or pulling it. TLW when asked to move the object farther, respond by pushing or pulling it more strongly. (E)	1 day	Reading and response: “A Flea Story” by Lionni; Role-play: Kids as horses and cows with fleas on them (they choose what can be a flea-wad of paper taped on?), other kids as fleas- kids choose what is best tool for a beak to “pull” off the fleas; cows and horses say “thank you!” when all fleas are gone	A Flea Story by Lionni		Choices for beaks- tweezers, scissors, paper, etc. Other insects that drink blood?- lice mosquitoes How different? Lice, mosquitoes like people; fleas like animals
8	LS1E LS2B PS2B	TLW compare how different animals obtain food and water. (E) TLW identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals. (E) TLW predict that frozen water will retain its shape when moved among containers of different shapes. Given several substances, sort them into those that are liquid and those that are solid. (E)	2 days	Role Play: Bumblebees, moths, butterflies, and ants- act out how insects do their jobs, build homes and gather food. Discussion: Using a 4 column graphic organizer compare the food and homes of bumblebees, moths, butterflies, and ants. Discuss why these habitats help these insects grow, and why other habitats would not.	Perfume spray, boxes, construction paper, cloth- cocoon, Dramas written out in insect expedition folder.	Sort insects by food- solid or liquid?	Nectar, blood- liquids



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2 8	LS1D	TLW compare how different animals use the same body parts for different purposes. (E)	1 day	<p>Game: From books read aloud to them, should know insects' enemies (predators).</p> <p>Role Play: Simple costumes- play tag Four insects are "it"- bird, frog, spider, and lizard. Insects chase and catch (with specified means), others are insects being chased by their predator.</p> <p>Discussion: Using pictures or rubber insects- discuss differences and similarities in grasshopper and cricket.</p> <p>Hands-on Activity: Go outside to watch moths and butterflies- wings rest flat or folded up?</p> <p>Discussion: Observations- butterflies are bright, wings fold up, moths are dark and wing rest down, on wall in day because sleeping, fly at night</p>			Frogs and Lizards: sticky tongues Spider: must spin person he catches to suck his blood
2 3	LS1B	TLW identify the external parts of different plants and animals. (E)	1 day		Pictures, rubber insects	Sort pictures of grasshoppers, Crickets	
2 3	LS1B	TLW identify the external parts of different plants and animals. (E)	1 day		Pictures	Sort pictures of moths and butterflies	



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2 3 4 6 8	LS2A LS2B LS1E LS1F	TLW investigate an area near their home or school where many different plants and animals live together and describe the different plants and animals found there. (E) TLW identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals. (E) TLW compare how different animals obtain food and water. (E) TLW explain that most plants get water from soil through their roots and that they gather light through their leaves. (E)	4 days	Field Trip: Visit La Poza to make observations using guiding questions about habitats. Discussion: Discuss how plants get food and water and compare to how the insects get food and water. Reflective Journal Writing: After each student records their own thoughts on paper, groups of 3 draw mural of one habitat (pond, tree, or dirt) with the animals in it. Presentation: Groups share why each part of habitat is important and why it is there.	Outside and books with pictures of the habitats Butcher paper	Groups label parts of habitat and explanations of their importance and why grow there- teacher or older student writes- groups present murals	Collaborate with Sel
6	LS2C LS2B	TLW list two or more things that humans do that might harm plants and animals in a given habitat. TLW communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there. (E) TLW identify the characteristics of a habitat that enable the habitat to support the growth of many different plants and animals. (E)	2 days	Video and Expert Visit: Talk about insecticide and dangers, beneficial insects	Video projector, video	Homework- write 2 things learned	Fran-Tanya's husband Jimenez- friend of Fran

