|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SUBJECT**: Science | | | | | **IRP TOPIC: Insects** | **UNIT LESSON number and general topic:**  Lesson 3: Introduce larva | | **Critical Question/s:** What physical features does the larva have? What type of behaviour does it show?  **Relevant Previous Learning: I**ntroduction to Insects (general features) | |
| **PLOs [one to three maximum; may overlap in next lesson]:  -** identifies the characteristics of an insect and the first phase of the butterfly life cycle | | | | | | | | **SWBATs:** observe and record their findings on the Painted Lady larva | |
| **Pre-lesson** | | | **Materials:** larva, magnifying glass, Painted Lady Butterfly larva stage (& pupa stage) worksheet. cut & paste worksheet of caterpillar, glue, scissors  **Preparation:** photocopy worksheets, have charts ready | | | | | | |
| **Assessment:** | | | **- Formative:** students respect the larva viles and listen to instructions **- Summative:** students have made insightful observations and detailed sentences on their worksheet. | | | | | | |
| **Part of lesson** | | | **Min** | **Teacher Activity** | | | **Questions** [teacher will ask to further critical thinking] | | **Student Activity** |
| **Introduction and**  **Hook:** | | | 5 | Read “From Caterpillar to Butterfly” (D. Heiligman) or  “The Life Story of the Butterfly” (pop-up book) - Introduce idea of larva as another term for caterpillar | | | - What did you notice about the caterpillars in this story? What colour were they? | | - Sitting on carpet listening to story. |
| **Body** | | | 20 | - Teacher will introduce the butterfly larvae to the students. Teacher will go over rules and expectations of observing the larvae (do not shake or tap vile, take turns, do not open vile, turn upside down, etc.) - Teacher will then go over the butterfly life cycle, specifically focusing on the Larva stage of the Painted Lady Butterfly. Teacher will explain the worksheet (students will be drawing a picture and writing a few sentences on their worksheet from their observations). - Students then go back to tables and they will make personal observations about the larvae (each table gets one vile and a magnifying glass) and then begin work on their worksheet. | | | - What are the rules again?  - What special features does a larva have?  - What are some predictions you have about what the larva will be doing in the vile? | | - Students listening to instructions.  - Students observing larva. |
|  | **Closure:** |  | 5 | Read another caterpillar story “The Very Hungry Caterpillar” or “Ten little caterpillars” | | | - Have you seen this type of art in another story? | | - Back at carpet listening to story. |
|  | | |
| **Follow-up:** | | | 5 | - Review student observations and introduce caterpillar features on a diagram. | | | | | |
| **Modification and extension:** | | |  | **- Modification:** instead of drawing larva student can cut and paste an image so their focus is on writing their observation sentences - **Extension:** provide student with another worksheet (cut and paste mystery sheet) if finish early. | | | | | |