



# Entomologist for a Day

**Grade Level: 2nd-4th**

## **Lesson Overview**

**This is a two-part lesson where students will become entomologists for a day as they study a ladybug's habitat, diet, life cycle and behavior.**

## **Correlation with National Standards**

National Science Teachers Association (NSTA)

- Science as Inquiry: Content Standard A: Abilities necessary to do and understand scientific inquiry
- Life Science: Content Standard C: The characteristics of organisms

## **Estimated Lesson Time**

- Preparation: 15 minutes
- Lesson 1: 45 minutes
- Lesson 2: 45 minutes

### **Materials Needed:**

- One poster board for each group
- Copies of topic handout for each group (Anatomy, Diet and Habitat, Interesting Facts, Life Cycle)
- Copy “Look What I Learned About Ladybugs” for each student
- A computer with pictures of ladybugs (if available)

### **Student Materials Needed:**

- Highlighter
- One sheet of notebook paper
- Pencil
- Markers

### **Lesson**

#### **Set the Stage**

Ask the students if they have ever heard of the word “entomologist”? Explain to them that an entomologist is a scientist who studies insects. Today they are going to become entomologists. They will be studying the fascinating insect, the ladybug.


If you have access to a computer projector, share the ladybug pictures from the following website with the students <http://www.ent.iastate.edu/imagegallery/lady/>.

#### **Discussion**

**Group Activity:** There are so many interesting things we can learn about ladybugs. We are going to divide up into four groups. Each group of entomologists will have a specific topic about a ladybug they are studying. You will spend the first part of the lesson studying about your section today. Tomorrow, we will get together as a class and your group will teach the other students about your topic.

Divide the students into four groups:

- Interesting facts group
- Life cycle group
- Anatomy group
- Diet and habitat group



Have the students move their chairs so they can sit near their group members. Each student will receive a handout to read on their topic. They should be encouraged to highlight facts that they think are important. After each group is finished reading, they should discuss the information amongst their peers in their group. Each group will decide what the class needs to know about their topic. They may use markers if needed to make the poster colorful and draw pictures.

## **Part 2**

The teacher will hand out a “Look What I Learned” worksheet to each student that is to be filled out during the presentations. They will have to pay close attention to each group so they have their handouts filled in correctly. Encourage the students to ask questions to the groups when they are finished with their presentations.

The teacher will decide which group should go first. Each group will take turns presenting the information on their poster. The groups should ask the remaining students if there are any questions at the end of their presentation. The students should be reminded that they will need to pay close attention to each group so they can fill out their sheet. At the end of each presentation, allow the students a few minutes to fill in the answers on their sheet before the next group presents.

After the presentations, collect the worksheets.

## **Individual Activity**

Each student will need one piece of notebook paper and a pencil. Write on the board... “What makes a ladybug so unique?” and tell the students to write a paragraph answering the question. They should include as much information as possible.

## Assessment

- Each student will be individually assessed on his or her cooperation during the collaborative group activity.
- Each student will be assessed on his or her participation during the presentation.
- Each student will be assessed on his or her completion of the handout.
- Each student will be assessed on his or her final paragraph. The teacher should be grading this science paragraph for knowledge, not grammar.

Cooperation during activity	15%
Presentation participation	15 %
Handout completion	30 %
Final paragraph	40 %
Final lesson grade	100 %

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**Extension activity #1:** Order a ladybug habitat kit from [www.stevespanglerscience.com](http://www.stevespanglerscience.com). Your students will love observing the ladybug lifecycle live as the larvae turn into real ladybugs. This is an inexpensive way to get the students excited about science!

**Extension activity #2:** Play the “Aphid Eater” game at the following website <http://sv.berkeley.edu/showcase/flash/ladybug.html>. Another online ladybug game can be found at the following site <http://www.scholastic.com/magicschoolbus/games/bugs/index.htm#>.

**Extension Activity #3:** Estimate—How many ladybugs will fit inside a gallon bottle? Have the students write down their estimates and give a prize to the student with the closest answer. Correct answer—80,000

## Classroom Show and Tell

Teachers, book a Terminix Expert to present to your class. Go to [www.harrysbigadventure.com/learning-center](http://www.harrysbigadventure.com/learning-center).