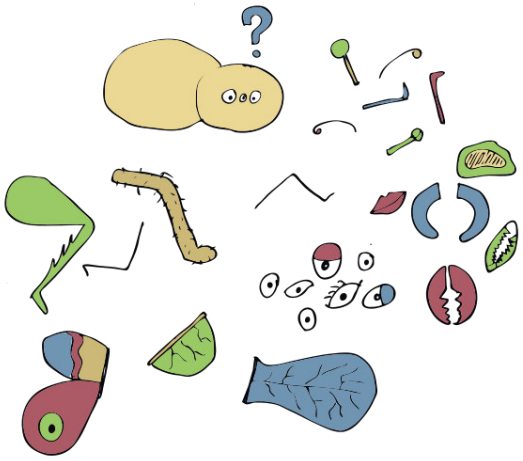
An Experiment about

Living Things

Design An Insect



What you will need:

- A sheet of plain paper
- A variety of colored paper
- Glue
- Scissors

What you will do:

1. Have a think about what things insects have in common. They all have a head, thorax and abdomen (the 3 sections of the body), 6 legs and a mouth. Some have wings and all have eyes.
2. Now think about the environment you want your insect to live in. What will it need to survive?
3. Now, cut the shapes out of the colored paper for the types of body parts you want your insect to have. Does it have long legs? Pincers? What does its mouth look like? Does it have wings? If so how many? You can make your insect look what ever you want it to look like!

What is going on?

Write a description of your insect:

- Where does it live?
- What is it called?
- What does it eat, and how?
- Does it live in groups or on its own?
- What eats it?

Teaching Notes:

Brontosaurus Learning Experiment:
Living Things LT12

Topic: Living Things

Key Concepts:

- How animals adapt to their environment

Resources:

- Investigation Record IR01– one copy per student
- Experiment Description Living Things LT12 – one copy per student
- Plain paper, colored paper, glue and scissors

Lesson Notes:

Allow your students to be imaginative but remind them that what ever features they give their insects must have a purpose in the insect's life—how it lives, eats, breeds, avoids being eaten etc.

I would recommend chatting about adaptations, maybe even brainstorming what your students already know about animal adaptions. Consider including camouflage and the role of family groups of lack there of might play in the life of their imaginary insects.

What should happen in this experiment, and why?

Your students should be able to discuss how features of animals are adapted to help them to thrive in their environment.

Follow up discussion questions:

- How hard was it to make up your own insect?
- Did you think about the environment first and then make the insect to suit, or the other way around?

Brontosaurus Learning

Making science fun!

Investigation Record

Experiment Title:

Scientist (that's you!):

Materials: What will I need?

Investigation—what am I going to do in this experiment?

Diagrams are a great idea!

Hypothesis: What I think will happen:

Observation: What I SAW happen:

Diagrams are a great idea!

From my investigation I learnt:

Great work scientist!