

INSECTS: MODULE OUTLINE

Field: The Natural World **Band:** Middle Primary



Purpose

Students prepare simple reports to describe insects and their life cycles.

Core learning outcomes

This module is designed for students in the beginner stage of LOTE learning. Outcomes for students at the beginner stage would be:

Comprehending [1.1](#), [1.2](#), [1.3](#), [2.1](#), [2.2](#), [2.3](#)

Composing [1.4](#), [1.5](#), [1.6](#), [2.4](#), [2.5](#), [2.6](#)

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

Sociocultural understanding

Students understand that nature is not dependent on culture and that insects have the same features everywhere.

Functions and language elements

- [affirming or negating statements](#): yes, no, insect, not an insect
- [identifying and asking about things](#): insects, life cycle stages, body parts, food, musical instruments
- [describing things](#): colours, size, volume, speed, number, quantity
- [describing habits](#): stings, runs, flies, stinks, bites
- [comparing](#): easy, hard, 4 legs or 6 legs
- [expressing need](#): I need ...
- [offering and responding to suggestions](#): Let's use ...
- [requesting goods and services](#): materials, meals
- [introducing](#): This is ...
- [giving locations](#): on, under, beside, at the bottom

Assessment strategy

In Unit 1, [Task 7](#) and [Task 8](#) and Unit 2, [Task 3](#) the teacher can record students' oral presentations. At what [level](#) can students use language to talk about insects and their life cycles?

In Unit 2, [Task 3](#) the teacher can observe students' abilities to listen for key words and phrases. At what [level](#) can students comprehend the detail of the food chain?

In Unit 2, [Task 7](#) the teacher can record performance notes on students' speaking and writing. At what [level](#) can students use language to talk and write about insects?



Teaching considerations

Sample units

Two work units are provided for this module:



[Unit 1: Life cycles](#)



[Unit 2: Survival](#)

Teaching considerations

Modify tasks to include the insects most commonly found in the local school environment.

Lifecycles, Enhancing Task 5 – Students may require revision of the concept of scale drawings. Students with vision impairment may need larger diagrams or tactile diagrams with which to work.

Lifecycles, Enhancing Task 6 – Any sounds may need to be recorded and amplified for students with a hearing impairment; they will not be appropriate for some deaf students.

Safety considerations

Certain precautions must be taken when handling living things, for example:

- Identify insects that may bite or cause allergic reactions.
- Make sure that students wear gloves when handling specimens.
- Emphasise that students must touch animals in a safe, gentle and non-threatening way.
- When working outdoors, students should wear suitable footwear, protective clothing, hats and sunscreen.
- Modify some of the tasks if necessary to optimise the participation and safety of students with a disability.

You should have ready access to first-aid resources (for example, if an injury occurs, first-aid support should be close by).

LIFE CYCLES: UNIT OVERVIEW

Aim

Students present a simple report on the life cycle of an insect.



Orientating task

- 1 Name insects and stages in an insect's life cycle (presented in pictures and a video).



Enhancing tasks

- 2 Follow instructions to make a fly nursery. Record observations of the nursery in an illustrated and labelled journal.
- 3 List adult insects' characteristics and use the list to complete a worksheet identifying which animals are insects.
- 4 Play a spinner game in which students state needs to collect all the insect body parts that make up a whole insect.
- 5 Describe an insect's appearance. Draw and label a scale drawing of an insect.

- 6 Describe the sounds that insects make, interpret these in symbolic form and perform the sounds. Students listen and guess which insect is being represented.
- 7 Make individual insect masks. Introduce and describe a partner wearing a mask.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



Synthesising task

- 8 Describe and present the illustrated, labelled journal of observations of the fly nursery. Add a brief sound accompaniment.

SURVIVAL: UNIT OVERVIEW

Aim

Students present a case study of an insect identifying factors that help it to survive.



Orientating task

- 1 Read an information book of habits that contribute to insects' survival.



Enhancing tasks

- 2 Measure and record how much a caterpillar or other leaf-eating insect eats and report findings to the class. Read and develop insect menus and use them in insect restaurant role-plays.
- 3 Listen to a description of items in feeding relationships and connect the participants in these relationships.
- 4 Observe and record insect locations on a nature walk.

5

Report on how easily different colours of toothpicks can be found in grass. Relate the results to camouflage in insects.

6

Match insects with their defence mechanism on a worksheet. Design and describe an insect with at least one defence mechanism.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



Synthesising task

- 7 Prepare and present a report on an insect; include labelled drawings.