

Activities

Insects - #1

Insects Invade

Time

Five Class Periods

Materials

"Insects Invade" Magazine – Scholastic Inc – January 2014

U.S. Department of Agriculture Forest Service – Program Aid 2148a

Guiding Questions

- **What does native mean?**
- **What does nonnative mean?**
- **What does invasive mean?**
- **What are the benefits (positive effects) of insects?**
- **What problems and damage do invasive species cause?**

Plan

- **In pairs have students read and discuss "Insects Invade" Magazine.**
- **Discourse – Class discussion on the meaning of native, nonnative, and invasive. Discuss other concepts covered in "Insects Invade" which include the benefits of insects (pollination, kills other insects, etc.), the unexpected ways that invasive species arrive, why forests and their trees are in trouble, and information about four kinds of invasive insects that are the biggest threat in the United States?**
- **Provide students with a copy of the map in the "Invasive Insects" Teacher Guide. Discuss which of these insects causing the biggest threat in the United States are also located in Virginia? Start a list of insects in your area and include the insects you located on the map of our area.**
- **Add to the list by brainstorming the kinds of insects that students have seen in their community. Be sure to include Bees, Butterflies, Ladybugs, Stink Bugs, Imported Fire Ants, Emerald Ash Borer, and Sirex Wasp.**
- **Pair the students in groups and assign each group one or two insects from the list.**
- **Each students group needs to prepare an oral presentation and a poster that includes a picture and facts about their assigned insect to share with the class.**
- **Make sure students answer the following questions.**
 - Is the insect native or invasive?**
 - How does the insect affect our ecosystem? (Positive/Negative/Both)**
 - If the insect is invasive, where is it from and how did it get here?**
- **Students will research their assigned insects and prepare their presentations.**
- **Reports will be presented to the class and posters hung on the classroom wall.**
- **Make a T-Chart labeled Native and Invasive and put it on the wall.**

- After each report add the insect to correct column on the T-Chart.
- Have students copy the T-Chart in their Science Journals.
- Students may also draw a picture beside each insect in their Science Journals.

Differentiation	Purposeful Grouping, Journaling, Discourse Discussions, and Small Group Discussions
ELL Modification	Purposeful Grouping, Discourse Discussion, Vocabulary Development Using Illustrations
Check for Understanding	Presentations, T-Chart, and Science Journals
Location on www.vistascience.org	