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**Creepy, Crawly
Things and
Bugs That Fly**

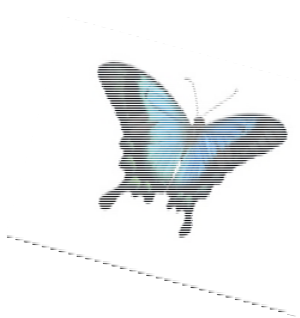
CREEPY, CRAWLY THINGS and BUGS that FLY

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Creepy, Crawly Things and Bugs that Fly

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CREEPY, CRAWLY THINGS and BUGS that FLY

GOALS and OBJECTIVES

The main goal of the project, *Creepy, Crawly Things and Bugs that Fly*, is to introduce an aspect of science to first grade students. This project involves the study of insects, with an emphasis centered on the grasshopper.

In *Creepy, Crawly Things and Bugs that Fly* the students stayed on task for:

- Learning the definition of insect
- Learning about many different insects
- Engaging in the scientific process
- Fulfilling various language arts
and reading assignments
- Participating in collaborative discussions

and

- Completing art activities.

The following section of the Common Core State Standards indicates numerous learning components for *Creepy, Crawly Things and Bugs that Fly*.

Common Core State Standards
Creepy, Crawly Things and Bugs that Fly

STANDARD	
	SOURCE: http://www.cpalms.org/Public/Search/CriteriaSearch?search=Standards&subjectId=39&gradeId=6
LACC.1.RI.1.1 Reading Standards for Informational Texts	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Ask and answer questions about the key details in the text.
LACC.1.RI.1.2	Determine the main ideas of a text and explain how it is supported by key details: summarize the text. Identify main topic and retell key details of the text.
LACC.1.RI.1.3.	Explain events, procedures, ideas, or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.
LACC.1.RI.4.10	Read and comprehend informational texts, including history/social studies, science, and technical texts.
LACC.1.RI.2.5	Know and use various text features [e.g. headings, tables of contents, glossaries, electronic menus, icons] to locate key facts or information in a text.
LACC.1.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
LACC.1.RI.3.7	Use illustrations to make connections to the text. Use the illustrations and details in a text to describe its key ideas.
LACC.1.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media
Writing	McGraw-Hill Reading Wonders Series, Teachers' Edition p. T310
LACC.1.W.1.3	Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
LACC.1.W.3.7	Participate in shared research and writing projects [e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions]

Science	McGraw-Hill Reading Wonders Series, Teachers' Edition, Unit 4, p. T254,T278
SC.1.L.1.4.1	Make observations of living things and their environment using the five senses.
SC.1.N.1.1	Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations
SC.1.N.1.3	Keep records as appropriate—such as pictorial and written records of investigations conducted.
SC.1.N.1.2	Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

CREEPY, CRAWLY THINGS and BUGS that FLY

PROJECT DESCRIPTION

The Creepy, Crawly Things and Bugs that Fly project for First Grade students introduces science. Through reading, writing and other collaborative activities, the students study insects. Ants, bumble bees, centipedes and grasshoppers ---all take on different dimensions when first grade students examine them—up close and personal.

The Creepy, Crawly Things and Bugs that Fly begins with a class nature walk on campus. Armed with clipboards, the first graders quietly move out and explore a large outdoor area of the school. The class, divided into teams of three, records all the insects seen by name, color, number, etc. Once back inside the classroom, the students engage in collaborative conversations with their team members. The students briefly discuss their field notes and what they saw.

After these discussions, each student individually completes an Anticipation Guide, a pre-reading strategy consisting of a short survey dealing with their opinions about insects. The Anticipation Guide can also serve as an assessment tool, in that it has a pre-test/post-test function. Some teachers may want to grade the final entries.

Students finish this introductory unit by writing a report about their nature walk. The report includes a section for them to draw

one of the insects they saw. The scientific process encompasses several factors including: observation, recording observations, asking questions, and publishing the results [Harris, 2014]. For the **Creepy, Crawly Things and Bugs that Fly** project, steps in the scientific process become:

- Observation = Nature Walk
- Recording observations = Field notes
- Asking questions = Sharing notes in collaborative discussion
- Publishing results = Sketch-to-Stretch

In the next phase, students begin to read about insects. The first selection, "Meet the Insects", comes from one of the students' readers, the McGraw-Hill Reading Wonders *Literature Anthology*. This four-page article with its brilliant visuals provides just enough information to stimulate the class' interest. The text also provides new vocabulary about the insects. The vocabulary is recorded in the students' writing journals and on the board.

Reading continues, in another session, with the introduction of the Creepy Critters series. Each student is given a book from the series. Some students with low reading skills will pair-share. A reading partner helps low achievers to keep their focus.

The Creepy Critters series is a rhyme-along set of books that has dynamic photographs and typographic text features which are explored. At this point the students can see commonalities and

differences with this exposure to insects. Supplementary texts are also introduced to provide information to compare and contrast and to help students make additional connections. Following this two-session investigation and discussion of dragonflies, ladybugs, spiders, worms and more, the focus shifts to the grasshopper. Each student is given the same 24-page book, Grasshoppers, the key text.

Later, after reading Grasshoppers, the students engage in an art project by making pipe-cleaner grasshoppers. The academic component resumes in the next session by doing a sketch-to-stretch project, wherewith the students draw their version of a grasshopper, then write about it. Students can write a poem or a story about their grasshopper. Next, students form small groups for collaborative discussions about their versions of the grasshopper and share their stories and poems.

The subsequent unit includes a new reading and a science experiment. The article, "Animal Vision: Ocelli, Compound Eyes, and Camera Eyes, is on the Grade 3 level. For Grade 1, the article is a teacher read-aloud, with some sections being echo read. With this article, the center of attention now becomes the grasshopper and its compound eyes.

The science experiment involves each student receiving 12 straws and a 3-inch strip of extra-wide masking tape. Next the straws are bundled with the tape. Then by looking through the end of the bundle, the students experience the sight as does a grasshopper through its compound eye, with its many lenses.

After the hands-on projects, a study of the grasshopper's behavior is the next pursuit. There are benefits and dangers

involving grasshoppers. For example, swarming grasshoppers can destroy crops and other vegetation in a short amount of time. In their beneficial role, grasshoppers help fertilize soil thereby facilitating plant growth [Ryan, 2014].

The next unit engages the students in the genre of drama. In rotation of teams, as time allows, some students will get in the position of as grasshopper. They jump and pretend to eat plants. Another student or two are the farmers. The farmers and then other students as birds come to chase the grasshoppers away. Each team of student/grasshoppers/ farmers/ birds creates their own ending to the drama.

With the closing study unit, a review of learning about grasshoppers and other insects takes place. Also, the solar grasshoppers appear. In addition, the final part of the Anticipation Guide is completed by the students. **The Creepy, Crawly Things and Bugs that Fly** project can end with students creating the final art project: making a free-standing grasshopper model.

In conclusion, the **Creepy, Crawly Things and Bugs that Fly** project was successful for my first grade class. Many of the components of the project can be used independent of this framework and will assist in effective instruction.



LESSON PLAN OVERVIEW:

Creepy Crawly Things & Bugs that FLY 2014

DATE	ACTIVITY	SUPPLIES
May 9 Fri.	Nature Walk : AM	Clipboards, pencils, Take camera
May 9	Collaborative Conversation: Debrief	[In Class in]
May 9	Review Field Notes: PM Discussion	[Whole class collaborative discussion]
May 9	Anticipation Guide: Part I	[Independent work: each student]
May 9	Sketch-to-Stretch: PM Draw what you saw	Plain copy paper, pencil, crayons
May 12 Mon.	Introduce Creepy Critters Series	11 of the series [exclude Grasshoppers]
May 12	Introduce Supplementary Texts	Pop-up books, oversize books
May 20 Tues.	Introduce Grasshoppers Vocabulary/ Text features/Read	All copies
May 23 Thur.	Grasshoppers : Review	Coloring page
May 27 Tues.	[Grasshoppers: <i>optional</i>]	[<i>Optional: Solar grasshoppers</i>]
May 30 Fri.	Grasshoppers' Eyes: Experiment	Straws & Tape
June 2 Mon.	Grasshoppers: Craft	Pipe cleaners

June 3 Tues.	Grasshopper: Craft [Grade 3]	Cut out Grasshopper
June 4 Wed.	Grasshoppers	Drama
June 4	Anticipation Guide: Part II	[Independent work: each student]

Creepy, Crawly Things and Bugs that Fly

LESSON PLAN TEMPLATE

Lesson title:

Grade: _____ Subject: _____ Teacher: _____

Date:	Location:	Lesson duration:
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Overview & Purpose:

Essential Question?

Objectives	

Key Vocabulary	Supplies/ Equipment	Technology

STEPS to Deliver the Lesson [Details to Achieve Objectives]	

Assessment: Evidence of Student Understanding

Lesson Closure:

Home Learning:

References	

Creepy, Crawly Things and Bugs that Fly

LESSON TITLE: Nature Walk & Collaborative Conversations

Grade: 1 Subject: Science Teacher: _____

Date:	Location: School Site	Lesson duration: 35-minutes [approximately]
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Overview & Purpose: Students will take a nature walk in a designated area. The purpose is to increase the students' perspective of the natural world around them.

OBJECTIVES	
SC.1.L.1.4.1	Make observations of living things and their environment using the five senses.
SC.1.N.1.1	Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations
SC.1.N.1.3	Keep records as appropriate—such as pictorial and written records of investigations conducted.
SC.1.N.1.2	Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

Key Vocabulary	Supplies/ Equipment	Technology
Nature: everything in the world around us that is not made by man.	Clip boards/ pencils	None

STEPS to Deliver the Lesson [Details to Achieve Objectives]	
[Teachers: In advance - select the area/Decide if you want to collect anything/Provide appropriate containers].	
1. Students are assigned to groups & line up. [Review rules as students are lining up]	5-minutes
2. Team leaders are given clipboards & pencils.	1-minute

3. The class proceeds to the designated area with each group going to a different section. Groups exchange areas after exploring a section for 7-8-minutes.	20-minutes
4. Students return to classroom.	4-minutes
5. Students debrief by engaging in collaborative conversations to be continued in the afternoon.	5-minutes

Assessment: Evidence of Student Understanding
 Informal: Are students on task?

Lesson Closure: Ask how many students enjoyed this adventure? [Please raise your hands] How many students are finished debriefing? We will continue later this afternoon in our writing block.

Home Learning: Assignment: Look in your yard. What aspects of nature do you see? Write it down and bring it to class tomorrow.

References	
To learn more about nature walks:	<i>Exploring the World in Your Own Backyard Planning a Nature Walk for Kids</i> http://www.naturallifemagazine.com/1010/planning_a_nature_walk_for_kids.htm <i>School Nature Walks: 4th Grade School Nature Walk</i> http://www.friendsofmaderacanyon.org/school_nature_walks.html

Creepy, Crawly Things and Bugs that Fly

Lesson title: Nature Walk Review

Grade: 1 Subject: Writing Teacher: _____

Date:	Location: Classroom	Lesson duration: 30-minutes
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Overview & Purpose: This lesson is designed to assess students' prior knowledge, to accelerate their interest, and to scaffold skills.

Objectives	
LACC.1.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media
LACC.1.W.1.3	Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.
LACC.1.RI.3.7	Use illustrations to make connections to the text. Use the illustrations and details in a text to describe its key ideas.

Key Vocabulary	Supplies/ Equipment	Technology
<ul style="list-style-type: none"> ●Sketch-to-Stretch: Students visualize and then draw an object, story character, a story scene, or other assigned item from their point of understanding and then write about it. ●Anticipation Guide is a pre-reading strategy. It can determine students background knowledge on a certain topic. 	<ul style="list-style-type: none"> ●Sketch-to-Stretch Form ●Anticipation Guide 	Promethean

STEPS to Deliver the Lesson [Details to Achieve Objectives]	
1. Students return to groups assigned for the nature walk	2-minutes
2. Leaders begin the discussion. Students follow rules for collaborative discussion.	5-minutes
3. Students are given a Sketch-to-Stretch Form and begin to record one thing they saw or enjoyed on the nature walk Teacher displays writing prompts.	10-minutes
4. Students return to original seats and complete the Anticipation Guide.	

Assessment: Evidence of Student Understanding

1. Completes a Sketch-to-Stretch
2. Completes assigned section of the Anticipation Guide

Lesson Closure: Teacher reviews.
Students share work as time allows.

Home Learning:

Student can work on a Sketch-to-Stretch of his/her choice.

References	
To learn more about Sketch-to-Stretch	<ul style="list-style-type: none"> ● Sketch-to-Stretch.... Creating Classrooms for Authors..... https://www.coe.arizona.edu/sites/default/files/sketch_to_stretch.pdf ● Sketch-to-Stretch Comprehension Strategy http://readingacrosscurriculum.com/Sketch-to-Stretch%20Comprehension%20Strategy.htm

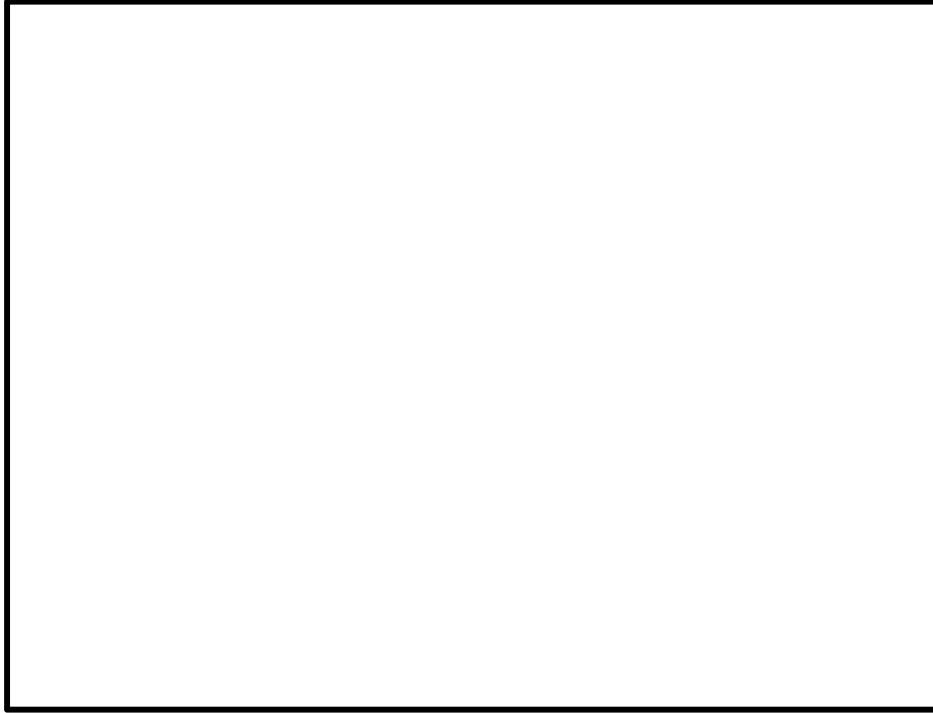
	<ul style="list-style-type: none">● Guided Comprehension: Visualizing Using the Sketch-to-Stretch Strategy ReadWriteThink http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-visualizing-using-229.html. Also has a form.
For more about anticipation guides	Anticipation Guides. http://www.adlit.org/strategies/19712/ . Also includes a template.

Name _____

Date _____

SKETCH-to-STRETCH

In the space below please draw an insect you saw on the Nature Walk or your favorite part of the Nature Walk.



Please write one or two sentences about your drawing.

Name: _____

Date: _____

ORCHARD VILLA ELEMENTARY SCHOOL

GRADE 1 CREEPY CRAWLY THINGS AND BUGS THAT FLY ANTICIPATION GUIDE

DIRECTIONS: 1. Please respond to each statement, using the left-hand column, under the blue heading. You will complete this section today. 2. When you have finished answering the questions using the blue section guide, please turn your in paper. 3. You will complete the green section of this guide in a few days.

- Write **T** for **TRUE** if you agree with the statement.
- Write **F** for **FALSE** if you disagree with the statement.

Response Before Lesson	TOPIC : Insects & Grasshoppers	Response After Lesson
	All insects have wings.	
	There are more insects than human beings.	
	Some insects are beautiful.	
	All insects are small.	
	Insects live only in the United States.	
	All insects do good things.	
	Grasshoppers jump only a couple of inches.	

Creepy, Crawly Things and Bugs that Fly

Lesson title: Here Come the Bugs!

Grade: 1 Subject: Reading Teacher: _____

Date:	Location: Classroom	Lesson duration: 30-minutes
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Overview & Purpose: To introduce the reading texts so that students make progress in reading informational sources.

Objectives	
LACC.1.RI.4.10	Read and comprehend informational texts, including history/social studies, science, and technical texts.
LACC.1.RI.1.2	Determine the main ideas of a text and explain how it is supported by key details: summarize the text. Identify main topic and retell key details of the text.

Key Vocabulary	Supplies/ Equipment	Technology
Insects Thorax Antennae Body	Text Book	

STEPS to Deliver the Lesson [Details to Achieve Objectives]	
[Teachers: If you do not have this text, please go to the next lesson plan and begin there.]	
1. Follow the Teacher’s Edition lesson.	

2. Call on individual students to read aloud.	
3. Call on groups of students to stand & read.	
4. Ask the appropriate questions.	

Assessment: Evidence of Student Understanding

Students respond correctly to questions, i.e. students are reading with understanding.

Lesson Closure: Review vocabulary and inform the students about the other books we will student.

Home Learning: Students practice reading out loud for 7-minutes

References	
	McGraw-Hill Reading Wonders. <u>Literature Anthology</u> . "Meet the Insects". [2014]. Pages 126-129.

Creepy, Crawly Things and Bugs that Fly

Lesson title: Creepy Critters Series

Grade: 1 Subject: Reading Teacher: _____

Date:	Location:	Lesson duration: 30-minutes
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Overview & Purpose: Explore the Creepy Critters series to become familiar with the insects and also to improve reading of informational texts.

Objectives	
LACC.1.RI.2.5	Know and use various text features [e.g. headings, tables of contents, glossaries, electronic menus, icons] to locate key facts or information in a text.
LACC.1.RI.4.10	Read and comprehend informational texts, including history/social studies, science, and technical texts.
LACC.1.RI.1.2	Determine the main ideas of a text and explain how it is supported by key details: summarize the text. Identify main topic and retell key details of the text.

Key Vocabulary	Supplies/ Equipment	Technology
	Creepy Critters Series	

STEPS to Deliver the Lesson [Details to Achieve Objectives]	
1. Distribute copies of the Creepy Critters series	2-minutes
2. Let students explore books on their own.	5-minutes
3. Introduce the text features	8-minutes
4. Students read out loud/ read-pair-share	15-minutes

Assessment: Evidence of Student Understanding

Students can read and retell, indicating comprehension skills.

Lesson Closure: Review and present the Home Learning

Home Learning:

Students complete Alphabetical Order#1: Insects

References	
	Creepy Critters series

CREEPY, CRAWLY THINGS AND BUGS THAT FLY

ALPHABETICAL ORDER #1: Insects

Please put the following words in alphabetical order.

spider

ladybug

cockroach

bee

fly

centipede

worm

snail

grasshopper

ant

caterpillar

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Creepy, Crawly Things and Bugs that Fly

Lesson title: Grasshoppers

Grade: 1 Subject: Reading/ Science Teacher: _____

Date:	Location: Classroom	Lesson duration: 30-minutes
--------------	----------------------------	------------------------------------

Overview & Purpose: Student gain familiarity with one insect and work to improve reading fluency.

Objectives	
LACC.1.RI.1.2	Determine the main ideas of a text and explain how it is supported by key details: summarize the text. Identify main topic and retell key details of the text.
LACC.1.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
LACC.1.RI.3.7	Use illustrations to make connections to the text. Use the illustrations and details in a text to describe its key ideas.

Key Vocabulary	Supplies/ Equipment	Technology
Compound Eye	<ul style="list-style-type: none"> ●Grasshoppers [copy for each student ●Supplementary texts 	Promethean

STEPS to Deliver the Lesson [Details to Achieve Objectives]	
1. Read <u>Grasshoppers</u> [choral read, read-pair-share]	
2. Introduce supplementary texts	
3. Present Grasshopper Worksheet from Enchanted Learning found at: http://www.enchantedlearning.com/subjects/insects/orthoptera/Grasshopperprintout.shtml	

Assessment: Evidence of Student Understanding

Informal observation during reading
Alphabetical Order Sheet #2

Lesson Closure: Review: What is a grasshopper?

Ask students to tell you what a grasshopper looks like.

Home Learning: Grasshopper Worksheet

References	
	Grasshoppers by Sian Smith
	Enchanted Learning worksheet http://www.enchantedlearning.com/subjects/insects/orthoptera/Grasshopperprintout.shtm
	Supplementary Texts: ● "Grasshopper: The Body of a Grasshopper". http://animals.howstuffworks.com/insects/grasshopper-info1.htm
	● "Facts about Grasshoppers". http://www.buzzle.com/articles/facts-about-grasshopper.html
	● Green, Jen. [2012]. <u>Bugs: An Expedition through the Underground</u>
	● McGavin, George. [2013]. <u>Bugs: A stunning Pop-up Look at Insect, Spiders, and Other Creepy-Crawlies</u>
	● Murawski, Darlyne and Honovich, Nancy. [2013]. <u>Ultimate Bugopedia</u>

Alphabetical Order #2: Insect Parts

Please place the following words in alphabetical order.

thorax

eyes

stinger

antennae

legs

head

wings

abdomen

mouth

mandibles

insect

skeleton

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Creepy, Crawly Things and Bugs that Fly

Lesson title: Grasshoppers Part #2

Grade: 1 Subject: Science Teacher: _____

Date:	Location: Classroom	Lesson duration: 30-Minutes
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Overview & Purpose: Students will complete a science experiment

Objectives	
SC.1.N.1.2	Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.
SC.1.N.1.3	Keep records as appropriate—such as pictorial and written records of investigations conducted.

Key Vocabulary	Supplies/ Equipment	Technology
Ocelli	<ul style="list-style-type: none"> ●Article by Rembac ●Grasshopper worksheet ●12 straws for each student ● 3" -inch piece of tape for each student ●Insect Crossword Puzzle ●Anticipation Guide 	

STEPS to Deliver the Lesson [Details to Achieve Objectives]	
1. Students complete <i>My Grasshopper</i> Worksheet with 3 questions [Three things I know about grasshoppers].	
2. Distribute the article: Animal Vision: Ocelli, Compound Eyes,	

and Camera Eyes". [teacher read aloud]	
3. While students are working on the assignment, distribute the straws and tape for the experiment	
4. Review student work	
5. Anticipation Guide [complete part 2]	

Assessment: Evidence of Student Understanding

1. Students complete: My Grasshopper Worksheet
2. Student complete experiment
3. Anticipation Guide: completed

Lesson Closure: Students present their learning and show-and-tell with their experiment.

Home Learning: Insect Crossword Puzzle

References	
	Rembac, Justine. "Animal Vision: Ocelli, Compound Eyes, and Camera Eyes". http://www.education.com/science-fair/article/bug-eyed/
	Grasshopper Coloring Page. http://www.coloringpages1001.com/coloring-pages/insect/coloring-pages/insect-animal-coloring-pages-12.gif
	Insect Crossword Puzzle http://southernindianatrails.freehostia.com/kids/fun9.JPG

Creepy, Crawly Things and Bugs that Fly

Lesson title: FINALE

Grade: 1 Subject: SCIENCE/READING Teacher: _____

Date:	Location: Classroom	Lesson duration: 30-45 minutes
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Overview & Purpose: Putting all the pieces together

Objectives	
LACC.1.RI.4.10	Read and comprehend informational texts, including history/social studies, science, and technical texts.
LACC.1.RI.3.7	Use illustrations to make connections to the text. Use the illustrations and details in a text to describe its key ideas.

Key Vocabulary	Supplies/ Equipment	Technology
Drought [for drama] Swarm [Review]	<ul style="list-style-type: none"> ●Grasshopper model [<i>purchased from Amazon</i>] ●Crossword puzzles ●Supplementary Texts ● Insect Alphabetical Order #3 [for grades 3-5] Drama [<i>see project Description Section</i>] 	Promethean

STEPS to Deliver the Lesson [Details to Achieve Objectives]	
{Differentiated instruction}	
1. Some students work to assemble model	

2. Some students complete crossword puzzles	
3. Other students complete a grasshopper craft	
4. Another group of students can engage in creating a drama	

Assessment: Evidence of Student Understanding
 Informal observations

Lesson Closure: Students display their work, models, puzzles, crafts.

Home Learning:

- [All projects: complete at home if not finished in class]
- Insect Alphabetical Order #3

References	
	Insect Crossword Puzzle. http://southernindianatrails.freehostia.com/kids/fun9.JPG
	Drama: <i>See Project Description</i>
	Piper cleaner grasshopper. http://craftyville.squidoo.com/grasshopper-crafts
	Cardstock grasshopper http://craftingthewordofgod.files.wordpress.com/2013/08/grasshopper.pdf

CREEPY, CRAWLY THINGS AND BUGS THAT FLY

Alphabetical Order #3: [quiz for Grades 3-5]

Please place the following words in alphabetical order and provide a brief definition.

ocelli

exoskeleton

ovipositor

entomologist

abdomen

mouth

mandibles

skeleton

metamorphosis

tympana

ganglia

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Creepy, Crawly Things and Bugs that Fly

RESOURCE LIST

Creepy Critters Series. [2013].

By Rebecca Rissman, Siam Smith.

Heinneman Raintree Publishers.

Ants

Bees

Beetles

Caterpillars

Centipedes

Dragonflies

Flies

Grasshoppers. Smith, Sian. [2013] Raintree, Chicago, IL

Ladybugs

Spiders

Woodlice

Worms

“Anticipation Guides”. <http://www.adlit.org/strategies/19712/>.

[Retrieved August 9, 2014].

"Facts about Grasshoppers".

<http://www.buzzle.com/articles/facts-about-grasshopper.html>.

[Retrieved August 8, 2014].

Complete information about the grasshopper. Buzzle has a function enabling students to listen to the article.

Friends of Madera Canyon. "School Nature Walks: 4th Grade Nature Walks".

http://www.friendsofmaderacanyon.org/school_nature_walks.html

[Retrieved August 9, 2014].

"Grasshopper: The Body of a Grasshopper".

<http://animals.howstuffworks.com/insects/grasshopper-info1.htm>

[Retrieved August 8, 2014].

Explains how the grasshopper does it all.

"Grasshopper". <http://www.bugfacts.net/grasshopper.php>.

[Retrieved August 8, 2014].

Simple definition with a colored line drawing.

Grasshopper Coloring Page.

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