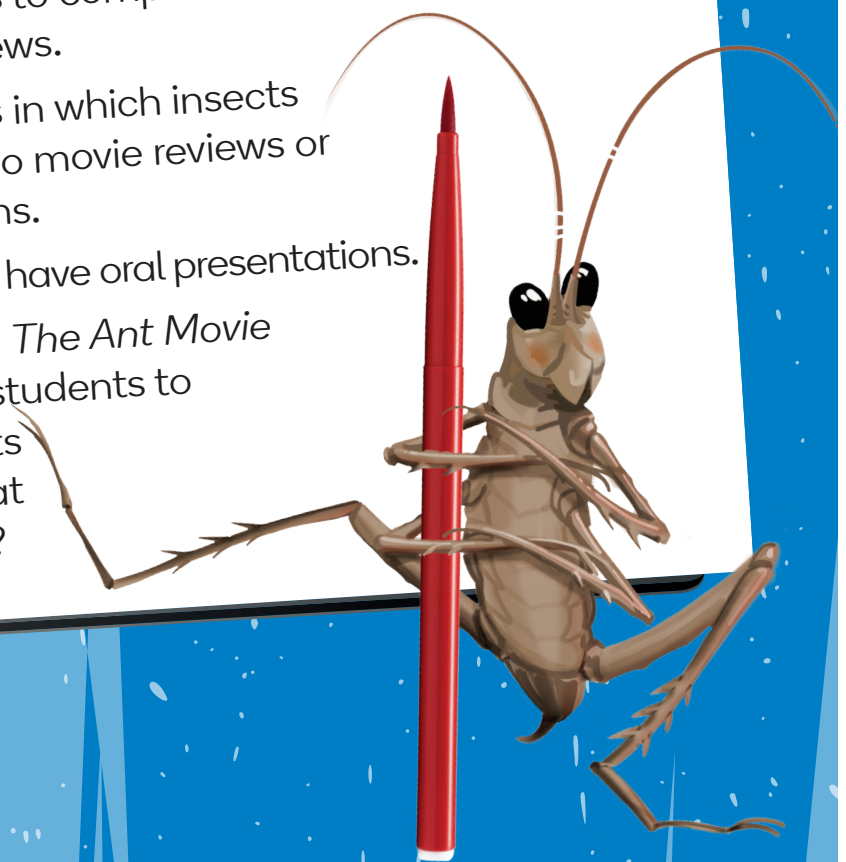




LITERACY

Listening, Reading and Viewing Speaking, Writing & Presenting

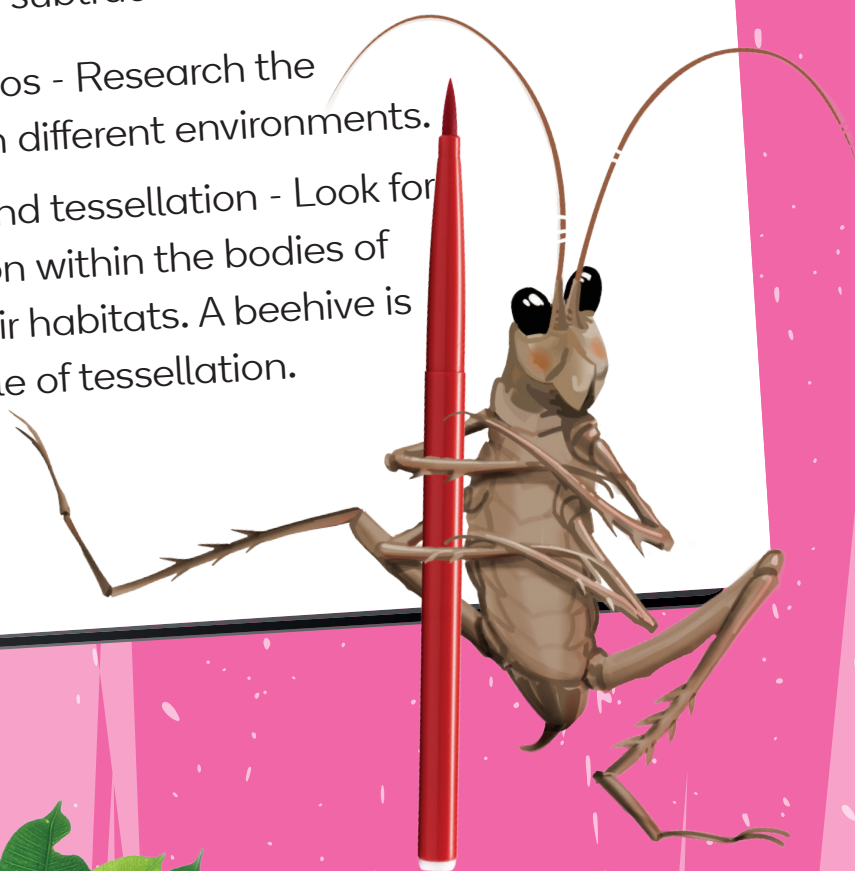
1. Expand writing tasks to make a video or engage in stagecraft. For example -
 - * Diary of an insect: Write a day in the life of an insect from the insect's point of view. What is its routine? What challenges does it face in a day? What does it eat?
 - * Politics of an insect colony or a soap opera of the insect world.
2. Create a comprehensive book list to put on your classroom wall.
 - * Get children to tick them off when they've read them or add a paper leaf to a reading tree with the title of the book and their name.
 - * Encourage students to complete written or spoken book reviews.
3. Create a list of movies in which insects have a starring role. Do movie reviews or have oral presentations.
 - * Do movie reviews or have oral presentations.
 - * Watch *A Bug's Life*, *The Ant Movie* or similar. Get the students to 'fact check' aspects of the movie – what would they add in?



NUMERACY

Mathematics

- * Geometry and measurement - Learn about symmetry through studying insects and their body parts. By creating an insect, whether drawn or constructed, students learn how to enlarge their observational insect drawings to scale, measure materials for construction and work out ratios of construction compounds such as plaster or cellulose paste.
- * Junior students can use bug images for sorting size and seriation.
- * Using the values that are on the bug cards – sort them into different orders and do ‘bug maths’ and use them for teaching multiplication division, addition and subtraction.
- * Percentages and ratios - Research the numbers of insects in different environments.
- * Shapes, geometry and tessellation - Look for shapes and repetition within the bodies of insects and also their habitats. A beehive is an excellent example of tessellation.



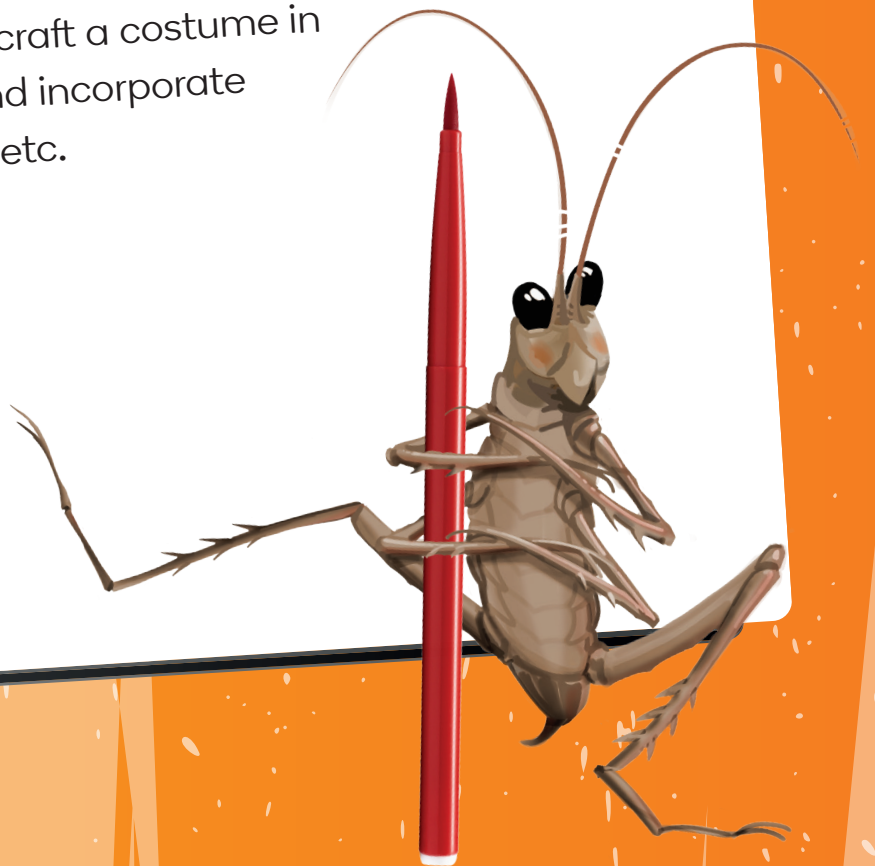
ART/TECHNOLOGY

Observational Drawing

- * Examine the physical characteristics of insects - six legs, three body parts, two sets of wings (for some), two eyes (what do they look like close up?), two antennae, skeleton on the outside - use a magnifying glass.
- * Juniors build model insects with boxes and egg cartons etc. Higher levels can use fabric, wood, metal, recycled materials.

Wearable Art

- * Create a bug costume of either a real or imagined insect. Make it environmentally friendly by using recycled or found materials.
- * Older students can craft a costume in technology glass and incorporate fabrics and metals, etc.



SOCIAL SCIENCE/CULTURE

Explore the Māori story of the origin of the insect world

- * Place and environment, how people perceive and interact with the environment - Research how Māori view insects and birds as guardians of Tane's forest and therefore guardians of nature itself – insect mihi and Ahi Pepe naming of insects
- * Reflect on feeding the world's population and insects as food
- * Inquire into the interactions between humans and the insect world. Do a SWOT analysis - Strengths, Weaknesses, Threats and Opportunities of the interface between us and them. Apply this to New Zealand or any other country you may be studying as a class, or one your student or students have a particular interest in.

