

Daily Lesson Plan

(DLP)

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| Topic: Insect Cycle | | Day: 1 |
| Grade: 2-3 | Lesson Name: Insect Cycle | Time :(60 Mins.) |

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| Topic | Insect Cycle | | |
| Weekly key words | Butterflies, ladybugs, magnifying glass, etc. | | |
| Seating plan | <input type="checkbox"/> Individual | <input type="checkbox"/> Pairs | Group of 4 |
| Skill development | <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Reflection <input type="checkbox"/> Other (Specify) | <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Illustration | <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Presentation <input type="checkbox"/> Collaboration <input type="checkbox"/> Observation <input type="checkbox"/> Research |

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| Objectives: ➤ The students will be able to: | learn about and explore the stages of development for butterflies and ladybugs |
| Teaching Resources: | ➤ Magnifying glasses • Picture of a butterfly • Picture of a ladybug • Insect Lifecycle Handout • Insect Part Chart (optional) |
| Teaching Learning Strategies | |
| Introduction: Oral Discussion: Ask students questions such as: what is an insect? Have they seen any insect? Name them Methodology: Often while students are looking for various stages of these insects, they will stumble upon many other discoveries when armed with a magnifying glass and a little freedom in the garden. Activity: 1. Explain to students that many different insects live and grow in the garden and ask for examples of insects. 2. Explain that they will be learning about how butterflies and ladybugs change and grow during their lifetimes. 3. Show students a picture of a caterpillar and ask them | |

to share what they know about it. Make a list of what they share. Repeat with a picture of a ladybug. 4. Hand out the Life Cycle Chart and project a copy on the board. As a group, label the steps of the cycles and discuss what happens at each stage. Explain that their growth goes in a circle or cycle. 5. Explain that these insects have needs, just like we do. They need food, pollen, water and a safe environment. Have students brainstorm what they need throughout life to grow healthy and strong (healthy food, water, exercise, sleep, a safe environment). 6. Tell students they get to go on a bug hunt to search for butterflies and ladybugs in each stage of their lifecycle. Give students magnifying glasses to explore the garden. If students find signs of the stages, they yell “Bingo” and can share their discovery with the class. Allow ample time for conversation and sharing about what they’re observing.

Wrap up (5mins.): Wind up the lesson by asking the students to share their findings.

- What did we discover?

Home Assessment:

Revise the work done

Worksheet

Lesson Evaluation:

- Teacher was able to accomplish all aspects of the lesson well ☐
- Teacher was not able to do warm up activity ☐,
- develop lesson plan well ☐,
- do the learning activity ☐,
- do wrap up ☐,
- accomplish lesson objective ☐,
- manage time well ☐,
- manage class well ☐

Worksheet Day

Name: _____

Class: _____

Topic: Insect Cycle

Subject: Science

1. What stages of the lifecycle did we find?

2. Where did you find the insects?

3. Which insects did we see the most?

4. Which did we see the least? 6. How are the needs of insects similar to ours?
