

# FLOATING CRITTERS

K-2

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## OBJECTIVES

At the end of this lesson, the students shall be able to do the following:

1. Create an insect which will float and repel water;
2. Revise their creations, if necessary;
3. Write or give an oral description of their insect including the number of legs and major body parts; and
4. Give an oral or written definition of insect.

## BACKGROUND INFORMATION

Many insects live on the water's surface, as well as above or below the water. These insects have special adaptations to help them float and resist water. An insect has six legs and three major body parts: the head, the thorax, and the abdomen.

### Term

**insect:** animal having six legs and three major body parts.

## ADVANCE PREPARATION

- A. Have all materials freely available to students. It is very important to allow students to make mistakes. The teacher should be a facilitator, giving materials when necessary.

### **SUBJECTS:**

Science, Language Arts

### **TIME:**

1 hour

### **MATERIALS:**

assorted materials which will sink or float:

pieces of polystyrene foam  
soft drink bottles/cans  
straws  
pipe cleaners  
plastic containers (margarine tubs)  
sponges  
wooden pieces  
fabric  
wiggle eyes

adhesives:

glue  
tape  
staples  
hot glue (optional)

small pool filled with water (a large aquarium would work well, too)

## PROCEDURE

### I. Setting the stage

- A. Review the characteristics of an insect (three body parts and six legs.)
- B. Look at pictures of water striders or other animals which dwell primarily on the water's surface.
- C. Discuss their importance in their habitat, and their role in the food chain.

### II. Activities

- A. Explain to students that they have 30 minutes to create an insect which will float. At the end of 30 minutes, have students put the insects in the water to test them.
- B. Allow students any or all materials; try not to guide or intervene except to help with insect characteristics.
- C. Make students aware of time restraints.

### III. Follow-Up

- A. After 30 minutes, go outside and test students' insects. The ones whose insects sink may make adjustments and retest their insects.
- B. Have students write a description of their insects and illustrate.

### IV. Extensions

- A. Language - Have students name their fictitious insects and write about them. Include what they eat, where they live, and their predators.
- B. Math - Practice counting by two's by counting the pairs of legs on the insects.