



INTRO TO PESTS (K-2)

Lesson Overview

This lesson introduces students to a wide variety of common pests. Students will learn about basic needs, pest damage, and self-protection measures against certain pests. Some of the activities include playing a game, creating a class book and reading a story about a commonly found pest.

Correlation with National Standards

National Science Teachers Association (NSTA)

- History and Nature of Science: Content Standard G: Science as a human endeavor
- Life Science: Content Standard C: The characteristics of organisms
- Science as Inquiry: Content Standard A: Abilities necessary to do scientific inquiry
- Science in Personal and Social Perspectives: Content Standard F: Types of Resources, Changes in Environments, Science and Technology in Local Challenges

Estimated Instructional Time:

- Preparation: 20 Minutes
- Lesson: 45 – 60 Minutes

Materials & Preparation

- Copy one set of the Pest Shuffle cards. Cut cards accordingly. Laminate if desired.
- Copy one set of Pests A-Z Coloring Pages, preferably on cardstock. Three-hole punch left margins (unless you have a book binding machine). Prepare a cover page.
- Choose and find a storybook: *Crickwing*, by Janell Cannon (or alternate book)

Key Concepts:

- Pests are animals that are out-of-place.
- Pests are not bad animals, just too many animals in the wrong place.
- Living things have basic needs.
- Animals' basic needs are air, water, food, and shelter.
- Living things can survive only in places their needs can be met.
- Pests can cause damage in many ways.
- People can protect themselves from pests.

Skills Learned:

Discussion
Matching
Cause/Effect
Communication
Teamwork
Cooperative Learning
Social
Classification

Vocabulary Words:

Basic
Damage
Pest
Pest Control Professional
Pesticide
Protection
Shelter



INTRO TO PESTS (K-2)

Procedure

Set the Stage: Pest Shuffle Game

- 1) Invite the children to join you on the carpet or other comfortable learning area. Tell them that they are going to play a matching game.
- 2) You will need an even number of players and cards. Hand out one pest shuffle card to each student making sure that someone else has the matching card. Have the kids shuffle or move freely around the room. Ask them to freeze after they are well shuffled!
- 3) Explain that their job is to find another player with the matching card. Allow them time to find their match. Once they have found their match, ask them to go back to the carpet and sit down until everyone has found their match.
- 4) Collect the cards and play it again.
- 5) Once they have returned a second time, prepare a list on the white board of the names of the animals on the cards. Have the students come up in pairs and show the other students their pictures.

Introduction to Pests

- 1) The Pest Shuffle game will lend itself to pest-related discussions. Ask the students if they know what the word “pest” means. Lead them to understand that a pest is defined as an animal out of place (like a weed in a garden).
- 2) Create a word list around this question: What is a Pest?

- 3) Start a Venn diagram with the word “pests” circled in the middle. Ask the children to try to think of some other kinds of pests that were not included in the pest charades game.
- 4) Place the names of the insect pests in an outer bubble, the names of the mammal pests in another outer bubble, kinds of spider pests in another outer bubble, etc.



INTRO TO PESTS (K-2)

Discussion:

Our homes are great habitats for many animals. When they bother us, we call them pests. But why do they want to live with us? If possible, show the children the pest introduction movie found on the Pestworld Website at this time. Stress that pests are not being bad animals, but animals in too great of numbers in the wrong place.

- **Safe from predators!** Our home environments also tend to eliminate the pest's predators (predator/prey relationships).
- **Excellent unnatural habitats!** Discuss how our basic needs, i.e., air, water, food, and shelter, as the main reasons that animals invade our homes and yards. Living things can survive only in environments in which their needs can be met. Ask the children why they think that many pests are found in kitchens or bathrooms. People's actions can make life too good for certain animals, i.e., wonderful food supply, endless water source, warm year-round.
- **Student pest stories.** Ask the kids to talk about specific pest stories that they might recall from their own lives.
- **Discussion:** Pest damage. Discuss some possible damage that specific pests might cause, i.e., mosquito – painful bite on skin, rabbit – destroy garden vegetables, termite – eat wood that supports our home.
- **Discussion:** Protection from pests. Discuss some possible ways, some common sense measures, for self-protection from those same specific pests that were just discussed. Make a list. For example, we can apply insect repellent to our skin and clothing to prevent mosquito bites, we can put up a rabbit proof fence around our vegetable garden, and we can contact termite specialists, or pest control professionals, to inspect our homes for possible termite infestation (pest management)..

Pests A-Z Coloring Book

- 1) Using the Pest A-Z Coloring Book pages provided, inform the students that they are going to create a class book on pests using the letters of the alphabet. Your class may have more or less than 26 students. Some students can color more than one page or the book may have two or more of the same coloring pages.
- 2) Read the book to the class before they begin coloring. Allow them to use their imagination to color the coloring pages how they want. Encourage them to add drawings to the coloring pages to tell more about the pests they learned about.

Storytime

Read a story about a cockroach and ants, commonly found pests, called *Crickwing* by Janell Cannon, Harcourt, Inc., 2000. (See alternate book list for additional book choices.).

Assessment

- Play Hangman using pest-related words.
- Add pest-related words to spelling lists.
- Have students journal about what they learned.
- In cooperative groups, have students make a list of the pests that were discussed. Reward the group with the longest list.
- Conduct a spelling bee using pest-related words

WORD BOX

Basic	Pest	Damage	Protection
Pesticide	Shelter	Mosquito	Cockroach

Fill in the blanks with the correct word from the word box. Use each word only once.

1. A _____ is an animal out of place.
2. That _____ wants to bite me!
3. A common pest insect is a _____.
4. Pests can cause a lot of _____ to people's homes and yards.
5. Animals have four _____ needs: air, water, food and shelter.
6. People sometimes put insect repellent on their skin for _____.
7. People who have pests sometimes spray _____ to help get rid of them.
8. A house is a kind of _____.



INTRO TO PESTS (K-2)

Visual Aids and Handouts

Web Sites

PestWorld for Kids, from the National Pest Management Association

www.pestworldforkids.org

National Pest Management Association, Inc.

8100 Oak Street

Dunn Loring, Virginia 22027

703-573-8330

www.pestworld.org

BugInfo, from Univar USA, Inc www.BugInfo.com

Insect Kits and Samples

Insect Lore

PO Box 1535

Shafter, California 93263-1535

800•LIVE BUG

www.linsectlore.com

Insect-Sale

Fang-Ying Huang

Po. Box 70 , Chia-yi city

Taiwan 600 R.O.C.

www.insect-sale.com



INTRO TO PESTS (K-2)

Alternate Book List

Roberto, The Insect Architect, by Nina Laden

Two Bad Ants, by Chris Van Allsburg

One Hundred Hungry Ants, by Elinor J. Pinczes, illustrated by Bonnie Mackain

Bats Around the Clock, by Kathi Appelt, illustrated by Melissa Sweet

Gopher Up Your Sleeve, by Tony Johnson, illustrated by Trip Park

The Grouchy Ladybug, by Eric Carle

Why Mosquitos Buzz in People's Ears, by Verna Aardema

Nuts to You! By Lois Ehlert

Possum's Harvest Moon, by Anne Hunter

The Flea's Sneeze, by Lynn Downey, illustrated by Karla Firehammer

Miss Spider's ABC, by David Kirk

The Very Clumsy Click Beetle, by Eric Carle

Honeybee's Busy Day, by Richard Fowler

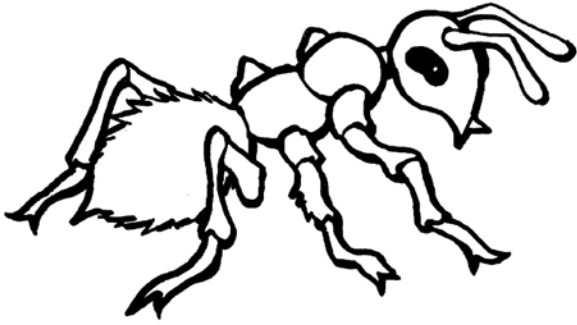


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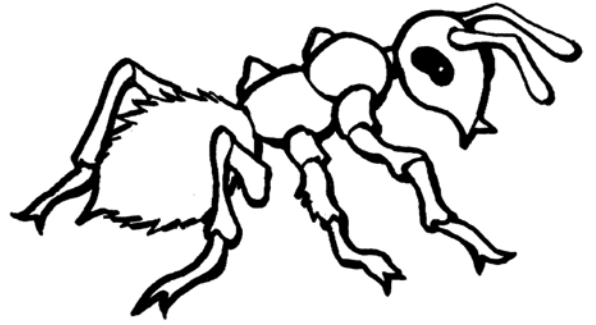
Pest Shuffle Cards

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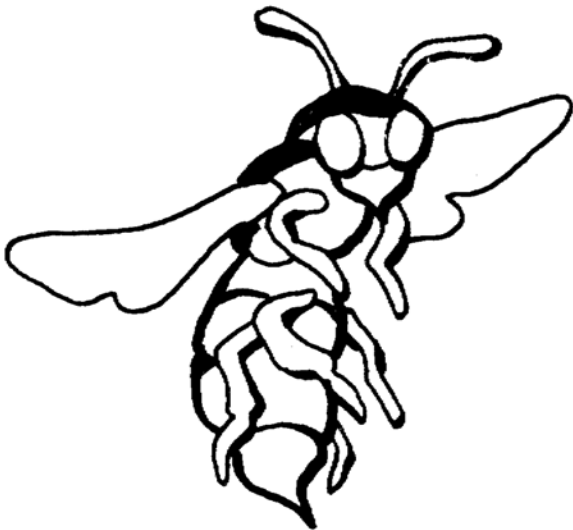
1. Copy one set of these cards onto cardstock or heavy duty paper.
2. Cut along the lines provided.
3. If you plan to use this lesson with many classes or for a number of years, consider laminating.
4. Shuffle cards prior to beginning the lesson.



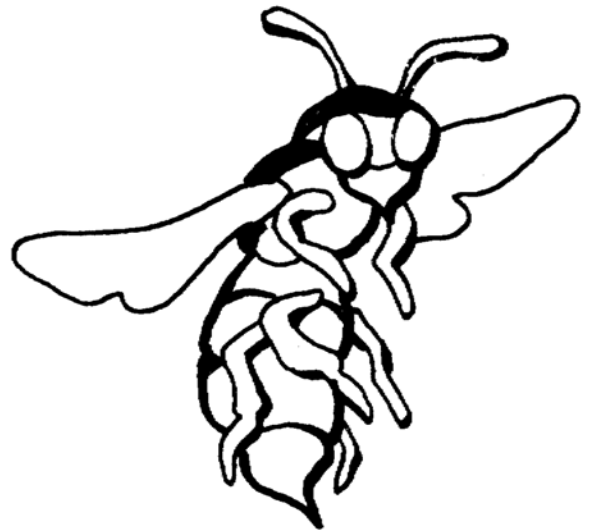
Ant



Ant



Wasp



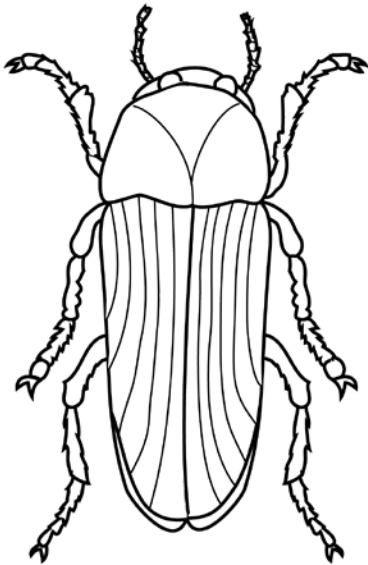
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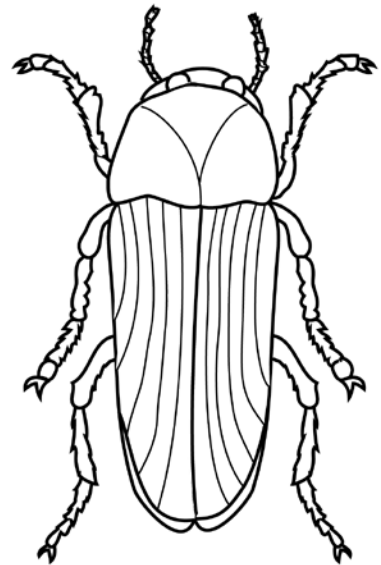
Squirrel



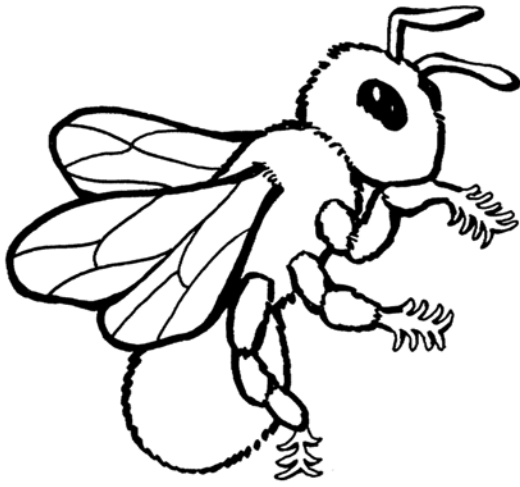
Squirrel



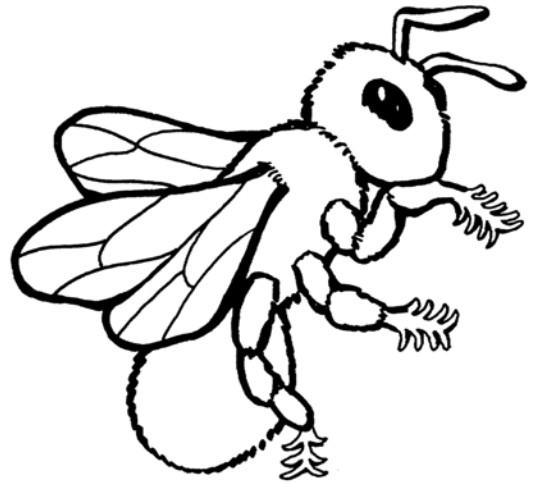
Wood-Boring
Beetle



Wood-Boring
Beetle



Bee



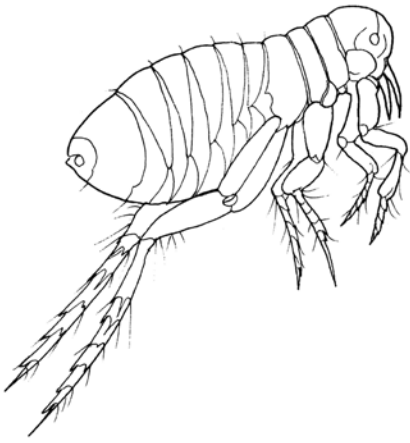
Bee



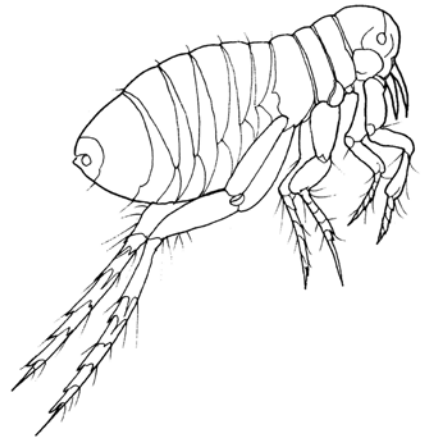
Bat



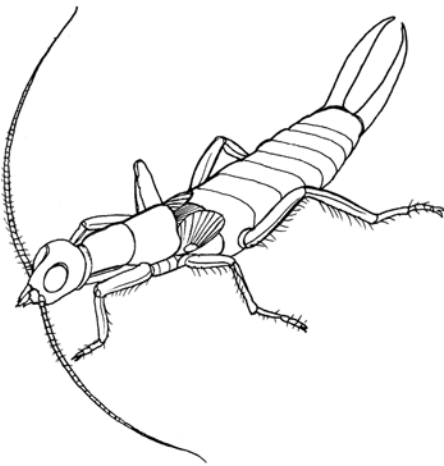
Bat



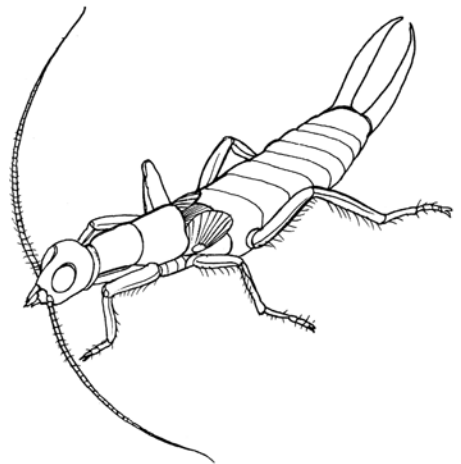
Flea



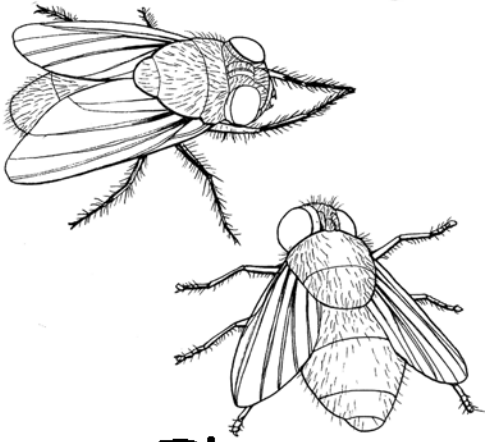
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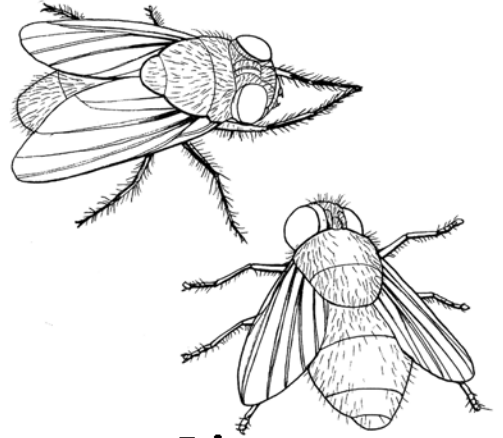
Earwig



Earwig



Fly



Fly



Mosquito



Mosquito



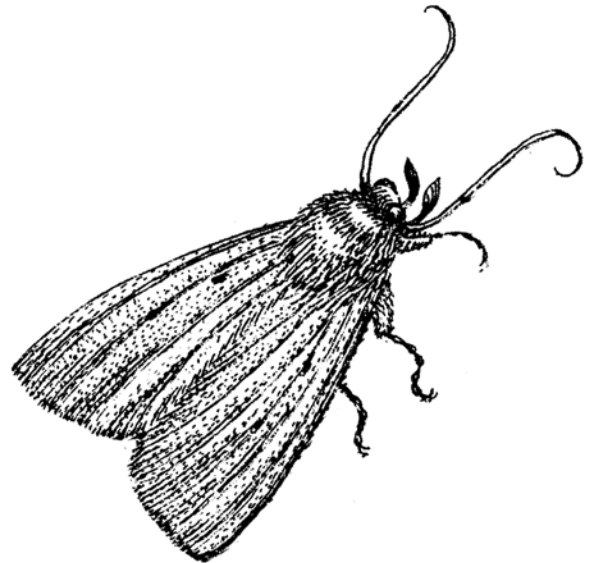
Mouse



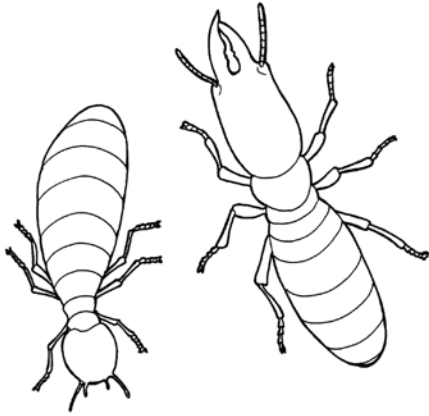
Mouse



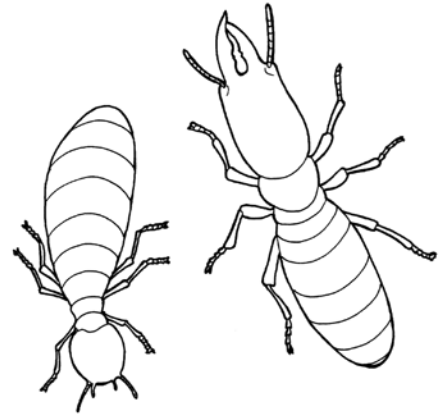
Moth



Moth



Termite



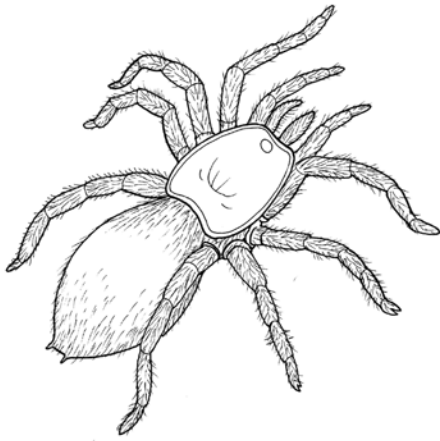
Termite



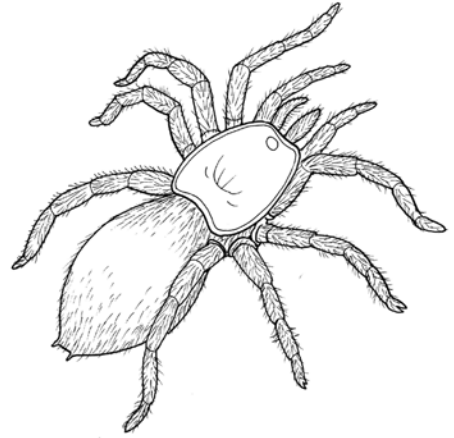
Rat



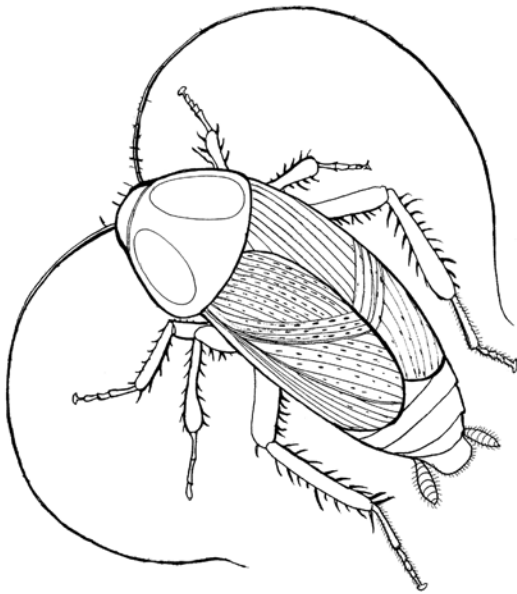
Rat



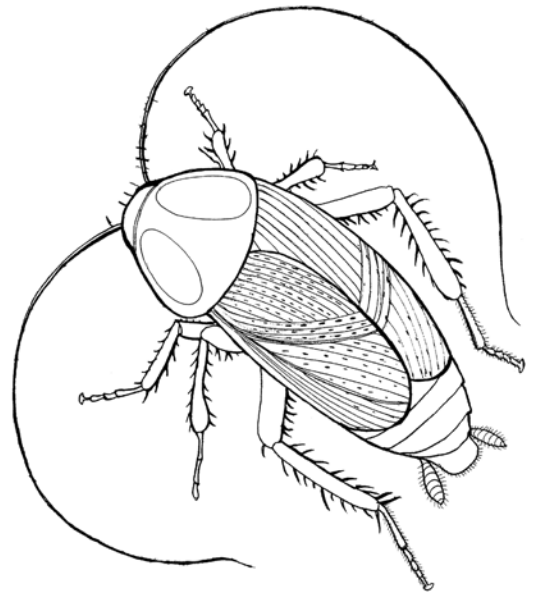
Spider



Spider



Cockroach



Cockroach

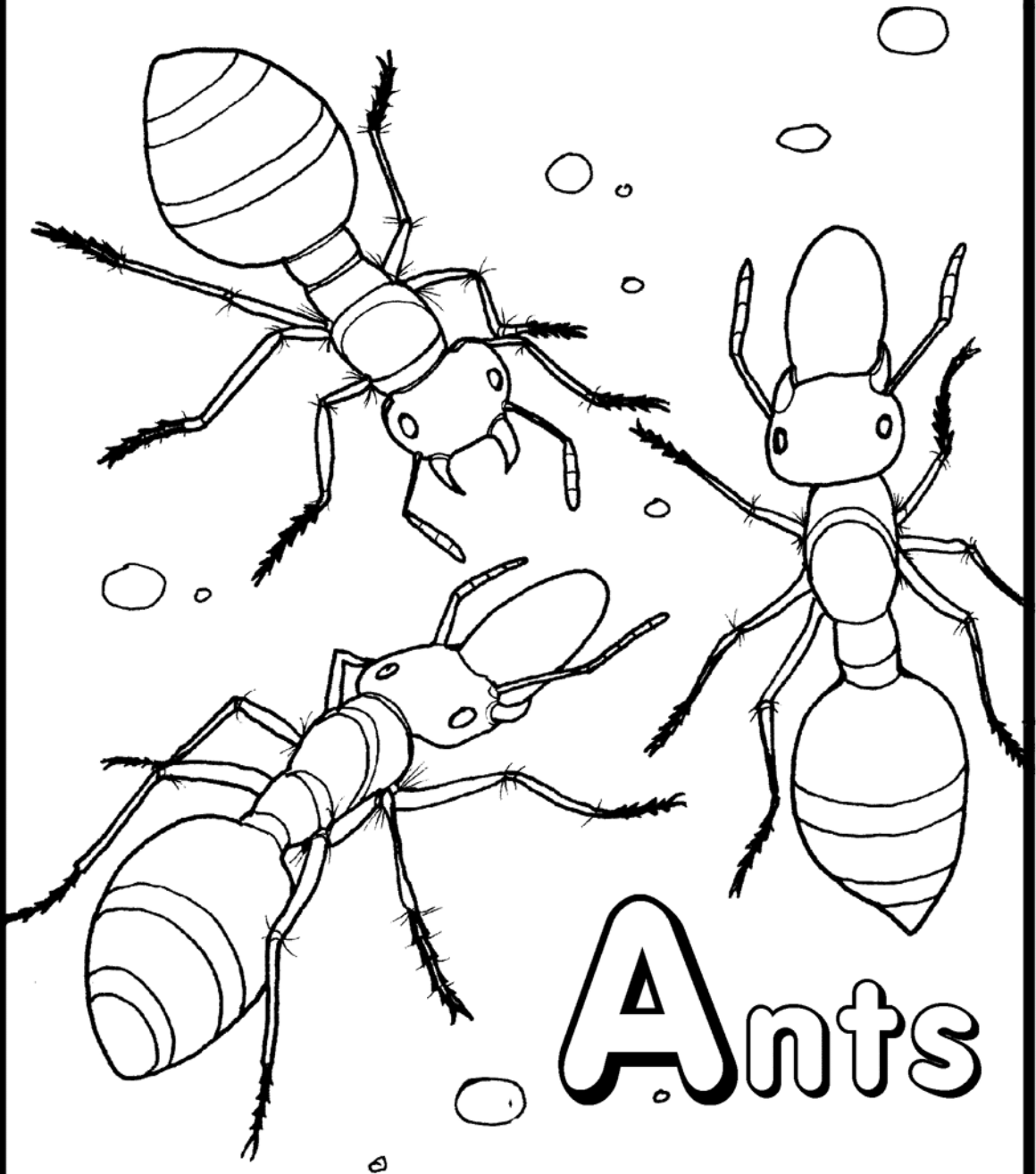


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Pests A – Z Coloring Pages

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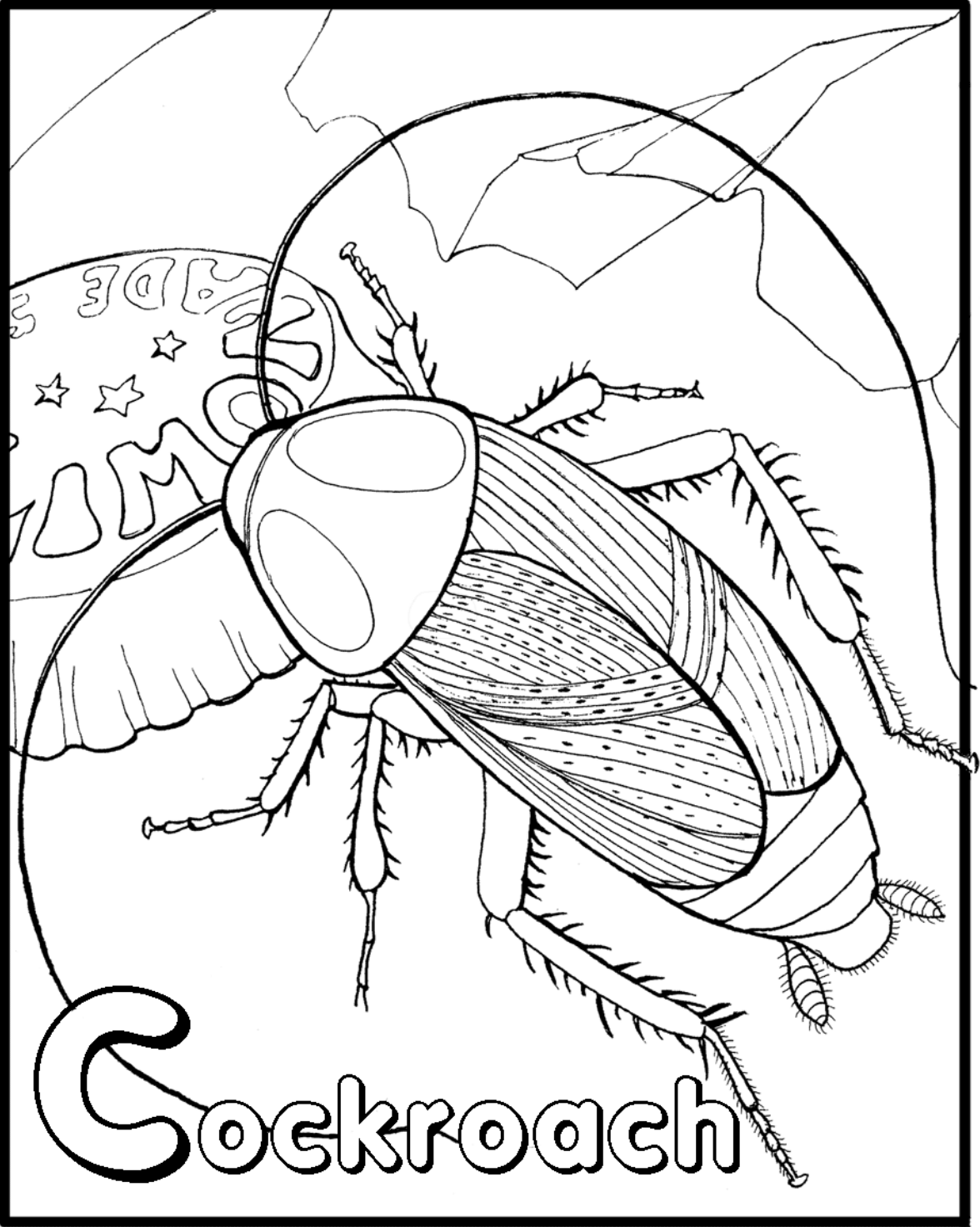
1. Copy one set of these pages onto cardstock or heavy duty paper.
2. If you plan on using these pages as a book, three-hole punch the left margins (unless you have a book binding machine).
3. Prepare a cover page.



Ants

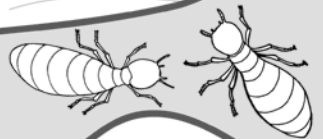
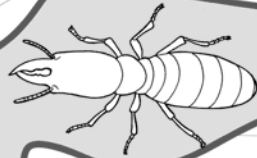
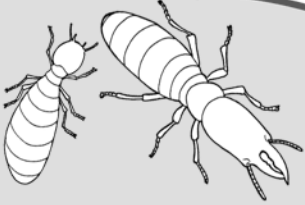
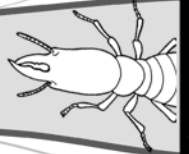
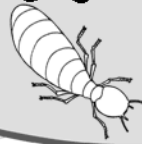
Bats

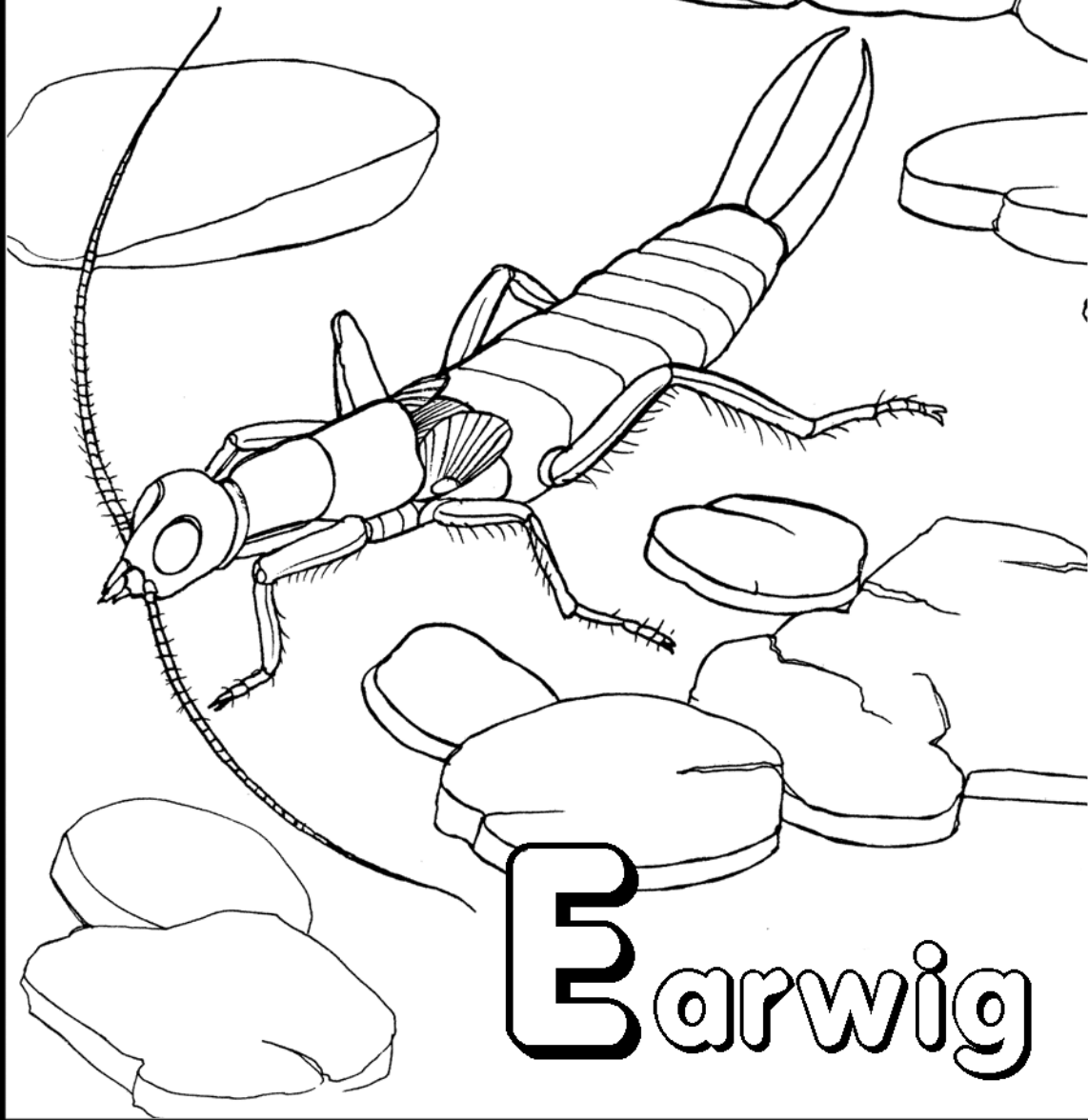




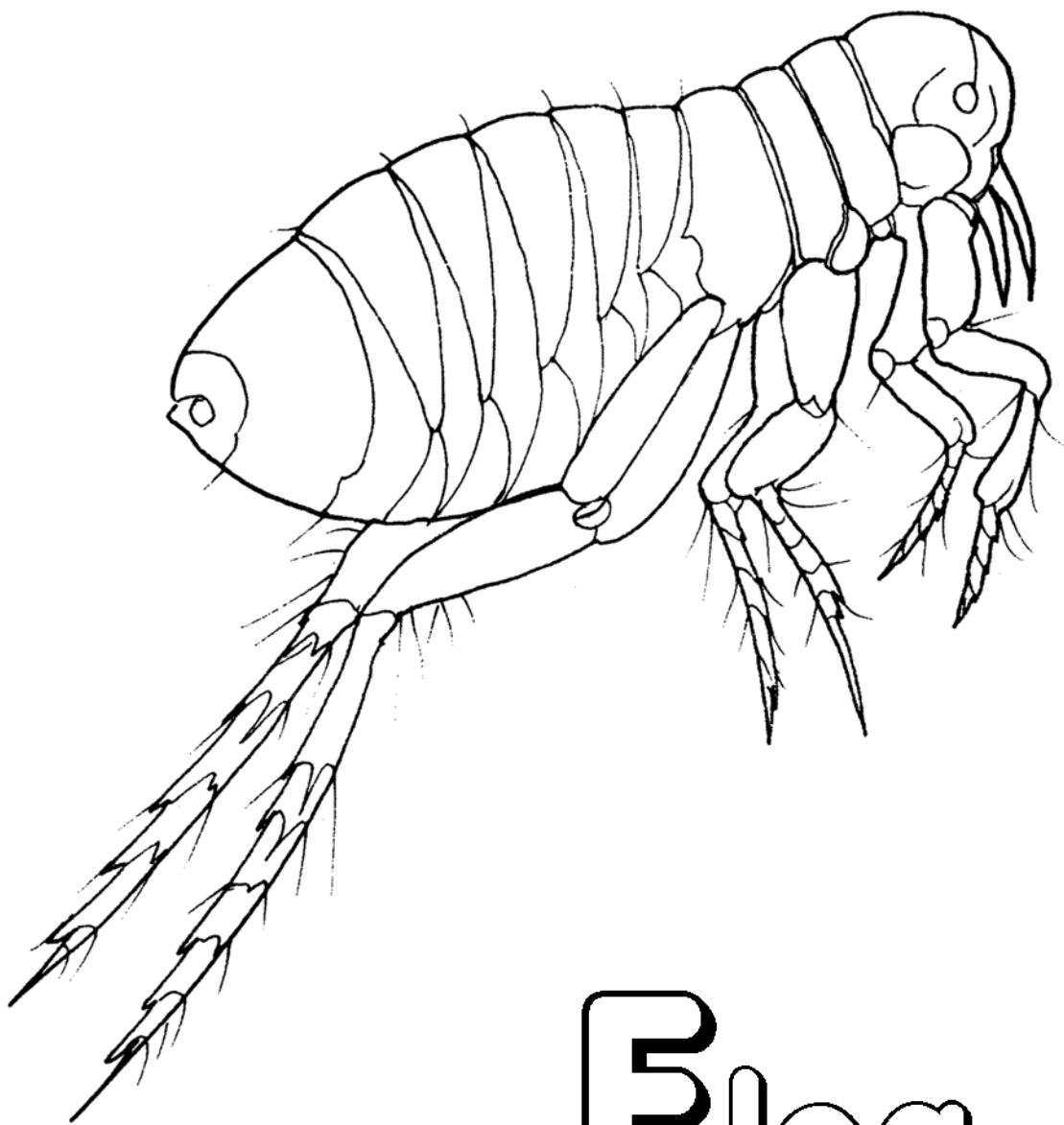
Cockroach

Drywood Termites

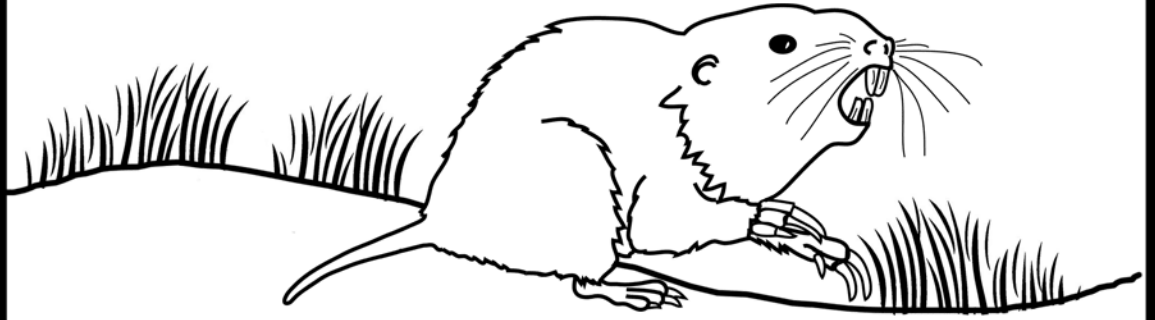




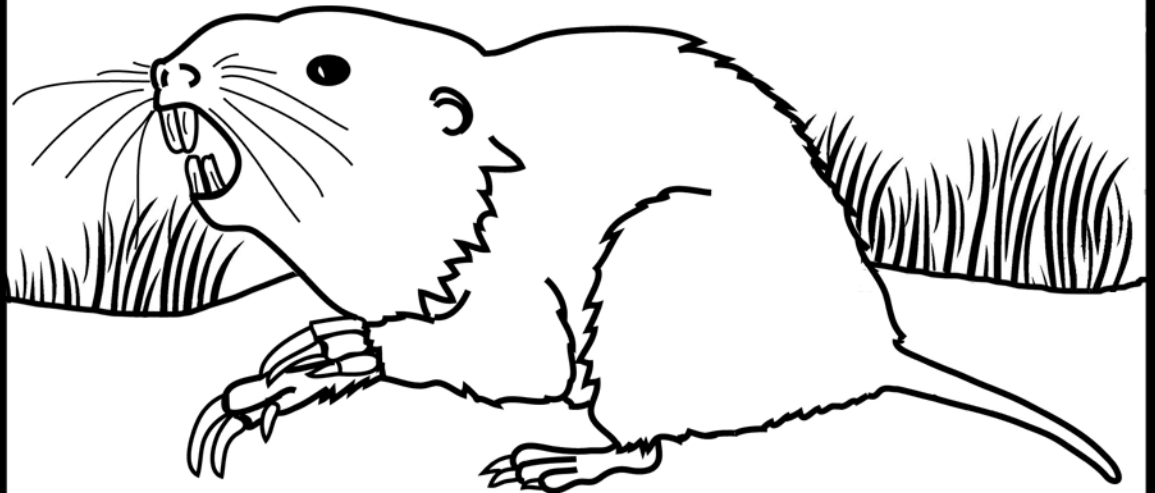
Earwig

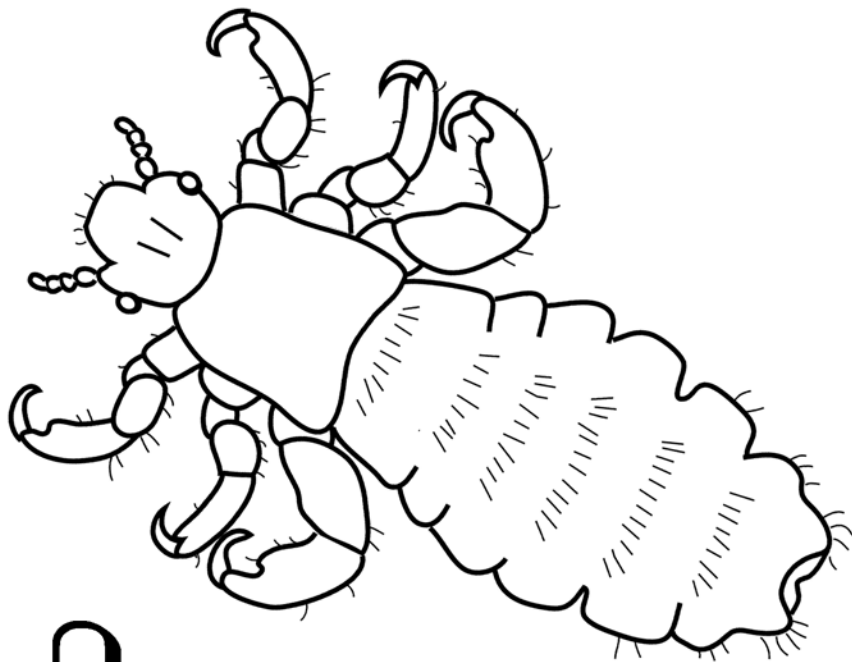


Flea

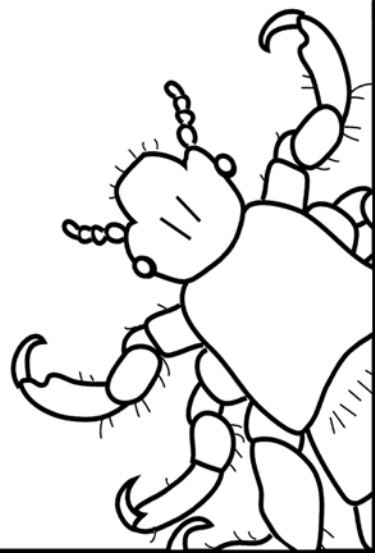
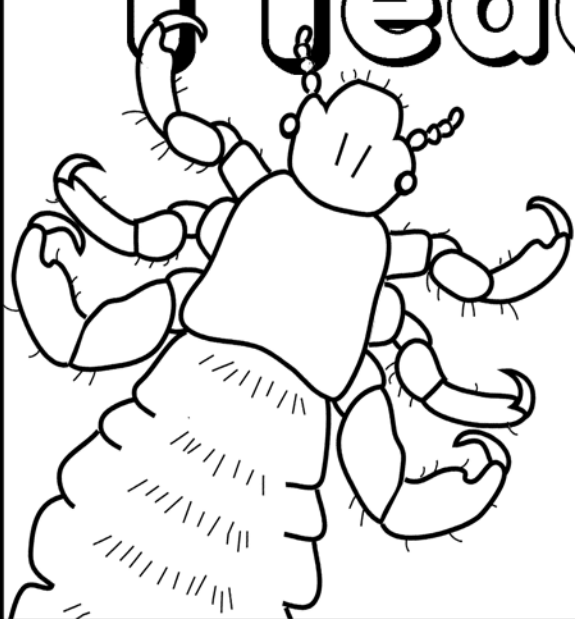


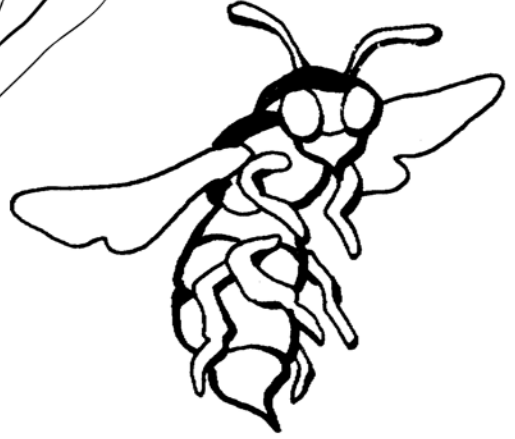
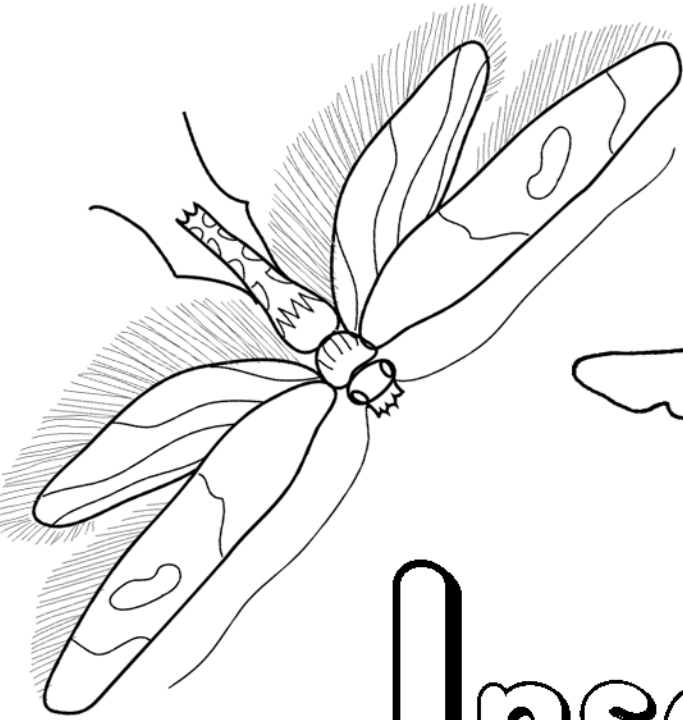
Gopher



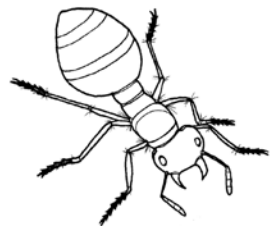
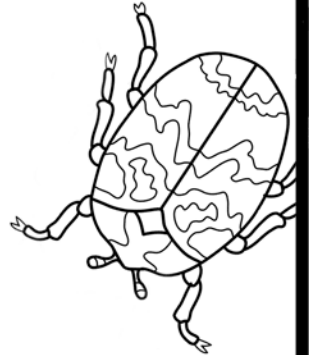
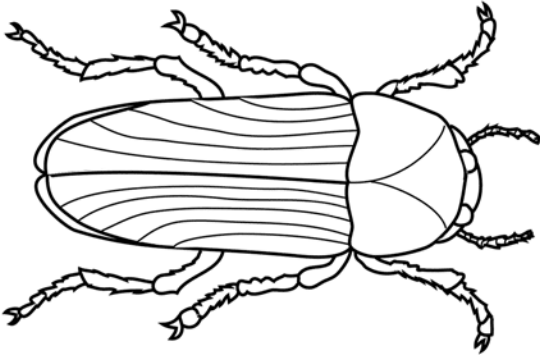


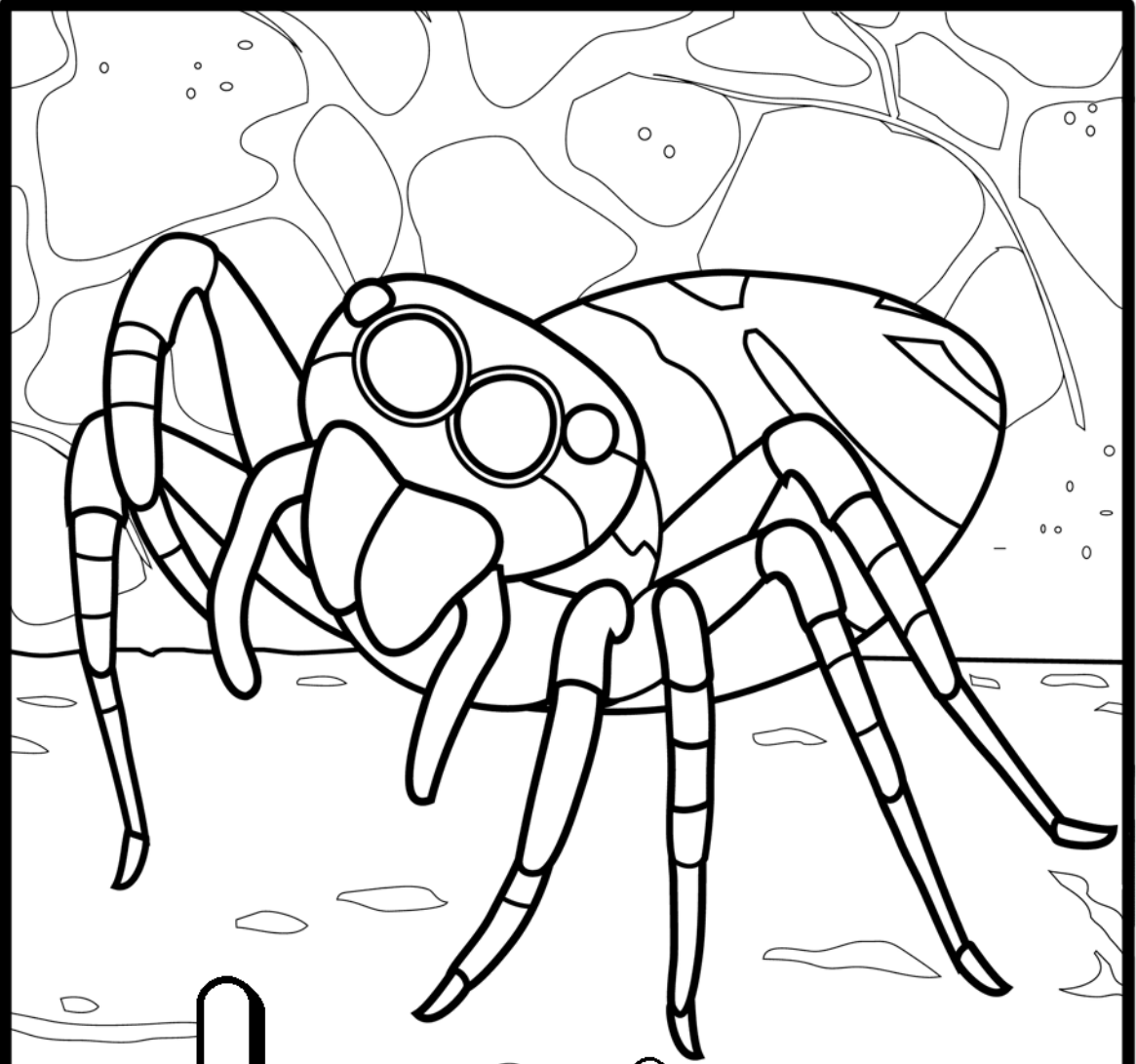
Head Lice



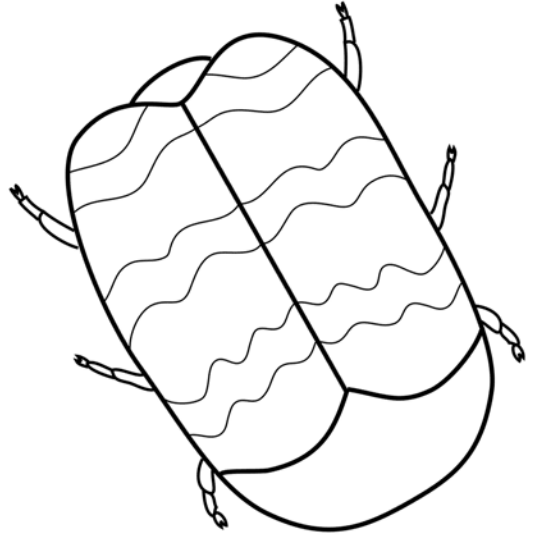
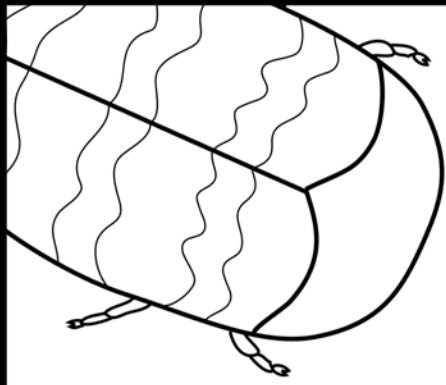


Insect

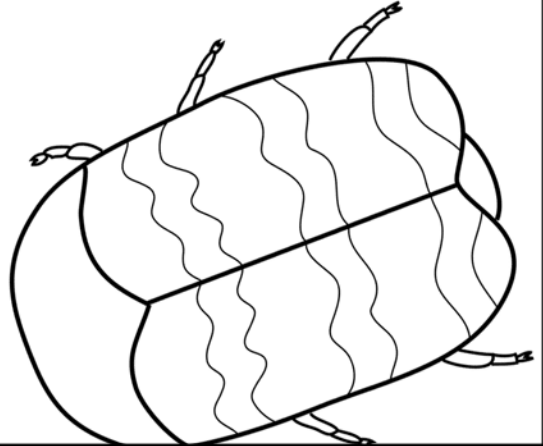
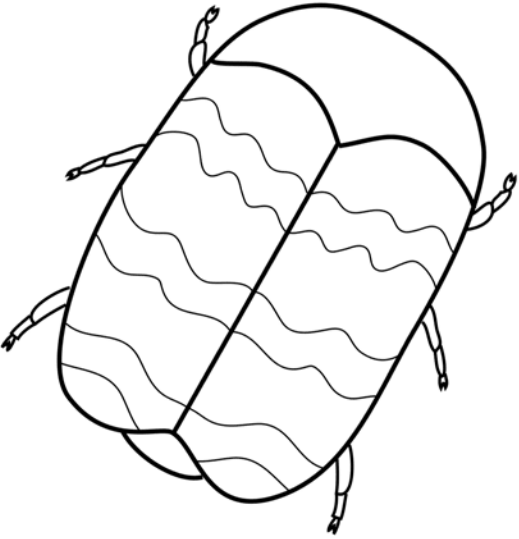


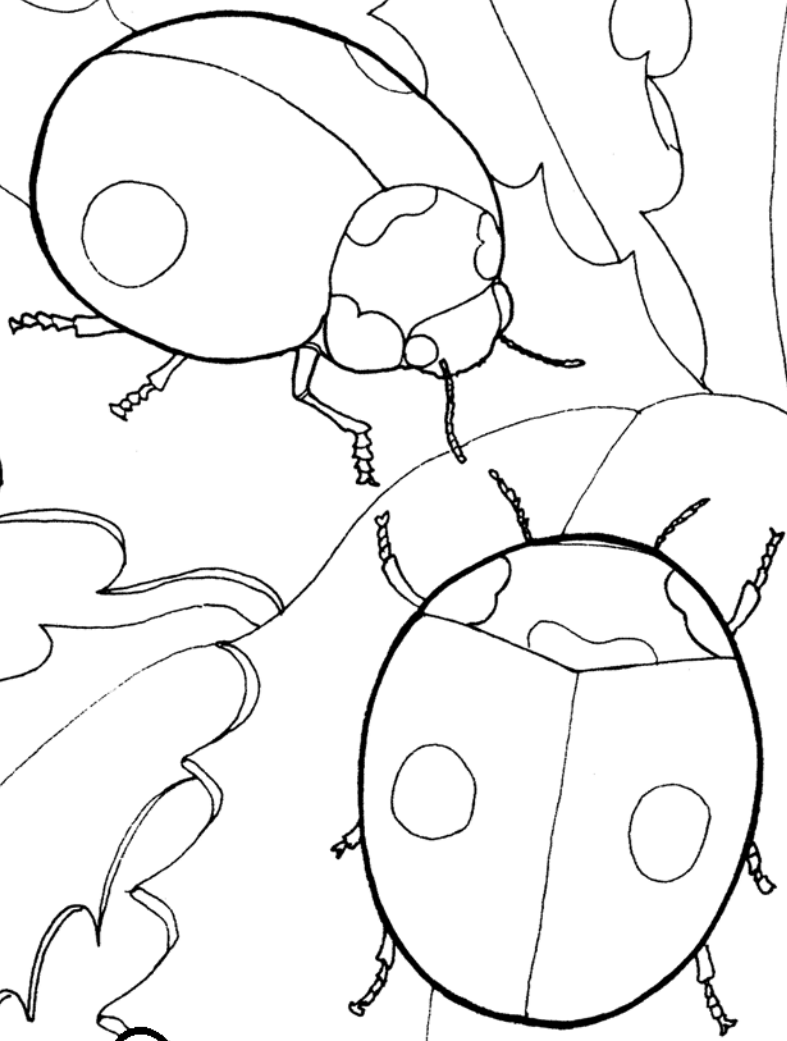


**Jumping
spider**



Khapra Beetle

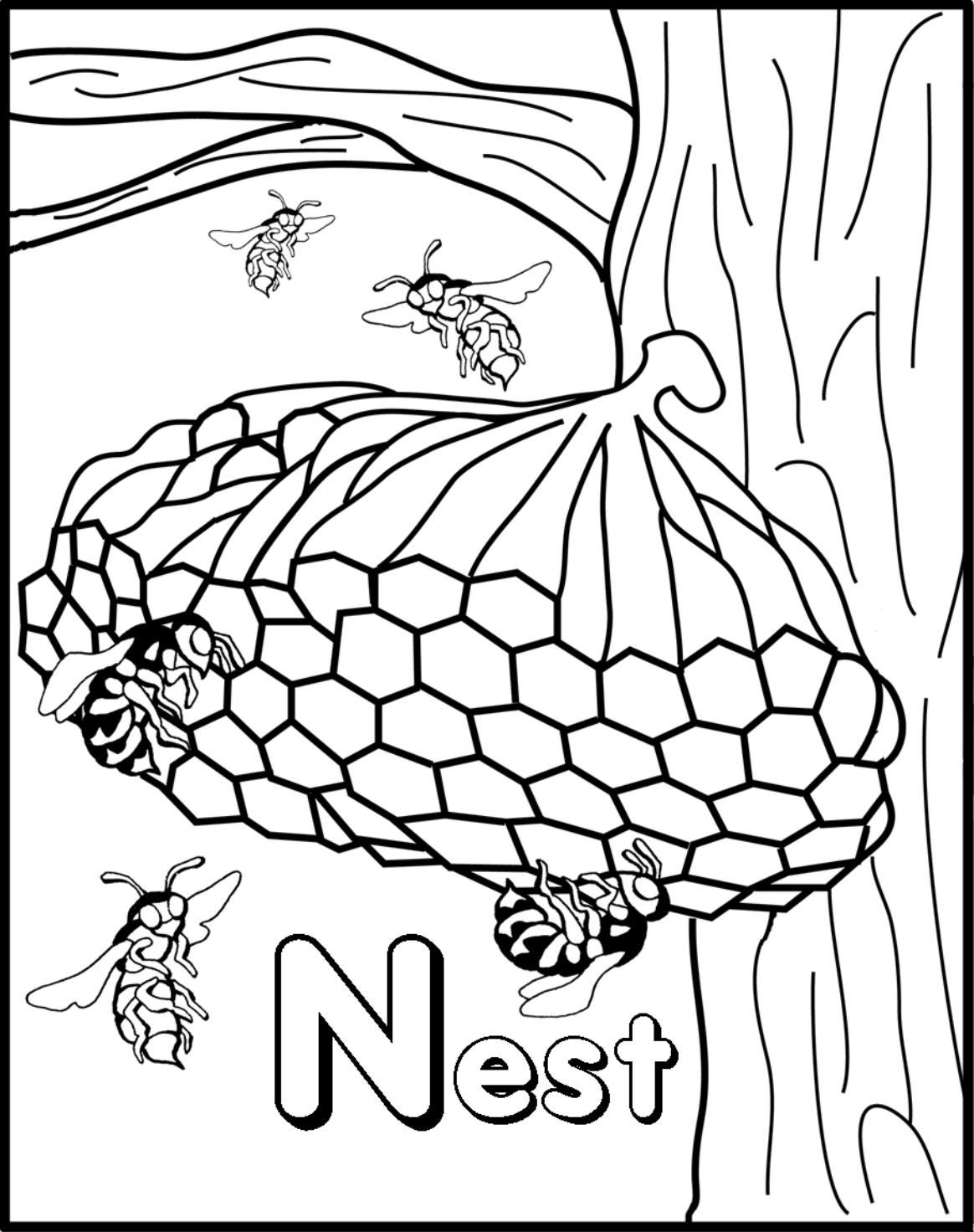




Ladybugs



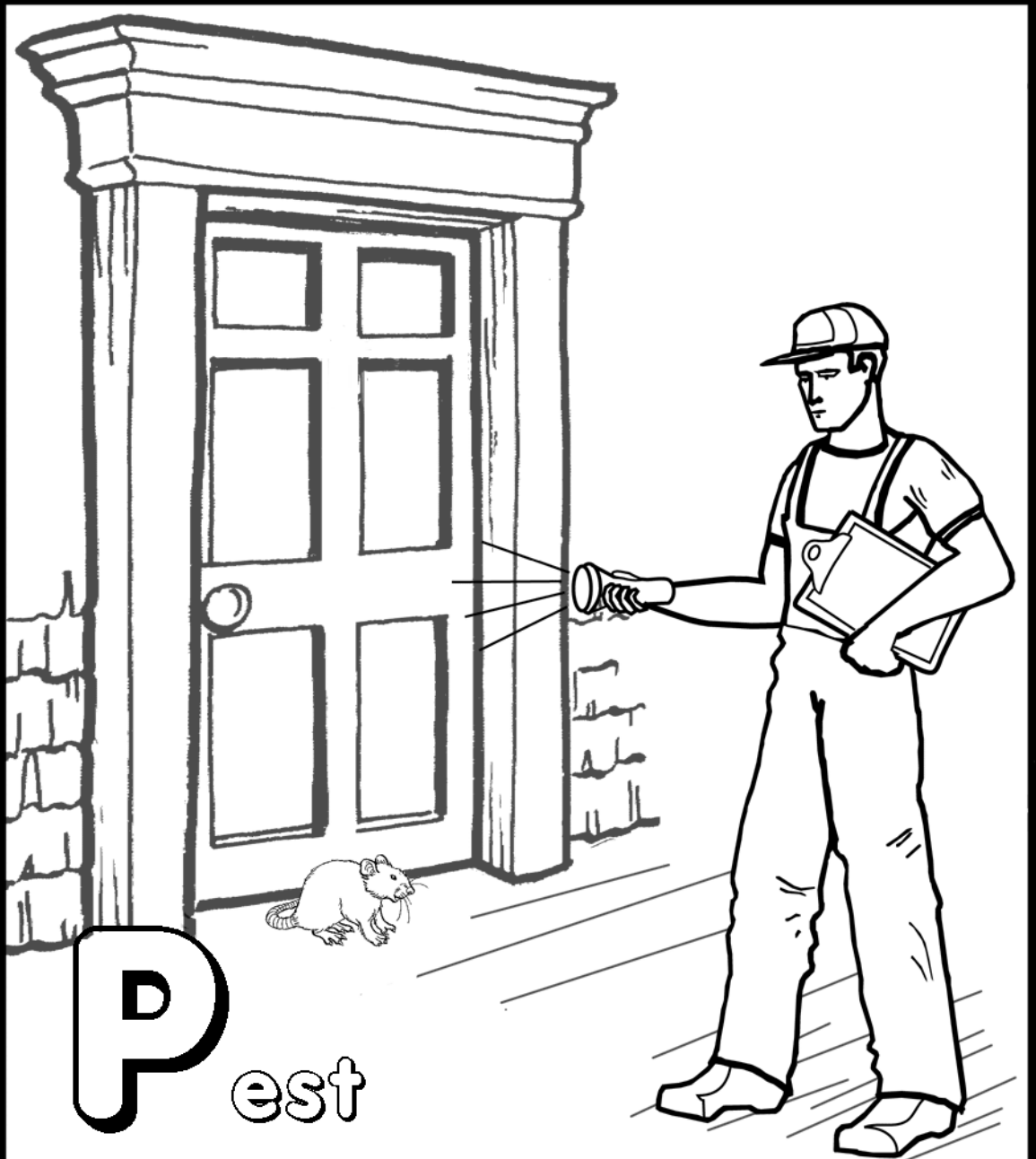
Mosquito



Nest

Opossum

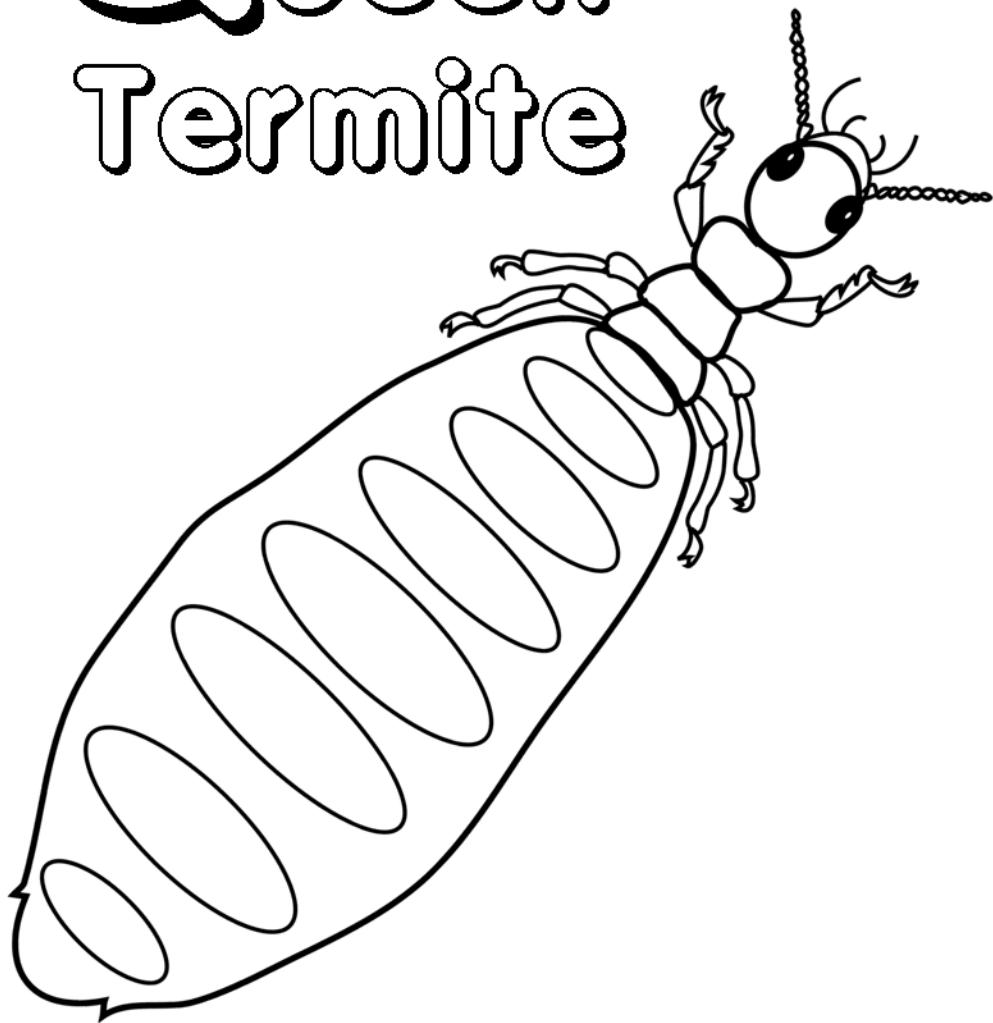




Pest

Control Professional

Queen
Termite



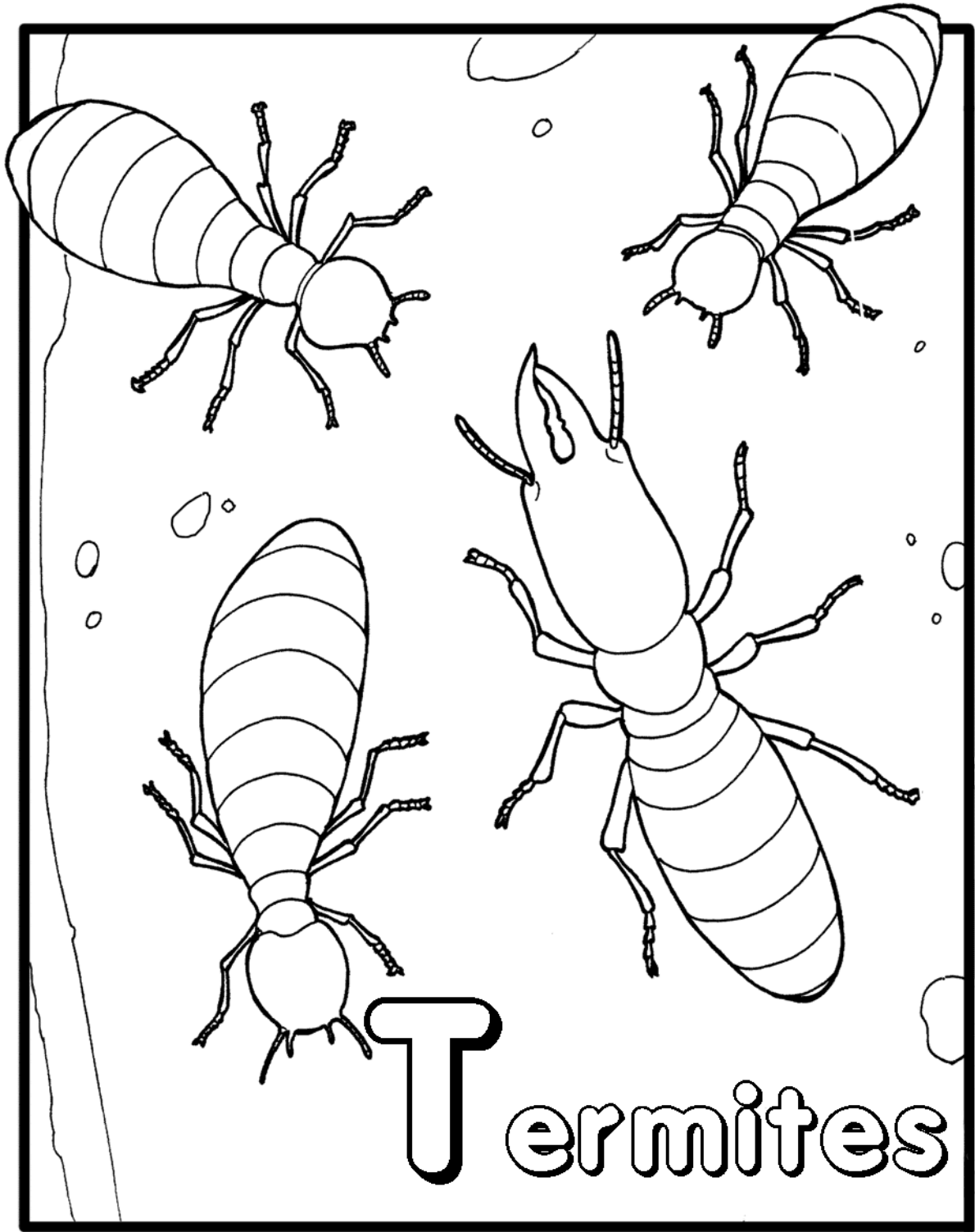


Rats



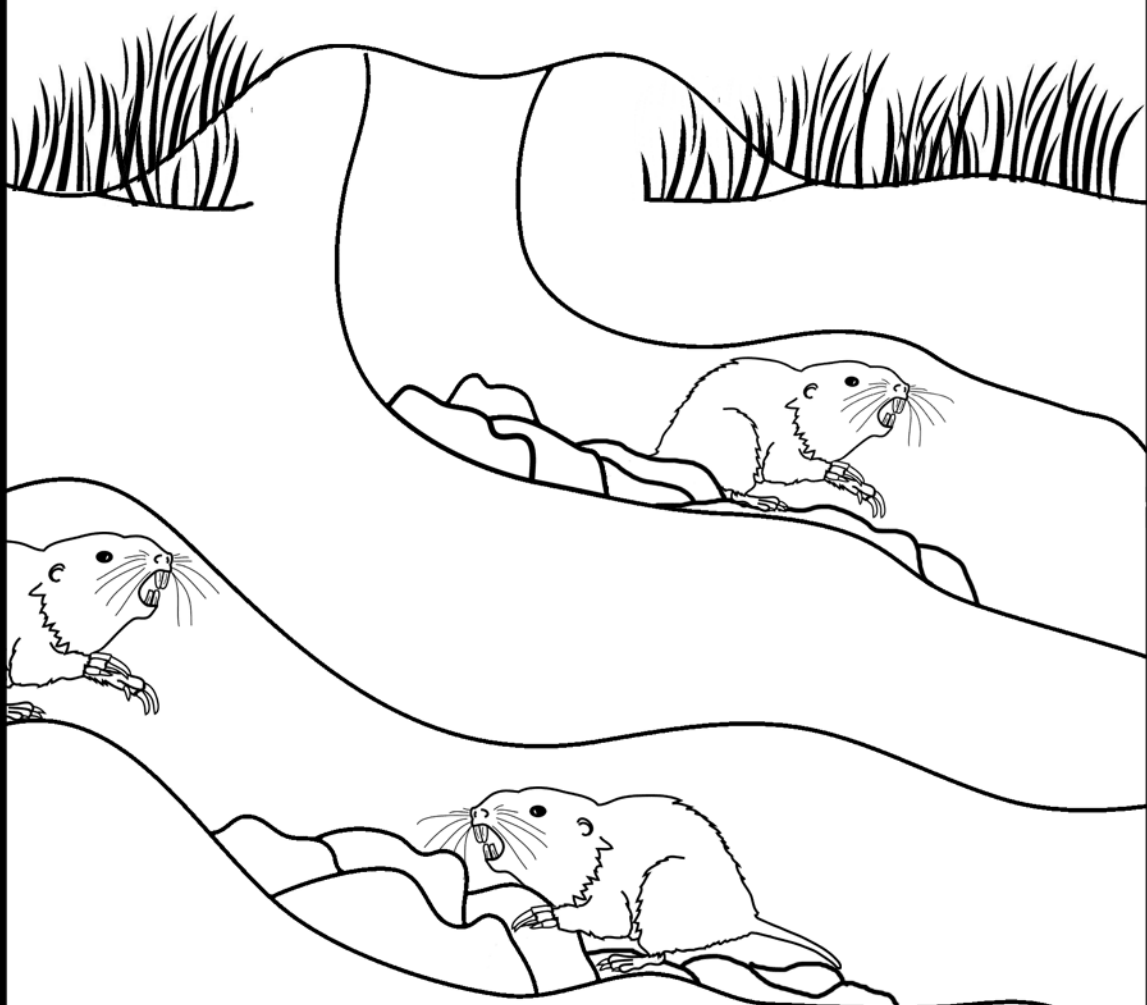
Squirrel

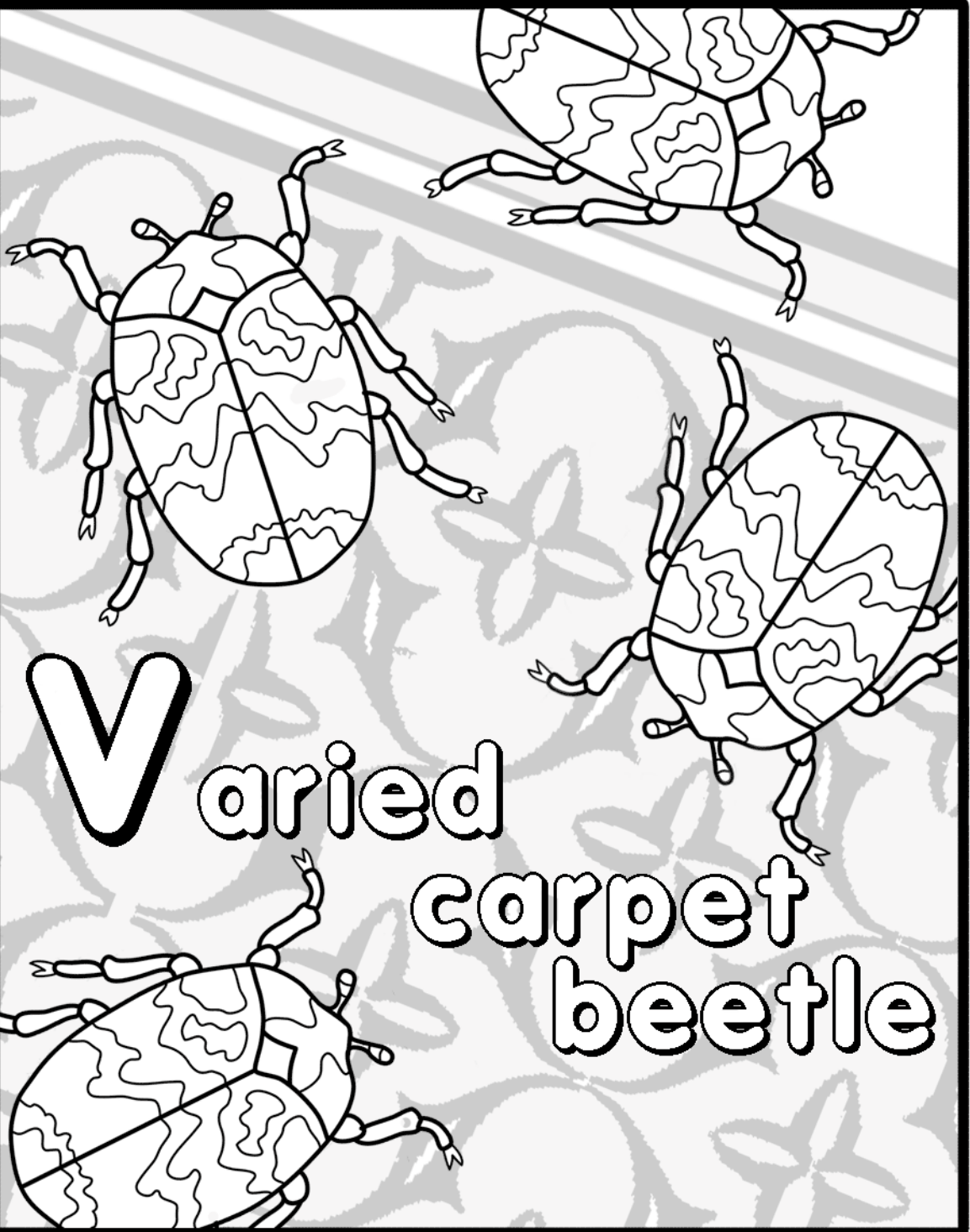




Termites

U nderground

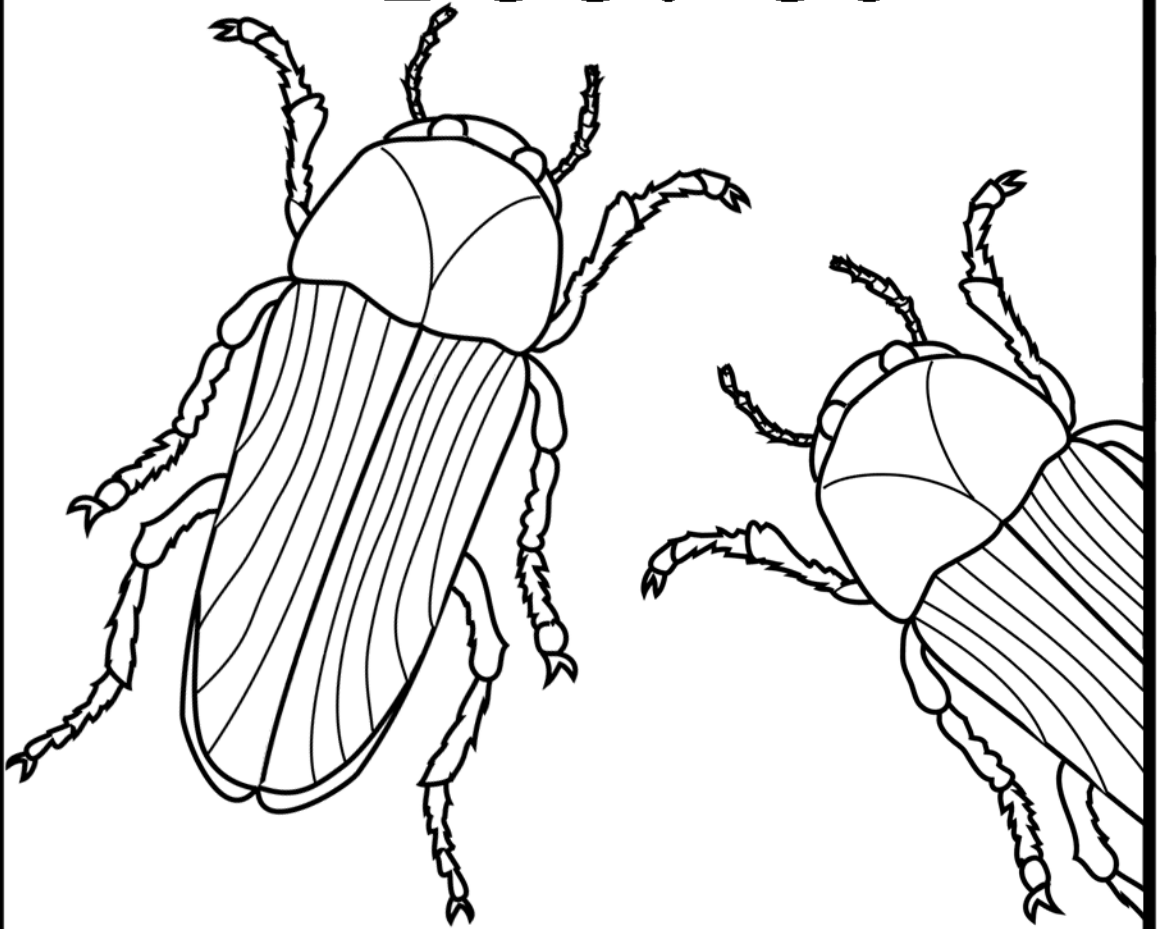




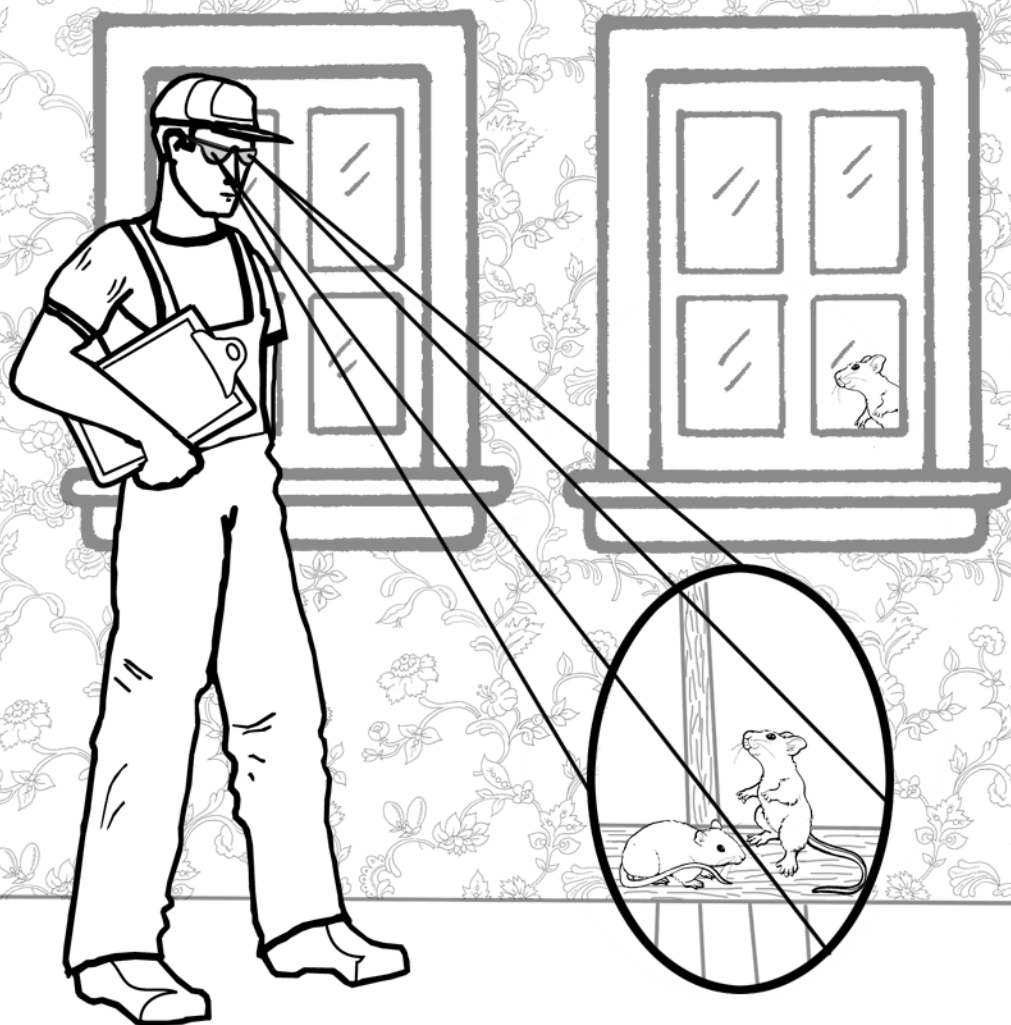
Varied
carpet
beetle

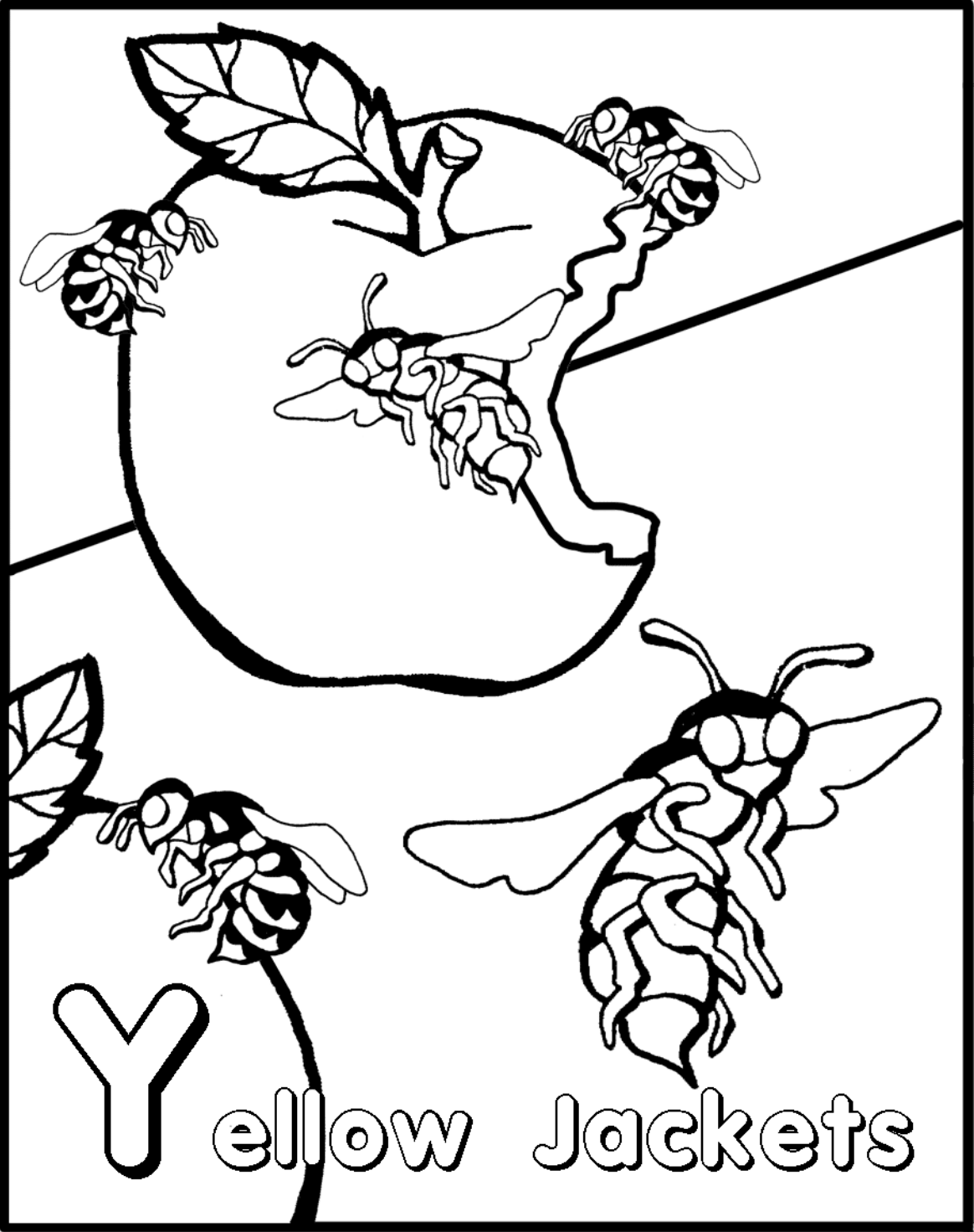
W

ood-boring
Beetles



X-ray vision





Y

ellow Jackets



Zoom!