Granny’s Minibeast Menu

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| **Topic:** Classification |  |
| **Curricular Link(s):** Living things and their habitats * Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Working scientifically * Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat reading when appropriate.
 | **Learning Objective(s):** ALL – Be able to describe the key features of minibeasts and sort them into groups. Be able to identify a minibeast using a classification key. MOST – Compare and contrast the features of different minibeast groups. SOME – Be able to evaluate and justify the grouping of particular minibeasts.  |
| **Risk Assessment:** There is a risk of sharp objects when working outside – do a check of designated work area beforehand. Pooters need to be sucked correctly – make sure there is a clear demonstration Pooters should only be used by one student – ensure there are enough pooters for each student and that sterilising fluid is used to make sure tubing is clean and sterile prior to use. Working outside, there is potential for students to get dirt in cuts – make sure all students wash their hands at the end of the lesson.   | **Essential Question(s):** How can minibeasts be classified into groups? Can you identify which group your favourite minibeast should be in?  |
| **Equipment Required:** * Pooters
* Sugar paper
* Metre rulers
* Magnifying cups (to study minibeasts) and/or trays (to store minibeasts)
* Plastic spoons and/or forceps (to handle minibeasts)
* Magnifying glasses
 | **Resources Needed:** * Pitfall trap to be set up previous day
* Granny’s Minibeast Menu powerpoint
* Granny’s Minibeast Menu investigation worksheet for predictions, observations, and diagram
* Laminated minibeast cards
* Invertebrate classification key
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| **Lesson Procedure:** * Introduce relevant book extract using powerpoint

“ ‘Cabbage doesn’t taste of anything without a few boiled caterpillars in it. Slugs too.’‘Not slugs!’ George cried out. ‘I couldn’t eat slugs!’‘Whenever I see a slug on a piece of lettuce,’ Grandma said, ‘I gobble it up quick before it crawls away. Delicious.’ “* Say: Granny likes to eat slugs and snails – how can George identify any similar creatures in his garden?

 GROUP WORK * Provide groups with laminated minibeast cards
* Ask children to sort minibeasts into groups (number of groups depends on class ability)
* Introduce concept of a classification key using slides
* Ask students to use invertebrate classification key to identify a mystery minibeast called a silverfish (an insect)

GROUP WORK * Introduce practical
* Students go around school grounds to see if they can collect any minibeast in a tray or cup
* Pooters can be used to suck up any minibeasts students see on the ground or leaves
* Pitfall traps can be set up the previous day
* Advice students not to handle the minibeasts, but use the spoons, potter, or forceps to gently pick them up.

INDIVIDUAL WORK * Students identify their favourite minibeast collected
* On their worksheet, students should draw this minibeast and explain which group it belongs to using the invertebrate key.
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