

Entomology Collage



Ideal for Grades: 1-5

Appropriate for grades: 1-7

Materials Needed: writing materials, nature journals, post-it notes or 3"x3" squares of paper, clipboards or hard writing surface, poster paper or bulletin board, glue or tape, nature journals (see *Nature Journal Observation Pages* on our educator resources website for template), magnifying glasses (optional)

Activity Categories: pre-visit, post-visit, museum activity, journaling, sketching

Students will draw and observe an invertebrate, then share their drawings to make an amazing entomology collage with the entire class. This activity works nicely as a museum extension activity after our Observing Nature or Sketching program. It is adaptable to other Beaty Museum collections or an outdoor exploration in the schoolyard. Feel free to be creative!

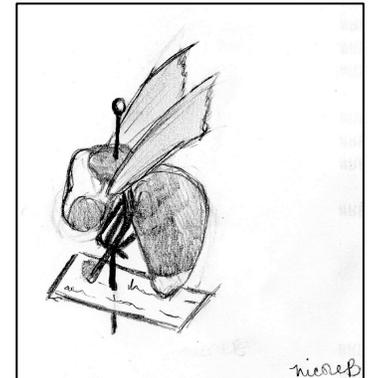
This activity will take place in the Spencer Entomological Collection (purple stripe) within the Beaty Museum. Alternatively, you could explore the schoolyard to find insects, spiders, and other small creatures.

Select an adjective for students to find: amazing, exciting, and incredible are good words to start with. The students' task today is to find, draw, and describe an organism that is the "most ____". They can look at museum specimens, photos, or live organisms outside. If they are observing live organisms, remind them to be careful and not to disturb them. Magnifying lenses may be helpful.

Give each student a post-it note or small piece of paper to sketch on and their journals. Set a time for exploration and finishing the task of about 10 minutes. Students should take a close look at the collection or organisms in the schoolyard before selecting one. They will draw the organism on the small piece of paper. Have them write their name at the bottom of their sketch.

In their nature journals or on a separate piece of paper, have each student write down the following observations.

- Date:
- Organism Name:
- Location:
- Observations: Include things like size, colour, number of legs and wings, number of segments, habitat
- Why is it the "most ____"?



Time permitting, students can colour in their sketches. Regroup with the students and discuss what they saw. Collect the drawings to use back in the classroom.

Back in the classroom:

Use the drawings to create a giant collage of all of the organisms.

This works well on poster paper or a bulletin board with a title reflecting the adjective you chose, such as: "The Most Amazing Organisms!"

Have students find their drawings and note where it can be found in the collage on their journal page. For example, if my sketch was the one circled in the photo, I could say "my sketch is part of a classroom collage. Look in the 5th row, 3rd from the left".

Optional Extensions:

Take a photo of the collage, and give students a photo or print out to place in their nature journals. If you take the collage down, remember to hand the drawings back. Students can add their drawings to their journals.

For a math extension, analyse the students' favourite organisms. Have students break into smaller groups and use different characteristics to chart the class' favourites. Photograph and print a copy of the collage for each group.

One group may count the number of organisms with 0 wings, 1 pair of wings, and 2 pairs of wings. Another group may count the number of spiders, butterflies, and ants. Students can graph their results and compare among other groups.

You can extend this to a research project by having each student research the organism they sketched at the museum or outside.

