

Ladybug Study (Best done in April or May)

Read: Helpful Ladybugs by Molly Smith

Next, you will lead your group around the Farm to observe ladybugs under magnifying glasses.

The goal is to find as many stages of the lifecycle as possible.

Take pencils and Ladybug Field Notebooks to draw/write observations.

Remind the children to not disturb the ladybugs by picking them up.

Relevant K-2 science standards to focus on:

Kindergarten

Life Science

- Observe and describe similarities and differences in the appearance and behavior of ladybugs.
- Identify body parts.

Investigation and Experimentation

- Describe the relative position of the ladybug on the plant.
- Communicate observations orally and through drawings.

Grade One

Life Science

- Different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- Animals (ladybugs in this case) need food (aphids).
- Animals eat plants or other animals for food and may, also, use plants or even other animals for shelter and nesting. Ladybugs eat the aphids that eat the plants. Ladybug larva finds shelter under a leaf to turn into a pupa.

Investigation and Experimentation

- Draw pictures that portray some features of the thing being described.
- Record observations and data with pictures, numbers, or written statements.
- Describe the relative position of ladybugs, aphids and plants by using two references (above and next to, below and left of).

Grade Two

Life Science

- The sequential stages of the life cycle for ladybugs are different than that of mammals that the students may be familiar with.

Investigation and experimentation

- Write or draw descriptions of a sequence of steps, events, and observations.
- Use magnifiers to observe and draw descriptions of small objects or small features of objects.