

Investigating Invertebrates

SCIENCE + TECHNOLOGY



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Education
Public Schools

Environmental and Zoo
Education Centres NSW



SYLLABUS OUTCOMES

Science and Technology > Living World

- **ST1-1WS-S** observes, questions and collects data to communicate and compare ideas.
- **ST1-4LW-S** describes observable features of living things and their environments.

Learning Experiences

Camouflage



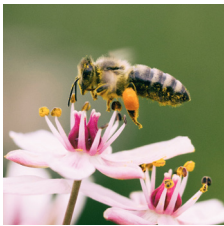
The first activity is to find as many stick "insects" as possible within the playground. Through this activity students present their findings about which colours make the best camouflage in a column graph.

Microscopes:



Students look at invertebrates in resin and describe to their classmates the observable features. They then look at real invertebrates under a microscope to see if they can see any other features of invertebrates.

Conduct an investigation



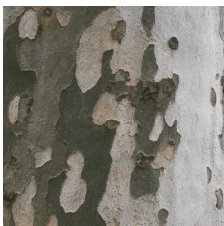
We have a number of fair tests that we can set up to gain greater understanding of invertebrates and their environments. If it's Spring, we can look at what flowers attract the most pollinators. We also have a fair test about where ants live and what they like to eat.

Waterbug survey



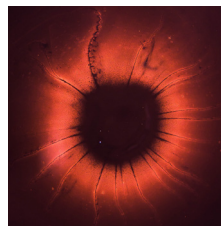
Students head off to the river with buckets, dipnets and viewing trays. They find an assortment of waterbugs in the river and sort them into an Invertebrate Zoo based on their observable features. We don't want the water scorpions in with the mayfly nymphs!

Woodland invertebrates



On a bushwalk through the woodland, students discover a variety of invertebrates, where they like to live in the environment and the jobs they do.

Science meets art (if time allows)



Following a scaffolded lesson about the features of one of the waterbugs from the river, students create an artwork.



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