

Focus on: Pill Bugs

- This lesson is meant to support the unit on Ecosystems. It should be completed after students have completed lessons on pill bugs. To increase your chances of finding pill bugs in the school garden, put a piece of wet cardboard in the garden a few days before you visit the garden and keep it moist. Do this in several different spots to create more than one viewing spot for students to see pill bugs in their natural habitat.

Clarifying Objectives:

1.L.1.1 Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.

1.L.2.2 Summarize the basic needs of a variety of different animals (including air, water, and food) for energy and growth.

Key Vocabulary:

Definitions can be found at <http://learnersdictionary.com>

- Recognize
- Plants
- Animals
- Need
- Air
- Water
- Light
- Space
- Food/ Nutrients
- Shelter
- Environment
- Summarize
- Basic Needs
- Energy
- Growth

Focus Question(s):

Why is the woodland animal, pill bug, found in our school garden when it is not a woodland habitat?

Materials:

- School Garden
- Science Notebooks
- Garden gloves to protect hands while looking for pill bugs.

Activities:

1. Review the information you have learned about pill bugs.
2. Tell students they are going to visit the school garden today to find pill bugs in their natural habitat. *Where should we look in the garden?* Tips for finding pill bugs:

Guiding Questions:

- How are these pill bugs the same or different from the ones in our woodland habitats?
- What do the garden pill

<ul style="list-style-type: none"> • Since pill bugs have gills, they live in damp, moist areas of the garden so they can breathe. • They can be found under pieces of rotting wood or wet boards that lie on the ground. • You can find them under damp piles of leaves and sticks that have been decomposing over winter. • If you move pots and stones, pill bugs can be found underneath. • After a rain or in the morning dew, they can be found crawling around anywhere. <ol style="list-style-type: none"> 3. Head to the garden to search for pill bugs. 4. If a pill bug is found, there will be a rush of other students who want to see it. Remind students to walk and take turns looking at it without pushing. We don't want to harm the people, the pill bugs or the plants in the garden. 5. Once a few pill bugs are found (they usually live in groups so if you find one, chances are you will find several), give students a chance to observe them in their natural habitat. Ask students the Guiding Questions. 6. Have students sketch their pill bug and record other information they feel is important. Review and discuss findings. 7. Be sure to answer the Focus Question: <i>Why is the woodland animal, pill bug, found in our school garden when it is not a woodland habitat?</i> 8. Read aloud more about pill bugs or make the information available for students to read. There is extra information about pill bugs in the teacher's manual of the Organism Kit. You can also find more information on the following website: http://www.bugfacts.net/pill-bug.php#.U09WRVVdXal 	<ul style="list-style-type: none"> • bugs need to survive? • Do the woodland pill bug and the garden pill bug need the same things? • Are they the same? • What did the pill bugs in our woodland habitat need? • Do you see those things in the garden? • Where does the garden pill bug find what it needs? • Why is the woodland, pill bug, found in our school garden when it is not a woodland habitat? (The garden provides it with the same/similar things it could find in the woods.)
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