DIRECTIONS: Use the words in the Word Bank to label the bug below. Use each word only once. Then answer the questions below.

WORD BANK
Legs  Thorax  Abdomen  Antennae
Head  Wings  Compound Eyes

___A__e__n___  ___C__m__oun__E___

___H___

___L___

___n__s___  ___A__o__e_n___

DIRECTIONS: Circle the correct answer.
Does every bug have 3 body segments?  YES  NO
Does every bug have wings?  YES  NO
Does a bug have 3 legs, 6 legs, or 8 legs?  3 legs  6 legs  8 legs
BUILD A BUG

DIRECTIONS: In the box below, draw your own bug. Then write about your bug. What body parts does it have? How many legs does it have?
## Build a Bug - Rubric

### NAME: ______________________

<table>
<thead>
<tr>
<th>Standard</th>
<th>10</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th><strong>SCORE</strong></th>
</tr>
</thead>
</table>
| **CCSS. ELA W.1.3**  
Student writes an informative/explanatory text in which they (1) name a topic, (2) supply some facts about the topic, and (3) provide some sense of closure.  
The topic of a bug is clear as the student informs or explains, using at least 3 facts and a closing.  
|  |  |  |  |  |  |
| **CCSS. ELA L.1.1**  
Student demonstrates command of the conventions of standard English grammar and usage when writing or speaking.  
Student prints all upper- and lowercase letters correctly and produces all complete sentences.  
|  |  |  |  |  |  |
| **CCSS. ELA L.1.2**  
Student demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
Student uses correct capitalization and uses correct end punctuation in sentences. The vocabulary words reviewed in the lesson are spelled correctly.  
|  |  |  |  |  |  |
| **NGSS 1-LS1-1**  
Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.  
Student identifies the following external parts of a bug in their drawing to help them survive and meet their needs: 6 legs, 3 body segments, 2 antennae, & compound eyes.  
|  |  |  |  |  |  |

### COMMENTS:

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