

# Spiders

## GENERAL INFORMATION

### THEME

Spiders are fascinating creatures that many people find scary.

### SUB THEMES

- 1) Spiders are unique from insects and other creepy crawlies.
- 2) Spiders have several tools to help them do their job well.
- 3) Spiders weave beautiful webs in many different shapes and sizes to catch their prey.

### VOCABULARY

Spider, silk, predator, prey

### ACTIVITY MATERIALS

Spider models, sweep nets, viewing boxes, live or mounted spider samples, spider web samples, large spider web (manmade), insect models

## METHODS

### INTRODUCTION

Introduce yourself and state the title of the activity. Preview the main points of the activity and give the students an idea of what they will be doing. Conversationally state the theme and sub themes. Ask: **What makes a spider a spider** (eight legs and two body parts)? **How do they differ from insects and other similar organisms** (insects have six legs and three body parts)? **What is so special about spider silk** (parts of the web are sticky to catch insects for the spider to eat)?

### ACTIVITY

Show them the live or mounted specimens. Have the students name some types of spiders with which they are familiar. Discuss any myths or urban legends such as that of the granddaddy longlegs. Have them describe what features make these organisms true spiders. Pass spider models out to the students so they can examine them and their characteristics. Name the body parts of the spiders and describe their functions.

After discussing anatomy, have the students spread out and sweep the vegetation for organisms. Dump the catch into viewing boxes and ask the students which organisms are spiders based on what they have learned. Also, have the students spread out and look for web types about which they have learned. Point out different styles and the benefits of each web type.

## Teacher's Corner

### Grade Level(s)

1<sup>st</sup> and 2<sup>nd</sup>

### Grade Level Expectations

GLE 0107

-Inq.1: Observe the world of familiar objects using the senses and tools.

-1.1: Recognize that living things have parts that work together.

-1.2: Use tools to examine major body parts and plant structures.

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## **ACTIVITY (cont.)**

Tell the students that they are now going to play a game. Bring out the large spider net (manmade) and stretch out the bamboo so the net is fully open. Pick one student to act as the spider. Position the student in the middle of the web with his/her back against it. Have the student place his/her hands on the web. The student should now keep his/her eyes closed through the rest of the game. As a spider, the student will have to rely on the tiny vibrations and movements a captured insect would make in order to catch food. The other students will each be given a toy insect model to place in the web. It is then the job of the “spider” to find these without opening his/her eyes. Repeat so everyone can play the spider (time permitting).

## **ACKNOWLEDGEMENTS**

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