

# Insect and Spider Outreach Information and Activities

## **Information covered in the outreach:**

- Insect and spider anatomy
- Insect diversity
- Insect life stages
- Live animal encounter

## **Standards by grade level:**

**Kindergarten:** SC00-S1C1-01; SC00-S1C1-02; SC00-S1C2-01; SC00-S1C4-01; W00-S1C1-01; W00-S1C1-02; W00-S3C3-01; W00-S1C2-01; W00-S1C2-02; W00-S3C1-02; R00-S1C2-01; R00-S1C2-02; S00-S4C3-01

**1<sup>st</sup> grade:** SC01-S1C1-01; SC01-S1C1-02; SC01-S1C2-01; SC01-S4C1-02; SC01-S4C1-03; W01-S1C1-03; W01-S3C1-02; W01-S1C1-01; R01-S1C2-02; S01-S1C2-02; S01-S1C4-01

**2<sup>nd</sup> grade:** SC02-S1C2-01; SC02-S1C2-01; W02-S1C1-01; W02-S3C1-02; R02-S1C2-01; S02-S1C2-02; S02-S4C2-01

**3<sup>rd</sup> grade:** SC03-S1C1-03; SC03-S4C3-03; W03-S1C1-01; W03-S1C1-04; W03-S3C6-01; W03-S3C1-02; W03-S3C6-03; W03-S3C6-01; S03-S4C4-01

**4<sup>th</sup> grade:** SC04-S1C2-01; SC04-S4C1-02; W04-S1C1-01; W04-S1C1-04; W04-S1C5-01; W04-S1C5-02; W04-S3C2-01; W04-S3C2-03; W04-S3C1-02; S04-S4C4-02; S04-S4C1-02

## **Pre Outreach Project**

As a class or as an individual, create a KWL chart. A KWL chart has three columns. One is labeled “What I know.” The second is labeled “What I want to know” and the third is labeled “What I learned.” Have the students fill in the first two columns before the outreach. Fill in the last column after the outreach.

## **Post Outreach Projects**

### **Kindergarten and 1<sup>st</sup>**

**Art:** As a class, create a list of different kinds of insects. Have each student pick one or two insects to draw and color on their own paper. Remind the students about the number of legs and body parts an insect and spider has. After the students are done, have each student share what insect they drew.

As a class, with a picture of a spider and an insect, create a Venn Diagram. A Venn Diagram is made up of two circles that overlap. In the first circle, write down insect characteristics.

In the second circle, write down spider characteristics. In the area that overlaps write characteristics that the insect and spider share. Look at the number of legs, eyes and body parts both arthropods have.

**Poetry:** As a class, create a list of words associated with insects or spiders. As a class, create a rhyming poem about insects or spiders.

## **2<sup>nd</sup> through 4<sup>th</sup> grade**

**Poetry:** As a class, create a list of words that are associated with insects or spiders. Either as a class or as individuals, create a poem using the words from the list the students created.

**Haiku:** A haiku is a poem that has three lines, 5 syllables in the first and third line, and seven syllables in the second line. The poem does not need to rhyme.

Example: Spiders have eight legs  
Tarantulas are spiders  
Spiders create webs

**Acrostic:** An acrostic poem uses a topic word to form the first letter of each line of the poem.

Example: **I**nvertebrate  
**N**ot slimmy  
**E**xoskeleton  
**S**ix legs  
**E**gg laying  
**C**old blooded  
**T**asty bird treats

**Cinquain:** A cinquain poem is a five lined poem. The first line is a noun and should be the topic of the poem. The second line is two adjectives that describe the title. The third line is three verbs that tell what the noun in line one does. Separate each verb with a comma. Line four is a short phrase or series of words that expresses a feeling about the topic. Line five is one word that is a synonym for the subject.

Example: Tarantula  
Hairy, Large  
Crawling, Hunting, Eating  
Some are scary  
Spider

## **Insects and Spiders from Around the World**

Assign or have each student pick a spider or insect from different parts of the world. Have each student research a.) what the insect or spider looks like, b.) where it lives, including climate, elevation, and geographical area c.) what it eats. For older students have the students research special adaptations that the spider or insect has to help it survive in the environment in which it lives. Examples: coloration, size, mimicry, venom. Have the students write a research paper that includes a drawn picture of the insect or spider they are reporting on. Have the students share their paper with the rest of the class.

**Art:** Create a well adapted insect. Decide where it lives, how it moves and what it eats. Then design a fictional insect that meets those requirements and yet has all the characteristics of an insect – 3 body parts, 6 legs, 2 antennae, etc.