

Arachnologist: Discovering a New Spider

Adventure Description:

In this adventure, students will think like an arachnologist and discover a new type of spider!



Activity

Step One: Background Information on Arachnologists and Spiders (5 minutes)

- Ask students if they are afraid of spiders, or if they like them. Take a quick poll on the board.
- Explain to students that arachnologists are scientists who know all about spiders! They learn about where they live, what they eat, and what different kinds of spiders look like!
- Explain to students that spiders aren't insects. They are part of a special group called "arachnids." Spiders have eight legs and two body parts (an abdomen and a head). Show [Handout: Spiders](#).
- Tell students that most spiders are harmless, but some spiders can harm humans because of their venom. Venom is a poison. This is one way that spiders defend themselves against predators, or other things that want to eat them!
- Explain that a habitat is a name for an animal's home. Arachnologists also learn about the habitat that different spiders live in. For example, some spiders live in tropical environments where it is warm and wet, and other spiders live in the desert where it is hot and dry.

Step Two: Writing a Report (15 minutes)

- Explain to students that they will imagine they discovered a new type of spider that has never been discovered before!
- Explain to students that they will fill out a report on the spider they discovered. A report is a document that gives information.

Please contact Allison Bischoff, Director of Teacher Support , at allison@rozzylearningcompany.com or 314-272-2560 with questions.



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- Provide students with **Handout: My Spider Discovery**. Look at the report together and show students the different boxes they need to fill out.
- Explain to students that they should come up with SUPER creative ideas about the spider they discovered. If students need help coming up with creative ideas, provide the following prompts:
 - A spider that has hair that is 6 inches long
 - A spider that has polka dots or glows in the dark
 - A spider that eats alligators or other large animals
 - A spider that can speak English
 - A spider that has venom that looks like glitter
- Have students fill out their report.

Step Three: Building a Model of a Spider (20 minutes)

- Explain to students that they will now create a model of their spider. Tell students that a model is a small version of something.
- Provide students with art supplies and building materials for them to construct a model of their spider. Examples of supplies include:
 - Cardboard
 - Pipe cleaners
 - Construction paper
 - Pom-poms
 - Clay
 - Popsicle sticks
 - Crayons, markers, colored pencils
 - Tape, glue and scissors
- If students have extra time, have them build a model of their spider's habitat.

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Step Four: Measuring Spiders (10 minutes)

- Explain to students that they will now use a ruler to measure how big their spiders are.
- Provide students with a ruler to measure their spider.
- Have students write their spider measurement on a sticky note.
- Have students put their sticky notes on a board so that there is a list of students' measurements.
- Discuss who has the biggest and the smallest spider in the class. Have those students come to the front of the class to show their model and talk about their spider.

Materials List

Provided online:

- Handout: Spiders
- Handout: My Spider Discovery

Not provided (each student needs):

- Art supplies and building materials
 - ex: Cardboard, Pipe cleaners, Construction paper, Pom-poms, Clay, Popsicle sticks, etc.
- Markers, crayons, or colored pencils
- Tape
- Scissors

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