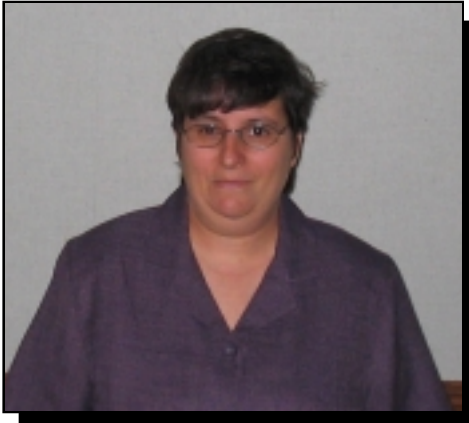


“Spiders, Insects, Bugs; Oh, My!”



For further information contact

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2005-2006 IDEA CATALOG OF EXCELLENCE

PROGRAM OVERVIEW

Have you ever met a child who does not like to be outside? What better way to learn about spiders than to be immersed in them for two to three weeks? The students love to be outside and are eager to write, draw, and explain about their findings. This is accomplished through nature walks, experiments, books, and discussions between the students and the teacher. It is a high interest for many students and the skills this unit covers are required throughout the elementary grades. Some of the skills covered include: Processes of life, know selected characteristics (size, color, shape), animals change over time, solving real world problems using charts and graphs, supporting details with facts, and developing vocabulary. The children become very excited and eager to learn about spiders, insects, and bugs. Many of the students bring in books, “live” creatures, or “real-life” stories to share. This unit can be done without a lot of expense, which is always a pleasant surprise.

The ability of the students is quite varied, each bringing their own uniqueness to the project. Many of the activities are done in small groups while discussion, charting, and the nature walks are done as a class. These activities are all done in the classroom or on school grounds. Guest speakers are invited to come in and share their

spider or bug collections with the students, which is always a highlight!

Young children are quite curious and love to touch everything. Throughout the two to three week unit the children are learning about poisonous and non-poisonous spiders. This is done through videos, books, pictures, and discussions. Many of the activities relate to describing and classifying these characteristics. The students learn that it is not always safe to touch spiders, bugs, or insects.

The innovative component of my project is that it is based on something that children are either intrigued with or terrified of. This emotion keeps the students’ attention during the lessons and often has them wanting to know more.

The unit is completed by a project that the students accomplish at home. They are to build a web and a spider with the appropriate characteristics. The students are given information and pictures describing different webs and a fact sheet on spiders. This project gets the family involved in a way that is unique and fun for all.

OVERALL VALUE

Throughout this unit of study, we focus on learning the differences between spiders, insects, and bugs. We try to tame the fear that is in some while bringing out the curiosity in others. The children are given many opportunities to do “Hands-on” investigating and

discovering under monitored supervision. An appreciation of the environment and an informed knowledge of spiders and insects are a few of the benefits to teaching this unit of study with your students.

LESSON PLAN TITLES

- Spider Writing
- Spider Knowledge
- Spiders and Graphs

MATERIALS

Materials for each lesson are listed with each lesson plan. Overall materials budget including pricing and vendors follows the lesson plans.

ABOUT THE DEVELOPER

Tesi Hansen has been at Kingsford Elementary teaching Kindergarten for the past 13 years. She has been teaching for nineteen years. Her teaching style is one that uses practical applications while teaching various skills. Some of the skills taught through this method include: Science processes, Early Literacy, Mathematical concepts and processes, and Language Arts. Her style is one that incorporates Developmentally appropriate Learning Centers with a “Hands-on” approach. Her centers use the multiple intelligences approach to learning.



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LESSON PLAN No 1: Spider Writing



SUBJECTS COVERED

Science, Writing, Art

GRADES

Kindergarten

OBJECTIVES

The student will create webs and spiders using various materials. They will then label the parts of the spider.

SUNSHINE STATE STANDARDS

- SC.F.1.1.5:1, SC.D.1.1.2:1, SC.F.1.1.4:1, SC.F.2.1.2:1, SC.H.1.1.3:1
(Knows selected characteristics of plants and animals)
- MAD111, MAD112
(Sorts by color, shape, or size)
- MAE311, MAE312
(Solves problems by generating, collecting, organizing, and analyzing data)
- LAA113, LAA227
(Uses a variety of vocabulary skills)

MATERIALS (PER GROUP)

- markers
- colored pencils
- chalk
- construction paper
- books containing spider pictures

DIRECTIONS

Guided Practice:

The children will look at pictures in books and decide what kind of spider they want to duplicate. They will also choose the web they want to draw.

Independent Practice:

The children will draw their spiders and webs using their choice of materials. When finished, they will label the parts of the spider and identify the kind of web they have drawn.

EVALUATION/ASSESSMENT

The child did this correctly if he labeled 2 body parts, eight legs and 8 eyes.

ADDL INFORMATION:

www.proteacher.com/110065.shtml,

www.proteacher.net/dcforum/themes_primary/1750.html,

www.teachers.net/lessons/posts/1223.html



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LESSON PLAN No 2: Spider Knowledge



SUBJECTS COVERED

Science, Math, Writing

GRADES

Kindergarten

OBJECTIVES

The students will be able to write or dictate specific characteristics relating to bugs and spiders.

SUNSHINE STATE STANDARDS

- SC.F.1.1.5:1, SC.D.1.1.2:1, SC.F.1.1.4:1, SC.F.2.1.2:1, SC.H.1.1.3:1
(Knows selected characteristics of plants and animals)
- MAD111, MAD112
(Sorts by color, shape, or size)
- MAE311, MAE312
(Solves problems by generating, collecting, organizing, and analyzing data)
- LAA113, LAA227
(Uses a variety of vocabulary skills)

MATERIALS NEEDED

- Bug catchers
- view-finders
- paper
- pencils
- crayons

DIRECTIONS

Guided Practice:

The students will discuss the correct way to collect insects, spiders, and bugs. After much discussion on the safety aspect the class will go on a nature walk. The students, with the teacher's help and guidance, will collect spiders, insects, and bugs.

Independent Practice:

The teacher gives directions for this activity. The students will view their collections using the various viewfinders. After viewing at least three different spiders or insects, the child will illustrate and write at least two differences that were observed.

EVALUATION / ASSESSMENT

The students will share their findings both orally and visually. The students will discuss these findings and notice all the differences that were observed.

ADDL INFORMATION

Take a field trip to places that offer exhibits on spiders and insects (Lowry Park Zoo, MOSI, neighborhood parks, Cypress Gardens, etc.)



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LESSON PLAN No 3: Spiders and Graphs



SUBJECTS COVERED:

Science, Writing

GRADES

Kindergarten

OBJECTIVES

The students will be able to recognize, identify, and graph like characteristics.

SUNSHINE STATE STANDARDS

- SC.F.1.1.5:1, SC.D.1.1.2:1, SC.F.1.1.4:1, SC.F.2.1.2:1, SC.H.1.1.3:1, (Knows selected characteristics of plants and animals)
- MAD111, MAD112, (Sorts by color, shape, or size)
- MAE311, MAE312, (Solves problems by generating, collecting, organizing, and analyzing data)
- LAA113, LAA227 (Uses a variety of vocabulary skills)

MATERIALS (PER GROUP)

- book (**Amazing World of Spiders**)
- rubber spiders
- rubber bugs
- rubber insects
- chart tablet
- marker
- graph paper
- crayons

DIRECTIONS

Guided Practice:

The teacher reads Amazing World of Spiders by Janet Craig.

The students will discuss the different characteristics with the teacher. The teacher will chart these characteristics on a large chart tablet for the children to see.

Independent Practice:

The teacher gives directions for this activity. The students will sort the rubber spiders, insects, and bugs according to the different characteristics they choose. The students will then transfer the results to a graph. They will color one square for each object relating to a specific characteristic.

EVALUATION / ASSESSMENT

The teacher rereads Amazing World of Spiders and then the students decide if they chose appropriate characteristics to graph.

ADDL INFORMATION

www.kindergarten.com

www.first-school.ws/theme/animals/insects/spider.htm

www.proteacher.com/110065.shtml



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LESSON PLANS MATERIALS BUDGET



Materials Budget

SUPPLIER	ITEM DESCRIPTION	COST	QUANTITY	TOTAL COST
Teacher's Exchange	Poster: Insects	\$1.50	1	\$1.50
Teacher's Exchange	Poster: What is a Spider	\$2.95	1	\$2.95
Teacher's Exchange	Poster: What is an Insect	\$2.95	1	\$2.95
Barnes & Noble	Book: Amazing World of spiders	\$2.95	1	\$2.95
Barnes & Noble	Book: Magic School Bus Spins a Web	\$3.95	1	\$3.95
Barnes & Noble	Book: Spiders	\$4.99	1	\$4.99
School Board	Chart Tablet - Arithmetic Manilla 9X12	\$2.33	1	\$2.33
School Board	Graph Paper - Math Paper, 1 inch ruled	\$3.28	1	\$3.28
Dollar Tree	Rubber Insects	\$1.00	10	\$10.00
Dollar Tree	Rubber Spiders	\$1.00	10	\$10.00
Dollar Tree	Bug Catchers	\$1.00	5	\$5.00
Dollar Tree	Spider Counters	\$1.00	10	\$10.00
Dollar Tree	View Catchers	\$1.00	5	\$5.00
Dollar Tree	Stickers	\$1.00	8	\$8.00
Catalogue - Theme Units A to Z - Video: Bugs don't Bug us		\$7.95	1	\$7.95
Catalogue - Theme Units A to Z - Book: Totally Amazing Spiders		\$5.99	1	\$5.99
Catalogue - Theme Units A to Z - Resource Book: Spiders		\$7.99	1	\$7.99
Catalogue - Theme Units A to Z - Resource Book: Insects and Spiders		\$8.95	1	\$8.95
Catalogue - Theme Units A to Z - Bookmarks		\$1.95	1	\$1.95
Catalogue - Theme Units A to Z - Stickers		\$1.00	1	\$1.00
Catalogue - Lakeshore - Observation and Discovery Kit		\$29.95	1	\$29.95
Catalogue - Lakeshore - Insect and Spider Puzzles		\$14.95	1	\$14.95
Catalogue - Ace	Spider Writers	\$4.50	2	\$9.00
Catalogue - Ace	Spider Puppet	\$7.99	1	\$7.99
Wal-Mart	Cookies	\$2.00	1	\$2.19
Wal-Mart	Licorice	\$1.64	1	\$1.64
Wal-Mart	Mini M&M's	\$2.50	1	\$2.50
Wal-Mart	Frosting	\$2.00	1	\$2.00
Teacher's Name <u>Tesi Hansen</u> School: <u>Kingsford Elem School</u>		Subtotal		\$176.95
		S/H & Tax if applicable		\$23.05
		TOTAL BUDGET AMOUNT		\$200.00

