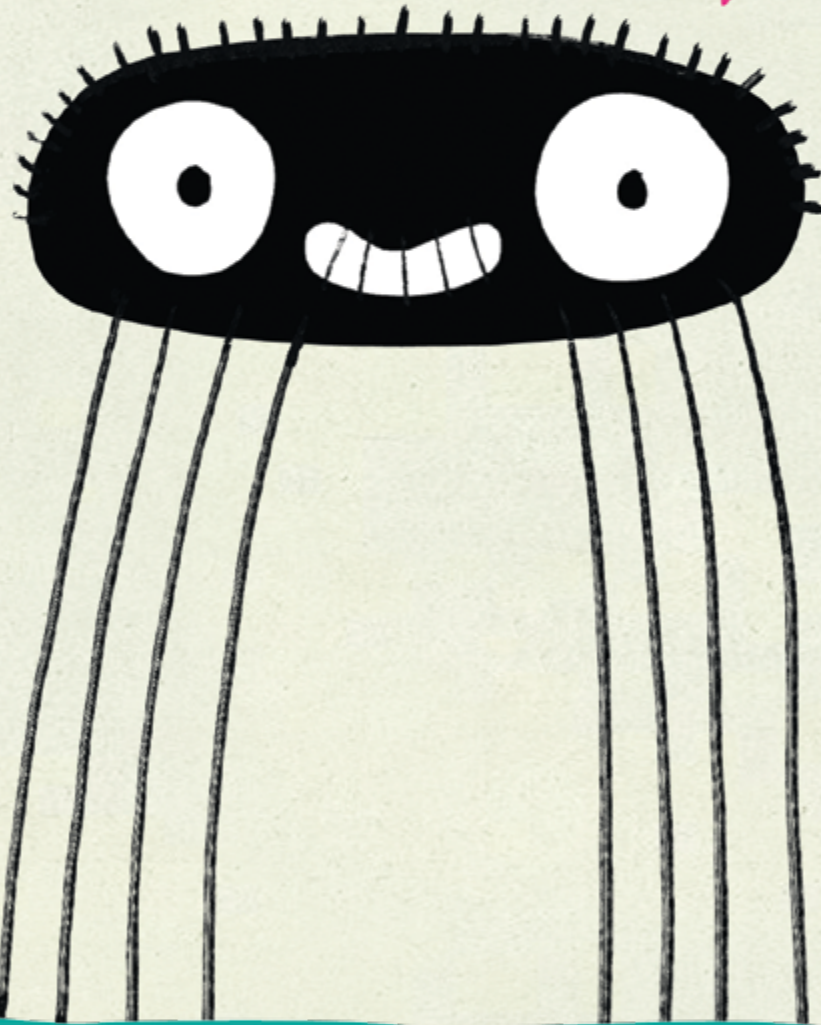


# THE SPIDER

HOWDY!



ACTIVITY GUIDE



TUNDRA BOOKS

DISGUSTING CRITTERS

# DEAR EDUCATOR

*The Spider* is a hilarious illustrated non-fiction book about the spider. With the perfect blend of scientific fact and humor, this book will surely have students laughing and learning at the same time! The activities and discussion prompts that follow will help students use what they have learned to identify and describe spider habitats, anatomy and behaviors, and enhance their understanding of this disgusting critter.

## ABOUT THE AUTHOR

**ELISE GRAVEL** has always been fascinated by disgusting little creatures. At three-and-a-half, she founded the Organization for the Defense of Disgusting Critters, of which she was both president and the only member. Nowadays, when she's not busy petting a fly, worm, rat, slug, head lice or a spider, she writes and illustrates strange children's books.



© Photo by Elise Gravel

## BUT, WAIT!

Before sharing the book with the class, read out the following clues:

- I am not an insect.
- I have many babies.
- I have four pairs of eyes.
- I make silk.
- Who am I?

## WHAT DO YOU KNOW?

Discover what your students already know about spiders. Consider using the following questions as prompts:



- Who has seen a spider before?
- What did you notice about it?
- Where did you see it?
- Are you afraid of spiders? Why or why not?
- What else do you know about spiders?
- What do you want to know about spiders?

# SILKY SPIDERS!

Show what you have learned about spiders. Circle the correct answer(s).

**How many different types of spiders are there?**

- More than 60,000*
- Less than 10,000*
- More than 40,000*
- 1,000,000*

**Where can you find spiders?**

- Warm climates*
- Cold climates*
- Underground*
- All of the above*

**What do spiders use to produce silk?**

- Abdomen*
- Eyes*
- Legs*
- Fangs*

**How do some spider mothers carry their babies?**

- In a stroller*
- With their legs*
- With their teeth*
- On their backs*

**What do some female spiders do after mating?**

- Die*
- Spin more silk*
- Kill their mate*
- None of the above*



The female spider is **always** / **sometimes** bigger than the male spider.

Spiders eat **animals** / **insects**.

Spiders have **eight** / **six** legs.

# VOCABULARY LIST

Introduce and/or review the following terms with your students. Assign one of the vocabulary terms to individuals or pairs of students to present.



- Species
- Climate
- Environment
- Abdomen
- Prey
- Mimic
- Defend

## SPIDER WEB OF FACTS

- Draw a web on a large piece of sturdy paper. As a class, write down what you learned about spiders on small pieces of paper and stick them on the web. Any other information that is learned about spiders through further individual or class research can be added to the web as you go.

## A PLACE CALLED HOME

- Spiders can live in almost any environment. What are five different environments mentioned in the book? Choose one of the five environments and research a species of spider that lives there. Draw or paint a picture of the spider in their environment.
- If you were a spider, what kind of environment would you like to live in? Why?
- Take a walk around the neighborhood and see if you can find a spider. Where was it? What was it doing? Did you see more than one spider? If so, did they look the same or different?

## SMOOTH AS SILK

- Spiders make silk with their abdomens. Research further how spiders do this and learn more about the remarkable strength of silk.
- What are four things a spider can use their silk for? Which of these do you think is most important for a spider? Why? Rank the list in order of most important to least important. Be prepared to explain your thinking!



## MANY THANKS

- Many people are afraid of spiders and don't acknowledge how helpful spiders can be. Pretend you are a spider and write a journal entry about how unappreciated and misunderstood you are feeling.
- Write a thank you letter to a spider for the positive things they do for us.

# THE REAL SPIDERS OF (YOUR) CITY

- Imagine you have been given the opportunity to interview a spider. What questions would you ask? In partners, conduct an interview where one person assumes the role of the interviewer and the other takes on the role of the spider.

## SPEECH BUBBLES

- Locate all of the speech bubbles in the book. Rewrite the speech bubbles on a separate piece of paper and read the book again with the new text.

## FACT OR FICTION?

Spread out around the classroom. As each sentence below is read out, take a step forward if it is true. If the statement is fiction, remain still.

1. All spiders are poisonous.
2. Spiders use their silk to protect their eggs.
3. Spiders have poisonous fangs in their feet.
4. Spiders can live under water.
5. Spiders do not eat insects.
6. After mating, the male eats the female spider.
7. The female spider lays up to 1,000 eggs.
8. Most spiders are dangerous to humans.



## INTERESTING OR DISGUSTING?

Write down two facts about spiders that you found interesting.

1.

2.

Write down two facts about spiders that you found totally disgusting.

1.

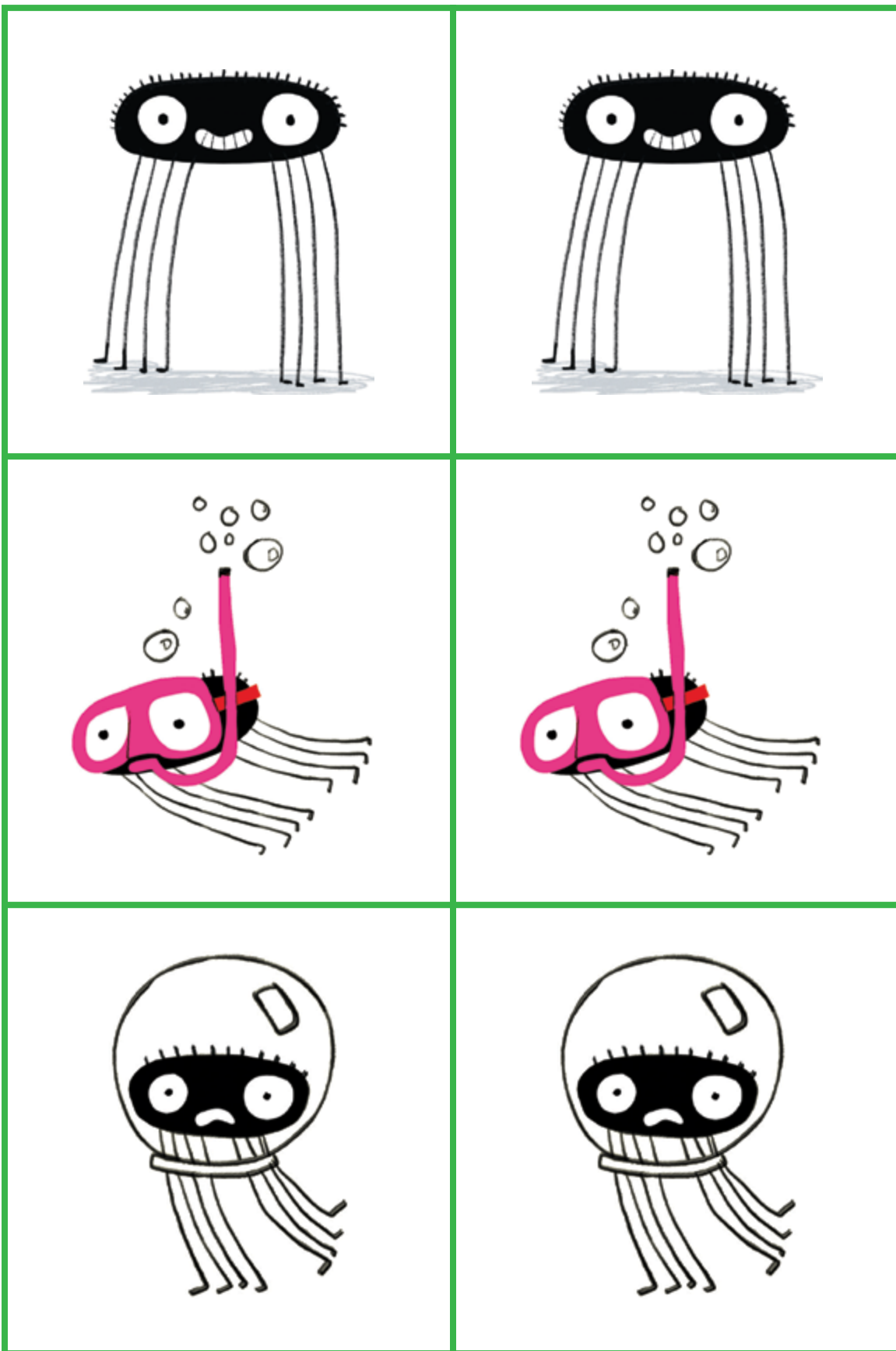
2.

Write down one more question that you have about spiders.

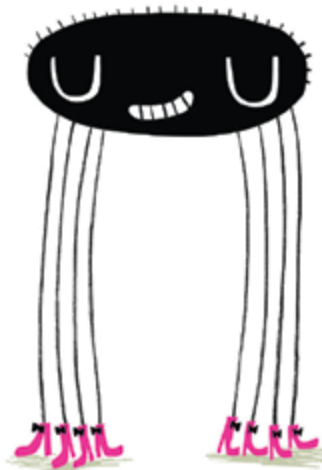
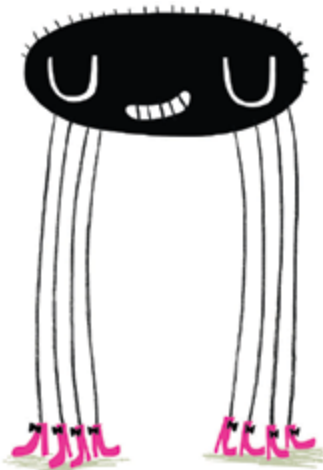
1.

# MEMORY GAME CARDS

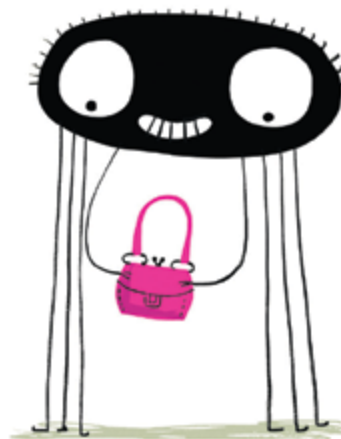
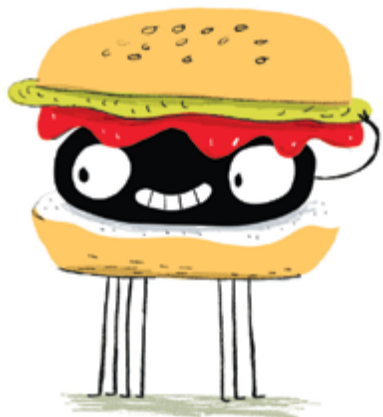
Carefully cut out the cards. Shuffle the cards, blank side up. Lay out cards. Flip to find the pairs by matching the pictures.



# MEMORY GAME CARDS



# MEMORY GAME CARDS

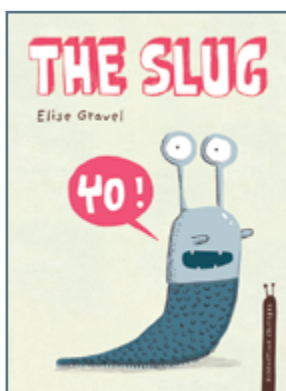


# DISGUSTING CRITTERS

A hilarious non-fiction series for early readers.



**The Fly**  
ISBN 9781770496361



**The Slug**  
ISBN 9781770496552



**The Spider**  
ISBN 9781770496644

**Head Lice**  
ISBN 9781770496613



**The Rat**  
ISBN 9781770496583



**The Worm**  
ISBN 9781770496330

