

**Kindergarten  
October  
Insects and Spiders**

**Total Time: 45 minutes (15 minutes per station)**

Station 1: Spiders vs. insects

Station 2: Spider's eyesight

Station 3: Spider webs

**Materials:**

**Station 1: Spider's vs. Insects**

- Large spider puzzle (20 pieces)
- Spider & insect bag
- Spider and insect pieces

**Station 2: Spider's eyesight**

- 2 spider glasses
- Yarn

**Station 3: Spider webs**

- No-Stick Spiders laminated sheets
- Double-sized tape
- Q-tip's
- Modeling clay

## Station 1: Spider's Vs. Insects

### Materials

- Large spider puzzle (20 pieces)
- Spider & insect bag
- Spider and insect pieces

### Activity:

- Explain that spiders are not insects. Insects have 3 body parts and 6 legs. Spiders have 2 body parts (the abdomen and thorax) and 8 legs. Most spiders have 6 or 8 eyes. Spiders are good because they eat many types of harmful insects, helping to keep your garden free from pests.
- Build the big spider in the middle of the floor. There are a total of 20 pieces. It has two body sections, eight legs, eight eyes, and two fangs. Have each child participate by giving each child a few pieces to the puzzle and asking, "Who has the spider's body?", "Who has the spider's head?", etc..
- Play the "Insect/Spider Game". Take out the bags labeled "Insect" and "Spider." Place the bags in the center. Divide all the cards among the children. To play, each child selects one of their cards, counts the legs, and decides whether the creature is an insect or a spider –and places their card into the correct bag. Keep playing until all the cards are gone.

## Station 2: Spider's Eyesight

### **Materials:**

- 2 spider glasses
- Yarn

### **Activity:**

- Web spiders have poor eyesight\*. Explain that web spiders have 8 eyes but they have very poor eyesight. Let them try on the spider glasses and see what a spider sees.
- Explain that since web spiders can't see well, they can't see if an insect is caught in their web, but they can feel the web vibrate as the insect moves. Have 2 children hold each end of the yarn. Have them close their eyes. Pluck at the string to feel the vibrations. This is what the spiders will feel when an insect gets caught in their web. You can have several groups of children doing this at the same time.
- Another idea for this station is that may be they could go outside and use this glasses outside and take a look on how the gardens are growing and try to see if they see any insect or spider outside.

\* Here is some background information about spider's eyes. A spider's eyes are on top and near the front of its head. The size, number, and position of the eyes vary among different species. Most species have 8 eyes, arranged in 2 rows of 4 each. Other kinds have 6, 4, or 2 eyes. Some spiders have better vision than others. For example, hunting spiders have good eyesight at short distances. Their eyesight enables them to form images of their prey and mate. Web-building spiders have poor eyesight. Their eyes are used for detecting changes in light. Some species of spiders that live in caves or other dark places have no eyesight at all.

### Station 3: Spider webs

#### **Materials:**

- No-Stick Spiders laminated sheets
- Double-sized tape
- Q-tip's
- Modeling clay

#### **Activity:**

- Show the children why insects get caught in the web but spiders don't.
- Spider webs have both dry and sticky strands of silk. Use the laminated spider web laminated sheet. To simulate this, place some double-sided tape on the dotted lines on the web. Spiders don't stick to their own webs because they walk on the dry stands and make special oil for their feet. Have the children touch with their fingers where the spider can walk without getting stuck.
- Then, give each child a cotton swab. Place a pea-sized amount of clay on one side. This clay is like the special oil on the spider's feet. Show how the clay can "walk" on the sticky tape without getting stuck.
- Then show how the cotton side (the insect side) gets stuck when walking on the sticky part of the web. This is how insects get stuck.