NatureMapping Program
K – Spider Project

Modules	Life Sciences	Math	Technology
1. **Scientific question** What is a spider and what do they eat (descriptive study)	Prediction: Spiders are important predators in the Waterville Plateau		
2. **Project Design (Identify a Setting within a System and Identify variables of Interest)** What you are going to do?	Systems: Learn about spiders Learn what insects spiders eat Develop a terrarium for temporary holding	Compare number of legs of spiders to other insects.	Elmo magnifier
3. **Methods (Collect Data)** How you are going to do it?	Life cycles of spiders	Develop a data collection sheet for reporting all spiders brought into the classroom and spiders seen at home.	Draw and label parts on a computerized drawing boards
4. **Data Analysis - Results** What did the data tell you?	We know spiders are good predators because we have seen them eat _____ other insects. Spiders need water in their holding bottles.	Tables/graphs What kinds of spiders do we see inside our homes? What types of spiders do we see most often?	Pictures to show different species
5. **Discussion (Use Evidence to Support an Explanation)** Why do you think you got the results that you did?	Spiders "grow" after they eat their prey, etc.		

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NatureMapping Program
K – Spider Project

Modules	Reading/Writing	Art	Social Studies
1. **Scientific question** What is a spider/frog and what do they eat (descriptive study)	Hypothesis/Prediction: Spiders and frogs/toads are important predators in the Waterville Plateau		
2 **Project Design (Identify Setting within a System and Identify variables of Interest)** What you are going to do?	Students will learn new science related vocabulary Exposure to fiction/non-fiction Develop a class book (chapter for field guide)	Learn about the symmetry of the body	Culture – spiders and frogs help people by reducing the number of insects that hurt crops and people Homes provide a good environment for spiders
3. **Methods (Collect Data)** How you are going to do it?	Learn how to read diagrams Learn to read to gather information	Students draw their spiders and frogs and label the parts.	Count the number of insects in spider webs around school/home.
4. **Data Analysis - Results** What did the data tell you?		Based on the different coloration and parts, there are _____ different spiders frogs/toads in Waterville.	
5. **Discussion (Use Evidence to Support an Explanation)** Why do you think you got the results that you did?			