

## ENGAGE

Students observe one or more tarantulas of different species in their 10 gallon habitats for 10 minutes.

Students generate a list of questions based on their observations (recorded in science journals).

Students share questions and teacher categorizes them on the interactive white board. (A Smart “Shout It Out” or Nearpod “Post-it” format may be used.)

## EXPLORE

Students observe tarantulas eating (in real life or in a video).

<https://youtu.be/kdEBk0UFJPc>

Students watch a video of a tarantula molting.

<https://news.nationalgeographic.com/2017/05/mexican-red-knee-tarantula-molting-exoskeleton-video/>

Students also observe various exoskeletons (exuvia) from tarantula molts.

## EXPLAIN

Students read an article/information about tarantulas that includes diagrams of their body parts and which also lists various species (both arboreal and terrestrial).

<https://www.kidzone.ws/lw/spiders/facts.htm>

<https://animals.howstuffworks.com/arachnids>

## ELABORATE

Students work in groups and research one particular species of tarantula and create a poster or Google/PowerPoint slide which will be added to a class presentation. Information should contain:

- Region tarantula is indigenous to
- Climate
- Habitat (arboreal or terrestrial)
- Lifespan (male and female)
- Physical Characteristics
- Food
- Other interesting facts

## EVALUATE

Students are assessed on the content and mechanics of their presentation slide using a rubric.