

# Which Animal Is Which?

## Introduction

This teacher's guide helps children learn about some animals that people often mix up. Following the principle of science as inquiry, readers discover the fun of solving the mystery of "which animal is which." As they read, children use critical thinking skills, such as comparing and contrasting, identifying sequence, and making inferences. Readers find out where animals live, how they are classified, how they are alike and different, and how they survive in their special environments.

## National Standards

This series supports [Science](#) and [Language Arts](#). Go to [www.enslowclassroom.com](http://www.enslowclassroom.com) and/or [www.enslow.com](http://www.enslow.com) and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

## Classroom Activities

Activities linking to the five curriculum areas: Reading/Language Arts, Math, Science, Social Studies, and the Arts, can be found in this teacher's guide. Hands-on activities and a reproducible handout encourage readers to use comprehension and vocabulary skills relating to the book's subject. Some activities can be reworked to use with any book in the series. The last page of this guide provides a reproducible assessment tool covering comprehension, vocabulary, and inference.

## Guided Reading Level: H

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## Titles in this series can be purchased through all major vendors or directly from:

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## Teacher's Guide for

### [Insect or Spider? How Do You Know?](#)

A bug scurries across the floor. Is it an insect or a spider? How can you tell the difference? In this book, appealing color photographs and engaging text provide a close-and-personal look at bugs in our world so readers can tell if they've seen an insect or a spider.

**Introduction** Read the title aloud and discuss the cover photographs. Browse through a few pages with children. Then ask: *What do you predict you will learn about insects and spiders? How will you confirm your predictions?* Help children understand that they can confirm their predictions as right or wrong by reading the book.

**Pages 2-3** Read the *Contents* page aloud. Explain that it lists each part of a book and on which page that starts. Choose one entry and have children use the page number to locate it. Have them confirm that the heading matches the words on the *Contents* page. Pronounce the *Words to Know*. Have children repeat them after you. Define each word, and then use each word in a sentence to clarify meaning. Invite volunteers to use each word in a sentence.

**Pages 4-5** Read the text and discuss the photographs. Have children track the text as you read or echo read with you. Let them speculate about which is the insect and which the spider. Explain that the author will provide clues to help them know for sure which is which.

**Pages 6-7** Read these pages together to establish the 2-page text pattern. Explain that diagrams are drawings that include labels to show where each part is located. Add that diagrams give information important to understanding the text. Point out the word *thorax* in the text on page 6. Clarify that other words in a sentence and diagrams give clues to a word's meaning. Say: *It says the thorax is in the middle, so I can look at the diagram and find it.* Ask a volunteer to point to the thorax. Discuss the compare-and-contrast text structure. Remind children that to compare things, we tell how they are alike; to contrast them, we tell how they are different. Invite volunteers to tell how the animals are alike and how they are different. (Alike: both are what people call bugs; different: insect has three parts, spider has two.)

**Pages 8-17** Continue to survey the photos, read the text, and ask questions to help children contrast the two animals, such as: *Which has 8 legs?* (spider) *Which has antennae?* (insect) *Which has wings?* (insect) *Which has eight eyes?* (spider) *Which eats plastic?* (insect)

**Pages 18-24** As you read *Now Do You Know*, stress how it summarizes all the differences between insects and spiders. Read the text on *What a Surprise* and talk about why we probably see more insects and spiders than other animal. Explain how the *Learn More* and *Web Site* information can help readers find out even more about the two animals. Finally, model how to use the *Index* on page 24.

**After Reading** Prompt personal responses to the book by asking: *What new things did you learn about insects or spiders? Which animal would you like to know more about? Where do you think you could find that information?*

Use the activities linking to Reading/Language Arts, Math, Science, Social Studies, and the Arts on the next page. Also, make copies of the Handout and Assessment pages that follow. Read the directions aloud, then let children do the page with you or independently. Give help where needed. **Answers: Handout** 1. insect, 2. spider, 3. spider, 4. insect, 5. insect, 6. spider, 7. spider, 8. insect. **Assessment** 1. A, 2. C, 3. B, 4. D, 5. B, 6. A, 7. C, 8. A, 9. D, 10. B.

# The Five Curriculum Activities

## **SAFETY WARNING:**

Before doing any activity, make sure students do not have allergies to any materials. Supervise activities requiring the use of sharp or hot/cold objects. Always review directions and safety rules with students before they begin any project.

## **Reading/Language Arts activity:**

Clarify for children the difference between a possessive (*insect's* page 6) and a contraction (*It's*, page 18). Point out that both have an apostrophe, but one tell who something belongs to (the body belongs to an insect), and the other shortens two words (*it is*). Touch a book and say, *This belongs to the school, so it is the school's book*. Then touch a soft object and say: *It's soft!* Discuss what each means. Then ask children to make up and explain more object-possessives and contractions.

## **Math activity:**

Display page 20 and ask how many ants children think live in the hole. Explain that sometimes there are too many things to count, so we don't know an exact number. We estimate, or make a logical guess. We try to pick a number as close as possible to the real number. Put 15 buttons in a clear, plastic jar and ask: *Do you think there are 100 buttons in this jar? 50? 10?* Discuss children's reasoning for their choices. Open the jar and count the buttons aloud. Ask: *Which estimate was closest?* (10) Let children work with partners. Have one child put buttons in a jar for the partner to estimate, then together count the buttons to see how close the estimate was.

## **Science activity:**

Make insect and spider models. Supply pipe cleaners and old egg cartons. Review that an insect has three body parts and six legs, and a spider has two body parts and eight legs. Have each child cut a two-section and a three-section portion from an egg carton, then poke holes on each side to insert the correct number of pipe-cleaner legs. Bend the legs to allow the model to stand. Encourage children to paint their models and glue paper antennae and wings on the insects.

## **Social Studies activity:**

Remind children that a community is a social group whose members live in a specific location. Explain that many insects, like ants and bees, are social animals that live and work together. Point out that some insects and spiders are helpful to humans. They destroy other harmful insects. Ladybugs eat aphids, an insect that can destroy plants. Bees pollinate plants and make yummy honey that we can eat. And insects make soil better by digging tunnels through it. Take children to <http://www.stevesantfarm.com/> where webcams constantly follow the actions of the ants as they work together in their tunnels.

## **Arts activity:**

Have supplies available so children can choose to make a spider web, a spider picture, or both. **Web:** Give each child a sheet of wax paper and squeeze bottle of white glue. Have him or her design a web with thin lines of glue, then sprinkle on glitter. Let the papers dry thoroughly. Peel the wax paper away carefully and the delicate web remains! **Picture:** Let children make thumbprint spiders. Have children press their thumbs on a black stamp pad, then transfer two thumbprints on paper to form a spider's body. Supply black markers so that children can add the spiders' legs. Encourage children to draw a web, wall, floor, or other object for the bugs to walk on! Have children share their work with classmates.

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*Insect or Spider?*

**Handout**

# Which Animal?

Read each description. Write or cut-and-paste the name of the animal from the Answer Box.

<b>Description</b>	<b>Animal</b>
1. Has 3 body parts	
2. Does not have antennae	
3. Has 8 eyes	
4. Has 6 legs	
5. Has antennae	
6. Has 2 body parts	
7. Has 8 legs	
8. Has 2 eyes	

<b>Answer Box</b>			
insect	insect	insect	insect
spider	spider	spider	spider

## Assessment

Circle the letter that best completes the statement or answers the question.

1. A spider has just 2 body parts but an insect has 3.  
A. True 😊  
B. False 😞
2. An insect has \_\_\_\_\_.  
A. 2 legs  
B. 5 legs  
C. 6 legs  
D. 8 legs
3. Spiders can see much better than insects can..  
A. True 😊  
B. False 😞
4. An insect uses its antennae to \_\_\_\_\_.  
A. hear and see  
B. hear and touch  
C. see and smell  
D. smell and touch
5. Some spiders have wings..  
A. True 😊  
B. False 😞
6. Someone who studies the natural world is a scientist..  
A. True 😊  
B. False 😞

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*Insect or Spider?*

7. The back part of an insect or spider's body is the \_\_\_\_\_.
- A. thorax
  - B. cephalothorax
  - C. abdomen
  - D. antennae
8. To infer, you use facts PLUS what you know from life. After reading this book, you can infer that there are more insects on Earth than any other kind of animal.
- A. True 😊
  - B. False 😞
9. What can you infer if you see a bug fly by?
- A. It might be a spider because some spiders fly.
  - B. It could be either an insect or a spider.
  - C. It cannot be an insect because insects cannot fly.
  - D. It must be an insect because insects have wings.
10. The photos suggest that spiders have hairy fuzz but insects do not.
- A. True 😊
  - B. False 😞