

The **Primary** Comprehension **Toolkit**

Strategy Book 3: **Ask Questions**

Lessons

In the Toolkit, we emphasize reading, writing, and drawing to explore and learn about the world.

In this Strategy Book, the lessons for questioning are:

Lesson 8 page 2

View and Read to Learn and Wonder:

Use images and words to gain understanding

Lesson 9 page 16

Wonder about New Information:

Ask questions when you read, listen, and view

Lesson 10 page 34

Use Questions as Tools for Learning:

Understand why some questions are answered and some are not

Lesson 11 page 48

Read with a Question in Mind:

Find answers to expand thinking

Curiosity is at the heart of teaching and learning. Young kids burst through the door bubbling over with questions. *Why is the sky blue? Where does the sun go at night? What happened to the cowboys?* Questions spur curious minds to investigate. Questions open the doors to understanding the world. We have to mine them with a pickaxe! As young readers read nonfiction and meet new information, they brim with questions. As they try to answer their questions, they discover new information and gain knowledge. Questions spark further research and inquiry. Instead of demanding answers all the time, we need to teach kids to ask thoughtful and insightful questions. If we hope to develop critical thinkers, we must teach our kids to think about and question what they listen to, read, and view. Asking questions enriches the learning experience and leads to deeper understanding. Questioning is the strategy that propels learners on.

Strategy Support

Strategy Wrap-up 64

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Library of Congress Cataloging-in-Publication Data
CIP data on file with the Library of Congress

Ask Questions
ISBN-13: 978-0-325-02150-8
ISBN-10: 0-325-02150-3

Primary Comprehension Toolkit: Language and Lessons for Active Literacy
ISBN-13: 978-0-325-00997-1
ISBN-10: 0-325-00997-X

Printed in the United States of America on acid-free paper

12 11 10 09 08 ML 1 2 3 4 5

View and Read to Learn and Wonder



Text Matters

When teaching readers to think about new information and wonder about it, we search for text on a familiar and intriguing topic that is also likely to contain ideas that kids don't already know. It is the fresh information that lends itself to wondering. Questions come quickly on the heels of new facts and concepts. As kids activate background knowledge to better understand new information, they may come to see that they have prior misconceptions, which reading and learning can reverse. As always with primary kids, we make sure to choose text with compelling images, so that they are more apt to pay attention, notice new information, and wonder about it.

Resources & Materials

Lesson Text

TIME For Kids Bigger Picture Edition [Fall 2002]
"Spiders!" poster

Classroom Supplies

- *What We Think We Know/What We Learned* Anchor Chart and marker
- Post-its

Student Supplies

- Clipboard with *I Learned/I Wonder* Thinksheet and Post-its or Post-its Thinksheets [See *Strategy Book 3*, pages 67–69, or the DVD-ROM.]
- Student copy of "Spiders" [See *Keep Reading! A Source Book of Short Text*, pages 5–8, or the DVD-ROM.]
- Assorted markers, pencils, and crayons

Use images and words to gain understanding

Goals & Assessment

We want students to:

- use text and images to understand.
- think and wonder about new learning.
- jot down new learning and questions on Post-its and then sort them in two columns: *I Learned* and *I Wonder*.
- understand that misconceptions are normal and that learners revise their thinking after reading and listening to additional information.

Why & What

Background knowledge is the primary determinant of comprehension. Nonfiction reading in particular requires readers to think about what they know in order to understand new information. So we encourage kids to ask questions about new information to make sure they understand it. In this lesson, kids use a thinksheet titled *I Learned/I Wonder* to support understanding as they meet new information while reading. Sometimes young children have limited or inaccurate background knowledge and develop misconceptions. In this lesson, we create a class Anchor Chart titled *What We Think We Know/What We Learned* before we read about the new topic. Then after reading, we go back and notice whether what we thought we knew was accurate and we celebrate how reading changes thinking and clears up prior misconceptions.

How

Connect and Engage

- Engage kids by holding up the book or magazine cover and enthusiastically reading the title aloud.
- Record what kids think they know about the topic on the *What We Think We Know/What We Learned* Anchor Chart.

Model

- Share the two-column *I Learned/I Wonder* Thinksheet. Explain that sometimes when we learn new information, we wonder about it. Invite kids to respond.
- Respond to a photograph. Show how you think and wonder about images to gain understanding.
- Model for kids how to record learning and wondering on Post-its and place them in the appropriate column of the thinksheet.

Guide

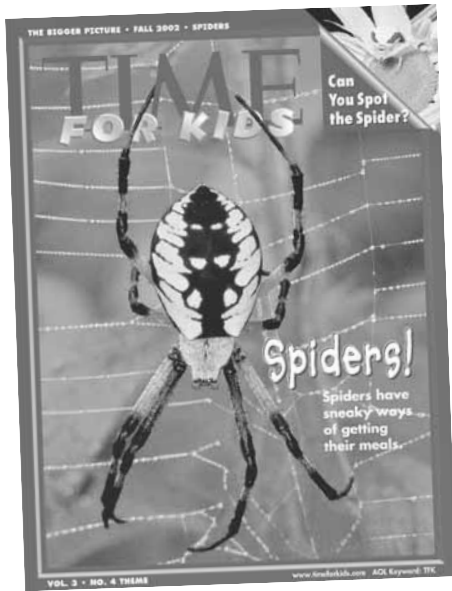
- Engage kids in the process by reading aloud and guiding the discussion.
- Have them record what they learn and wonder on Post-its and then put the Post-its in the appropriate column of the thinksheet.

Collaborate

- Invite kids to join with a partner and continue reading the text and looking at the pictures, jotting their new learning and wondering on their thinksheets.
- Move around the room and confer with partners.

Share the Learning

- Invite kids to share their new learning as well as anything they wonder.
- Review the *What We Think We Know/What We Learned* Anchor Chart to discover any new thinking and learning.



Lesson Text

The *TIME For Kids* Bigger Picture Edition “Spiders!” is a great poster that is guaranteed to captivate kids. When it comes to learning and wondering, the spiders topic is near the top of the list in terms of creating interest. Most kids just can’t get enough of spiders and insects. A large photo of a colorful spider on the cover, a variety of spider photos inside, and a diagram of spider body parts on the back cover get kids to notice and wonder about spiders. There is enough new, surprising information that we are likely to clear up a misconception or two in the process of reading this article.

Used with permission from *TIME For Kids*.

TEACHING MOVES

Engage kids by holding up the book or magazine cover and enthusiastically reading the title aloud.

Record what kids think they know about the topic on the *What We Think We Know/What We Learned* Anchor Chart.

TEACHING LANGUAGE

Connect and Engage

Wow! Take a look at this picture! What do you think about spiders? What do you wonder about them? What do you think you know about them? A lot of you already have some background knowledge (BK) about spiders. Turn to each other and talk about spiders. *[Kids turn and talk enthusiastically about spiders.]*

Today we are going to look at this poster about spiders and view some of the images. Viewing means we look at the pictures, the photographs, and the features to get information. We will also read about spiders to learn more. But before we do that, I want to record some things we *think* we already know about spiders on this chart. *[I point to chart.]*

Who wants to share what you think you know about spiders, your background knowledge about spiders? I’ll write your ideas on the chart.

Ted: Spiders have eight legs.

Ann: Some spiders have wings.

Jo: All spiders spin webs.

[More kids share ideas and I write them down.]

So many great thoughts about spiders! Now we are going to read and view this very cool spider poster. After we have finished reading, we will come back to our chart and see if we have any new ideas or if we have changed our thinking at all.

What We Think We Know	What We Learned
Spiders have 8 legs.	
Some spiders have wings.	
All spiders spin webs.	
Spiders are hairy.	
Spiders do not have antennas.	
Spiders have 3 body parts.	
Some spiders are poisonous.	

Model

Recently, we have been working on noticing and thinking about new learning and marking a Post-it with an *L* when we learn something new. Today, as I read about spiders and view the pictures, I am going to jot down my new learning on a Post-it. Then I am going to put my Post-it on this *I Learned/I Wonder* Thinksheet in the column that says *I Learned*. The second column says *I Wonder*. Sometimes when we learn new information, we wonder about it. If I wonder something as I read about spiders, I will write what I wonder on a Post-it and then put it in the *I Wonder* column.

OK, first of all, what is the title of this article? *[I point to title.]*

All: "Feed Me."

So what do you think? Why is the article called "Feed Me"? Any ideas? Turn and talk. *[Kids turn and talk. Then I call on someone to share.]* Tanner, why did you think the article is called "Feed Me"?

Tanner: It's about how spiders eat.

Good thinking. Sounds like we are going to learn a lot of different ways that spiders catch their food and eat it. Let's read on:

When a spider is hungry, watch out! Spiders have many amazing ways to trap insects. Some can even catch a fish!

Now that is surprising information. Turn and talk about any new information you learned from what I just read. *[Kids turn and talk.]*

Jenny: Spiders catch fish! I never knew that.

I didn't either, Jenny.

Jeremiah: They trap insects in lots of ways, not just in webs.

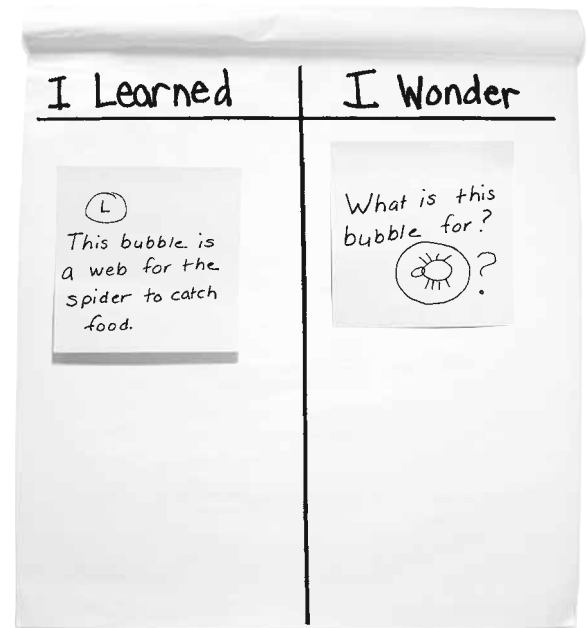
So they do, Jeremiah. You used your background knowledge about webs to understand new information. Let's read on and find out more information.

I am going to show you how I learn and wonder about the information. As I look at this page, I am really interested in the photograph of the spider in this bubble. I *wonder* what the bubble is for, so I am going to write that question on a Post-it and put it in the *I Wonder* column. I am also going to draw a picture of a spider in a bubble with a question mark next to it. Then I won't forget my question. *[I hold up the poster and point to the caption.]* Maybe if I read this caption below the photograph, I will find out:

Spiders go fishing. The water spider floats underwater in a bubble web. It sticks out its legs to fish. Then it pulls in its meal.

Wow! I never knew that. This bubble is a special kind of spider web. It doesn't look like any web I have ever seen. I'm going to mark my Post-it with an *L* and write down what I learned. I have never heard of a bubble web. I thought spiders spin webs out of silk. So interesting.

Share the two-column *I Learned/I Wonder* Thinksheet. Explain that sometimes when we learn new information, we wonder about it. Invite kids to respond.



Respond to a photograph. Show how you think and wonder about images to gain understanding.

Model for kids how to record learning and wondering on Post-its and place them in the appropriate column of the thinksheet.

Guide

Engage kids in the process by reading aloud and guiding the discussion.

Have them record what they learn and wonder on Post-its and then put the Post-its in the appropriate column of the thinksheet.

OK, let's try this together. [I hand out clipboards with I Learned/I Wonder Thinksheets and six Post-its. Then I hold up the poster and point to the image of the spider in the air.] Let's look at the photograph of the spider that is in the air. I'll read what it says:

Spiders jump. The jumping spider spots an insect. It flies through the air. Pounce! It has its dinner.

If you learned something new in the part I just read or from looking at this photo, jot down and/or draw your new learning. Remember to mark your Post-it with *L*. [Kids jot down their new learning.] Who wants to share?

Marcus: Spiders jump. I never knew that.

That is weird. We don't often think of spiders as jumpers. Good noticing, Marcus. Did anyone wonder anything?

Jake: What does *pounce* mean?

Jordan: It's like a fast jump.

Exactly. The spider surprises the insect by jumping really fast, by pouncing. I'm going to write *some spiders jump* on my Post-it and mark it with *L* for *learn*.

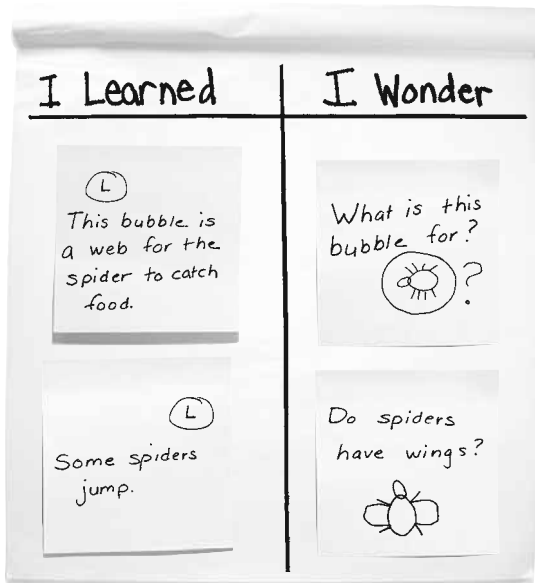
Sherrri: It said the spider flies through the air. Do spiders have wings? I wonder.

Such a good question. Did you write it down?

Sherrri: No.

Well, write it down. You wouldn't want to forget such an important question. We write down our thinking so we don't forget it.

Do spiders have wings? Hmm. Let's see if we can find out. The text said spiders fly through the air. I'm going to write your question—*Do spiders have wings?*—because I wonder about it, too. I don't notice any wings in these photos. You can get a lot of information from photos, but we don't have photos of every spider here. I may find the answer as I read on. You never know. If you have anything you wonder, jot it down on a Post-it and put it in the *I Wonder* column of the thinksheet. You can wonder about an image as well as the words. [I save the I Learned/I Wonder chart for use later in the lesson.]



Collaborate

Invite kids to join with a partner and continue reading the text and looking at the pictures, jotting their new learning and wondering on their thinksheets.

You have done a great job so far. Now it's time for you to work with a partner. I will give each of you a small copy of the poster. Read through it and look carefully at the pictures, noticing and thinking about any new learning you have as well as anything you wonder. Then jot down or draw your thinking on a Post-it and put it in the matching column on the *I Learned/I Wonder* Thinksheet. [I hand out copies of the poster.] Remember to think about the pictures and the words. Any questions? OK, have fun!

[I stop by Ali and Whitney.] So how are you two doing?

Ali: We never knew that some spiders work in groups.

Whitney: They weave huge webs together and catch giant prey.

Ali: The webs are as big as trees, like this picture shows.

So you learned that information from the photograph. Good noticing. Did you jot down your new learning?

Whitney: No, we were just talking about it.

That's OK, but it is a good idea to write it down. Why?

Ali: Because it's easier to remember.

Exactly! Such good thinking. So where would you put the Post-it with this information? In the *I Learned* column or in the *I Wonder* column?

Whitney: In the *I Learned* column.

Perfect! Go ahead and jot down that new learning and put the Post-it in the *I Learned* column.

[I check in with Mario and Devon.] What's up with you guys?

Mario: We found something out.

Really, what was that?

Devon: I don't think spiders have wings.

What makes you say that, Devon?

Devon: I found this diagram of a spider on the back page. It shows the body parts, but there are no wings. *[Devon shows the diagram.]*

Exactly. You two are so thoughtful to use the diagram to answer your question. We learn so much by viewing, by looking at the features. I don't see any wings either. Will you please share that information with the class later, during sharing circle? It is so cool when we find out an answer to something we wonder. Be sure to write it down so you won't forget.

Share the Learning

[Kids bring the spider articles along with their thinksheets up and gather together in a sharing circle. They invite one another to share something they learned and something they wonder. As they share, kids hold up their thinksheets and read the Post-its with their new learning or wondering or show a drawing that represents their new learning or wondering. After they share, they ask if there are any questions or comments and they choose one or two classmates who have a question or a comment and respond to them. I invite Mario and Devon to share because I want all of the kids to notice what they inferred from the diagram.]

Devon and Mario found an answer to something they wondered. Would you guys like to share?

Devon: Yes, thank you. We wondered if spiders have wings, just like Sherri did. And then we found this diagram of a spider on the back page.

[Devon holds up the diagram.]

Move around the room and confer with partners.

TIP: We encourage kids to write and/or draw what they learn and wonder on Post-its first and then transfer those Post-its to the thinksheet. This scaffolds them to organize their thinking on the thinksheet, so that they will be better prepared to write directly on the thinksheet later on.

Invite kids to share their new learning as well as anything they wonder.

Mario: We looked at this diagram of the spider parts, but there were no wings. So, we think that spiders do not have wings.

What do the rest of you think? Turn to a partner and talk about it. [*Kids turn and talk.*]

Sherri: I agree with Devon and Mario. I had that question too, but I didn't see the diagram until now.

The diagram really helps to answer that question, doesn't it? It's really important to look closely at the images in photos, diagrams, and illustrations. We can learn so much from viewing. Devon and Mario, great noticing! I agree that spiders do not have wings. That is something we can know for sure now.

You all have done a wonderful job noticing new learning and wondering about it. Let's take a look at the *What We Think We Know/What We Learned* Anchor Chart we created before we started the lesson. I think this diagram that Devon and Mario found can help us. [*I point to the entries on the chart.*]

Spiders have eight legs. We can count them on the diagram. Sure enough. Let's count them together. [*In unison.*] 12345678!!! Eight legs. So we knew that before we even read this article. Here we wrote *Some spiders have wings.* What did Devon and Mario discover?

All: That spiders do not have wings.

Exactly. I think we can change our thinking and cross out *Spiders have wings* and write *Spiders do not have wings* in the *I Learned* column. What about this one? *All spiders spin webs.* Turn to each other and talk: What do you think about that, now that you have read the article? [*Kids turn and talk.*]

Jeremiah: The trapdoor spider builds a hole, not a web.

Great noticing, Jeremiah. We learned that some spiders spin webs, but not all spiders spin webs. Let's cross out *All spiders spin webs* and write that new information in the *What We Learned* column. This is so cool. Before we read this article, we thought all spiders spin webs and now we have learned that some do and some don't. That's what reading is all about: learning new information. What else did you learn?

Samantha: I think spiders have two body parts, not three. Insects have three body parts, but this diagram shows two body parts of the spider.

Good thinking, Samantha. The diagram is really helpful. We can add *Spiders have two body parts* in the *What We Learned* column.

Look, we knew quite a bit of information about spiders before we read the article, but we learned some new information and even changed our thinking after reading, which is so cool. As we read through the article and looked at the photographs, we jotted down our new learning and wondering. We found that reading and viewing pictures give us more information and sometimes change our thinking. That's what education is all about! Great work today, all of you.

Review the *What We Think We Know/What We Learned* Anchor Chart to discover any new thinking and learning.

TIP: As we review what we thought we knew, we discover a few misconceptions. We want our kids to understand that misconceptions are normal and that we need not be embarrassed by them. One of the main reasons we read, listen, and view is to revise our thinking and clear up misconceptions. We want kids to know that the more we read and talk, and the more accurate information we can gather, the more likely we are able to reverse our misconceptions.

What We Think We Know	What We Learned
Spiders have 8 legs.	
Some spiders have wings.	Spiders do not have wings.
All spiders spin webs.	Some spiders spin webs.
Spiders are hairy.	
Spiders do not have antennas.	
Spiders have 3 body parts.	Spiders have 2 body parts.
Some spiders are poisonous.	



Did your students:

- use text and images to understand?
- think and wonder about new learning?
- jot down new learning and questions on Post-its and then sort them in two columns: *I Learned* and *I Wonder*?
- understand that misconceptions are normal and that learners revise their thinking after reading and listening to additional information?



Reflect & Assess

The *I Learned/I Wonder* Thinksheet is one of the most popular tools we use with primary kids because a question often follows quickly on the heels of new learning. As we review the thinksheets from this lesson, we look for Post-its marked with *L* and any questions that come from that new learning. Sometimes, learners have a question directly related to new information. They may even connect it with an arrow. Other times, learners jot down a question that emerges as they read and explore a topic.

Adapt & Differentiate

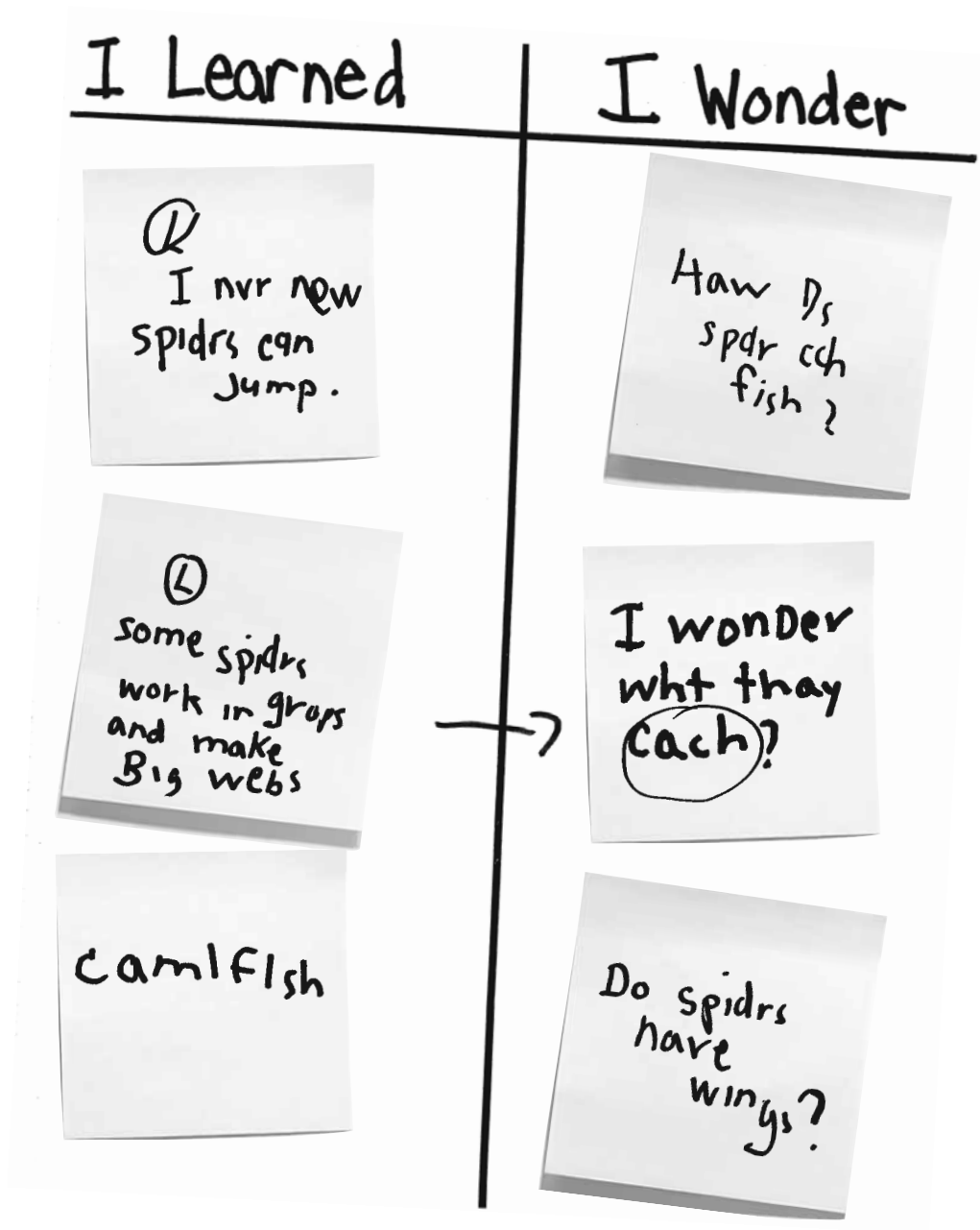
This lesson was done with first graders, but here are suggestions for how to adapt and differentiate for the whole range of learners.

First graders place their Post-its on the *I Learned/I Wonder* form. We nudge second graders to write directly on the thinksheet, although if it helps them to organize their thinking to use Post-its when they first try it, they are welcome to do that as well. For kindergarteners, we use a larger 11x17 thinksheet and 3x5 Post-its to give them extra room to draw and write. In this lesson we introduce the notion of wondering. Second graders and many first graders are generally familiar with the term *wonder* and understand that it is related to asking questions. With younger learners and English Language Learners, we often need to spend time modeling what it is to wonder and we teach the language explicitly.

I Learned	I Wonder
<p>VI learna wolf spiders make a trap For there pray</p>	<p>⊙ I Wonder that SPIDERS DIG that has Big claws</p>
<p>Insects are their pray. SPIDERS eat insects</p>	<p>Do insects ever eat SPIDERS?</p>
<p>I learned Spiders cant see very well.</p> 	 <p>Why does the bubl pop?</p>

1 This student thought about her new learning and questions as she read. She understood quite well the task at hand. She learned quite a few things, including "Wolf spiders make traps for prey," "Spiders eat insects," and "Spiders can't see very well." She wondered, "Do insects ever eat spiders?" and linked the question with an arrow to new learning: "Spiders eat insects." Linking new learning to a question is a great sign of the evolving thinking that is at the heart of reading comprehension. We might invite her to teach other kids how to use arrows to link thoughts.

Thinksheets



2 This thinksheet shows active reading and learning. The student also connected his question to new learning with an arrow. I was confused by the Post-it in the bottom left-hand corner, so I conferred with the student. He showed me on the *TIME For Kids* "Spiders!" poster where a spider uses camouflage, a concept he already understood, and explained that many animals use camouflage as protection against enemies, not just spiders.



3 Here we see an authentic question: "I wonder how big tarantulas need to be to hunt birds?" Ezekiel attempted to answer his question with an inference: "I infer that spiders have to get to be three inches to hunt birds." I confess that I didn't know that tarantulas could eat birds, so when I read this I thought Ezekiel might have a misconception. I asked Ezekiel to show me where he got that information and, sure enough, he found the information in a book he read. It had a picture of a spider catching a small bird and estimated that the spider was about three inches across. Ezekiel had already learned what it is to infer at an earlier time.

Thinksheets

I Learned

I Wonder

I learned that
spiders
have hooked
claws!

that way they
won't get stuck
in their own
web!

4 This student wrote, "I learned that spiders have hooked claws. That way, they don't get stuck in their own webs." Great learning here! I conferred with the student to see if she wondered anything about it. She wondered if all spiders have these hooked claws. Since I was unsure, I suggested this would be a great time to do a little research. We found another spider book, and I left her poring over the images, looking at spider legs.

I Learned

I Wonder



Do the claws
scratch?
Can they
hurt you?

5 On this Post-it, the child explained that he learned that spiders can have a claw and he wondered if the claws scratch. I scripted the student's question and together we searched for information. We learned that the claw is too small to harm people, but big enough to help the spider as it climbs around the web.

View and Read to Learn and Wonder

Use images and words to gain understanding

TEACHING MOVES

Engage kids by holding up the book or magazine cover and enthusiastically reading the title aloud.

Record what kids think they know about the topic on the *What We Think We Know/What We Learned* Anchor Chart.

Share the two-column *I Learned/I Wonder* Thinksheet. Explain that sometimes when we learn new information, we wonder about it. Invite kids to respond.

Respond to a photograph. Show how you think and wonder about images to gain understanding.

Model for kids how to record learning and wondering on Post-its and place them in the appropriate column of the thinksheet.

Engage kids in the process by reading aloud and guiding the discussion.

Have them record what they learn and wonder on Post-its and then put the Post-its in the appropriate column of the thinksheet.

TEACHING LANGUAGE

Connect and Engage

- Wow! Take a look at this picture! What do you know about...? A lot of you already have some background knowledge (BK) about.... Turn to each other and talk about that.
- I want to record some things we think we know about...on this chart. Who wants to share your BK about...? I'll write your ideas on the chart.

Model

- Today, as I read about...I am going to jot down my new learning on a Post-it. Then I'll put the Post-it on this thinksheet in the *I Learned* column.
- If I wonder something as I read about...I will write what I wonder on a Post-it and put it in the *I Wonder* column.
- I'm going to look at this photograph. We can get a lot of information from photographs.
- I'm going to show you how I learn and wonder about information as I look at this page. I am really interested in the...and it makes me really wonder what...so I am going to write my question on a Post-it and put it in the *I Wonder* column.
- As I read on, I discover...Wow! I never knew that! I'm going to mark my Post-it with an *L* and write down what I learned and put it in the *I Learned* column.

Guide

- Let's try this together. Here is a clipboard and thinksheet with Post-its for each of you. Let's look at the picture of...I'll read what the words say....
- If you learned something new in the part I just read, jot it down and draw your new learning. Remember to mark your Post-it with an *L* and put it in the *I Learned* column of the thinksheet.
- If you have anything you wonder, jot it down on a Post-it and put it in the *I Wonder* column of the thinksheet.

The Teaching Moves outline your instructional sequence and the Teaching Language gives you an idea about what to say to your students.

TEACHING LANGUAGE

TEACHING MOVES

Collaborate

- Read through your copy of the book or article and look carefully at the pictures, noticing and thinking about any new learning you have as well as anything you wonder. Then jot down or draw that information on a Post-it and put it in the matching column on the thinksheet.
- I'll be walking around the room, checking in with your groups as you work. Let me know if you need any help!

Invite kids to join with a partner and continue reading the text and looking at the pictures, jotting their new learning and wondering on their thinksheets.

Move around the room and confer with partners.

Share the Learning

- As you share today, I want you to hold up your thinksheet and read or talk about the drawings on your Post-its that show your new learning and your wondering.
- After you share, be sure to ask if there are any questions or comments from the rest of the class. Who wants to go first?
- Let's take a look at the Anchor Chart we created before we started the lesson.
- What did we discover by reading about...? I think we can change our thinking and write...in the *I Learned* column. Turn and talk. What do you think about that, now that you have read the article? Before we read the article, we thought...and now we have learned that.... Reading can change thinking. So great.

Invite kids to share their new learning as well as anything they wonder.

Review the *What We Think We Know/What We Learned* Anchor Chart to discover any new thinking and learning.

Reflect & Assess

Did your students:

- use text and images to understand?
- think and wonder about new learning?
- jot down new learning and questions on Post-its and then sort them in two columns: *I Learned* and *I Wonder*?
- understand that misconceptions are normal and that learners revise their thinking after reading and listening to additional information?

Name _____

Date _____

I Learned

I Wonder

I Learned	I Wonder

TIME FOR KIDS



Can
You Spot
the Spider?



Spiders!

Spiders have
sneaky ways
of getting
their meals.

Feed Me!

When a spider is hungry, watch out! Spiders have many amazing ways to trap insects. Some can even catch a fish!

6. MORRIS—OSF/ANIMALS ANIMALS



Spiders sneak up.

The trapdoor spider builds a hole with a door. When an insect walks by, out pops the spider!



H. L. FOX—OSF/ANIMALS ANIMALS

Spiders go fishing.

The water spider floats underwater in a bubble web. It sticks out its legs to fish. Then it pulls in its meal.



SATOSHI KURIBAYASHI—OSF/DK PHOTO

Spiders jump.

The jumping spider spots an insect. It flies through the air. Pounce! It has its dinner.

2



JOHN CARROZZA FOR TIME FOR KIDS; COUNTERS: RITA LABCARO FOR TIME FOR KIDS



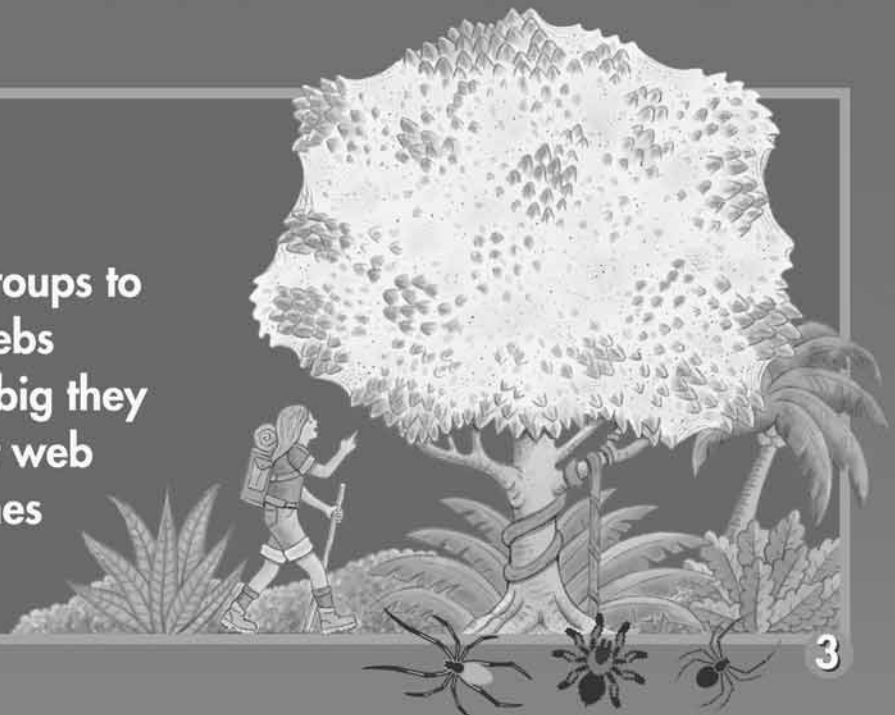
JAMES P. ROWAN—ORK PHOTO; BORDER: CHRISTOPHER A. RECORD—THE CHARLOTTE OBSERVER/PAI

Spiders hide.

Can you see the spider on the flower? Many insects can't. The crab spider blends in. It surprises insects that drop by. Then it eats them!

How Big?

Some spiders work in groups to catch food. They weave webs together. The webs are so big they can cover a tree. The giant web can trap prey that is 10 times bigger than the spider!

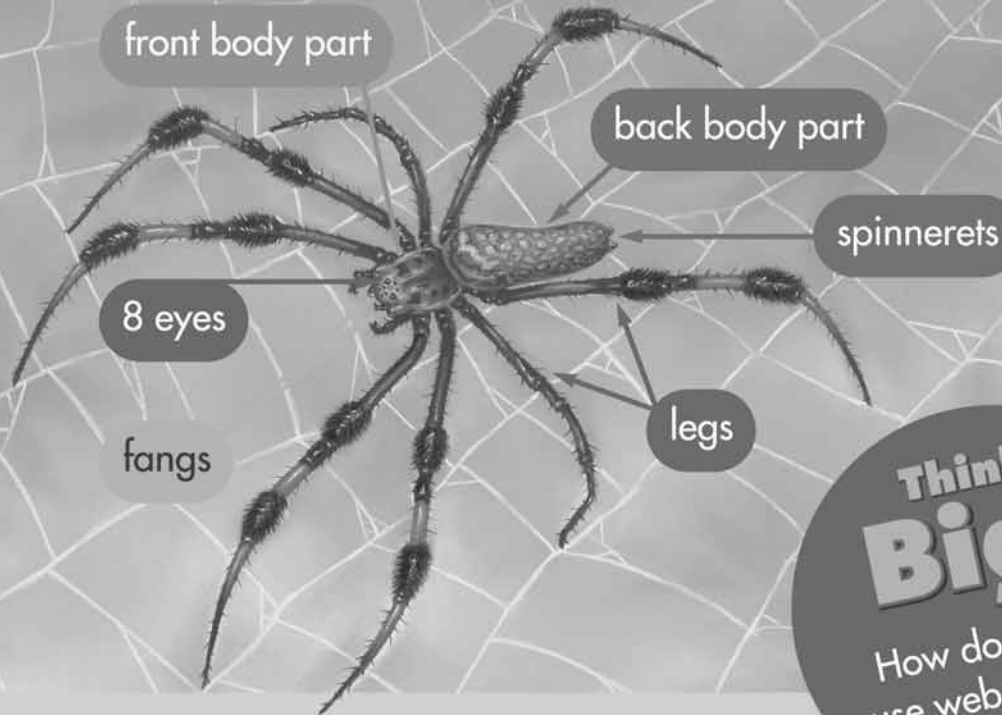


Name: _____

Parts of a Spider

Study the parts of a spider's body. Then answer the questions below. Fill in the bubbles next to the right answers.

ANNE REBAS FOR TIME FOR KIDS



Think Big!

How do spiders use webs to catch food?

1. How many legs does a spider have?
 4 7 8
2. The back and front body parts are different. The back of this spider is
 bigger smaller the same size
3. A spider has fangs. What else is on the same body part?
 nose ears eyes
4. A spider uses spinnerets to spin silk for webs. Spinnerets are on the
 front body part back body part legs



Parents: Even though spiders have many eyes, they can't see well. Have your child close his or her eyes. Discuss how you can use your other senses to tell what is near.

TIME FOR KIDS THE BIG PICTURE (ISSN 1528-6584) is published 15 times a year biweekly from September to May except during Thanksgiving, Christmas and Easter/Passover for the classroom rate of \$3.75 per student (minimum order: 10 copies) by Time Inc. Principal Office: Time & Life Building, 1271 Avenue of the Americas, New York, NY 10020-1395. Ann Moore, Chairman, CEO; Richard Atkinson, Treasurer; Robert E. McCarthy, Secretary. Periodical postage paid at New York, NY, and at additional mailing offices. © 2002 Time Inc. All rights reserved. Reproduction in whole or in part without written permission is prohibited. TIME FOR KIDS is a registered trademark of Time Inc. Subscriber: If the postal authorities alert us that your magazine is undeliverable, we have no further obligation unless we receive a corrected address within two years. POSTMASTER: Send address changes to TIME FOR KIDS, P.O. Box 30609, Tampa, FL 33630-0609. Subscription queries: 1-800-950-5966. Mailing list: We make a portion of our mailing list available to reputable firms. If you prefer that we not include your name, please call or write us at P.O. Box 60001, Tampa, FL 33630, or send us an e-mail at privacy@timecustomersvc.com.



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