

Arthropods

You're probably wondering, what exactly an arthropod is. You are like several, but just don't realize it! An arthropod is a type of creature that has no backbone. Examples of arthropods include spiders, crabs, centipedes, and insects. The best way to remember what an arthropod is, is to think of the word "arthro" which means joint, and "pod" which means foot. Arthropods actually make up 80% of the animals on Earth.

Physical Characteristics

Arthropods

Behaviors

Arthropods actually serve several purposes in helping our environment. Insects specifically spend much of their time pollinating plants while others also help contribute to humus or leaf litter.

When it comes to eating, most arthropods are scavengers. Marine arthropods may eat dead fish or other marine life.

Arthropods

Name:

- 6. What does the word appendages mean?
 - a. bandages
 - b. an animal's stomach
 - c. an animal's ears
 - d. projecting parts on an animal
- 7. What is the main idea of paragraph 6?
 - a. arthropods prefer certain plants
 - b. arthropods look for food at the bottom of the ocean
 - c.
 - d.

8. What evidence does the text provide to support the main idea?

- a.
- b.
- c.
- d.

9. Why is it important to know about arthropods?

- a.
- b.
- c.
- d.

10. What do you think about arthropods?

- a.
- b.
- c.
- d.

Name:

Physical Characteristics

Arthropods

Other Facts

Behaviors

Arthropods

Name:

- 1. Select the two sets of words or phrases from the paragraph that help the reader understand the meaning of the word molting.
 - a. arthropods grow larger
 - b. helps [them] shed their outer shell
 - c. in order to continue growing
 - d. unlike snakes who also shed
- 2. What evidence does the text provide to support the main idea?

Annotate the Text

1 Number the paragraphs

- Underline important statements

o Circle unknown words

? Question? Confusing?

This resource includes:

- Teacher Tips
- Questions to Ask Students
- Student Bookmarks:
 - Close Reading Steps
 - Annotate/Mark the Text
- Informational Text: Arthropods
- 10 Multiple Choice Questions
- 8 Graphic Organizers
- Answer Key

Arthropods

You're probably wondering, what exactly an arthropod is. You are likely familiar with several, but just don't realize it! An arthropod is a type of creature that does not have vertebrae. Examples of arthropods include spiders, crabs, centipedes, and insects. The best way to remember what an arthropod is, is to think of an animal with multiple legs. Arthropods actually make up 80% of the animal species on Earth.

Physical Characteristics

Arthropods are known by one specific characteristic: their legs. Arthropods have segmented bodies. Each segment has a pair of appendages. These appendages generally contain at least 6 jointed legs each, while the number of legs varies greatly from species to species. For example, ants have 6 legs, spiders have 8, and centipedes can have up to 300 legs. With three times or more the number of legs as humans, it's no wonder that arthropods can move around quickly and easily.

With their many legs, arthropods make up the majority of the animal species on Earth. They live in many different types of habitats.

Arthropods

Name: _____

- Select the two sets of words or phrases from the paragraph that help the reader understand the meaning of the word molting.
 - arthropods grow larger
 - helps [them] shed their outer shell
 - in order to continue growing
 - unlike snakes who also shed
- What evidence does NOT support the author's idea that arthropods are many different sizes?
 - Stygotantulus Stocki is only .0037 inches long
 - in order to continue growing, arthropods go through the process of molting
 - Jaekelopterus Rhenaniae is about 8 feet long
 - arthropods can be tiny, huge, or somewhere in between
- Where in the text does the author show evidence to support that arthropods use their legs for many purposes?
 - Paragraph 4
 - Paragraph 5
 - Paragraph 6
 - Paragraph 7
- In which TWO ways do arthropods differ from other animals?

Name: _____

Physical Characteristics

Arthropods

Behaviors

10 Multiple Choice Questions

Close Reading

Close Reading: A reading strategy that is used to comprehend and analyze a text closely. Students will typically read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.

Steps for Close Reading:

1. Read the Text
2. Mark Up the Text or Annotate the Text
3. Read the Text Again
4. Define Unknown Words
5. Read the Text Again
6. Respond to Reading

Includes:

- Teacher Tips
- Questions to Ask Students
- Close Reading Steps - Bookmark
 - Version with "Mark the text"
 - Version with "Annotate the text"
- Steps to "Mark the Text" Bookmark
- Steps to "Annotate the Text" Bookmark
- Informational Text: The
- 10 Multiple Choice Questions
- 7 Graphic Organizers

Teacher Tips & Suggestions

Questions to Ask Students

- What is the text mostly about?
- Who is the audience for this text?
- What's is the writer's purpose of this text?
- What's your favorite part of the passage?
- What words are new to you? What do you think the words mean?
- What detail stands out to you?
- What questions do you now have about the topic?
- If you can ask the author 2 questions, what would you ask them?
- In this paragraph, what is the author saying?
- What is the structure of the text? How does it help

Teacher Tips

Close reading: A reading strategy that is used to comprehend and analyze a text closely. Students will typically read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.

1. Read the Text: When students read the text for the first time, they are reading just to identify what the passage is mostly about. The first read is surface level and allows the students to understand the gist of the text.
2. Mark Up the Text or Annotate the Text: Encourage students to use their annotation bookmarks (provided below) to make notes directly on the text. Students can write in the margins, use sticky notes to make notes, use color coding. You can even slip the text inside a dry-erase pocket and encourage students to use dry-erase markers to mark up the text.
3. Read the Text Again: If the teacher is working with the students for this, the teacher can read the text aloud this time. Model think-alouds and use expression while you read. If students are working with partners in a station, encourage them to each read a paragraph then switch readers.
4. Define Unknown Words: During this step, invite students to circle any unknown or unfamiliar words. Use the provided graphic organizer to select 4-5 unknown words and work to identify the meaning of each word.
5. Read the Text Again: With this third time reading the text, encourage the students to read the passage independently.
6. Respond to Reading: Students will now use the text to answer the 10

Graphic Organizers

- Main Ideas with Text Evidence
- Central Ideas with Text Evidence
- Central Ideas with Details
- Main Idea, Details, Conclusion
- KWL: What I Know, What I Want to Know, What I Learned
- Overview: Topic, Author's Purpose, Key Vocabulary, Most Important Thing, I Wonder, Important Facts, Illustration
- Context Clues (3 Versions: 3 words, 4 words, 5 words)
- Arthropods

Name: _____

Unknown Word

Context Clue

Word Meaning

Name: _____

What I Know

What I Want to Know

What I Learned

Name: _____

Topic

Author's Purpose

Key Vocabulary

Most Important Thing

I Wonder...

Important Facts

Illustration

Graphic
Organizers

Ideas for Use

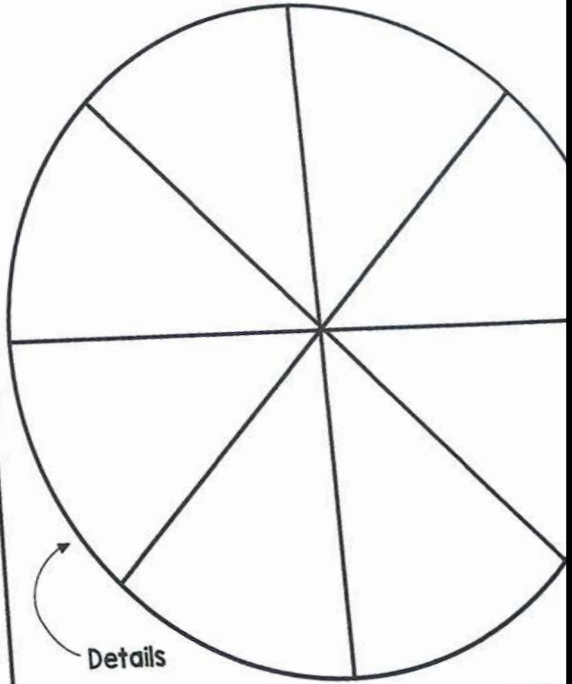


- Whole Group Instruction
- Partner Practice
- Guided Reading Groups
- Substitute Plans
- Send home to practice
- ELA Work Stations or Centers
- Assessment

Unknown Word	Context Clue

Name: _____

Central Idea



Details

Name: _____

Main Ideas

1

2

3

Text Evidence #1

Text Evidence #2

Text Evidence #3

Name: _____

Main Idea

Detail

Detail

Detail

Graphic Organizers

Purchase now to
connect science
and literacy
in your
classroom!