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# Don't teach! Let me learn!

*Don't teach! Let me learn!* is a series of multi-disciplinary units of instruction capitalising on student interest and spotlighting necessary skill development. These units are intended to extend and enrich the school curriculum by broadening the topics and providing experiences to help students become more skillful in interpretation of materials, application of independent study skills and stimulation of creative thinking.

Activities in unit packs may be used as a supplement to the regular curriculum. Each unit may be used as a total classroom study or with individual students exhibiting a special interest. Portions of the unit or single activities may be selected to enrich a specific lesson or to extend the work of a single student or group. Likewise, the entire unit may be used for a specialised, intense study on an independent basis.

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## To the teacher

*Don't teach! let me learn!* was developed by practising educators to provide a vehicle for reaching and motivating the middle-years student. Each unit allows the student a wide variety of ways to learn and may be used in total or in part as needed to supplement the regular school curriculum.

The level of difficulty of each individual activity, based on Bloom's Taxonomy of Cognitive Thinking, is indicated on the matrix chart at the start of every unit and on each individual activity card. Activities are also classified by subject area. See the Bloom's Taxonomy objective key on the following page to gain a clear understanding of the activity levels. This will aide you in making choices consistent with your goals and objectives.

Also included for your use are suggestions for record keeping. Student logs allow students to keep records of their progress and provide a means for you to evaluate or assess their progress.

Each unit of study contains many activity choices providing stimulation and variation for your students. Activity titles and objectives are identified. Activity language is directed to the student. Activities are complete rather than dependent upon one another, therefore, they may be used to meet your classroom needs.

# Bloom's Taxonomy objective key

- |                                   |                                     |                                |
|-----------------------------------|-------------------------------------|--------------------------------|
| <input type="radio"/> Remembering | <input type="radio"/> Understanding | <input type="radio"/> Applying |
| <input type="radio"/> Analysing   | <input type="radio"/> Evaluating    | <input type="radio"/> Creating |

Level	Goals	Activity design
Remembering	Ability to recall facts, concepts or principles.	List, recognise, label, locate, describe, define, observe.
Understanding	Ability to translate or interpret information. A grasp of meaning, intent and relationship is demonstrated in oral, written or non-verbal communication.	Explain, demonstrate, show, paraphrase, experiment, discover, illustrate, infer, predict.
Applying	Ability to apply previously acquired knowledge or information to a new or concrete situation.	Organise, collect, summarise, order, record, classify, model, construct, relate, generalise, transfer, code, draw, reconstruct.
Analysing	Ability to break down material into its components so that organisational structure may be understood.	Take away, put together, formulate, deduce, compare, contrast, combine, solve, discriminate, take apart, fill.
Evaluating	Ability to make judgments based on evidence and determine the value of material based on definite criteria.	Appraise, interpret, judge, validate, justify, criticise, assess, decide, defend, rate.
Creating	Ability to analyse the parts and put them together to form a new whole.	Create, imagine, suppose, predict, assume, translate, hypothesise, design, derive.

## 1. Arthropoda

There are four insect-like creatures which belong to the arachnids. Name them.

- |                                    |                         |                          |
|------------------------------------|-------------------------|--------------------------|
| <input checked="" type="radio"/> R | <input type="radio"/> U | <input type="radio"/> Ap |
| <input type="radio"/> An           | <input type="radio"/> E | <input type="radio"/> C  |

## 2. Physical beauty

Draw the body parts of each of the four creatures that belong to the arachnids.

- |                                    |                                    |                          |
|------------------------------------|------------------------------------|--------------------------|
| <input checked="" type="radio"/> R | <input checked="" type="radio"/> U | <input type="radio"/> Ap |
| <input type="radio"/> An           | <input type="radio"/> E            | <input type="radio"/> C  |

## 3. Not insects!

Discover the differences between the arachnids and insects. Show the differences in chart form.

- |                                     |                                    |                                    |
|-------------------------------------|------------------------------------|------------------------------------|
| <input type="radio"/> R             | <input checked="" type="radio"/> U | <input type="radio"/> Ap           |
| <input checked="" type="radio"/> An | <input type="radio"/> E            | <input checked="" type="radio"/> C |

## 4. The eyes have it

Arachnids have very distinctive eyes. They are called 'simple eyes'. Insects have compound eyes. Explain and illustrate the difference.

- |                                    |                                    |                          |
|------------------------------------|------------------------------------|--------------------------|
| <input checked="" type="radio"/> R | <input checked="" type="radio"/> U | <input type="radio"/> Ap |
| <input type="radio"/> An           | <input type="radio"/> E            | <input type="radio"/> C  |

## 5. Spider family

Spiders make up the largest group of the arachnids. How many can you name?

- |                                    |                                    |                          |
|------------------------------------|------------------------------------|--------------------------|
| <input checked="" type="radio"/> R | <input checked="" type="radio"/> U | <input type="radio"/> Ap |
| <input type="radio"/> An           | <input type="radio"/> E            | <input type="radio"/> C  |

## 6. Sky divers

Make a mobile to hang from your classroom ceiling containing various types of spiders.

- |                          |                         |                                    |
|--------------------------|-------------------------|------------------------------------|
| <input type="radio"/> R  | <input type="radio"/> U | <input type="radio"/> Ap           |
| <input type="radio"/> An | <input type="radio"/> E | <input checked="" type="radio"/> C |

## 7. Before time

Spiders were on earth at least 250 million years ago! Winged insects did not appear until 100 million years later. Research the evolution of spiders and create a timeline. Compare the evolution of spiders with a selection of other creatures as well as the evolution of the human race.

- |                                     |                                    |                                     |
|-------------------------------------|------------------------------------|-------------------------------------|
| <input checked="" type="radio"/> R  | <input checked="" type="radio"/> U | <input checked="" type="radio"/> Ap |
| <input checked="" type="radio"/> An | <input type="radio"/> E            | <input type="radio"/> C             |

## 8. What's for lunch?

Research the eating habits of three different sorts of spiders. Where do these spiders live? What do they eat? What predatory tactics do they have? Prepare a chart, complete with illustrations and written information, to add to class displays.

- |                                    |                                    |                                     |
|------------------------------------|------------------------------------|-------------------------------------|
| <input checked="" type="radio"/> R | <input checked="" type="radio"/> U | <input checked="" type="radio"/> Ap |
| <input type="radio"/> An           | <input type="radio"/> E            | <input type="radio"/> C             |

## 9. Population distribution

Spiders are said to consume 270,000 tonnes of insects in the British Isles every year! If spiders were destroyed, what would this mean for the human population? Find data which outlines spider/insect populations in various parts of Australia.

- |                                     |                                    |                          |
|-------------------------------------|------------------------------------|--------------------------|
| <input checked="" type="radio"/> R  | <input checked="" type="radio"/> U | <input type="radio"/> Ap |
| <input checked="" type="radio"/> An | <input type="radio"/> E            | <input type="radio"/> C  |

## 10. Webbing

Have you ever looked closely at spider web designs? There are many different kinds. Read about them. Draw and label the different types of webs which spiders weave. You might use black paper and white ink or chalk.

- |                                    |                                    |                          |
|------------------------------------|------------------------------------|--------------------------|
| <input checked="" type="radio"/> R | <input checked="" type="radio"/> U | <input type="radio"/> Ap |
| <input type="radio"/> An           | <input type="radio"/> E            | <input type="radio"/> C  |