



LUNARA PROJECTS

Halloween Critter *Field Guide*

A bat, a spider, a moth, and an owl

Body parts and the jobs they do



Your Field Guide



READ, LABEL, THEN EXPLORE

How do these animals' bodies help them live? Start with page 3, then follow each four-page critter section. Study the named labels before trying the word-bank page. You may look back whenever you need to.

Contents



3	Start Looking Closely
4-7	Bat: wing map, labels, hand tracing, echoes
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20	Compare the Critters
21	My Critter Field Note



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Ways to answer



Write, draw, point, tell an adult, or ask an adult to write your words. Take a break after any critter section. Use the pictures in this packet; no live animal is needed.

Start Looking Closely

BODY PARTS AND THE JOBS THEY DO

You may spot these animals in Halloween decorations. Here, we will look at their real bodies. A body part is a structure, such as a wing or a leg. Its function is what it does.

Four animal groups



BAT · MAMMAL

Mammals have hair or fur. Mothers make milk for their young.



OWL · BIRD

Birds have feathers. This owl has wings, a bill, and two legs.



MOTH · INSECT

An adult insect has six legs and three main body regions: head, thorax, and abdomen.



SPIDER · ARACHNID

A spider has eight walking legs and two main body regions. It is an arachnid, not an insect.

Your route

Read each animal page, study its diagram, and try the task. Then compare the four animals and make a field note. You can write, draw, tell an adult, or use a mix.

Use these printed pictures for the activities. No live animal is needed. If you observe outdoors later, stay with an adult and watch without handling wildlife.

A Bat's Wing



MAMMAL • READ THE NAMED LABELS

A bat is a mammal. It has fur, and mothers feed milk to its young. Its front limbs form wings; it has two hind legs.

Long finger bones support the wing membrane, a thin sheet of skin. The short thumb is free of the main membrane.



Simplified bat; not to scale.

Study before you label

Find the short thumb near the wrist. Follow one long finger bone through the wing. Look at the broad membrane between the fingers. These parts work together to support the wing.

Use this labeled map to help with page 5. Your hand tracing is on page 6.

Bat Wing Practice



USE THE LABELED MAP ON PAGE 4

Write a word from the bank beside each number. You may look back at page 4.

Word bank: thumb · finger bones · membrane



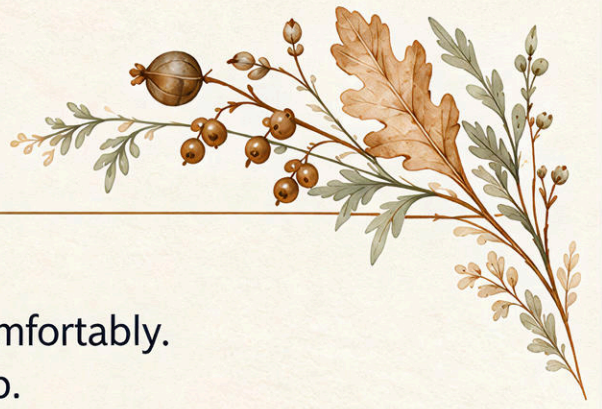
Simplified bat; not to scale.

- 1: _____
- 2: _____
- 3: _____

After your hand tracing

Trace your hand on page 6. Circle your thumb there and the short thumb on this bat. Name one difference between your hand and the bat wing.

Trace Your Hand



A HAND BESIDE A BAT WING

Lay one hand here and spread your fingers comfortably.
Trace around it with a pencil. An adult can help.
Circle your thumb, then compare with the bat on page 4.
Then go back to page 5 and write one difference.

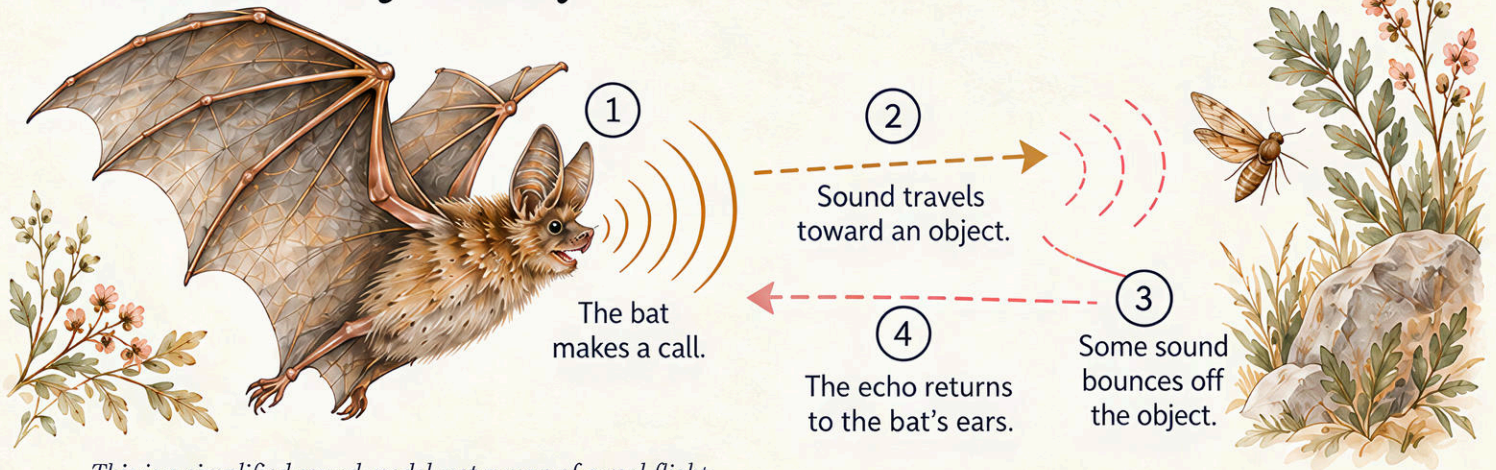
A Bat Follows Echoes



SOUND GOES OUT AND RETURNS

Many bats use echolocation to find their way and locate insects. They make calls and listen for echoes. An echo is sound that returns after bouncing off something. Bats can see too.

Follow the journey



This is a simplified sound model, not a map of a real flight.

Put the events in order

Write 1–4. Start with the bat's call.

- _____ Echo reaches the ears.
- _____ Bat makes a call.
- _____ Sound bounces off an object.
- _____ Sound travels toward the object.

Which can an echo help a bat locate?

Circle one.



a nearby insect



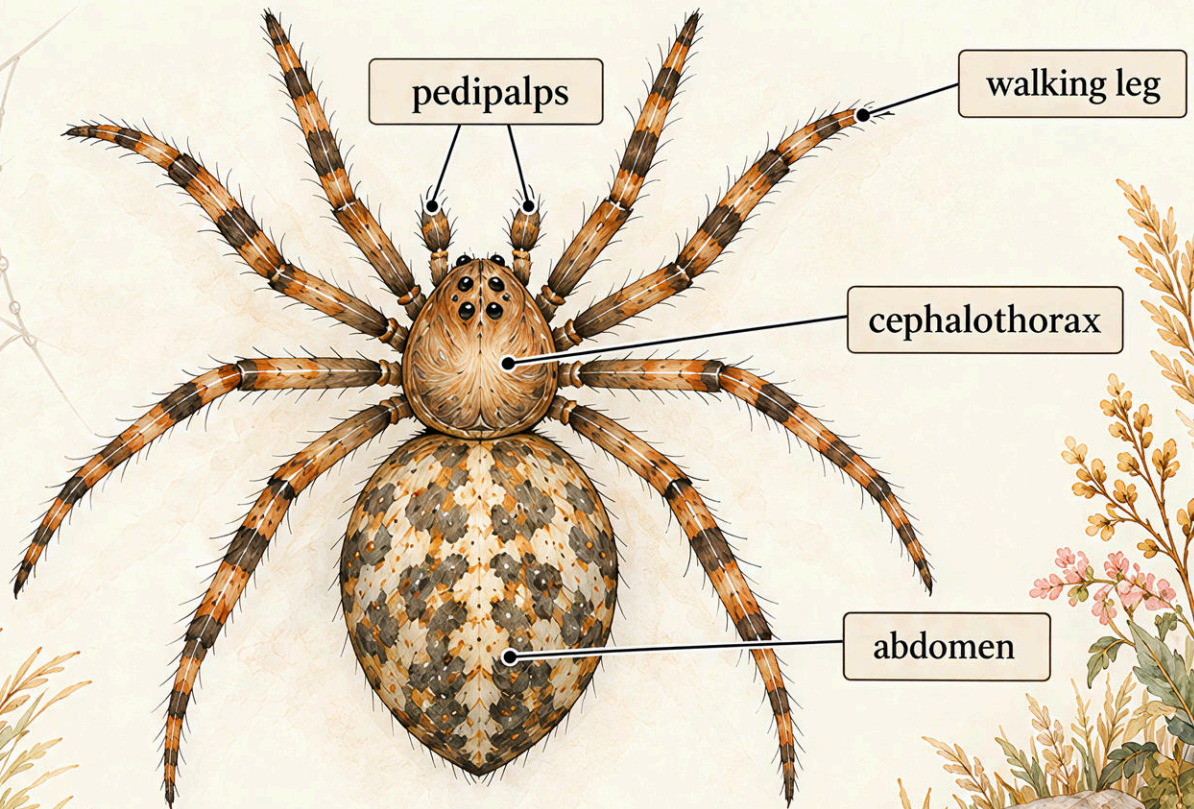
the insect's color

Tell how the bat's ears help it use the echo.

Meet a Spider

ARACHNID • READ THE NAMED LABELS

A spider is an arachnid. Its front body region is the cephalothorax (sef-uh-loh-THOR-aks): a joined head and thorax. Its back region is the abdomen. A protective outer skeleton is called an exoskeleton.



Simplified spider, viewed from above; not to scale.

Look closely

All eight walking legs attach to the cephalothorax: four on each side. They help the spider move. The two shorter parts near the mouth are pedipalps; they help handle food. They are not extra walking legs.

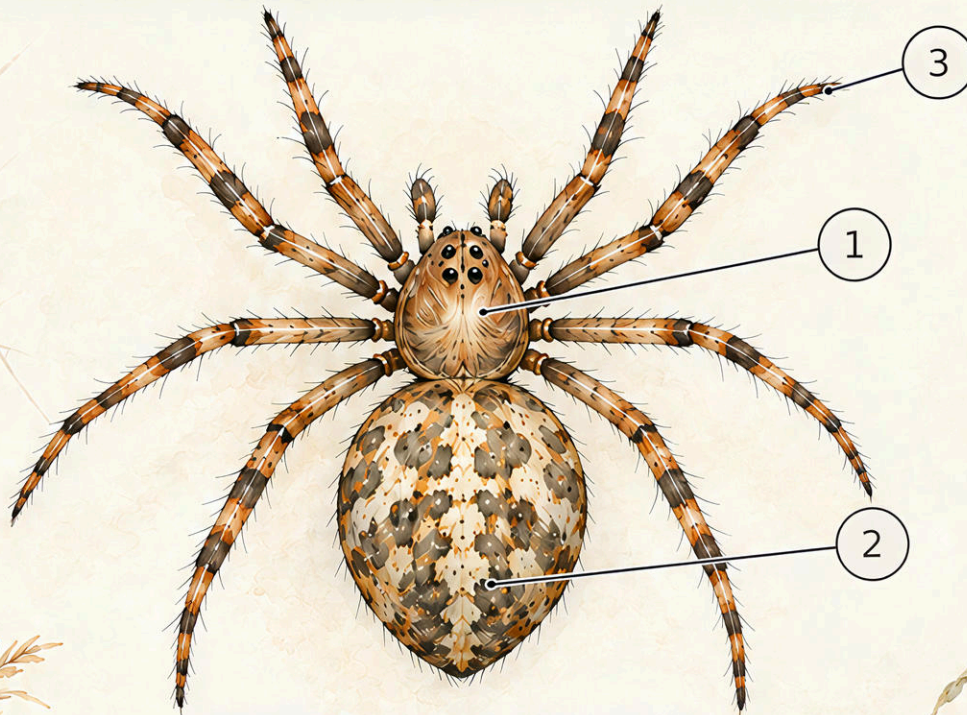
Find each named part before trying page 9. The two main body regions are the cephalothorax and abdomen.

Spider Body Practice

USE THE LABELED MAP ON PAGE 8

Write a word from the bank beside each number. You may look back at page 8.

Word bank: cephalothorax · abdomen · walking leg



Simplified spider, viewed from above; not to scale.

- 1: _____
2: _____
3: _____

Count only the walking legs

Left side: _____ Right side: _____ Total: _____

The short pedipalps near the mouth do not belong in that count.

Would a spider belong in the insect group? Give one body clue.

What Can Silk Do?

SPIDER SILK HAS MORE THAN ONE JOB

Spiders make silk and release it through spinnerets on the abdomen. Some spiders build prey-catching webs. Silk can also form an egg sac or a safety line called a dragline. A spider does not need a round catching web to use silk.



Three jobs

- A • Catch prey: a web can hold an insect.
- B • Protect eggs: a silk sac surrounds the eggs.
- C • Make a safety line: a dragline stays attached as a spider moves or drops.

Match each scene to a job

Write A, B, or C. Use the reading as your evidence.

- _____ A fly is caught in an orb web.
- _____ Eggs rest inside a silk sac.
- _____ A spider drops from a leaf while attached to a silk thread.

Choose one scene. Explain how the silk helps the spider.

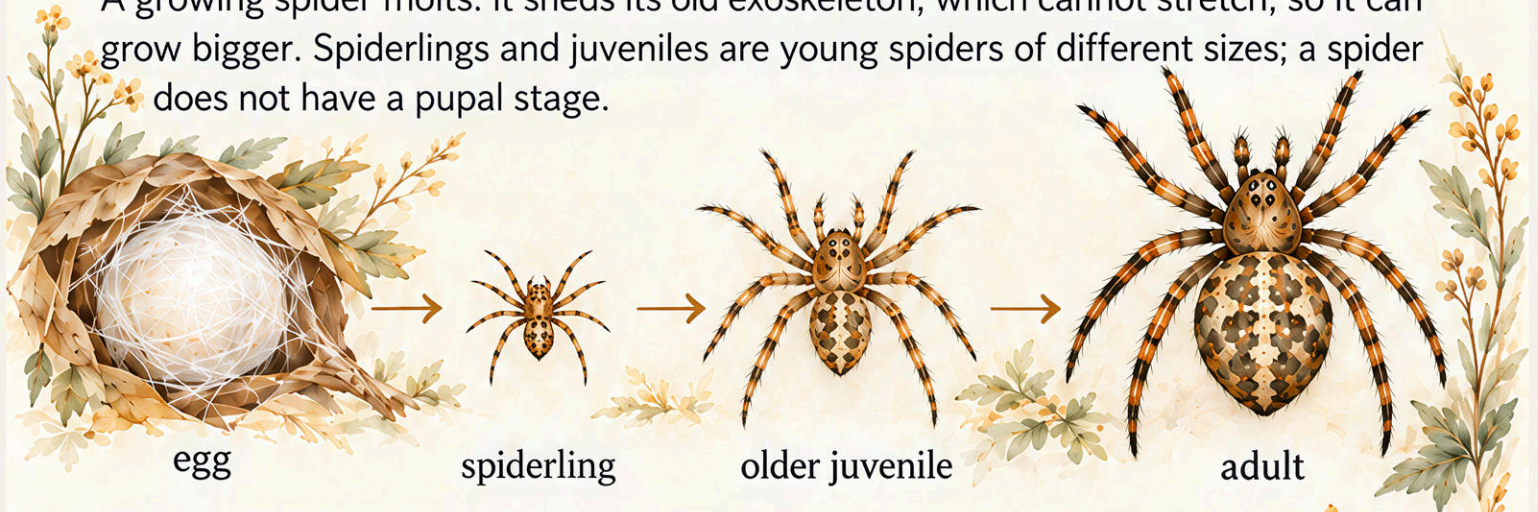
Not every spider builds a web to catch food. The scenes are simplified examples.

A Spider Grows

EGG • SPIDERLING • OLDER JUVENILE • ADULT

A spider begins as an egg. A spiderling is a newly hatched, very young spider. It molts as it grows into an older juvenile, then eventually becomes an adult. Adult females can lay eggs, often enclosed in silk.

A growing spider molts: it sheds its old exoskeleton, which cannot stretch, so it can grow bigger. Spiderlings and juveniles are young spiders of different sizes; a spider does not have a pupal stage.



Read the sequence

egg → spiderling → older juvenile → adult

Put the stages in order

Write 1–4. Start with the egg.

_____ Adult

_____ Older juvenile

_____ Egg

_____ Spiderling

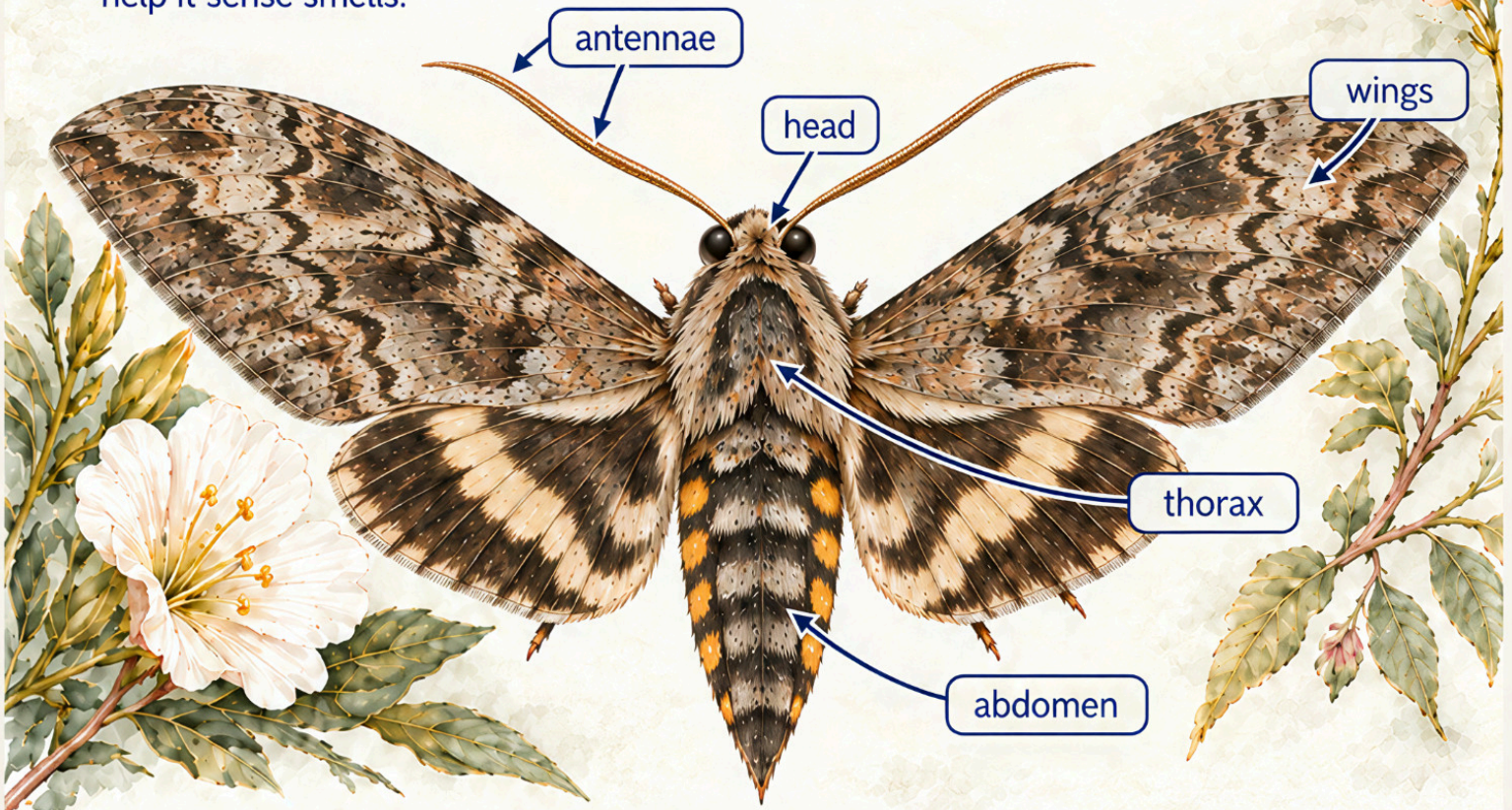
Which comes just after the egg? _____

Why does a growing spider molt? Use the reading to help.

Moth Body Map

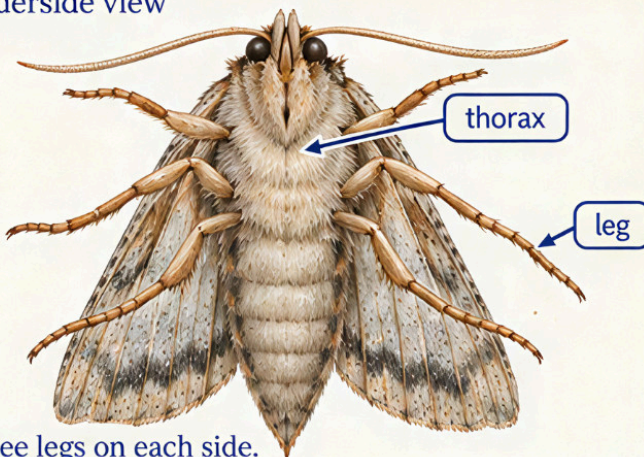
INSECT • ADULT CAROLINA SPHINX MOTH

A moth is an insect with an exoskeleton. Its head is the front region, its thorax is the middle region, and its abdomen is the back region. Two antennae grow from the head. All six legs and four wings attach to the thorax. The wings help it fly; the antennae help it sense smells.



Top view; simplified and not to scale. The wings hide much of the legs.

Underside view



Three legs on each side.
Simplified; not to scale.

A second view for counting

The underside view shows where all six legs attach. Find three on each side.

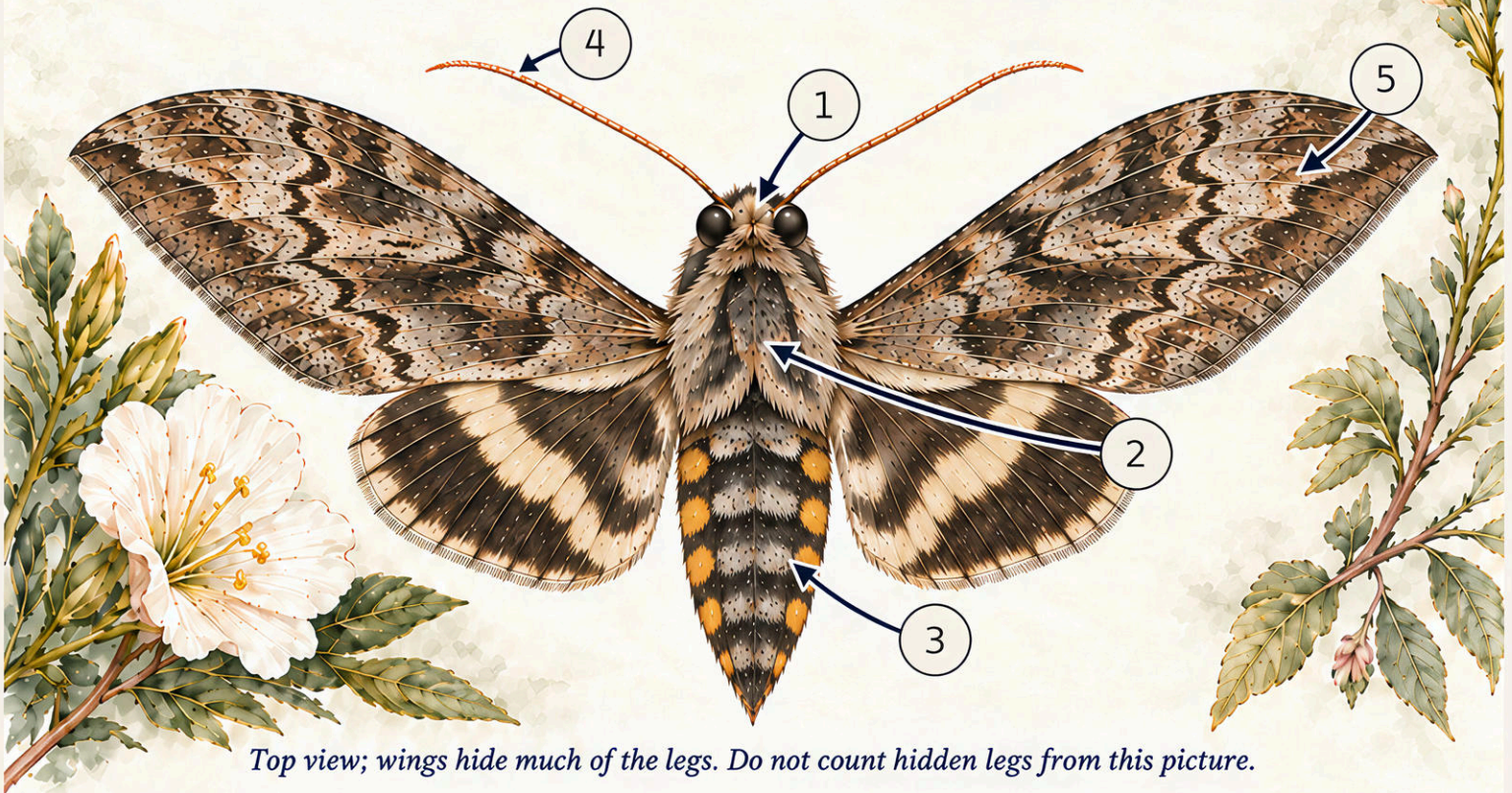
Use this labeled page before trying page 13.

Moth Body Practice

USE THE LABELED MAP ON PAGE 12

Write a word from the bank beside each number. You may look back at page 12.

Word bank: head · thorax · abdomen · antennae · wings



Top view; wings hide much of the legs. Do not count hidden legs from this picture.

1: _____

2: _____

3: _____

4: _____

5: _____

Count with the teaching page

Count legs with the underside view on page 12.

Legs: _____ Wings: _____ Antennae: _____

Where do all six legs attach? Circle one.

head

thorax

abdomen

Smell, Fly, and Sip

THREE PARTS • THREE DIFFERENT JOBS

A Carolina sphinx moth can sense flower smells with its antennae. Its wings help it reach flowers. It drinks nectar, a sugary liquid, through a long tube-like mouthpart called a proboscis (proh-BOSS-iss).



Learn the parts first

antennae • sense smells

wings • help with flight

proboscis • drinks nectar

The proboscis grows from the head and can curl when it is not in use.

Match a part to its job

Word bank: antennae • wings • proboscis

Sense a flower's smell: _____

Fly toward the flower: _____

Drink nectar: _____

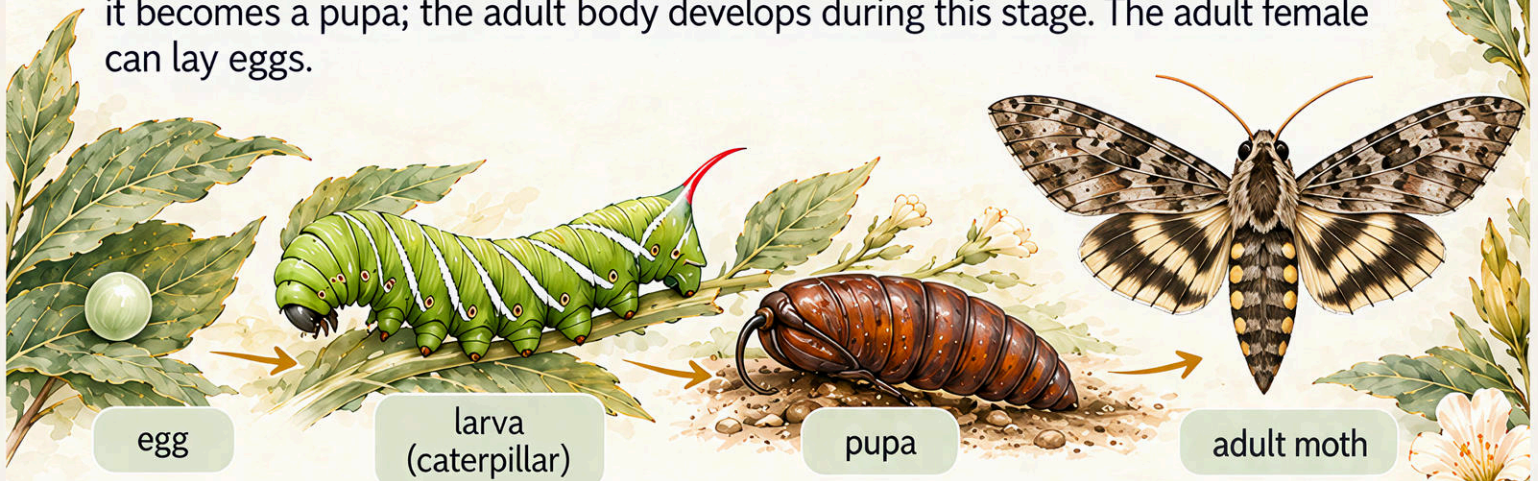
Why would wings alone not do every job needed at a flower? Use two parts in your answer.

From Egg to Moth

THE CAROLINA SPHINX LIFE CYCLE

This moth changes form as it grows. Its four main stages are egg, larva (caterpillar), pupa, and adult moth. These changes are called complete metamorphosis.

The caterpillar is also called a tobacco hornworm. It eats leaves and grows. Later it becomes a pupa; the adult body develops during this stage. The adult female can lay eggs.



Read the sequence

egg → larva → pupa → adult moth

Put the stages in order

Write 1–4. Start with the egg.

_____	Pupa
_____	Adult moth
_____	Egg
_____	Larva (caterpillar)

Which stage comes between the larva and adult? _____

Name one visible difference between the caterpillar and adult moth.

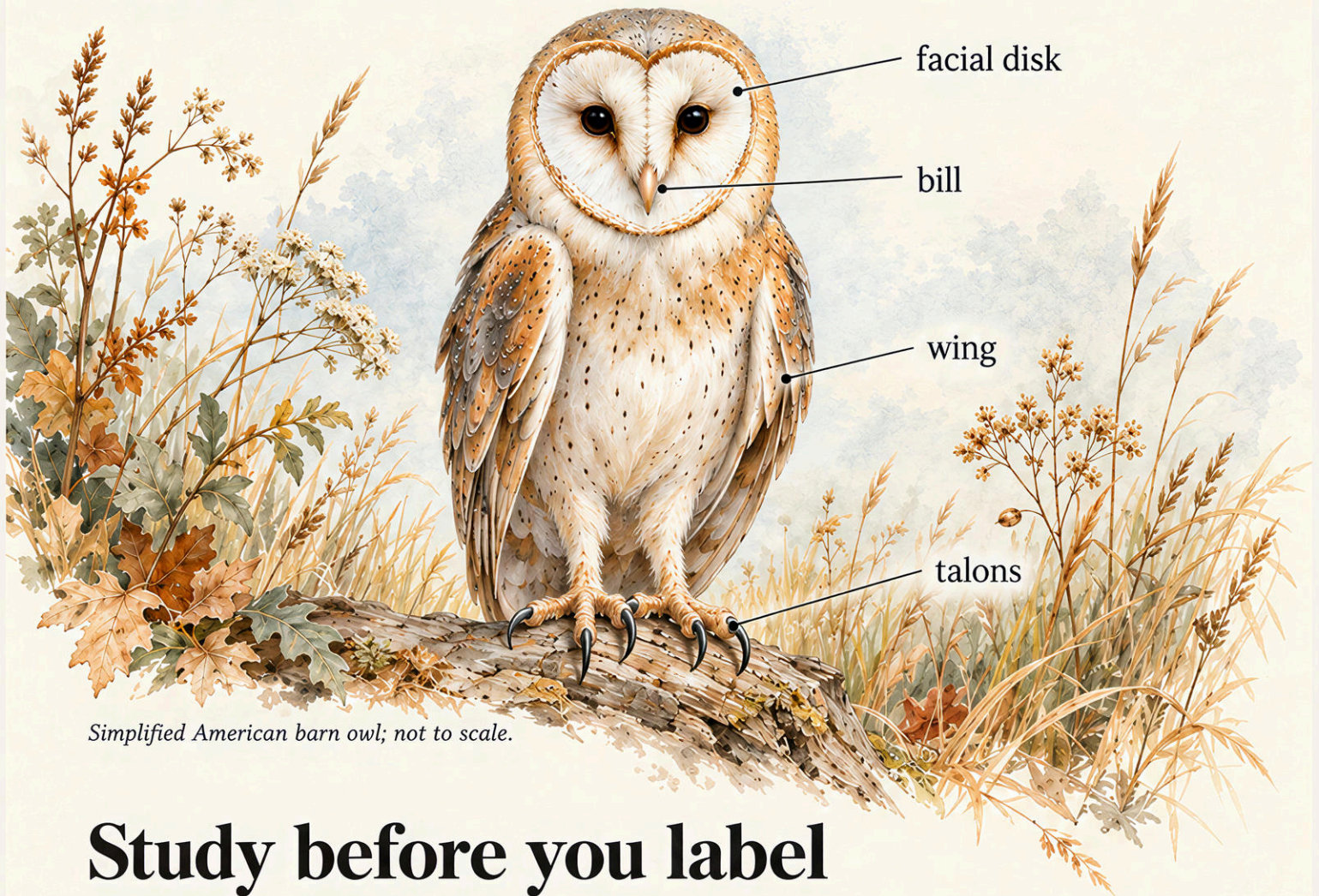


An Owl's Features

BIRD • AMERICAN BARN OWL

An American barn owl has feathers, two wings, a curved bill, and two legs. The sharp claws on its toes are talons; they help it grip prey.

The heart-shaped area of arranged feathers around its face is a facial disk. It helps guide sound toward the ears, which detect sound. The ear openings are hidden under feathers.



Simplified American barn owl; not to scale.

Study before you label

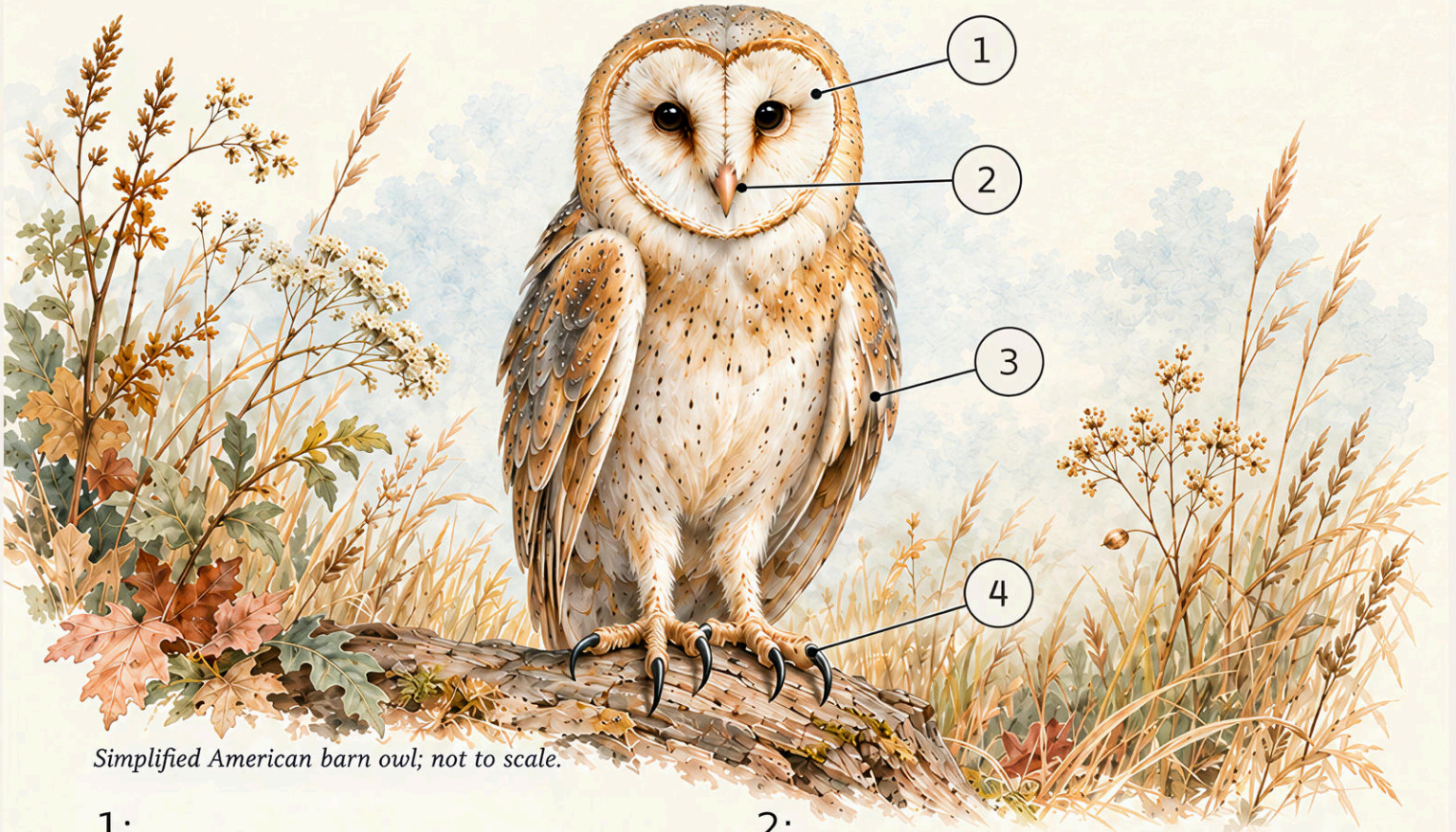
Find each named feature. The labeled wing is folded against the body. This owl has no ear tufts. Use this map before page 17.

Owl Feature Practice

USE THE LABELED MAP ON PAGE 16

Write a word from the bank beside each number. You may look back at page 16.

Word bank: facial disk · bill · wing · talons



Simplified American barn owl; not to scale.

1: _____

2: _____

3: _____

4: _____

Choose a helpful feature

Circle the feature that guides sound toward the ears.

wing

facial disk

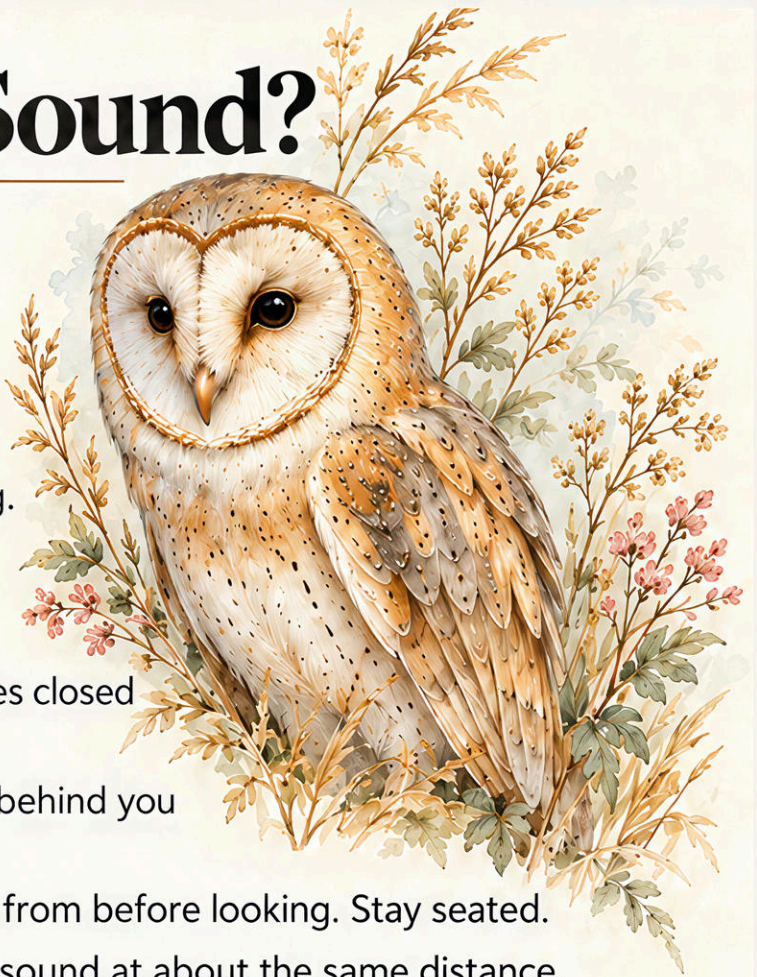
talons

Which feature helps the owl grip a mouse? Name it and tell what it does.

Where Is the Sound?

A LISTENING EXPLORATION

A barn owl uses hearing to help locate prey. Its facial disk helps guide sound toward its ears. You can explore sound direction with your own ears. Your results will not measure an owl's hearing.



Try it with an adult

- 1 • Sit still in a clear space. Keep your eyes closed if comfortable, or look straight ahead.
- 2 • An adult stands to your left, right, or behind you and gently rubs a piece of paper.
- 3 • Tell where you think the sound came from before looking. Stay seated.
- 4 • Do three trials, using the same quiet sound at about the same distance.

Record what happened

Trial	My guess	Actual direction
1		
2		
3		

What helped you decide? Tell an adult or write your idea.



Solo option: Use the owl reading on page 16. Explain how the ears and facial disk work together instead of doing the trial.

An Owl in a Food Chain

FOOD → THE ANIMAL THAT EATS IT

American barn owls eat mostly small mammals, including mice and voles. A food chain shows one path that food energy can follow. Its arrows point from the food toward the animal that eats it.

A practice example

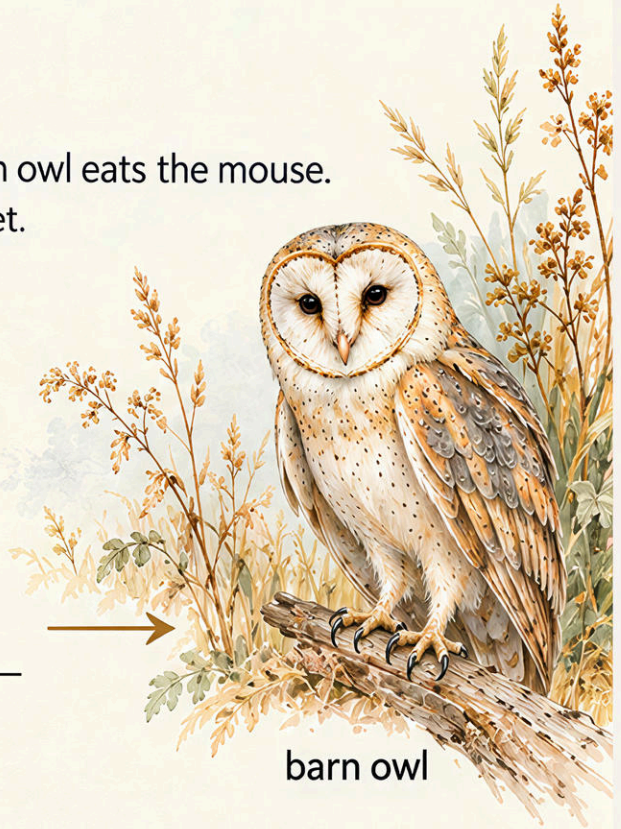
In this example, a mouse eats grass seeds. A barn owl eats the mouse. This is one possible chain, not the owl's entire diet.

Finish the chain

Draw or write the missing animal.



grass seeds



barn owl

Circle two foods named in the owl reading.

mouse

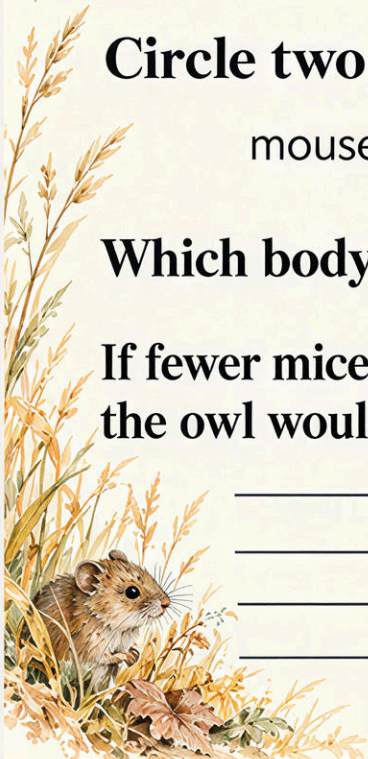
leaf

vole

acorn

Which body part helps the owl grip its prey? _____

If fewer mice were available, could this chain alone tell you whether the owl would find enough food? Explain your thinking.



Compare the Critters

USE THE ANIMAL PAGES AS YOUR EVIDENCE

Look back at pages 3–19. Fill the chart with a group, a body covering, and the number of legs for each animal. Wings are counted separately from legs.

Animal	Group	Covering	Legs
 Bat	_____	_____	_____
 Spider	_____	_____	_____
 Adult moth	_____	_____	_____
 Barn owl	_____	_____	_____

Which three animals have wings?

Circle: bat spider adult moth barn owl

A bat and an owl can both fly. Why do they belong to different animal groups? Use their body coverings as clues.

My Critter Field Note

CHOOSE ONE REAL ANIMAL FROM THIS PACKET

Choose the bat, spider, moth, or owl. Use its labeled body map to draw one body part carefully. Add a label. Your drawing can show just that part or the whole animal.

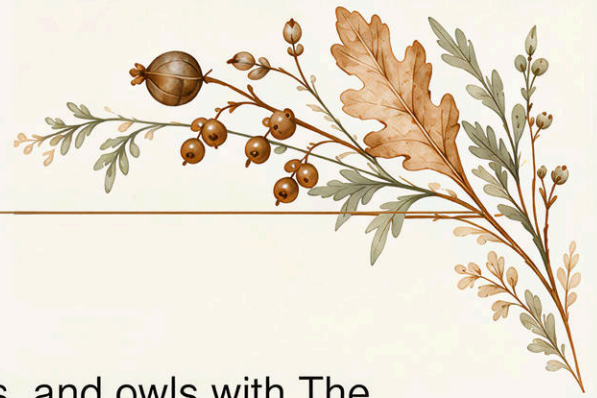
My animal: _____



The body part and its job

Name the part. Explain how it helps your animal move, sense something, eat, or protect its body. Use a detail you learned.

Thank You



HALLOWEEN CRITTER FIELD GUIDE

Thank you for exploring bats, spiders, moths, and owls with The Lunara Edit. Keep your labeled body maps nearby when you revisit a favorite critter.

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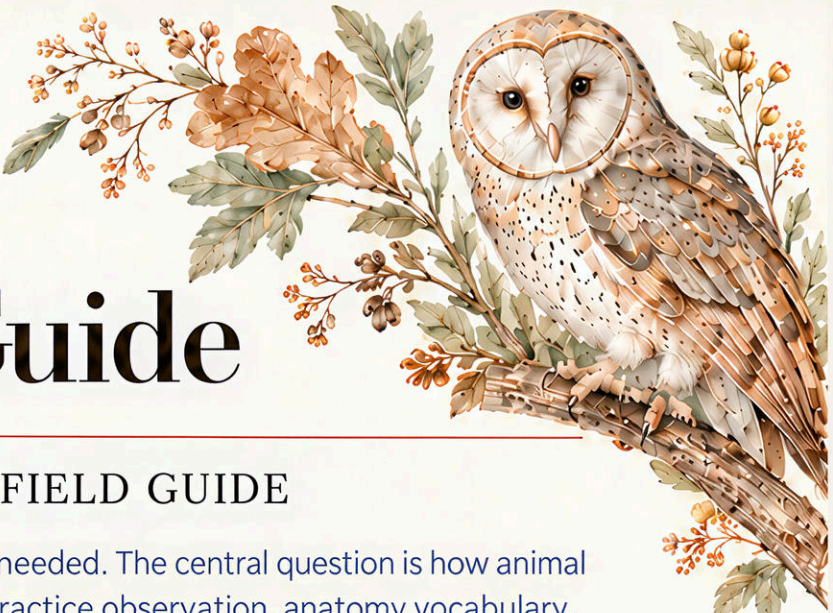
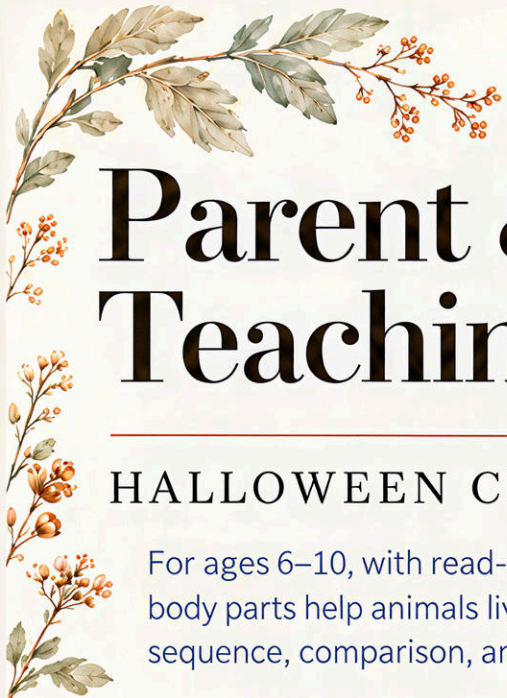
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Parent & Teaching Guide

HALLOWEEN CRITTER FIELD GUIDE

For ages 6–10, with read-aloud help as needed. The central question is how animal body parts help animals live. Learners practice observation, anatomy vocabulary, sequence, comparison, and evidence-based explanation.

Files and preparation

Learner packet: 22 US Letter pages. This guide: 10 US Letter pages. Print learner pages 2–21; the cover is optional. Keep answers in this guide separate. Use actual-size printing and check printer margins.

Supplies: pencil; colored pencils optional. The owl listening activity needs an adult and one piece of paper, or the printed solo alternative. No internet, cutting, live animals, or overnight preparation is required.

Teach before practice

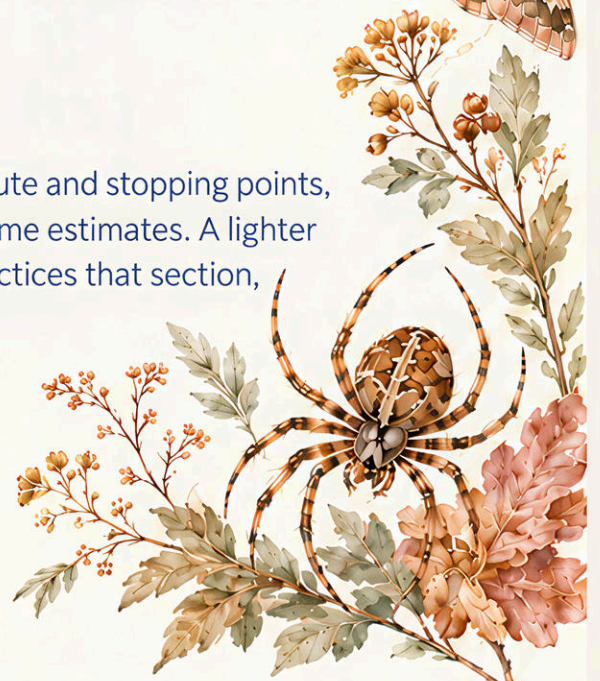
Each critter has four pages: a named anatomy map, word-bank practice, and two explorations. Read and point to labels before labeling. Learners may look back. Accept pointing, oral answers, drawing, or adult scribing.

Flexible use

Pause after any activity or section. Guide page 2 offers a route and stopping points. Use the route as flexible stopping points rather than fixed time estimates. A lighter route is one complete critter section plus a field note. It practices that section, not the full four-animal comparison.

Guide contents

- 2 · Route and support
- 3 · Bat answers 4 · Spider answers
- 5 · Moth answers 6 · Owl answers
- 7 · Comparison and field note
- 8–9 · Sources and diagram notes
- 10 · Closing & use license



Route & Support

FOUR BALANCED CRITTER SECTIONS

Use the printed page ranges below. Use the route as flexible stopping points rather than fixed time estimates. Pause sooner when needed; there are no required waiting periods.

Session	Learner pages	Work and stopping point
Start	2–3	Read contents and animal-group definitions.
Bat	4–7	Study labels; practice; trace a hand; follow echoes. Stop after echoes.
Spider	8–11	Study labels; practice; match silk jobs; sequence growth. Stop after growth.
Moth	12–15	Study top-view map and leg inset; practice; match feeding parts; sequence life stages. Stop after life cycle.
Owl	16–19	Study labels; practice; explore listening; complete food chain. Stop after food chain.
Finish	20–21	Compare four critters; draw, label, and explain a part.

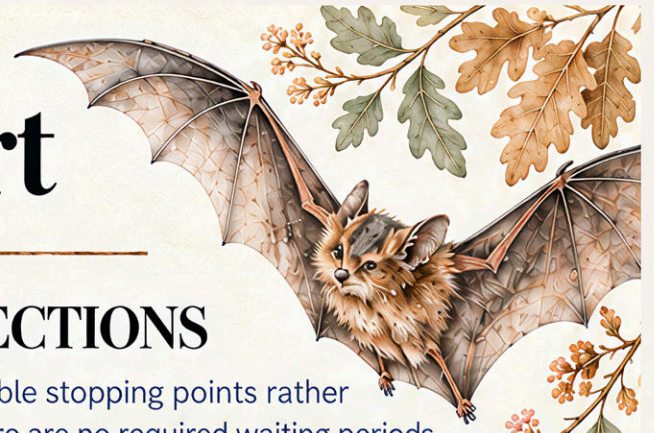
Adult role and setup

Read unfamiliar words aloud and have the learner point before labeling. Help trace on page 6 if needed. For page 18, prepare one paper scrap and three directions; record the actual direction after each guess. Use the same gentle sound and similar distance. The solo route needs no partner.

Support reasoning

Ask which label, sentence, or diagram gives a clue. For moth legs, use the underside view on page 12. Offer a pointing count and scribe longer words.

Lighter route: Choose one complete four-page critter section and learner page 21. Save the four-animal comparison until all four sections have been studied.



Bat Answers

LEARNER PAGES 4–7

Page 4 teaches named structures before page 5. Trace the short thumb, a long finger bone, and the membrane with a pointing finger. The wing is a modified front limb; it is not a bird wing.

Page 5 • Labels and comparison

1 = thumb; 2 = finger bones; 3 = membrane. Accept the bank's exact terms or an unambiguous spoken response. The membrane is the broad skin surface, not a bone.

After tracing page 6, circle the learner's thumb and the bat's short free thumb. Accept a comparison such as longer bat fingers or skin stretched between its long fingers. A tracing compares outer form; it does not model flight. Four lines are available, but one supported difference is enough.

Page 6 • Hand tracing

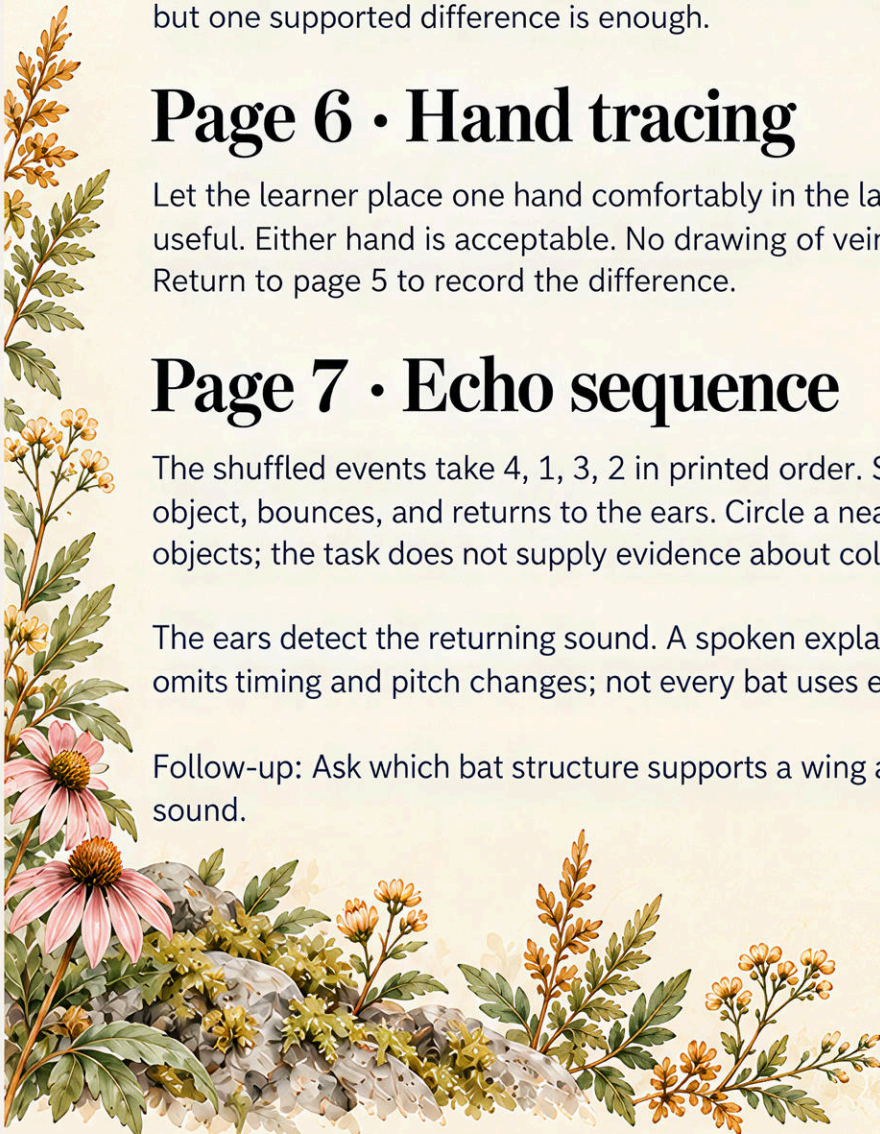
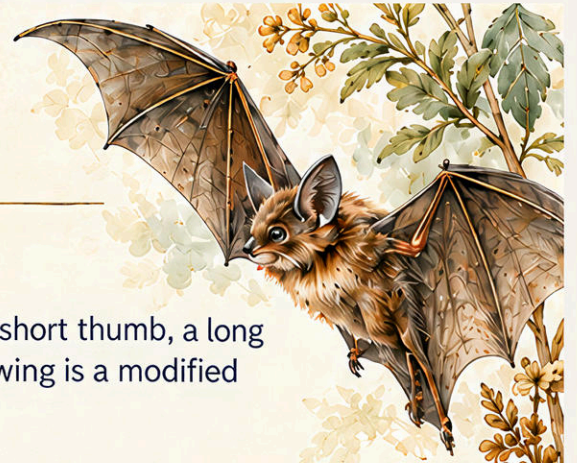
Let the learner place one hand comfortably in the large blank area. Help trace if useful. Either hand is acceptable. No drawing of veins or internal bones is required. Return to page 5 to record the difference.

Page 7 • Echo sequence

The shuffled events take 4, 1, 3, 2 in printed order. Sound leaves the bat, reaches an object, bounces, and returns to the ears. Circle a nearby insect. Echoes can help locate objects; the task does not supply evidence about color.

The ears detect the returning sound. A spoken explanation is enough. This model omits timing and pitch changes; not every bat uses echolocation, and bats can see.

Follow-up: Ask which bat structure supports a wing and which senses a returning sound.



Spider Answers

LEARNER PAGES 8–11

Page 8 names the parts first. Point to the joined front region and the abdomen. Count the long walking legs separately from the short pedipalps. Eye numbers vary; this packet is not an eye-count lesson.

Page 9 • Body practice

1 = cephalothorax; 2 = abdomen; 3 = walking leg. Four walking legs appear on each side, totaling eight. All attach to the cephalothorax. Viewer-left versus animal-left does not change the equal counts.

A spider is not an insect. Accept eight walking legs or two main body regions as evidence; adult insects in this packet have six legs and three regions. Help pronounce cephalothorax rather than making memorized spelling the goal.

Page 10 • Silk jobs

The scenes match A, B, C in printed order: catch prey, protect eggs, make a safety line. Accept an explanation that links the silk to its pictured job: holding an insect, surrounding eggs, or staying attached during a drop.

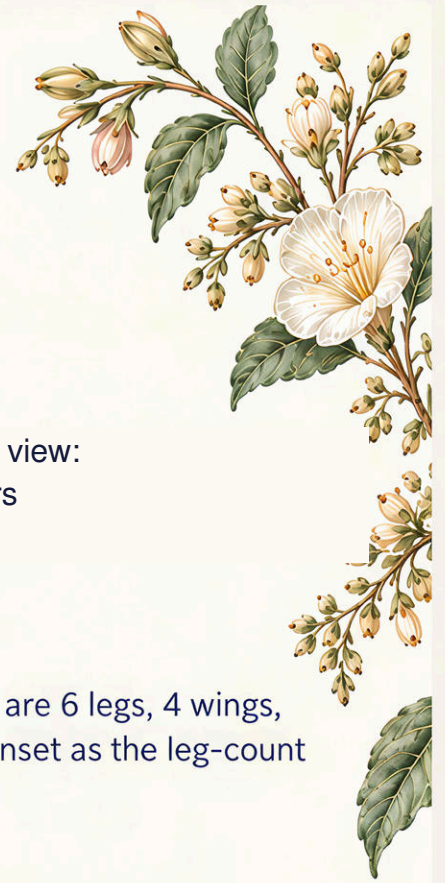
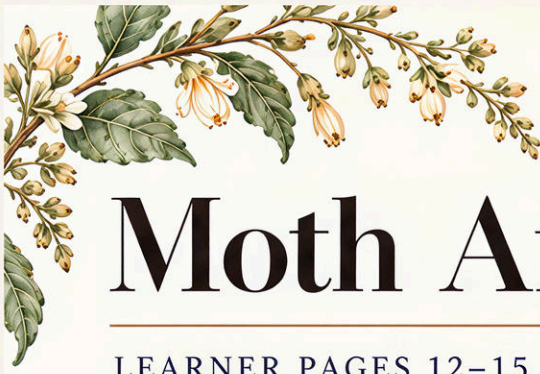
Spinnerets release silk from the abdomen. Not every spider builds a round prey-catching web. The pictures are examples, not a sequence of web construction.

Page 11 • Growing up

Printed order Adult, Egg, Older juvenile, Spiderling takes 4, 1, 3, 2. The growth sequence is egg → spiderling → older juvenile → adult. A spiderling is a newly hatched, very young spider. It molts as it grows into an older juvenile, then eventually becomes an adult. Molting sheds the old exoskeleton so the spider can grow. There is no pupal stage in this spider sequence.

The sizes are illustrative, not a fixed growth schedule. Eggs are the starting stage; an egg sac is protective silk around eggs, not a separate life stage.

After the moth section: Compare the spider's growth sequence with the moth's pupal stage.



Moth Answers

LEARNER PAGES 12–15

Page 12 teaches names before practice. The main illustration is a top view: wings hide much of the legs. The underside view shows three leg pairs attached to the thorax. Count all six legs from that view.

Page 13 • Body practice

1 = head; 2 = thorax; 3 = abdomen; 4 = antennae; 5 = wings. Counts are 6 legs, 4 wings, 2 antennae. Circle thorax for all leg attachments. Use the page 12 inset as the leg-count evidence.

Page 14 • Feeding parts

Sense smell = antennae; fly = wings; drink nectar = proboscis. Accept an explanation that wings move the moth, while antennae sense smells or the proboscis takes in nectar. The structures do different jobs.

The Carolina sphinx moth drinks nectar. This is not a claim that every adult moth feeds or has identical antennae. Its proboscis is a mouthpart from the head, not an antenna.

Page 15 • Life cycle

Printed order Pupa, Adult moth, Egg, Larva takes 3, 4, 1, 2. Pupa comes between larva and adult. Accept visible differences such as the caterpillar's long crawling body and the adult's wings and antennae.

Larva is the caterpillar stage; the tobacco hornworm is the young form of the Carolina sphinx moth. Complete metamorphosis has egg, larva, pupa, and adult stages. Pupa names the life stage, not a silk cocoon. Do not count caterpillar appendages using the adult's six-leg diagram.

Follow-up

Ask where a leg attaches, then where an antenna begins. Keep the adult-life-stage boundary clear.

Owl Answers

LEARNER PAGES 16–19

Page 16 supplies the named anatomy map. The American barn owl is untufted, with a heart-shaped facial disk. The ears are openings hidden under feathers; the disk guides sound but is not an extra ear.

Page 17 • Feature practice

1 = facial disk; 2 = bill; 3 = wing; 4 = talons. Circle facial disk for the sound-guiding feature. Talons help grip or hold the mouse. If the learner says “feet,” prompt for the claws on the toes.

Page 18 • Listening

Prepare three quiet trials from left, right, or behind, at similar distance. The learner stays seated and reports a guess before looking. Record each actual direction honestly. Guesses and results vary; do not supply a success score or interpret misses as a hearing diagnosis.

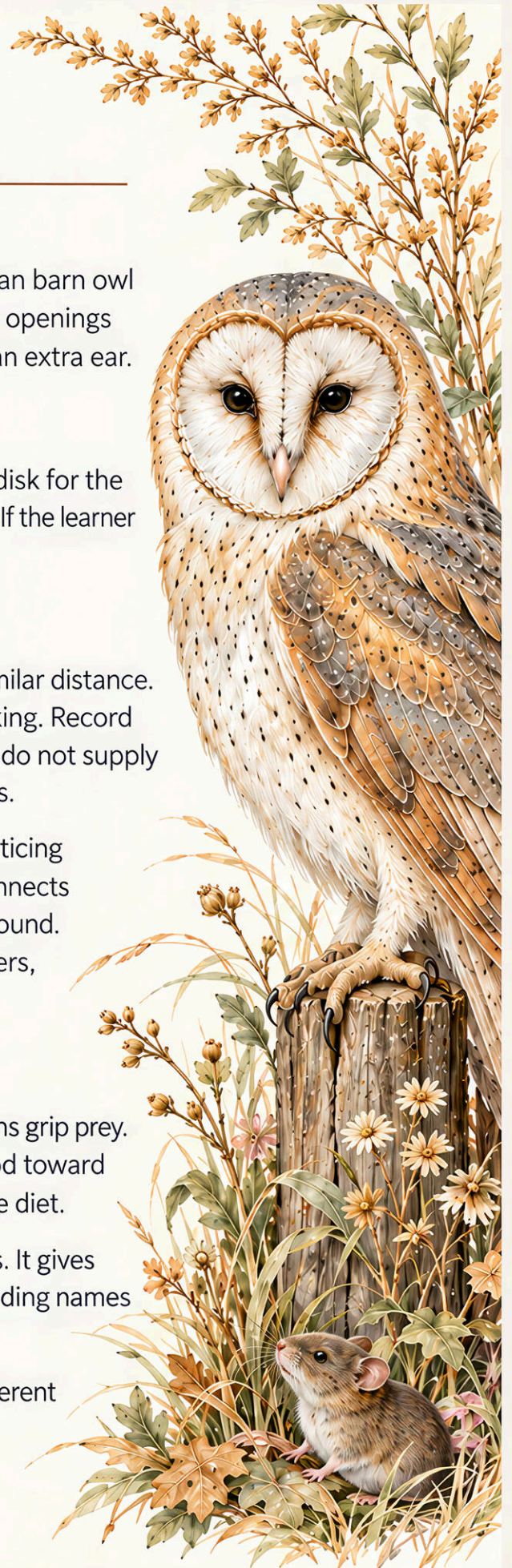
Accept an observation about listening with both ears, noticing direction, or finding a trial uncertain. The solo answer connects the facial disk’s sound-guiding role with ears detecting sound. Human trials do not model owl ear positions, facial feathers, or exact prey-location ability.

Page 19 • Food chain

The missing animal is mouse. Circle mouse and vole. Talons grip prey. Arrows point from grass seeds to mouse to barn owl: food toward its eater. This is one practice example, not the owl’s whole diet.

The chain alone cannot tell whether enough food remains. It gives no amounts or availability of other prey, although the reading names voles too. Accept that uncertainty with a reason.

Follow-up: Ask for a feature that helps find prey and a different one that helps hold it.



Comparison & Field Note

LEARNER PAGES 20–21



Page 20 • Completed chart

Bat:	mammal; fur or hair; 2 hind legs.
Spider:	arachnid; exoskeleton; 8 walking legs.
Adult moth:	insect; exoskeleton; 6 legs.
Barn owl:	bird; feathers; 2 legs.

Use learner pages 3–19 as evidence. The bat's front limbs form wings; its two hind legs are counted in the chart. Wings are recorded separately. Exoskeleton is the taught body covering for spider and moth. Pointing or scribing may replace writing that long word.

Wing question: Circle bat, adult moth, and barn owl. A spider has no wings.

Bat versus owl: Both can fly, but the bat has fur and is a mammal; the owl has feathers and is a bird. Accept a supported comparison of those body coverings. Flying alone does not identify an animal group.

Page 21 • Field-note criteria

Look for a named packet animal, a recognizable body part with a label, and a function supported by its lesson. Examples: bat finger bones support the membrane; spider walking legs move it; moth antennae sense smells; owl talons grip prey.

Drawings and wording vary. A learner may draw one part or the whole animal and explain orally. Ask them to point to the lesson evidence. Artistic realism and perfect spelling are not the goal.

Closure: Revisit the central question. Ask for two animals with different structures that help meet a similar need, such as a bat and owl using wings to move.

Sources: Body Maps

FOR THE ADULT • RESEARCH AND DIAGRAM CHECKS

National Park Service • How Bats Fly

www.nps.gov/subjects/bats/how-bats-fly.htm

Modified front limbs, finger bones and membrane; learner pages 4–6.

National Park Service • Bats, Great Basin

www.nps.gov/grba/learn/nature/bats.htm

Mammalian traits: fur and milk; learner pages 3–4.

Australian Museum • What is a spider?

australian.museum/learn/species-identification/ask-an-expert/what-is-a-spiders/

Body regions, eight walking legs, pedipalps, spinnerets, exoskeleton and molting; learner pages 8–11.

Smithsonian NMNH • Draw a Carolina Sphinx Moth

naturalhistory.si.edu/education/teaching-resources/life-science/draw-carolina-sphinx-moth-and-learn-about-its-adaptations

Adult *Manduca sexta* body plan, leg and wing attachment, antennae and nectar-feeding proboscis; learner pages 12–14.

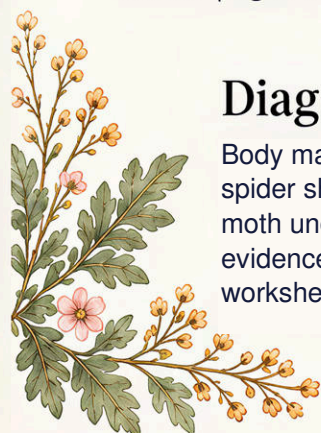
Cornell Lab • American Barn Owl: Identification

www.allaboutbirds.org/guide/American_Barn_Owl/id

Heart-shaped facial disk, untufted head and body form; learner pages 16–17.

Diagram notes

Body maps and stage illustrations are simplified, not to scale. Bat and spider show general body plans; moth and owl are named species. The moth underside shows six thoracic legs. The cover is not counting evidence. Text and illustrations are original; no source photographs or worksheets are reproduced.



Sources: Explorations

FOR THE ADULT • FUNCTION AND GROWTH

National Park Service • Echolocation

www.nps.gov/subjects/bats/echolocation.htm

Calls, reflected sound and returning echoes detected by ears;
learner page 7.

Australian Museum • Silk: the spider's success story

australian.museum/learn/animals/spiders/silk-the-spiders-success-story/

Spinnerets, catching silk, egg sacs and draglines; learner page 10.

Australian Museum • Egg sacs, spiderlings and dispersal

australian.museum/learn/animals/spiders/egg-sacs-spiderlings-and-dispersal/

Eggs in silk, hatching spiderlings, early molts and growth toward
adulthood; learner page 11.

Missouri Department of Conservation • Sphinx Moths

mdc.mo.gov/discover-nature/field-guide/sphinx-moths-hawk-moths

Carolina sphinx/tobacco hornworm relationship and egg, larval, pupal
and adult stages; learner page 15.

Cornell Lab • American Barn Owl: Life History

www.allaboutbirds.org/guide/American_Barn_Owl/lifehistory

Hearing while hunting and small-mammal prey, including mice
and voles; learner pages 18–19.

Activity boundaries

The listening trial is an original human observation activity, not a hearing test or a measurement of owl ability. The food chain is a supplied practice scenario; it provides no population or prey-availability data. Life-stage order is taught without fixed development times. Adult anatomy counts are not applied to caterpillars.



Thank You



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