

Teacher Edition

Spiders



alphakids

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Photography by Patrick Honan

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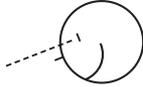
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- The text is in a question-and-answer format.
- Questions are posed in chapter headings and answered in the text.
- A contents list and index are provided.
- Labels are used to identify certain features in the photographs.

Vocabulary

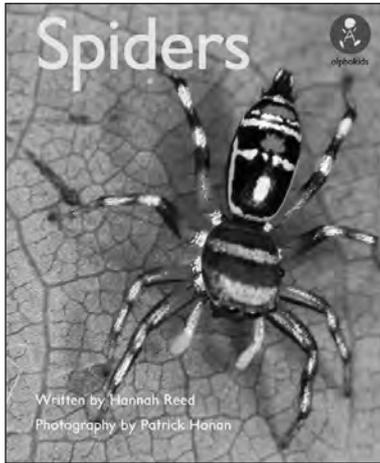
body parts, egg sacs, fangs, insects, silk, spider, spiderlings, web

Setting the context

Prepare a chart about spiders like the one shown below.

What we know about spiders	Questions about spiders	What we found out

Ask the children to tell you what they know about spiders. List their ideas on the chart. Ask the children if they have any questions about spiders and list these also.



Front cover

Why would the publishers have put this spider on the front cover?

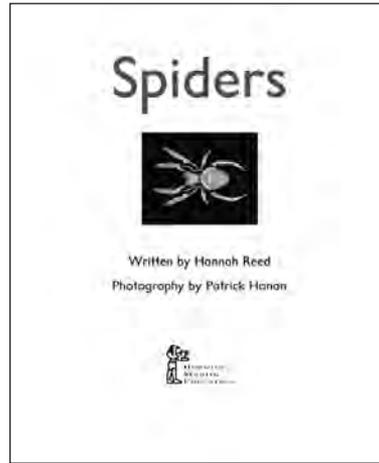
Does the photograph capture your attention?

What sort of book do you think this will be?

Why?

Introducing the book

This book answers some questions about spiders. It is called Spiders.



Title page

Point out the names of the author and photographer.

What is the author's job? What about the photographer?



Talkthrough

This is called a table of contents.

Explain how a table of contents works.

Will any of our questions be answered by this book? How do you know?



Observe and support

Can the children explain the purpose of a table of contents?

What is this page called? What is it for?

Can you tell me where I would find information about where spiders live?



Contents

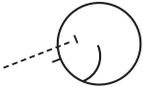
What is a spider?	4
What do spiders look like?	6
Where do spiders live?	8
What do spiders eat?	10
Why do spiders make silk?	12
Do spiders lay eggs?	14
Index	16



Talkthrough

Why are all these spiders pictured?

What do the pictures tell us about spiders?



Observe and support

Can the children locate what the author actually says?

What is a spider? Show me where it tells you this.

What is a spider?

A spider is an animal.
There are many kinds of spiders.



4

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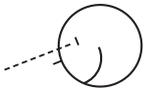


Talkthrough

How many eyes does the spider on page 6 have?

What do you notice about the spider on page 7? How many legs does it have?

How many of each of these things do we have?



Observe and support

Do the children understand the purpose of the text?

How does seeing a close-up photograph of an animal help us to understand it better?

What do spiders look like?

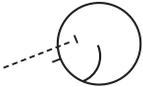
All spiders have eight legs.
They have two body parts.
Some spiders have eight eyes
on their head.





Talkthrough

Spiders live in many places. Where do the spiders in these photographs live?



Observe and support

Can the children read the text fluently?

Can you read these pages all together? Try to make it sound as if you are talking to someone.

Where do spiders live?

Spiders live in many places.

This spider lives in a leaf.



8



This spider lives
in a hole in the ground.

9

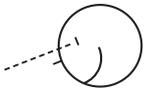


Talkthrough

Most spiders eat insects. How do spiders kill insects?

Point to the label on page 11.

What is this label pointing to?



Observe and support

Do the children understand what a label is?

What is the label for?

What do spiders eat?

Most spiders eat insects.



They use their fangs
to bite their food to kill it.





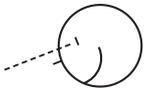
Talkthrough

What have the spiders in these photos used their silk for?

Have you ever seen an egg sac? Have you ever seen a web?

What were they like?

Have you ever touched a spider web? What did it feel like?



Observe and support

Do the children use contextual information to understand the meaning of new vocabulary?

What is 'silk'? How did you work that out?

Why do spiders make silk?

Spiders use silk
to make egg sacs.
Some spiders use silk
to make a web.



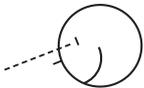


Talkthrough

Where do spiders lay their eggs?

What are baby spiders called?

What happens when the eggs hatch?



Observe and support

Do the children understand the organisational structure of the text? Do they read the question and then the answer?

What question about spiders is answered on this page?

Do spiders lay eggs?

All spiders lay eggs in an egg sac.

The spiderlings climb out of the egg sac when the eggs hatch.

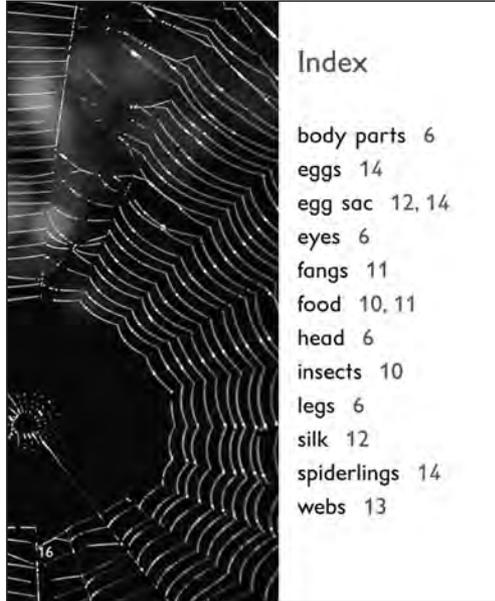


15



Talkthrough

The last page of this book is the index. An index tells us where in the book we can find information about the things listed in the index. For example, I can find out about eggs on page 14. On what pages would I find information about egg sacs?



After reading

Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions:

What are spiders?

Where do they live?

Where might spiders be at our school?

Where might they be at home?

How are spiders the same as you? How are they different?

Being a code breaker

Explore the following language features:

- High-frequency words: a, all, an, are, do, have, in, is, it, make, most, of, on, some, their, there, they, this, two, what, where, why.
- A table of contents, an index, labels.

Being a text user

Refer to the chart made during the 'Setting the context' section when discussing these questions:

What did we find out about spiders from reading this book?

Has the book answered all of our questions about spiders?

Where might we find more information?

Being a text critic

What did this author need to know to write this book?

What information has she included?

What information has she left out?

How would she decide what information to include and what to leave out?

Responding to text



The children could work in cooperative groups to build a web from string. They could make cardboard spiders to display on the web, colouring one side and writing information about spiders on the other. The spiders could be lifted up to find out more information.



The children could look through other books and CD-ROMs to learn more about spiders and add this information to the group chart or to the spiders on the web.



The children could go on a word search to find words that rhyme with 'eat'. How many words can they find that belong to this word family? Play 'Beat the clock'.

Writing

Have the children re-read the book to find vocabulary that is specific to spiders. Record these on a chart. Talk about what each word means. Model writing sentences using these words, then ask the children to write some of their own sentences.

Assessment

Can the children:

- explain what labels are used for?
- explain the meaning of words using contextual information?



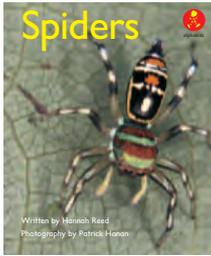
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Spiders

Curriculum link: Science

Text type: Explanation

Reading level: 10

Word count: 99

High-frequency words: a, all, an, are, do, have, in, is, it, make, most, of, on, some, their, there, they, this, two, what, where, why

Vocabulary: body parts, egg sacs, fangs, insects, silk, spider, spiderlings, web

Possible literacy focus

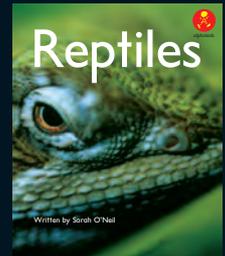
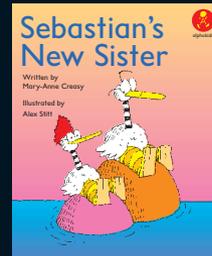
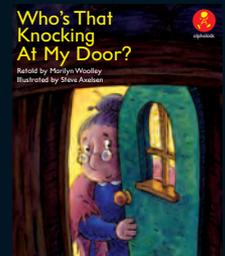
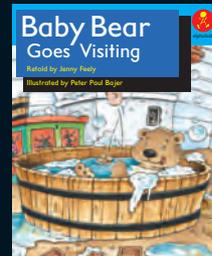
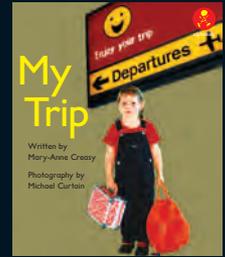
Exploring the features and purpose of labels in a text.

Identifying and understanding scientific language.

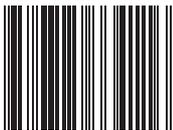
Summary

This book explores a range of facts about spiders.

Other books at this level



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