



**Teacher Edition**

**AlphaWorld**

# How Spiders Catch Their Food

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## How to use this book

The AlphaWorld teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

### Before reading

#### Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

### During reading

#### Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. The children then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

#### Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

### After reading

#### A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

## Selected text features

- Contents page
- Introduction and conclusion
- Full colour photographs support the text
- Labels support photographs

## Vocabulary

centimetres, designed, dragline, fangs, hooked, insects, liquids, paralyses, poison, prey, silk, webs

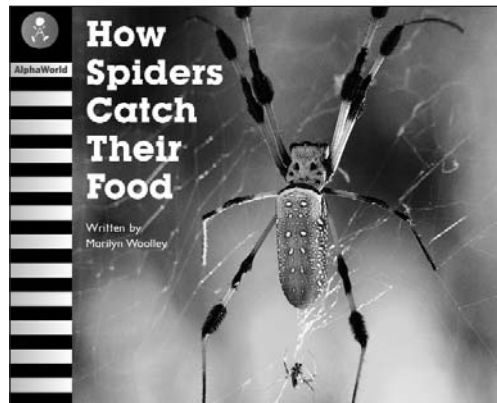
## Setting the context

Prior to class prepare a KWL chart.  
Ask the children to suggest ideas and questions for the first two columns.

## Background information

This text explains how spiders, as predators, have poisonous fangs that they use to kill or paralyse their prey. It shows how spiders use different means to catch other animals. These include making webs, hunting and chasing, and leaping or jumping on their prey.

(K)	(W)	(L)
What we know about spiders	What we want to know about spiders	What we learned about spiders by reading the book



### Front cover

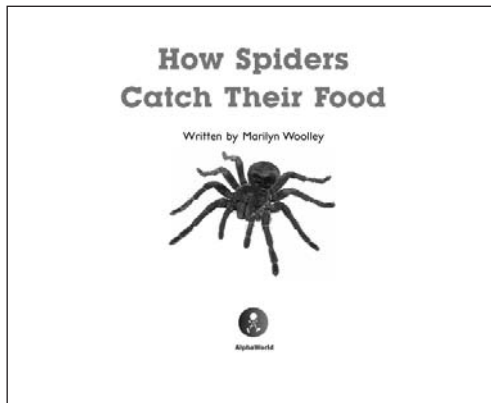
Show the front cover.

*This book is called How Spiders Catch Their Food.*

*What can you see on the front cover?*

*What sort of book do you think it will be?*

*How has this spider caught its food?*



### Title page

Turn to the title page.

*What sort of spider is this? How would this spider catch its food?*

Point out the name of the author and the publishing logo.

## **Predict**

*This is the contents page. Why do books have a table of contents?*

*Read through the section headings. Did you notice anything unusual? Yes, some pages have two headings. Why would some pages have two headings?*

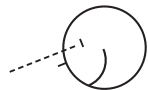
*Turn to page 4.*

*This is the introduction. An introduction tells us what the book will be about. It says that most spiders eat small animals such as insects and that these animals are called prey. Have you heard the word 'prey' before? What do you think it means?*

## **Read** to the end of page 5.

## **Reflect**

*Would insects be spiders' only prey? Why do you think so? Do all spiders spin webs to catch their prey? How else could spiders catch their food?*



## **Observe and support**

Can the children use their knowledge of letter-sound relationships to support their reading?

*What letter does that word start with? What sound might it make? Can you think of a word that starts with 'p' that would fit there?*



## Contents



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## Introduction

Most spiders eat small animals such as insects.  
The animals they eat are called prey.

Spiders catch their prey in different ways.



## **Predict**

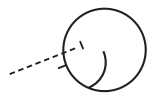
Point out the heading and subheading on these pages. Explain to the children how the headings help the author organise the information.

*This section is about how insects get stuck in the silk of some spiders' webs. The spiders make silk inside their bodies and use it to spin webs. Have you ever touched a spider web? What did it feel like? Why can't insects escape from the webs?*

## **Read** to the end of page 7.

## **Reflect**

*Why don't spiders get stuck in their own webs?*



## **Observe and support**

Ask one child to read aloud to you while the other children are reading silently.

Can the child read the text fluently?

*I liked the way that sounded when you read it. It made it easy for me to understand.*



## Catching prey with webs

### Getting stuck

Spiders make silk inside their bodies. Some spiders spin webs with this silk. Insects crawl or fly into the webs and get stuck in the sticky silk. Then the spiders grab their prey.



Spiders have a special hooked claw on each foot. They use these to hold the silk so they don't get caught in their own webs.



## **Predict**

*The next subheading is 'Hairy feelings'. It says that spiders that catch insects in their webs cannot see very well. They have tiny hairs on their legs. Why would they need these hairs?*

Turn to page 10.

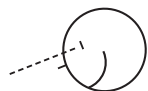
*Different kinds of spiders spin different webs to catch their food. The Orb weaver spider makes a round web. Look at the photo of the Net-casting spider. What do you think could be special about its web?*

## **Read** to the end of page 11.

## **Reflect**

*Do spiders have hair? What do they use it for?*

*Do all spiders make webs the same way?*



## **Observe and support**

Can the child interpret the text?

*Why do spiders spin different types of webs?*



## Hairy feelings

Spiders that catch insects in their webs cannot see very well.

Spiders have tiny hairs on their legs that help them to feel things. A spider feels the trapped insect moving in the web.

Golden web spider



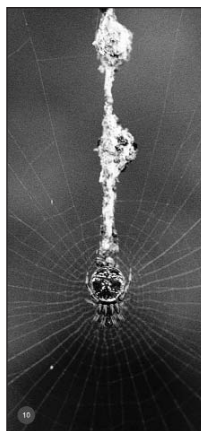
## Ways with webs

Different kinds of spiders spin different webs to catch their food.

This spider makes a round web. It then makes a line of silk to join the centre of the web. The spider holds this line and waits for prey.

When an insect lands on the web, the spider can feel the line move and can then grab the prey.

Orb weaver spider



This spider carries its web around with it. It throws the web over its prey to trap it.

Net-casting spider



## **Predict**

Point out the heading and subheading on these pages.  
Discuss their purpose and how you can tell the difference between them.

*Some hunting spiders run after their prey. They have large eyes and can see their prey from a long way away. How do you think these spiders catch their prey?*

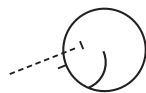
## **Read** to the end of page 13.

## **Reflect**

*Tell me about something you just read that caught your attention.*

*How does a Jumping spider catch its prey?*

*How does a Wolf spider catch its prey?*



## **Observe and support**

Can the child interpret the text?

*Do all spiders need webs to catch food? How do you know?*



## Hunting prey

### Making a run for it

Some hunting spiders run after their prey. They have large eyes and can see the prey from a long way away.

This spider can see an insect up to 20 centimetres away. It creeps up and jumps on its prey. It can jump more than 40 times the length of its body.

◀ Jumping spider



This spider comes out at night to hunt. It runs along the ground. When it finds an insect, the spider leaps on it.

▲ Wolf spider

## **Predict**

Ask the children to point out the subheading on the page. Discuss how they know it is the subheading. *This subheading is called 'Hide and chase'. Look at the photos on this page. How do you think these hunting spiders catch their prey?*

Turn to page 16.

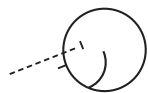
*What is the subheading on this page? Yes, it is 'It's a drag'. It says that some spiders use a line of silk called a dragline to help them hunt. How would this dragline help them?*

## **Read** to the end of page 17.

## **Reflect**

*How does a Crab spider catch its prey?*

*Can you tell me in your own words how some hunting spiders use a dragline to hunt prey?*



## **Observe and support**

Does the child use contextual information to understand the meaning of new vocabulary?

*What does dragline mean? How did you work that out?*

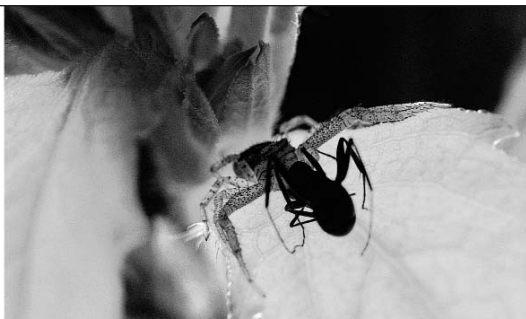
## Hide and chase

Some hunting spiders find a hiding place and wait for their prey. When insects come near, they chase after them.



This spider hides in flowers and waits for insects to visit the flowers.

◀ Flower spider



This spider hides in the grass and waits for insects to pass by.

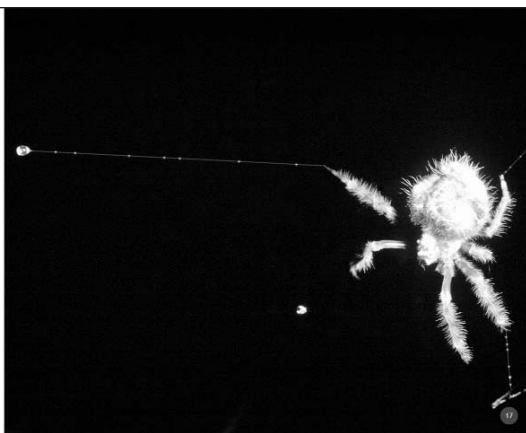
▲ Crab spider

## It's a drag

Some spiders use a line of silk called a dragline to help them hunt. They use it to swing to the ground from high places.

This spider makes a dragline that has a sticky piece of silk at the end. The spider uses the sticky end to trap insects as it swings.

Magnificent spider ▶



## **Predict**

*All spiders have fangs. When a spider grabs an insect with its fangs, poison flows into the insect. What do you think this poison does?*

*Turn to page 20.*

*Spiders do not chew their prey. Look at the photo of this Crab spider feeding. If spiders don't chew, how do you think they feed on their prey?*

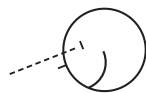
## **Read** to the end of page 21.

## **Reflect**

*What do spiders use their fangs for?*

*What does paralyse mean? How do you know?*

*Do spiders eat the whole insect?*



## **Observe and support**

Can the child identify and explain the use of headings and subheadings in the text?

Turn to page 18. Ask the child to point out the heading and subheading.

*What is the difference between a heading and a subheading?*

*Why do authors use headings and subheadings?*

## Killing and eating

### Poison fangs

All spiders have fangs. Spiders use them to grab hold of their prey.

When a spider grabs an insect with its fangs, poison flows into the insect. The poison paralyzes or kills the insect.

Pisaurid spider



### Sucked out

Spiders do not chew their prey. They feed by sucking out the liquids in the bodies of the animals they catch. They do not eat the hard, outer shells.

Crab spider





## **Predict**

*This is the conclusion. It provides a summary of the information found in the book. It says that spiders catch their food in different ways. What are some of these ways? Turn to the index on page 24.*

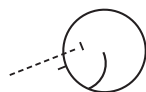
*What is this page called? Why is it included?*

## **Read** to the end of page 24.

## **Reflect**

*Look at the photos on pages 22 and 23. Why have they been selected for this page?*

*Why do some index entries have more than one page number? Which entry would you like to read again?*



## **Observe and support**

Can the child compare different ways that spiders catch their prey?

*What are the differences between the ways different spiders catch their food?*

*What are the similarities?*

Can the child use an index?

*Can you show me how to use an index? How would I find out information about fangs?*

## Conclusion

Spiders catch their food in different ways.

Some spiders catch their food in webs. Some spiders chase and catch their prey. And some spiders just hide and wait!



## Index

claws 7  
dragline 16  
eyes 12  
fangs 18  
feeding 20  
legs 8  
silk 6, 7, 10, 16  
webs 6, 7, 8, 10, 11, 22

## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions.

*How do spiders make webs?*

*How do spiders know that an insect is in their web?*

*Do all spiders need webs to catch their prey?*

*What are some other ways that spiders hunt?*

*How do spiders eat their food?*

### Being a code breaker

Explore the following language features:

- The suffix 'ed': called, hooked, trapped
- The blend /sp/: spiders, spin, special

### Being a text user

*What kind of book is this?*

You may like to return to the chart begun prior to reading.

Have the children consider the ideas listed.

*Do you still agree with all of these ideas?*

*Which do you want to change?*

*Which questions did this book answer?*

*What have we learned from reading this book?*


*Where can we find answers to the questions that the book did not answer?*


### Being a text critic


*How has the author organised the information in the book?*

*Who would you recommend this book to? Why?*

## Responding to text

 The children could work in cooperative groups to make a web displaying a broad range of spiders. These could be made from cardboard or boxes and could display information contained in the book. Encourage the use of captions and labels to explain the spiders on display.

 The children could select some words they found difficult in the text and write a definition for each one in their own words.

 The children could look through this book and other familiar texts to find words ending in 'ed'. These could be listed on a chart with their base words.

'ed' ending	base word
called	call
hooked	hook
trapped	trap

## Writing links

With a partner the children could select one method that spiders use to catch their food. Have the children re-read and discuss the relevant section of the book and rewrite it in their own words.

Children could complete a timed writing task. Give the children the topic, 'How do spiders catch their food?' and a time limit of five minutes. When five minutes has passed ask the children to share what they found.

## Possible assessment focus

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Can the children:

- identify and explain the use of headings and subheadings in the text?
- interpret the text: Why do spiders spin different types of webs?



whole text activity



sentence activity



word activity

# How Spiders Catch Their Food

**Topic:** Minibeasts/Animal Kingdom/Food

**Curriculum link:** Natural Science

**Text type:** Explanation

**Reading level:** 19

**Word count:** 456

**Vocabulary:** centimetres, designed, dragline, fangs, hooked, insects, liquids, paralyses, poison, prey, silk, webs

## Possible literacy focus:

- Identifying headings and subheadings in the text.
- Understanding why headings and subheadings are used in text.
- Understanding the text at an interpretative level.
- Using an index.

## ESL possibilities:

- Identifying the main idea in each subsection.
- Relating the text to the pictures.
- Exploring the use of 'it' and 'this' to represent a noun.



## Summary

This book tells us about the different ways spiders catch their prey and the animals they kill for food.

**AlphaWorld**



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