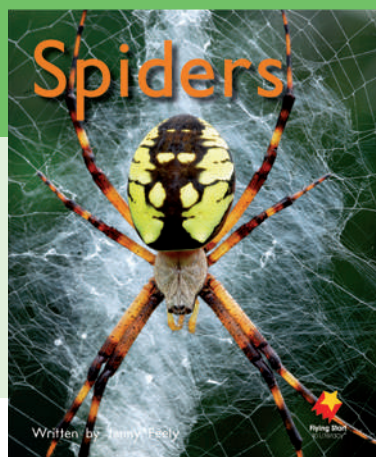


Lesson Plans

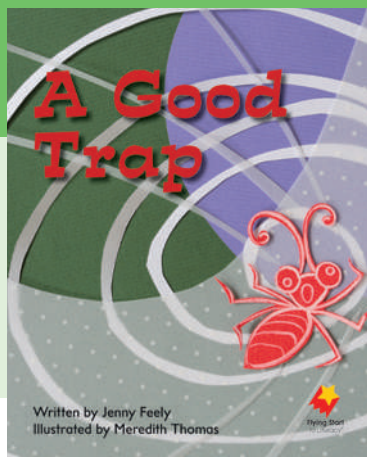
Emergent
reading stage
Level 6



This book is a report about the characteristics and behaviours of spiders.

Running words: 125

Text type: Report



This narrative echoes *The Three Billy Goats Gruff*. It is about three insects that outwit a spider that wants to eat them.

Running words: 195

Text type: Narrative

Vocabulary

High-frequency words

a am all and are as at can do
going have he her his I in is it
little look lots make me my no
not of on onto out said see she
so some that the them there
they to too up went will with
your this

Key vocabulary

big black catch eats eight
green hand help insects
jumped legs pin plink plunk
plunk red silk spider spin
top trap tree web

Phonics

- Blended sounds: /pl/ as in *plink, plunk, plunk*
- Blended sounds: /sp/ as in *spider, spin*

Text features

Spiders

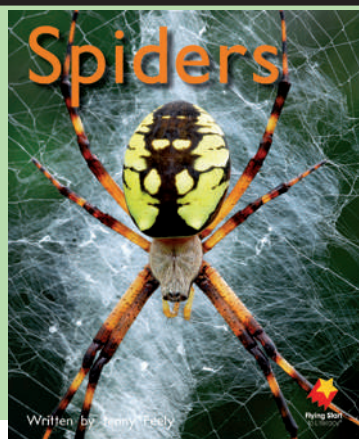
A Good Trap

- Photographs extend the text
- Illustrations support and extend the text

Reading strategies

- Searching – using the information on the page to correct errors
- Searching – scanning words

Key concepts	Curriculum links
• Spiders have eight legs, eat insects and can make webs. • Cooperation enables the achievement of things that could not be done alone.	• Science: Biological sciences – features of living things



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Say: *We are going to read and learn about spiders.* Ask: *What are spiders like? How many legs do they have? What do they eat? Do you like spiders?* List students' responses on the board.

★ Provide pictures of spiders in webs for students to look at. Ask: *What is this?* Point out the spider's legs. Count them with the students. *How many legs does this spider have?* Point out the web. *This is a web. It is made from silk.* Ask students to describe other spiders and webs that they can see in the pictures.

Vocabulary building

★ As needed, introduce the vocabulary from the book using the Vocabulary Starters **Colours**, **Mini Beasts**, **I Like to ...** and **Doing Things**. Refer to the teacher notes on the back of the Vocabulary Starters for ideas on how to use these resources.

Introducing the book

Give each student a copy of the book. Say: *This is an information book called Spiders. It gives us information about what spiders look like, what they can do and what they eat.* Turn to page 2. *This book starts off by giving us an overview of all of the information in the book.* Ask students to look for "spider" words from the list you have made. Turn through the book, discussing the pictures and pointing out key vocabulary.

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategy you are focused on. Look for students who search the page for information to help them correct an error. Encourage this behaviour. For example, ask: *What can you see on the page that will help you work out what that word says? Look at the word and then look at the photograph.* Think about what you have just read.

After reading

Talk about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book.
What is the same about all spiders? (Literal)
How do spiders catch their food? (Inferential)
How can you tell whether an animal is a spider? (Synthesising)
What other things about spiders would you like to know? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *You are really thinking about what you are reading and making sure that the words and the photograph match. That's what good readers do.*

English Language Learner support: *Spiders / A Good Trap*

Use the teacher notes on the back of the Vocabulary Starters **Mini Beasts**, **Colours**, **Doing Things** and **I Like to ...** to support students who are learning English.

★ These activities are also suitable for English Language Learners.

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Ask students to participate in paired reading. Work in pairs to practise reading the book to a partner. *Try to make your voice sound smooth, not jerky.* Students could record their reading using an audio recording device and then listen to themselves. *Does your reading sound smooth?*

Word work

Phonemic awareness and phonics

Ask students to find the words from the book that begin with the /sp/ blend (spider, spin). Students could look through familiar books to find and record other words that use the /sp/ blend. These could be illustrated and displayed on a chart.

Exploring words

Ask students to work in cooperative pairs to find words in the book that are about spiders (eight, web, silk, spin, catch, insects). Ask students to list these words. Students could then use the list to make a labelled diagram about spiders.

Writing

Modelled writing

Say: *I am going to use the book Spiders to make a poster about spiders.* Re-read the book with students. As you read, make a list of the information you want to include on your poster.

For example:

What spiders look like: Eight legs; Some are big, some are small; Different colours

What they eat: Insects

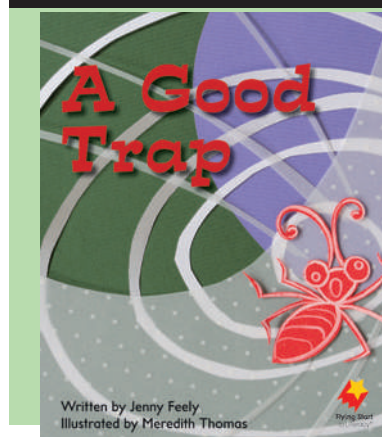
How they catch their food: Make a trap; Jump on insects

Independent writing

Ask students to write and draw what they know about spiders. Encourage them to use the information from the book in their writing. Support students by providing them with a list of high-frequency words from the text.

Sharing and presenting

Ask students to sit knee-to-knee with a partner and take turns to tell each other a “spider fact”. See which pair can come up with the most information. Ask pairs to share their “spider facts” with the class. List them on the board.



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Read or tell the story of *The Three Billy Goats Gruff* to your students. Ask: *What happens to the billy goats? How do they trick the troll that lives under the bridge? We are going to read a story like The Three Billy Goats Gruff, but this story is about a spider.*

Vocabulary building

★ Refer to the vocabulary list made in the Exploring words section when reading *Spiders* (e.g. *eight, web, silk, spin, catch, insect*). Say: *These words will be useful when reading our next book.* Read through the list with students.

Introducing the book

Give each student a copy of the book *A Good Trap*. Say: *This story is about how a small red insect, a medium-sized green insect and a big black insect tricked a spider into not eating them.* Turn through the book, discussing the pictures. Turn to page 6 and say: *As the red insect stepped onto the web his feet made a funny sound.* Point out the word “plink”. This word describes what the sound was like.

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask students to stop reading and remind them to use the reading strategy you are focused on. Check that students are scanning words to identify the medial sounds. Students who read *plink* and then correct to *plonk* are likely to be doing this. Support students by suggesting that they look at the middle letter if an error is made.

After reading

Talk about the book

Talk about these questions. Encourage students to support their answers by referring to the photographs and the text in the book.

Who was the biggest insect? (Literal)

Why did the Red Insect say, "I am too little. You can eat the Green Insect. She is a big insect." (Inferential)

How did the insects trick the spider? (Synthesising)

How is this story like The Three Billy Goats Gruff? How is it different? (Critical)

Reviewing reading strategies

Give positive feedback on the problem-solving strategies students used as they read the book. Say: *You were noticing the letters in the middle of the words as well as the first letter and the last letter. That's good reading.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Ask students to work in cooperative groups to practise and then perform a readers' theatre by reading from the book. Encourage students to keep track of the text so that they know when it is their turn.

Word work

Phonemic awareness and phonics

Ask students to focus on the word "plink". Ask students to work in pairs to find and illustrate five or more words that start with the /pl/ blend (plate, place, plank). They can look through some familiar books to help them find words.

Exploring words

Provide a list of the high-frequency words used in the book. Ask students to turn through the book looking for a particular high-frequency word. List words on the board as they are found.

Writing

Modelled writing

Ask students to think about other endings for the story. Use their responses to model how we write about our ideas. For example: *Spider was too late, the Black Insect gobbled him up.* Encourage students to contribute where they can. For example, say: *I need to write gobbled. Who can help me?*

Independent writing

Ask students to retell the story in their own words. Say: *Write about how a small red insect, a medium-sized green insect and a big black insect tricked the spider.*

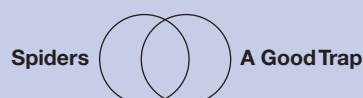
Sharing and presenting

Ask students to share their retelling with a partner, focusing on the things that are the same as the story in *A Good Trap* and the things that are different.

Talk about the pair

Ask: *What do we know about spiders from reading these two books? Would a spider really let an insect go after catching it in its web?*

Work as a group to build a Venn diagram comparing what information was the same and what was different



in each book. Students can work further with these books by completing the Activity card.

Blackline master

Spider drawing

Draw pictures to match these words.

spider		help		silk	
eight legs		trap		catch	
web		insects		spin	
black		green		jumps	
eats		red			

Assessment

Is the student able to recognise and read the key vocabulary?

Can the student draw pictures to match the words to make meaning?

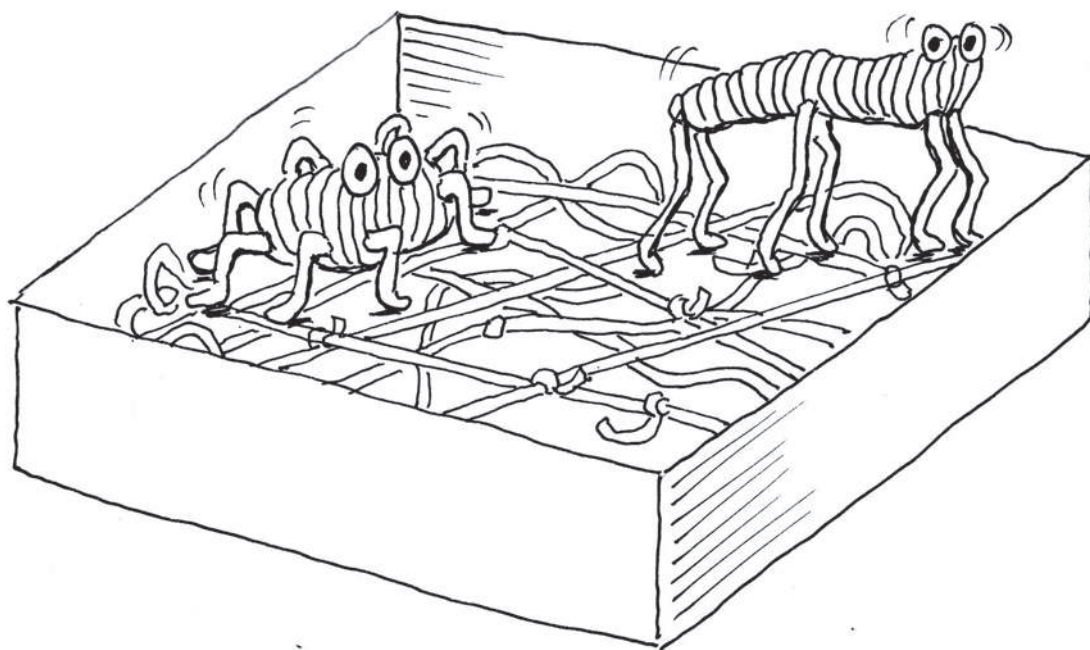
Activity card

Spider's web



You will need: pipe cleaners, wool, googly eyes, craft glue and a box.

1. Take three pipe cleaners and wrap some wool around the middle to make an insect with six legs. Use your craft glue to stick two googly eyes to the wool.
2. Take four pipe cleaners and wrap some wool around the middle to make a spider with eight legs. Use your craft glue to stick two googly eyes to the wool.
3. Use some wool to make a web in the box, then put the spider and the insect on the web.
4. Write a description of your spider and its web.



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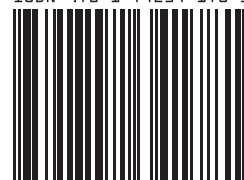
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