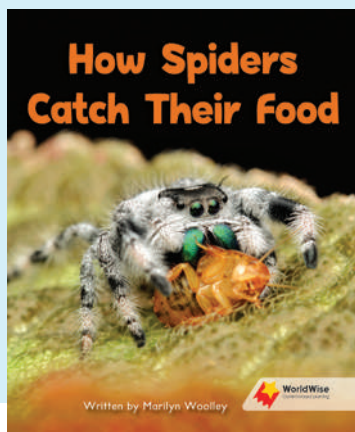


# Lesson Plan

**Early Fluent  
reading stage  
Levels 17–18**



*How Spiders Catch Their Food* explains the different ways that spiders catch their prey, including how they use webs and how they hunt. It also describes how spiders kill and eat prey.

**Running words:** 397

**Informative text type:**  
**Explanation**

## Science Curriculum links

Australia

- **BS (ACSSU017)** Living things have a variety of external features
- **BS (ACSSU211)** Living things live in different places where their needs are met

New Zealand

- **LW:** All living things have certain requirements so they can stay alive
- **LW:** Living things are suited to their particular habitats

## Key concepts

- Spiders catch food in different ways.
- Some spiders use webs and some spiders chase their prey or hide and then grab it.

## Content vocabulary

catch, claw, creeping, hairs, insects, kills, liquids, poison, shells, silk, spiders, spin, trap, trapped, weakens, webs

## Text features

- Chapters with headings
- Labelled photographs
- Find out more boxes
- Glossary

## Reading strategy

- Using text features

## Before reading

### Introducing the book

Activate students' prior knowledge. Ask: *What do spiders eat? How do they catch their food? What else do you know about spiders?* Invite students to talk with a partner and then share their ideas with the group.

Provide each student with a copy of *How Spiders Catch Their Food*. Say: *This book is called How Spiders Catch Their Food. It is about the different ways that spiders catch, kill and eat their food.* Have students browse through the book, looking at the chapter headings and photographs.

### Building vocabulary

Ask: *What words or phrases might be in a book about spiders and how they catch their food?* Have students talk to a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

### Introducing the reading strategy

Say: *Good readers use all the different features of a text when they are reading.* Ask: *What text features does this book have?* Have students work with a partner to identify the various text features – headings, labelled photographs, glossary, etc. Invite pairs to share their ideas with the group.

## During reading

As each student reads the text independently, monitor and support them where appropriate. If necessary, ask the students to stop reading and remind them to use the reading strategy you are focused on. Encourage students to use the text features to clarify their understandings and gain extra information from the text. For example, you could stop students and ask: *What extra information does this photograph give you? How can the glossary help you?* Support students in identifying the various text features, and how to use them to assist their reading.

## After reading

### Talking about the book

Have students talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and text in the book.

*What is a spider web made of? What do most spiders eat?* (Literal)

*Why don't some spiders make a web? What are the different ways that spiders "trick" their prey?* (Inferential)

*Have you ever seen a spider web? What did it look like? Was there anything in it?* (Applied)

### Reviewing the reading strategy

Give positive feedback on the reading strategy the students used as they read the book. Say: *You used lots of text features when you read. You checked the meaning of words in the glossary, and you read the headings and the captions. Well done!*

## Returning to the book

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

## Speaking and listening

Have students work with a partner to role-play an interview. One student is a “spider expert” and the other student is the interviewer. Have pairs think of three questions and answers about spiders. Students practise their question and answer interview, and then present it to the group.

## Vocabulary

Refer students to the introduction on page 4. Say: *As I read, listen for the words that tell you what the spider does. These are the action words (verbs).* Read the text out loud. Invite students to say the action words they heard (such as *eat* and *catch*) and write these on a chart.

Have students work with a partner to browse through the book and find other action words that describe what spiders do (such as *spin*, *crawl*, *hold*, *feel*, *carries*, *throws*, *run*, *creeps*, *jumps*, *hide*, *waits* and *chase*). Have pairs share the words they found and add these to the list on the chart.

## Phonological awareness

Say: *Listen closely to the sounds you hear when I say the word “web”.* Say *web* clearly and slowly. Have students talk with a partner about the sounds they hear. Invite students to share their thinking and identify the individual sounds (phonemes) in the word *web* (/w/, /e/, /b/).

Repeat with other single-syllable content words (such as *silk*, *hunt*, *prey* and *spin*).

## Phonics

Have students turn to pages 12 and 13. Say: *This chapter’s heading is “Hunting prey”.* Write the word *hunting* on a chart. Ask: *Can you see a smaller word in this word?* Discuss and draw out that *hunting* has the base word *hunt* in it. Invite a student to underline this part of the word. Have students locate the base word *hunt* on page 13.

Repeat with the words *trap* (page 11) and *trapped* (page 8).

Say: *Sometimes endings can be added to words, like “ing” to hunt and “ed” to trap. Adding an ending changes the meaning of the word.*

## Writing

### Shared writing

Ask: *What do we now know about spiders?* Discuss as a group.

Say: *Let’s write about one of the spiders mentioned in the book. Let’s write about the jumping spider.*

Use the information in the book to write a report about the jumping spider. Reread out loud the information about this spider (page 12).

Ask: *What facts will we include about this spider?* Have students contribute ideas about both the content and writing conventions. For example, you could ask: *What does the jumping spider look like? How could I put that in a sentence? How does the jumping spider catch its food? How should we write that? Is that sentence clear? Does it sound right?*

Read the finished writing out loud to the students. Ask: *What sort of writing is this; factual or fiction? How do you know?* Discuss as a group.

### Independent writing

Have students choose a spider mentioned in the book to write about. Say: *Think about what you know about this spider and then write about it using your own words. You could include information about what the spider looks like and how it catches its food.*

Have students talk with a partner about the spider they are going to write about before they begin to write.

Encourage students to check information in the book. They can then illustrate their writing.

## Sharing and presenting

Have students sit in a small group and share their completed writing.

Bring the group together. Say: *We have learnt a lot about spiders and how they catch their food. In what ways are all spiders the same? How are they different?* Use students’ responses to list information on a T-chart with the headings “How spiders are the SAME” and “How spiders are DIFFERENT”.

Ask: *What else would you like to find out about spiders?* Discuss.

# Blackline Master: Spider Fact Files

Name: \_\_\_\_\_

Choose two spiders from the book – one that uses a web to catch prey and one that doesn't. Write and draw to create a fact file about each one.

| Catches prey with a web | Catches prey without a web |
|-------------------------|----------------------------|
| Name of spider:         | Name of spider:            |
| What it looks like:     | What it looks like:        |
| Facts:                  | Facts:                     |

WorldWise Lesson Plan *How Spiders Catch Their Food* © 2021 EC Licensing Pty Ltd.

© 2021 EC Licensing Pty Ltd. This work is protected by copyright law, and under international copyright conventions, applicable in the jurisdictions in which it is published. The trademark "Flying Start to Literacy" and Star device is a registered trademark of EC Licensing Pty Ltd in Australia and New Zealand. The trademark "WorldWise Content-based Learning" and Star device is owned by EC Licensing Pty Ltd.

In addition to certain rights under applicable copyright law to copy parts of this work, the purchaser may make copies of those sections of this work displaying the footnote: "© 2021 EC Licensing Pty Ltd", provided that: (a) the number of copies made does not exceed the number reasonably required by the purchaser for its teaching purposes; (b) those copies are only made by means of photocopying and are not further copied or stored or transmitted by any means; (c) those copies are not sold, hired, lent or offered for sale, hire or loan; and (d) every copy made clearly shows the footnote copyright notice.

All other rights reserved.



Developed by  
Eleanor Curtain Publishing  
Text: Kerrie Shanahan, Jenny Feely  
Consultant: Lyn Reggett  
Designed by Derek Schneider  
Printed in China through  
Colorcraft Ltd, Hong Kong

**Distribution details:**  
[www.ecpublishing.com.au/contact-us](http://www.ecpublishing.com.au/contact-us)

**More information:**  
[www.WorldWiseReading.com.au](http://www.WorldWiseReading.com.au)  
[www.ecpublishing.com.au](http://www.ecpublishing.com.au)

ISBN: 978-1-76107-295-6



9 781761 072956