



Level 29

Book h



Level	29
Word Count	948
Text Type	Factual Description
High-Frequency	world
Word/s Introduced	



MACMILLAN

The Haunted House

Henry Morgan,
the Pirate

In Search of Food

So You Want
to Be a Writer?

Three Funny Tales

Three-Toed Sloths

Let's Get Those Stingers
Out of Here!

Spider Power

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the name of the author on the front cover. Ask the students – *What do you already know about spiders?* Record their responses on the board.

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *Where do spiders live? What do spiders mostly eat?*

Pages 4–5 *What does species mean? How many eyes do most spiders have? What is the size of the smallest spider?*

Pages 6–7 *What is spiders' silk called? Name three uses that a spider has for its silk.*

Pages 8–9 *What are spinnerets?*

Pages 10–11 *What is special about the golden orb web spider's web? Why does the golden orb web spider leave dead insects in the web?*

Pages 12–13 *Where do golden orb web spiders live? What are two possible uses for spiders' silk?*

Pages 14–15 *What is venom? What do spiders use venom for?*

Pages 16–17 *Where are Australian redback spiders found?*

Pages 18–19 *How many different species of funnel-webs are there? Why do funnel-web spiders spin trip lines?*

Pages 20–21 *What shape is the distinguishing mark on the female black widow spider? Where does the black widow spider live?*

Page 22 *Name two ways to avoid a spider bite.*

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AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Have the students note all the names of spiders as they read. See the BLM.

CODE BREAKER



Developing Specific Skills

Word building – *spider, wider, rider, glider*
– *power, shower, flower, tower*

Dictionary activity – see the BLM.

TEXT USER



Ask the students to look at the list of spiders they made as they reread the book. Ask – *Do any of these spiders live in your locality? Have you ever seen any of the spiders mentioned in the book? What do you do when you see a spider? Are you afraid of spiders? Find out the name for people who have a phobia (irrational fear) of spiders.*

MEANING MAKER

Ask the students – *What is meant by the title Spider Power? Name three types of power that spiders have. Why do some spiders have bright patterns on them? Why are the female spiders usually the ones with venom? Why are the female spiders usually bigger than the males? Look at the list of facts about spiders which was recorded before we started to read the book. Do we know more about spiders now?*

TEXT CRITIC

Ask the students – *What are the three ways that information has been presented in this book? (Text, photographs, diagrams) Which of these do you prefer when finding out information? Explain your answer, using an example from the book.*

29h Spider Power

Name _____

Use a dictionary to find the meanings of the words below, then write them into sentences –

amphibian

mammal

carnivore

predator

insect

prey

Read again page 13 of the book *Spider Power*. Think of three more possible uses for spider's silk. Write them below and share your ideas with the class.

29h Spider Power

Name _____

As you reread the book *Spider Power*, make a list of all the names of spiders you come across. (Don't forget to read the captions and diagrams.) The list has been started for you.

When you have finished reading, use an encyclopedia, books, or the Internet to find the country or countries where these spiders live.

Spiders	Country
Ladybird spider Trapdoor spider	

29h Spider Power

Name _____

Write down 16 facts about spiders from the book *Spider Power*.
Write your facts in the spaces in the web.

