

Mrs Spider's Beautiful Web

PM Level 13

Green

Text Type Narrative

Running Words 212



Preparing for Guided Reading

Orientation to the Text

- Take students out into the school environment to find an orb-web spider's web. Talk about the size, shape, pattern and delicate construction. Make this visit early in the morning when webs are freshly made and drenched with morning dew.

Prior Knowledge

- This book is about the life of the garden orb-web spider. Mrs Spider's voiced thoughts are fictional, but apart from this the story is strictly scientific – fact, not fiction.
- The events of this story are set out in clear time sequence. This structure allows for a great deal of prediction.

Key Language Structures

- Adverbs and adverbial phrases add meaning to the nouns in the text, e.g. *again, Now, onto a leaf, by her sticky web, After dinner.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

catch, round, something, there, want

Content Words

leaf, line, sticky, wind, worked

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Build upon students' phonemic awareness and their knowledge of letter-sound relationships. Ensure they are transferring this knowledge when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe the strategies students are using to integrate meaning, language structures and visual information as they read. Explicitly teach students who require further support to crosscheck, confirm or self-correct when meaning needs to be regained.

- Emphasise reading with fluency that encompasses understanding. Remind students to adjust the pace of their reading when they encounter new vocabulary.

Focusing on the Book – Guided Reading

- Study the cover illustration and the title. Compare the size of the web with the size of the spider.
- Read p. 2 and make sure students understand why Mrs Spider made her beautiful web. Note the correct sequence of web making on pp. 2–10. The first line of the web is carried by the wind. Strong construction lines are anchored to the bushes. The central coil is made and finally the outer coil is added, and made sticky. Notice how hard Mrs Spider worked, not giving up until the task was finished.
- Note that many of the words in this book first appeared in earlier stories, which allows for consolidation of high-frequency words.
- Discuss rhyming words – *my, by, fly; at, sat; where, there; blew, flew.*

Comprehension

- What did Mrs Spider want to catch in her web? (*Literal*)
- Why did Mrs Spider have to work and work? (*Inferential*)
- Why did Mrs Spider hide by her web? (*Inferential*)

Follow-up Activities

- Extend and enrich students' listening and speaking vocabulary by recording their observations of spiders' webs on a chart. Select a word or phrase to highlight.
- Talk about how Mrs Spider had to be very patient as she waited for the fly. Make a list of the many times we have to wait patiently in everyday life, e.g. *Sometimes we have to wait for a long time at the supermarket checkout, at the doctor's, or for a bus.*
- Study the shape of the web and the shape of the spider. Fold in half a piece of paper. Use a greasy crayon and draw half of the web or spider, beginning at the centre. Fold the paper in half again and press hard. Open it to reveal a symmetrical web or spider.
Discover other examples of symmetry in the classroom or school environment.

Mrs Spider's Beautiful Web

Date _____

PM Level 13

Green

Learning Intentions

- We are learning to use speed, volume and pitch to correctly interpret the text when reading aloud.
- We are learning to think beyond what we are reading.

• _____

Success Criteria

- I can make changes to my speed, volume and pitch to indicate my understanding of the text.
- I can make predictions and justify them with evidence from the text and/or prior experiences.

• _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up