

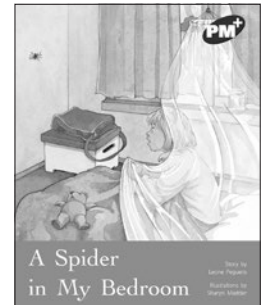
A Spider in My Bedroom

PM Level 19

Purple

Text Type Narrative

Running Words 477



Preparing for Guided Reading

Orientation to the text

- Invite students to talk about their feelings towards spiders and other small creatures. Encourage them to explain their likes/dislikes.

Prior knowledge

- Alex has already been established as a character in earlier **PM Plus** books. In this story, she struggles to overcome her fear of spiders. Students who are frightened of spiders and other small living things will understand Alex's dilemma.

Building the Balanced Reader

Vocabulary

Key vocabulary

caught, enough, underneath, understand, whispered

Content Words

happier, insects, leaped, matter, peeped, pointing, spider, stared, worry

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Read the title together. Discuss the cover and title page illustrations. Recall how Alex's mother, in the story *Swoop!* (PM level 16), helped Alex overcome her fear of the magpie.
- Discuss Alex's fear of spiders. Ask students to search their texts to find incidents that support this observation, e.g. *she kept looking around, just in case the spider came back*. Help students move beyond the text by comparing Alex's actions when frightened, with their own actions.
- Ask questions that encourage the children to reflect upon what they have read, e.g. *When would something small appear to be enormous?*

- Identify each statement in the text that describes what Alex did to catch the spider. Enjoy the humour of Alex's goodbye to the spider as it hurries off into the bushes.
- Recognise compound words in the text, e.g. *underneath, understand, anyway, anywhere*.
- Revise common word endings, e.g. *early, really; wonder, matter*.
- Discuss medial vowel changes: *leap, loop, lip*.
- Talk about letter clusters: *jar, large, scream, hunt*. Make lists of words containing these letters.
- Revise ways in which appropriate intonation enhances oral reading, e.g. Compare how Alex said, 'It was right there,' and 'Where could it be?' and 'Did you catch the spider?' with Mum's reply of 'Sorry, I couldn't find it.'
- Write examples of vocabulary used instead of 'said', e.g. *whispered, cried, wondered, asked, called*. Encourage students to use these words in their writing.

Comprehension

- How did Alex catch the spider? (*Literal*)
- Why did Mum say, '*spiders are happier outside*'? (*Inferential*)
- What did Alex mean when she said '*Happy hunting*' as she put the spider outside? (*Inferential*)

Follow-up activities

- Look closely at the physical features of spiders. Encourage students to make detailed sketches. Add descriptions.
- Write *cause and effect* statements that describe why some students dislike spiders and other small creatures, e.g. *Because they move quickly*. Have students illustrate their ideas.
- Discuss what might have happened to the spider after it hurried off into the bushes. Help students to write a continuation of the story from the spider's point of view.

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Date _____

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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