

National Geographic Kids Reader: Spiders

Notes for teachers: using this book in the classroom

Reading objectives: read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; read accurately words of two or more syllables; continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; be introduced to non-fiction books that are structured in different ways; answering and asking questions

Spoken language objectives: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; participate in discussions, presentations, performances, role play/improvisations and debates; use relevant strategies to build their vocabulary

Curriculum links: Science: Animals, including humans; Living things and their habitats

Pronunciation guide: Bolas (*Boh-las*)

Interest words: glossary, everywhere, creepy-crawly, anywhere, liquids, poison, predator, spiderlings, mosquitoes, abdomen, fang, venom, prey, egg sac, Bolas spider, Goliath birdeater tarantula, Black widow, Brazilian wandering spider, Jumping spider, Darwin's bark spider, Wolf spider

Resources: digital cameras; paper; pencils

Children who are reading at Green, Orange and Turquoise book bands are developing reading stamina and should be able to tackle longer stretches of text and some unfamiliar vocabulary with increasing independence. Children will enjoy talking about the content and pictures with some support – for example, in a group or guided reading session, or when reading with an adult.

Language

- The language used in the main text should be familiar to children reading at this level and may be read independently, but children may need help with the following:
 - the technical vocabulary used in the table of contents, e.g. *glossary*
 - the less familiar multi-syllable words, e.g. *everywhere, creepy-crawly, anywhere, liquids, poison, predator, spiderlings, mosquitoes*
- Children may need help decoding and pronouncing the names of unfamiliar spiders. They may need to say the names aloud several times: *Bolas spider, Goliath birdeater tarantula, Black Widow, Brazilian wandering spider, Jumping spider, Darwin's bark spider, Wolf spider.*
- Children may need help using the organisational devices, e.g. the table of contents to find information; the picture glossary and word bite boxes to learn the meaning of new words: *fang, venom, prey, egg sac.*
- Children will enjoy reading the jokes and turning the pages for the answers. They may need help initially to understand the word play.

Collins

Images

- Challenge the children to describe the spider on the front cover. Ask them to name as many body parts as possible. Compare this spider to the image on pages 4–5. Which spider is the most beautiful or menacing to each child?
- Look carefully at the image on page 19. Ask children to describe what the spider is doing and what is inside the silk.

Activities

- Play the ‘What in the World?’ quiz together. Explain what a ‘close-up’ view is. Show children how to use the word bank and hints, and how to check their answers. Challenge children to find the ‘close-up’ views in the book.
- Take children outside and go on a spider and spider web hunt. See what kinds of webs you can find: tangle, funnel, orb etc. Take some digital photos and then draw the webs when you are back inside.

Questions

- What do spiders use their fangs for?
- What is the largest thing a spider can eat?
- What different types of webs do spiders make?
- What is the deadliest spider in the world?
- How do spiders help us and do you like them?