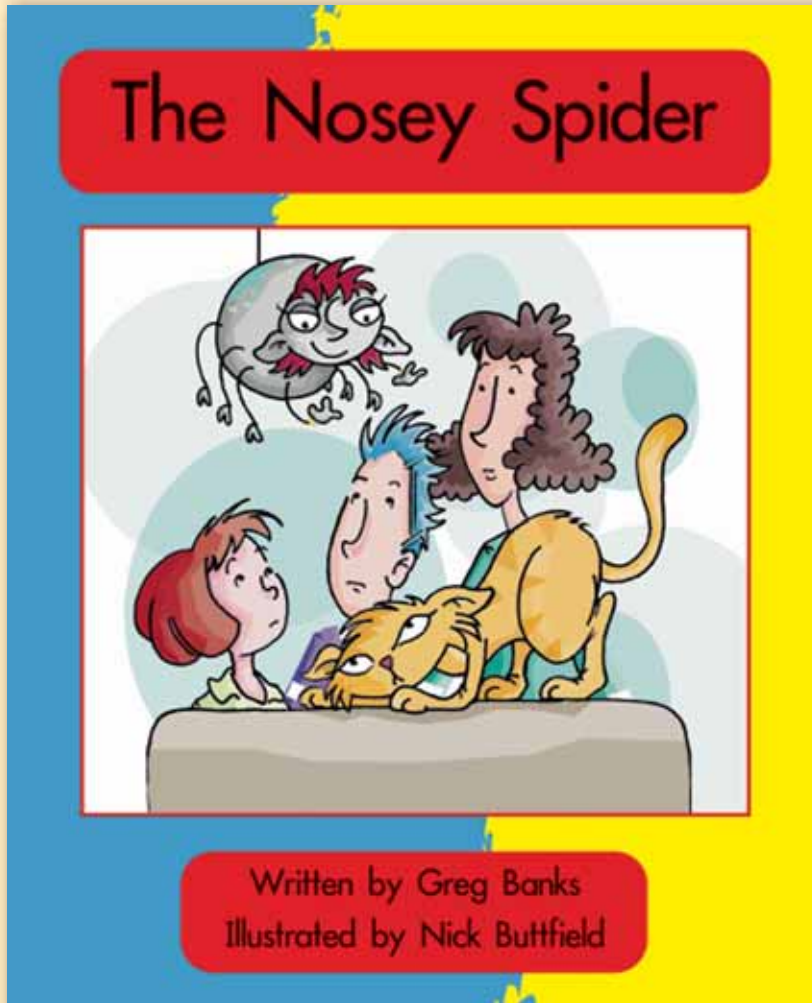




Level 10

Book f



Level	10
Word Count	199
Text Type	Narrative
High Frequency Word/s Introduced	



What Time
Is It?

Mrs Poppop's
Ghost

Dinosaur Dan

Bad Weather, Good
Weather

Sonny Gets Lost

The Nosey Spider

Places Where People
Live

The Moon Landing

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children 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 that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



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



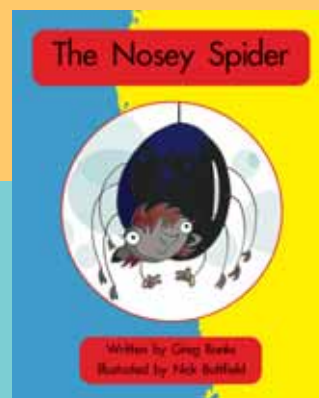
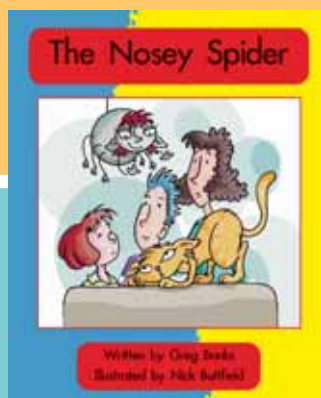
This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



What sort of text is this? What genre is it? If it is a narrative, who do you think is the main character?



Ask the children if they were right about who the main character is.



Has the illustrator helped you to understand what nosey means, in the context of this story?

AFTER READING

Ask the children what it means to be nosy. Ask them where the nosy spider spun her web. Why do they think the nosy spider might have spun it there?

Explain compound words to the children. Ask them to scan the text for a compound word. What two words were put together to make this compound word?



Ask the children what she could hear from her web. Was it in a good place? Why?

Discuss with the children what is happening in this picture. Who are these people? Will the nosy spider be able to hear them?



Ask the children who in the picture has come into the room. Who sat down?

Discuss where the picture suggests the story is set so far. Is it inside or outside? Does it suggest if it might be daytime or nighttime? Have you seen a spider web inside your house?

Discuss with the children what the nosey spider is doing. Why has she dropped down on a thread? Encourage them to remember what the word nosey means.

Ask the children if the story is real or make believe. How can you tell?



Ask the children why the nosey spider goes down her thread. What does she do to go down a thread? Why is she called the nosey spider?

Explain contractions. Ask the children to scan the text for a contraction. What two words have been joined together? Which word has been shortened to make the contraction?

Ask the children what has happened in this picture. Why is this person pointing at the nosey spider? What do you think she might be saying?

Explain adjectives, and that more than one can be used together. Ask the children to find adjectives that describe the spider.



Ask the children which of the children in the picture pointed at the spider. What does she tell the others to do? What does she say about the spider?

Have the children think carefully about what they have just read. Ask them how they know that Jo is telling the others to do something. Discuss commands.

BEFORE READING 10/11

Discuss with the children how the characters in the story will react now that they are aware of the spider. What do they seem to be doing in this picture? Predict what will happen next.

Have the children scan the text for a compound word. What two words have been used to make this word? What word is the opposite of this word?



Ask the children what Mum says to the spider. What does she say she will do? What does the nosy spider do? Ask them why Mum says she will get the spider and its web. How do they think the spider feels about this?

Are the author/illustrator helping us understand what the spider is thinking? How have they done this?

AFTER READING

BEFORE READING 12/13

Ask the children what they would do now if they were the nosy spider. Have them look at the picture to see if what they would do is what the spider seems to be doing.

Have the children scan the text for a compound word. What two words have been used to make this word? What word is the opposite of this word?



Ask the children what the nosy spider decides to do. Where does she plan to make her new web? Why?

Discuss what clues tell you the setting is changing.

AFTER READING

What Time Is It?

Mrs Popinjoy's Ghost

Dinosaur Dan

Bad Weather, Good Weather

Sonny Gets Lost

The Nosy Spider

Places Where People Live

The Moon Landing

Ask the children what they think will happen when the spider builds its new web outside. How will the people react when they find it?

Have the children scan the text for adjectives. Ask them what new adjective they can find in the text. What compound word can they find?



What does Paul tell the others to do? What does he say he will do? What does Mum say? Encourage the children to think about what they have read. Ask them what Paul means by "get the spider." Why won't Mum let him get the spider?

Have the children look at the picture. Ask them how everyone seems to be feeling. What is the nosy spider doing?

Have the children read the book independently. Ask them to think of the sequence of the story as they read. When they have finished, ask them to retell the main points to a partner.



Encourage the children to think about what they have read. Ask them why everyone is happy now.

10 f The Nosey Spider

Name _____

1. Pair the word to its opposite and circle the contraction.

Can

Down

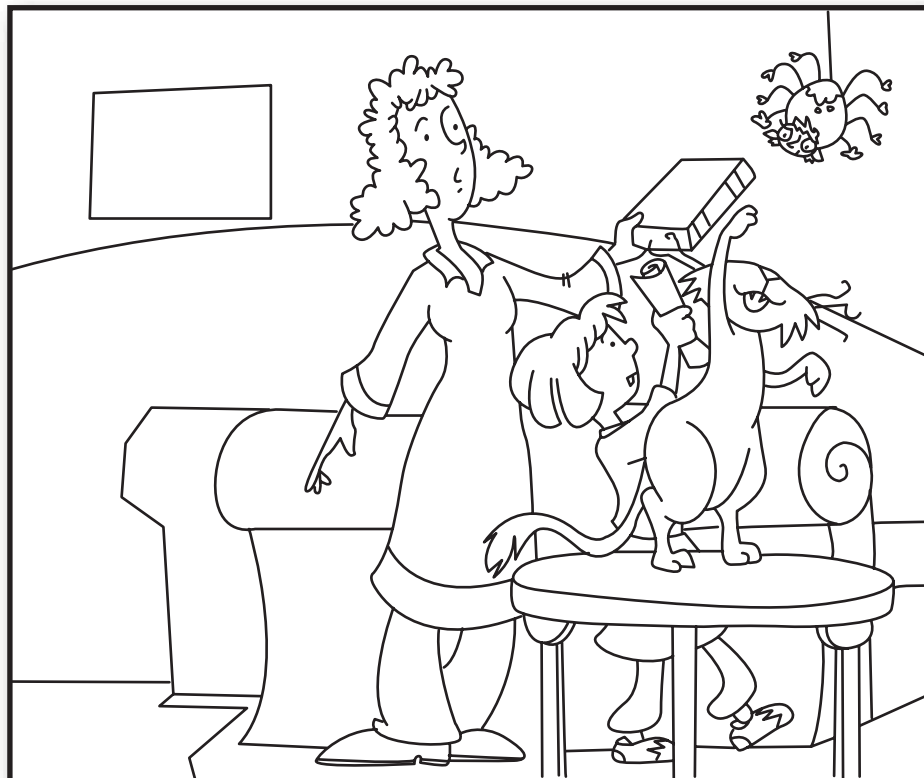
Inside

Can't

Up

Outside

2. Colour the picture.



10 f The Nosey Spider **Name** _____

1. Read these sentences. Circle the adjectives in one colour and the contraction in another colour. Then draw a picture that goes with the words.

“Look at that big, black spider,” said Jo.
“It’s coming down a thread.”

