SPIDERS LEVEL G

INTRODUCE THE BOOK

Before students begin to read, prepare them for a successful first reading of the story. Familiarize them with the plot, important concepts, new words, and language structures in the book. Begin by providing a brief synopsis of the book.

SYNOPSIS OF THE STORY

This book is about spiders.

BEFORE STUDENTS BEGIN TO READ YOU MIGHT SAY:

1. “On page 5, we see that the body of a spider has two parts. Can you see the two parts labeled in the picture?”

2. “On page 6, it says that many spiders make a sticky web out of silk to help them catch prey. Look at prey in the glossary.”

3. “On page 8, it says that the spider moves quickly and wraps the insect up in silk.”

4. “On page 10, we learn that many spiders lay eggs and they wrap their eggs in a silk bag. What letter would you expect Many to start with? Find Many.”

5. “Most spiders are not dangerous. But look on pages 14-15! Here is a black widow spider. They are dangerous.”

READ THE TEXT

After you look through the book together, have the students begin to read. Encourage the students to read the entire book in a soft reading voice. Listen to the students’ reading, and prompt for and/or praise strategic processing. See Prompting Guide G for reading behaviors to observe and support.

DISCUSS AND REVISIT THE TEXT

Start a conversation about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Engage the conversation by asking students to make predictions, inferences, and connections to personal experiences or other stories. Stay away from questions that can be answered with “yes” or “no.”

YOU MIGHT ASK:

• “What did you learn about spiders that you didn’t know before reading this book?”
• “Why do you like or dislike spiders?”