

The Spider's Web



By Jacob Zikuli

Pictures by by Charles Manata Sikihi

Nguzu Nguzu Reading Books

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Review and re-development project

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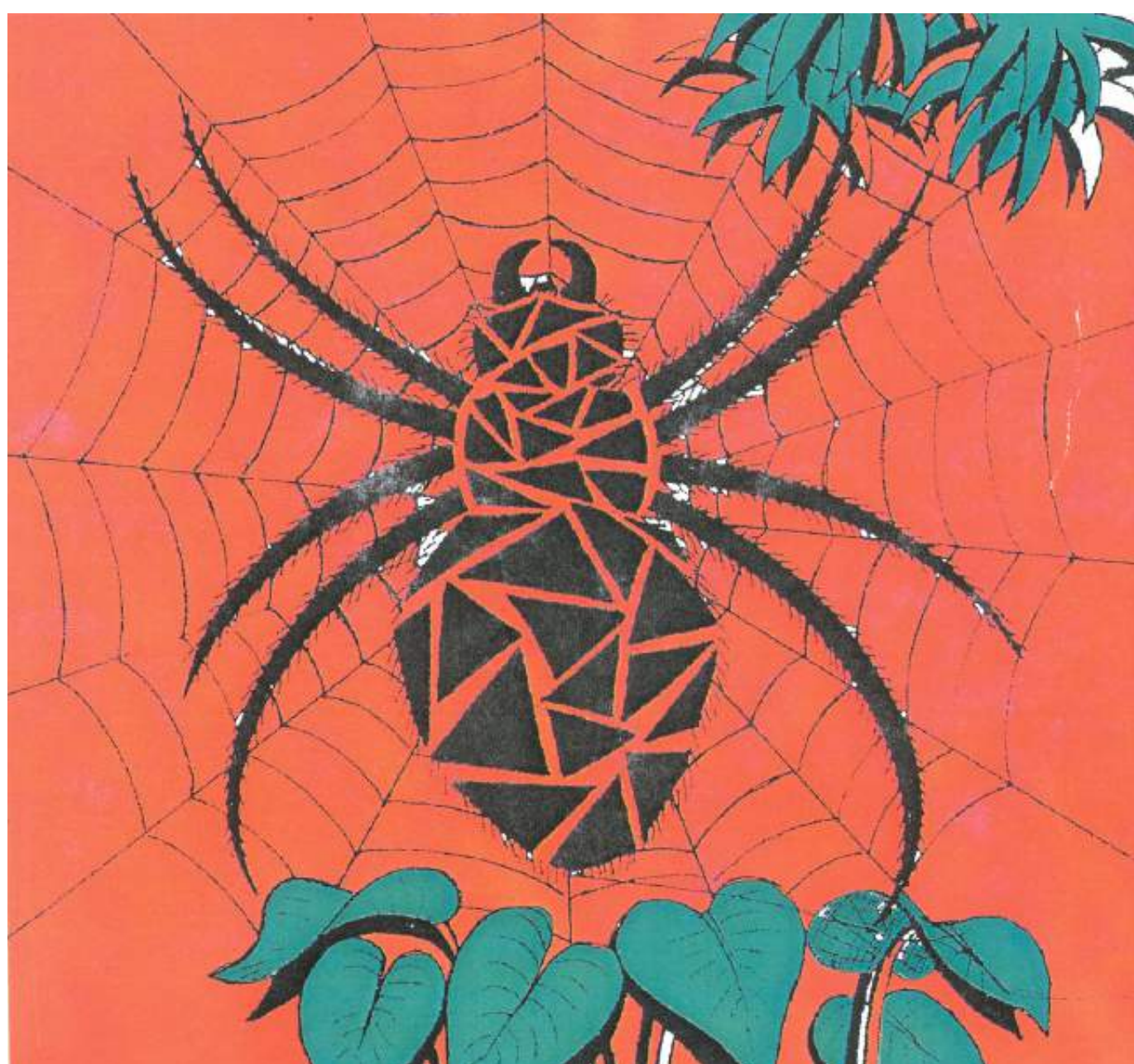
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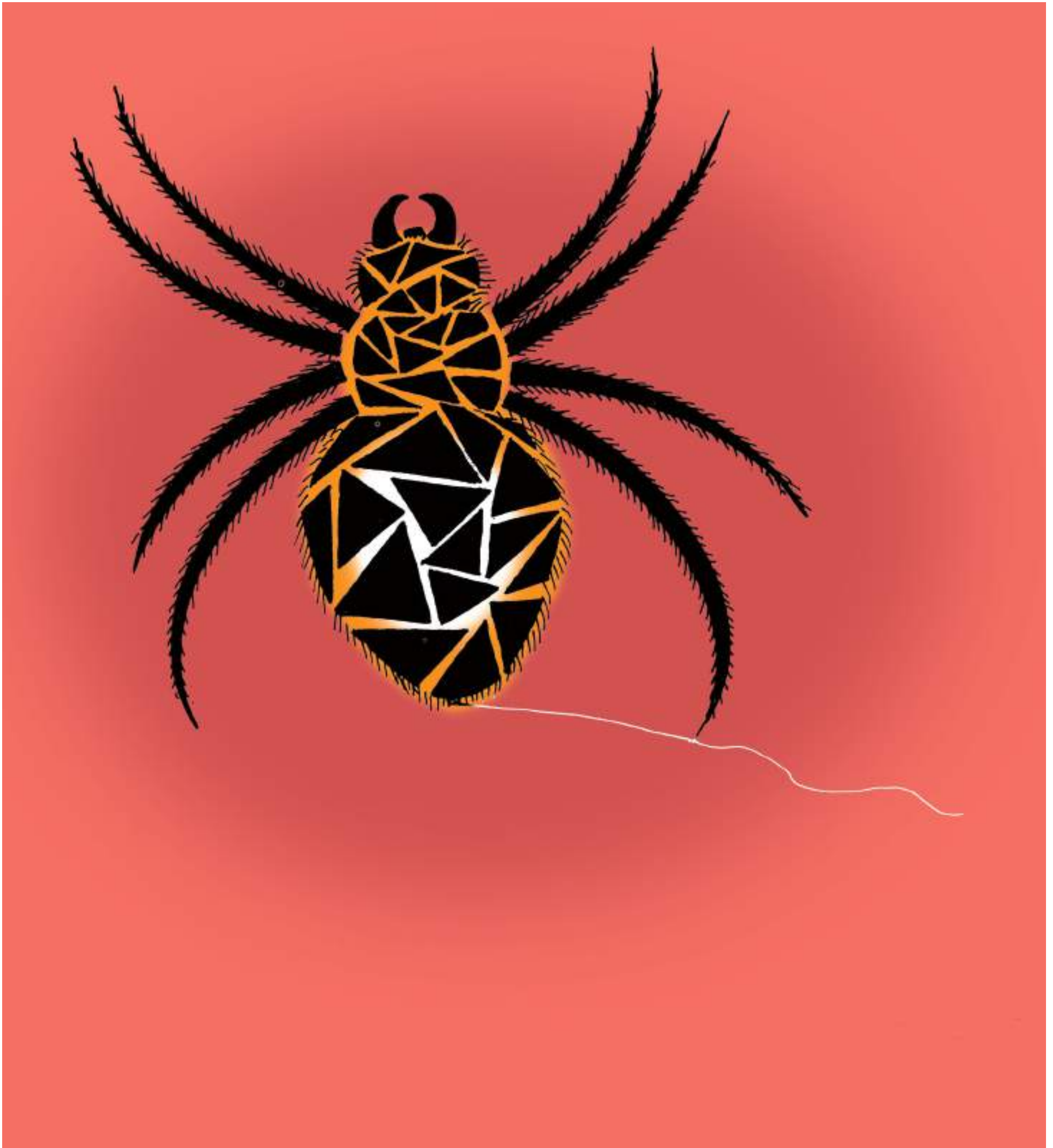
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Development 2015

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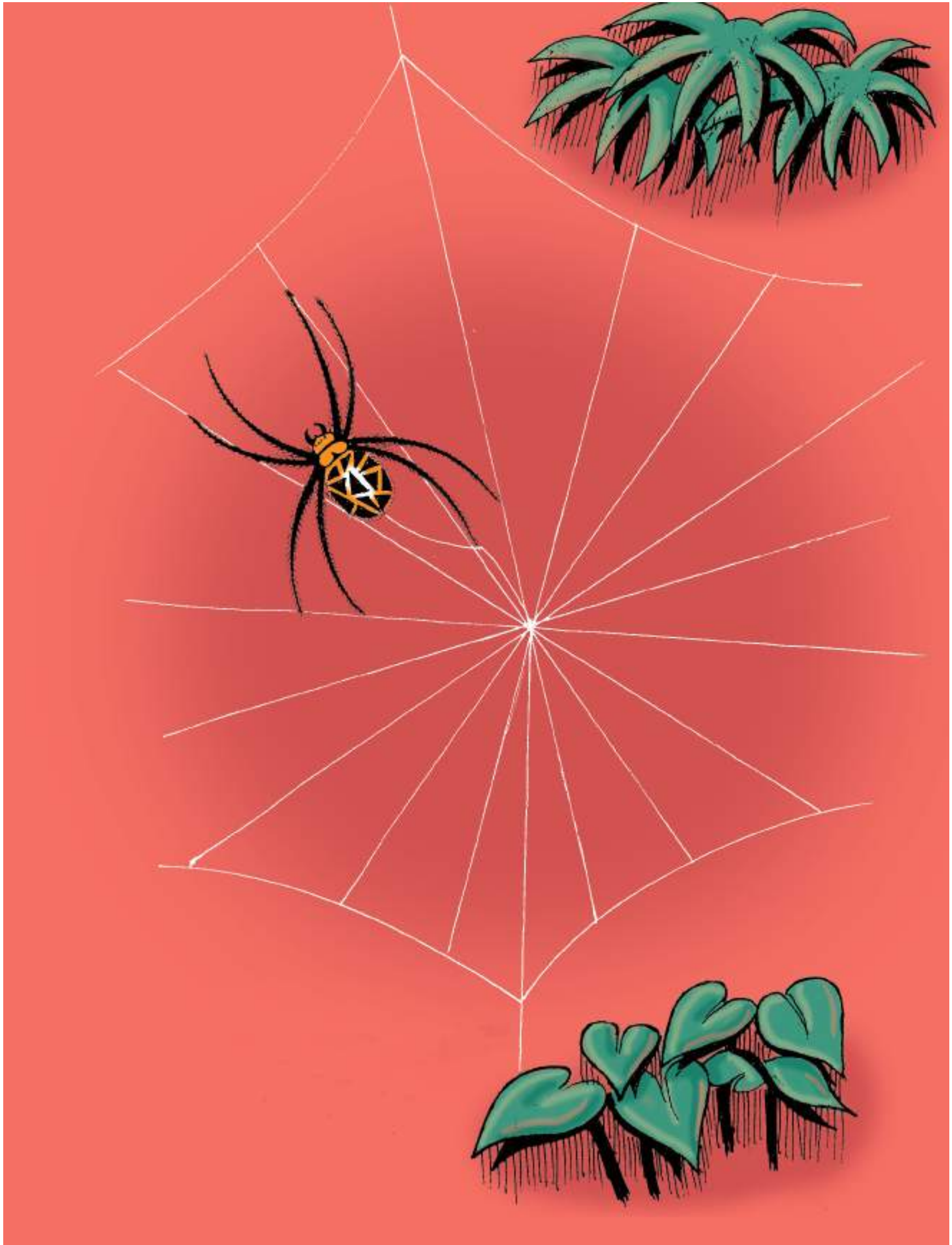
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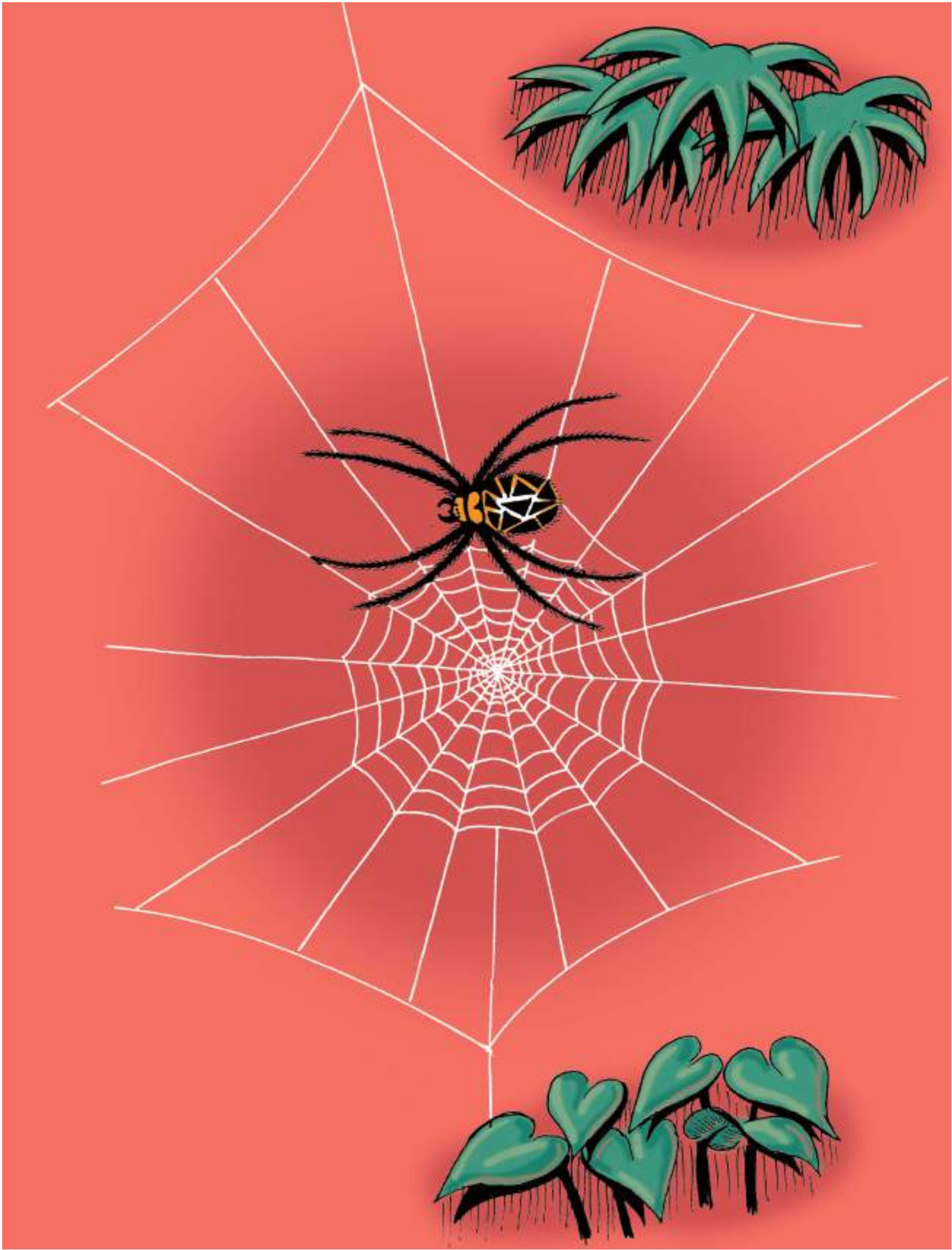
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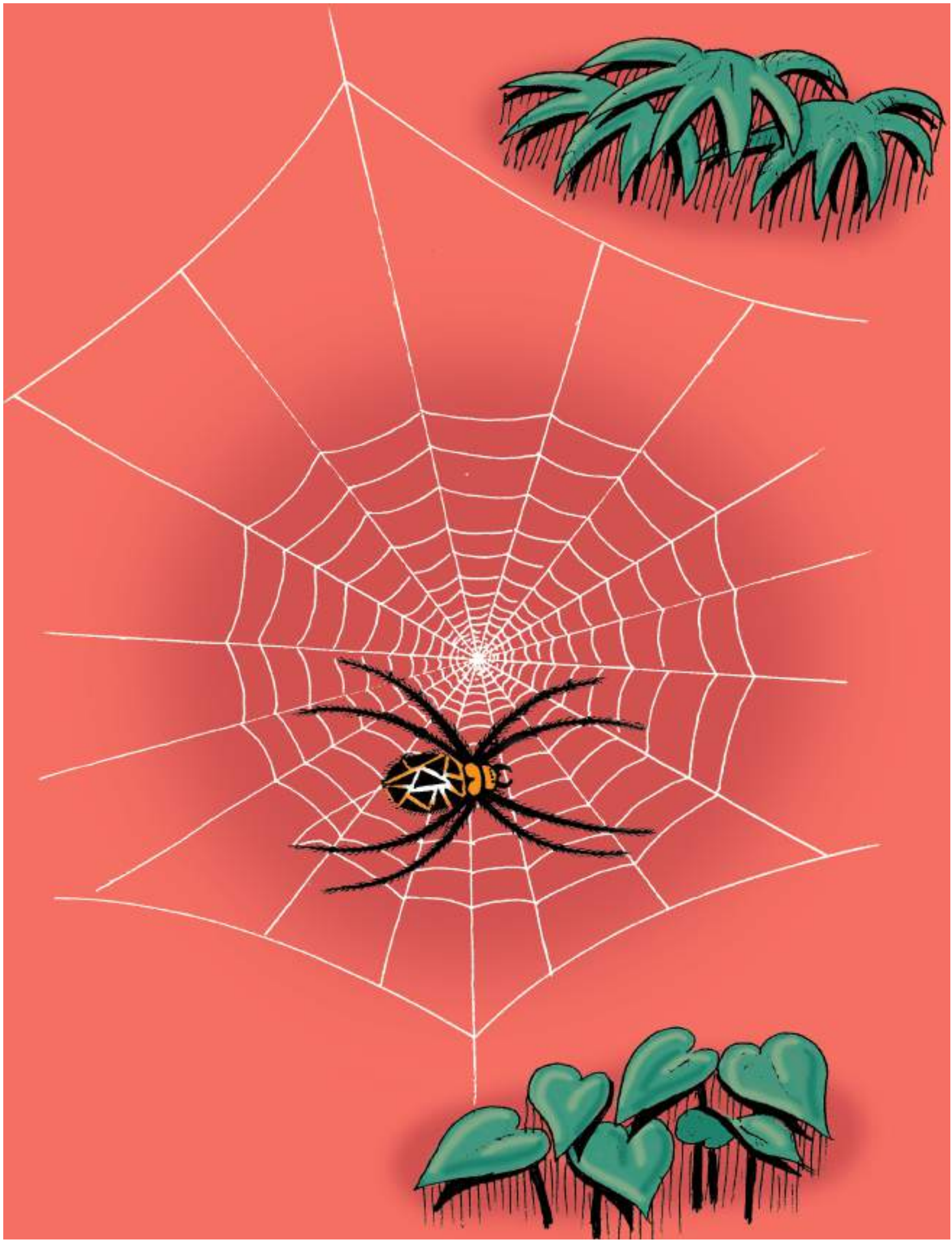
**The little hairy spider
spins a new web.**



**The little hairy spider
spins all morning.**



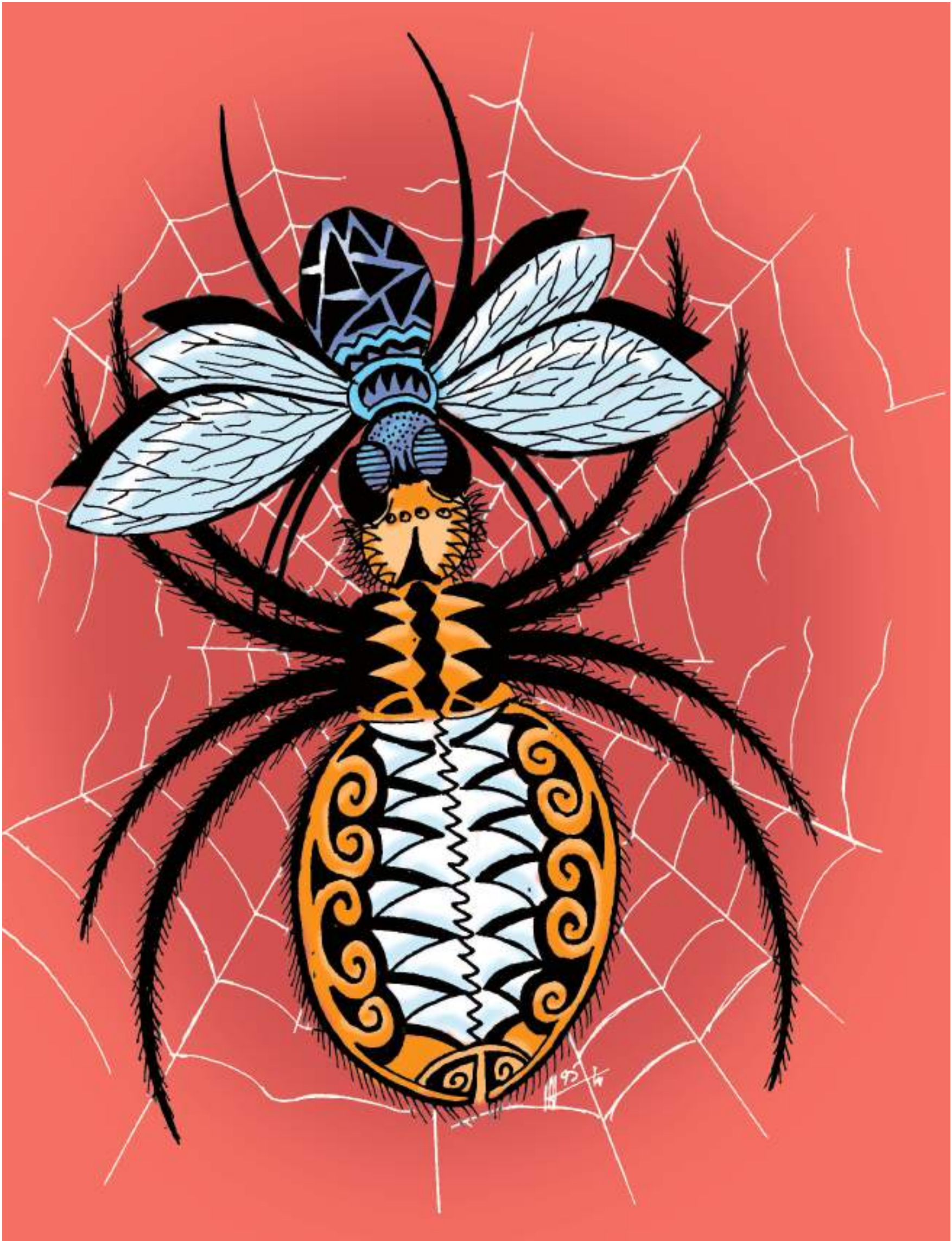
**The little hairy spider
spins all afternoon.**



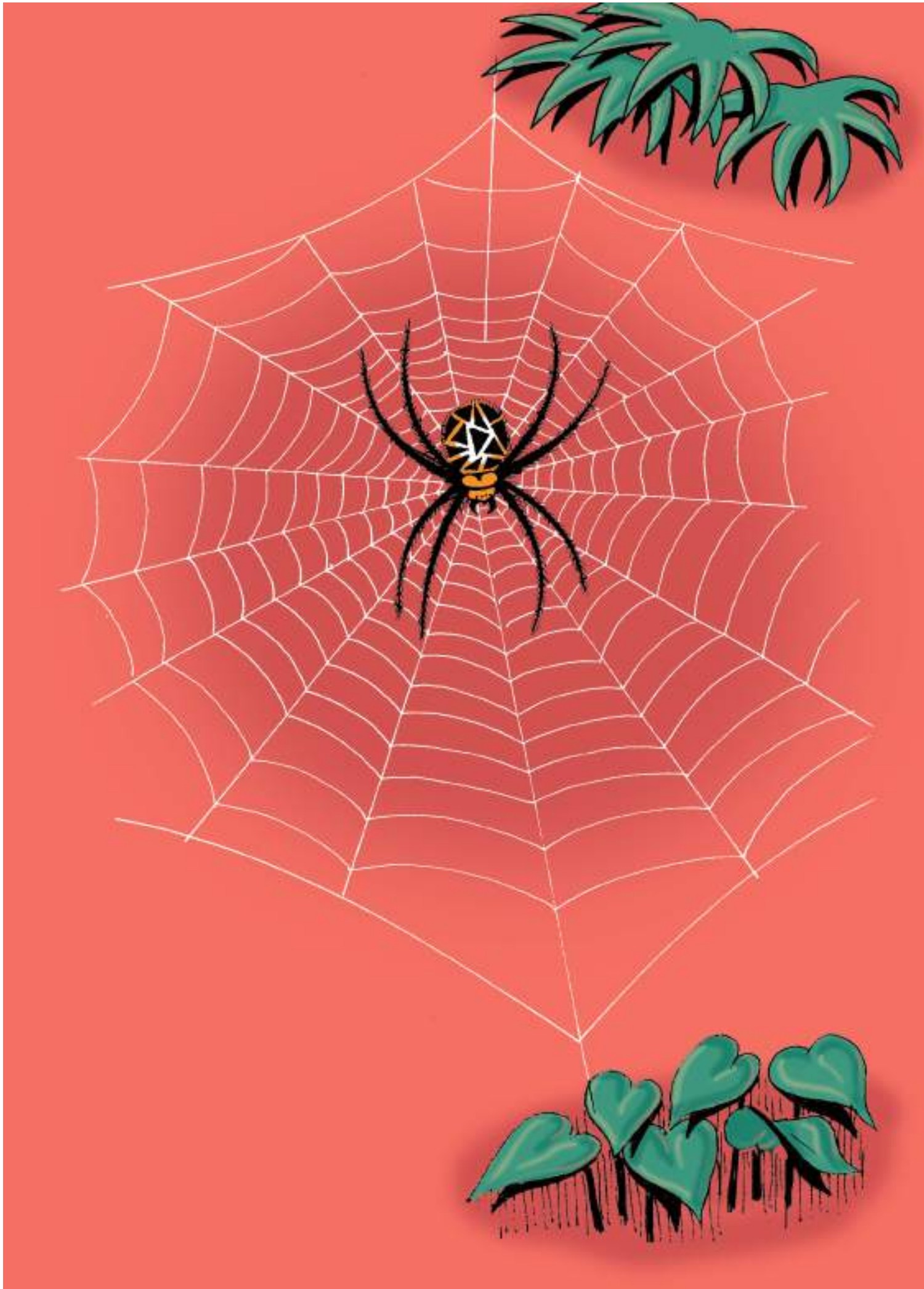
**The little hairy spider
spins all night.**



**In the morning the web
is finished.**



**The little hairy spider
traps a fly in its silky web.**



The next day, the little hairy spider starts to spin a new web.

Text:	<i>The Spider's Web</i>
Level:	Year 1
Message:	Persistence and hard work is rewarded
Discussion focus:	Animals that build
Vocabulary focus:	Parts of the day
Letters and sounds:	Medial <i>d</i>
Print focus:	Sentence punctuation (sentences that are written over two lines)
Writing opportunity:	New story with insertion of new animal

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p>Set the context: Talking with learners</p> <p>Tell the learners <i>This story called The Spider's Web and it is about a hard-working spider</i> (show the spider on the front cover). <i>It works day and night to build its web.</i> Point to the web in the picture, explain the word <i>web</i> in V/P then teach the English word.</p> <p>Now open the book and look at each page. On p. 2, show how the spider is starting a new web. Explain the word <i>spins</i> in V/P, teach the word in English and point to the word on the page. On pp. 3, 4, and 5 show how the web is getting bigger and teach the words <i>morning</i>, <i>afternoon</i> and <i>night</i> explaining that the spider is spinning its web during these times of day. On p.6 explain that it is the next day, and the web is now finished. Show how the spider traps a fly on p. 7, teaching the word <i>traps</i> by explaining it in V/P and telling the learners the English word. On p. 8, explain that the next day the spider has to spin a new web.</p>	V/P	1.3.3.1 1.4.1.3
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English, making sure you point to the words as you read. Don't talk about the book yet, just read without stopping.</p>	E	1.6.1.1
<p><u>Review the story: Understanding the story</u></p> <p>Look at the pages one by one. Read the words on each page and ask the learners to explain what is happening in V/P. Review the times of day as they appear in the story, making sure the learners understand what these words mean. On p. 8, make sure the learners understand that this is a new web. Ask the learners to explain to you why the spider needs to build a new web.</p>	V/P +E	1.4.1.2 1.6.1.2 1.3.2.2
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners to think about the spider building its web. Talk about other animals that build things in nature (eg. <i>birds</i>, <i>ants</i>, <i>wasps</i>). For each animal ask the learners to tell you what the animals do with what they build.</p> <p>OR</p> <p>Talk about how the spider worked all day to build its web. <i>Why did it build a web?</i> Ask the learners to think about things that people build (houses, canoes, boats, kitchens). For each example, think about how long it takes to build these things and ask the learners to talk about what we do with these things when they are ready.</p>	V/P +E	1.3.1.2 1.1.2.5

<p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to tell you what they remember about the story. Help them to tell the story in their own words. You can turn the pages of the book and ask the learners to explain what happened on each page.</p> <p>Tell the learners that today they will read the start of some sentences, and you will read the rest of the sentence. Now turn to p. 2 and read the words <i>The little hairy spider...</i> and let the learners practice reading these words. Now read the story, allowing the learners to read the beginning of each sentence that begins with <i>The little hairy spider</i>.</p>	E + V/P	1.4.1.2 1.4.1.3 1.6.1.1
<p><u>Focus on vocabulary: parts of the day</u></p> <p><i>Preparation:</i> Make flashcards for these words <u>morning</u>, <u>afternoon</u>, <u>night</u>.</p> <p>Show the word <i>morning</i> to the learners. Explain its meaning in V/P then practice reading the word together. Ask the learners to find the word <i>morning</i> in the story. Repeat this for <i>afternoon</i> and <i>night</i>, explaining the meaning, reading the word together and finding it in the story.</p> <p>Now write this structure on the board <i>I _____ in the morning</i>. Ask the learners to think of things they do in the morning. Take some ideas in V/P. Now choose one learner's idea and complete the sentence by writing words in the space (eg. <i>I play soccer in the morning</i>). Read the sentence to the learners, encouraging them to join in for any words they can read. Repeat this for afternoon (<i>I _____ in the afternoon</i> and <i>I _____ at night</i>). .</p> <p>In their books, ask the learners to draw three pictures of something they do in the morning, afternoon and at night. They can write a sentence for each picture using the structure: <i>I (action) in the/at (time of day)</i>.</p>	E + V/P	1.5.14 1.7.2.5 1.8.1.1 1.7.1.3

ACTIVITIES		LANG.	SYLLABUS
<p>Day 3</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Start by reviewing the parts of day words by showing the learners each flashcard and reading each word together. Now turn the pages of the book and find these words in the story.</p> <p>Now read the story with the learners, pausing before the words <i>morning</i>, <i>afternoon</i> and <i>night</i>, allowing the learners to read these words.</p>		E	1.6.1.1
<p><u>Focus on print: sentence punctuation</u></p> <p>Look at the sentence on p. 3 (<i>The hairy spider spins all morning</i>). Ask the learners to explain where the sentence starts and ends. They should be able to indicate capital letters and full stops from other books and lessons. Remind learners that not all sentences are written on one line. Sometimes sentences are written over two lines, just like this sentence. Turn the pages of the book and look at other sentences that are written over two lines. Choose some learners to come up and point to the beginning of the sentence and the end of the sentence. Find some other stories that have sentences written over two lines. Ask the learners to show you where the sentence starts and where the sentence finishes in these books too.</p>		E + V/P	1.4.2.4 1.4.2.5
<p>Day 4</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask learners <i>Who would like to try to read a page in the book?</i> Choose some volunteers. The teacher reads the first page, a learner reads the next. The teacher continues to read one page and a different learner reads every second page until finished.</p>		E	1.6.1.1
<p><u>Focus on Letters and Sounds: medial d</u></p> <p>Turn to p. 2 and point to the word <i>spider</i>. Ask the learners to find the letter <i>d</i> in this word. Make sure the learners know the name of this letter.</p> <p>Read the word <i>spider</i> to the learners, drawing out the <i>d</i> sound in the middle. Now say some other words to the learners that have the <i>d</i> as a medial sound (<i>under, window, middle, needle</i>). Now tell the learners to stand up. Say: <i>I will say some words to you. When you hear a word that has a d sound inside the word, I want you to crouch down.</i> Now read these words: <i>finger, standing, giant, cabbage, ladder, baby, windy, garden, rainbow, handle</i>.</p> <p>Learners can probably try this themselves using other words with their partners. Encourage them to look through books they have read to find words to say to each other, or use class flashcards.</p>		E + V/P	1.4.2.4 1.1.2.2
<p>Day 5</p> <p><u>Independent Reading</u></p> <p>Put the learners into pairs. Give each pair a copy of the book and let the learners read to each other today. Encourage the learners to point to each word as they read.</p>		E	1.4.3.1
<p><u>Shared Writing</u></p> <p>Tell the learners: <i>We are going to write a story about another small animal that builds something. Let's think of some animals that build things in nature</i> (eg. bird, ants, wasps). Now choose one animal to write about and write the story title: <i>The (Animal)'s (Structure)</i> eg. <i>The Bird's Nest</i></p> <p>Now write your story. Write one sentence at a time, asking the learners to help you by suggesting words/phrases for each sentence. Pause before some words and ask the learners to tell you what words or letters you need to write. Below is an example of what you could write. (You must change the bolded words; these are good words to let the learners choose.)</p> <div> <p>The Little Blue Bird</p> <p>The little blue bird builds a new nest. The little blue bird builds all morning. The little blue bird builds all afternoon. The little blue bird builds all night. In the morning, the nest is finished. The little blue bird lays some eggs in its nest.</p> </div> <p>Now write the story on paper. Write one sentence per piece of paper. Divide the learners into groups and give each group one piece of paper. Make sure each group understands the sentence that is written on their piece of paper, then ask the learners to draw a picture, showing what is happening in their sentence.</p> <p>When finished, staple the pages together to make a book. Read the book to the learners then put it in your class library for the learners to read independently.</p>		E + V/P	1.9.2.2 1.9.1.4 1.9.2.3 1.8.1.5 1.9.1.1 1

