My Spider Pet
Story by Michelle Osment
Illustrations by Terry Burton

Summary Teaching Points

Key Words
found, first, just, sure, much, then, through, make, have, want, keep, there, big/biggest, wiggly/wriggled
Sounds: rhyming words – get/pet, air/there, too/do, around/sound, cat/that, eyes/dies, side/hide, ache/cake,
blends – wh-, ch-, sh-, th-, cl-, fl-, gr-, fl-, sn-
Letters: endings -er, -ed, -y (spider, wiggly, shiny,
closely, yummy, tummy, watched, waited,
appeared, stared, jumped, picked)

Comprehension Main Point
We learn through our own experiences and understand the responses of others.

The story
A boy finds a spider and keeps it in a jar until something happens in his own life to teach him that the spider needs to be set free.

Exploring the Text
Read the story to the children. Children listen and predict the language and events. After listening children suggest possible alternative titles for the story.

Look closely at the illustrations.
How has the artist shown how the boy feels?
Talk about feelings of the boy as the story progresses.
What was the turning point of the story?
When did the boy get the idea the spider was hungry?
What was the boy feeling at the beginning of the story? How do you think he felt at the end?
Write the findings on a large chart.

EXPLORING LANGUAGE

Text work
Reread the story with the children and ask questions about the meaning of words, phrases and sentences in the text.
What were the words the author used to describe the spider? (big, great)

Rewrite the text on a large chart in the third person. Substitute he for I, his for my, using a different coloured marker. Children make drawings to illustrate. They read the new version.

Children refer to the text and create timelines depicting the spider’s feelings from the beginning of the story to the end.

Sentence Work
Children say what the author has done to make the text easy to read and remember. Is it the rhythm of the language?
Children identify rhyming words in the text.
They write these rhyming words on large charts and compare similarities and differences in the letter patterns. They see how some words that rhyme have different spelling (ache/cake). They group these on an illustrated word web.

**Word Work**

What word was used to describe the worms? (wiggly) Can children think of other words that would be suitable? What word is used to describe something we eat between meals – a small amount of food? (snack)

Read the title. Focus on spider. Children listen to the sound at the end of spider (er). They say other words that feature the same sound and letter pattern and help write these on a chart. (dinner, teacher)

Children say what they notice about the beginning of spider. They find other words in the text that begin with letter blends (treat, grapes, flies) and create small illustrated books featuring each blend.

Focus on words that end in ed. Children listen for these words as the text is read. They read to identify those words in the text. (jumped, landed, raced, picked, started) Write the words on an easel chart. Children help identify the base word by circling it.

**PROCESSING INFORMATION**

Children make a “Look what we know about spiders” concertina book. They draw what they think a spider looks like and list what they know about spiders.

Children decide on sources of information (books, Internet, encyclopedias) to become experts and answer questions and present information.

Children write letters to the boy giving him advice about spiders and how to look after them.

Children think of the meaning in the language and decide how each part should be read. Children then read the story as a class play using their voices to show the feelings of the boy and the spider.

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