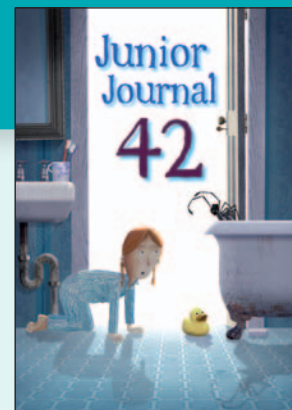


Spider Work

by Judy Raymond

JUNIOR JOURNAL 42



OVERVIEW

This poem, written in response to the sight of spiderwebs glistening in the morning dew, describes the author's vision of how the spiders produced the webs. Students can compare this poem with "Spider", another poem in the same Journal, and consider how each writer conveys their point of view about spiders.

There is an audio version of the text on the *Junior Journal 42 and 43* CD.

RELATED TEXTS

Poems about spiders, in particular "Spider" in the same Journal and "Fred" (JJ 36)

Texts about spiders: *The Spider in the Shower* by Margaret Mahy; *The White-tailed Spider* (RTR, Gold)

Descriptive and/or metaphorical poems: "The Moon" in *Night is a Blanket* (RTR, Gold).

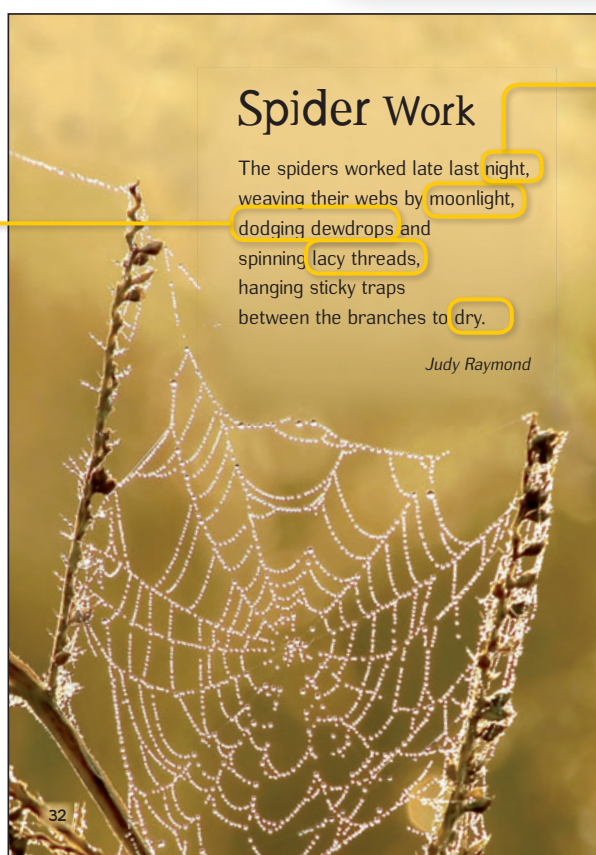
TEXT CHARACTERISTICS

Key text characteristics relating to the reading standard for after three years at school are shown in the boxes with a solid outline. Other boxes indicate additional characteristics.

A mix of explicit and implicit content within text and illustrations that requires students to make connections between ideas in the text and their prior knowledge to visualise and make simple inferences, for example, about:

- what "Spider Work" refers to
- the author's point of view about spiders.

Poetic language features, including alliteration, rhyme, assonance (the shared vowel sound in "spiders", "night", "moonlight", and "dry"), compound words ("moonlight", "dewdrops"), and figurative language



The structure of the poem as one long sentence, with each line adding more detail

A shift in time between when the web was woven and the poem was written

Some unfamiliar words and phrases, the meaning of which is supported by the context or illustrations

English (Reading)

Level 2 – Purposes and audiences: Show some understanding of how texts are shaped for different purposes and audiences.

Level 2 – Language features: Show some understanding of how language features are used for effect within and across texts.

SUGGESTED READING PURPOSES

(What can the students expect to find out or think about as a result of reading this text?)

- To visualise what this poem is describing and think about why it's called "Spider Work"
- To identify the author's point of view about spiders.

SETTING A LEARNING GOAL

(What opportunities does this text provide for students to learn more about how to "read, respond to, and think critically about" texts?)

Some behaviours you could expect to see as the students read in order to meet the reading purpose are suggested below. **Select and adapt** from them to set your specific learning goal(s). Be guided by your students' particular needs and experiences – their culture, language, and identity (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

The students:

- make connections between the descriptive language and their prior knowledge to visualise the work of the spiders and infer the author's point of view
- evaluate the author's point of view
- attend to word meanings, line breaks, punctuation, and rhyme to read expressively for an audience.
- use word-solving strategies to decode and/or work out the meaning of unfamiliar words and phrases.

TEXT AND LANGUAGE FEATURES**VOCABULARY**

- Some unfamiliar words and phrases, for example, "weaving", "dodging", "dewdrops", "spinning", "lacy", "threads"

POSSIBLE SUPPORTING STRATEGIES


Monitor students' **decoding** attempts by noticing their use of words from the text during discussion and/or asking questions that require the students to use those words. Prompt students to remember strategies they can use, for example:

- breaking words into syllables or familiar components ("moon-light", "dew-drops")
- drawing on knowledge of spelling patterns and word structure (identifying the root word and knowing about dropping the "e" before adding "ing" in "weaving" and "dodging" and before adding "y" in "lacy")
- rereading the phrase or sentence around the unfamiliar word (for example, rereading the phrase "spinning lacy threads" to confirm attempts to decode "lacy").

INTRODUCING THE TEXT


- Discuss the students' experiences of and feelings about spiders. If they have already read "Spider" (in this Journal), prompt them to recall the point of view about spiders in that poem.
- Look at the photograph. *What is it? What is a spiderweb for?*
- Have the students use the title and the photograph to infer what the "spider work" was.
- For students who need a lot of support with the vocabulary, display the photograph and have the students work in pairs to discuss the nouns, precise verbs, and adjectives that occur to them from the picture. With students who share a first language other than English, provide an opportunity for them to discuss the photograph in their language. Provide bilingual dictionaries if appropriate.
- Have the pairs share their ideas. Together create a table with the nouns, verbs, and adjectives. Model the pronunciation of unfamiliar words and have the students repeat them as you record them. Have the students listen for the vocabulary as you play the audio version of the poem and tick any words that they hear. Have them listen again and repeat.
- Share the reading purpose and learning goal(s).

METACOGNITION




Effective readers are metacognitive. They are aware of the processes and strategies they draw on and are able to explain how they used these to successfully make meaning and think critically. Examples of metacognitive behaviours, or strategies that promote metacognitive behaviours, are threaded through the notes and indicated by .

EXPECTED STUDENT BEHAVIOURS

(what to look for, prompt, and support as the students work towards achieving their learning goal)

-  As they read or reread this text, students notice when meaning has broken down. They draw on a range of strategies to correct the problem and can explain what they did.

HOW YOU CAN SUPPORT YOUR STUDENTS TO READ, RESPOND, AND THINK CRITICALLY

-  Ask questions: *How did you know that bit was wrong? Or I noticed that you reread that bit when you got confused. How did rereading help you?*
-  Use prompts: *How did you know that bit was right? Think about the strategy you used. How did it help you?*
-  Give feedback: *I noticed that you read this as... and then you fixed it up by ...*

READING AND DISCUSSING THE TEXT

In order to meet the reading purpose: **The students make connections between the descriptive language and their prior knowledge of spiders to visualise what is happening and infer how the author feels about the spiders.**

EXPECTED STUDENT BEHAVIOURS

(what to look for, prompt, and support as the students work towards achieving their learning goal)

The students confirm their inference that the poem is about spiders spinning their webs and can give reasons to support their thinking. They notice that the poem is about more than one spider (and web) even though there is only one web shown in the photograph.

The students infer that the photo is of one of the finished webs and that it was woven the night before the author wrote the poem. They identify the clues in the text that supported their thinking – for example, “spiders”, “worked late last night”, and “by moonlight”.

The students reread and discuss the poem, focusing on visualising the images conveyed by the author’s descriptions. They think critically about the author’s choice of language.

HOW YOU CAN SUPPORT YOUR STUDENTS TO READ, RESPOND, AND THINK CRITICALLY

Have the students read the poem right through and discuss with a partner what they think it’s describing. *How do you know? Is that what you thought before you read the poem?*

Prompt the students to search for clues: *Is the poem about one or more spiders and webs? How do you know? When did the author write this? What words tell you that?*

Set up a chart (see examples below) to help the students record and reflect on words and phrases and how they visualise these. The students could draw pictures to share what they see. Model your thinking, for example: *The poem says the spiders were “weaving their webs”. I know that spiders have spinnerets to make threads, so I have a picture in my head of them **spinning** their webs. The alliteration makes it sound as if the words belong together.*

An example of a partially filled-in chart:

What the poem says	What we’re visualising
weaving their webs by moonlight	The spiders are spinning their webs at night when the moon is shining.
dodging dewdrops	The spiders don’t want to get wet.
spinning lacy threads	The spiders have spinnerets. When they join the threads together, they make lacy patterns.

The chart could also be set up like this:

Images created	Words or phrases

In order to meet the reading purpose: **The students evaluate the author’s point of view.**

The students infer that the author has a positive point of view about spiders because they are clever and can weave beautiful webs. The students make connections to their own opinions of spiders to help them evaluate the author’s point of view.

They think critically about different points of view about spiders. They share their own opinion of spiders.

Ask the students to think about the sorts of images the author has created and the type of language she has used. *How does this help you work out about her point of view about spiders? Does she like them?*

Prompt the students to make connections to other texts they have read about spiders. Encourage debate and discussion to draw out the idea that people have different opinions and that the same person may feel differently about spiders in different situations. For example, it’s generally not good to find a spider in the bath. For students who need more support, you could provide sentence starters for oral discussion.

I think spiders are _____ because they _____.

In order to meet the reading purpose: **They attend to word meanings, line breaks, punctuation, and rhyme to read expressively for an audience.**

They use appropriate intonation. They use punctuation to support phrasing.

The students identify some ways the author makes the poem sound good to read aloud, for example, the alliteration and rhyme.

Reread the poem together aloud. Prompt the students to notice particular language features: *What do you notice about the sounds of the words in “weaving their webs” and “dodging dewdrops”?* To provide support for English language learners, have them listen to the audio version of the poem several times and provide opportunities for them to practise by themselves.

- 🔊 With support, the students reflect on their learning. They revisit the reading purpose and learning goal and explain some of the things they did to meet them, for example, how they visualised parts of the poem and inferred the author’s point of view.
- 🔊 The students identify some challenges in the text and how they worked (or tried to work) them out.

Revisit the reading purpose and learning goals.

- 🔊 Ask questions: How did making connections to what you already knew about spiders help you to visualise? *What words or phrases helped you? The author doesn’t actually say that she likes spiders, so why do you think she does?*
- 🔊 Prompt the students to think about how strategies such as using the illustrations, visualising, or identifying specific words and phrases could help them when they read another poem.

AFTER READING

- The students can reread the poem as they listen to the audio version on the *Junior Journal 42 and 43 CD*.
- Support visualising by having the students choose images from the poem to illustrate.
- Identify and compare points of view in other poems or texts about spiders.