

Primary Curriculum Box

Making a spider's web

CONTENT FOCUS

understanding a process
reading and sequencing steps
in a process
writing about a process

COMMUNICATION
explaining a process

COGNITION
sequencing

LEVEL 3

AGE RANGE

10–12

TIME

45 minutes

LEARN ABOUT LITERACY

Explaining a process:
use the present tense
put the events in time order
Use sequence words:
first, then, next, after that,
finally

Before class

Photocopy **worksheet 5.9**, one per pupil. Copy the *Word box* onto the board.

In class

1 Finding out Play a guessing game. Say *It's small. It grows and it can move. It isn't a mammal, it isn't a reptile and it isn't an insect. It's an invertebrate. It has eight legs. What is it? (a spider)*. Ask pupils if they know what kind of animal spiders are (*arachnids*).

2 Give out worksheet 5.9 to each pupil. Use the visuals on the worksheet to teach *web, thread, hangs, branches, edge, spin, sticky, insect and catch*.

3 Ask *What's happening in the pictures? (a spider is spinning a web), Why? (to catch food / to catch an insect)*. Tell pupils to look at the pictures and put the sentences in order.

Key 1b 2e 3d 4a 5c

Ask *How do you know the order of the sentences?* (We use *first, then, after that, finally*).

Tell pupils to circle these words. Explain that we use the present tense to describe a process which is always true.

4 Tell pupils to look at the pictures of how a bird builds a nest. Use the visuals to teach *feather, roll, twigs weave*.

5 Using the writing frame on the worksheet, the *Word box* and the words circled in 1, on the board ask pupils to complete the description of building a nest.

Key First, the bird finds a feather and starts to build a nest. Next, it puts twigs in the nest. After that, it rolls around in the nest. Then it sits in the centre. Finally, it lays an egg and sits on it.

6 Round up Ask half the class to give you four facts about spiders, then the other half to give you four facts about birds. Ask *Would you rather be a spider or a bird? Why?*

Follow up

Put pupils into pairs, one *spider* and one *bird* in each pair. Explain that the pupils who are spiders tell the birds how to make a web, and then the pupils who are birds tell the spiders how to make a nest.

WORD BOX

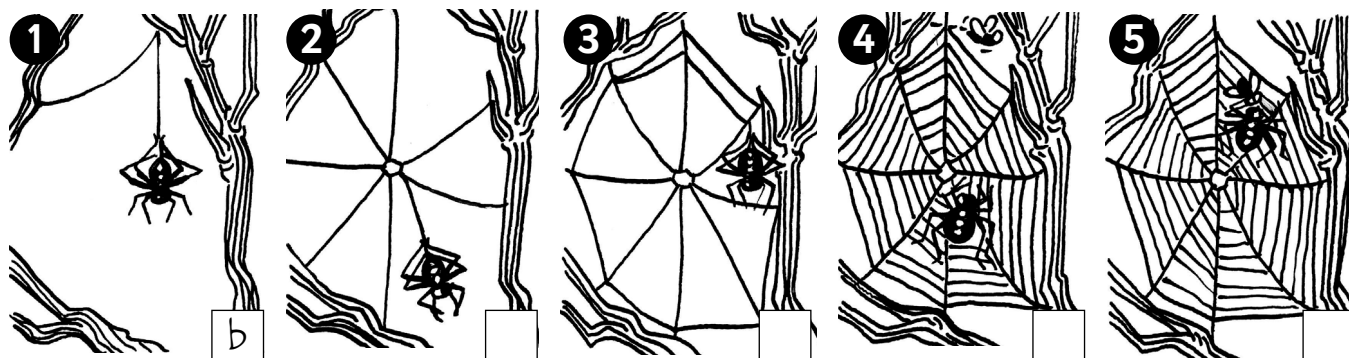
branch, catch, centre,
circle, edge, eggs, feather,
nest, thread, twigs, web
hang, roll, weave
sticky

SENTENCE BOX

The spider makes a thread between two branches.
It moves from the centre to the edge.
It moves round in a circle.
The threads are sticky.
It hangs down from the thread.
It catches an insect.
First, the bird finds a feather and starts to build a nest.
Next, it puts twigs in the nest.
After that, it rolls around in the nest.
Then it sits in the centre.
Finally, it lays an egg and sits on it.

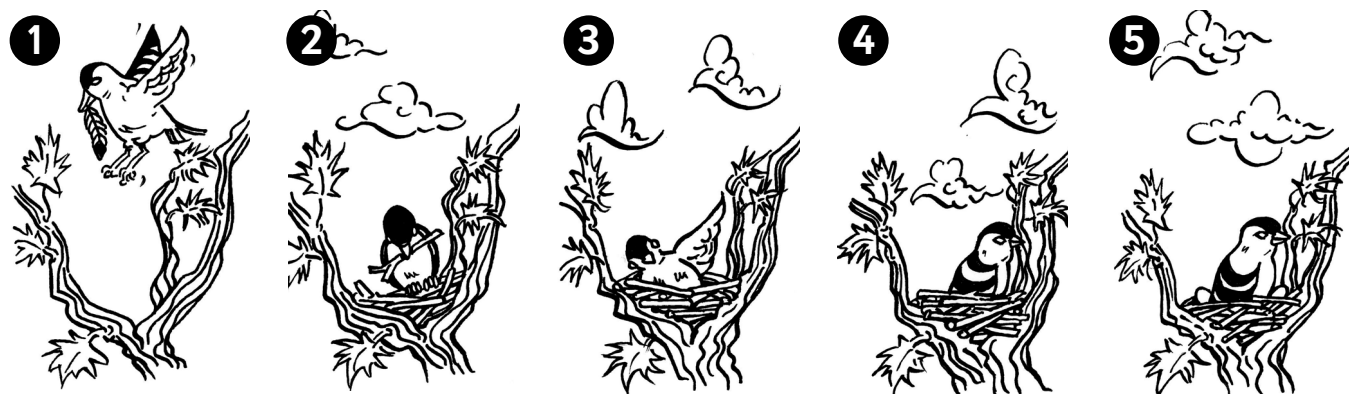
How to spin a web

1 Look at the pictures. Order the sentences.



- a Next, the spider goes back to the centre of the web. The spider then waits for an insect.
- b First, the spider makes a thread between two branches. The spider makes another thread and hangs down from it.
- c Finally, the insect comes into the web and the spider jumps on it.
- d Then the spider starts making the circles of the web. It starts at the outside and slowly goes round and round. The threads of the web are sticky.
- e After that, the spider makes a new thread in a cross shape. It moves from the centre of the web to the outside.

How to build a nest



2 Complete the description.

First, the bird finds a feather and starts to build a nest _____.

_____ it puts _____ in the nest.

_____, it rolls around in _____.

Then it sits _____.

Finally, it lays _____ and sits on it.