

McGregor, A. (2024). *Spiro*

This book tells the story of a hungry spider, trying to catch his dinner. Spiro is determined and focused. Unfortunately, he is thwarted many times as unexpected events prevent him from achieving his goal. Theme is resilience.

Target: K/P-1

English textual concepts: *character, narrative, representation of feelings*

Suggested teaching sequence:

This teaching sequence is not suggested as a stand-alone activity; it should be built into a cohesive unit of work, perhaps incorporating other texts that amplify the common English textual concept(s).

Day	Teaching focus	Activity
Monday AC9EFLE01 AC9EFLY03 AC9MUFE01	Activating background knowledge/ Build content knowledge Orientation to text Visual literacy	<ul style="list-style-type: none">- Begin by talking about spiders in general. Share spidery tales to activate background knowledge. Talk about how spiders make their webs, spinning round and round from one surface to the next. Provide the game Spirograph or plastic circle shapes for students to trace around to make patterns- like a spider's web. Display them in the classroom. In contrast, an informative text to build knowledge about spiders can be found here (4 minute video). Talk about the difference between informative and literary texts.- Predict what the book may be about. The title page is allegorical. Spiro looks confused. He is studying web design. This could mean making spider webs (what the text is about - the literal meaning) or designing webpages (the symbolic meaning, as the illustration suggests).- Take a picture walk through the text together. Discuss the illustrations, how they are made (drawn digitally on a computer). Key discussion questions: <i>What's happening on these pages?</i> (double page spread). <i>What do you think will happen next? Why?</i>
Tuesday AC9EFLE02 AC9EFLE01 AC9MUFD01	Read aloud Fluency Character Oral language Visual literacy	<ul style="list-style-type: none">- Read text to students with prosody. Encourage students to provide feedback and comment during the read-aloud to maximise engagement.- Students join in with the reading during subsequent reads.- Discuss Spiro. <i>What do we know about Spiro? What is he like? What words and pictures tell us this? Why does he keep trying to build a web?</i> Record student responses on IWB.- Identify onomatopoeic language in text and the different fonts. Practise orally reading these words with prosody e.g. <i>brumm, twang, yum</i>.- Draw your favourite illustration. Caption using the words in the text. Share/display in the classroom.

<p>Wednesday</p> <p>AC9MUFE01</p> <p>AC9EFLE02</p> <p>AC9EFLA06</p> <p>AC9EFLY13</p>	<p>Fluency</p> <p>Narrative</p> <p>Character</p> <p>Sentence structure- simple/ compound sentences</p> <p>Morphology</p>	<ul style="list-style-type: none"> - Re-read the text together. - Discuss the narrative structure of the text- identifying the beginning, middle and end of the story. <i>What was the complication? How was it resolved?</i> Story-map the text, by drawing 5 circles and filling in the main events, in order, inside each circle. E.g. 1. Lucy on her bike, 2. dog chases cat, 3. bird swoops worm, 4. Gary mows lawn, 5. bugs attracted to light. - Talk about how Spiro is feeling in various parts of the text. Ask, <i>How is he feeling now? Why? How do you know? Do you ever feel this way? What words/ pictures tell us how Spiro is feeling?</i> - Annotate story maps to reinforce the drawing, writing, reading link. - Identify simple and compound sentences in the text. Students practise writing simple/compound sentences from text or independently e.g. <i>Here comes a fly. Around and around her goes, from...</i> - Discuss prefix re (meaning <i>again</i>) e.g. <i>Siro rebuilds, Spiro redesigns.</i>
<p>Thursday</p> <p>AC9MUFD01</p> <p>AC9EFLE05</p> <p>AC9TDIFK01</p>	<p>Fluency</p> <p>Finger rhymes</p> <p>Oral storytelling</p> <p>ICT</p>	<ul style="list-style-type: none"> - Re-read the text together. Add/perform sound effects during the read-aloud e.g. <i>Twang, Ha-ha, Toodle-oo, Yum yum.</i> - The finger rhyme/action song, Incy, wincy spider, describes the determination of a spider to achieve his goals after many failed attempts, similar to Spiro in the text. Michael Rosen shares his holiday adventure in Australia and the red back on the toilet seat is a deliciously scary, hilarious, oral text you may wish to listen to with your class. - The illustrations in the text, <i>Spiro</i>, are drawn digitally. Experiment with free, on-line drawing tool Sketchpad to produce a digital picture, related to the text, <i>Spiro</i>.
<p>Friday</p> <p>AC9MUFC01</p> <p>AC9EFLA02</p>	<p>Reading fluency</p> <p>Creative arts</p> <p>Reflection</p>	<ul style="list-style-type: none"> - Provide opportunities for students to re-read text in pairs/small groups, building reading fluency. - Make spiders from egg cartons and pipe cleaners and/or Make thumb prints (like in the text) and add appendages to turn them into spiders. - Reflect on text. Discuss likes/dislikes. <i>What do you think was the main message of the text, Spiro? Why?</i>

