

How Spiders Catch Their Food

Topic: Minibeasts/Animal Kingdom/Food

Curriculum link: Natural Science

Text type: Explanation

Reading level: 19

Word count: 456

Vocabulary: centimetres, designed, dragline, fangs, hooked, insects, liquids, paralyses, poison, prey, silk, webs

Possible literacy focus:

- Identifying headings and subheadings in the text.
- Understanding why headings and subheadings are used in text.
- Understanding the text at an interpretative level.

Follow-up activities

Brainstorm about spiders

Ask the children to think of everything they know about spiders. Group these facts on the board under different headings, e.g. features, different types of webs, eyesight. Now show the children how information can be presented in different ways, for example, in a fact web.

Text features: contents page and index

Ask the children to locate the contents page and the index.

What are they for?

Why do we need them?

How do you use them?

What is the difference between the two?

Ask children to locate different topics from both the index and contents page.

Can you tell me where I would find a section called Hairy feelings in the book? (Contents page)

Where would I find information on silk? (Index – four pages listed)

Find out more

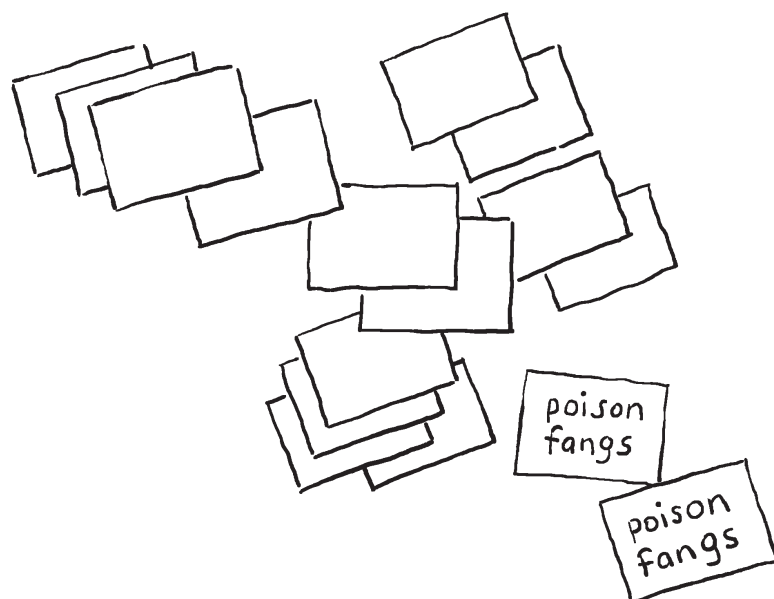
Ask the children to research information about other spiders and the ways in which they catch their food. Brainstorm a list of questions to help the children with their research. Provide access to the library, Internet and plenty of books and magazines. Ask the children to present this information in a brief talk to the class.

Memory card game

You will need:

16 cards, scissors, pencils, felt pens, coloured pencils

1. Make a memory game based on information in *How Spiders Catch Their Food*.
2. On one card, write a fact about a spider, or the name of a spider. On another card, write another fact about this spider.
3. Do this for seven other pairs of cards.
4. Now play a game with a friend.
5. Place the cards face down on the table.
6. The first person picks up two cards to see if they have a match.
7. If they do match, they keep the cards and have another turn.
8. If they don't match, it is the other person's turn.
9. The game continues until all cards are matched.
10. The person with the most pairs wins.



Plurals

Complete the table below. See if you can work out the different rules for making words plural.

Singular	Plural
spider	spiders
insect	
fang	
liquid	
shell	
animal	
feeling	
body	bodies
fly	
berry	
leaf	leaves
life	

Now write some sentences about spiders using plural words.

Instructions Please note that most of these words are from *How Spiders Catch Their Food*. Suggest to the children that they look in other books and print material around the classroom to discover other plurals that they can add to their list.

True or false

Are these statements true or false?

The animals that spiders eat are called prey. _____

The Net-casting spider carries its web around with it. _____

The Jumping spider can jump more than 40 times the length of its body. _____

The Crab spider makes a web to catch its prey. _____

The Flower spider hides in flowers and waits for insects to come. _____

Some spiders use a line of silk called a dragline. _____

All spiders have fangs. _____

The Pisaurid spider grabs an insect with its fangs. _____

Spiders always chew their prey. _____

Spiders suck out the liquid in the bodies of the animals that they catch. _____