

Books for Young Learners Teacher Resource

Book Notes



Spiders Everywhere / Arañas por todas partes

Author Betty L. Baker

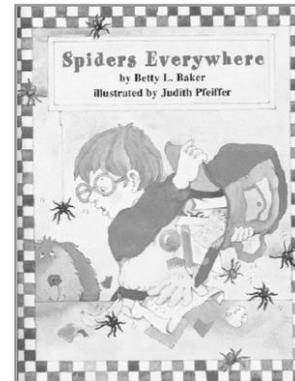
Illustrator Judith Pfeiffer

8 pages ■ 36 Eng. words ■ 44 Spn. words

Fountas and Pinnell Level D

Reading Recovery Level 9

Descubriendo la Lectura Level 4



Spiders Everywhere

SYNOPSIS

A child finds his space invaded by creepy crawlies.

WHAT THE BOOK OFFERS

- Fiction fantasy
- First person
- Present tense
- Some rhyme and rhythm
- Alliteration
- Initial blends
- Prepositions of place ■
- Open ended
- Variety of structures

POSSIBLE SKILLS EMPHASIS

- Reading for accuracy, attending to text detail
- Confirming and self-correcting
- Inferential reading of illustrations

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INTRODUCING THE BOOK

- Some students may have a fear of spiders, so take this into consideration when introducing the book, making it clear that this is a fantasy book. Even then, it may require “gentle” treatment.
- Use the front cover illustration and title to establish that it is a fantasy book.

Would the dog be as amused as he is if he saw his owner distressed? Wouldn't the boy have dropped the bag and run? Wouldn't the boy be more distressed about the spiders falling from his bag than the one on the web?

- Or, turn to the last page to show that the boy ends up smiling.
- Discuss where spiders are found, ensuring that some prepositional words denoting place are included.

FOCUS OF INSTRUCTION

Pages 2 and 3: *What do these pages tell us? Do they tell us what the spiders are doing? What do we have to read to know that?*

Page 4: *What do you notice about the text on this page? (alliteration and “floor” rhyming with “door”—the rhyme is not sustained—and the text does tell us what the spiders are doing)*

Page 5: *What do you notice about the words that tell us what the spiders are doing? Which parts of the words are different?*

Pages 5 and 6: *These two pages have told us what the spiders are doing, but what have we had to read in the pictures to find out?*

Page 7: *What does the page tell us? (what they are doing and where)*

Page 8: *Notice the boy's face. How has his expression changed? I wonder why.*

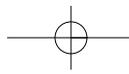
What do you think happened next?

- Discuss other creatures that invade everything and use the

FOLLOWING THE READING

structure of this story for the children's own *Creatures Everywhere* texts.

- Discuss the alliteration, perhaps leading to tongue twisters.
- Make a graph showing the students who do and those who do



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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Spiders spin webs because . . . If spiders landed on my head, I would . . . because . . .</i>
USE YOUR MEMORY	<i>Where were all the spiders falling from? Find the page that tells you. What's the title of this book? Why didn't the author just call it, Spiders?</i>
WHAT'S YOUR OPINION?	<i>Do you think the boy likes spiders? How do you know? Do you think the dog likes spiders? How do you know?</i>
BE CREATIVE	<i>If you changed the word, spiders, to another kind of insect, would the book stay exactly the same or would you have to change some of the pages? Try it and see.</i>
VOCABULARY AGENT	<i>Make a list of all the places you might find spiders in your house?</i>