

## Book 3A, Unit 2 Small Animals

### Lesson 2 Spiders and Their Webs

#### Science Objectives

By the end of this lesson, students will be able to:

- State that some spiders make webs.
- State that some spiders use their webs to catch prey.

#### Language Objectives

In this lesson, students will have the opportunity to use:

- Words relating to the names of small animals and habitats: **spider, web**
- Additional language: **fly, prey, catch, make**

#### Materials

Stimulus Activity	Activity 3
<ul style="list-style-type: none"><li>- image of a spider</li></ul>	<p><i>per group:</i></p> <ul style="list-style-type: none"><li>- drinking straws (ideally paper straws)</li><li>- string</li><li>- cotton wool</li><li>- coloured paper</li><li>- pens</li><li>- scissors</li></ul>

#### Review Activity

##### Books closed!

##### Review features of small animals

- Draw a Venn diagram on the board, with three circles labelled *I fly*, *I walk* and *I crawl*.
- Call out: **Butterfly!** Encourage students to suggest which circle(s) “butterfly” should be written in. Nominate a student to come to the front and write *butterfly* in the correct circles (“I fly” and “I walk”), or draw a butterfly, with support from their classmates.
- Repeat the previous step for other small animals: *earthworm, snail, ladybird, spider, bee, ant, grasshopper, fly*.
- Point to the butterfly on the board and say: **Butterfly!** Point to the name of the circle and invite the whole class to respond: **I fly**. Repeat this step for other small animals.

##### Review insects

- When all the small animals have been correctly categorized, ask: **Which small animals are insects? How do you know?** Students should answer that the butterfly, bee, ladybird, ant, grasshopper and fly are insects because they have six legs.

## Stimulus Activity

### Books closed!

- Display an image of a spider web on the board. Ask: **What is it?** (It is) a spider web. Write *spider web* on the board.
- Encourage students to share their experiences of spider webs by asking questions such as: **Have you ever seen a spider web? Where can you see spider webs? Do you always see a spider on a spider web?** Allow students to answer in Chinese.

### Open your books

- Open the SB at p19. Draw students' attention to the picture and ask: **What is in the spider web?** A fly (is in the spider web). **What happens next?** (students' own answers) Students may answer that a spider rushes out to get the fly, or the fly might wriggle around and escape.
- Tell students the topic of the lesson by saying: **Today, we are going to find out about spiders and their webs.**

## Key Words

### Open your books

- Open the SB at p19 and draw students' attention to the key words.
- Write the key words on the board: **spider, web**
- Read or play the recording of the key words and ask students to repeat.
- Use pictures or gestures to help students understand their meanings.

## Activity 1

### Books closed!

- If possible, take students outside to look at some spider webs. Try looking in trees and shrubs, or underneath windowsills on buildings.

### Open your books

- Open the SB at p19 and tell students to draw a picture of a spider web.
- Put students into pairs to answer the questions on p19: **Why do spiders make webs? What do you think?** Remind them to use their drawings to help discuss and explain their ideas.
- Nominate a few pairs to share their ideas.

## Activity 2

### Open your books

- Open the SB at p20 and draw students' attention to the pictures. Ask: **What are they?** (They are) spider webs. Write *spider web* on the board and explain that some spiders spin webs.
- Encourage students to describe the pictures by asking questions such as: **How are the webs different? What shape is each web? Why do you think the spider makes its web in this way? How do you think the spider uses its web to catch prey?**

- Put students into pairs and tell them to complete the activity by drawing lines to match the spiders to their webs.
- Check answers as a class. Encourage students to give reasons for their choices – what clues are there in the pictures?

### Teacher Tips

Most commonly we see a spiral orb web strung across branches, waiting for a fly or moth to collide with it. However, there are other web designs. The ogre-faced spider, common in tropical regions, holds a net web between its long legs, and throws its web to catch the prey. The funnel web spider, common in Australia, constructs a funnel shaped web and lurks for prey in the small end of the funnel.

### Extension

Show students some video clips of interesting and unusual spider webs (e.g. the underwater web of the “diving bell” spider). Encourage students to think about what they see in the video by asking questions such as: **Where is the web? How does the spider build it? How does the spider breathe underwater?**

### Activity 3

#### Books closed!

- Show students the spider web that you have made and explain that they are going to make their own web.
- Give each student the materials they need to make their spider web.
- Demonstrate each step for students to follow.
- Tell students to make a story about the spider and the fly in their web.
- Put students into pairs to share their stories. Find out what they liked best about their partner’s story.

### Activity 4

#### Books closed!

- Play the recording of the song.
- Write the first line of the song on the board: *Spider, spider, make a web*. Encourage students to act out “making a web” by crossing their fingers.
- Repeat the previous step for the other lines of the song:
  - Line 2 — *Try to catch a fly*. Students act out “catching” with their hands.
  - Line 3 — *Spider, spider, hide away*. Students act out “hiding away”.
  - Line 4 — *Wait for your fly*. Students act out “waiting”.
  - Line 5 — *Spider, spider, here he comes*. Students act out pointing to the air (a fly).
  - Line 6 — *Here comes your fly*. Students repeat action for Line 5.
  - Line 7 — *Catch him with your sticky web*. Students mime a web with their fingers.
  - Line 8 — *Poor, poor fly*. Students mime a fly struggling on the web.
- Once students have been familiar with the lines and actions, play the recording and the whole class do the actions together.

Now I Know ...

**Books closed!**

- Ask: **What do some spiders make?** (Some spiders make) webs.
- Ask: **What do spiders use their webs for?** (Spiders use their webs) to catch prey.
- Read and/or listen to the recording and ask students to repeat: *Some spiders make webs.*  
*Spiders use their webs to catch prey.*