



### Before Reading

#### □ Motivation / Purpose

The purpose of this text is to entertain the reader with the story of two girls who are baby-sitting. As they get ready to watch a movie, a huge spider crawls onto the remote control.

#### Text Type **Date.../.../..**

- Draw students' attention to the:
  - title
  - illustrations
  - contents page.
- Ask, "What type of book is this?" (Narrative)

#### □ Visual Literacy **Date.../.../..**

What visual elements on the front cover create a 'scary' mood?  
 What movie is on the television?  
 Look at the back cover. How might people react if they saw a spider on a remote control?  
 What ideas do the cover illustrations give you about the story?

#### □ Background Knowledge **Date.../.../..**

Ask students to describe a scary movie they have seen. What makes a movie scary?  
 Tell students that *Gone with the Rain* is a word play on the title *Gone with the Wind*. Why would the author have changed 'wind' to 'rain'?  
 This book is also about a scary event - the spider crawls onto the remote control. Ask students to tell about a time when they were scared. What made them scared?

#### □ Phonological Awareness **Date.../.../..**

Make sure students know these phonological patterns:

- -or: ffer (p.4), W lked (p.7), crling (p.11)
- long e: scaiy (p.6), movi! (p.5), rched (p.10)
- -ay: w (p.6), wted {p.9}, t k (p.18)
- -er: h!rt (p.6), tned (p.11), whispered (p.13)

Find words in the text containing these sounds. Make two flash cards for each word. Underline the letters representing the sounds. Place the cards face down.

This book forms the fiction reading record for Level 16

### Vocabulary

argh, couch, crawling, curling, DVD, escaped, glass, hairy, hurt, inch, movie, remote control, scary, scooped, spider, wriggled

Have students turn over two cards at a time and read the words. If the two words have the same sound, the player keeps the cards. If the words contain different sounds, the play moves to the next player. The winner is the player with the most pairs.  
 Write er\_\_ting. Ask students to fill in the missing letters to make the /or/ sound in 'crawling'. Repeat with other words from the list above.

#### □ High Frequency Words **Date.../.../..**

between, carefully, dropped, friendly, gasped, grateful, nearly, other, silently, smiled, stared  
 Analyse each word. What base words have suffixes added to them? (d, carefully, s!rQpped) What base words can have suffixes added to them to make new words?  
 Write the base words of each word in the list. Make suffix sums, e.g. care + less = careless; care + ing = caring; care + d = cared. How does the base word change when suffixes are added?

### During Reading

#### □ Vocabulary in Context **Date.../.../..**

Recall the function of adjectives and adverbs. Read the title. Identify 'scary' as an adjective describing the noun 'movie'. What other adjectives describe movies? (e.g. funny, interesting, horror) List students' ideas.  
 Write 'The two girls sat silently while the movie kept playing: What adverb describes how the girls are sitting? Read sentences from the story containing adjectives and adverbs. Ask students to identify the adjectives and adverbs.

#### □ Checking for Meaning

Literal: **Date.../.../..**  
 Who is Gary? (p.20)  
 What happens when the girls are watching the movie? (p.10)  
 What does Mr Smith do when he comes home? (p.22)

#### Inferential: **Date.../.../..**

Compare Rebecca and Simone's attitude towards spiders with Mr and Mrs Smith's attitude. What actions by the characters indicate their attitudes towards spiders?  
 Make sure students understand the difference between literal and inferential information.  
 Response: **Date.../.../..**  
 Do you think Rebecca and Simone over-reacted? Why or why not? What would you have done if you were in this situation?

#### □ Grammatical Patterns **Date.../.../..**

Make sure students understand the following components of a narrative:

- Orientation: introduces the main characters and setting. Rebecca and Simone are baby-sitting for Mr and Mrs Smith and they are going to watch a scary movie. (pp.4-9)
- Complication: the sequence of events develops a problem for the main character. Gary the spider escapes from his cage and crawls onto the remote control. (pp.10-18)
- Resolution: the problem is resolved. Mr Smith scoops up Gary and puts him back in his cage. (pp.19-24)
- Use of nouns referring to the characters and things the story is about: *Rebecca* (p.5), *Simone* (p.5), *Gary* (p.6), *movie* (p.9), *remote control* (p.10), *spider* (p.11)
- Use of adjectives to describe nouns and build noun groups: *grateful* (p.4), *a glass cage* (p.6), *three long, hairy legs* (p.10), *a huge spider* (p.11)
- Use of adverbial words and phrases of time, manner and place to build story information: *on his way out* (p.6), *slowly* (p.14), *in fear* (p.15), *on top of the remote control* (p.17)
- Use of verbs and verb groups describing actions: *topped* (p.6), *curling up* (p.10), *was crawling* (p.11)
- Use of saying verbs and phrases to describe speech: *laughed* (p.6), *screamed* (p.10), *gaspd* (p.11), *whispered* (p.13)

#### □ Fluency/Punctuation Patterns **Date.../.../..**

Direct speech from a character is written before and after speaking verbs and phrases. (pp.4, 6, 9, 14, 24)  
 Demonstrate how to identify who is speaking and what they are saying. Exclamation marks and speaking verbs indicate the characters' tone and emotion. Have students use appropriate voices to read: "*Don't worry about Gary, he laughed.*" (p.6) "*NI can't take it any longer,*" *whispered Simone.*" (p.18) "*No, don't!*" *cried Rebecca.*" (p.18)  
 These punctuation patterns occur in the text:

- Apostrophes indicate contractions: *we're* (p.4), *there's* (p.5), *wouldn't* (p.6)
- Ellipses indicate a pause in speech, e.g. a trailing off into silence or an unfinished thought: "*Thate scary*

*movies ...*" (p.9) "*Thope it wasn't too scary for you ...*" (p.24)  
 • Commas separate connectives at the beginning of sentences: *But, she couldn't see anything.* (p.7) *Suddenly,* (p.10) *Then,* (p.22) *So,* (p.24)  
 • Question marks indicate a question: "*What's the movie?*" *asked Simone.* (p.9)  
 • Exclamation marks indicate surprise and fear: "*Argh!*" (p.10) "*Gary!*" (p.20)

#### □ Critical Literacy **Date.../.../..**

Who is telling the story - one of the characters or a narrator? Identify the pronouns that indicate the story is told in the third person: *they, he, she.* If Rebecca or Simone were telling the story, how would the sentences change?

#### □ Linking Visual and Written **Date.../.../..**

Discuss pages 6 and 7. Do the words say that Gary is a spider? Does the illustration show that Gary is a spider? Why has this story information been left off this page? Does this help to put you in the same position as the two girls? How?

### After Reading

Ask students to share their opinion of spiders. Are they scary or friendly?  
 List other adjectives to describe spiders.  
 Would a spider be a fun pet to have? What would be the advantages and disadvantages of having a spider as a pet?

### Activities

Students will:

- change incorrect words in a retelling of the story
- add suffixes to base words to fill the gaps in sentences
- find and record words containing a particular sound
- select and write adjectives and adverbs to complete sentences about the story.

Comprehension (meaning)	Vocabulary (structure)	Phonics (visual)	Writing (structure)