



Before Reading

Motivation / Purpose

The purpose of this text is to entertain the reader with a story about two spinners and weavers who engage in a contest to decide who is better at their craft.

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

Draw students- attention to the:

- title
- illustrations
- speech bubbles.

Ask, 'What type of book is this' (Narrative).

Visual Literacy **Date** *./././...*

Browse the text. What do you notice about the illustrations and the written text? What does the layout remind you of? (i.e. a comic book) Explain that this text form is called a graphic novel.

Background Knowledge **Date** *./././...*

Discuss other words for 'contest' (e.g. competition, challenge). Talk about situations where students **have been involved in a contest**. How does a contest end? Who decides the winner? Talk about how each competitor feels at the end of the contest.

Phonological Awareness **Date** *./././...*

Make sure students know the following phonological patterns:

- **long oo sounds:** truth (p.7), **thr** (p.8), you (p.9), rule (p.14), too (p.17), who (p.18), **ce** (p.18)
- **/k/ = hard C:** crafts (p.4), Arachne (p.4), wor (p.6), **si** (p.11)

Ask students to think of a sentence using words which **have different letters making the same sounds**. Ask them to identify the words and say which letters make the common sound in each word (e.g. **Arachne had to work very hard to produce beautiful craft**).

Discuss words with a consonant followed by 'y', which make new endings by changing 'y' to 'i' before adding the suffix. Also discuss examples of -ier and -iesr endings.

Vocabulary

boast, challenge, clashed, creature, delicate, destroyed, determined, goddess, honour, insulted, jealous, original, powerful, prey, spinner, stubborn, tapestries, unfolds, weaver, whipped

High Frequency Words **Date** *./././...*

beautiful, better, goddess, lovely, teach, thin k, truth, wonderful, workshop, young

Make multiple copies of these and other known high frequency words on cards. Distribute five cards to each player and play 'Fish', using the **ce** over cards as the central pool. The student with the greatest number of pairs when the pool is used up is the winner.

During Reading

Vocabulary in Context

- Locate the words which are specific to the art of spinning and weaving (e.g. spinner, weaver, tapestries, original). Discuss how the author's use of these words makes the story more authentic.

Discuss the relationship between the name, 'Arachne', and the 'arachnids', or spider family.

Checking for Meaning **Date** *./././...*

- **Literal:** **Date** *./././...*

Who taught Arachne her skills in spinning and weaving (Athena taught Arachne how to spin and weave.)

Why is Athena angry with Arachne? (She is angry because Arachne believes her work is better than Athena's.)

What was the theme of Arachne's new tapestry? (Arachne's tapestry was to show the stories of gods & humans since the beginning of time.)

- **Inferential:** **Date** *./././...*

How did Arachne go about teaching Athena a lesson?

Why did Athena want to speak to Arachne alone?

Why do you think Athena destroyed Arachne's tapestry?

Make sure students understand the difference between literal and inferential information.

- **Response:** **Date** *./././...*

Whom do you believe really won the contest: Athena, because she was able to destroy her competitor's tapestry, or Arachne because she was able to spin and weave beautiful webs for the rest of her life?:

Grammatical Patterns **Date** *./././...*

Make sure students understand the following components of a narrative:

- Orientation - introduces the main characters and the setting: (p.4)
- Complication - the sequence of events develops a problem for the characters: A contest takes place between Athena and Arachne, to decide who has the more beautiful tapestry. (pp.5-21)
- Resolution - the problem is solved: The result is inconclusive, but Athena takes it upon herself to destroy Arachne's tapestry and dispose of her for good. (pp.22-23)
- Coda - explain how the characters have changed and what has been learnt: Arachne is turned into a spider (arachnid) and lives forever spinning and weaving beautiful webs. (p.24)
- Use of particular nouns to refer to particular people and things: *tapestry* (p.12), *competition* (p.14), *city* (p.16), *excuse* (p.21)
- Use of abstract nouns to represent ideas we can think about, feel or imagine, but cannot touch: *confidence* (p.15), *honour* (p.16)
- Use of adjectives to describe nouns: *talented*, young (p.4), *stubborn* (p.4), *wild* (p.8), *beautiful* (p.10), *huge* (p.12)
- Use of time connectives to sequence events through time: *Soon* (p.12), *At the time* (p.14), *Months later* (p.16), *When Arachne returned to the workshop* (p.18)
- Use of adverbs and adverbial phrases to locate particular events: *lovely* (p.6), *in this workshop* (p.6), *through the room* (p.8), *In her place* (p.9)
- Use of past tense action verbs to indicate the actions: *taught* (p.7), *settled* (p.9), *returned* (p.18), *destroyed* (p.22)
- Use of thinking verbs: *know* (p.7), *think* (p.9), *decided* (p.12)

Fluency / Punctuation Patterns

Date *./././...*

Assist students to fluently follow the correct order of text in this story. Make sure they understand that words in the thought bubbles are not spoken by the character.

These punctuation patterns occur in the text:

Apostrophes are used to show contractions and possession: *that's* (p.6), *Athena's work* (p.6), *Let's* (p.19), *You're* (p.21)

An exclamation mark is used to show emotion in the sentence, and to indicate to the reader the expression

- that should be used: *I am not boasting!* (p.7), *Oh!* (p.9), *Look at my beautiful work!* (p.10)
- A dash is used to indicate a pause in the sentence: *everyone ... knows how mean the gods are - and that Athena is the worst!* (p.18)
- An ellipsis is used to indicate an interruption in speech or to show incomplete lines of text: *It's lovely ...* (p.17), *Me with my beautiful work and my true story, or her ...* (p.18)
- An interrogative (a combined question mark and exclamation mark) is used to emphasise a question: *What's going on?!* (p.8)

Critical Literacy **Date** *./././...*

Why has the author chosen to tell this story in the form of a graphic novel? Give reasons why the author might have chosen two females as the main characters for this story.

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

What makes a graphic novel different from a regular narrative? What part of the text is in the bubbles? Show other graphic novels or comic books and compare the styles.

After Reading

Talk about how this text would need to be changed to write it as a recount, told by Arachne. Share the writing of this recount using a pro forma to reinforce the correct structure and language features.

Activities

Students will:

- match sentences with similar meanings and locate page references
- use a spelling generalisation to complete new words
- write vocabulary words using a bank of letters
- identify structural and grammatical elements in a narrative text.

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

