

Spiders Connectives

Talk to Writing

This is a literacy activity and a science activity to scaffold non-fiction writing. A similarly structured activity could be devised for beetles or battles. Children work in small groups. They decide which sentences need to stand alone and which connectives (from the selections provided) to use to join some of them together to produce a cohesive text. They could then share their versions with other groups.

We have also provided a set of connectives cards and a sorting board for classifying them. There are spaces for any extra connectives you may want to add.

The webaddress for this activity is <http://www.collaborativelearning.org/spidersconnectives.pdf>
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COLLABORATIVE LEARNING PROJECT

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Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Spiders Connectives

Talk to Writing



Giant Wood Spider



Jumping Spider

Instructions

Work in groups of two or three. Use the connectives to combine these phrases, clauses and sentences into continuous descriptive texts. Try to make them as interesting and varied as possible. Think about whether any words should be taken out or changed or whether any words or phrases should be put in a different order.

When you have finished, compare your sentences with another group and discuss the text you have created.

You may want to research other spiders who lead interesting lives (there are some on this page) and produce good descriptions for them.



Orb Weaver Spider



Camel Spider

The Water Spider



Wolf Spiders

also
as well as

first
next
then
when

the water spider waits for prey to approach
it senses an insect crawling near
the spider attacks and bites its prey
injecting it with poison
the spider returns to its nest to feed

wolf spiders have long legs
wolf spiders have large eyes
they can run both on land and across water
their large eyes allow all round vision



The Bolas Spider

straightaway
after
eventually
finally

because
as a result
in order to
nevertheless

whereas
however
on the other hand
unlike

the bolas spider uses a bolas to catch prey
it spins the bolas
it hangs down like a fishing line
an insect flies near
the spider swings the bolas at it
the insect is caught on the sticky end of the
bolas
the spider pulls the thread and bites the insect

also
as well as

Net Throwing Spiders



net throwing spiders differ from other spiders
other spiders spin webs and sit in them
net throwing spiders spin webs
they hold the webs in their front legs
net throwing spiders are nocturnal
most other spiders

afterwards	as a result	as well as	finally
after that	eventually	in order to	however
nevertheless	because	first	so
also	on the other hand	next	unless
straightaway	finally	then	unlike
when	whereas		

<i>Connectives showing the order things happened</i>	<i>Connectives showing the reason things happened</i>	<i>Connectives comparing things</i>