



Read to Be Ready plans for: The Spider and the Fly (Week 1 of 2) 2nd Grade

ELA Standards:

- 2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. g) Decode grade-level texts with purpose and understanding.
- 2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a) Use collective nouns. b) Form and use frequently occurring irregular plural nouns.
- 2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song.**
- 2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
- 2.RL.CS.6 Determine when characters have different points of view.
- 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic.
- 2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.W.TTP.3 Write narratives recounting an event or short sequence of events. a) Include details to describe actions, thoughts, and feelings. b) Use time order words to signal event order. c) Provide a sense of closure.
- 2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.
- 2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.
- 2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.

SCIENCE:

- 2.LS1: From Molecules to Organisms: Structures & Processes – 1) Use evidence and observations to explain that many animals use their body parts and senses in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air.
- 2) Obtain and communicate information to classify animals based on their physical characteristics. 3) Use simple graphical representations to show that species have unique and diverse life cycles.
- 2.LS3: Heredity: Inheritance and Variation of Traits – 1) Use evidence to explain that living things have physical traits inherited from parents and that variations of these traits exist in groups of similar organisms.

Comprehension skill: author's purpose

Phonics: plural s, es, ies

Grammar/Writing: Plural Nouns that change spelling

Unit Focus: Spiders / Folk Tales

Culminating Task(after week 2): Comparison of fictional spider characteristics with non-fiction information on spiders

	Read Aloud	Vocabulary Focus	Discussion Questions	Written Response	Resources / Small group instruction
M O N D A Y	<p>First read aloud of <u>The Spider and the Fly</u></p> <p>**Teacher note: This text was chosen both for its thematic quality and because the students will be engaged by its sense of fantasy. **Have fun with this text and read for enjoyment as well as comprehension. ☺</p> <p>**End today's reading on the page with R.I.P.</p>	<p><u>Tier 2 words:</u></p> <p>parlor cunning affection weary pantry wily subtle dismal</p> <p><u>Word phrases in the text for discussion:</u></p> <ul style="list-style-type: none"> • Bidding you • come hither • curious things • Gauzy wings • evil counselor • curtains drawn around 	<p>Review the Vocabulary words and then discuss the phrases listed for clarity of meaning.</p> <p>Why do you think the illustrator chose to use only black and white for the drawings?</p> <p>What style of writing did the author use? (rhyming verse) Did this style add to your enjoyment of the story? Why or why not?</p> <p>What does the Spider offer to entice the Fly? (rest, food, mirror, then flattery)</p> <p>What did the Spider do to prepare for the return of the Fly? (spun a web)</p> <p>Why did the Fly come back? (the Spider used flattery)</p> <p>What is the lesson learned from this story?</p> <p>What was the problem in the story?</p> <p>What happened before the problem was solved?</p> <p>How was the problem solved?</p>	<p>Using information from <u>The Spider and the Fly</u> create a thinking map that identifies the characters, setting, problem, what happened before the problem was solved, and the solution.</p> <p>*Tree map example on page 92 of Thinking Maps teacher's manual</p>	<p>Small Group:</p> <p><u>Spiders</u> by Nic Bishop</p> <p>Shared Reading:</p> <p><u>Anansi and the Moss-Covered Rock</u></p>
T U E S	<p>Second teacher read aloud of <u>The Spider and the Fly</u></p> <p>Reread the story and ask the first discussion</p>		<p>Why do you think the Fly was not willing to follow the Spider in the beginning? *Teacher – Read the 2nd page of the story where the Fly says "who</p>	<p>Using your tree map from yesterday and what you learned from the reread of the story today, summarize what</p>	<p>Video read aloud of <u>The Spider and the Fly:</u></p> <p>http://tinyurl.com/ycecz98u</p>

D A Y	<p>questions.</p> <p>Then read the letter Spider wrote to the readers at the end of the book- following up with the final questions.</p>		<p>goes up your winding stair can ne'er come down again")</p> <p>What are some things the spider said trying to persuade the fly to stay at his house? (description of bed with curtains & lovely sheets; pantry full of food; looking glass for the Fly to see herself)</p> <p>What do you think the Fly had heard was in the Spider's pantry? (other insects)</p> <p>Why do you think the Spider knew the Fly would be back?</p> <p>Questions related to letter from Spider:</p> <p>In the Spider's letter to the reader, what non-fiction facts about spiders does he mention?</p> <p>What lesson does Spider seem to want humans to learn from the story and the letter?</p> <p>Review the tree map from yesterday.</p>	<p>happened in the story of <u>The Spider and the Fly</u>. Make sure you identify the characters, setting, problem, what happened before the problem was solved, and how the problem was finally solved.</p>	
W E D N E S D A Y	<p>First shared reading of <u>Anansi and the Moss-Covered Rock</u> This is a shared reading book.</p> <p>Compare the two types of books read thus far.</p> <p>Read the story with few interruptions.</p>	<ul style="list-style-type: none"> • moss • senseless • gather 	<p>What type of story is this? (fable)</p> <p>What was the author's purpose?</p> <p>What role did Little Bush Deer have in the story? (hero - problem solver – observer)</p> <p>What character qualities did Little Bush Deer possess that helped him teach Spider a lesson?</p> <p>How would you describe Anansi's character traits?</p> <p>How is Anansi's role in this story similar and different than the role he played in <u>Anansi Goes Fishing</u>?</p>	<p>A fable teaches the reader a lesson. Use examples of text evidence to explain the lesson being taught in <u>Anansi and the Moss-Covered Rock</u>.</p>	
T H U R S D A Y	<p>2nd shared reading of <u>Anansi and the Moss-Covered Rock</u>.</p> <p>Today's discussion centers on author's message and style of writing.</p>	<ul style="list-style-type: none"> • moss • senseless • gather 	<p>What can we use in the text to find out the foods Anansi took from Rhino, Hippo, Giraffe & Zebra? (picture clues)</p> <p>Sometimes authors use repeated phrases to tie a story together. What were the repeated phrases in this story?</p> <p>Did you see a pattern to the actions throughout this story?</p> <p>How do repeated phrases and repeated actions help the reader?</p> <p>Are there examples of repetition in <u>The Spider and the Fly</u> or in <u>Anansi Goes Fishing</u>?</p> <p>What examples of cause and effect can you sight from <u>Anansi and the Moss-Covered Rock</u>?</p>	<p>Create a Tree map to show how repetition/pattern was used in our stories.</p>	
F R I D A Y	<p>Today reread <u>The Spider and the Fly</u> looking at it as a poem.</p>		<p>Does the fact the author writes this as a poem alter the point of the story?</p> <p>Do you still learn facts about spiders?</p> <p>Go through the story finding rhyming words (notice that some rhyming words do not look alike at the end of the word—said, bed, wise, eyes.</p> <p>Discuss the aspects in the story that are factual.</p>	<p>Write a 4-6 line factual poem about spiders.</p> <p>(It might be helpful to post the rhyming words to help the students.)</p>	