



Read to Be Ready plans for: Spider and the Fly (Week 2 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.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. e) Consult reference materials, including beginning dictionaries, to check and correct spelling.
- 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.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. i). Use sentence-level context as a clue to the meaning of a word or phrase. iv) Use knowledge of the meaning of individual words to predict the meaning of compound words. v) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- 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 & 2.RI.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.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.
- 2.RI.IKI.8 Describe how reasons support specific points an author makes in a text.
- 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.2 Write informative/explanatory texts a) Introduce a topic. b) Use facts and definitions to provide information c) Provide a concluding statement or section.
- 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: Draw conclusions

Phonics: long a: a, ai, ay

Grammar/Writing: Possessive Nouns

Unit Focus: Spiders

Culminating Task: Comparison of fictional spider characteristics with non-fiction information on spiders

	Read Aloud	Vocabulary Focus	Discussion Questions	Written Response	Resources/small group instruction
MONDAY	https://www.getepic.com/app/read/36312 Read Web Spinning Spiders	<ul style="list-style-type: none"> • Joint • Fangs • Venom • Paralyze • Silk 	How many body parts does a spider have? Each of the legs has how many joints? Discuss definition of joint. Why do you think the legs are covered with tiny hairs? If I traveled to another country, would you see spiders? Discuss why (they live in hot, cold, wet and dry places) What food do spiders mostly eat? Why do you think they mostly eat insects?	Write the process of how a spider eats.	

T U E S D A Y	Reread Web Spinning Spiders https://www.getepic.com/app/read/36312		Have students discuss the shapes of webs and why there are different kinds. How does the sticky web help the spider?	Write about the spider's web and how it is useful to the spider?	STEAM Project-Building a web https://learninghypothesis.com/steam-spider-webs/
W E D N E S D A Y	https://www.getepic.com/app/read/15018 First Reading of Spiders: Backyard Wildlife	<ul style="list-style-type: none"> • Arachnid • Prey • Stalk • Hatch 	<p>What does the author say that spiders are? (Bring in the vocab word arachnid if you haven't introduced it yet.)</p> <p>What does this author say the silk looks like when it comes out?</p> <p>What does the author mean when he says "some even <u>stalk</u> their prey? Have students discuss if they know any other animal that might stalk their prey.</p> <p>Does this author (p. 14) describe how a spider eats like the author of Web Spinning Spiders?</p> <p>What are baby spiders called? The author says they <u>hatch</u> their eggs. What does this mean?</p> <p>What other animals do you know that are hatched?</p>	Write 4 facts that you have learned about spiders this week from the two stories that were read.	
T H U R S D A Y	Reread Spiders: Backyard Wildlife https://www.getepic.com/app/read/15018		Make a web about spiders: What they eat, where they live, how they eat, (any and all facts they have learned about spiders. You may want to review the stories quickly first and work on the web together.	(Have students begin making their web using information from the one the class did together)	
F R I D A Y	Focus on the true facts about spiders as you reread any of the spider books.		Look at writing activities-decide which one you will do or have a mixture of all of them. Work on the projects.	<p>Make a brochure about spiders. Include pictures of spiders and facts from your web that was completed yesterday.</p> <p>OR</p> <p>Work with the class on writing about spiders.</p> <p>OR</p> <p>Do a tech project letting children pretend they are spiders telling about themselves.</p>	Teachers – the BCS 2 nd grade writing rubric can be found on the BCS Teaching and Learning Weebly site: http://tinyurl.com/yavew7gp