



## Read to Be Ready plans for: Insects & Spiders Week 2 Kindergarten

### ELA Standards:

- K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a) Follow words from left to right, top to bottom, and page-by-page. b) Recognize that spoken words are represented in written language by specific sequences of letters.
- K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Recognize and begin to produce rhyming words.
- K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. f) Write some common, frequently used words (am, and, like, the).
- K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking .....a) With modeling or verbal prompts, orally produce complete sentences. c) Use frequently occurring nouns and verbs when speaking and in shared language activities.
- K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- K.RL.KID.1 & RI.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.
- K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.
- K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.
- K.RL.IKI.7 & K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story (or text) in which they appear.
- K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
- K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.
- K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.
- K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.
- K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

### Science Standards:

K.ESS3: Earth and Human Activity

- 1) Use a model to represent the relationship between the basic needs (shelter, food, water) of different plants and animals (including humans) and the places they live.
- 3) Communicate solutions that will reduce the impact from humans on land, water, air, and other living things in the environment.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas
<b>M O N D A Y</b>	1 <sup>st</sup> reading of <u>Spiders</u>  Before reading, make a K-W-L chart about spiders  Read through the Spiders book with few pauses – enjoying the colorful real photos of Spiders. <b>*Skip the pages entitled Super Spiders with the blue ribbons Those can be read another day as time allows.</b>	<ul style="list-style-type: none"> <li>• Spider</li> <li>• Fang</li> <li>• Venom</li> <li>• Prey</li> <li>• Egg sac</li> <li>• Web</li> <li>• Silk</li> </ul>	<p><i>Did you learn something new about spiders from today's book?</i> (add to K-W-L chart; *limit to a few student contributions as you will add to the chart tomorrow as well)</p> <p><i>How is a spider's body different from an insect's body?</i></p> <p><i>What does a spider eat?</i></p> <p><i>Did it surprise you to learn that spiders are meat-eaters?</i></p> <p><i>What other animals can you think of that are meat-eaters?</i></p> <p><i>Spiders lay eggs. What about ants? Do they lay eggs? (yes, they do but we did not learn about that in last week's texts)</i></p>	<p>Students will create 3-D spiders for display using construction paper, pipe cleaners, etc.</p> <p>Marshmallows and toothpicks also provide a creative activity for self-creating spider bodies. Assess whether students include all the characteristics of a spider.</p> <p><b>**Assessing:</b> Look for two body parts &amp; eight legs</p>	<p><b>Math connection:</b> The numbers six and eight have a special part in this 2-week unit of study.</p> <p>Use these numerals and their printed words during the week in other areas of study with the connection made to spiders vs. insects.</p> <p>DE Board with videos: <a href="https://tinyurl.com/ya3ardy3">https://tinyurl.com/ya3ardy3</a></p>
<b>T U E</b>	2 <sup>nd</sup> reading of <u>Spiders</u>  Today's read aloud is to gather	<ul style="list-style-type: none"> <li>• Spider</li> <li>• Fang</li> <li>• Venom</li> </ul>	<p><i>Where do poisonous spiders keep their venom? (fangs)</i></p> <p><i>What other animal has fangs with poison? (snakes)</i></p>	<p>I learned a surprising fact about spiders.</p>	

S D A Y	<p>specific information about spiders.</p> <p>Continue to add new information learned to the class chart.</p> <p>DE Video clip <i>Wild by Nature: A Spider's Life</i> 3:01  <a href="https://tinyurl.com/y9ezrbiv">https://tinyurl.com/y9ezrbiv</a></p>	<ul style="list-style-type: none"> <li>• Prey</li> <li>• Egg sac</li> <li>• Web</li> <li>• Silk</li> </ul>	<p><i>What is unusual about how spiders eat?</i> (no teeth; suck liquids out of prey)</p> <p><i>Are all spider webs the same? Why do you think they are different?</i></p> <p><i>How is an egg sac a very 'handy' tool for a mother spider?</i> (she can protect eggs, carry all the eggs at once, etc.)</p>	<p>Allow students to this open-ended sentence with anything that they know and/or learned about spiders.</p>	
W E D N E S D A Y	<p>DE Video clip <i>Choosing a Spider Habitat</i> 1:29  <a href="https://tinyurl.com/ybfum957">https://tinyurl.com/ybfum957</a></p>	<ul style="list-style-type: none"> <li>• Spider</li> <li>• Fang</li> <li>• Venom</li> <li>• Prey</li> <li>• Egg sac</li> <li>• Web</li> <li>• Silk</li> </ul>	<p>What do spider's need to live?</p> <p>How are their needs compared to the needs of an ant?</p>	<p>I can draw and label a habitat for a spider with all the things it needs to live.</p>	
T H U R S D A Y	<p>Use the books Bug Safari and Spiders for a quick picture walk and discussion of the difference between spiders and insects.</p> <p>This YouTube video is narrated by a young boy with the words at the bottom of each slide so children can read along. Lots of great info about insects and spiders:  <a href="https://tinyurl.com/ycdw7ql8">https://tinyurl.com/ycdw7ql8</a></p>	<ul style="list-style-type: none"> <li>• Legs</li> <li>• Eyes</li> <li>• Body parts</li> <li>• Head</li> <li>• Abdomen</li> <li>• Thorax</li> </ul>	<p><i>How are spider bodies and insect bodies alike and different?</i> (3 vs. 2 main body parts, 6 vs. 8 legs, etc.)</p> <p><i>How are their needs alike?</i></p> <p><i>Where would an ant live? Where would a spider live? How are those habitats different and how are they alike?</i></p>	<p>I can compare and contrast an ant and a spider.</p>	
F R I D A Y	<p>Spend time allowing the students to explore their writing journals and the information recorded during the two weeks on insects and on spiders.</p> <p>SW4 See Lesson Plans on Studies Weekly on Clever.</p>		<p><i>Today you will create two habitats – one for your spider and one for your ant.</i></p> <p><i>You will need to include the things a spider and an ant need such as food, water, and shelter.</i></p>	<p>Use the two 3-D models students made of an ant and a spider and have them create habitats for those models. Students should label the parts of the habitat.</p>	<p>The habitats can be created using shoe boxes or folded construction paper.</p>