



# Read to Be Ready plans for: Spiders 2<sup>nd</sup> Grade - Week 1

**Standards:**

- 2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.  
 a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 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. d. Write most common, frequently used words and most irregular words. f. Print legibly in manuscript;
- 2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
- 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. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs correctly. g. Use common coordinating conjunctions. k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.
- 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. a. Use sentence-level context as a clue to the meaning of a word or phrase. C. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words.
- 2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use.
- 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.

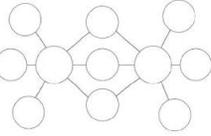
**Science:**

- 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:** Cause & Effect/Character Traits      **Phonics:** See Pacing Guide  
**Grammar/Writing:** See Pacing Guide      **Unit Focus:** Spiders / Folk Tales

**Text Set:** THIS WEEK - Anansi Goes Fishing retold by Eric Kimmel      Spiders by Nic Bishop  
 NEXT WEEK: Anansi and the Moss-Covered Rock by Kimmel      The Spider and the Fly by DiTerlizzi  
**Next week's 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
<b>M O N D A Y</b>	First read aloud of <u>Spiders</u> by Nic Bishop  **Before reading, create a class KQL chart about spiders: What do we know What questions do we have What did we learn- (complete during question portion)	Tier 2 Words for <u>Spiders</u> by Nic Bishop: <ul style="list-style-type: none"> <li>lurk</li> <li>vibrations</li> <li>pounces</li> <li>prey*</li> <li>venom</li> <li>fangs</li> <li>digestive juices*</li> <li>cephalothorax*</li> <li>abdomen*</li> <li>spinnerets*</li> <li>molting*</li> </ul> *These words are found in the Glossary of the book.	<i>What is the author's purpose for writing this book?</i>  <i>Did we discover any answers to our questions from our KQL chart? (Teacher will mark these off)</i>  <i>What new information did we learn about spiders? (Teacher will add to the KQL chart)</i>  <i>On p. 3 the author says that spiders are scary. What evidence did you hear in the book to support that?</i>	Written response to <u>Spiders</u> by Nic Bishop:  What evidence did the author of <u>Spiders</u> give to support his statement that spiders are scary?  (encourage students to refer to today's KQL chart and the vocab cards)	<b>Shared &amp; Independent reading resources:</b>  Reading Street story ( <u>Anansi Goes Fishing</u> )- each student has a book,  <u>Spiders</u> by Nic Bishop- 5 copies per classroom  Reading Street Leveled Readers

T U E S D A Y	2 <sup>nd</sup> read aloud of Spiders by Nic Bishop	<ul style="list-style-type: none"> <li>• lurk</li> <li>• vibrations</li> <li>• pounces</li> <li>• prey</li> <li>• venom</li> <li>• fangs</li> <li>• digestive juices</li> <li>• cephalothorax</li> <li>• abdomen</li> <li>• spinnerets</li> <li>• molting armor</li> </ul>	<p><i>Describe the senses a spider uses to find its prey.</i></p> <p><i>What different methods do spiders use to then catch their prey?</i></p> <p><i>Why must a spider go through the process of molting?</i></p> <p><i>What do spiders do each day? (hunting or trapping, spinning webs, eating meat)</i></p> <p><i>What are the parts of a spider called? – (review with students by rereading pages 13 and 15, also discussing the illustrations.)</i></p>	<p>Written response to <u>Spiders</u> by Nic Bishop: Draw and label the parts of a spider's body using the following words –</p> <ul style="list-style-type: none"> <li>• Fangs</li> <li>• Cephalothorax (stomach)</li> <li>• 8 legs/8 eyes</li> <li>• Abdomen</li> <li>• heart</li> <li>• Spinnerets</li> </ul> <p>Also in writing journals: Make a list of actions that spiders do each day:</p> <ul style="list-style-type: none"> <li>• Hunting/trapping</li> <li>• Spinning webs</li> <li>• Eating meat</li> </ul> <p>(students will use this information during culminating activity next week)</p>	Discovery Channel video about spiders: <a href="http://tinyurl.com/ybcfxhzu">http://tinyurl.com/ybcfxhzu</a>
W E D N E S D A Y	First shared reading of Anansi Goes Fishing from the Reading Street 2 <sup>nd</sup> Grade reading book. Teacher will model reading fluency during the shared reading.	Tier 2 words for <u>Anansi Goes Fishing</u> : <ul style="list-style-type: none"> <li>• lazy</li> <li>• justice</li> <li>• weave</li> <li>• delicious</li> <li>• quarrel</li> </ul>	<p><i>What is the author's purpose for writing this book? (discuss that it is a fable from which we learn life lessons – but also written in an entertaining way)</i></p> <p><i>On the last page (p. 394) what did we learn? (the fable of how spiders learned to weave webs)</i></p> <p>p. 378–379 <i>How would you describe Anansi's character? (lazy, likes to eat, not a thinker, hard worker when tricked, thinks he is smarter than everyone)</i></p> <p>p. 380–381 <i>Why does Turtle tell Anansi that while one of them works, the other will get tired? (Trying to trick Anansi)</i></p> <p><i>Why does Anansi believe what Turtle tells him? (Anansi thinks he is smarter than Turtle)</i></p> <p><i>What character traits describe Turtle? (slow, clever, lazy, trickster)</i></p>	<p>Use a double bubble map to compare the two characters – Anansi and Turtle</p>  <p>Using information from the text explain how the two main characters are alike and different.</p>	

<p>T H U R S D A Y</p>	<p>2<sup>nd</sup> shared reading of Anansi Goes Fishing - Today's discussion questions focus on the results of Anansi being tricked by Turtle.</p>	<p>Tier 2 words for Anansi Goes Fishing:</p> <ul style="list-style-type: none"> <li>• lazy</li> <li>• justice</li> <li>• weave</li> <li>• delicious</li> <li>• quarrel</li> </ul>	<p>p. 388-389 <i>What does justice mean?</i></p> <p><i>What do you think Anansi expects to happen at the Justice Tree?</i></p> <p>p. 392-393 <i>Why did Warthog not believe Anansi?</i></p> <p><i>Can character traits lead to inferences of cause &amp; effect? (yes, If you are lazy then you do not work hard)</i></p> <p>P. 394 <i>According to the text when and why did spiders begin making spider webs?</i></p> <p><i>Over time who benefitted most from Turtle's trickery? (Anansi did because he learned how to make nets/webs)</i></p>	<p>Create partial multi-flow maps showing cause and effect examples from the story.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; width: 80px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid black; width: 80px; height: 20px; margin: 5px;"></div> </div> <p>Using if....then... sentences, write two cause and effect examples from the story. If ..... then.....</p> <p>**Teachers, an example of partial multi-flow maps are found on page 82 in the Thinking Maps teacher's manual.</p>	
<p>F R I D A Y</p>	<p>3<sup>rd</sup> reading of Spiders Today's focus will be on the characteristics of real spiders as compared to Anansi, the fictional spider</p>		<p><i>We have spent time analyzing the character traits of Anansi and Turtle. What in this text have we learned about the character traits of REAL spiders?</i></p>	<p>Create a Bubble map showing the character traits of real spiders and another bubble map showing the character traits of Anansi.</p> <p><u>Suggestions:</u> hunters trappers clever hungry hard workers</p> <p>**This will be an important resource when students complete culminating activity next week.</p>	