



Read to Be Ready plans for: Spiders 2nd Grade Week 2

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: compare and contrast/ story elements

Phonics: See Pacing Guide

Grammar/Writing: See Pacing Guide

Unit Focus: Spiders / Folk Tales

Text Set: THIS WEEK - The Spider and the Fly retold by Tony DiTerlizzi Anansi and the Moss-Covered Rock retold by Eric Kimmel
Spiders by Nic Bishop

Reading Street Leveled Readers: Insect or Arachnid? by Kristin Cashore - Casting Nets by Jessica Quilty - Animal Helpers by Marianne Lenihan

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
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><i>Review the Vocabulary words and then discuss the phrases listed for clarity of meaning.</i></p> <p><i>Why do you think the illustrator chose to use only black and white for the drawings?</i></p> <p><i>What style of writing did the author use? (rhyming verse) Did this style add to your enjoyment of the story? Why or why not?</i></p> <p><i>What does the Spider offer to entice the Fly? (rest, food, mirror, then flattery)</i></p> <p><i>What did the Spider do to prepare for the return of the Fly? (spun a web)</i></p> <p><i>Why did the Fly come back? (the Spider used flattery)</i></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>Shared & Independent reading resources:</p> <p><u>Spiders</u> by Nic Bishop- 5 copies per classroom</p> <p><u>Anansi and the Moss-Covered Rock</u> - 11 copies per classroom (this text will be in lesson plans next week)</p>

			<p><i>What is the lesson learned from this story?</i></p> <p><i>What was the problem in the story?</i></p> <p><i>What happened before the problem was solved?</i></p> <p><i>How was the problem solved?</i></p>		
<p>T</p> <p>U</p> <p>E</p> <p>S</p> <p>D</p> <p>A</p> <p>Y</p>	<p>Second teacher read aloud of <u>The Spider and the Fly</u></p> <p>Reread the story and ask the first discussion 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><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><i>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 goes up your winding stair can ne'er come down again")</i></p> <p><i>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)</i></p> <p><i>What do you think the Fly had heard was in the Spider's pantry? (other insects)</i></p> <p><i>Why do you think the Spider knew the Fly would be back?</i></p> <p>Questions related to letter from Spider: <i>In the Spider's letter to the reader, what non-fiction facts about spiders does he mention?</i></p> <p><i>What lesson does Spider seem to want humans to learn from the story and the letter?</i></p> <p><i>Review the tree map from yesterday.</i></p>	<p>Using your tree map from yesterday and what you learned from the reread of the story today, summarize what happened in the story of <u>The Spider and the Fly</u>.</p> <p>Make sure you identify the characters, setting, problem, what happened before the problem was solved, and how the problem was finally solved.</p>	<p>Video read aloud of <u>The Spider and the Fly:</u> http://tinyurl.com/ycecz98u</p>
<p>W</p> <p>E</p> <p>D</p> <p>N</p> <p>E</p> <p>S</p> <p>D</p> <p>A</p> <p>Y</p>	<p>First shared reading of <u>Anansi and the Moss-Covered Rock</u> - 11 copies per classroom *great also for follow up in small groups & independent reading.</p> <p>Read the story with few interruptions.</p>	<ul style="list-style-type: none"> moss senseless gather 	<p><i>What type of story is this? (fable)</i></p> <p><i>What was the author's purpose?</i></p> <p><i>What role did Little Bush Deer have in the story? (hero - problem solver - observer)</i></p> <p><i>What character qualities did Little Bush Deer possess that helped him teach Spider a lesson?</i></p> <p><i>How would you describe Anansi's character traits?</i></p> <p><i>How is Anansi's role in this story similar and different than the role he played in <u>Anansi Goes Fishing</u>?</i></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>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">T H U R S D A Y</p>	<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><i>What can we use in the text to find out the foods Anansi took from Rhino, Hippo, Giraffe & Zebra? (picture clues)</i></p> <p><i>Sometimes authors use repeated phrases to tie a story together. What were the repeated phrases in this story?</i></p> <p><i>Did you see a pattern to the actions throughout this story?</i></p> <p><i>How do repeated phrases and repeated actions help the reader?</i></p> <p><i>Are there examples of repetition in <u>The Spider and the Fly</u> or in <u>Anansi Goes Fishing</u>?</i></p> <p><i>What examples of cause and effect can you sight from <u>Anansi and the Moss-Covered Rock</u>?</i></p>	<p>Create a Tree map to show how repetition/pattern was used in our 3 fiction stories.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">F R I D A Y</p>	<p>Reread <u>Spiders</u> by Nic Bishop.</p> <p>Today's read will help students prepare for the culminating writing activity.</p> <p>Focus on the actions of real spiders, which will then be compared to the actions of Anansi and the Spider in <u>The Spider and the Fly</u>.</p>		<p>Review: <i>What are the major body parts of a spider?</i></p> <p><i>Did Anansi have the same body parts? How about the Spider in <u>The Spider and the Fly</u>?</i></p> <p><i>What ACTIONS do spiders perform? (eat, hunt, trap, weave, etc.)</i></p>	<p>Name and explain at least three ways that the <u>actions</u> of Anansi the Spider in the two folk tales and the Spider in our non-fiction book are similar.</p> <p>Use your writing journal responses from this week and last week to help you choose three similarities.</p> <p>Use an opening sentence, followed by at least three sentences with details, then end with a closing sentence.</p> <p>*Teachers note: We are looking for any of the following responses:</p> <ul style="list-style-type: none"> • hunters/trappers • eat meat/carnivores • weave webs/spinnerets • clever/trick their prey • hard workers/persistent 	<p>Teachers – the BCS 2nd grade writing rubric can be found on the BCS Teaching and Learning Weebly site: http://tinyurl.com/yavew7gp</p>