

### About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 118

#### Book Summary

*The Spider's Web* entertains readers as they learn about how spiders build and use webs. No matter how students feel about spiders, the amazing photographs of a spider building a web and feeding will hold their attention. Use this fascinating book to teach summarizing information and sequencing events.

### About the Lesson

#### Targeted Reading Strategy

- Visualize

#### Objectives

- Visualize to understand text
- Sequence events
- Discriminate short vowel /i/ sound
- Identify short vowel *i*
- Identify and use possessive nouns
- Recognize and use the high-frequency word *she*

#### Materials

Green text indicates resources are available on the website.

- Book—*The Spider's Web* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Photograph of a spider
- Index cards
- A photograph or picture of each vocabulary word
- Sheets of poster board
- Pages cut out from an extra copy of the book
- Sequence events, short vowel *i*, possessive nouns worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *her*, *she*, *the*
- Content words:

Story critical: *silk* (n.), *spider* (n.), *spins* (v.), *sticky* (adj.), *thread* (n.), *web* (n.)

Enrichment: *creeps* (v.), *goo* (n.), *wraps* (v.)

## Before Reading

### Build Background

- Place a photograph of a spider on the board and have students identify it by calling out its name. Write the word *spider* on the board. Read it aloud with students.
- Have students draw a picture of a spider on a separate sheet of paper, on the basis of ones they have seen in real life or in books. Have students describe their picture to a partner and share with their partner everything they know about spiders.
- Invite volunteers to share their pictures with the class, along with one fact about spiders. Record details about spiders on the board using key words.

### Book Walk

#### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

#### Introduce the Reading Strategy: **Visualize**

- Explain to students that engaged readers visualize, or create pictures in their mind, while reading. Readers use what they already know about a topic, in connection with what they are reading in the book, to make their visualizations.
- Model visualizing.  
*Think-aloud: The title of this book is The Spider's Web. On the basis of this information, I can create my first visualization. I think about spider webs I have seen before. The threads are thin and translucent, which means you can almost see through them. They look like jagged, delicate lines. The strands of the web are joined together in a circular shape and feel sticky to the touch. Sometimes I see a spider crawling along one of the lines of the web. This visual image helps me understand what a book called The Spider's Web will be about.*
- As you are speaking, draw a picture that represents what you are describing in your think-aloud. Point out that one way to visualize is to draw what you see in your mind.
- Ask students to close their eyes while you read page 4 aloud and focus on what they see in their mind. After listening, have students draw a picture representing their visualization. Invite volunteers to share their pictures with the class.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Sequence events**

- Ask students to share with a partner the steps they take to get ready for school in the morning. Invite volunteers to share with the class their morning preparations. Record these events on the board, using key words and pictures.
- Rewrite the events so they are out of order. For instance, put *leaving the house* before *getting out of bed*, *brushing teeth* before *eating breakfast*, and so on. Retell the morning with this wrong sequence of events. Have students explain what is incorrect about the retelling.
- Remind or explain to students that a sequence of events is the order in which events occur. When we describe events in the wrong order, the description does not make sense.
- Write the following phrases on index cards and place them on the board: *complete my homework*, *read the assignment*, and *take my homework out of my backpack*. Draw simple pictures that accompany each phrase.

- Model how to sequence events.  
**Think-aloud:** *When I am working on homework at night, I follow a certain sequence of events to get everything done. First, I take my homework out of my backpack. Next, I read the assignment so I know what I need to do. Finally, I complete my homework and return it to my backpack. If I don't follow the steps in this order, I won't be able to complete my homework. Knowing the right sequence of events is very important.*
- As you speak, rearrange the cards so they are presenting the correct sequence of events.
- Explain that most books, like the scenarios just discussed, also have a sequence of events. When talking about the book, readers must be sure to describe events in the right order for their retelling to make sense. Explain to students that readers use connecting words like *first*, *next*, *then*, and *finally* to help them correctly organize a sequence of events.
- Have students work with a partner to discuss the sequence of events of their school day and remind them to use appropriate connecting words. Invite pairs to share their sequence with the rest of the class.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *Point to the spider. What is it doing? When spiders create a web thread like that, we call it spinning thread. The word spins begins with the letters sp. Find the word spins on this page.*
- Write each vocabulary word on a large poster board, and beside it glue a photograph or picture that illustrates the word. Hang these posters in different spots around the classroom.
- Break students into groups and assign each group to a word. Have students read the word, examine the picture, and discuss what they think the word means. Then have students write their definition for the word on the poster.
- After each group has finished, rotate groups clockwise around the room until they are at the next poster. Have students repeat the process by examining the poster and then writing a definition in their own words. Repeat until each group has had a chance to write a definition for every word.
- Discuss the posters with the class. Guide students to creating a class definition for each word. Write the words and the class-created definitions on the board.

### Set the Purpose

- Have students read to find out more about spider webs. Remind them to think about the order of events described in the book as they read.

## During Reading

### Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 6. Encourage those who finish early to go back and reread.
- Model visualizing.  
**Think-aloud:** *On page 5, I read that the spider stuck silk threads between two branches. When I read this, I saw in my mind a tree branch that split into two smaller branches, like the letter Y. Between those smaller branches I saw many strands of spider web, crisscrossing back and forth. I also saw a spider, hanging from a thread on the edge of the branches. When I looked at the picture in the book, I saw that it was similar to my visualization, but different. My visualizations will always be a little different from pictures in books, because they are my personal images that I create in my mind.*
- As you speak, draw a picture on the board representing your visualization.
- Ask students to draw a picture representing a mental image they had as they read page 6. Have students orally describe this visualization to a partner, using their drawn picture for reference.

## Lesson Plan *(continued)*

## The Spider's Web

- Using pages cut out from an extra copy of the book, place pictures from pages 4 through 6 on the board. Arrange the pictures so they are in the wrong order.
- Ask students to point to the picture that happened first in the book. Write the word *first* on the board, and place the picture beneath that word. Write the words *next* and *then* on the board, and ask students to point to the next event that occurred in the book. Place that picture beneath the word *next* and the final picture beneath the word *then*.
- Retell the events from the book in the correct sequence, using the pictures and the connecting words written on the board.
- **Check for understanding:** Have students read to the end of page 9. Encourage students to draw another picture of an image they visualized while they read. Invite volunteers to share and explain their picture to the rest of the class.
- Place pictures from pages 7 and 8 on the board, out of order. Ask students to discuss with a partner which event came first in the book. Invite a volunteer to come to the board and add the correct event (from page 7) to the sequence already started with pages 4 through 6.
- Above the picture write the word *next*. Point out that when retelling a long sequence of events, students can repeat the words *next* and *then* as connecting words for events that occur in the middle. The words *first* and *finally*, however, can only be used for events at the beginning and the end, respectively.
- Write the word *then* on the board as the next one in the sequence, and place the picture from page 8 beneath that word. Have students retell the sequence of events from the book to a partner, referring to the visuals on the board as necessary.
- Have students read the remainder of the book. Remind them to visualize as they read and to pay attention to the order of events in the book.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- **Think-aloud:** *On page 11, I read that the spider wrapped the fly in silk. When I read this, I visualized in my mind a spider web I had seen before that had little white balls stuck on it. I could see the web stretched out long and thin in the corner of my backyard. I didn't see a spider, but I did see those lumps of spider web thread stuck on different strands of the web. I knew these were the bodies of insects the spider had caught. This visualization, along with the others I had as I read, helped me to understand and remember information from the book.*
- Invite volunteers to share with the class any of the pictures they drew representing visualizations. Discuss with students how their visualizations compare and contrast. Point out that since the students are visualizing using the same text, they will be similar, but remind students that all visualizations will be unique because they are personal.
- Ask students to share with a partner how the strategy of visualizing helped them understand and remember information from the book.

### Reflect on the Comprehension Skill

- **Discussion:** Have students share with a partner why they need to know that a spider builds its web before it catches a fly. Ask partners to think of an event that occurred before the events described in this book (for instance, first a spider has to choose a tree). Similarly, have partners discuss an event that will occur after those described in the book (for instance, the spider gets old and dies). Invite volunteers to share their ideas with the class. Discuss with students the importance of sequencing events in the correct order.

## Lesson Plan *(continued)*

## The Spider's Web

- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). Allow time for students to retell events from the book to a partner, as the worksheet directs.
- **Enduring understanding:** In this book, you learned about how a spider makes a web and how it uses the web to catch food. How do other animals catch their food? Have you seen other unusual animal homes?

### Build Skills


#### Phonological Awareness: **Short vowel /i/ sound**

- Say the word *silk* aloud to students, emphasizing the short vowel /i/ sound. Have students say the word aloud and then say the /i/ sound.
- Read page 5 aloud to students. Have students raise their hand every time they hear a word that contains the short vowel /i/ sound.
- Say the word *sit* aloud and have students repeat. Have students work in groups to think of as many words that rhyme with *sit* as they can. Invite volunteers to share their words with the class. Ask students to say the sound that is in the middle of all of these rhyming words; emphasize that they all contain the short vowel /i/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word contains the short vowel /i/ sound: *kid, fit, fat, hip, hop, big, bag, dim, zip, zap, lid, and led*.

#### Phonics: **Short vowel i**


- Write the word *silk* on the board and say it aloud with students.
- Have students say the short vowel /i/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /i/ sound in the word *silk*.
- Have students practice writing the letter *i* on a separate piece of paper while saying the short vowel /i/ sound.
- **Check for understanding:** Write the following words on the board: *bad, hat, ton, ram, dad, top, and set*. Say each word, one at a time, and then erase the medial vowel. Invite volunteers to come to the board and add the short vowel *i* to the middle of each word. Then read each word again and have the students repeat, saying each word aloud.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel i worksheet](#). If time allows, discuss their answers.

#### Grammar and Mechanics: **Possessive nouns**

- Write the following sentence on the board: *The spider's web is beautiful*. Read the sentence aloud and have students repeat. Point to the word *web*. Ask students to call out who the web belongs to (the spider).
  - Circle the 's at the end of the word *spider's*. Explain to students that when we add an 's to a word, we are creating a possessive noun. Explain that a *possessive noun* is a word that indicates *ownership*. In this example, the spider owns the web, or the web belongs to the spider.
-  Have students follow along as you read page 12 aloud. Ask them to call out who the body belongs to (the fly). Ask them to call out whose bite it is (the spider). Have students circle both instances of 's on the page. Remind students that when they see this ending on nouns, they know that the next word will be an object that belongs to that noun.
- Remind students that a contraction using 's is not the same as a possessive. For example, the word *let's* is a contraction for the words *let* and *us*, and is not possessive. Point out that a contraction shortens two words by joining them, but a possessive noun always shows ownership.

- **Check for understanding:** Write two columns of words on the board: one a list of nouns that are people or animals and the other a list of nouns that are objects. Ask students to match a noun to an object. For example, they can choose the word *girl* from the first column and the word *desk* from the second. Have students write the two nouns on a separate sheet of paper and then add an 's to the first noun to make it possessive. Using the example above, students will write *girl's desk*. Have students continue the process until they have used all the words from both columns. Then, have students work with a partner to check that all of the phrases correctly use the possessive noun form. For each pairing, have them identify *what* belongs to *whom*.
- **Independent practice:** Introduce, explain, and have students complete the [possessive nouns worksheet](#). If time allows, discuss their answers.

### Word Work: High-frequency word *she*

- Explain to students that some words appear so frequently in books that readers should know them immediately. Explain that they are going to learn one of those words. Write the word *she* on the board and read the word aloud. Have students read the word with you.
  - Ask students to write the word *she* on the top of their desk with a finger as you spell it aloud. Have students take turns quizzing a partner on how to spell the word *she*.
  - Explain to students that the word *she* is a pronoun that replaces a female noun.
  - Write the following sentence on the board: *Maria walks to school*. Read the sentence aloud to students. Erase the word *Maria* and replace it with the word *she*. Read the sentence aloud to students, and ask them to give a thumbs-up signal if the sentence means the same thing. Repeat this process with several more sentences.
-  Have students locate and circle all occurrences of the word *she* in the book. Ask students who the word *she* is referring to (the spider). Point out that this means the spider must be a female.
- **Check for understanding:** Write five sentences on the board, each involving a female noun. Ask students to work with a partner to rewrite the sentences on a separate sheet of paper, replacing the appropriate noun with the word *she*. Invite volunteers to share their sentences with the rest of the class.

## Build Fluency

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them sequence the events of the book with someone at home.

## Extend the Reading

### Informational Writing and Art Connection

Have students choose an animal. You can have them choose from a predetermined list or allow them the freedom to choose any animal they prefer. Guide students in researching their animal, using a variety of references such as books, magazines, and the Internet. Have them draw a picture that represents their animal. Ask students to choose one activity that their animal performs, such as building a home, cleaning itself, finding food, and so on. Have them make a list of the steps the animal follows in completing this activity. Then, have students use that list to write a paragraph that introduces the animal and describes the activity performed in the correct sequence of events. Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.



### Science Connection

Bring to the classroom several books on spiders, both fiction and nonfiction. Create centers around the room, and place two books at each center. For every center, create an activity to accompany the books. For instance, one center can require students to find three facts about spiders. Another center can direct students to make a poster, containing pictures and facts about spiders using information from the books at that center. The third center could have students fill in a crossword puzzle or a word search after reading stories about spiders. A final center can have students construct a three-dimensional spider out of pipe cleaners and foam balls. Break students into groups and have them rotate through the centers. Once every student has completed all the centers, regroup as a class and discuss everything the students learned about spiders. What surprised them? What were facts they already knew? What was the most interesting thing they learned? Have students write one question they still have about spiders on a separate sheet of paper, and encourage them to do independent research to learn more.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

**Monitor students to determine if they can:**

- consistently use the strategy of visualizing to understand text during discussion
- correctly sequence the events of the book during discussion and on a worksheet
- consistently discriminate short vowel /i/ sound during discussion
- correctly write the letter symbol that represents the short vowel /i/ sound during discussion and on a worksheet
- accurately use possessive nouns during discussion and on a worksheet
- properly use the high-frequency word *she* during discussion

### Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**