

Title/Author: *The Spider and The Fly* by Mary Howitt with illustrations by Tony DiTerlizzi

Suggested Time: 5 Days (five 20-minute sessions)

Common Core grade-level ELA/Literacy Standards: RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7; W.1.2, W.1.8;

SL1.1, SL.1.2, SL.1.5; L.1.4

Lesson Objective:

Students will listen to an illustrated narrative poem read aloud and use literacy skills (reading, writing, discussion and listening) to understand the central message of the poem.

Teacher Instructions:

Before the Lesson:

1. Read the Key Understandings and the Synopsis below. ***Please do not read this to the students.*** This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Key Understandings:

How does the Spider trick the Fly into his web? The Spider uses flattery to trick the Fly into his web.

What is this story trying to teach us? Don't let yourself be tricked by sweet, flattering words.

Synopsis

This is an illustrated version of the well-known poem about a cunning spider and a little fly. The Spider tries to lure the Fly into his web, promising interesting things to see, a comfortable bed, and treats from his pantry. At first the Fly, who has been told it is dangerous to go into the Spider’s parlor, refuses. But when the Spider compliments her gauzy wings and brilliant eyes, she finds herself unable to resist and winds up trapped in his web. The final stanza of the poem reveals the author’s intended “lesson from this tale”: don’t let yourself be tricked by sweet, flattering words. *Note: a full transcript of the poem is included in the resource section of this guide.*

2. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
3. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Note: you may want to copy the questions, vocabulary words and activities onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

The Lesson – Questions, Activities, Vocabulary, and Tasks:

The majority of questions, activities, and tasks should be based on the writing, pictures, and features unique to *The Spider and The Fly*. In other words, they should be text-specific. Questions that address text-to-self or text-to-world connections—or text-inspired questions or activities—should be held until after students have really gotten to know the book.

This lesson is designed to be flexible. Feel free to insert or delete rows as needed for additional questions, activities, or tasks.

Questions, Activities, Vocabulary, and Tasks are all aligned to the CCSS for ELA and can address any of the following through reading aloud rich selections:

- Academic language exploration and learning (vocabulary and syntax)
- Speaking and Listening activities
- Writing activities
- Language activities and questions
- Creative performance tasks and activities that are text-specific or text-inspired
- Foundational reading skills reinforcement where appropriate

Questions, Activities, Vocabulary, and Tasks	Expected Outcome or Response (for each)
<p>FIRST READING:</p> <p>Pull the students together or use a document camera so that all can enjoy the illustrations. Read aloud the entire book with minimal interruption.</p> <p>Since the poem is written as a dialogue between the Spider and the</p>	<p>The goal here is for students to enjoy the book—the words, the rhythm, and the pictures, and to experience it as a whole. Don't be concerned if students understand very little on this first reading. The idea is to give them some context and a sense of the characters and story before they dive into examining parts of the book more carefully.</p>

Fly, consider pulling in a second reader and taking parts, or reading in two distinct voices.

After the first reading, have each student create two stick puppets, one of Spider and one of Fly to use during subsequent readings.

Note: you may want to make a couple of extra puppets while your students work, so absent students will have them to use in subsequent lessons.

Puppets are downloadable from the author's website <http://diterlizzi.com/home/project/the-spider-and-the-fly/>, or can be drawn by the students and attached to popsicle sticks.

SECOND READING:

Be sure each student has two stick puppets, one of Spider and one of Fly.

Reread page 1

(display on a document camera or projector if possible)

QUESTIONS:

Who is talking here? Show me by holding up a puppet.
How do you know Spider is talking?

A parlor is like a living room in a house. What might a spider's "parlor" look like?

Reread page 4

QUESTIONS:

Who is talking here? Show me by holding up a puppet.

How do you know Fly is talking?

Students respond by holding up the appropriate stick puppet based on who is speaking at the time. Help students to notice cues that signal a character is speaking like the phrase, "said the Spider to the Fly" and the quotation marks.

Some students may make the connection that a spider's parlor is his web, others may draw on the fanciful illustrations in the book to answer. These ideas will be confirmed or revised as you reread the rest of the story.

Students respond by holding up the Fly stick puppet and noting the words, "said the little Fly". Ask students to hold up their puppets to show who is speaking for the next few stanzas so that they come to understand the poem's

<p>Ne'er is an old fashioned word. What word do you know that sounds like ne'er? Why do you think the bugs "ne'er come down again"?</p>	<p>structure (a dialogue that alternates between two characters).</p> <p>Ne'er sounds like "never". The bugs never come down again because the Spider eats (or captures) them.</p>				
<p>ACTIVITY - Acting out the passages: Establish the following pattern of activities to help students paraphrase the poem (repeat after each exchange between Spider and Fly):</p> <ol style="list-style-type: none"> 1. Reread the two stanzas fluently (Spider's invitation and Fly's response), clearly showing the change in speakers with your voice. 2. Choose two students to act out these two stanzas by paraphrasing what the characters say, and showing actions and reactions with their bodies. Reread sections of the text as needed to ensure that the dramatic interpretation accurately reflects the words in the story. 3. Direct the rest of the class to watch the scene and then pose the following questions: <ul style="list-style-type: none"> • How does the Spider try to trick the Fly into his web? • What does the Fly say? 4. Record a response to each question on a class chart using words, pictures from the text, quick sketches or some combination of the three. 	<p>Check to see that students are able to paraphrase the poem and add support as needed.</p> <p>Sample student dialogue: <i>Spider: Come into my living room, little fly. It's right upstairs and there are lots of cool things to see there.</i> <i>Fly: No way! I know that when someone goes into your living room, they never come out again!</i></p> <p>Help students to better understand the character's actions and reactions by asking the class to notice, or give suggestions about, the actors' body language and expressions.</p> <p>See sample graphic organizer in Teacher Notes. Possible responses:</p> <table border="1" data-bbox="1092 1161 1890 1364"> <thead> <tr> <th data-bbox="1092 1161 1522 1258">How does the Spider try to trick the fly into his web?</th> <th data-bbox="1522 1161 1890 1258">What does the Fly say or do?</th> </tr> </thead> <tbody> <tr> <td data-bbox="1092 1258 1522 1364">Tells her there are cool things to see in his parlor.</td> <td data-bbox="1522 1258 1890 1364">Oh no, no!</td> </tr> </tbody> </table>	How does the Spider try to trick the fly into his web?	What does the Fly say or do?	Tells her there are cool things to see in his parlor.	Oh no, no!
How does the Spider try to trick the fly into his web?	What does the Fly say or do?				
Tells her there are cool things to see in his parlor.	Oh no, no!				

<p>Reread pages 5 & 7: QUESTIONS: What do you think “weary” means? Why does the Spider think the Fly might be weary?</p> <p>What does the Spider <u>really</u> mean when he says, “I’ll snugly tuck you in.”? Turn and talk to a partner about your ideas.</p>	<p>Weary means very tired. The Fly might be weary because she has been flying so high.</p> <p>The Spider means he is going to wrap her up to get ready to eat her. (If students have not learned about spiders through nonfiction articles or chapter books like <i>Charlotte’s Web</i>, the teacher may need to provide brief context about how spiders live and get their food.)</p>
<p>Act out the passages:</p> <ol style="list-style-type: none"> 1. Reread both stanzas aloud fluently. 2. Choose two students to act them out. 3. Pose the questions: <ul style="list-style-type: none"> • How does the Spider try to trick the fly into his web? • What does the Fly say? 4. Record a class response on the chart. 	<p>Check to ensure that dialogue accurately paraphrases the passage. Reread all or parts of the passage as needed.</p> <p>See graphic organizer for sample responses and key understandings.</p>
<p>Have students help you read what is on the chart to summarize what you have read today.</p>	
<p>THIRD READING:</p> <p>Explain that today you will continue to explore <i>The Spider and the Fly</i>. Reread up to page 8 without stopping, inviting students to participate by holding up their puppets as each character speaks. Then, call on a few students to briefly summarize what you have read.</p>	<p>If helpful, use the class notes to help students concisely summarize. (See completed chart in the Resource section for the key information students should remember from each section.)</p>
<p>Reread pages 9 & 12: QUESTIONS: What is a “pantry”? What clues in the words and illustrations can help you to figure this out?</p> <p>Look carefully at the illustration. What do you think the Fly “does not wish to see”?</p>	<p>Students should infer from the pictures of the table and Spider’s invitation to “take a slice”, that a pantry is a place where food is stored.</p> <p>Bugs prepared to be eaten.</p>

<p>Act out the passages and add to the chart using the established routine.</p>	<p>See graphic organizer for sample responses and key understandings.</p>
<p>Reread page 13: QUESTIONS: Wise means “very smart”. Why might Spider tell Fly that she is “wise”?</p> <p>Use the pictures and the words. What do you think “looking glass” means?</p> <p>Repeat these words from the text after me: <i>“How handsome are your gauzy wings, (pause for students to repeat) how brilliant are your eyes.” (pause for students to repeat)</i></p> <p>How does Fly look?</p> <p>What might “gauzy” mean? “Brilliant?” Use the pictures to help you figure this out.</p> <p>What does Spider want Fly to see when she looks into the mirror?</p>	<p>To make her feel smart, or to make her like him.</p> <p>“Looking glass” is a glass that you look into. The pictures show that it is a mirror.</p> <p>“handsome” with “gauzy wings” and “brilliant” eyes.</p> <p>Point out Fly’s “see through” wings and shining eyes in the illustrations to define these terms.</p> <p>How beautiful she is.</p>
<p>Reread page 16: QUESTIONS: What is different about the way Fly answers him here?</p> <p>Why do you think she answers differently?</p>	<p>She doesn’t say, “no” – she thanks him and says she’ll come back.</p> <p>She liked being called handsome and getting compliments.</p>
<p>Act out the passages and add to the chart using the established routine.</p>	<p>See graphic organizer for sample responses and key understandings.</p>
<p>Reread page 17: <i>Note: Students should be at their desks or tables with access to drawing paper and crayons during this part of the reading.</i></p>	

<p>QUESTIONS: In the last stanza, the Spider told the Fly that she was wise. What word in this part tells you that he doesn't really think that she is wise?</p> <p>What is a spider's "table"? What does "set his table ready" mean?</p> <p>Draw a picture to show what the Spider did.</p> <p>What does Spider think is going to happen? How do you know?</p>	<p>"silly" little fly</p> <p>Spider's table is his web. "Set his table ready" means to make a web to eat on.</p> <p>Reread the last two lines of the stanza while students draw. If students draw a real table, point out that there is no table in the book's illustration—Spider's web is his table.</p> <p>Spider thinks the Fly will come back and he will eat her. The words say that he knows she will "soon come back again" and he is spinning a web, so he must be planning to catch her.</p>
<p>Have students briefly share their drawings with a partner to end the lesson.</p>	
<p>FOURTH READING</p> <p>Compliment students on how carefully they have been reading the book and explain that today you will continue to explore <i>The Spider and the Fly</i>.</p> <p>Reread up to page 18 without stopping, inviting students to participate by holding up their puppets as each character speaks. Then, call on a few students to briefly summarize what you have read.</p>	<p>During this reading, use strategically placed pauses to encourage students to use the rhyme pattern to help you finish some of lines in the poem.</p> <p>If helpful, use the class notes to help students concisely summarize.</p>
<p>Give each student a picture of the Fly and be sure they have access to crayons.</p> <p>Reread page 19: Give the following directions: Listen very carefully to the words Spider uses to describe Fly. As I read each line, use your crayons to color in the picture to show what Fly looks like.</p>	<p>Students' coloring should match the description in the poem: white and silver wings, green and purple body, bright eyes.</p> <p>As students draw, help them "unpack" and visualize each line as needed. Use questions like: What color is a pearl? What might Fly's "robes" be? Why does the poem say her eyes are like diamonds?</p>

<p>Reread page 21: QUESTIONS: What did the “silly little fly” hear? What do you think “flattering” means? What flattering words was Fly thinking of as she flew near him?</p>	<p>Spider’s “wily, flattering words”. To say nice things that you do not mean. The words he used to describe how beautiful she was.</p>
<p>Act out the passages and add to the chart using the established routine.</p>	<p>See graphic organizer for sample responses and key understandings.</p>
<p>QUESTIONS: Now turn and talk to a classmate: What did Fly do? Why do you think she did this?</p> <p>What do you think “foolish” means? Why does the author call Fly a “poor, foolish thing”?</p>	<p>Fly flew nearer and nearer to the Spider’s web. Answers about why she did this may include ideas like:</p> <ul style="list-style-type: none"> • She wanted to hear more about how beautiful she was. • She was thinking only about her own beauty and forgot to be careful. • She thought the Spider was nice because he said nice things. <p>Foolish means, “stupid”. She went too close to the Spider, that wasn’t very smart.</p>
<p>FIFTH READING Explain that today you will finish your work with <i>The Spider and the Fly</i>. Reread up to page 21 without stopping. To encourage focus, students <u>should not use their puppets</u> during this last reading. Together, review the information on the class chart. (This will serve to summarize the events in the story.)</p>	<p>By this point, many students will know parts of the poem by heart. Encourage them to “read” along with you wherever they can.</p>
<p>Reread Pages 22 & 23: QUESTIONS: What happened to the “poor foolish little Fly”?</p>	<p>Spider grabbed her and dragged her up the winding stair to his web and she never came out again.</p>

<p>Does the last line remind you of another part of the poem? Which one?</p> <p>THINK: If the Fly knew that she might “ne’er come out again” why did she fly so close to the Spider?</p>	<p>When they first met, Fly told Spider that, “who goes up your winding stair can ne’er come down again”.</p> <p>Allow a silent minute to think about this question before directing students to discuss their ideas with a partner.</p>
<p>Group students in pairs and discuss this next question: How does the Spider trick the Fly into his web? Explain your thinking to a partner.</p>	<p>Answers will vary, but should indicate some connection between the Spider’s flattering words and the Fly’s poor decision to fly near him.</p>
<p>Reread Pages 25 & 26: QUESTIONS: The poem tells us to “close heart and ear and eye”. Show me how you might “close your ears”. Show me how you might “close your eyes”. Now show me how you might “close your heart”. (Pause to allow students to try.) What do you think “close your heart” might mean? What do you think the author wants us to do when we meet someone like Spider?</p> <p>Give students a piece of drawing or “picture story” paper and explain the directions for the culminating task below. Circulate as students work, encouraging them to tell you more about their drawings and writing. Share responses in small groups or display on a bulletin board.</p>	<p>If needed, repeat the full line again, covering your heart, ears and eyes with your hands as the lines are read.</p> <p>Explain that sometimes words in a story mean something different than they seem to. Here, “close your heart” means don’t care about or don’t pay attention to.</p> <p>Listen for answers that show an understanding that that the poem is warning us not to listen to the “silly, flattering words” of people like Spider.</p>

Culminating Task

What is the lesson of this tale? What is this story trying to teach us? Use pictures and words to show what the author wants us to learn from the story in this book.

Vocabulary

<p>These words merit <u>less</u> time and attention (They are concrete and easy to explain, or describe events/ processes/ideas/concepts/experiences that are familiar to your students)</p>	<p>These words merit <u>more</u> time and attention (They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with)</p>
<p>Page 1: parlor – living room Page 2: ne'er – never Page 9: pantry – place where food is stored</p>	<p>Page 3: weary – tired Page 14: wise – smart Page 21: flattering – saying nice things that you do not mean Page 21: foolish – stupid</p>

Fun Extension Activities for this book and other useful Resources:

1. The author's website includes downloadable paper puppets to make and Spider and Fly screensavers:

<http://diterlizzi.com/home/project/the-spider-and-the-fly/>

2. A short video of Tony DiTerlizzi talking to a class about the process of illustrating the book:

<http://www.youtube.com/watch?v=HEKEaoNDSU8>

3. A BBC video of *The Spider and The Fly* being read aloud:

<http://diterlizzi.com/home/videos/#lightbox/8/>

4. Extension: Have students explore the following question: Whose fault is it that the fly “ne’er came out again”?

Include activities like:

- Stand under the picture of the Spider if you think the Spider was to blame.
 - Stand under the picture of the Fly if you think the Fly was to blame.
 - Choose a partner who has a different opinion. Explain your thinking to a partner.
 - Write a paragraph. Use evidence from the poem to explain your opinion and reasoning.
5. Give students a copy of the poem to illustrate. Older students may be interested in preparing a choral reading (divide students into groups and have each group learn one stanza) or a puppet show. Mary Howitt’s poem is in the public domain and reproduced below.

THE SPIDER AND THE FLYby **Mary Howitt** (1799-1888)

"Will you step into my parlor?" said the spider to the fly;
"Tis the prettiest little parlor that ever you did spy.
The way into my parlor is up a winding stair,
And I have many curious things to show when you are there."
"O no, no," said the little fly, "to ask me is in vain,
For who goes up your winding stair can ne'er come down again."

"I'm sure you must be weary, dear, with soaring up so high;
Will you rest upon my little bed?" said the spider to the fly.
"There are pretty curtains drawn around, the sheets are fine and thin,
And if you like to rest awhile, I'll snugly tuck you in."
"O no, no," said the little fly, "for I've often heard it said,
They *never, never* wake again, who sleep upon *your* bed."

Said the cunning spider to the fly, "Dear friend, what shall I do,
To prove the warm affection I've always felt for you?
I have within my pantry good store of all that's nice;
I'm sure you're very welcome; will you please to take a slice?"
"O no, no," said the little fly, "kind sir, that cannot be;
I've heard what's in your pantry, and I do not wish to see."

"Sweet creature!" said the spider, "You're witty and you're wise!
How handsome are your gauzy wings, how brilliant are your eyes!
I have a little looking-glass upon my parlor shelf,
If you'll step in one moment, dear, you shall behold yourself."

"I thank you, gentle sir," she said, "for what you're pleased to say,
And bidding you good-morning *now*, I'll call *another* day."

The spider turned him round about, and went into his den,
For well he knew the silly fly would soon be back again:
So he wove a subtle web, in a little corner sly,
And set his table ready to dine upon the fly.
Then he came out to his door again, and merrily did sing
"Come hither, hither, pretty fly, with the pearl and silver wing:
Your robes are green and purple; there's a crest upon your head;
Your eyes are like the diamond bright, but mine are dull as lead."

Alas, alas! how very soon this silly little fly,
Hearing his wily flattering words, came slowly flitting by.
With buzzing wings she hung aloft, then near and nearer drew
Thinking only of her brilliant eyes, and green and purple hue;
Thinking only of her crested head — *poor foolish thing!* At last,
Up jumped the cunning spider, and fiercely held her fast.
He dragged her up his winding stair, into his dismal den,
Within his little parlor; but she ne'er came out again!

And now, dear little children, who may this story read,
To idle, silly, flattering words, I pray you ne'er give heed;
Unto an evil counselor close heart, and ear, and eye,
And take a lesson from this tale of the Spider and the Fly.

Note to Teacher

Below is a sample of a completed class chart of “public notes”. In this type of group note taking, the teacher helps the class to decide what to record. Notes may take the form of words, illustrations from the book, drawings, or any combination of the three. Notes may be paraphrased or quoted. Refer to your public notes frequently. Drawing attention to the patterns in the chart will help students figure out how the Spider is able to trick the Spider into his web.

How does the Spider trick the Fly into his web?	
How does the Spider try to trick the fly into his web?	What does the Fly say or do?
Invites her to see cool things in his parlor	O no, no
Says she can rest in a comfortable bed	O no, no
Offers her yummy things to eat	O no, no
Tells her to look in the mirror to see how pretty she is	I thank you, gentle sir
Tells her that her wings and body and eyes are beautiful	Comes nearer and nearer

What Makes This Read-Aloud Complex?

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.



Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band	420-820L
4-5 band	740-1010L

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension*, note specific examples from the text that make it more or less complex.

<p>The story has an overall message: “And take a lesson from this tale...”: Don’t let yourself be tricked by sweet, flattering words.</p> <p style="text-align: center;">Meaning/Purpose</p>	<p>The poem takes the form of an alternating dialogue between Spider and Fly: “...said the Spider to the Fly.”</p> <p style="text-align: center;">Structure</p>
<p style="text-align: center;">Language</p> <p>Figurative language: “close heart and ears and eyes”</p> <p>Old fashioned language: parlor, ne’er</p>	<p style="text-align: center;">Knowledge Demands</p> <p>Some students may need background on what spiders eat and how they catch their food.</p>

3. Reader and Task Considerations

What will challenge my students most in this text? What supports can I provide?

- The archaic and figurative language structures and vocabulary will be challenging. Support using repeated readings, questions to clarify word meanings and careful attention to how the illustrations and text connect. Build in frequent opportunities for drama to paraphrase text, and drawing to visualize complex sections.

How will this text help my students build knowledge about the world?

- Many lines and images from this poem are iconic (“Come into my parlor...” “He wove a subtle web.”). Students familiar with this story and its language will have a basis for understanding expressions and imagery they will encounter later, in conversation and literature. The book also teaches an important lesson.

4. Grade level

What grade does this book best belong in?

- Grades 1 and 2

*For more information on the qualitative dimensions of text complexity, visit http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf

Title/Author: *Spiders* by Gail Gibbons

Suggested Time: 2 Days (Recommendation: two sessions per day, at least 20 minutes per session)

Common Core grade-level ELA/Literacy Standards:

RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9; SL.1.1B, SL.1.1C, SL.1.2, SL.1.5; L.1.4A, L.1.5A, L.1.5B, L.1.6

Lesson Objective:

Students will actively listen to the informational picture book *Spiders* in order to learn more about spiders. This book study can easily be paired with other books and articles about spiders, and is particularly recommended to be used as a “side trip” while reading *Charlotte’s Web*. It was designed to be read just after Charlotte tells Wilbur about her nature (in Chapter V, “Charlotte”).

Teacher Instructions:

Before the Lesson:

1. Read the Key Understandings and the Synopsis below. ***Please do not read this to the students.*** This is a discussion to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Key Understandings:

Spiders are not insects but their own special species. There are many different types of spiders that do all sorts of different things to catch food.

(If connecting to *Charlotte's Web*: what Charlotte teaches Wilbur about spiders, and what Wilbur will see for himself at the end, are true facts.)

Synopsis:

The book starts with general facts about spiders, including where the scientific name of spiders comes from, then tells the parts of a spider's body and how spiders and insects are different. Then Gibbons gives examples of various interesting spiders and what they do to catch insects to eat. (*Note: Charlotte was a common house, or barn, spider.*)

2. Go to the last page of the lesson and review "What Makes this Read-Aloud Complex." This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
3. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Note: you may want to copy the questions, vocabulary words, and activities over onto sticky notes so they can be stuck to the right pages for each day's questions and vocabulary work.*

The Lesson – Questions, Activities, Vocabulary, and Tasks:

The majority of questions, activities, and tasks should be based on the writing, pictures and features unique to *Spiders* (they should be text-specific). Questions that address text-to-self or text-to-world connections - what we like to call text-*inspired* questions or activities - should be held until **after** the children have really gotten to know the book.

This lesson is designed to be flexible. Feel free to insert or delete rows as needed for additional questions, activities, or tasks.

Questions, Activities, Vocabulary, and Tasks are all aligned to the CCSS for ELA and can address any of the following through reading aloud rich selections:

- Academic language exploration and learning (vocabulary and syntax)
- Speaking and Listening activities
- Writing activities
- Language activities and questions
- Creative performance tasks and activities that are text-specific or text-inspired
- Foundational reading skills reinforcement where appropriate

Questions, Activities, Vocabulary, and Tasks	Expected Outcome or Response (for each)
<p>FIRST READING:</p> <p>Read aloud the entire <i>Spiders</i> book with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused.</p>	<p>The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole.</p>
<p>SECOND READING:</p> <p>As you read this time, stop and ask clarifying questions and discuss as much of the vocabulary as you can while maintaining some flow. See the vocabulary chart (below) for reference. There will be other opportunities to work on vocabulary.</p>	

1. What sizes do spiders come in?
2. Linger on the pages that compare a spider's body to an insect's body. Have the students point to all different sizes and types of print on these pages.
3. Read the big titles again. What do they tell us we will be learning on these pages?
4. What does all the writing on the blue parts of the pages tell us?
5. Tell the children that the writing on the bottom has the BIG idea from these pages. What is it? Have a couple of the students say.
6. *Charlotte's Web connection*: Two pages later, the book tells us that baby spiders are called "spiderlings". Do we know any other baby animals that have -ling in their name?
7. Why do spiders weave webs?
8. What do spiders eat?

1. Students should be able to say they come in all sizes and shapes. Some big (discuss "dinner plates") and some very small (discuss a "speck of dust")
2. Students should have a chance to point.
3. They tell us about a spider's body and an insect's body and the differences.
4. They are the names for all the different body parts. (Reassure the children they don't need to remember all of these. **Make sure you point out the "spinnerets"** since the rest of the book will talk about spinning webs and catching food.)
5. The big idea is that spiders are NOT insects. They are very different.
6. *Charlotte's Web* mentions that the goose is expecting goslings, baby geese.
7. To catch their food.
8. They eat insects. This is an inference that is not so easy! So let your students work through it and make sure those who get the answer provide the textual evidence for how they figured this out so all the kids can hear it!

THIRD READING:

Just reread the part of *Spiders* that tells the different ways spiders make food.

Make a chart on chart paper and draw AND list the different kinds of webs and traps the book mentions. Don't worry about the different names of the spiders.

The chart should have all of the types listed below. Kids should be encouraged to summarize in their own words after you read each page that tells a type of food catching system.

Types of webs: tangled, sheet, funnel, triangle, and orb

Types of other traps: hiding in rocks, making a trap door in the ground, hiding in an underwater bell web, changing colors, and hiding in flowers

Final Day with the Book - Culminating Task:

Charlotte's Web connection: reread chapter five "Charlotte" where Charlotte teaches Wilbur about her nature as a spider. Have the children notice and talk about the things Charlotte tells Wilbur that were also part of the *Spiders* book. At the end of *Charlotte's Web*, when Charlotte's children hatch, there will be more connections to make back to this book.

If you are doing a standalone unit on spiders, there are other activities to choose from in the Fun Extension Activities.

Vocabulary:

<p style="text-align: center;">These words merit <u>less</u> time and attention (They are concrete and easy to explain, or describe events/ processes/ideas/concepts/experiences that are familiar to your students)</p>	<p style="text-align: center;">These words merit <u>more</u> time and attention (They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with)</p>
<p>1st page: 30,000 – a lot of spiders!</p> <p>2nd page: speck – a tiny dot, smaller than a pencil mark</p> <p>4th page: 300 million years ago – before dinosaurs as Gibbons says, and WAY before people</p> <p> roamed – wandered around, like on a playground when you can't decide what you want to do</p> <p>5th page: legend – an old story that probably isn't true</p> <p> weaving/weave/weavers – like knitting. Putting strings together in a pattern to make clothes</p> <p>6th page: spin – to make a string from a clump of something; weavers spin yarn from sheep's wool on a spinning wheel; spiders spin silk threads from their bodies</p>	

These words merit <u>less</u> time and attention	These words merit <u>more</u> time and attention
<p>8th page: a mate – a partner for a living creature so they can work together to make babies or raise them</p> <p>attract – to make something want to come toward you; a magnet can attract metal</p> <p>9th page: encloses – closes them up inside</p> <p>creep – to crawl like a baby</p> <p>11th page: sheds – to get rid of something</p> <p>12th page: tangled – in knots, with no pattern or design to it</p> <p>14th page: held in place – it can't move much; it is solidly fastened like a seat belt holds people riding in cars</p> <p>16th page: pattern – a design that you can see repeating</p> <p>orb – a circle or wheel shape; the earth makes an orbit around the sun; it circles the sun</p> <p>17th page: instantly – right away! with no waiting</p> <p>pounces – jumps on; like a cat jumps on a mouse</p> <p>stuns – stings it so it can't move</p> <p>18th page: burrows – small caves or holes that something has dug</p> <p>20th page: protect – keep safe, not let it get hurt</p> <p>hinged – fastened at one end, but so it can swing back and forth; doors have hinges</p> <p>scurries – hurries out; crawls really fast</p>	<p>19th page: unusual – not seen or done very much, not <i>common</i> or usual; in school, you have lunch every day; it is usual; but to have a party in school is not usual; it is <i>unusual</i>; un means “not”</p>

These words merit <u>less</u> time and attention	These words merit <u>more</u> time and attention
21st page: snatches – grabs quickly	
22nd page: disturbed – bothered by something	
dangerous/danger – can hurt you or kill you	
poison – something that makes you very sick or even kills you; poison is <i>dangerous!</i>	
23rd page: stretched out – pulled so it is as long as it can be	
can measure – can be as long as	
24th page: enemies – something that wants to hurt you, not your friend	26th page: important – very special and worth a lot
Last page: expert – someone who knows all about something	Last page: common – very usual; the opposite of unusual
mashed – all ground up together, squished	
remedy – a cure or fix for something	
terrified – very very scared	

Fun extension activities for *Spiders* and other useful resources:

1. This read-aloud lesson on spiders was designed as a companion lesson to reading aloud the great classic *Charlotte's Web*. We strongly recommend reading *Charlotte's Web* aloud as early in first grade as you want to, since many children on track in reading for the CCSS will be able to read *Charlotte's Web* for themselves at some point in 3rd grade. Returning to a book you remember fondly is a great prescription for creating lifelong lovers of reading. "Spinning off" Charlotte's own description of herself when she first meets Wilbur (in chapter V, "Charlotte") to teach children even more about the wonderful powers of spiders is a great chance to build knowledge systematically.

2. Focus on trap door spiders: The BBC website has great videos on this topic. [This link](#) will take you to a page on trapdoor spiders with an [action video](#). There are also links to all sorts of other animal adaptations.

An activity to teach about hinges and trapdoor spiders: give your children apples for a snack. Have them take as big a bites as they can of the apple (hopefully, you're reading this to children who still *have* their front teeth), but not bite completely through the skin. This will leave the bite still connected to the apple by a flap of skin. The bitten piece of apple will flap perfectly against the apple, exactly mimicking the action of a trapdoor.

3. Read aloud other books where spiders are the main characters. See the companion RAP lesson on "The Spider and the Fly" or read more readily available science books.
4. Read D'Aulaire's version of the myth of Arachne and Athena and their great weaving contest (or any public domain version of the myth you like. If you want to do an activity afterwards to demonstrate weaving with your students, here are easy-to-follow instructions. [Instructions on paper weaving](#)

Note to Teacher:

This book provides solid information, and that is about it. So the questions were designed to move you and your students through to gain maximum information about spiders and what their characteristics are. It is *very* good to demonstrate text structure and all the different ways a reader gets information from a page. So be sure to emphasize that! But don't worry about spending a ton of time inside the book.

Whenever it is the case that a book is good, but not fabulous, make lemonade out of the lemon! There is tons of vocabulary to work on with your students, and there are useful and educational extension activities you can do with your students laid out just above.

What Makes This Read-Aloud Complex?

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.



Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L
4-5 band 740-1010L

2. Qualitative Features

Consider the four dimensions of text complexity below.

<p>Simple purpose. The book is intended to provide some high interest facts about spiders.</p> <p style="text-align: right;">Meaning/Purpose</p>	<p>Highly complex, and worth a good deal of focus. Information comes from pictures (sometimes charts), captions and paragraphs of text. The book goes from general facts about spiders to very specific details about one type of spider. The pages that demonstrate the difference in body types between spiders and insects provide good examples of the complex structure.</p> <p>Structure</p>
<p>The language is straightforward. Most sentences are declarative. There is a lot of specialized vocabulary, but Gibbons does a good job supporting it in every case.</p> <p style="text-align: right;">Language</p>	<p>There are lots of big numbers that 1st graders are not likely to know (30 thousand types of spiders, that they've been around 300 million years). These should be explained and not glossed over. The idea that animals are grouped into types (spiders and insects) and that they have fancy names (arachnid family) will be news to many children.</p> <p>Knowledge Demands</p>

3. Reader and Task Considerations

What will challenge my students most in this text? What supports can I provide?

- That the book moves from broad to specific needs to be pointed out and discussed. This is a fairly abstract idea, but there are good examples from the book to make it more concrete.
- The fact that information comes from the pictures themselves, from the captions and also from the paragraphs at the bottoms is hugely important for kids, even non-readers, to see for themselves.

How will this text help my students build knowledge about the world?

It will teach them about spiders and their place in the natural world and will give them important experience with complex informational text structure.

4. Grade level:

Suitable for 1st grade read-aloud as part of a unit on spiders or as a companion to the reading aloud of *Charlotte's Web*

*For more information on the qualitative dimensions of text complexity, visit http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf

Title/Author: *Charlotte's Web* by E.B. White

Suggested Time: 4-5 Weeks (Recommendation: one session per day, at least 20 minutes per session)

Common Core grade-level ELA/Literacy Standards:

RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.9, RI.1.10; W.1.2, W.1.8; SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6;
L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

Teacher Instructions:

Before the Lesson:

1. Read the Key Understandings and the Synopsis below. ***Please do not read this to the students.*** This is a description to help you prepare to teach the book and be clear about what you want your children to take away from *Charlotte's Web*.

Key Understandings:

Wilbur himself realizes that "...friendship is one of the most satisfying things in the world." This is the big understanding of this chapter book; as Wilbur realizes it, so do the students. And as we go on this journey with Wilbur, the students are also building knowledge about the world: farm life, spiders and their life cycle, the passing of seasons.

Synopsis:

Wilbur, a farm pig, is saved as a little runt by an adoring young girl, Fern. Fern takes great care of her beloved Wilbur, but as she grows up she spends less and less time with Wilbur. Wilbur grows lonely, until he meets a spider named Charlotte. Charlotte becomes Wilbur's best friend in the world and ultimately saves his life.

2. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
3. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Note: you may want to copy the questions, vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each chapter's questions and vocabulary work.*

Chapter Guide – Questions, Activities, Vocabulary, and Tasks:

The majority of questions, activities, and tasks should be based on the writing, pictures and features unique to this book (text-specific). Questions that address text-to-self or text-to-world connections--what we like to call text-*inspired* questions or activities--should be used sparingly during reading and should most often be held until after the children have really gotten to know the book.

Note to teacher: Many of the questions and tasks for this text use new vocabulary words from the book. The words have been bolded in the questions for you. For these questions, part of the task is to support your students in unpacking the new word. Give students the chance to struggle with these words, then provide the definitions. Use your professional judgment. The question will give students practice in actually using the word.

Questions, Activities, Vocabulary, and Tasks	Expected Outcome or Response (for each)
<p>CHAPTER 1: "Before Breakfast"</p> <p>What did Fern talk her father out of doing? How did she <i>convince</i> him?</p> <p>Now, turn to a partner and let's act it out! Imagine that you are Fern and you are trying to convince your father to keep Wilbur. See if you can remember any of the lines that Fern used in the story. Be convincing! Then, we'll switch and the other person will act it out.</p>	<p>Fern convinced her father not to kill Wilbur. She went after her father and tried to remove the ax from his hands. She was very upset and cried. She told him that he was being unfair, and picking on Wilbur just because he was small. She asked would he have killed her if she had been born small (pgs. 2-4).</p> <p><i>Note: Before students answer the question, you will need to help them wrestle with the meaning of "convince." Give them the definition after they have tried.</i></p>
<p>CHAPTER 2: "Wilbur"</p> <p>In what ways did Fern treat Wilbur as if he were her infant? Think of what you heard said in the text. Let's list some examples together. I'll write them on the chart paper.</p>	<ul style="list-style-type: none"> • She loved to stroke him, to feed him, to put him to bed. Every morning, as soon as she got up, she warmed his milk tied his bib on, and held the bottle for him" (pg. 8). • She fed him when she got home from school, at suppertime, and before bed (pg. 8). • She watched Wilbur sleep and felt relieved that "her baby would sleep covered up, and would stay warm" (pg. 9). • She would take Wilbur on walks in her doll carriage (pg. 10).

<p>CHAPTER 3: “Escape”</p> <p>Did Wilbur really want to escape? How do you know?</p>	<ul style="list-style-type: none"> • At first he was not sure. “I like it,’ said Wilbur. ‘That is, I guess I like it.’ Actually, Wilbur felt queer to be outside his fence, with nothing between him and the big world” (pg. 17). • As he explored the yard he started to enjoy it. He jumped, twirled, ran, looked around, sniffed, smelled, dug in the dirt. “He felt very happy” (pg. 18). • When he was being chased he “was dazed and frightened by this hullabaloo. He didn’t like being the center of all this fuss” (pg. 22). • Finally, he felt relieved when he saw Mr. Zuckerman with the warm slops. When he finally was put back in his pen and ate, “he felt peaceful and happy and sleepy.” Wilbur did not really want to escape. He said, “I’m really too young to go out into the world alone” (pg. 24).
<p>CHAPTER 4: “Loneliness”</p> <p>Throughout this chapter, we hear all about Wilbur’s dreary day. What makes Wilbur’s day so dreary? There are several different reasons, big and small. Let’s try to list some together and I’ll write them on the chart paper.</p> <p>What is the main reason Wilbur is sad? How do we know it’s the main reason?</p>	<p style="text-align: center;"><u>Why is Wilbur’s day so dreary?</u></p> <ul style="list-style-type: none"> • It’s raining and all of the plans Wilbur made for the day are ruined! • Wilbur is feeling lonely and friendless. When he asks the other animals to play, no one wants to play with him. • Templeton eats his breakfast. • Lurvy notices that Wilbur seems down, thinks something is wrong with him, and makes him take medicine. <p>Students should be able to point to Wilbur’s loneliness and desire for friendship as the true source of his sadness.</p> <p><i>Note: Students will likely struggle with the second part of this question. You may need to reread a section of the text to get students to see how the author repeats Wilbur’s desire for</i></p>

<p>Draw a picture of Wilbur’s dreary day in the barn. Label your picture with words from our list.</p>	<p><i>friendship over and over in the chapter. You might also point out the title of the chapter, “Loneliness.”</i></p>												
<p>CHAPTER 5: “Charlotte”</p> <p>Together, let’s reread the last two paragraphs of chapter 5. Wilbur and the narrator (the person telling the story) use many different words to describe Charlotte in this section. As we reread, raise your hand when you hear a word that describes Charlotte and I’ll write it down on our list.</p> <p>Now that we’ve written these words down, what do you notice about them? Let’s sort these words into two different categories: qualities that Wilbur thinks will make Charlotte a good friend and qualities that Wilbur fears will make Charlotte a bad friend.</p> <p>So what do these words tell us about Charlotte? Is she good, bad, or a little bit of both?</p>	<p><i>Note: A huge part of this activity is clarifying the meanings of these words for all of your students. A chance to really zone in on vocabulary! As students raise their hands to add a word to the list, ask them about the meaning of the word. There is not a lot of context for these words, so you will need to give them many of the definitions.</i></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">pretty</td> <td style="text-align: center;">fierce</td> </tr> <tr> <td style="text-align: center;">clever</td> <td style="text-align: center;">brutal</td> </tr> <tr> <td style="text-align: center;">kind heart</td> <td style="text-align: center;">scheming</td> </tr> <tr> <td style="text-align: center;">loyal</td> <td style="text-align: center;">bloodthirsty</td> </tr> <tr> <td style="text-align: center;">true</td> <td style="text-align: center;">cruel</td> </tr> <tr> <td></td> <td style="text-align: center;">bold</td> </tr> </table> <p><i>Note: From looking at the list together, students should be able to see that Charlotte is a very complicated character. She seems scary and dangerous, but she also has these wonderful traits that the narrator suggests will make her a very true friend to Wilbur.</i></p>	pretty	fierce	clever	brutal	kind heart	scheming	loyal	bloodthirsty	true	cruel		bold
pretty	fierce												
clever	brutal												
kind heart	scheming												
loyal	bloodthirsty												
true	cruel												
	bold												
<p>CHAPTER 6: “Summer Days”</p> <p>“Early summer days are a jubilee time for birds.” What joyful thing happens to the goose in this chapter?</p>	<p>The goose gives birth to seven baby geese in this chapter! <i>Note: This is a simple question, but gives the teacher the chance to dive in to the word “jubilee.” Before telling the students that</i></p>												

<p>What does Templeton ask for in this chapter? Does he get it? What does Charlotte warn us will happen if Templeton isn’t careful?</p>	<p><i>it means “joyful,” let them struggle and try to figure it out. Read the sentences surrounding the word and see if they can figure it out in context.</i></p> <p>Templeton asks for the one egg that didn’t hatch a baby goose. He does get it. Charlotte warns everyone that if Templeton isn’t careful, he will break the egg and it will smell really bad!</p> <p><i>Note: This is also a straight-forward question to make sure that the students are keeping track of events. The students won’t understand that Charlotte’s warning is foreshadowing, but highlighting it here will help set them up for understanding when the egg is broken in Chapter 10.</i></p>
<p>CHAPTER 7: “Bad News”</p> <p>What “bad news” does Wilbur get from the old sheep?</p> <p>Describe how he reacts. What are some words used in the text to describe how Wilbur reacted? I will read the last pages of the chapter again and you listen carefully to how Wilbur is acting. Raise your hands when you hear an action word that Wilbur is doing.</p> <p>What promise does Charlotte make at the end of the chapter?</p>	<p>Wilbur learns that there is a plan to kill him at Christmastime so that the family can eat him. The sheep says, “There’s a regular conspiracy around here to kill you at Christmastime. Everybody is in the plot—Lurvy, Zuckerman, even John Arable” (pg. 49).</p> <p><i>Note: This is a good chance for you to talk about the word conspiracy with your students!</i></p> <p>Wilbur sobbed (pg. 49), he screamed (pg. 50), raced up and down (p. 50) and burst into tears (pg.51). Though children will all raise their hands together, still, the students who are noticing and leading will be teaching the other students about these strong verbs. If nobody notices, you can lean into the strong verbs with your voice as you reread.</p> <p>At the end of the chapter, Charlotte promises that she will save Wilbur so that he is not killed (pg. 51).</p>

<p>CHAPTER 8: "A Talk at Home"</p> <p>Why is Mrs. Arable worried about Fern? What is she going to do about it?</p>	<p>Mrs. Arable is worried about the way Fern talks about the barn animals, claiming that they talk to each other and she can understand them. She thinks it isn't normal and plans to talk to Dr. Dorian about it.</p>
<p>CHAPTER 9: "Wilbur's Boast"</p> <p>To boast means to show off. This chapter is titled, "Wilbur's Boast." Now that we've read the whole chapter, what was Wilbur's big boast? Was he able to do what he said he could do?</p> <p>There are several times in this Chapter when Charlotte takes care of Wilbur. She shows just how much she is beginning to love him. Together, let's list a few ways that Charlotte show she cares about Wilbur. I'll write them on the chart paper.</p> <p>At the end of the chapter, Charlotte goes off to think about how to save Wilbur. What does she tell Wilbur to do to help?</p>	<p>Wilbur's big boast is that he claims he can spin a web like Charlotte. Wilbur tries two times, but of course, is unable to actually spin a web because he is a pig (pg. 56).</p> <ul style="list-style-type: none"> • She reassures him after he fails at spinning a web, telling him that he's not supposed to be able to do that because he's a pig (pgs. 59-60). • She defends him when the lamb calls Wilbur smelly (pg. 61). • She is planning a way to save him from being eaten at Christmastime (pg. 63). • She is patient with him when he can't get to sleep; she puts him to bed (pg. 65). <p>Charlotte tells Wilbur to eat a lot, get lots of rest, and stop worrying. "Never hurry and never worry!" Charlotte says. She tells him to stay well and not lose his nerve (pg. 64).</p>
<p>CHAPTER 10: "An Explosion"</p> <p>At the beginning of this chapter, Charlotte finally comes up with a plan to save Wilbur. She doesn't tell us what the plan is, but she thinks her plan will work because people are very gullible. Does anyone remember what the word "gullible"</p>	<p>In the text, Charlotte tells Wilbur that gullible means "easy to fool" (pg. 67). <i>Note: If no one remembers this from listening, then you may need to re-read that section of the text.</i></p>

means? Charlotte told us in the text.

Now that we remember what it means, let's come up with a sentence that includes the word gullible. The sentence needs to make sense!

Templeton's egg both saves the day and causes a big problem in the barn. How does it save the day? What problem does it cause?

Note: The teacher may need to model a sentence first, and then have students come up with one in pairs or as a whole group.

Avery falls on the edge of Wilbur's trough and crushes the egg when he is trying to knock Charlotte into his box. The crushed egg smells so bad that Avery and Fern run right out of the barn. The egg saves the day because it keeps Avery from going after Charlotte. But the egg makes the barn smell so bad the animals can hardly bear it (pgs. 72-73)!

CHAPTER 11: "The Miracle"

Reread the fourth paragraph on page 80 in which Mr. Zuckerman describes "the miracle" to his wife ("Well, I don't really know yet..."). Based on all we've heard here, what does the word **miracle** mean? Turn and talk with a partner. Then, let's come up with a definition together as a group.

Several things change on the farm after Lurvy and the Zuckermans see Charlotte's new web (pgs. 84-85). What are some of those changes? Let's list some together and I'll write them on chart paper.

Students should understand that a miracle is something surprising and hard to explain; it doesn't make sense how it happened, but it did. Students should also know that a miracle is a good and welcome thing!

Note: Remind students that the title of the chapter is "The Miracle."

Changes on the farm after Charlotte's new web

- They treat Wilbur to 4 meals a day instead of 3; Mrs. Zuckerman prepares special meals for Wilbur (pg. 84).
- Mr. Zuckerman starts dressing differently, wearing his good clothes (pg. 84).
- Lurvy and the Zuckermans stop doing some of their usual farm jobs like making blackberry jam and hoeing the corn (pg. 84).
- A lot of people start visiting the barn; it is less pleasant because there are so many people around (pg. 85).
- Fern is happy because she thinks that Wilbur's life will now be saved (pg. 85).

CHAPTER 12: "A Meeting"

What word does Charlotte pick to spin in her next web?

Charlotte asks if anyone can help her spell *terrific*. Remember, the gander has an idea of how you spell it, but it gets confusing because he always repeats his words. Let's see if we can use our sounds and letters to spell the word *terrific*.

Now, let's practice spinning the word into our own imaginary web by tracing the letters in the air.

She picks the word *terrific*.

Note: Here is a small chance to incorporate some foundational skills into the read-aloud. Support your students in sounding out the word "terrific" as you write it on your chart paper or chalkboard. Students may not get the double r at first. Make this correction after the students have used their sound/letter knowledge to spell the word.

<p>At first, Templeton doesn't want to help Charlotte save Wilbur. How does the old sheep help convince him (pg. 90)? <i>Note: This question repeats a vocabulary word used in Chapter 1. Ask your students if they remember from the beginning of the book what "convince" means. If they don't, remind them.</i></p>	<p>The old sheep reminds Templeton that he depends on Wilbur for food. If Wilbur is dead, then no one will be filling his trough in the barn, meaning the Templeton will starve. Hearing this, Templeton changes his mind right away and decides to help!</p>
<p>CHAPTER 13: "Good Progress"</p> <p>Point out to students that they spelled <i>terrific</i> correctly; Charlotte spelled it the same way! After spinning the word <i>terrific</i> into her second web, Charlotte has Templeton search for other words. What three words does Templeton come back with? Why do the first two not work? What makes Charlotte decide on the 3rd one?</p>	<p>The first word Templeton gives Charlotte is <i>crunchy</i>; this doesn't work because Zuckerman might start thinking about bacon and ham (eating Wilbur!). The second word he gives her is <i>pre-shrunk</i>; this doesn't work because she wants Zuckerman to think of Wilbur as nicely grown. The third clipping says "New Radiant Action." Charlotte has Wilbur run and flip around. Charlotte is not sure that it is exactly "radiant action," but Wilbur says he feels radiant. "Well, you're a good little pig now, and radiant you shall be. I'm in this thing pretty deep now—I might as well go the limit," she says (pg. 99-101). <i>Note: In this scene, Charlotte and Wilbur are not exactly sure what "radiant" means. Talk with your students about the meaning of radiant after you've read the scene. Tell them that to be radiant means "to shine brightly," in this case with love and happiness.</i></p>
<p>CHAPTER 14: "Dr. Dorian"</p> <p>Does Dr. Dorian think it's a problem that Fern listens to the animals and says they talk to each other all the time? Why or why not?</p>	<p>Dr. Dorian doesn't think it's a problem that Fern thinks the animals talk to each other. He says that it's possible that animals have talked to him but he couldn't hear them because "children pay better attention than grownups." He doesn't</p>

	<p>think it's a problem. He says that Fern should keep doing it as long as she wants to, but he also says that he thinks Fern will change eventually and start playing more with boys like Henry Fussy.</p> <p><i>Note: Students in grade 1 may not pick up on all of the nuances of Dr. Dorian's speech. The important thing is that they understand that he doesn't think anything is wrong with Fern, and that he predicts that even she will eventually change and grow up as kids do.</i></p>
<p>CHAPTER 15: "The Crickets"</p> <p>I'm going to write a couple of sentences on the board. Then, we're going to break them apart and really figure out what they mean:</p> <p>"Ever since the spider had befriended him, he had done his best to live up to his reputation" (pg. 114).</p>	<p>The focus in this chapter is on vocabulary and sentences; the idea is to help your students learn how to break apart these tough sentences. Tell your students they are going to learn a LOT of new words today and that it's going to be really tough work, but you know they can handle it.</p> <p><i>Note: Depending on how much time you have, you may consider selecting one or two of these sentences. If you are in a time crunch, make sure to tackle the last sentence as it is most critical to the big understanding.</i></p> <p>Ask students what other word they can find in <i>befriended</i>. They will see the word <i>friend</i>. Tell them that befriended is another way of saying "made friends with." To tackle the word <i>reputation</i>, go back into the text and reread the sentence, as well as the remainder of the paragraph. Context will help students, but you will need to help them understand that a reputation is "how someone is viewed by others." In this case, Wilbur's reputation (how he is viewed by others) depends on</p>

“Wilbur was **modest**; **fame** did not **spoil** him” (pg. 115).

“No pig had ever had **truer** friends, and he realized that friendship is one of the most **satisfying** things in the world” (pg. 115).

the words that Charlotte is spinning in her web. Finally, students may need some support with “live up to.” Tell your students that “living up to” something means to be as good as you thought or said it would be. Model for your students how to put a tough sentence in your own words. “Ever since Charlotte made friends with Wilbur, Wilbur has been trying his best to be as good as Charlotte said he was in her webs.”

Give students the definition for the word *modest*: “a bit shy, you don’t brag about yourself.” For *fame*, ask students if they’ve heard any other words that sound like *fame*, words that they might use to describe someone really well known, like a singer or actor (*famous*). Tell them they are different forms of the same word. Students may be familiar with the word *spoil*. Ask the kids if their parents have ever *spoiled* them with toys and presents? Spoil is a word with multiple meanings; this is a good chance to introduce kids to the idea that words can mean more than one thing. Point out to your students that *spoil* can also mean “gone bad, ruined” like when your bananas *spoil*. Now, ask students to turn to a partner and say the whole sentence in their own words.

Read the first part of the sentence and unpack the word *truer*. Ask your kids what makes a *true* friend. Emphasize that in this case, a *true* friend means a “real friend that means a lot to you and you know will stick by your side.” From context, students should be able to tell that *satisfying* must describe a really good feeling, when you feel happy. Satisfying means to make happy. Now, ask students to turn to a partner and say the whole sentence in their own words.

<p>CHAPTER 16: "Off to the Fair"</p> <p>BEFORE READING CHAPTER 16: Remember the last chapter we read? At the very end of the chapter, Charlotte said she wasn't coming to the fair with Wilbur. Do you remember why?</p> <p>AFTER READING CHAPTER 16: Charlotte decides to go to the fair after all. She wants Templeton to come with her, but thinks he won't agree to come. Once again, the old sheep helps convince Templeton to help Charlotte and Wilbur. Remember, this is the second time he has done this! How does the old sheep do it this time?</p> <p>Now, time for a little acting. Turn to a partner. Pretend you are the old sheep trying to convince Templeton to come to the fair, telling him about all the good food. See if you can remember any lines from the text that he used! Then, switch partners.</p> <p>What makes Wilbur faint at the end of this chapter?</p>	<p>Charlotte said she wasn't going to the fair with Wilbur because she needed to lay eggs (pg. 117).</p> <p>The old sheep tells Templeton that the fair is like paradise for a rat because of all the delicious food scraps around (pg. 123). Hearing about all the good food, Templeton definitely wants to go!</p> <p>Mr. Arable starts talking about how much good bacon and ham Mr. Zuckerman was going to get from Wilbur when they kill him (pg. 126). This made Wilbur so upset that he fainted!</p>
<p>CHAPTER 17: "Uncle"</p> <p>Who is Wilbur's competition? What all do we know about him?</p>	<p>Wilbur's competition is a pig named "Uncle." Uncle is a spring pig, but he's much bigger than Wilbur. Charlotte thinks he has an "unattractive personality" and that he's not as clear or pleasant as Wilbur (pgs. 134-135).</p>

<p>How do we know that Charlotte isn't feeling well? What signs are there in the story?</p>	<p>You made need to reread a few paragraphs of the text, starting at the very bottom of page 135 (starting with "This afternoon, late, if I'm not too tired..."). From this section of the text, students should be able to point to some of these reasons:</p> <ul style="list-style-type: none"> • Charlotte says, "The least thing tires me these days" (pg. 136). • Wilbur thinks Charlotte looks <i>swollen</i> and <i>listless</i> (pg. 136). <i>Note: Give your students definitions for these words.</i>
<p>CHAPTER 18: "The Cool of the Evening"</p> <p>What final word does Templeton bring Charlotte to spin in her web? Is Charlotte satisfied with this word?</p> <p>Charlotte doesn't usually leave her web. Why does Charlotte leave her web at the end of the chapter? What is she doing? What questions are you left with about it?</p> <p>At the end of the chapter, Fern says she had the best time she's ever had in her life at the fair. What was she doing? Do you remember from the beginning of the chapter?</p>	<p>Templeton brings the word <i>humble</i> to Charlotte as her last word to spin in the web. Charlotte likes this word because it matches Wilbur well. <i>Note: After students answer the first part of the question, you may need to reread Charlotte's definition of "humble" on page 140. Humble means "not proud" and "low to the ground" and Wilbur is both of those things!</i></p> <p>Charlotte leaves her web to make something that she calls her <i>masterpiece</i>. I'm left wondering: What exactly is Charlotte's masterpiece? Does it have something to do with why she is so tired? <i>Note: Support will be needed with the last part of this question. You don't need to give away the answers to your kids, but help support them in connecting the fact that Charlotte is so tired and that she is making her masterpiece.</i></p> <p>Fern was riding the Ferris wheel with Henry Fussy.</p>

<p>CHAPTER 19: “The Egg Sac”</p> <p><i>Note: This chapter is packed! You may need to take a couple of days with it.</i></p> <p>What is Charlotte’s masterpiece or magnum opus? How does this leave Charlotte feeling?</p> <p>We learn a lot in this chapter about how spider’s lay eggs. Turn to your partner and tell them one thing you learned! Then, we’ll make a list together.</p> <p>How does everyone react when they hear the announcement about Wilbur’s special prize? What kinds of things do they do? Tell me everything you remember.</p>	<p>Charlotte’s masterpiece is her egg sac, filled with 514 eggs. Charlotte is left feeling very, very tired. <i>Note: As an extension, you might ask kids if they remember the exact word the text used to describe how Charlotte was feeling: “languishing.” Reiterate that the word means that she is slowing up, getting older.</i></p> <p style="text-align: center;"><u>Things we learn about how spiders lay eggs:</u></p> <ul style="list-style-type: none"> • An egg sac is like a sac or cocoon that contains many, many spider eggs (pg. 144). • An egg sac is really strong; it is made out of the toughest material that a spider produces (pg. 145). • An egg sac helps keep the eggs warm and dry (pg. 145). • The eggs have to stay in the sac for a while. For Charlotte, until next spring (pg. 146). <p>If students were listening <i>very closely</i>, they will say that there was first a pause, and that then the Arables and Zuckermans started cheering and yelling. They threw straw up into the air like confetti. They hugged each other and kissed each other. Lurvy shook everyone’s hands (pg. 152).</p>
<p>CHAPTER 20: “The Hour of Triumph”</p> <p>Where is Fern during Wilbur’s great triumph (pg. 156)? Would Fern have done this at the beginning of the book? How has Fern changed?</p>	<p>Fern isn’t there to celebrate Wilbur’s prize. She runs off to go on the Ferris wheel with Henry Fussy. Fern probably wouldn’t have done this at the beginning of the book because she babied Wilbur and spent a lot more of her time with him. But Fern has</p>

	<p>changed. She has started spending more time with Henry Fussy and less time with Wilbur. She is growing up.</p> <p><i>Note: This will be a tricky question for kids. First, prompt your students to remember how Fern treated Wilbur like an infant at the beginning of the book. Once they remember this, they will be able to see how much Fern has changed. You might also remind them of what Dr. Dorian said might happen to Fern; he said she would grow up and she does.</i></p>
<p>CHAPTER 21: “Last Day”</p> <p>“Nobody, of the hundreds of people that had visited the Fair, knew that a grey spider had played the most important part of all. No one was with her when she died.”</p> <p>The last two sentences of this chapter are very, very sad. No one ever knew that Charlotte was the one who wrote those messages in the webs, and she ends up dying all alone after Wilbur and Templeton leave in the crate.</p> <p>But now, think back on everything that has happened in this chapter. Do you think Charlotte was happy or sad when she died? What happened in the story that makes you think so?</p>	<p>Students will have varied responses. Charlotte is happy that she has saved Wilbur, and that her babies will be safe and go on to live with Wilbur at the farm. Charlotte is sad that she won’t ever get to see her babies (said in a previous chapter), and that she won’t get to be with Wilbur.</p> <p><i>Note: Your students may stray away from the text on this question, wanting to talk more broadly about death and how it makes people feel. As much as you can, ask students to think about what happens in the text that makes them think Charlotte is happy or sad when she dies. Ask them to give you examples.</i></p> <p>You might want to make a T chart to keep track of the student responses:</p>

	<table border="1"> <thead> <tr> <th data-bbox="1045 228 1404 282">Charlotte is happy</th> <th data-bbox="1404 228 1885 282">Charlotte is sad</th> </tr> </thead> <tbody> <tr> <td data-bbox="1045 282 1404 735"> <ul style="list-style-type: none"> - She helped save Wilbur’s life. -Her eggs will be safe with Wilbur in the barn. -She has a best friend who loves her very much. </td> <td data-bbox="1404 282 1885 735"> <ul style="list-style-type: none"> - She does not get to go back to the barn. -She will never get to see her babies. -She will miss Wilbur. </td> </tr> </tbody> </table>	Charlotte is happy	Charlotte is sad	<ul style="list-style-type: none"> - She helped save Wilbur’s life. -Her eggs will be safe with Wilbur in the barn. -She has a best friend who loves her very much. 	<ul style="list-style-type: none"> - She does not get to go back to the barn. -She will never get to see her babies. -She will miss Wilbur.
Charlotte is happy	Charlotte is sad				
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<p>CHAPTER 22: “A Warm Wind”</p> <p>Even though Charlotte has died, Wilbur is not without friends. Who are Wilbur’s three new friends? How do they help him stay close to Charlotte?</p>	<p>Wilbur’s new friends are Joy, Ananea, and Nellie. They are three of Charlotte’s daughters, who decide to stay around the barn instead of leaving so they can be close to Wilbur. Wilbur no longer has Charlotte, but he can stay connected to her through her children. He will always remember his best friend, Charlotte.</p>				

Final Days with the Book - Culminating Task:

Vocabulary and Writing Task:

Note: This final task will likely take two days of instruction. The first day, you will focus on learning the three vocabulary words students will need to know to answer the question. The second day, students will go back to their seats to write and draw a picture.

Day One:

In the last chapter of Charlotte's Web, it said, "Wilbur often thought of Charlotte. A few strands of her old web still hung in the doorway. Every day Wilbur would stand and look at the torn, empty web, and a lump would come to his throat. No one had ever had such a friend—so affectionate, so loyal, and so skillful."

We're going to talk today about those last three words used to describe how good of a friend Charlotte was to Wilbur. We'll talk about each of those three big words and think together about some examples from the story.

1. Affectionate: Give students the definition. Affectionate means loving. Now let's brainstorm some ways that Charlotte was a loving friend to Wilbur. I'll write them on the chart paper.
2. Loyal: Loyal means that Charlotte stuck with Wilbur. She protected him and made sure that he would be safe. He was always her friend. Now, let's think of some ways that Charlotte was a loyal friend to Wilbur. I'll write them on the chart paper.
3. Skillful: Skillful means that Charlotte could do amazing work. When are some times that Charlotte did amazing work? When did she show her skills to us? Let's think together and I'll write them on the chart paper.

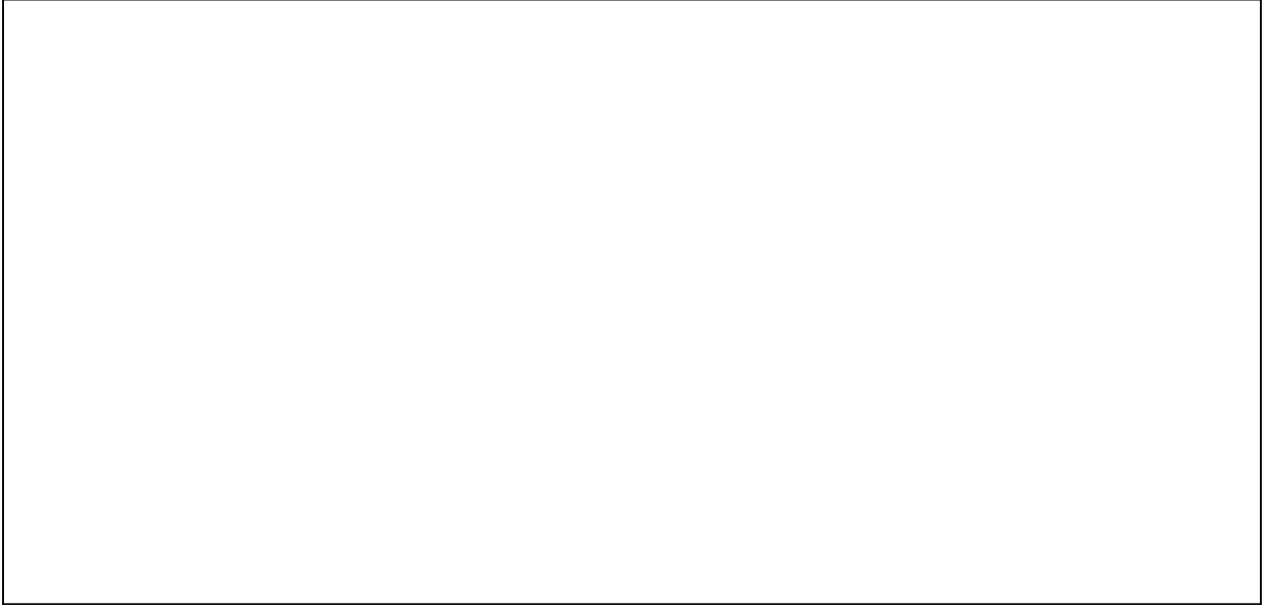
Day Two:

Start by reviewing the meaning of the three words from yesterday, as well as talking about some of the examples you came up with as a class. Then, ask students to pick one of the words. Once they have the word in their head, think about examples from the story of when Charlotte acted that way. Tell students they will return to their seats. They will get a piece of writing paper. On that paper, they will write the word they chose in the blank and then 2-3 sentences describing how Charlotte acted that way. Model the process for students before they return to their seats to write. After they have written, they can draw a picture. Have students present their writing to each other.

Note: See attached student handout. You may want to create a bulletin board of all of your student responses to share them with the whole school.

Name: _____

Charlotte was a _____
friend to Wilbur.



Vocabulary Tracker

Note: Below are a few rich vocabulary words pulled from each chapter. The vocabulary in this text is demanding; these are not all of the rich words that you will need to explain to your students while reading. Most of the words below were selected, however, as rich academic vocabulary words that 1) are essential to the student making meaning of each chapter and 2) are worthy of extra time and attention because they are likely to be repeated in future texts. Many of these words are addressed in the questions, activities and tasks in this lesson (noted next to the word in the table below).

Keep track of key vocabulary words examined in each chapter of the book.

Chapter 1 – **sobbed** – Fern is sobbing when she learns her father plans to kill baby Wilbur (pg. 2).

Chapter 1 – **injustice** – Fern thinks it is an injustice that her father would kill baby Wilbur (pg. 3).

Chapter 1 – **miserable** – Avery calls Wilbur a “miserable little thing” (pg. 4).

Chapter 2 – **infant** – Fern treats Wilbur like an infant when she wheels him in a carriage (pg. 10); addressed by chapter question.

Chapter 2 – **enchanted** – Fern is enchanted by Wilbur when he digs a tunnel to keep himself warm with straw (pg. 9).

Chapter 2 – **amused** – Wilbur amuses himself in the mud by the brook (pg. 10).

Chapter 3 – **trough** – Wilbur eats his food out of the trough (pg. 16).

Chapter 3 – **escape**—Wilbur escapes from the barn (pg. 19); title of chapter; addressed by chapter question.

Chapter 3 – **commotion** – The cocker spaniel hears the commotion outside of the barn and runs to join the chase (pg. 18).

Chapter 3 – **hullabaloo** – Wilbur was left “dazed and confused” by the hullabaloo caused by his escape (pg. 22).

Chapter 4 – **loneliness**—Title of the chapter (pg. 25).

Chapter 4 – **dreary** – Wilbur has a dreary, lonely, rainy day (pg. 30); addressed by chapter questions.

Chapter 5 – **mysterious** – Wilbur meets a mysterious new friend who he can't see at first (pg. 34).

Chapter 5 – **salutations** – Charlotte greets Wilbur by saying, "Salutations!" (pg. 35).

Chapter 5 – **pretty, clever, kind heart, loyal, true, fierce, brutal, scheming, bloodthirsty, cruel, bold** – Words used to describe Charlotte in the last couple of paragraphs of the chapter (pg. 41); addressed by chapter questions.

Chapter 6 – **jubilee** – Early summer is a jubilee time for the birds (pg. 43); addressed by chapter question.

Chapter 6 – **gratified** – Everyone is gratified to learn that the goslings have been born (pg. 44).

Chapter 6 – **unremitting** – After an unremitting effort, the goslings have been born (pg. 44).

Chapter 6 – **appalled** – Everyone is appalled that Templeton wants the rotten egg (pg. 47).

Chapter 6 – **untenable** – Charlotte warns that the barn will be untenable if the egg breaks (pg. 47).

Chapter 7 – **conspiracy** – Wilbur learns there is a conspiracy to kill him at Christmastime (pg. 49); addressed by chapter question.

Chapter 7 – **hysterics** – Charlotte tells Wilbur to calm down because she cannot stand his hysterics (pg. 51).

Chapter 8 – **worried** – Mrs. Arable is worried about Fern (pg. 54); addressed by chapter question.

Chapter 8 – **rambled** – Mrs. Arable is worried about the way Fern rambles on about the animals talking (pg. 54).

Chapter 8 – **queerly** – Mrs. Arable is going to talk to Dr. Dorian about how queerly Fern has been acting (pg. 54).

Chapter 9 – **boast** – Title of chapter (pg. 55); addressed by chapter question.

Chapter 9 – **clever** – Wilbur says that Charlotte is cleverer than he is after he fails to spin a web (pg. 60).

Chapter 9 – **sedentary** – Charlotte says she is a sedentary spider (pg. 60).

Chapter 9 – **embarrassment** – Wilbur is embarrassed when the lamb tells him how much he smells (pg. 61).

Chapter 10 – **explosion** – Title of chapter (pg. 66).

Chapter 10 – **gullible** – Charlotte thinks her plan to save Wilbur will work because people are gullible (pg. 67); addressed by chapter question.

Chapter 11 – **miracle**—Title of chapter (pg. 77); addressed by chapter question.

Chapter 11 – **solemnly** – After seeing Charlotte's web, Mr. Zuckerman walks solemnly back into the house (pg. 79).

Chapter 11 – **admiring** – People from all over come to visit the barn, admiring Wilbur (pg. 84).

Chapter 12 – **idiosyncrasy** – The gander repeats everything he says; it's his idiosyncrasy (pg. 86).

Chapter 12 – **sensational** – Charlotte thinks that Wilbur is sensational (pg. 91).

Chapter 13 – **progress** – Title of chapter (pg. 92).

Chapter 13 – **triumphantly** – Templeton returns triumphantly with a word for Charlotte's web (pg. 99).

Chapter 13 – **radiant** – Word Charlotte weaves in her web (pg. 99).

Chapter 14 – **sternly**—Mrs. Arable sternly tells Fern to stop claiming that the animals are talking to each other (pg. 105).

Chapter 14 – **nervously** – Mrs. Arable shifts in her seat nervously when she talks to Dr. Dorian about Fern (pg. 108).

Chapter 14 – **relieved** – Mrs. Arable feels relieved when she leaves Dr. Dorian's office (pg. 112).

Chapter 15 – **befriended, reputation** (pg. 114)—Addressed by chapter question.

Chapter 15 – **modest, fame, spoil** (pg. 115) – Addressed by chapter question.

Chapter 15 – **truer, satisfying** (pg. 115)—Addressed by chapter question.

Chapter 16 – **occasion**—Charlotte has her web looking good for the occasion, the fair (pg. 120).

Chapter 16 – **proudly** – Mr. Zuckerman speaks of Wilbur proudly (pg. 120).

Chapter 16 – **bewitched** – The old sheep tells Wilbur that if he goes into the crate without a struggle, Mr. Zuckerman will think he is bewitched (pg. 125).

Chapter 17 – **unattractive** – Charlotte says that Uncle has an unattractive personality (pg. 135).

Chapter 17 – **listless** – Charlotte looks swollen and listless at the end of the chapter (pg. 136); addressed by chapter question.

Chapter 17 – **wearily** – Charlotte speaks wearily to Wilbur at the end of the chapter (pg. 136).

Chapter 18 – **humble** – The final word Charlotte weaves in her web (pg. 140).

Chapter 18 – **satisfied** – Templeton says he hopes Charlotte is satisfied with the word (pg. 140); addressed by chapter question.

Chapter 18 – **masterpiece** – Charlotte says that she is working on her masterpiece at the end of the chapter (pg. 143).

Chapter 19 – **magnum opus** – Charlotte shows Wilbur her final masterpiece, her magnum opus (pg. 144); addressed by chapter question.

Chapter 19 – **languishing** – Charlotte says that she feels like she is languishing after having completed her egg sac (pg. 146); addressed by chapter question.

Chapter 20 – **triumph** – Title of chapter (pg. 155); addressed by chapter question.

Chapter 20 – **scared to death** – Mr. Zuckerman is scared to death about the number of people staring at them when Wilbur is awarded his prize (pg. 156).

Chapter 20 – **appreciation**—The children in the crowd screamed in appreciation of Avery's goofy, showy behavior (pg. 162).

Chapter 21 – **generous, sentiments** – Charlotte thanks Wilbur for his generous sentiments (pg. 165).

Chapter 21 – **desolation** – Wilbur grunts with desolation when he hears that Charlotte is dying (pg. 165).

Chapter 21 – **desperation** – Wilbur begs Templeton out of desperation to help him get the egg sac (pg. 167).

Chapter 22 – **affectionate, loyal, and skillful**—Words used to describe Charlotte as a friend (pg. 173).

Chapter 22 – **trembling with joy**—Wilbur is trembling with joy when Charlotte's daughters decide to stay with him (pg. 182).

Chapter 22—**glory** – Wilbur celebrates the glory of everything at the end of the book (pg. 183).

Fun Extension Activity for this Book:

Mini-Debate

Note: This is a challenging activity that may be more appropriate for the end of first grade or beginning of second.

Introduction: First, you will need to introduce your students to the whole idea of a *debate*. You might start by asking your students if they've ever had an argument. What happened in the argument? Students will share personal experiences, but rein them back in to the point that an argument is when two people don't agree on something. One person thinks one way, the other person thinks another way. Tell them that a debate is like an argument, but there are rules. There are still two sides; one side thinks one way, the other side thinks another way. They each get time to say why they think what they think so that they can try to **convince** people that they are right.

Tell the students that you are going to have a short debate. You will ask a question about something in the book. Everyone will take a minute to think about the question. Then, all the kids who think one way will go to one side of the room. All the kids who think the other way will go to the other side of the room. Then, you will call on kids in each group to ask them why they think what they think. This is a very simple version of a debate.

Ok, here we go! Listen to the question carefully. After I say it, we will stay seated and think quietly about it before we move.

A **hero** is someone who acts very brave and helps save the day. Is Templeton a hero? What in the story makes you think so? Remind the kids that they should think about all that Templeton does in the story and why he does it.

Students will have varied answers. Templeton is a hero because he helps Charlotte save Wilbur by bringing her words and going to the fair, and then he helps Wilbur bring home Charlotte's egg sac. Templeton does not act like a hero because he has to be convinced to do all of these things; he does not do them because he wants to help out, but because he gets something.

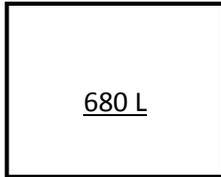
Note to Teacher

- The questions and tasks in this lesson are challenging! You may need to make adaptations to the materials depending on the needs of your students and the point in the year you decide to teach it.

What Makes This Book Complex?

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most books will have a Lexile measure in this database.



Most of the books that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band	420-820L
4-5 band	740-1010L

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension*, note specific examples from the text that make it more or less complex.

<p>The big understanding of this text is how rich and satisfying friendship can be. Students will be able to access this main idea, one within the realm of their experience at some level. The challenge is the depth of how this message is communicated. There are many, many layers of meaning in this text, which is why it is loved by kids and adults.</p> <p style="text-align: right;">Meaning/Purpose</p>	<p>Straight-forward structure: chronological, separated into chapters by event.</p> <p>Chapter titles help in keeping track of events; they clearly identify main event/mood of each chapter.</p> <p>A few simple illustrations illuminate key events.</p> <p>Structure</p>
<p style="text-align: right;">Language</p> <p>Significant vocabulary demands in this text. Some domain specific words that describe life on the farm (<i>trough</i>) and spiders (<i>spinnerets, egg sac</i>) but predominantly rich academic vocabulary that will repeat across many texts (<i>injustice, satisfying, progress, gratified</i>).</p>	<p>Knowledge Demands</p> <p>Some knowledge of farm life helps in understanding the setting, but is not essential to have prior to reading the book. The text itself helps you build knowledge about life on a farm, spiders, and the seasons.</p>

3. Reader and Task Considerations

What will challenge my students most in this book? What supports can I provide?

The text uses extremely challenging vocabulary. I will need to support my students by modeling how to use context to learn more about the hard words. I will also need to provide the meanings for many of the words.

There are many levels of meaning in this story. A rich sequence of questions that build on each other will help my students access the big understanding.

How will this book help my students build knowledge about the world?

This text will help my students build knowledge about friendship, growing up, the seasons, spiders, farm animals and life on a farm.

4. Grade level:

Suitable for 1st grade read-aloud.

*For more information on the qualitative dimensions of text complexity, visit http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf