Unit 6/Week 2

Title: Spiders and Their Webs

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7, RI.3.9; W.3.1, W.3.4; SL.3.1; L.3.1, L.3.2, L.3.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Informational texts give facts about a topic. This selection highlights the similarities and differences between spider species and how spiders deserve our respect.

Synopsis

Spiders are just about everywhere we look and they deserve our respect. The informational text includes text features, such as photographs and captions, to give an overview of information about spiders and to explain the similarities and differences between spider species, such as the Cobweb Spider, Ray Spider, Social Spiders, Water Spider, Golden Orb Weaver, and the Hawaiian Happy-face Spider. Details are given about their habitat, food and size.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

|  |  |
| --- | --- |
| **Text Dependent Questions** | **Answers** |
| In the introduction, the author states that spider webs can be found just about everywhere you look. According to the entire text, list the 4 places the author states spider webs can be found. (Pgs. 330-342) | According to the passage, 4 places that spiders can be found are forests, desserts, gardens, and even under water. |
| What are spider webs made of and how does the author describe them? (Pg. 330) | Spider webs are made of silk. It is stronger than a thread of steel the same thickness, some silk is stretchy like a rubber band, and some is sticky. |
| "Deserve our respect" means we should think highly of something or someone because it is very important to us. On page 331, the passage states that spiders deserve our respect. From this passage, what are the reasons spiders deserve our respect? (Pg. 331) | Spiders deserve our respect because they help the world. They control insect populations and in turn, become food for birds and many other animals. This helps maintain the food chain, which ensures survival of many species. |
| According to the author, when you see a spider, it is best to look but don't touch. Do you agree with the author? Use details from the text to support your answer. (Pg. 331) | While most spiders aren't harmful, some deliver a bite that can be painful or even deadly. |
| Using the text and text features on page 334, how did the Hawaiian Happy-Faced Spider get its name? (Pg. 334) | The spider in the photograph on page 334 looks like it has a big grin/smile on its abdomen. The text also states that the spider looks like it has a big grin on its abdomen. |
| The Hawaiian Happy Faced- Spider "springs into action" when a small insect visits her leaf. What clues are there in the passage about the meaning of "springs into action"? (Pg. 335)  Write a sentence of your own that uses the phrase "springs into action" to show your understanding of the phrase. | With her hind legs, she pulls silk from her spinnerets and tosses it over her prey. Then, she reels it in. After she wraps her meal in silk, she tucks it in the web next to her eggs.  Ex. The whole class springs into action when it is time to go to recess. |
| On page 336, the author says that the Water Spider lives under water but needs air to breathe. Use the text to describe what the Water Spider does to breathe underwater. (Pg. 336) | To solve this problem, it builds and air-bubble house. First, it attaches strands of silk to the leaves and stems of water plants. Then it fills the space with a netlike web. The spider makes several trips to the surface. Each time a bubble of air sticks to its hairy abdomen. The spider carries the air bubbles back to its web and brushes them off. (pg. 336) |
| Compare and Contrast the Social Spider and the Ray Spider. Use details from the text to support your answer. (Pgs. 338-341) | **Compare**- They both live in damp habitats. They both are very small. They both eat insects.  **Contrast**- The Social Spider lives in groups and its web has a sheet of silk across the bottom. They work together to catch food.  The Ray Spider makes an orb web that it uses like a slingshot. The spider runs across the web to grab its prey. |
| What does the word "social" mean on page 339? Use details from the passage to explain your answer. | Some spiders live together in groups. Thousands of these spiders work together to build a web as big as a garbage truck. |
| Using the text on page 340, describe why a Ray Spider might release its web. | You can trick the spider into releasing its web by rubbing your fingers together underneath the web because it senses something is near. |
| The Spider facts in the passage listed the foods that the different spiders eat. What are the different food sources that the author includes? (Pgs. 333-342) | Golden Orb Weaver: flying insects but has been known to eat small birds and frogs, Ray: small flying insects, Cobweb: crawling and flying insects.  Note: The Hawaiian Spider eats fruit flies. |
| What does each spider use their web for and how does that web design benefit that specific spider? (Pgs. 332-343) | Golden Orb Weaver uses different colored silk based upon their location. She uses gold for sunny places, white in shady places. This is for camouflage. (pg 332) Hawaiian Happy Faced Spider wraps her meal in silk. (pg 335) The Water Spider uses it's silk to create an air bubble house. (pg. 336) The Social Spider makes gigantic webs for catching flying insects. (pg. 339) The Ray Spider uses its web like a sling shot to catch its prey. (pg. 340) The Cobweb Spider traps its prey in its web and then covers it with silk to make sure it doesn't get away. (343) |
| Using the key details from the text, what is the main idea the author wants the reader to learn from the text? | Spiders are found in many places and they are amazing insects. They range in size from 2mm to 40mm. They can use their webs in many ways and the webs can be different colors. For example, the Golden Orb weaver camouflages her web. Spiders are found in many different climates and continents. All of these traits about spiders help us understand that they deserve our respect and they are small in size but important to our world. |

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Page 330 – silk  Page 331 – deserve our respect  Page 332 – weaver  Page 332 – orb  Page 335 – springs into action  Page 335 – shallow | Page 331 – deserve  Page 332 – mate  Page 337 – strands  Page 340 – spiral |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 330 – prey  Page 335 – reels  Page 339 – social | Page 330 – inject  Page 335 – abstract |

Vocabulary

Culminating Task

* Re-Read, Think, Discuss, Write
* *In the text, the author states that spiders deserve to be respected. Using evidence from the text, write one paragraph about your opinion regarding whether spiders deserve or do not deserve respect. Include details about at least three spiders from the text in your paragraph.*

Answer:

Spiders deserve our respect for many reasons. Spiders help control insect populations; they can also be food themselves for other animals, and some spiders can be dangerous due to their poisonous bite. In the passage “Spiders and Their Webs”, the author gives details about several spiders and how most of them eat insects by catching them in their different webs. For example, the Golden Orb spider helps control the flying insect population, like flies by catching them in its large, sometimes three feet wide or larger, web. The Golden Orb spider also spins webs that are different colors, golden for sunny locations and white for shady locations to help catch insects. Spiders also deserve respect for the ingenious ways they build and use their webs. The Hawaiian Happy Face spider is tiny and makes a tiny web on the underside of leaves to catch small, crawling insects. One more spider that deserves our respect for helping control insects is the cobweb spider. The cobweb spider is the easiest to find and maybe in found in garages. This spider catches and consumes flying insects, like pesky flies. So the next time you see a spider, instead of killing it, think about it as a natural fly catcher!

Additional Tasks

* *Have students create a Venn diagram to compare and contrast one of the following using Spiders and Their Webs and another text. Ex.* Killer Spiders *by Alex Woolf*

*1) Two spider habitats 2) Two spiders’ food 3) Two spiders*

Possible Answer

Differences include the Golden Orb is found in South and Central America and the Southern United States. The Hawaiian Happy-faced spider is found only on the Hawaiian Islands. Similarities are that both are found in forested areas.

* *Have students compose a riddle about one of the spiders from the selection. Use specific details from the text as clues for the riddle.*

Example: I am about 13mm long. I like to eat tadpoles and make an air-bubble house. Who am I? – Water spider

* *According to the entire passage on pages 333-342, spider species have some things that are alike and many things that are different. Classify the spider species according to habitat, food, or size*.

Answer

|  |  |  |
| --- | --- | --- |
| **Wet Moist Habitat:**  Water Spider  Social Spider  Ray Spider | **Food: Insects**  Golden Orb Weaver Spider  Hawaiian Happy Faced Spider  Cobweb Spider  Social Spider  Ray Spider | **Size: Smallest to Largest**  Cobweb and Ray 3mm  Social and Hawaiian 5mm  Water 13mm  Golden Orb Weaver 24mm |

Note to Teacher

* It is important to include discussion about text features, such as photographs, headings and captions in connection with RI.3.5. Be sure to help students discover the importance of the author’s use of the spider facts as a way to summarize major points about the different spider species.
* Be aware of opportunities for students to respond orally as well as in writing. Also, consider which questions would be appropriate for partner talk. Look for good stopping points each day and chances to check in on student understanding before proceeding further.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

**“Spiders and Their Webs”**

1. In the introduction, the author states that spider webs can be found just about everywhere you look. According to the entire text, list the 4 places the author states spider webs can be found. (Pgs. 330-342)
2. What are spider webs made of and how does the author describe them? (Pg. 330)
3. "Deserve our respect" means we should think highly of something or someone because it is very important to us. On page 331, the passage states that spiders deserve our respect. From this passage, what are the reasons spiders deserve our respect?
4. According to the author, when you see a spider, it is best to look but don't touch. Do you agree with the author? Use details from the text to support your answer. (Pg. 331)
5. Using the text and text features on page 334, how did the Hawaiian Happy-Faced Spider get its name?
6. The Hawaiian Happy Faced- Spider "springs into action" when a small insect visits her leaf. What clues are there in the passage about the meaning of "springs into action"? (Pg. 335) Write a sentence of your own that uses the phrase "springs into action" to show your understanding of the phrase.
7. On page 336, the author says that the Water Spider lives under water but needs air to breathe. Use the text to describe what the Water Spider does to breathe underwater.
8. Compare and Contrast the Social Spider and the Ray Spider. Use details from the text to support your answer. (Pgs. 338-341)
9. What does the word "social" mean on page 339? Use details from the passage to explain your answer.
10. Using the text on page 340, describe why a Ray Spider might release its web.
11. The Spider facts in the passage listed the foods that the different spiders eat. What are the different food sources that the author includes? (Pgs. 333-342)
12. What does each spider use their web for and how does that web design benefit that specific spider? (Pgs. 332-343)
13. Using the key details from the text, what is the main idea the author wants the reader to learn from the text?

Supports for English Language Learners (ELLs) to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.