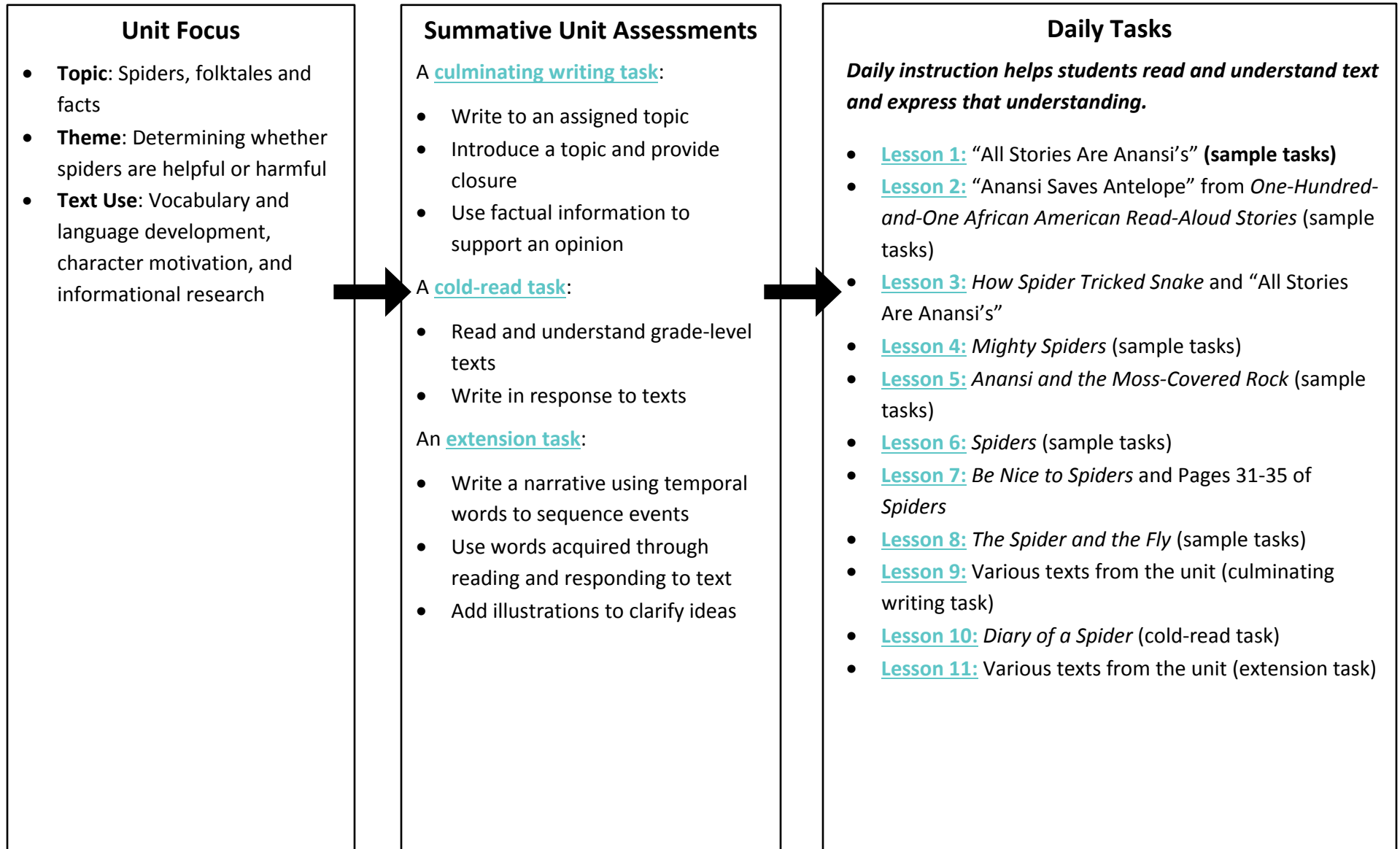


UNIT: SPIDERS

<p>ANCHOR TEXT <i>Spiders</i>, Gail Gibbons (Informational)</p> <p>RELATED TEXTS <u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none">• “All Stories Are Anansi’s” from Core Knowledge, Grade 1, Listening and Learning Strand, Domain 1: Fables and Stories (Pages 105-115 of the Read-Aloud Anthology) (This is a similar story to <i>Why Spider Spins Tales</i>, retold by Janet Palazzo-Craig, for teachers who have access to that text)• “Anansi Saves Antelope” from <i>One-Hundred-and-One African American Read-Aloud Stories</i>, Susan Kantor• <i>How Spider Tricked Snake</i>, Mirna Benitez• <i>Anansi and the Moss-Covered Rock</i>, Eric A. Kimmel• <i>Be Nice to Spiders</i>, Margaret Bloy Graham• <i>The Spider and the Fly</i>, Tony DiTerlizzi (Based on “The Spider and the Fly,” Mary Howitt)• <i>Diary of a Spider</i>, Doreen Cronin <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none">• <i>Mighty Spiders</i>, Fay Robinson• <i>Spiders</i>, Illa Podendorf• <i>Spiders Are Not Insects</i>, Allan Fowler	<p>UNIT FOCUS</p> <p>Students read several Anansi, or Spider, stories, which present the character as both a trickster and a helper. They explore character motivation and how animals interact with other animals and adapt to their living conditions. Students continue to use evidence from informational and literary texts to inform and support their opinions.</p> <p>Text Use: Vocabulary and language development, character motivation, and informational research</p> <p>Reading: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.6, RL.1.7, RL.1.9, RL.1.10, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10</p> <p>Reading Foundational Skills:¹ RF.1.1a, RF.1.3a-g, RF.1.4a-c</p> <p>Writing: W.1.1, W.1.2, W.1.3, W.1.5, W.1.6, W.1.7, W.1.8</p> <p>Speaking and Listening: SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6</p> <p>Language: L.1.1.a-j, L.1.2a-e, L.1.4a-c, L.1.5b-d, L.1.6</p> <p>CONTENTS</p> <p>Page 1: Text Set and Unit Focus</p> <p>Page 2: <i>Spiders</i> Unit Overview</p> <p>Pages 3-8: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 9: Instructional Framework</p> <p>Pages 10-23: Text Sequence and Sample Whole-Class Tasks</p>
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¹ The skills addressed during whole-class instruction are in addition to what is being done during small-group instruction. Teachers must incorporate a full reading foundational skills program during small-group reading and writing time to ensure students gain the skills necessary to learn to read independently. What is taught should be based on individual student needs and should focus on a [progression of skills](#) that are formally assessed at various points throughout the year.

Spiders Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK²

Have students respond to the following prompt: “Using the Spider Research booklet and class chart, write a report on your group’s assigned topic.

- Where spiders live
- What spiders look like
- How spiders catch their prey
- A spider’s life cycle

“The report should include an introductory sentence and information from the Spider Research booklet or class chart. Also include a closing that completes this statement: I think spiders are good and helpful or bad and harmful because _____. Include factual information to support your opinion.”

Teacher Notes:

- Students write an informational report about an aspect of spiders they have researched throughout the unit. They also conclude their report with an opinion statement about spiders, drawing on information from the informational texts in the unit. (*RI.1.9, W.1.1, W.1.2, L.1.4b*) Students should use words from the unit dictionary, including conjunctions that signal simple relationships (e.g., because) and frequently occurring adjectives. (*L.1.1f, g; L.1.6*)
- Students write in complete sentences, using nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. (*L.1.1a, b, c, d, e, h, i, j; L.1.2d, e*) Provide sentence frames³ for students who need help. The sentences should be capitalized and punctuated correctly. (*L.1.2a, b, c*)
- Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. (*W.1.5*)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Spiders: folktales and facts • Theme: Determining whether spiders are helpful or harmful • Text Use: Vocabulary and language development, character motivation, and informational research 	This task assesses: <ul style="list-style-type: none"> • Writing to an assigned topic • Introducing a topic and providing closure • Using factual information to support an opinion 	Read and understand text: <ul style="list-style-type: none"> • Lesson 4 (sample tasks included) • Lesson 6 (sample tasks included) Express understanding of text: <ul style="list-style-type: none"> • Lesson 7 • Lesson 9 (use this task)

² Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through writing.

³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

COLD-READ TASK⁴

Have students independently read⁵ the first entry (March 1) and one other entry of their choice from *Diary of a Spider* by Doreen Cronin. ([RL.1.10](#)) Have **them answer** a combination of multiple-choice and constructed-response questions⁶ about the text and in comparison to the other texts in the unit. Sample questions:

1. Read aloud the following questions while students read along: “What facts about spiders did the author have to know in order to write these entries? How do you know?” ([RL.1.5](#), [RL.1.7](#), [RI.1.3](#)) Have students write their response in complete sentences. ([L.1.1a-j](#), [L.1.2a-e](#), [L.1.6](#)) Provide [sentence frames](#)⁷ for students who need help writing complete sentences.
2. Read aloud the following questions while students read along: “What events from the text are things human do as opposed to things spider do? How do you know?” ([RL.1.5](#), [RL.1.7](#), [RI.1.3](#)) Have students write their response in complete sentences. ([L.1.1a-j](#), [L.1.2a-e](#), [L.1.6](#)) Provide [sentence frames](#)⁸ for students who need help writing complete sentences.
3. Read aloud the following questions while students read along: “Are spiders shown as helpful or harmful in this text? How do you know?” ([RL.1.3](#), [RL.1.7](#)) Have students write their response in complete sentences. ([L.1.1a-j](#), [L.1.2a-e](#), [L.1.6](#)) Provide [sentence frames](#)⁹ for students who need help writing complete sentences.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none">• Topic: Spiders: folktales and facts• Theme: Determining whether spiders are helpful or harmful• Text Use: Vocabulary and language development, character motivation, and informational research	What shows students have learned it? <p>This task focuses on:</p> <ul style="list-style-type: none">• Reading and understanding grade-level texts• Writing in response to texts	Which tasks help students learn it? <p>Read and understand text:</p> <ul style="list-style-type: none">• Lesson 1 (sample tasks included)• Lesson 2 (sample tasks included)• Lesson 3 <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 5 (sample tasks included)

⁴ **Cold-Read Task:** Students read or listen to a text or texts being read aloud and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. **Note:** This is a comprehension text. Measurement of student reading ability and mastery of specific reading foundational standards (e.g., decoding, fluency, etc.) should be monitored throughout the unit, particularly during small-group instruction.

⁵ Some students may still need reading support. This should be based on individual student ability.

⁶ Ensure that students have access to the complete texts as they are testing.

⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

EXTENSION TASK¹⁰

Have students create their own story about a spider catching its prey. ([RI.1.9](#))

To complete this task, engage students in the following process:

1. Have students select a type of spider.
2. Ask them to determine how the spider catches its prey and write out or illustrate the steps in order.
3. Provide students with a story starter. For example:

Spider was hungry. His stomach was growling. So he thought, “Today I must catch my prey. What will I do?”

4. Ask students to complete the story as the spider using the steps they already developed, using temporal words to signal event order, as well as words from the unit vocabulary dictionary. ([W.1.3](#), [W.1.8](#), [L.1.1a-i](#), [L.1.2a-e](#), [L.1.6](#))
5. Ask students to illustrate their story. ([SL.1.5](#))
6. Prompt students to work with a peer or small group to strengthen writing by revising to expand sentences and using words from the word display. ([W.1.5](#), [L.1.1j](#), [L.1.6](#))
7. Have students share their story with the class, speaking in complete sentences. ([SL.1.4](#), [SL.1.6](#))

After each story has been presented, place the stories in the classroom library for students to read independently. ([RF.1.4a](#), [c](#)). If time allows, engage students in digitally publishing their stories. ([W.1.6](#))

Teacher Notes:

- *Students are asked to write a story from a spider’s point of view, identifying the process the spider follows to catch its prey and providing a sense of closure. ([W.1.3](#)) The completed writing should use words from the word displays, including conjunctions that signal simple relationships (e.g., because) and frequently occurring adjectives. ([L.1.1f](#), [g](#); [L.1.6](#))*
- *Students should write in complete sentences, using various nouns, pronouns, verbs, and prepositions; basic subject-verb agreement; and conventional spelling. ([L.1.1a](#), [b](#), [c](#), [d](#), [e](#), [h](#), [i](#), [j](#); [L.1.2d](#), [e](#)) Provide [sentence frames](#)¹¹ for students who need help writing complete sentences. The sentences should be capitalized and punctuated correctly. ([L.1.2a](#), [b](#), [c](#))*

¹⁰ Extension Task: Students connect and extend their knowledge learned through texts in the unit to engage in shared research or shared writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

- Use teacher conferencing and small-group work to target student weaknesses and improve student writing ability. ([W.1.5](#))

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Spiders: folktales and facts • Theme: Determining whether spiders are helpful or harmful • Text Use: Vocabulary and language development, character motivation, and informational research 	This task focuses on: <ul style="list-style-type: none"> • Writing a narrative using temporal words to sequence events • Using words acquired through reading and responding to text • Adding illustrations to clarify ideas 	Read and understand text: <ul style="list-style-type: none"> • Lesson 1 (sample tasks included) • Lesson 2 (sample tasks included) • Lesson 7 Express understanding of text: <ul style="list-style-type: none"> • Lesson 8 (sample tasks included) • Lesson 11 (use this task)

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. In grades K-2 specifically, reading foundations, writing, and language development are essential. This instruction alone, though, is not sufficient for promoting complex thinking and deep comprehension of text. Students must also be engaged in whole-class lessons with complex read-aloud and grade-level texts. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)¹² to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student’s reading level, exposure to complex texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to read based on their specific needs and using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for proficient readers using challenging texts.

Small-Group Writing

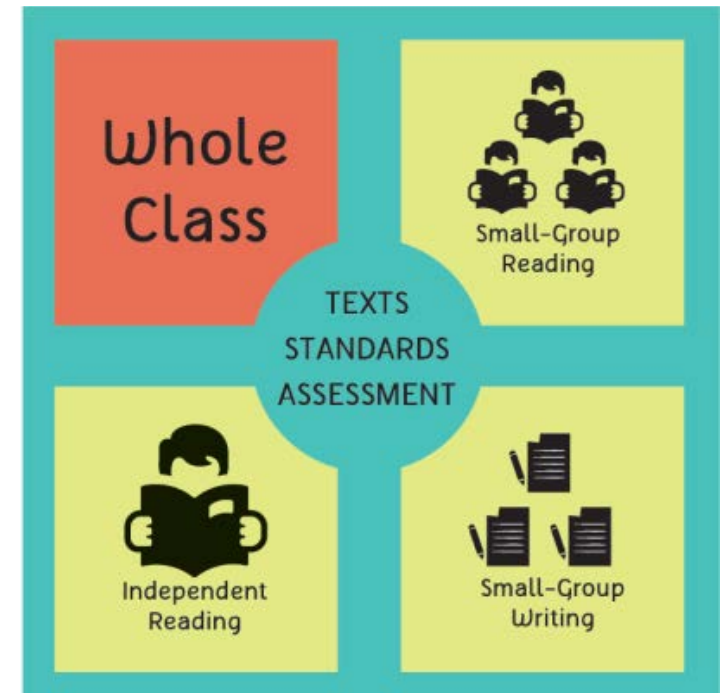
Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. instruction for students learning to write based on their specific developmental needs;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for proficient writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



¹² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTE ABOUT THE LESSONS: Throughout this unit, students will build knowledge about vocabulary, characters in folktales, and spiders. Students will progressively build knowledge using the following tools.

- **Unit Vocabulary Dictionary:** Students create entries for a class dictionary based on words from the texts read in the unit. Students work with the teacher to define the word, use it in a sentence, and illustrate its meaning. Begin in [Lesson 1](#).
- **Anansi Character Description Chart:** Students pull words and phrases from the various texts read in the unit to describe the character of Anansi/Spider. They write the words on sentence strips or index cards and glue or tape them to a class chart. Begin in [Lesson 1](#).
- **Spider Research:** Student groups create individual booklets to gather and record information about an assigned topic related to spiders: (1) Where spiders live, (2) What spiders look like, (3) How spiders catch their prey, (4) A spider’s life cycle. As the groups collect information, students also create a class chart to gather and record details for all topics. This information will be used as prewriting for the Culminating Writing Task. Begin in [Lesson 4](#).

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:¹³</p> <p>“All Stories Are Anansi’s” from Core Knowledge, Grade 1, Listening and Learning Strand, Domain 1: Fables and Stories (Pages 105-115 of the Read-Aloud Anthology) (This is a similar story to <i>Why Spider Spins Tales</i>, retold by Janet Palazzo-Craig, for teachers who have access to that text)</p>	<p>TEXT DESCRIPTION: This read-aloud story describes how stories came to the people on Earth through Anansi the spider.</p> <p>TEXT FOCUS: This text provides an introduction to the character of Anansi, or Spider, and to an examination of the actions of characters in stories.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Read the text as a class. Begin Unit Vocabulary Dictionary. Reread and discuss the story as a class. Have students retell the story in their own words. Create a class chart to describe the story in writing.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read the text to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. • Word Work: Build a class Unit Vocabulary Dictionary that students can rely on in their writing. (L.1.6) <ul style="list-style-type: none"> ○ Use a similar process throughout the unit for building the unit vocabulary dictionary. <ul style="list-style-type: none"> ▪ Say each word being studied and define the word in a student-friendly manner. (RL.1.4) ▪ Project the sentence in the text where the word is used, and read the sentence aloud. ▪ Discuss as a class how the word is used in the sentence to determine its part of speech. (L.1.4a) ▪ Use the word in another sentence.

¹³ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ▪ Ask a question about something familiar to students that uses the word so students can make real-life connections with the meaning of the word. (SL.1.1b, L.1.5c) ▪ Ask a few student volunteers to orally produce a sentence using the word. (SL.1.6) ▪ Divide the class into pairs. Have each pair select a different word. Provide students with a template that has a vocabulary word and definition at the top of the each page. Have students write a sentence using the word and illustrate the meaning on the template. (SL.1.1a-c; SL.1.5; L.1.1a-j; L.1.2b, d, e; L.1.6) ▪ Gather each page from the pairs and combine them into a single dictionary. (W.1.7) Continue to add to the unit vocabulary dictionary as new words are encountered. Place the dictionary in a reading center during and at the end of the unit. (RF.1.1a; RF.1.3e, g; RF.1.4a; L.1.4a-c) <ul style="list-style-type: none"> ○ For “All Stories Are Anansi’s,” focus on adding the following words to the unit vocabulary dictionary: <i>approached, quarreling, satisfied, acknowledge, sneakily, slithered, strategize, dangled, original, intricately, fastened, proclaimed.</i> <ul style="list-style-type: none"> • <u>Second Reading</u>: Read the text to students. Project or display the text for students to follow along. • <u>Class Discussion</u>: Lead a teacher-guided discussion in which students ask and answer questions to demonstrate their understanding of the text. Encourage students to ask questions by providing question frames or conversation starters¹⁴ and develop a routine to ensure that all students are participating in the question asking and answering. (SL.1.1a-c, SL.1.2, SL.1.3, SL.1.6) Sample questions: <ul style="list-style-type: none"> ○ Who is the main character of this story? What animal is he? (RL.1.1, RL.1.3) ○ What animals does Anansi trick? In what order does this happen? (RL.1.1, RL.1.2, RL.1.3) ○ How does Anansi catch the bigger and stronger animals? (RL.1.1, RL.1.3) ○ What does he say the stories shall be known as for all time? (RL.1.1) • <u>Student Practice</u>: Divide the class into pairs. Have pairs work together to retell the events of the story and analyze the characters. <ul style="list-style-type: none"> ○ Have pairs complete a Somebody-Wanted-But-So chart to summarize “All Stories Are Anansi’s.” (RL.1.1, RL.1.2, RL.1.3, SL.1.2, SL.1.3)

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE				
	Somebody	Wanted	But	So	Then (optional)
	Anansi	To share stories with people on Earth	Nyame wouldn't share until Anansi completed three tasks	Anansi tricked the python, the leopard, and the hornet	Anansi got the stories to share with the people on Earth. They are spider stories.
<p>LESSON 2:</p> <p><i>“Anansi Saves Antelope” from One-Hundred-and-One African American Read-Aloud Stories, Susan Kantor</i></p>	<p>○ Prompt students to ask their partner questions about Anansi. (RL.1.1, RL.1.3) For example:</p> <ul style="list-style-type: none"> ▪ Why does Anansi trick the animals? ▪ Why does Anansi want the box of stories? Who is he trying to help? ▪ Is the character of Anansi good or bad? How do you know? <p>○ Have the pairs share their answers with the class. (SL.1.1a-c)</p> <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Student Writing:</u> Create a class Anansi Character Description Chart to record words and phrases that describe the character traits of Anansi/Spider, including phrases from the various texts. (RL.1.3, RL.1.4) ○ Have each pair select a word or phrase that describes Anansi. ○ Write the word or phrase on a sentence strip or index card. ○ Affix the word or phrase to the class chart. <p>TEXT DESCRIPTION: This read-aloud story is about the character of Anansi, who is saved from a fire by an antelope. He then repays the favor by saving the antelope’s baby.</p> <p>TEXT FOCUS: This text provides another view of Anansi as a helper.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students learn more about the character of Anansi in this story. They examine the main idea of the story and use a Socratic seminar to question the reasons characters act as they do.</p> <p>READ AND UNDERSTAND THE TEXT:</p>				

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • <u>First Reading</u>: Read the text to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. Following the reading, provide time for students to ask questions and/or provide information useful in “picturing” and understanding the story. For example: What is a savanna? What is an antelope? (RL.1.1) • <u>Word Work</u>: Continue building a class Unit Vocabulary Dictionary that students can rely on in their writing. (L.1.6) <ul style="list-style-type: none"> ○ Use the same process described in Lesson 1. ○ For “Anansi Saves Antelope,” focus on adding the following words to the unit vocabulary dictionary: <i>panicked, directed, frantically, calmly, confidently, defenseless, avoid, swift, crouched, attention.</i> • <u>Second Reading</u>: Reread the text aloud. Following the reading, provide time for students to ask questions and/or provide information about the characters and their actions. (RL.1.1, RL.1.3) For example: How would you describe Anansi? Why does Antelope carry Anansi out of the fire? • <u>Student Writing</u>: Continue adding to the Anansi Character Description Chart begun in Lesson 1. (RL.1.3, RL.1.4) <ul style="list-style-type: none"> ○ Have each pair select a word or phrase that describes Anansi. ○ Write the word or phrase on a sentence strip or index card. ○ Affix the word or phrase to the class chart. • <u>Student Practice</u>: Have students work in small groups to illustrate and write sentences for the events that occur in the story. (RL.1.2, RL.1.3, L.1.1a-j, L.1.2a-e) <ul style="list-style-type: none"> ○ Provide students with several pieces of paper. ○ Direct them to discuss the events that occur in the story to prevent duplication. (SL.1.1c, SL.1.2) ○ Have each student in the group write and illustrate a different event from the story. (W.1.7, SL.1.5) ○ Ask each group to present their retelling of the story using the sentences and illustrations they created as a group. (W.1.3, SL.1.4) ○ Ensure students speak in complete sentences. (SL.1.6) ○ During each presentation, prompt other groups to evaluate the presenting group’s retelling. (SL.1.1a, SL.1.3) Ask each group to consider the following elements of the retelling: <ul style="list-style-type: none"> ▪ Are the events in order? ▪ Are all the main events included?

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ▪ Do the illustrations reflect what is happening in the events? ▪ Could you clearly understand what the students were saying? ▪ Did they speak in complete sentences? <p>Have the audience determine what the group did well and how the group could improve based on the elements they were evaluating. (SL.1.1b, c)</p> <ul style="list-style-type: none"> • Third Reading: Reread the text aloud. While rereading, have students consider the following question: Which animal really saved the other? <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Class Discussion: Facilitate an Shared Inquiry Discussion¹⁵ in which students discuss the following question: Which animal really saved the other? (RL.1.2, RL.1.3, RL.1.9) Ensure students use accountable talk¹⁶ throughout the discussion and refer to the text to provide support for their ideas. (SL.1.1a-c, SL.1.4, SL.1.6)
<p>LESSON 3: <i>How Spider Tricked Snake</i>, Mirna Benitez</p> <p>“All Stories Are Anansi’s” from Core Knowledge, Grade 1, Listening and Learning Strand, Domain 1: Fables and Stories (Pages 105-115 of the Read-Aloud Anthology) (This is a similar story to <i>Why Spider Spins Tales</i>, retold by Janet Palazzo-Craig, for teachers who have access to that text)</p>	<p>TEXT DESCRIPTION: In this story, Spider wants all stories to be called Spider stories. In order to get his wish, he must capture Snake and bring him to Tiger, the king of all animals.</p> <p>TEXT FOCUS: This text is similar to “All Stories Are Anansi’s” with slight deviations (e.g., People have stories and Spider wants them called “Spider stories”; Spider has to complete a task for Tiger instead of for Nyame; Spider only has to trick Snake). Students should read the text in groups with limited support. There are opportunities to meet foundational standards with this text as well, such as using grade-level phonics and word analysis skills to decode words and reading with accuracy and fluency. (RF.1.3b-c, f-g; RF.1.4a-c; RL.1.10) Engage students in comparing and contrasting the events and characters of “All Stories Are Anansi’s” and <i>How Spider Tricked Snake</i>. Also, make sure students add descriptive words or phrases to the Anansi Character Description Chart, focusing them on acknowledging that Spider, or Anansi, is a good character with positive character traits.</p>
<p>LESSON 4:</p>	<p>TEXT DESCRIPTION: This text provides some factual information about spiders in rhyming form.</p> <p>TEXT FOCUS: This text serves as a starting point for the information students will gain throughout the unit. It can also be</p>

¹⁵ <http://www.greatbooks.org/programs-for-all-ages/pd/what-is-shared-inquiry/>

¹⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><i>Mighty Spiders</i>, Fay Robinson</p>	<p>used to teach reading foundational skills.</p> <p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students will use the text and illustrations to gather factual information about spiders in the categories of: where they live (habitats), what they look like (characteristics and types), what they eat and how they catch it (prey and hunting methods), and life cycle.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Project the text of <i>Mighty Spiders</i>. Read aloud the text as students read chorally.¹⁷ Allow proficient readers in the class to be the leaders while reading the text. (RF.1.4b) • Second Reading: Divide the class into pairs. Ask pairs to work with a partner to practice reading sections of <i>Mighty Spiders</i> with accuracy and expression. (RF.1.4a, b, c) Use the strategies provided here¹⁸ as models to produce similar tasks for the text. • Third Reading: Have students partner read¹⁹ <i>Mighty Spiders</i>. (RI.1.10, RF.1.3a-g, RF.1.4a-c) • Note for Small-Group Reading: <i>Mighty Spiders</i> can also be used for foundational skills instruction, as it contains rhyme. For example, have students find words that have the inflectional ending <i>-ing</i> throughout the text. Have students independently record these words on a chart in which they write the word and circle the base/root word. (RF.1.3f, L.1.4c) Then have students use four to six of the words appropriately in different sentences. (L.1.1j, L.1.2d-e) <i>The Very Busy Spider</i> by Eric Carle would also be a good text for supporting students with foundational skills as it contains repetition. (RL.1.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Class Discussion: Begin Spider Research. Create a class four-column chart with the headings: (1) Where Spiders Live (Habitat), (2) What Spiders Look Like (Characteristics and Types), (3) How Spiders Catch Their Prey (Prey and Hunting Methods), and (4) A Spider’s Life Cycle. <ul style="list-style-type: none"> ○ Project the text of <i>Mighty Spiders</i>. ○ Ask students what factual information is provided in the text and in the illustrations for each column on the chart. (RI.1.1, RI.1.2, RI.1.6, RI.1.7)

¹⁷ http://www.fcrr.org/studentactivities/F_019a.pdf

¹⁸ http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

¹⁹ http://www.fcrr.org/studentactivities/F_016a.pdf

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Record this information on the chart through shared or interactive writing. Point out to students that complete sentences are not necessary for this chart and that words or phrases are sufficient. (W.1.7, W.1.8) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Student Practice: Divide the class into groups. Ask each group to create a Spider Research booklet with blank pages for gathering and recording information from the texts in the unit. Assign or allow groups to choose one of the topics from the four-column class chart to focus their research, and write the topic on the cover of the booklet. • Student Writing: Have students write a brief reflection about their opinion of spiders. Ask students to respond to the following prompt: Complete this statement, “I think spiders are <u>good and helpful</u> or <u>bad and harmful</u> because _____.” (W.1.1, L.1.1j)
<p>LESSON 5: <i>Anansi and the Moss-Covered Rock</i>, Eric A. Kimmel</p>	<p>TEXT DESCRIPTION: In this story, Anansi tricks all of the animals in the forest in order to steal all of their food—until one animal gets him back.</p> <p>TEXT FOCUS: This story depicts a completely different Anansi from the one in previous texts. It provides the opportunity to examine the character, as well as the thoughts and feelings students bring with them to a story.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students will compare and contrast the different Anansi (Spider) characters from the stories they have read.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read the text to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. After reading the text once, ask students to share their initial reactions to the Anansi character in this text, providing reasons from the text to support their reactions. (RL.1.1, RL.1.3, SL.1.1a-c, SL.1.2) • Second Reading: Reread the text aloud. Project the text so students can follow along. Prompt students to pay careful attention to the illustrations for details that provide clues to the characters and events of the text. (RL.1.7) • Third Reading: Using multiple copies or a projection device, reread the section of the text in which Anansi and Little Bush Deer go for a walk. Ask students how they know who is speaking and how the characters are feeling

TEXT SEQUENCE	TEXT USE
	<p>since the text does not always provide the information. (RL.1.4, RL.1.6) Have students work in pairs to reenact this section, using the text to express how the characters feel and who is speaking. (RF.1.4a-b)</p> <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • <u>Class Discussion</u>: Have students analyze the events and characters in the text. (RL.1.1, SL.1.1a-c, SL.1.2, SL.1.6) <ul style="list-style-type: none"> ○ How did Anansi get the animals to go for a walk with him? (RL.1.2) ○ Why were the animals sad when they returned home from their walk with Anansi? (RL.1.3) ○ How did Little Bush Deer know not to say the magic words? (RL.1.7) ○ How is this Anansi character similar to or different from other Anansi characters? (RL.1.9) ○ Were Little Bush Deer’s actions helpful or harmful? Why? (RL.1.3, RL.1.4, L.1.4b-c, L.1.5d) ○ Were Anansi’s actions helpful or harmful? Why? (RL.1.3, RL.1.4, L.1.4b-c, L.1.5d) • <u>Student Writing</u>: Continue adding to the Anansi Character Description Chart begun in Lesson 1. <ul style="list-style-type: none"> ○ Have each pair select a word or phrase that describes Anansi. ○ Write the word or phrase on a sentence strip or index card. ○ Affix the word or phrase to the class chart. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • <u>Independent Writing</u>: Ask students to review the Anansi Character Description Chart begun in Lesson 1. Have them create an H-chart or Venn diagram to compare and contrast the good, helpful Anansi and the bad, harmful Anansi. (RL.1.3, RL.1.9, L.1.4b-c, L.1.5d) Then have students write several sentences comparing and contrasting the two Anansi characters. (L.1.1a-j, L.1.2a-e, L.1.6) Depending on student writing ability, determine the necessary support during the writing process (e.g., providing an answer frame²⁰ to support them in writing complete sentences or organizing their sentences into a paragraph, modeling, showing models of strong and weak student work, providing descriptive feedback, or having students use a Writer’s Checklist to check each other’s work).
<p>LESSON 6: <i>Spiders</i>, Gail Gibbons</p>	<p>TEXT DESCRIPTION: <i>Spiders</i> provides students with information about the characteristics of spiders.</p> <p>TEXT FOCUS: Use this text to illustrate how to conduct research, and then have students engage in research with additional informational texts.</p>

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: After reading aloud the entire text and working with the vocabulary, reread the text and model for students how to engage in the following research skills: summarizing, using illustrations to gather information, and determining whether or not information is useful. Introduce and model a new skill over the course of multiple days. Then have students practice the skill in groups to gather and record information about a particular topic in a Spider Research booklet. Have student groups share the information they gathered and record it on a class chart.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • <u>First Reading:</u> Read the text to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. • <u>Word Work:</u> Continue building a class Unit Vocabulary Dictionary that students can rely on in their writing. (RI.1.1, RI.1.4, L.1.6) <ul style="list-style-type: none"> ○ Use the same process described in Lesson 1. ○ For <i>Spiders</i>, focus on adding scientific terminology and other academic vocabulary to the unit vocabulary dictionary. For example, possible words might be <i>arachnid</i>, <i>abdomen</i>, <i>mate</i>, <i>spiderlings</i>, <i>ballooning</i>, <i>molt</i>, <i>funnel</i>, <i>weaving</i>, <i>prey</i>, <i>tunnel</i>, <i>hinged</i>, <i>enemies</i>. (L.1.5b) • <u>Class Discussion:</u> Model for students how to conduct research by summarizing information from texts. (RI.1.1, RI.1.2, RI.1.8, W.1.7, W.1.8) <ul style="list-style-type: none"> ○ Project page 9 of the text. ○ Read aloud the text and model how to summarize the information and put it into your own words. ○ Demonstrate for students how to record the information on the class Spider Research chart begun in Lesson 4. ○ Ask them in which column the information best fits. ○ Record the information on that column. ○ Briefly discuss that just copying someone else’s words without permission is called <i>plagiarism</i>. This is why summarizing and paraphrasing information is an important skill for researching. • <u>Student Practice:</u> Have student groups conduct research focused around the skill of summarizing. <ul style="list-style-type: none"> ○ Provide students with multiple informational texts about spiders. These can be from the unit texts (i.e., <i>Spiders</i> by Illa Podendorf; <i>Spiders Are Not Insects</i> by Allan Fowler, and <i>Mighty Spiders</i> by Fay Robinson)

TEXT SEQUENCE	TEXT USE
	<p>and/or additional texts from the Internet (e.g., “Fun Spider Facts for Kids”²¹ or “Spider Fact Index”²² [websites] or “A Spider’s Life,”²³ “Spider Webs,”²⁴ or “Tarantula Cam”²⁵ [videos]) or classroom or school library. (RI.1.9)</p> <ul style="list-style-type: none"> ○ Have students conduct research for the topic their group was assigned or selected in Lesson 4. ○ Ask students to record their information in the Spider Research booklet created in Lesson 4. ○ Focus them on using the skill of summarizing to gather and record information for their particular topic about spiders. ○ Make sure students record the source of the information they gather. <ul style="list-style-type: none"> ● Class Discussion: Model for students how to conduct research by using text features. (RI.1.1, RI.1.5, W.1.7, W.1.8) <ul style="list-style-type: none"> ○ Project pages 6-7 of the text. ○ Read aloud the information in the captions and labels of the illustrations that compare a spider’s body to an insect’s body. ○ Demonstrate for students how to record the information on the class Spider Research chart begun in Lesson 4. Discuss when it is best to use words and when it is more effective to use drawings to capture the information from the text. ○ Ask them in which column the information best fits. ○ Record the information on that column. ● Student Practice: Have student groups conduct research focused around the using text features.

²¹ <http://www.sciencekids.co.nz/sciencefacts/animals/spider.html>

²² <http://www.kidzone.ws/lw/spiders/facts.htm>

²³ <http://app.discoveryeducation.com/search?Ntt=+wild+by+nature+for+kids+spiders>

²⁴ <http://app.discoveryeducation.com/search?Ntt=+wild+by+nature+for+kids+spiders>

²⁵ <http://app.discoveryeducation.com/search?Ntt=animal+behavior+tarantula+cam>

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²⁶ <http://www.sciencekids.co.nz/sciencefacts/animals/spider.html>

²⁷ <http://www.kidzone.ws/lw/spiders/facts.htm>

²⁸ <http://app.discoveryeducation.com/search?Ntt=+wild+by+nature+for+kids+spiders>

²⁹ <http://app.discoveryeducation.com/search?Ntt=+wild+by+nature+for+kids+spiders>

³⁰ <http://app.discoveryeducation.com/search?Ntt=animal+behavior+tarantula+cam>

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<p>LESSON 7:</p> <p><i>Be Nice to Spiders</i>, Margaret Bloy Graham Pages 31-35 of <i>Spiders</i>, Illa Podendorf</p>	<p>TEXT DESCRIPTION: This text is about the helpful nature of spiders and their webs. When Billy leaves his pet spider Helen at the zoo, she is able to help out with the zoo’s fly problem. That is, until all the spider webs are removed to clean the zoo for the mayor’s visit. Once they realize the error they made, the zookeepers make a new rule: Be nice to spiders.</p> <p>TEXT FOCUS: Use this text to continue building a unit vocabulary dictionary by adding words from the text that relate to feelings, such as <i>contented</i>, <i>satisfied</i>, <i>annoyed</i>, and <i>miserable</i>. Ensure that students are able to describe the characters,</p>

³¹ <http://www.sciencekids.co.nz/sciencefacts/animals/spider.html>

³² <http://www.kidzone.ws/lw/spiders/facts.htm>

³³ <http://app.discoveryeducation.com/search?Ntt=+wild+by+nature+for+kids+spiders>

³⁴ <http://app.discoveryeducation.com/search?Ntt=+wild+by+nature+for+kids+spiders>

³⁵ <http://app.discoveryeducation.com/search?Ntt=animal+behavior+tarantula+cam>

TEXT SEQUENCE	TEXT USE
	<p>setting, and events, and retell the details of the story. Students can engage in partner-reading the text after multiple readings of the text aloud. (RL.1.10) Have students read the text, then evaluate whether spiders are helpful or harmful. Read the pages from <i>Spiders</i> and compare the information to what is presented in <i>Be Nice to Spiders</i>. (RI.1.3, RI.1.9) Have students apply their knowledge of spiders gained through research. Prompt them to compare the process for making a web to the steps Helen follows on pages 6-7 of <i>Be Nice to Spiders</i> to discuss how even fictional texts can provide real information. (RL.1.5)</p>
<p>LESSON 8:</p> <p><i>The Spider and the Fly</i>, Tony DiTerlizzi (Based on “The Spider and the Fly,” Mary Howitt)</p>	<p>TEXT DESCRIPTION: This poem is about a cunning spider and a little fly. Spider tries to lure Fly into 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. The related picture book includes illustration to accompany the text of the poem.</p> <p>TEXT FOCUS: Students engage in multiple readings of the poem, as this is a complex text. They continue to build a unit vocabulary dictionary and consider the nature of spiders—are they harmful or helpful? This lesson was adapted from the Read-Aloud Project sponsored by the Council of Great City Schools and Student Achievement Partners.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to the text read aloud, and then study the vocabulary. They listen to the text read aloud a second time and complete a class chart. Then they reenact the poem during a third reading and answer additional questions following a fourth reading. Lastly, they engage in a shared writing exercise as a model for writing their own response about the lesson of the poem.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • First Reading: Read the text to students. Only interrupt minimally as needed to define any essential vocabulary for basic understanding of the text. Allow students the opportunity to appreciate and fully engage with the text. If using the illustrated version of the poem, project the illustrations for students to enjoy. Also, since the poem is written as a dialogue between Spider and Fly, pull in a second reader or read in two distinct voices. • Word Work: Continue building a class Unit Vocabulary Dictionary that students can rely on in their writing. (L.1.6) <ul style="list-style-type: none"> ○ Use the same process described in Lesson 1. ○ For <i>The Spider and the Fly</i>, focus on adding the following words to the unit vocabulary dictionary: <i>parlor, weary, flattering, cunning, witty, vain, heed, flitting</i>. • Second Reading: Reread stanzas 1-3 (pages 1-12). Have students create two stick puppets, one of Spider and one of Fly, to use during the second reading. Have them hold up the puppet for the character who is talking in the story. (RL.1.1, RL.1.6, SL.1.2, L.1.6) Stop at various points in the story to ask the following questions:

TEXT SEQUENCE	TEXT USE				
	<ul style="list-style-type: none"> ○ Who is talking here? Show me by holding up a puppet. How do you know? ○ <i>Ne'er</i> is an old-fashioned word for <i>never</i>. Why do you think the bugs "<i>ne'er</i> come down again"? ○ What does Spider <u>really</u> mean when he says, "I'll snugly tuck you in"? ● Class Discussion: Create a class chart in which students record the various requests and responses of Spider and Fly. Have students refer to the text and/or reread sections as necessary to complete the chart for stanzas 1-3 or pages 1-12. <table border="1" data-bbox="630 487 1921 625" style="margin: 10px auto;"> <thead> <tr> <th data-bbox="638 493 1318 544">How does Spider try to trick Fly into his web?</th> <th data-bbox="1318 493 1913 544">What does Fly say or do?</th> </tr> </thead> <tbody> <tr> <td data-bbox="638 544 1318 618">He tells her there are cool things to see in his parlor.</td> <td data-bbox="1318 544 1913 618">"Oh no, no!"</td> </tr> </tbody> </table> <p>Work with students to complete the rest of the chart while rereading stanzas 4-6 (pages 13-21).</p> <ul style="list-style-type: none"> ● Third Reading: Reread stanzas 1-6 (pages 1-21) and have students engage in acting out each stanza. <ul style="list-style-type: none"> ○ Reread the stanzas fluently, clearly showing the change in speakers with your voice. ○ Choose two students to act out each stanza 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. (SL.1.3, SL.1.4, SL.1.5) ○ Direct the rest of the class to watch the scenes, and then pose the following questions: <ul style="list-style-type: none"> ▪ Spider tells Fly that she is <i>witty</i> and <i>wise</i>. How do Spider's actions tell you that he knows Fly will be back again? (RL.1.3, RL.1.4, SL.1.2, L.1.4a) ▪ How does Spider try to trick Fly into his web? What does Fly say? ▪ Refer to the completed chart as needed and make any necessary changes. ● Fourth Reading: Reread stanzas 5-7 (pages 17-28). <ul style="list-style-type: none"> ○ Prompt students to listen very carefully to the words Spider uses to describe Fly in stanza 5 (pages 17-19). Then, as a class, compare how Spider talks about Fly and how he talks about himself. (RL.1.3, RL.1.4) Then ask students to following questions: <ul style="list-style-type: none"> ▪ "What does Fly do? Why do you think she does this?" (RL.1.2) ▪ "If Fly knew that she might 'ne'er come out again,' why did she fly so close to Spider?" (RL.1.3) 	How does Spider try to trick Fly into his web?	What does Fly say or do?	He tells her there are cool things to see in his parlor.	"Oh no, no!"
How does Spider try to trick Fly into his web?	What does Fly say or do?				
He tells her there are cool things to see in his parlor.	"Oh no, no!"				

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	<ul style="list-style-type: none"> ▪ “What does <i>foolish</i> mean? (L.1.4a-c) Why does the poem say Fly is a ‘poor, foolish thing?’” ○ Together, review the information on the class chart of the requests and responses of Spider and Fly. Review the chart to look at patterns. Ask students: “When does Fly respond differently to Spider? What is Spider doing differently?” ○ At the end of the poem, it says to “close heart and ear and eye.” Ask students: “Show me how you might ‘close your ears.’ Now 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? (RL.1.4, L.1.5c)” <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Shared Writing: Conduct a shared writing³⁶ task in which students explain how Spider tricks Fly into his web. What should students do if they meet someone like Spider? (RL.1.1, RL.1.2, W.1.2, W.1.8) <ul style="list-style-type: none"> ○ Respond to the prompt using a “shared pen” technique (or “shared keyboard” technique by modeling composition on a computer) in which students write the parts they know while the teacher fills in the remaining portions. (W.1.6, L.1.1a) <ul style="list-style-type: none"> ▪ Guide the writing process while students write the parts they know, practicing grade-level spelling and conventions. (L.1.2a-e) ▪ Demonstrate how to write different types of complete sentences using capital letters, common nouns and matching verbs, adjectives, and appropriate end punctuation. (SL.1.6; L.1.1b, c, d, e, f, h) ▪ Read aloud the sentences and ask for suggestions from students to improve the response, expanding and revising the sentences with conjunctions and prepositional phrases as necessary. (W.1.5; SL.1.1a, b; L.1.1g, i, j) ▪ During the shared writing, model the use of the unit vocabulary dictionary. (L.1.6) • Independent Writing: Have students write a response to the following prompt: What is the lesson of this tale? What is this story trying to teach us? (RL.1.2, W.1.1, W.1.5, L.1.1a-j, L.1.2a-e, L.1.6) • Note for Small-Group Writing: Ensure that student writing meets expectations and support students who are struggling to meet standards during small-group writing time.

³⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 9:</p> <p>Various texts from the unit</p>	<p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 10:</p> <p><i>Diary of a Spider</i>, Doreen Cronin</p>	<p><u>TEXT DESCRIPTION:</u> This text is written as a series of diary entries from the point of view of a young spider.</p> <p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 11:</p> <p>Various texts from the unit</p>	<p><u>MODEL TASK</u></p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>