Spiders

This Live Oak Readalong can be correlated to the following Common Core State Standards (CCSS):

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core State Standards:

RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RF.3.3.c: Decode multisyllable words.

W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.7: Conduct short research projects that build knowledge about a topic.

SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

BEFORE LISTENING

About the Story
A spider can be as small as a speck of dust, or as big as a dinner plate. It can catch its prey with a trap door or build a web so sticky that any insect will be caught in it. This book describes how spiders spin their webs, lay eggs, and eat. It tells which spiders are dangerous – and which just look that way.

Activate Prior Knowledge/Build Background
Ask children if they have ever seen a spider web sparkling in the sun. Did they think it was pretty? Discuss their feelings about spiders. Tell children who think spiders are scary that this book will help change their minds.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking
CCSS: RI.2.1, SL.2.2; RI.3.1, R.I.3.2, SL.3.2, SL.3.3
Ask children the following questions about the book. Call on volunteers to respond orally.
a. When did the first spiders live?
b. Why are spiders called arachnids?
c. How often do most spiders molt?
d. What is a web used for?
e. Name three ways a spider is different from an insect. *(Compare and contrast)*
f. "Should people be afraid of spiders? Explain your answer." *(Draw conclusions.)*

Vocabulary
CCSS: RI.2.4; RI.3.4, RF.3.3.c

Write these vocabulary words and definitions on the chalkboard. Ask children to match the words to the correct body part. Then have volunteers draw a diagram of a spider and an insect on the board and label the diagrams with the words.

cephalothorax	large body part of a spider
abdomen	organs for smelling and touching
pedipalps	head-chest
spinnerets	large body part of an insect
antenna	organs for feeling
thorax	organs for spinning silk

Science: Spider Facts
CCSS: W.2.7; W.3.7

Ask children to work with a partner to find out about one kind of spider. Children can use reference books to find five facts about the spider and can draw a picture to go with the facts. Put the facts and pictures together into a class book about spiders.

Health: Spider Bite!
CCSS: W.2.7, W.2.8; W.3.7

Have children create a poster to show what to do in case of a spider bite. Encourage them to look in reference books or online to find information on what to do for a spider bite. Remind them that some spiders are poisonous, and their bites need immediate medical attention. Children can draw pictures of poisonous spiders for the poster to help in identification.

Language Arts: Spider Poems
CCSS: W.3.4

Have children work in small groups to find a poem about spiders, such as "The Itsy Bitsy Spider" or "Little Miss Muffet." Alternately, children can write their own spider poems. Collect the poems in a Spider Poetry book.

On the Internet: Spiders in Your House
CCSS: W.2.7; RI.3.5, W.3.7

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.
Children can use the search words *common spiders* to search for websites that feature different types of household spiders. Have them use these sites to help identify the spiders they find around their own houses or around the school.

Additional Activities

Art: Draw a Spider Web

Children may enjoy drawing the elaborate designs of a spider web. They can use the webs in the book as a guide, or draw from memory. If they want, have them use glitter to outline the webs so they look as if the sun is shining on them. Encourage them to include a spider – and maybe its prey! – in the web.