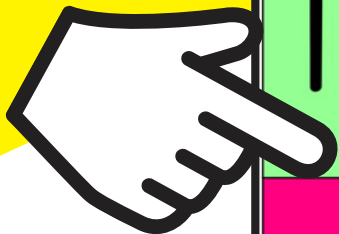


# WE SAVE YOU TIME & ENERGY WITH WEEKLY LESSON PLANS AND ACTIVITIES FOR READING & GRAMMAR

**EACH MONTH HAS 4 WEEKS OF PLANS**



SpIDeRS				
	Reading	Comprehension	Vocab	Grammar
<b>M</b>	Before reading have a discussion about prior knowledge. Make a chart as a class. What do you know about spiders? What questions do you have? Look at the cover and title. What do you notice about this book? Can you tell if it is fiction or nonfiction? Read the book to the class and stop to talk throughout the book. Chart new learning.	What I Know About Spiders: Students use their flap-ups in their spirals to write what they know about spiders. Students illustrate their learning.	Vocabulary Words: arachnid, insects, burrows  Choose a vocabulary writing prompt for student glue into the spirals and reflect on.	Types of Sentences Pocket Chart and Spin a Sentence: Introduce sentence types to the class.
<b>T</b>	Re-read or continue reading Spiders by Gail Gibbons. Use other nonfiction texts to support what you are reading and learning. Use discussion questions to guide your discussion.	Making Connections: How I Feel: Students use this flap-up to make a connection with the text. Students glue the flap up in their spiral and write about how they feel about spiders and how someone else might feel differently. Students illustrate their understanding.	Vocabulary Words: ballooning, molting, sour  Choose a vocabulary writing prompt for student glue into the spirals and reflect on.	
<b>W</b>	Read the informational passage: Wolf Spiders to learn new information about these specific spiders. Students answer questions about wolf spiders. They can also use this passage to generate spider facts for their comprehension activity.	Spider Facts: Students demonstrate what they have learned by writing facts under the flap ups in their spiral. Students organize thoughts into complete sentences. Use the digital poster to review locating facts in a text.  This can also be done with the reading response craft and writing pages.	Vocabulary Words: poisonous, harmful  Vocabulary Flip Ups: Students write four the vocabulary words on the flaps and draw a picture for each word.  Underneath flaps, students write the words in a sentence.	

SpIDeRS				
	Reading	Comprehension	Vocab	Grammar
<b>T</b>	Use the text to discuss the parts of a spider's body. This is a great time to discuss nonfiction text features as an added bonus! Use the classroom chart or directed drawing to label the parts of the spider's body.	Spider Webs: Today students will write/draw about the different types of webs that spiders can make in their spirals.	Vocabulary Words: webbing, weaving  Choose a vocabulary writing prompt for students to glue into their spirals and reflect on.	Types of Sentences Pocketbook: Students make their pocketbooks by cutting on the black lines and folding on the dotted lines. Students read each sentence. Is it an asking sentence or a telling sentence? Students write the punctuation and sort into the correct pocket.
<b>H</b>				
<b>F</b>	Read the nonfiction reader about ants to give students exposure to comparing spiders to insects. Compare and contrast using a class chart or the venn diagram flapbook.  OR Compare Spiders and Insects: Students use the flap-ups to compare spiders to insects. Students illustrate their understanding.	Comprehension Check: Students answer questions about the text and label the parts of the spider.	Review all vocabulary words from the week using the vocabulary cube. Roll the cube, choose a word, and have students complete the activity in their spiral or on the white board.  Vocabulary Check: Students use their vocabulary words in context and in sentences.	Fictional Spider and Writing with adjectives: Students make their spider and describe spiders using adjectives on the legs. Students write about spiders. To include types of sentences students will make sure they include a sentence with a period, question mark, and exclamation point. Students highlight their punctuation.

**EVERYTHING YOU NEED FOR COMPREHENSION, GRAMMAR, & VOCAB**

# ALL CONTENT IS ALIGNED TO THE STANDARDS (COMMON CORE & TEKS)

## the CC standards OCTOBER

MONTH	BOOK	COMP SKILL	STANDARD	LANGUAGE	STANDARD
<b>OCTOBER</b>	I Need My Monster by Amanda Noll	Making Connections Drama: Reader's Theatre	RL2.3, RL2.6, RL2.7, RL3.3, RL3.5	Common and Proper Nouns	LIIB, L2.2, L3.2
	Crankenstein by Samantha Berger	Making Connections Sequence of Events	RL2.1, RL2.3, RL2.7, RL3.1, RL3.3, RL3.7	Quotations Shades of Meaning	L2.5B, L2.6, L3.2C, L3.5C
	Stellaluna by Janell Cannon	Making Connections Sequence of Events	RL2.1, RL2.3, RL2.7, RL3.1, RL3.3, RL3.7	Strong Verbs	L2.5B, L3.1D, L3.5C
	Spiders by Gail Gibbons	Analyzing Nonfiction Locating Facts	RI2.1, RI2.4, RI2.5, RI2.7, RI3.1, RI3.4, RI3.5, RI3.7	Types of Sentences	LIIJ, L2.2, L3.2

\*nonfiction readers in each unit hit on nonfiction standards as well\*

## the TEKS OCTOBER

MONTH	BOOK	COMP SKILL	STANDARD	LANGUAGE	STANDARD
<b>OCTOBER</b>	I Need My Monster by Amanda Noll	Making Connections Drama: Reader's Theatre	2.6D, 2.7A	Common and Proper Nouns	2.IIDiii
	Crankenstein by Samantha Berger	Making Connections Sequence of Events	2.7A, 2.7D, 2.8C, 2.8B	Quotations Shades of Meaning	2.IIDiv, 2.3D
	Stellaluna by Janell Cannon	Making Connections Sequence of Events	2.8C, 2.7D	Strong Verbs	2.IIDii
	I Need My Monster by Amanda Noll	Making Connections Drama: Reader's Theatre	2.6D, 2.7A	Common and Proper Nouns	2.IIDiii

\*nonfiction readers in each unit hit on nonfiction standards as well\*

KNOW EXACTLY WHAT SKILLS AND STANDARDS WILL BE TARGETED EACH WEEK!

# EVERYTHING YOU NEED TO DEEPEN COMPREHENSION IN YOUR CLASSROOM

## ENGAGING WAYS FOR STUDENTS TO RESPOND TO THE TEXT

### COMPREHENSION

Spiders have 8 legs

KNOW ABOUT SPIDERS they have 2 body parts

Triangle Web

WEB DETEC Web #2 Web #3

I think spiders are very interesting! I love to watch them in their webs.

Write and draw about how someone who FEELS differently about spiders.

Name: \_\_\_\_\_ (Nonfiction Passage)  
**Wolf Spiders**

Wolf spiders have amazing eyesight. Their eyesight helps them when they are hunting because they are nocturnal they hunt at night. They also use camouflage to protect themselves. This means they blend into their habitat well. Male wolf spiders only live about one year, whereas the females usually live several years. The female spiders take very good care of their babies too. Female wolf spiders lay a few dozen eggs at a time. They wrap their eggs in silk that is called an egg sac. The wolf spider will then carry the egg sac attached to her spinnerets. If something happens to her egg sac, she will search for it until she finds it. Once the spiderlings hatch, they will climb on their mother's back and she will carry them around for several days.

See a Wolf Spider in Action

Name: \_\_\_\_\_ (Spiders) [Spiders] **COMPREHENSION CHECK**

Directions: Circle the correct answer or answer in a complete sentence.

1. What group of animals do spiders belong to?  
a. mammals  
b. insects  
c. arachnids  
d. arachnids

2. How many eyes do most spiders have?  
a. two  
b. four  
c. eight  
d. one

3. One of the main differences between insects and spiders is that insects have three body parts and spiders only have two.  
a. True  
b. False

4. What is ballooning?  
a. climbing on a wall  
b. using silk to float  
c. flying themselves with air to escape predators  
d. hanging red to attract a mate

5. Spiders have an exoskeleton that they will molt.  
a. True  
b. False

Name: \_\_\_\_\_ (Fiction Passage) **Harry Escal**

Directions: Read the passage and answer the questions.

Jerome walked into his bedroom on his back on the ground. As he threw his glance over at his dresser, he almost tripped. He almost tripped across the room and when he tripped, he was empty. Harry was really hungry. Jerome's pet tarantula bit him with his hand-washed allowance money. Jerome's beloved pet for three years is "Spot" screamed Jerome as the tarantula ran into the room. "Dad Harry is missing anywhere!" Jerome said. "Jerome's dad didn't even say anything about the wolf above Jerome's head."

1. Where did Harry the tarantula live?  
a. in Jerome's room  
b. in the kitchen  
c. in the living room  
d. in the hallway

2. How do you know Jerome cared about his pet?  
a. he almost fell off the bed  
b. he rushed across the room  
c. he screamed for his mom  
d. (choices a, b, and c)

3. How did Jerome pay for the tarantula?  
a. birthday money  
b. allowance  
c. his mom bought it

4. Jerome had only had Harry for about 3 weeks.  
True or False

5. Why do you think Jerome's dad was laughing and pointing?

### ANCHOR CHARTS

**SPIDERS**

OUR SCHEMA (what we think we know)

- 8 legs
- eat insects
- have venom
- make spider-webs
- 8 eyes
- Some are big
- can kill other animals
- Black Widows have a red dot
- Some are poisonous
- catch prey
- put webs in their webs
- they climb
- WOLF Spiders come in many different sizes
- Spiders eat each other
- Make burrows
- don't have an infinite web

New Learning

- Use silk to travel for their home
- Spiders can take care of themselves
- Spiders can dance for a female
- Spiders can be scary
- Burrows are deep
- Taste with their feet
- Can be scary

Questions

- What colors can they be?
- Are all spiders poisonous?
- No spiders eat plants!

MISCONCEPTIONS

- are humans to people

SPIDERS BY GAIL GIBBONS

Schema Spider Chart: Students write what they think they know, what they learned, their new learning, questions they have, and any misconceptions. Misconceptions are moved away from schema as you are learning IF the text proves that the information is false. It's a great learning experience to talk about how it's okay to be wrong because reading helps to clarify!

## INTERACTIVE ANCHOR CHARTS FOR MINI-LESSONS

# EVERY WEEK STUDENTS MAKE A NONFICTION CONNECTION WITH THE NONFICTION READER

## NONFICTION READER

**What is an Ant?**  
An ant is a small insect that lives in a colony with many other ants. Ants typically have the ability to sting. There are over 2,000 different kinds of ants in the world. If we are looking at the behavior of ants, they fall into two main groups: mound-building ants and nuisance ants. A very common species of ant is the pavement ant.

**Ant Life Cycle**  
The queen ant is the only ant who can lay eggs. Ant eggs are oval shaped. Before she hatches, the queen egg is much bigger than the rest! The fertilized eggs become female ants. The

**Fire Ants**  
Have you heard of Fire Ants? Fire ants have large mounds for ant hills. They live out in open areas and eat seeds and leaves. When a Fire ant bites, it is to get a grip on you and then it injects toxic venom. This feels a lot like being burned, which is where the ants get their name. They are much more aggressive than other species of ants. If

**Parts of an Ant**  
All insects have three main body parts: the head, the thorax, and the abdomen. They also have six legs and two antennae. The antennae are used for their communication. Ants use "smell" messages. Ants can be a very good friend based on their

**Fun Facts**  
Ants carry 20 times their own weight. Ants lay thousands of eggs. The Queen dies, the colony can only survive for a couple of months. Ants do NOT have ears. They "hear" using their antennae to feel vibrations. Ants fight to the death! Ants do not have lungs, but small holes all over their body. Scientists thought that while humans have only been on Earth for two million years, ants have been on Earth for over 10 million years.

**ANTS are Everywhere!**

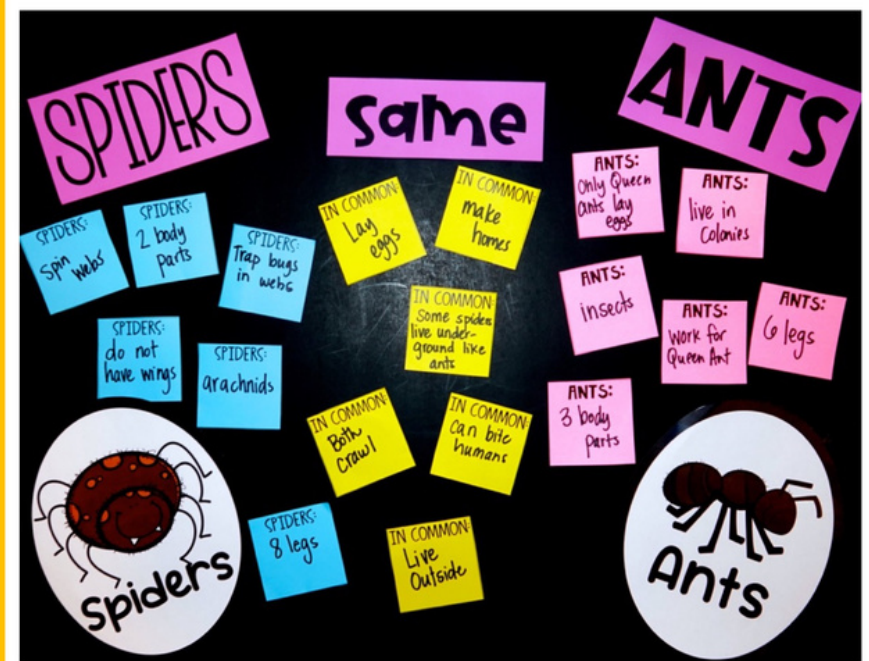
**Where Ants Live**  
Some ants live in trees, but many make their home in the ground under an ant hill. An ant hill is a mound of dirt with a colony of ants living inside it and underground. Underground passages are home to the ant colony. Worker ants collaborate in digging out these tunnels. Did you know ants carry more dirt than any other organism, even earthworms! The largest set of ant tunnels has been found in Brazil. The leafcutter ants that once lived there have moved on to somewhere else. The tunnels go 26 feet down into the earth and is referred to as the ant version of the Great Wall of China.

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There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

ORIGINAL NONFICTION READERS TO PEEK STUDENTS' INTERESTS

## ANCHOR CHARTS

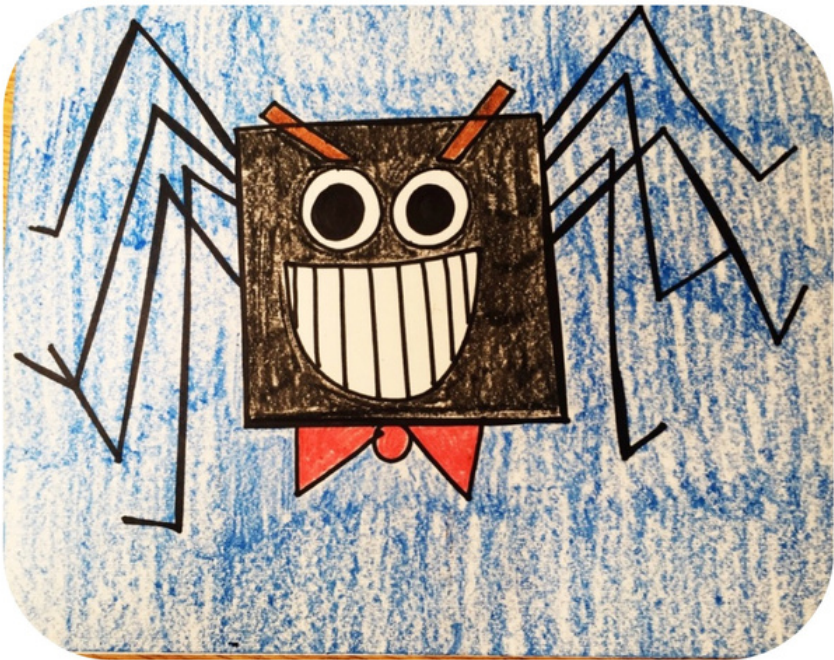


Venn Diagram: Students compare spiders and ants.

INTERACTIVE  
ANCHOR CHARTS  
FOR MINI-LESSONS

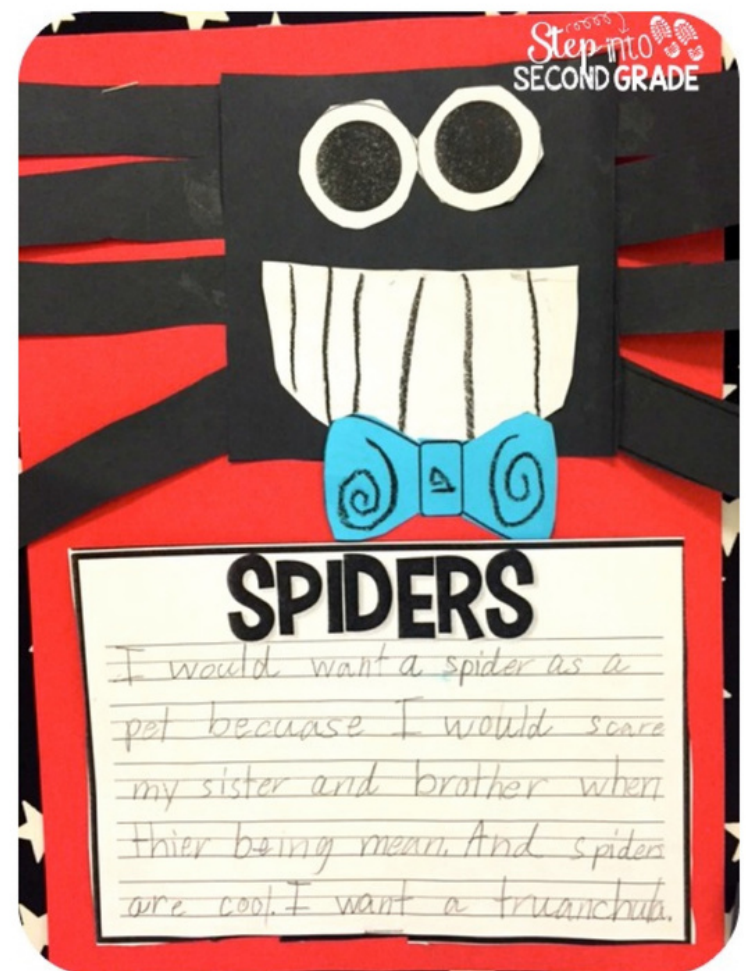
HIGHLY ENGAGING ACTIVITIES FOR  
**RESPONDING TO THE TEXT**  
THROUGH CREATING AND WRITING

**DIRECTED  
DRAWING**



**STUDENTS DRAW AND  
RESPOND TO THE TEXT**

**READING RESPONSE**



**STUDENTS CREATE  
AND RESPOND TO  
THE TEXT**

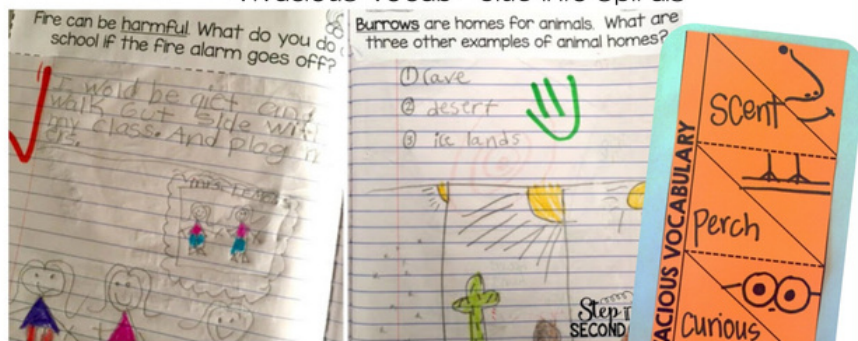


# ENHANCE YOUR VOCABULARY

## INSTRUCTION IN THE CLASSROOM

### VOCABULARY

- Vocab Words and Definitions Cards
- Interactive Notebook Writing Resources
  - Vocab Printables
- Vocabulary Cube (once made you can use for all units)
  - Vivacious Vocab: Glue into spirals



**Vocabulary Quiz**  
(Spiders by Gail Gibbons)

Name: \_\_\_\_\_

Directions: Use the words to complete the sentences.

arachnids	ballooning	harmful	poisonous
-----------	------------	---------	-----------

- The mouse \_\_\_\_\_ as the cat of \_\_\_\_\_.
- My dentist is \_\_\_\_\_.
- Many animal storms or \_\_\_\_\_.
- The guide is \_\_\_\_\_ because of \_\_\_\_\_ his head.
- body parts \_\_\_\_\_.
- If you look \_\_\_\_\_ through the \_\_\_\_\_.

**VOCABULARY**  
(Spiders by Gail Gibbons)

Directions: Read the sentence. Pick up your own sentence with the underlined word. Show pictures to match.

- When the sunlight is just right you can watch a spider \_\_\_\_\_ or building his web.
- Some people mistake spiders for \_\_\_\_\_, but they have several differences.
- I have watched an older woman \_\_\_\_\_ a basket and it is fascinating.
- There must have been a spider mating in the woods because Jack found the \_\_\_\_\_.



### WEEKLY VOCABULARY CARDS, PRINTABLES, AND ACTIVITIES

#### S P I D E R S

arachnid	an animal that has eight legs and two body parts
burrows	a hole in the ground made by an animal
scurries	to move briskly
harmful	causing damage or harm
poisonous	can inject poison into another animal's body that is harmful
ballooning	when spiders use their silk to travel through the air
insects	an animal that has three body parts and six legs
molting	to shed hair, feathers, skin, or a shell
weave	to form by lacing together strands of material
webbing	to make or form a web

Rooted in Reading

ALLOW STUDENTS TO ANALYZE AND WORK WITH WORDS

# WEEKLY LESSON PLANS & ACTIVITIES FOR GRAMMAR

GRAMMAR ACTIVITIES VARY FROM WEEK TO WEEK AND ARE EASY TO PREP



## DAILY DEEP DIVE

Each day students will dig deep with one sentence from the book. Students will have a task to complete in their journals in response to the sentence. For the first few weeks you may want to do this together as a class. This is a great warm-up to grammar!

**MENTOR SENTENCE**

If an insect comes close, the spider scurries out to catch it.

On Monday, glue each of the strips into a spiral, leaving space to write in between each prompt. Students will complete a task each day as a response to the mentor sentence from the book.

**MONDAY**  
What is the spider doing in this sentence?

**TUESDAY**  
Highlight the nouns yellow.

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
(Spiders)

**MENTOR SENTENCE**  
If an insect comes close, the spider scurries out to catch it.

**EXPLAIN IT!**  
What is the spider doing in this sentence?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**LOOK AT IT!**  
Highlight the nouns yellow.  
Highlight the verbs blue.  
Now, write your own words:  
**NOUN:** \_\_\_\_\_ **VERB:** \_\_\_\_\_

Name: \_\_\_\_\_

**DAILY DEEP DIVE**  
(Spiders)

**FIX IT UP!**  
Edit the sentence for errors.  
If an insect comes close the Spider scurries out too catch it?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DEFINE IT!**  
Define it: What does scurry mean? What is something else that scurries?

\_\_\_\_\_

\_\_\_\_\_

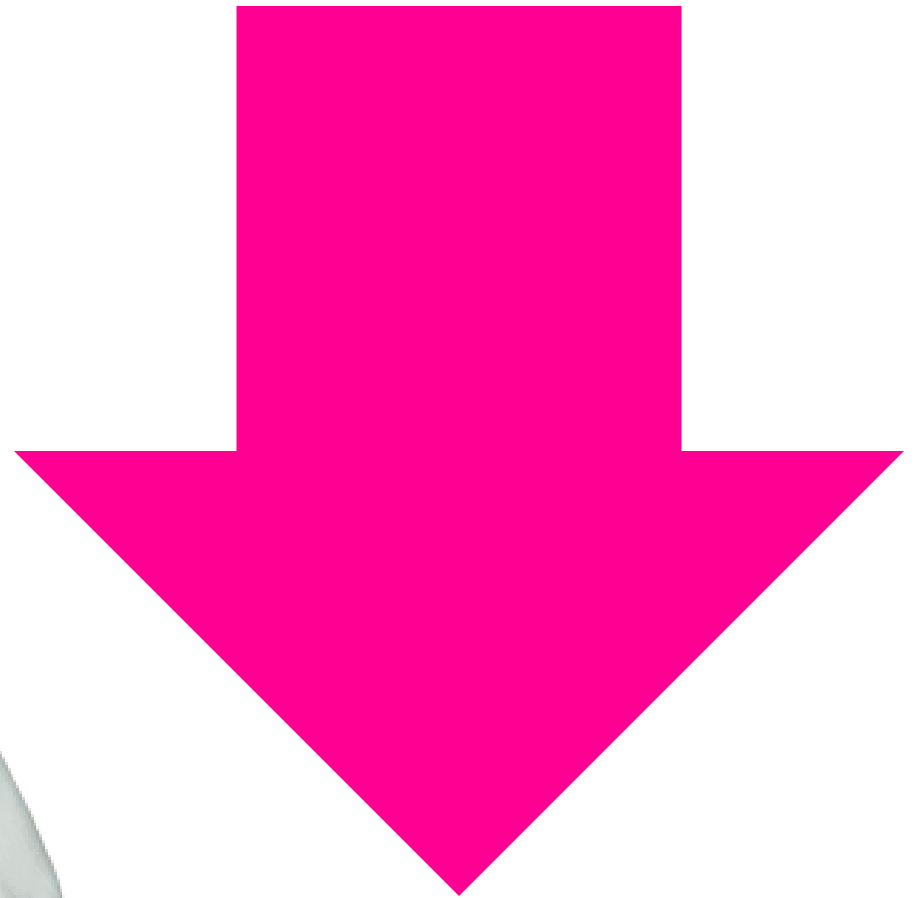
\_\_\_\_\_

THE DAILY DEEP DIVE FOCUSES ON ONE SENTENCE FROM THE MENTOR TEXT



DO YOU WANT TO KNOW  
WHAT OTHER BOOKS AND  
ACTIVITIES ARE

**INCLUDED?**



KEEP  
SCROLLING TO  
SEE!

# STELLALUNA

## COMPREHENSION

**PROBLEM AND SOLUTION**

**PROBLEM IN LUNA WHEN APPEARS:**

Stellaluna is scared after the owl attack.

**SOLUTION:** Stellaluna stays with her mother.

**SEQUENCING STELLALUNA:**

First  
Next  
Then

Draw and write about how YOU would feel if you were in the same situation.

**All About Bats (Nonfiction Passage)**

**COMPREHENSION CHECK (Stellaluna)**

**It's in the Story**

**WE KNOW BATS FACTS**

- FACT: Live in dark places
- FACT: Mammals
- FACT: Can Fly
- FACT: Echolocation
- FACT: Roost
- FACT: Nocturnal

## NONFICTION READER

**Different Types of Bats**

**The Bat Life Cycle**

**Fun Facts**

**they Live**

**What are Bats?**

**Bats**

There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

## ANCHOR CHARTS

**Stellaluna**

**describe**

**B M E**

**WE KNOW BATS FACTS**

- FACT: Live in dark places
- FACT: Mammals
- FACT: Can Fly
- FACT: Echolocation
- FACT: Roost
- FACT: Nocturnal

## READ & RESPOND

**Stellaluna**

**Stellaluna cried, "But I'm NOT a bird. I'm a bat who eats fruit!"**

**Stellaluna's Vivid Verbs**

**BATS**

**BATS**

**WRITE A CLUE FOR THE WORD**

## GRAMMAR

**Stay Strong, Stellaluna!**

**Stellaluna's Vivid Verbs**

**Highlight the Verbs**

**Find the errors!**

**Stellaluna's Vivid Verbs**

## VOCABULARY

- Vocab Words and Definitions Cards
- Interactive Notebook Writing Resources
- Vocab Printables
- Vocabulary Cube (once made you can use for all units)
- Vivacious Vocab: Glue into spirals

**Vocabulary Quiz**

**WRITE A CLUE FOR THE WORD**

# I NEED MY MONSTER

## COMPREHENSION

**DEAR SQUISHY,**

Dear Squishy,  
Hi! My name is Katie King! I like to ride my bike.

**I NEED MY MONSTER!**

**WITH MONSTERS**

"Picky, picky," Herbert complained.  
"Could you stick out your tail?" I whispered.

"Don't touch my stuff!" my sister snapped.

"I did NOT reject five monsters tonight!" I interrupted.

**Bedtime Routine**

**Scared Straight**

**COMPREHENSION CHECK**

## NONFICTION READER

**Yummy Goodies**

**Light it Up!**

**Adult Supervision**

**Trick-or-Treat**

**How to Become a HALLOWEEN SAFETY EXPERT**

**Marvelous masks**

**Sidewalk Safety**

**Sidewalk Safety**

There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

## ANCHOR CHARTS

**Ethan**

picky active lonely  
scared suggestive particular  
frightening weird ugly  
gross large creepy  
funny ragged

**MONSTERS**

frightening weird ugly  
gross large creepy  
funny ragged

**HALLOWEEN SAFETY TIPS**

TIP: Don't eat open candy wrappers  
TIP: Make sure you can see  
TIP: Don't go into strange houses  
TIP: Carry a flashlight  
TIP: Have a parent check candy  
TIP: Stay with a buddy

## READ & RESPOND

**my MONSTER story**

**my MONSTER story**

**my MONSTER story**

## GRAMMAR

**"EYE" SPY PROPER NOUNS**

**MONSTER PROPER NOUNS**

**MONSTER NOUNS**

## VOCABULARY

- Vocab Words and Definitions Cards
- Interactive Notebook Writing Resources
- Vocab Printables
- Vocabulary Cube (once made you can use for all units)
- Vivacious Vocab: Glue into spirals

**Vocabulary Quiz**

**VIVACIOUS VOCABULARY**

**WRITE A CLUE FOR THE WORD**

# CRANKENSTEIN

## COMPREHENSION

Comprehension resources for Crankenstein, including a storybook page, a 'When I get mad' worksheet, and a 'Deep Breaths' worksheet.

Resources include:

- A storybook page with a character and text: "I don't like waiting in lines just like Crankenstein. I also don't like early mornings."
- A worksheet titled "When I get mad MAD" with a drawing of a girl and text: "When I get mad MAD... Finding a friend that he can relate to."
- A worksheet titled "Deep Breaths" with a drawing of a girl and text: "Taking deep breaths is one of the best ways to calm down when you are really upset."
- A "COMPREHENSION CHECK" worksheet with questions about the story.

## NONFICTION READER

Nonfiction reader resources for Crankenstein, including a 'When I get mad MAD' worksheet and a 'When we GET MAD' worksheet.

Resources include:

- A worksheet titled "When I get mad MAD" with a drawing of a girl and text: "When I get mad MAD... Finding a friend that he can relate to."
- A worksheet titled "When we GET MAD" with a drawing of a girl and text: "When we GET MAD... Finding a friend that he can relate to."

There are two versions of the nonfiction readers included (One slightly harder than the other). Choose the one that suits your students best OR use both in order to differentiate.

## ANCHOR CHARTS

Anchor charts for Crankenstein, including a 'When I get mad MAD' chart and a 'When we GET MAD' chart.

Resources include:

- An anchor chart titled "When I get mad MAD" with a drawing of a girl and text: "When I get mad MAD... Finding a friend that he can relate to."
- An anchor chart titled "When we GET MAD" with a drawing of a girl and text: "When we GET MAD... Finding a friend that he can relate to."

## READ & RESPOND

Read & Respond resources for Crankenstein, including a 'Crankenstein' worksheet and a 'When I get mad MAD' worksheet.

Resources include:

- A worksheet titled "CRANKENSTEIN" with a drawing of a girl and text: "Crankenstein is very grumpy just because his toy broke."
- A worksheet titled "When I get mad MAD" with a drawing of a girl and text: "When I get mad MAD... Finding a friend that he can relate to."

## GRAMMAR

Grammar resources for Crankenstein, including a 'LET'S QUOTE IT!' worksheet and a 'When I get mad MAD' worksheet.

Resources include:

- A worksheet titled "LET'S QUOTE IT!" with a drawing of a girl and text: "Crankenstein said MEH-HRRRRR! MEH? questioned Crankenstein. Crankenstein laughed HAHAHA! WUGGGHHH yelled Crankenstein."
- A worksheet titled "When I get mad MAD" with a drawing of a girl and text: "When I get mad MAD... Finding a friend that he can relate to."

## VOCABULARY

Vocabulary resources for Crankenstein, including a 'Vocabulary Quiz' worksheet and a 'When I get mad MAD' worksheet.

Resources include:

- A worksheet titled "Vocabulary Quiz" with a drawing of a girl and text: "Crankenstein said MEH-HRRRRR! MEH? questioned Crankenstein. Crankenstein laughed HAHAHA! WUGGGHHH yelled Crankenstein."
- A worksheet titled "When I get mad MAD" with a drawing of a girl and text: "When I get mad MAD... Finding a friend that he can relate to."