

EDS Lesson Plan: EDS 361A – LA
Lesson Modified for EDS 351A

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Grade Level: 3rd Grade – Fay Elementary – CT: Mrs. McRae
Content Area: Language Arts
Date for Implementation: December 4th 2013
Lesson Title: Spiders
Whole Class: 24 students

•Standards

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.3.4 - 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.

RI.3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

•Content Objective/Learning Outcome

Given a teacher read aloud of “Spiders”, students will be able to predict and create a word bank, describe and contrast several types of spiders and the different types of webs they create to catch their prey.

•Language Objective/Language Learning Outcome

Given images of the text on the Promethean board, students will predict vocabulary words in the text which will be written on the graphic organizer – the Word Bank. The purpose of the Word Bank will be to learn new vocabulary and/or learn to say the new word. On day one, given explicit direction to listen for three specific facts about spiders, that will be posted on the board and will be explained, before the read aloud, students will listen with a purpose. On day two, given the read aloud the second time, the student will listen to the text for the purpose of listening for and learning about different spiders and the webs they weave. Given vocabulary, sentence frames and a graphic organizer (Word bank), students will use comparative language structures in order to contrast orally and in writing the different types of spiders and webs they create to catch their prey.

•Assessment

Formative Assessment Tasks

During group discussion I will ask specific questions to tap into prior knowledge of the students. Questions such as, “Share one thing you know about spiders”. Their responses will help me assess what they know and what they would like to know. Also during partner talk, I will listen into their conversation, asking them to clarify or focus on what they are sharing. If need be I will prompt them in the right direction.

Summative Assessment Tasks

At the end of the first day in this two day lesson; students will write in their journal the three specific facts they learned after the read aloud. The sentence frames will be provided; students will write in their journal answering the prompt provided. This will help me assess if they were able to comprehend what was read and discussed earlier. On the second day the purpose of the read aloud was different. As such at the end of the second day, students were expected to create a ‘Tree Map’ an organizational tool that they are familiar with to organize different types of spiders and the kinds of webs they weave. While the students write I will walk around, asking, prompting and facilitating the learning objective of the day.

•Materials Needed

Teacher:

Informational text – Spiders

White board/Promethean Board

Sentence frames

Images of the different webs

Pens, duster

Student:

Writer’s workshop journal

Pencils

•Differentiation:

To accommodate not only my English language learners but all students in the class I will use differentiations such as I will explicitly model every task, will have students do a partner talk after every set of instructions, have students work as a group at their tables, have the word bank visible for all, provide sentence frames in increasing complexity to satisfy various ability levels, will provide visuals for students who have been designated as Below Basic as per the CELDT score enabling them to participate in the discussion using the visuals as well as the visuals will aid in the understanding of the higher level vocabulary they will need to compare and contrast webs, and during the read aloud, I will stop to clarify, rephrase and reword vocabulary that is necessary for the content learning.

Example of vocabulary that was modified:

Speck of dust: small as your hair / grain of sand

Sac: bag / small bag
Predators: who eats them / enemy
Tangled: messy / knotted

•Instructional Sequence:

Introduction (Day 1)

1. Let the students know that today I will be reading a book about spiders
2. Behavioral expectations
 - a. Be good listeners when our friends are talking
 - b. Wait your turn
 - c. Instead of raising our hand we will instead use the Thinking Fist - Model it.
 - i. Hand on chest when thinking in a fist
 - ii. When ready to say something raise your thumb
 - iii. When I ask you to think of 1, 2, 3 things show with your fingers how many
3. Thank you for paying attention to the rules.
Turn to the person sitting next to you, decide who will be A and B.
A's go first then B's go.

- *Partner talk* - Share with the person next to you what you know about spiders

- a. A's share what your partner told you. Now B's share what your partner said.
 - i. Write on board all the known facts that students call out
 1. 8 legs
 2. Two eyes
 3. Webs
 4. Poisonous
 5. Tarantula
4. The book that I will read today is a nonfiction book. Who can tell me what a nonfiction book is? Remember using your Thinking Fist.
 - a. Real
 - b. Facts
 - c. Not a story

These are all correct answers. A nonfiction book has certain characteristics:

- i. You can read from any page
 - ii. Has captions
 - iii. Has images and fact box
 - iv. Has glossary
- Show each of the characteristic in the book.

So far we know a little bit about Spiders and we also know that we will be reading a nonfiction book which is a book about facts. Next,

4. I will show you the pictures in the book. What I would like you to do is think of one or two words you think may be in the book. Remember, think in your head, don't say it out loud. Hand on the chest with the Thinking Fist. When you are ready - thumbs up, when you have one word - one finger out, you have the another word - second finger out. And, then wait.

Flip through the pages slowly that are displayed on the Promethean board...

Ask students to share some of the words. Write on the white board on the side, clearly.

- a. List the words students call out
 - i. Spiders
 - ii. Webs
 - iii. Insects
 - iv. Eyes
 - v. Flowers
 - vi. Butterfly
 - vii. Tarantula

5. Good. What do we know? That we are reading a nonfiction book about spiders, we know a little bit about spiders, and we have predicted some words that we think may be in the book.

Next, you will listen to me read. What I would like you to do is listen for 3 things when I read -

- i. How small or big can the spiders be?
- ii. How do the spiders lay their eggs
- iii. Who are spiders predators

6. Begin reading.

- *Partner Talk* - Turn to your partner and share with them the 1 thing that you learned about spiders today.

7. Review all the words that the students predicted that were in the book + new vocabulary
speck, roam, streamers, breeze, ballooning, exoskeleton, molting, weavers

8. Next, review the 3 things that you wanted them to listen for -

- i. How small or big can they be?
 - i. Speck of dust to a size of a dinner plate

- ii. How do they lay their eggs
 - i. Mother spider lays her eggs and encloses them in a strong, silk egg sac.
 - ii. Some lay a few eggs while others lay thousands of eggs
 - iii. After a few weeks, baby spiders creep out of the silk sac. They are called spiderlings
- iii. Who are their predators
 - i. Some insects like spider wasps, toads, frogs and some birds

- Take out your journals and write down the 3 things you learned today about spiders.

Sentence Frames:

1. I know that spiders are _____
2. Some of spiders predators are _____
3. Baby spiders are called _____
4. I know ____ things about spiders. First, spiders _____. Another fact about spiders is _____.
5. Lastly, spiders _____.

Part 2 / Day 2

1. Yesterday we read about spiders, how large they are, how they lay their eggs and who their predators are. Who can remind us what we learned yesterday?
2. Repeat and review the answers and words
3. Good. Today I will read the book again and the purpose today is for you to listen for 2 things:
 - a. Names of different types of spider
 - b. Names of the kinds of webs they make

Remember, listen and hold the thought. We will make a chart together of different types of spiders and the webs they make. Ready?

4. Read

- *Partner Talk* - Tell your partner any 2 types of spiders that we read about
- *Group talk* -

5. Generating a graphic organizer with the students
 - a. There are 2 types of spiders
 - i. Web-weaver spiders
 - ii. Non web weaver spiders

A. Web weaver spiders

- a. House spider - Tangled web (messy)

- b. Cardinal spider - Sheet web (flat like a sheet of paper)
- c. Grass spider - Funnel web (wide top, narrow bottom)
- d. Triangle spider - Triangle web (3 corners)
- e. Garden spider - Orb web (circle / round)
- f. Water spider - Bell-shaped web (U shaped)

B. Non web weaver spiders

- a. Wolf spider - hide in burrows, beneath rocks and stones
- b. Trapdoor spider - dig tunnel and lines with silk.
- c. Crab spider - Hide on or inside flower. Able to change color. Who else changes color?

6. Have students repeat with **My turn, your turn.** *House spider.* Choral response. Weaves *Tangled web.* Continue for all spiders and their webs.

7. Summarize and review the web weaving spiders and their webs.

8. Let students know that the next task is to create a ‘Tree Map’ to write a paragraph about at least three spiders and the type of web it weaves -

- i. Spiders and their webs

9. Tell students that you will be excusing them to their desks. You expect them to take out their writer’s workshop journal and start on their task - make a Tree Map.

8. Using what we read and learned, let’s make a Tree Map to organize what we know.

- a. Topic sentence (Green)

- i. Spiders and their webs

- b. 3 Facts (Yellow)

- i. House spider makes tangled web.

- ii. Garden spider weaves orb web

- iii. Grass spider weaves a funnel web

- c. 3 Supporting sentences (Red)

- i. A tangled web is a messy web into which an insect gets tangled.

- ii. Orb webs are the most beautiful webs of all. I have seen an orb web in my park.

- iii. Funnel webs look like an upside down ice cream cone. A grass spider waits for its prey at the bottom of the funnel.

- d. Concluding sentence (Green)

- i. As you can see spiders are smart because they know how to weave many different types of webs.

9. Extension to Day 3.

- i. Provide sentence frames and model their use for the students to write paragraph using their Tree Map and the sentence frames provided below.

ii. Today, I learned about spiders.

iii. There are 2 types of spiders, _____ weavers and _____ web weavers.

iv. _____ spiders make _____ web, whereas _____ spiders make _____ web.

v. Next, _____ spider makes _____ web. This web is _____ (messy, round, triangle) and the spider uses it to catch its prey.

vi. The _____ spider weaves _____ web which is the most beautiful of all webs.

10. Closure

i. Back on the rug. Students share the three spiders they wrote about. Make visuals available as the students call out the different webs.

ii. Repeat and review all the spiders and their webs.

iii. With a show of hands have students share their favorite web.