

# DIARY OF A SPIDER

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Homeroom: \_\_\_\_\_ Teacher: \_\_\_\_\_

# Building Background – Draw Think Pair Share

A **draw, think, pair, share** activity is an activity in four steps. In **step 1**, you will draw a picture to help you think. In **step 2**, you will think about and write your own ideas about the topic. In **step 3**, you will partner with a friend to talk about your ideas together and write your friend's ideas. In the **final step**, you will share your ideas with the class and write any new ideas you see.

First, draw a picture of a spider on the right. Then think about insects and spiders. What do you know about them? How do you feel about them? What kind of colors are they? How do they move? What do they eat?



**Draw**

**Think**

**Pair**

**Share**

# Target Vocabulary 1



Draw a line from the target vocabulary to the definition. Use a dictionary to help you if needed.

Vocabulary

Definition

- |    |           |                       |                       |   |
|----|-----------|-----------------------|-----------------------|---|
| 1) | diary     | <input type="radio"/> | <input type="radio"/> | saying that something could hurt you              |
| 2) | insects   | <input type="radio"/> | <input type="radio"/> | a book to write your everyday thoughts            |
| 3) | dangerous | <input type="radio"/> | <input type="radio"/> | to frighten or make something afraid              |
| 4) | scare     | <input type="radio"/> | <input type="radio"/> | bugs that have six legs and three main body parts |
| 5) | rotten    | <input type="radio"/> | <input type="radio"/> | spoiled or not good; too old to use.              |



Use the best target vocabulary word to complete the following sentences.

diary	insects	dangerous	scare	rotten
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- The old food was so \_\_\_\_\_ that not even the flies wanted to eat it.
- I write in my \_\_\_\_\_ every night before I go to bed.
- The movie will \_\_\_\_\_ me if I watch it at night time.
- I think some \_\_\_\_\_ are really cute, but some are not.
- That's \_\_\_\_\_! Be careful how you use it.



See how the target vocabulary was used in the above sentences. Decide if the words were adjectives, adverbs, nouns, or verbs.

ADJECTIVES	ADVERBS	NOUNS	VERBS



Use the words from the chart to write original sentences. Draw pictures to go with your sentences.

diary	insects	dangerous	scare	rotten
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1)

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2)

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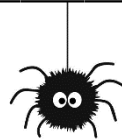
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3)

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4)

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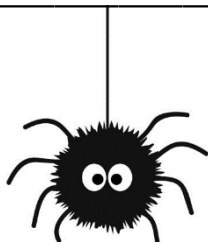
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5)

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# Target Vocabulary 2



Draw a line from the target vocabulary to the definition. Use a dictionary to help you if needed.

- | Vocabulary     | Definition   |
|----------------|--|
| 1) screaming ● | ● holding together like there is glue; hard to pull apart    |
| 2) sticky ●    | ● a light wind   |
| 3) breeze ●    | ● to listen or look at something in order to decide about it |
| 4) judge ●     | ● a machine that can get the dirt off of the floor           |
| 5) vacuum ●    | ● making a long, loud, high cry                              |



Use the target vocabulary to complete the following sentences.

screaming	sticky	breeze	judge	vacuum
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- Please get the \_\_\_\_\_. I need to clean up this mess.
- The little boy was \_\_\_\_\_ in excitement. He got a special rare card.
- The lady was the \_\_\_\_\_ for the spelling competition.
- Some cola fell on the floor. Now it is very \_\_\_\_\_.
- Laying in a spring \_\_\_\_\_ feels so nice.



See how the target vocabulary was used in the above sentences. Decide if the words were adjectives, adverbs, nouns, or verbs.

ADJECTIVES	ADVERBS	NOUNS	VERBS



Use the words from the chart to write original sentences. Draw pictures to go with your sentences.

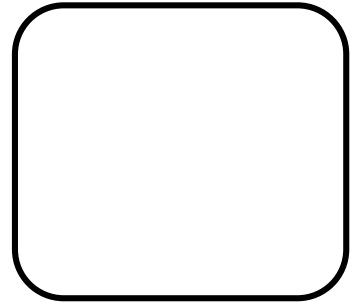

screaming	sticky	breeze	judge	vacuum
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1)

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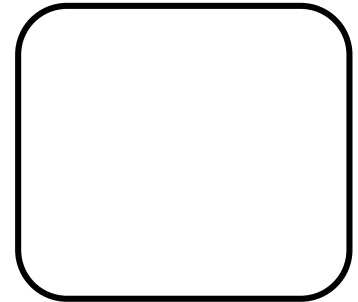


2)

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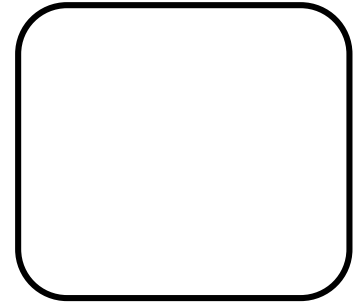
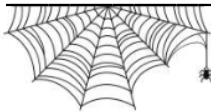


3)

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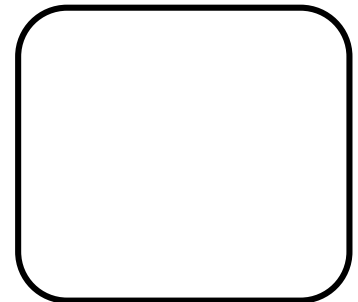


4)

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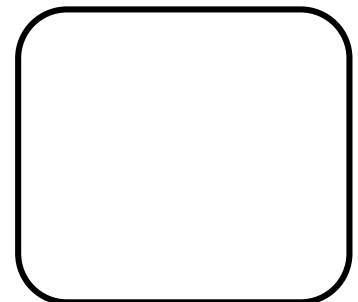
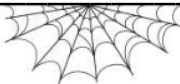


5)

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# Puzzle Comprehension



Answer these questions with the correct word from the story. Then use the numbered letters to solve the puzzle below.

Pg. 108: Today was \_\_\_\_\_<sub>3</sub> \_\_\_\_\_<sub>14</sub> \_\_\_\_\_ Day at school.

Pg. 109: This is \_\_\_\_\_<sub>2</sub> \_\_\_\_\_!

Pg. 110: Today in gym class we learned how to travel to \_\_\_\_\_<sub>10</sub> \_\_\_\_\_<sub>16</sub> \_\_\_\_\_ places.

Pg. 112: I went to the park with my sister. We tried the \_\_\_\_\_<sub>12</sub> \_\_\_\_\_.

Pg. 113: We spun a huge sticky web on the water \_\_\_\_\_<sub>8</sub> \_\_\_\_\_<sub>17</sub> \_\_\_\_\_.

Pg. 114: Stop what we're doing. Drop from the web. Run like \_\_\_\_\_<sub>6</sub> \_\_\_\_\_<sub>1</sub> \_\_\_\_\_.

Pg. 117: I \_\_\_\_\_<sub>4</sub> \_\_\_\_\_<sub>11</sub> \_\_\_\_\_ in my old skin for show-and-tell.

Pg. 121: I \_\_\_\_\_<sub>5</sub> \_\_\_\_\_<sub>15</sub> \_\_\_\_\_ wait to hear about how he rode the winds.

Pg. 125: Things I scare: 1. Fly's mom 2. Tiny \_\_\_\_\_<sub>9</sub> \_\_\_\_\_<sub>13</sub> 3. People using....

Pg. 128: I wish that people wouldn't \_\_\_\_\_<sub>7</sub> \_\_\_\_\_ all spiders.

## Spider Puzzle

What can spiders do when they work together?

\_\_\_\_\_<sub>2</sub> \_\_\_\_\_<sub>11</sub> \_\_\_\_\_<sub>12</sub> \_\_\_\_\_<sub>14</sub> \_\_\_\_\_<sub>13</sub> \_\_\_\_\_<sub>3</sub> \_\_\_\_\_<sub>17</sub> \_\_\_\_\_<sub>7</sub> \_\_\_\_\_<sub>12</sub> \_\_\_\_\_<sub>10</sub> \_\_\_\_\_<sub>2</sub> \_\_\_\_\_<sub>12</sub> \_\_\_\_\_<sub>9</sub> \_\_\_\_\_<sub>13</sub> \_\_\_\_\_<sub>8</sub> \_\_\_\_\_<sub>14</sub> \_\_\_\_\_<sub>17</sub> \_\_\_\_\_<sub>15</sub> \_\_\_\_\_<sub>12</sub> \_\_\_\_\_<sub>15</sub> \_\_\_\_\_<sub>11</sub> \_\_\_\_\_<sub>12</sub> \_\_\_\_\_<sub>1</sub>

\_\_\_\_\_<sub>6</sub> \_\_\_\_\_<sub>16</sub> \_\_\_\_\_<sub>14</sub> \_\_\_\_\_<sub>15</sub> \_\_\_\_\_<sub>17</sub> \_\_\_\_\_<sub>12</sub> \_\_\_\_\_<sub>8</sub> \_\_\_\_\_<sub>3</sub> \_\_\_\_\_<sub>16</sub> \_\_\_\_\_<sub>5</sub> \_\_\_\_\_<sub>17</sub> \_\_\_\_\_<sub>4</sub> \_\_\_\_\_<sub>14</sub>

# Written Comprehension



Answer the following questions using complete sentences.

1) What three things did grampa teach Spider? Pg. 108

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2) What did Spider make to practice catching the wind? Pg. 111

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3) What was very, very dangerous? Pg. 114

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4) What did Spider bring for show-and-tell? Pg. 117

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5) What spider is famous for having special legs? Pg. 118, 119

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6) What things does Spider scare? Pg. 124, 125

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7) What things scare spider? Pg. 126, 127

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8) What does Spider wish for? Pg. 128

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# Cause and Effect



Events in a story often follow **cause and effect**.

A cause **explains why** something happens.

An effect is **what happened**.

Read the causes for each picture and write a sentence explaining the effect.

<u>Pictures</u>	<u>Cause</u>	<u>Effect</u>
	<p>It was grandparent's day at school.</p>	
	<p>Spiders are very light.</p>	
	<p>Spider did badly in the vacuum drill.</p>	
	<p>Spider molted (took off) his old skin.</p>	
	<p>Fly's tree house blew away in the wind</p>	

# Comic Story Presentation – Spider



Our story was about the diary of a spider. These were the spider's normal days. However, some of those days may seem special to us. Draw a comic that shows some of spider did and learned.

A comic book page template with six panels. The panels are arranged in a 2x3 grid. The top-left panel is a square with a diagonal line from the bottom-left corner to the top-right corner. The top-right panel is a square. The middle-left panel is a rectangle with a diagonal line from the bottom-left corner to the top-right corner. The middle-right panel is a rectangle. The bottom-left panel is a rectangle. The bottom-right panel is a rectangle.