

TARGET VOCABULARY

insects

dangerous

scare

sticky

rotten

screaming

breeze

judge

Vocabulary
ReaderContext
Cards

TEKS 2.5B Use context to determine meaning; **ELPS** 1E Introduce new basic/academic language; **3D** Speak using context and vocabulary

Vocabulary in Context

- Read each **Context Card**.
- Ask a question that uses one of the Vocabulary words.

1

insects

Ants, flies, and bees are all **insects**. They all have six legs.



2

dangerous

Be careful! A bee sting can be **dangerous**. It makes some people sick.



3

 **scare**

Cockroaches will run away if you **scare** them. They frighten easily.



4

 **sticky**

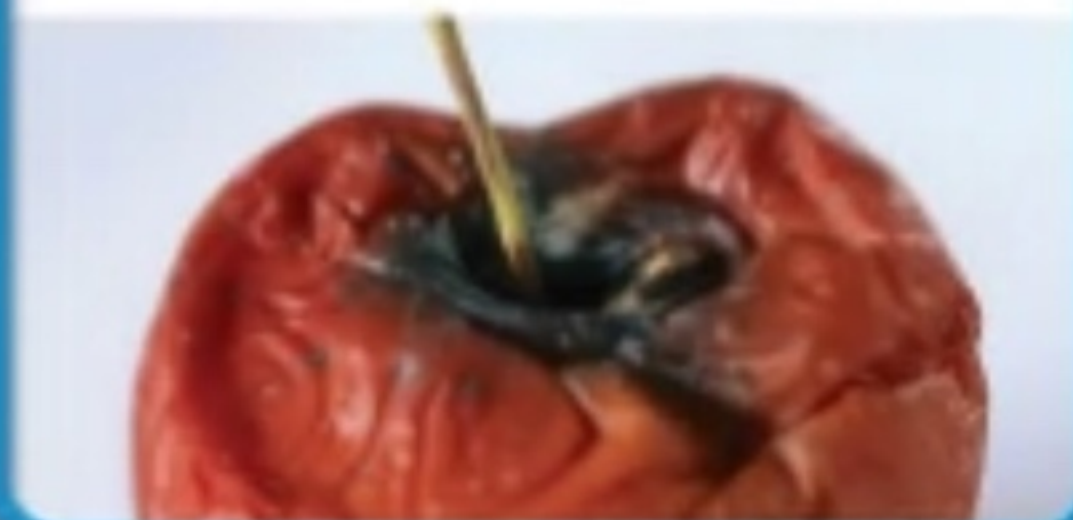
A spider web is **sticky**. Bugs get caught, and they can't fly away.



5

 **rotten**

A housefly eats **rotten**, or spoiled, food.



6

 **screaming**

If you see a wasp, walk away quietly. Don't run away **screaming**.



7

 **breeze**

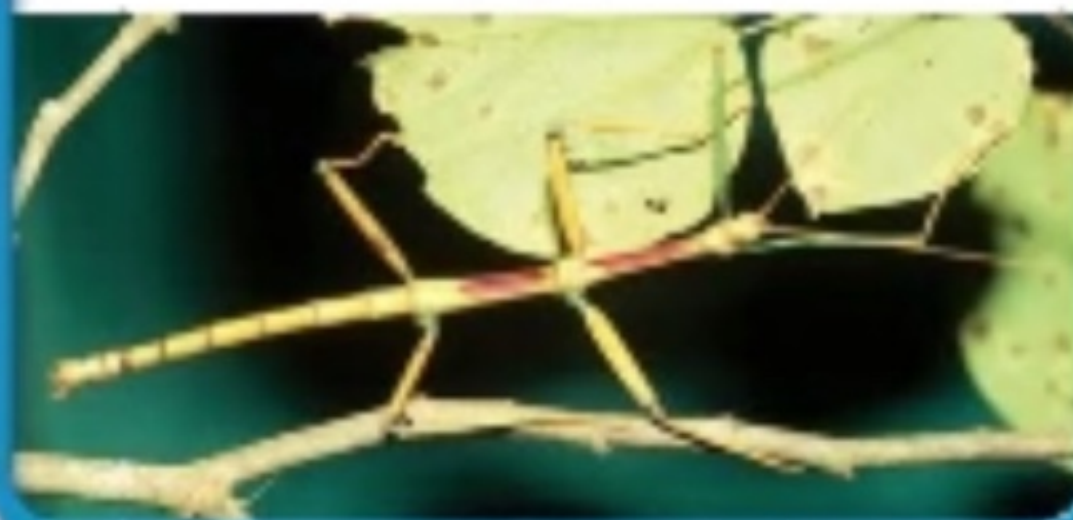
A ladybug came in when a **breeze** blew open the window curtains.



8

 **judge**

Look carefully before you **judge**, or decide, what this picture shows.



Background

TARGET VOCABULARY **Spiders** Spiders are not **insects**. Spiders have eight legs. Insects have six. Some spiders spin **sticky** webs to catch food. Their webs are so strong a **breeze** will not break them. Spiders may **scare** people and cause a lot of **screaming**, but most are not **dangerous**. In fact, spiders are helpful because they eat harmful insects. They do not eat **rotten** things. Do not **judge** spiders based on the few that bite.

Crab Spider
(*Heriades Hirtus*)





Comprehension

✓ TARGET SKILL Cause and Effect

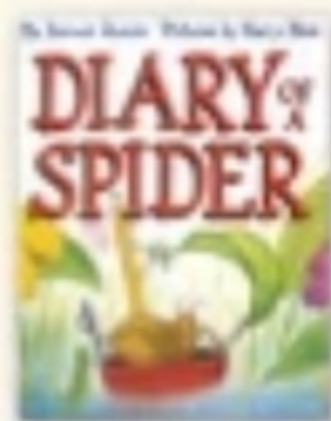
Some people see a spider and get scared. The two events are linked. Seeing the spider is the cause. Becoming scared is the effect. As you read, use a chart like this one to list some of the causes and effects in *Diary of a Spider*. Tell what happens and why.

| Cause | Effect |
|-------|--------|
| | |

✓ TARGET STRATEGY Summarize

Use your chart to help you summarize, or briefly retell in your own words, some important story events and their causes.

Main Selection



TARGET VOCABULARY

| | |
|-----------|-----------|
| insects | rotten |
| dangerous | screaming |
| scare | breeze |
| sticky | judge |

TARGET SKILL

Cause and Effect Tell how one event makes another happen.

| | |
|--|--|
| | |
| | |

TARGET STRATEGY

Summarize Stop to tell important events as you read.

GENRE

Humorous fiction is a story that is written to make the reader laugh.

MEET THE AUTHOR



Doreen Cronin

Two spiders have moved into Doreen Cronin's office, but she says she cannot bring herself to get rid of them. If you like *Diary of a Spider*, check out Ms. Cronin's other books, *Diary of a Worm* and *Diary of a Fly*.

MEET THE ILLUSTRATOR

Harry Bliss



Whenever Harry Bliss visits classrooms, he asks students to scribble on the board. He then turns their scribbles into an animal, a tree, or a cartoon character. This scribble game helps kids use their imagination.

DIARY OF A SPIDER

by **Doreen Cronin**
pictures by **Harry Bliss**



Essential Question

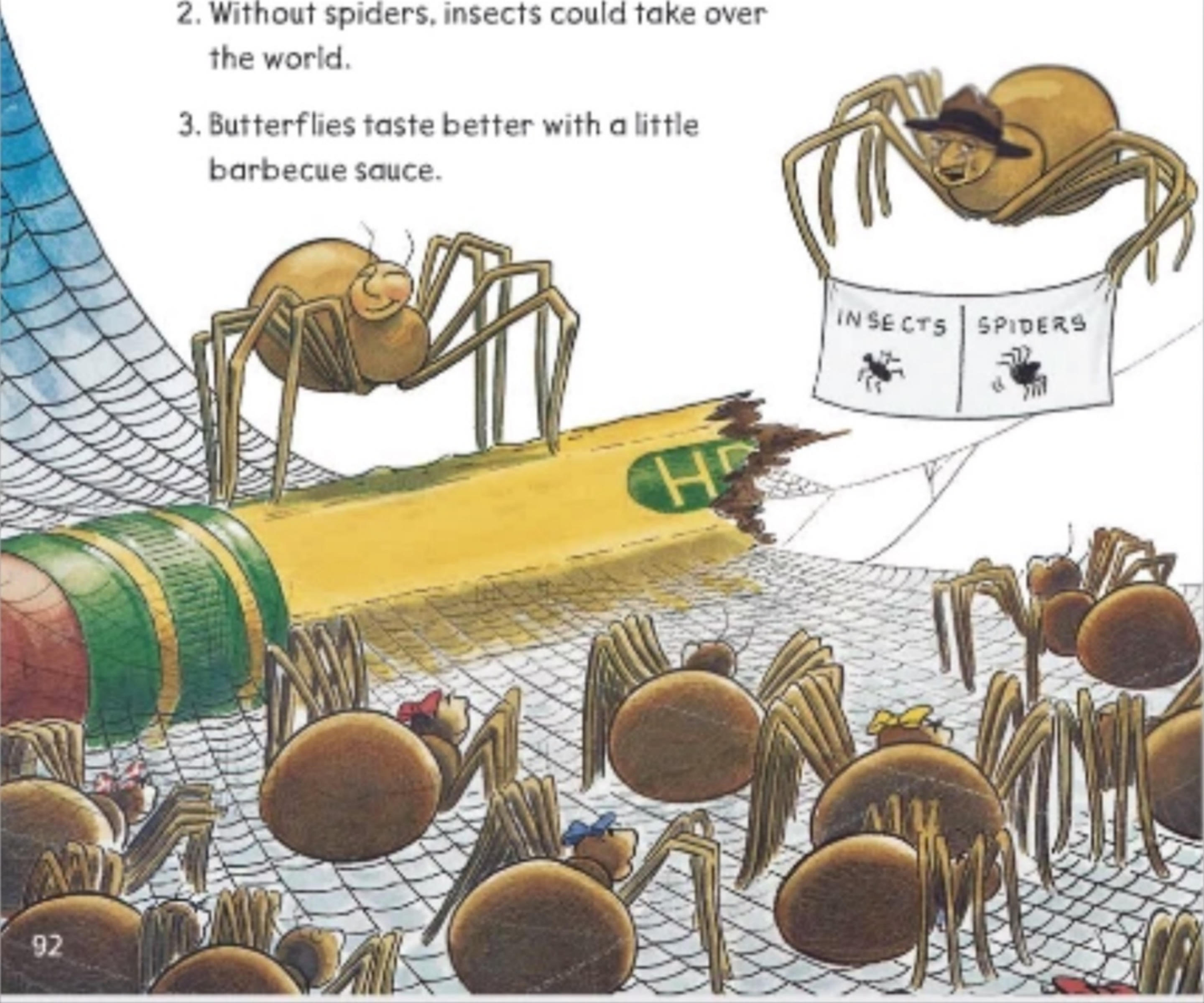
What might cause a
story character to
change?

MARCH 1

Today was Grandparents Day at school, so I brought Grampa with me.

He taught us three things:

1. Spiders are not **insects**—insects have six legs.
2. Without spiders, insects could take over the world.
3. Butterflies taste better with a little barbecue sauce.



 **MARCH 16**

Grampa says that in his day, flies and spiders did not get along.

Things are different now.



◀ MARCH 29

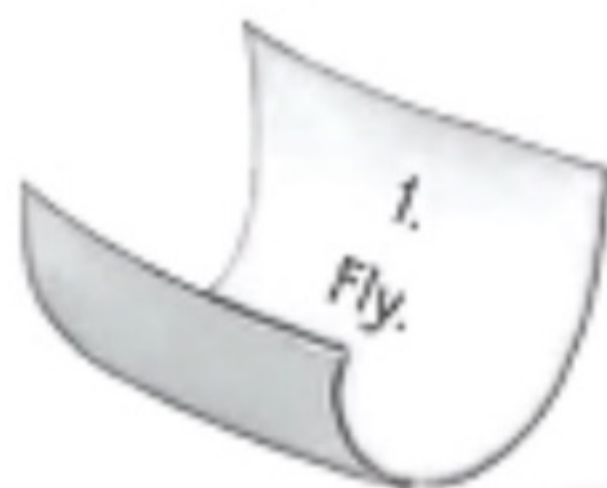
Today in gym class we learned how to catch the wind so we could travel to faraway places.



- When I got home, I made up flash cards so I could practice:



- Fly made up her own flash card:



I'm starting to see why Grampa doesn't like her.



STOP AND THINK

Summarize What does Spider do to learn to fly to faraway places?

TEKS 2.3C, RC-31C

APRIL 1

I went to the park with my sister today. We tried the seesaw.

It didn't work.



STOP AND THINK

Cause and Effect Why does the seesaw not work? Use the illustration to help you answer.



We tried the tire swing.



It didn't work.



We spun a huge **sticky** web on the water fountain.



That worked.

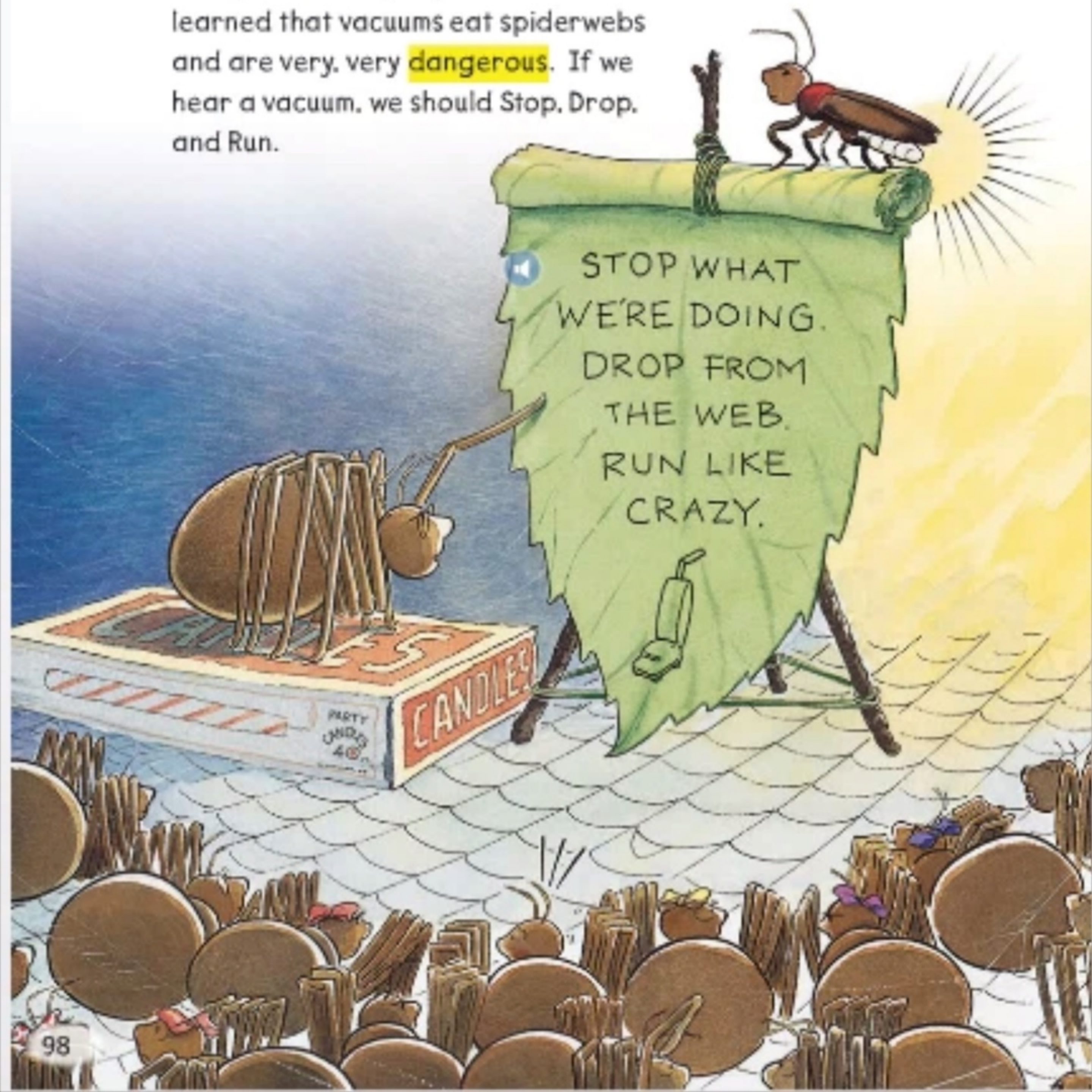


APRIL 12

Today was Safety Day at school. We learned that vacuums eat spiderwebs and are very, very **dangerous**. If we hear a vacuum, we should Stop, Drop, and Run.



STOP WHAT
WE'RE DOING.
DROP FROM
THE WEB.
RUN LIKE
CRAZY.



APRIL 13

We had a vacuum drill today.
I stopped what I was doing.



Forgot where I was going.



And ran screaming from the room.



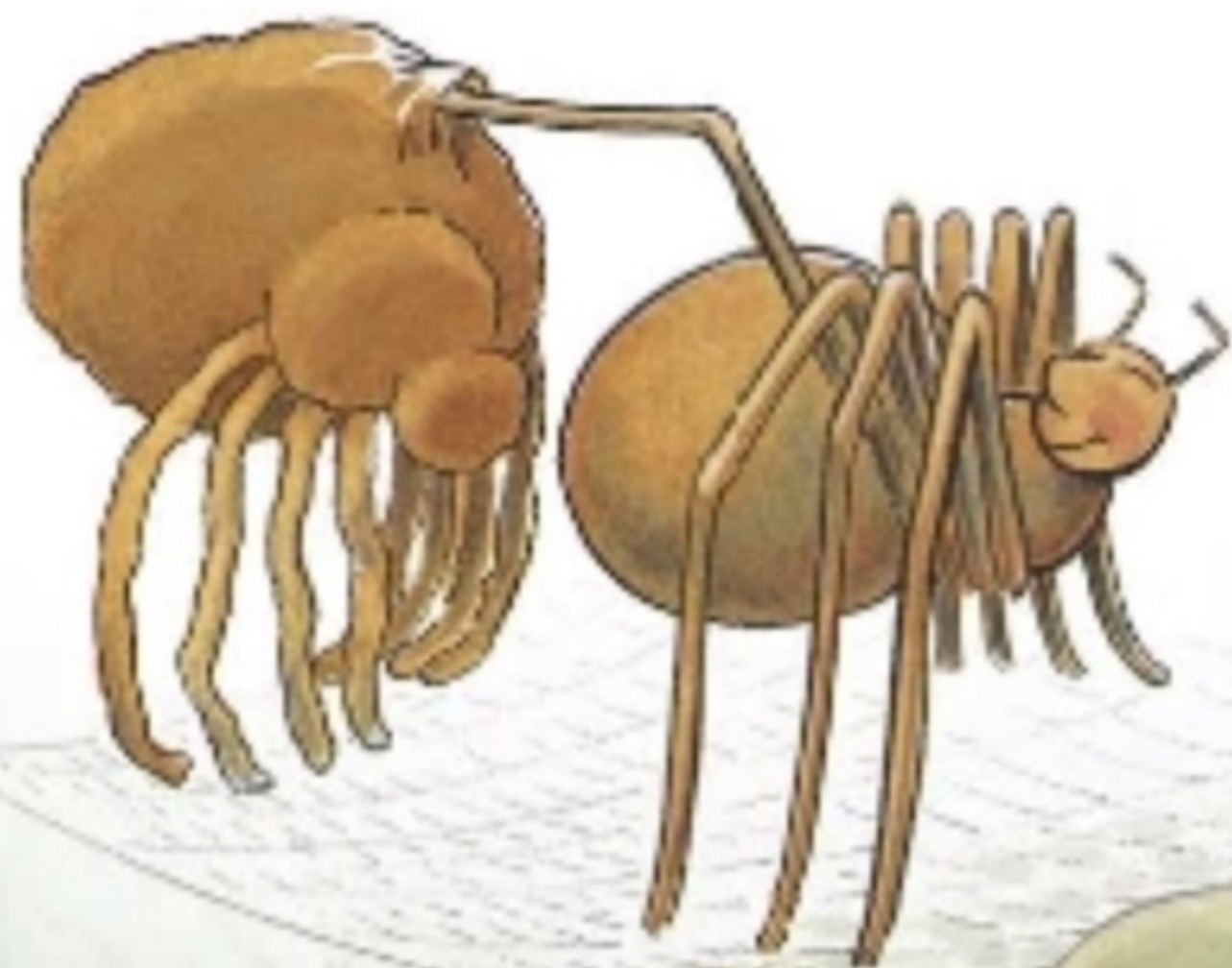
We're having another drill tomorrow.

🔊 **APRIL 17**

I'm sleeping over at Worm's house tonight. I hope they don't have leaves and **rotten** tomatoes for dinner again.

🔊 **MAY 7**

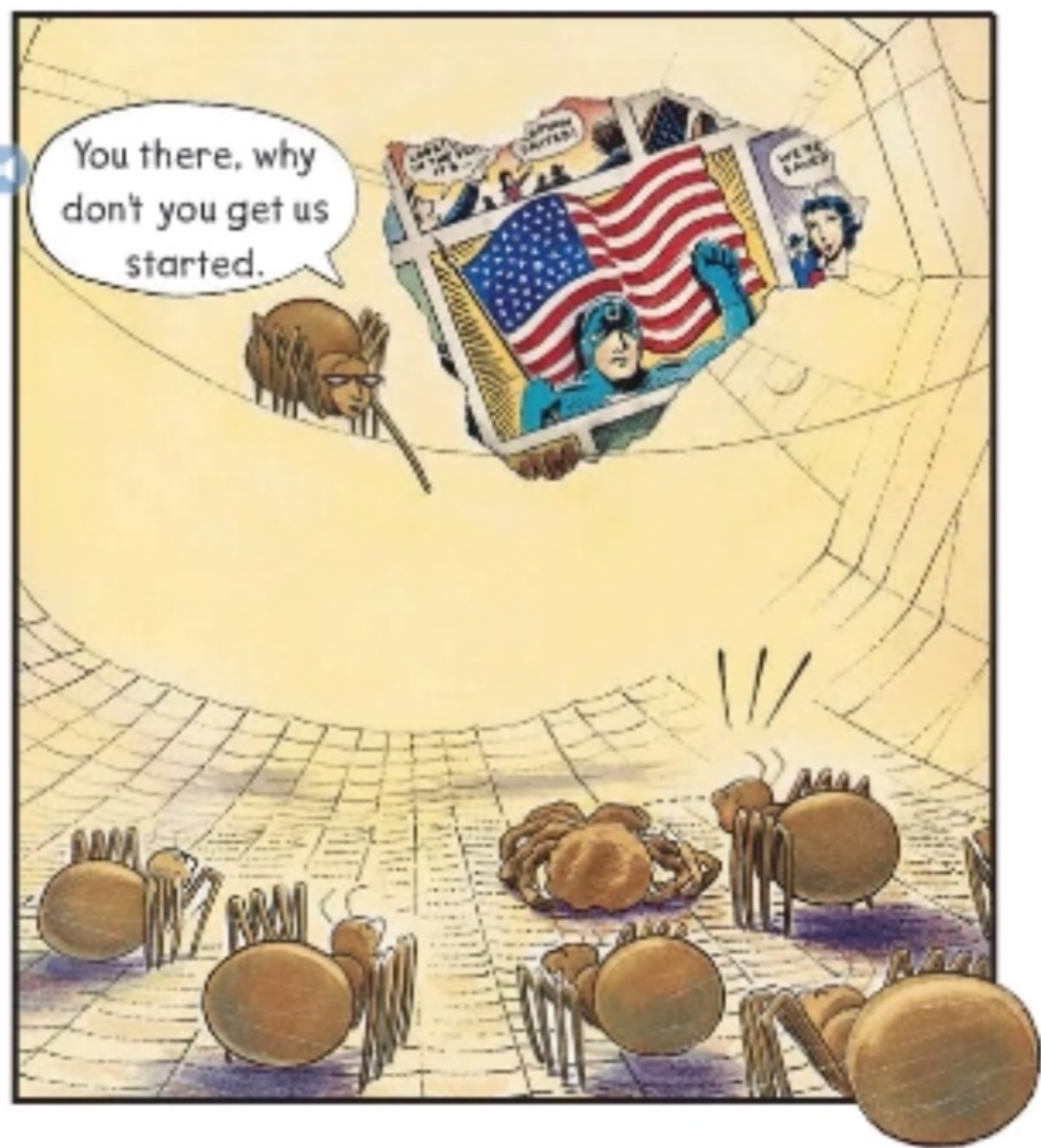
Mom said I was getting too big for my own skin. So I molted.



🔊 That is soooo gross!

MAY 8

Today was show-and-tell. So I brought in my old skin. My teacher called on it to lead the Pledge of Allegiance.



JUNE 5

Daddy Longlegs made fun of Fly because she eats with her feet. Now she won't come out of her tree house.

I'm going to find him and give him a piece of my mind!





 **JUNE 6**

I found Daddy Longlegs. He's a lot bigger than I thought he was.

I gave him a piece of my lunch instead.



JUNE 7

Fly's tree house blew away in the wind today.

So did Grampa.



JUNE 18

I got a postcard from Grampa today:



JUNE 30

Grampa came home today. I couldn't wait to hear about how he rode the winds all the way over the ocean!

Turns out, he caught a **breeze** to the airport and napped in first class.



JULY 2

Fly came over to play today. She got stuck in our web, and her mom had to come get her.

Grampa laughed a little too hard.

From now on, we have to play at Fly's house.

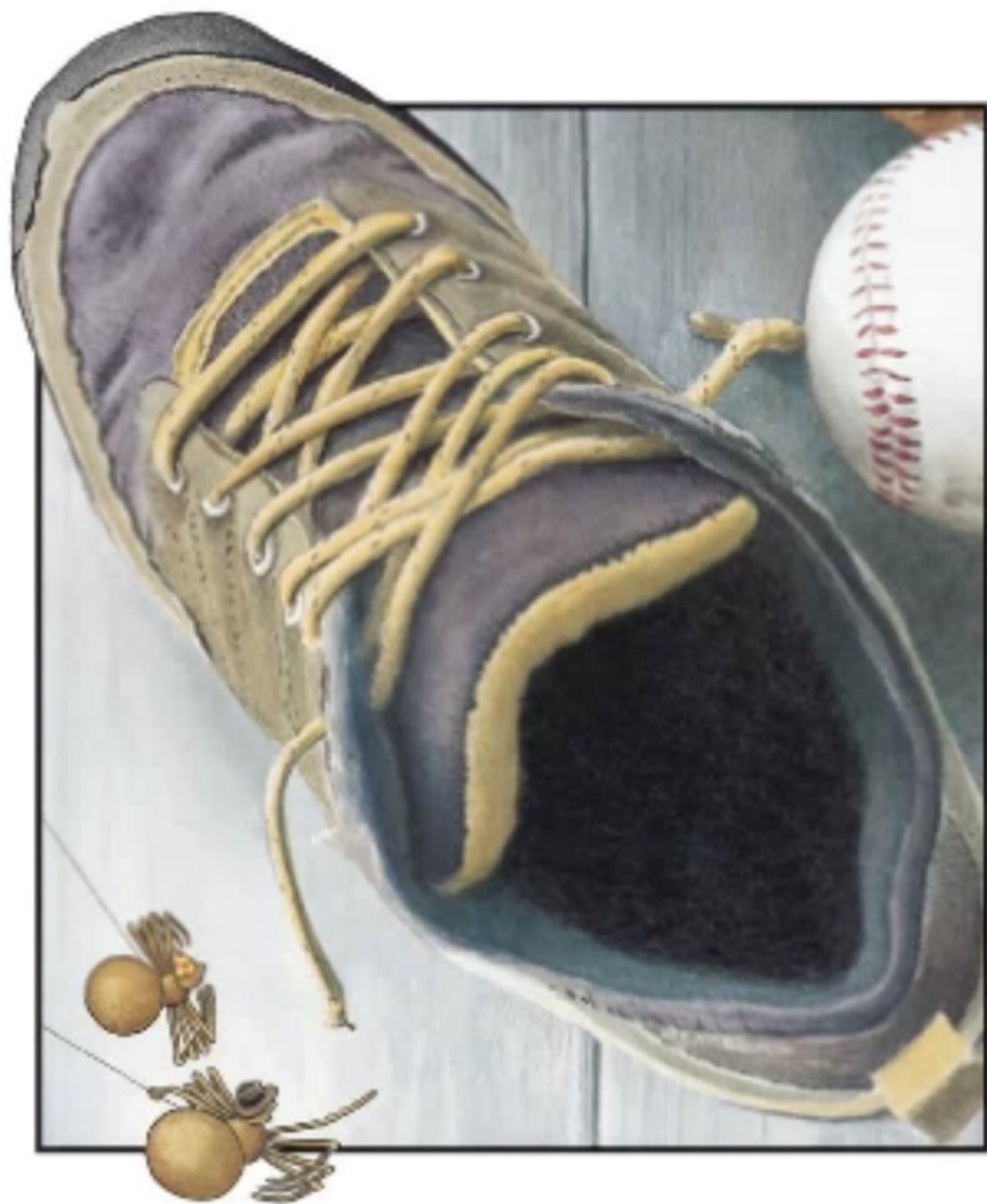




JULY 9

Today was my birthday. Grampa decided I was old enough to know the secret to a long, happy life:

Never fall asleep in a shoe.



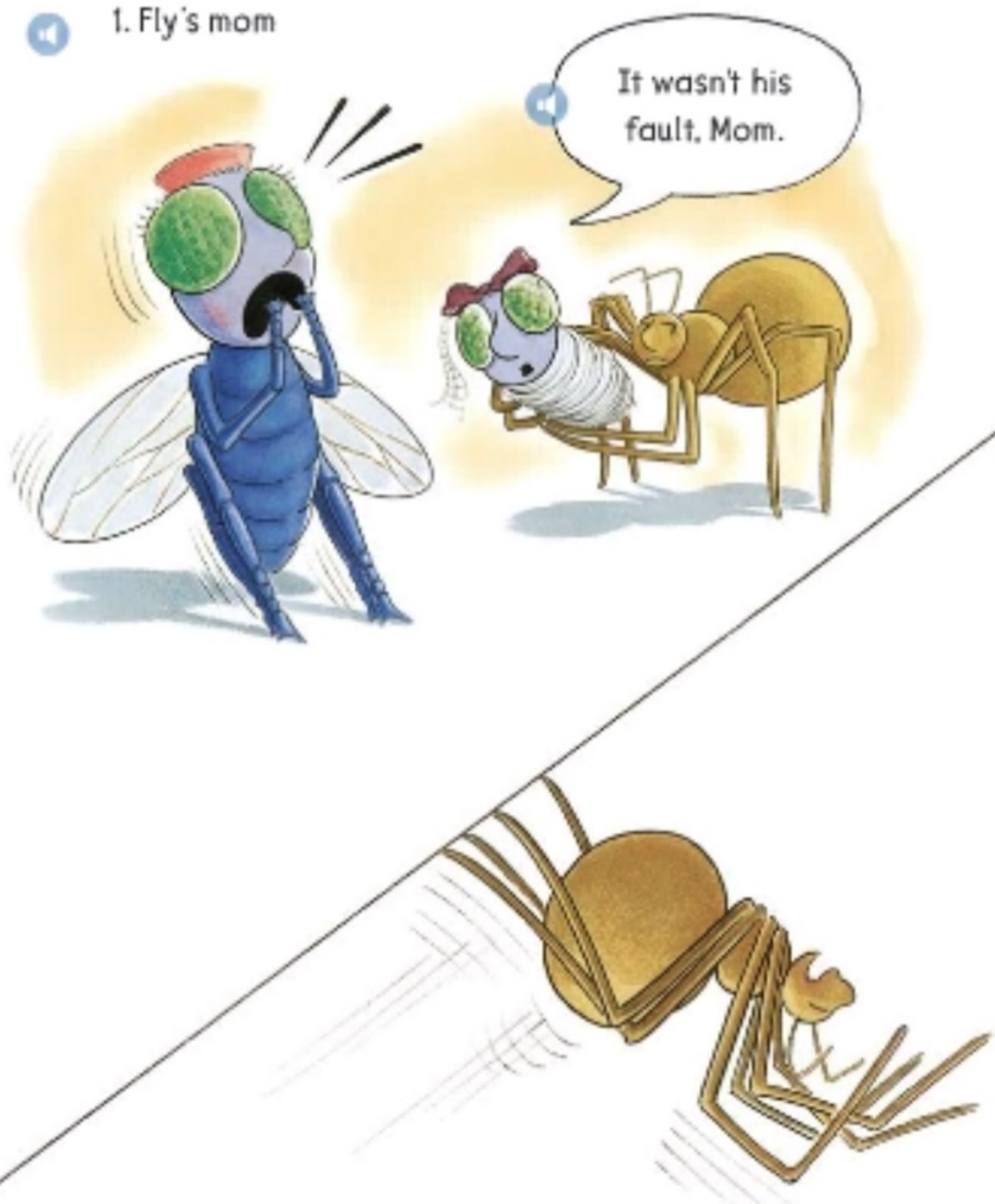


JULY 16

Things I **scare**:



1. Fly's mom



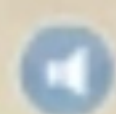


2. Tiny bugs



3. People using water fountains at the park





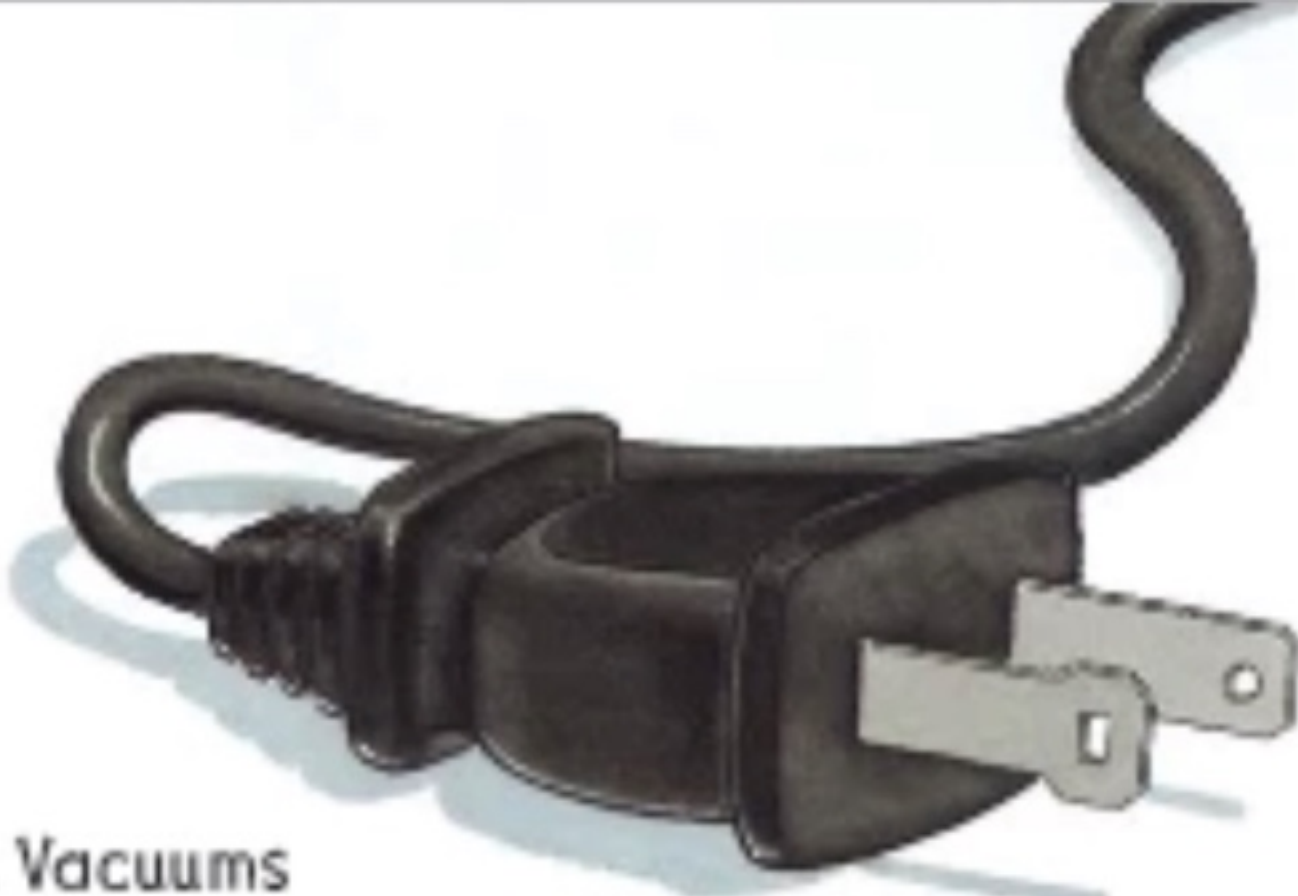
JULY 17

Things that scare me:



1. Daddy Longlegs

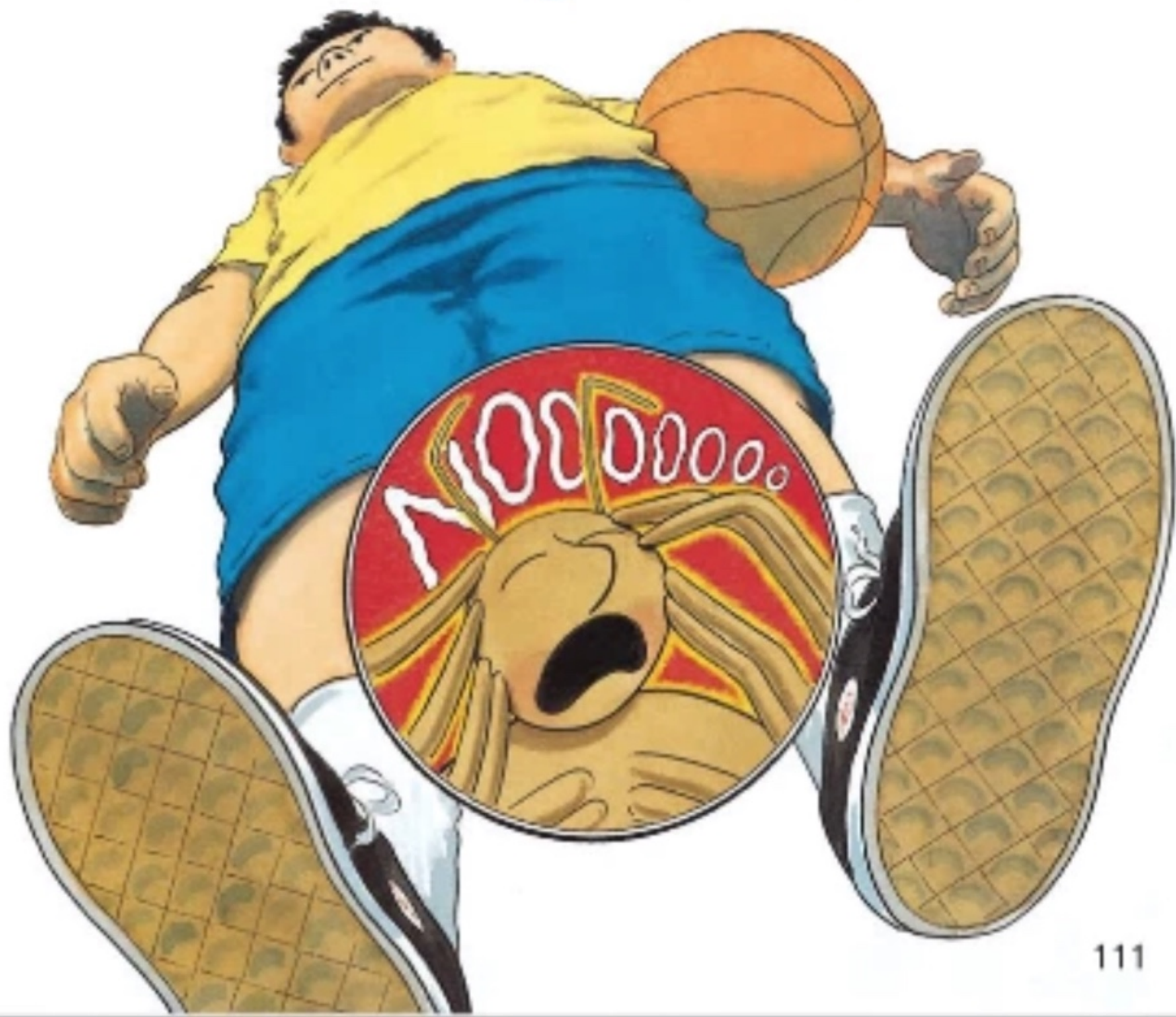




2. Vacuums



3. People with big feet



AUGUST 1

I wish that people wouldn't **judge** all spiders based on the few spiders that bite.

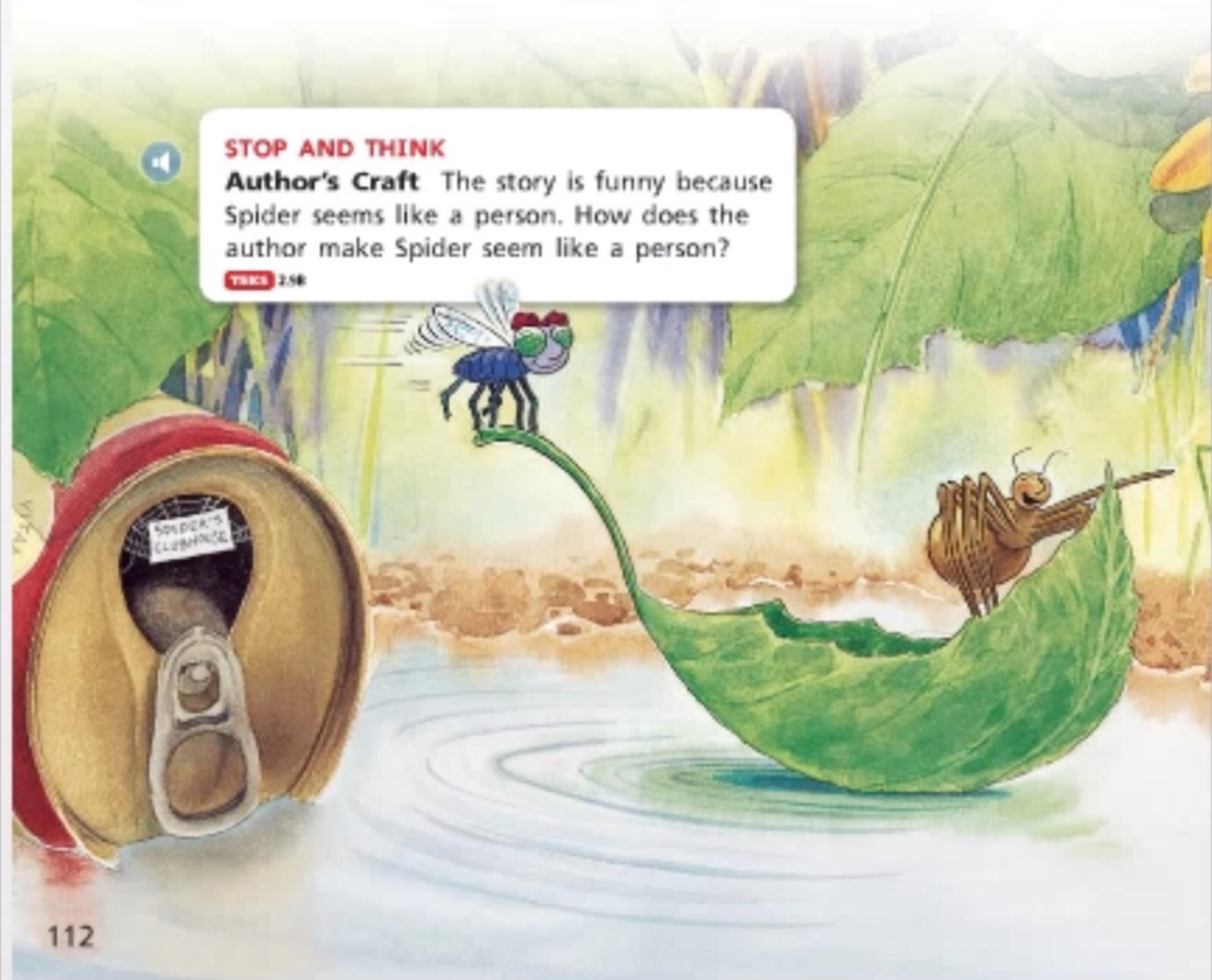
I know if we took the time to get to know each other, we would get along just fine.

Just like me and Fly.

STOP AND THINK

Author's Craft The story is funny because Spider seems like a person. How does the author make Spider seem like a person?

TRCS 2.5B



Your Turn

1. On page 105, the word breeze means —

- a big spider
- a light wind
- an airplane

2.  **TARGET SKILL Cause and Effect**

What things cause Spider to be scared? Why? Use a chart like this to answer the question. **TEKS 2.10, ELPS 4J**

| | |
|--|--|
| | |
| | |

3.  **TARGET STRATEGY Summarize**

Use your chart to help you summarize important story events and their causes. **TEKS 2.10, ELPS 4J**

4. **Oral Language** Work with a partner or small group. Use the Retelling Cards to act out the story. **TEKS 1C-2(E), ELPS 4F**



Retelling Cards



TEKS 2.10 ask questions and supply facts/details/support with evidence; **2.10** describe characters' motivations and feelings; **1C-2(E)** recall important story events; **ELPS 4F** use visual/contextual/gestural/oral support to read/comprehend texts; **4J** employ inferential skills to demonstrate comprehension

Connect to

Traditional Tales



TARGET VOCABULARY

| | |
|-----------|-----------|
| insects | rotten |
| dangerous | screaming |
| scare | breeze |
| sticky | judge |

GENRE

A **fable** is a short story in which a character learns a lesson.

TEXT FOCUS

The **moral** of a fable is the lesson that a character learns. As you read, find the moral of the story.

TEKS 2.6A Identify moral lessons in well-known tales.

Readers' Theater

A SWALLOW AND A SPIDER

A FABLE FROM AESOP

retold by Sheila Higginson

Cast of Characters

Narrator

Spider

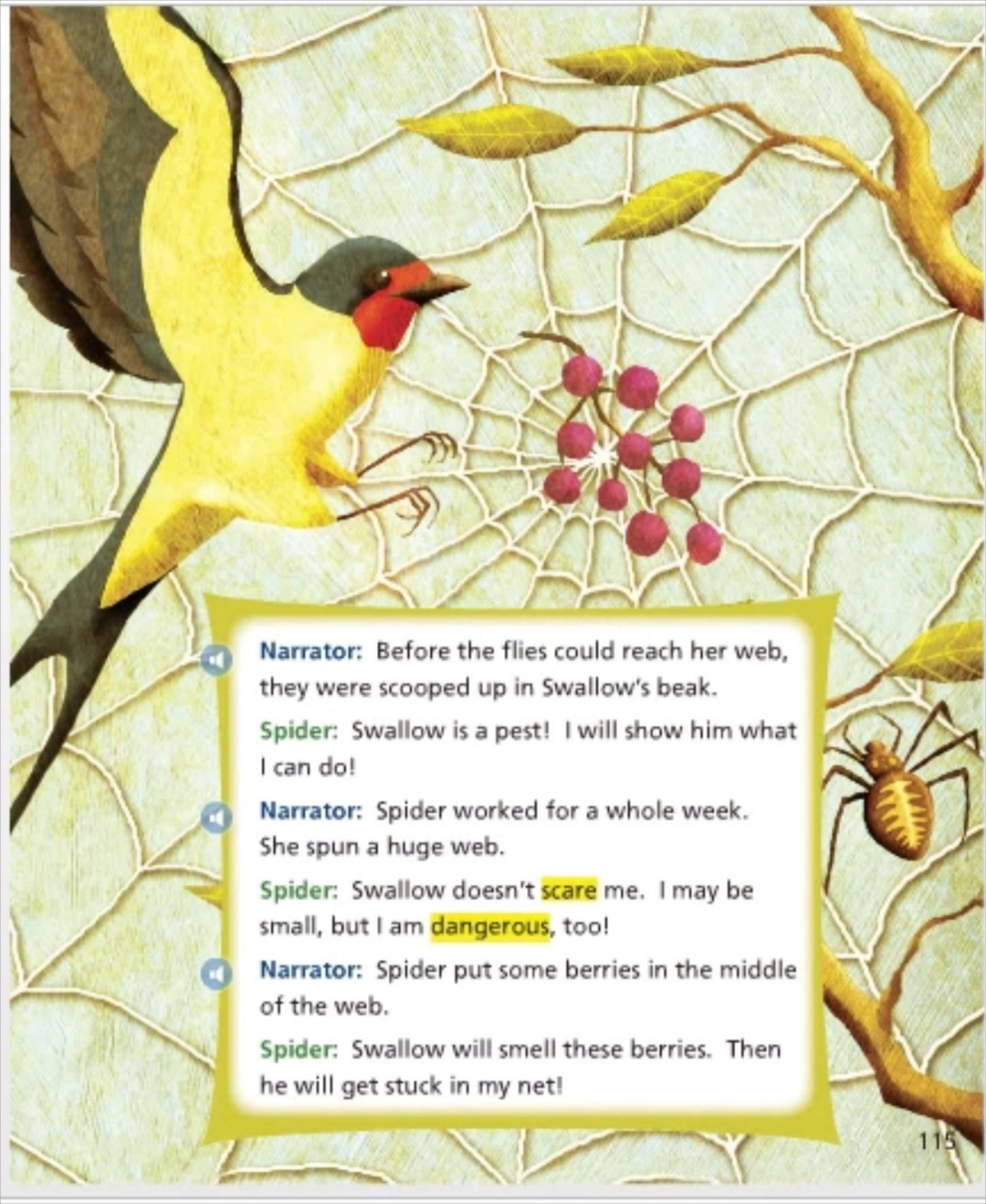
Swallow

Narrator: A spider sat in her **sticky** web, waiting for dinner.

Spider: I hope some **insects** will stop by soon.

Narrator: Spider heard the buzz of flies floating in the **breeze**.

Swallow: Look at those juicy flies!



Narrator: Before the flies could reach her web, they were scooped up in Swallow's beak.

Spider: Swallow is a pest! I will show him what I can do!

Narrator: Spider worked for a whole week. She spun a huge web.

Spider: Swallow doesn't **scare** me. I may be small, but I am **dangerous**, too!

Narrator: Spider put some berries in the middle of the web.

Spider: Swallow will smell these berries. Then he will get stuck in my net!

Narrator: Spider watched and waited, waited and watched.

Swallow: I smell something delicious. Those berries are just waiting for me!

Spider: Those berries aren't for you! Don't eat them! They are **rotten**.

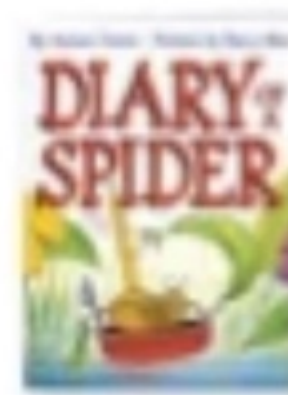
Narrator: Swallow scooped up the berries and flew right through spider's web! He didn't even hear spider **screaming** at him!

Spider: I can **judge** what I am good at. I am good at building webs to catch insects, but I am not a good bird-catcher. I'll go back to my web to wait for a juicy fly.

Narrator: The moral of the story is, "A wise man will not try something he is not able to do."



Making Connections



Text to Self

TEKS 2.8



Different Ending Think about how *A Swallow and a Spider* could have ended differently. Write the new ending as a play and act it out.



Text to Text

TEKS 2.9B, ELPS 4J



Compare and Contrast *Diary of a Spider* and *A Swallow and a Spider* are both about spiders. Make a list of ways they are alike and different.



Text to World

TEKS 2.3E, ELPS 4I



Connect to Science Make a poster to teach your classmates about real spiders. Use the two stories you just read or science books to help you.



TEKS 2.8 ask questions/clarify/locate text/details/support with evidence; **2.9** identify/use dialogue in plays; **2.9B** describe characters' traits/motivations/feelings; **ELPS 4J** employ inferential skills to demonstrate comprehension



Grammar

What Is a Noun? A **noun** is a word that names a person, animal, place, or thing.

Academic Language

noun

| People | Animals |
|-------------------------------|-------------------------|
| grandfather girl friend | spider fly bird |
| Places | Things |
| home school park | web vacuum tomato |





Turn and Talk

Work with a partner. Find the noun in each sentence. Tell whether it is a person, animal, place, or thing.

- 1 Our swing did not move.
- 2 The worm sleeps.
- 3 My teacher is nice.
- 4 The airport is big.



- Word Choice** When you write, use exact nouns to paint a picture in your reader's mind. An exact noun gives more information about an animal, a person, a place, or a thing.

| Noun | Exact Nouns |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p data-bbox="362 1678 546 1903">man animal place</p> |  <p data-bbox="943 1678 1832 1903">brother grandfather teacher spider butterfly cat park playground school</p> |



Connect Grammar to Writing

As you revise your true story next week, look for nouns you could replace with exact nouns.

Reading-Writing Workshop: **Prewrite**

Write to Narrate

Ideas The main idea is the most important part of a **true story**. Everything in your story should connect to the main idea.

Raj made a list of ideas for his true story. He decided which idea would make the best story. Then he made an idea web for his true story.

Writing Process Checklist

► Prewrite

- What is the most important idea of my story?
- What details tell about what happened?
- Do all the parts of the story connect to the main idea?
- Is there anything that doesn't belong?

Draft

Revise

Edit

Publish and Share

Exploring a Topic

basketball

my sister's cat

video games

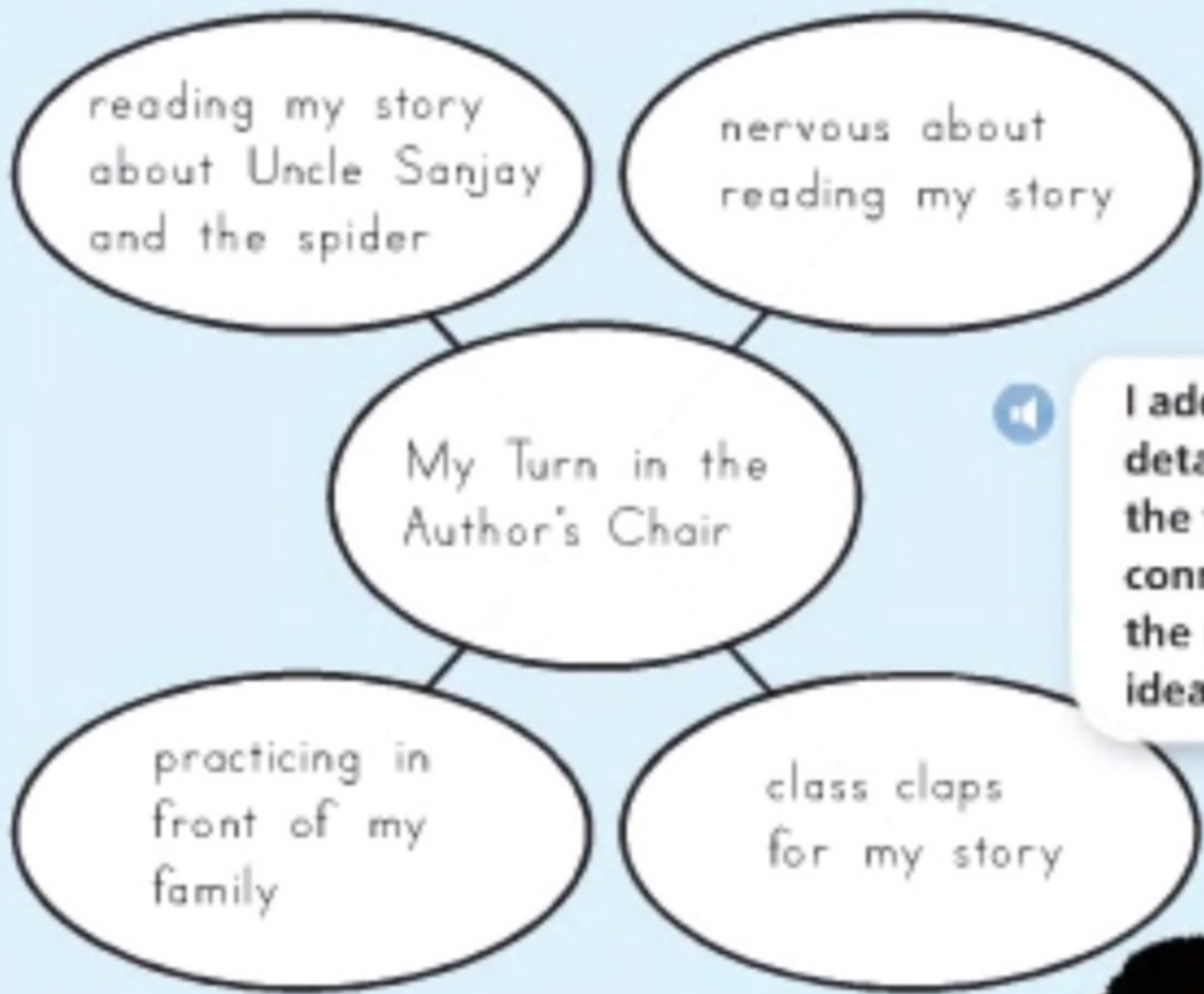
me in the author's chair

why I don't like to practice

piano



Idea Web



I added details to the web that connect to the main idea.

Reading as a Writer

How do Raj's details in the outer circles connect with the main idea? Which details will you include to connect with your main idea?

