

UNIT 6 LESSON 26

COMMON CORE STANDARDS

L.4.4a	use context as a clue to the meaning of an unknown word or phrase
L.4.4b	use common Greek and Latin affixes and roots as clues to the meaning of the words
L.4.6	acquire and use general academic and domain specific words and phrases
R.L. 4.1	refer to details and examples when explaining what the text says explicitly and when drawing inferences
R.L. 4.2	determine theme from details; summarize
R.L. 4.3	describe a character, setting, or event, drawing on details
R.L. 4.6	compare and contrast the point of view from which stories are narrated
R.L. 4.7	make connections between the text and a visual or oral representation of it
R.L. 4.10	read and comprehend literature

CONTENTS & EXPLANATION

Story Structure	Students complete the graphic organizer. They take notes about the most important characters, the setting, and the plot (including problem, events leading to the solution/resolution, and the solution/resolution).
INTERACTIVE NOTEBOOK PAGE Story Structure	<p>* This page could be used in place of the previous Story Structure page.</p> <p>Students lift the flaps and write about most important characters, the setting, and the plot.</p> <p>*Students cut out and glue the page into their interactive notebook.</p>
Summary	Students use the transition words provided to write a summary of the story. They are challenged to use vocabulary words in their summary.
Point of View	Students determine the story's point of view. They list books they've read that are written in the first and third person point of view.
Visualizing	Students draw a scene from the story, as they visualized it. They add dialogue and labels as needed.
INTERACTIVE NOTEBOOK PAGE Story Structure	<p>* This page could be used in place of the previous Visualizing page.</p> <p>Students draw the visualization on the front of the flap. They lift the flap and describe the visualization.</p> <p>*Students cut out and glue the page into their interactive notebook.</p>

CONTENTS & EXPLANATION

<i>The Girl Who Loved Spiders</i> Story Questions	Students use evidence from the story to answer text-dependent questions.
<i>Web Wise Text</i> Questions	Students use evidence from the article to answer text-dependent questions.
<i>The Spider & Spider Ropes</i> Poetry Connection	Students answer questions and analyze the poems.
Vocabulary Word Wall Words	The 10 vocabulary words are available to be cut out and hung for use on a Word Wall.
Vocabulary Definition and Sentence Writing	Students use the glossary at the back of the book to look up the meanings of the words. Then, students write the vocabulary words into sentences that show they understand the meaning of the word.
Vocabulary Using Context Clues	Students use context clues to complete sentences with the vocabulary words.
INTERACTIVE NOTEBOOK PAGE Vocabulary Definitions	<p>* This page may be used in place of the Vocabulary Definition and Sentence Writing sheet.</p> <p>Students lift the flaps and write the definitions.</p> <p>* Students cut out and glue this page into their interactive notebook.</p>

UNIT 6 LESSON 26

CONTENTS & EXPLANATION

Vocabulary - Greek and Latin word parts	Students use the meanings of Greek and Latin word parts <i>therm</i> , <i>meter</i> , <i>bio</i> , <i>aqua</i> , <i>aud</i> and <i>photo</i> to match words to the correct definitions.
Spelling Words	A list of spelling words is provided (2 lists to a page) for students to use for studying at home.
Spelling Words Writing 3x Each	Students write their spelling words 3 times each.
Spelling Make Your Own Word Search	Students use their spelling words to create a word search.
Making Comparisons	Students complete the table of adjectives, comparative adjectives, and superlative adjectives.
Comparing Using More & Most	Students complete sentence using the words <i>more</i> and <i>most</i> .
Answer Keys	Answers keys for all applicable sheets are at the end of the unit.


Name: _____

Story Structure

Directions: As you read, complete the graphic organizer. Take notes about the most important characters, the setting (where and when the story takes place), and the plot (the story events.)

Characters

Setting

 Main Problem

P
L
O
T

Events leading to solution/resolution:

Solution/Resolution:

Name: _____

Story Structure

Directions: Cut out and glue into your interactive notebook. Lift the flaps, and write about the most important characters, the setting (when and where the story takes place), and the plot events.

Glue down the rectangular strip only

THE GIRL WHO LOVED SPIDERS Story Elements

CHARACTERS

SETTING

PLOT

Cut flaps

Name: _____

Story Summary

Directions: Write a summary of the story. Include the important characters, the setting, and the most important story events. Transition words have been provided for you.

CHALLENGE: Underline any vocabulary words you used in the summary!

First,

Next,

Then,

After that,

In the end,

Name: _____

Point of View


First-person point of view is when a character tells the story. The character is the narrator and uses words such as I, me, and my.

Third-person point of view is when an outsider tells the story. The narrator is an observer and uses words such as he, she, and they.

1. Is The Girl Who Loved Spiders told through a first-person point of view or a third-person point of view? How do you know?

2. Look closely at books you are currently reading. You may also need to visit your classroom library or school library. Below, make a list of **3 books told in the first-person point of view** and **3 books told in the third-person point of view**.

FIRST-PERSON	THIRD-PERSON



Name: _____

THE GIRL WHO LOVED SPIDERS


Visualizing

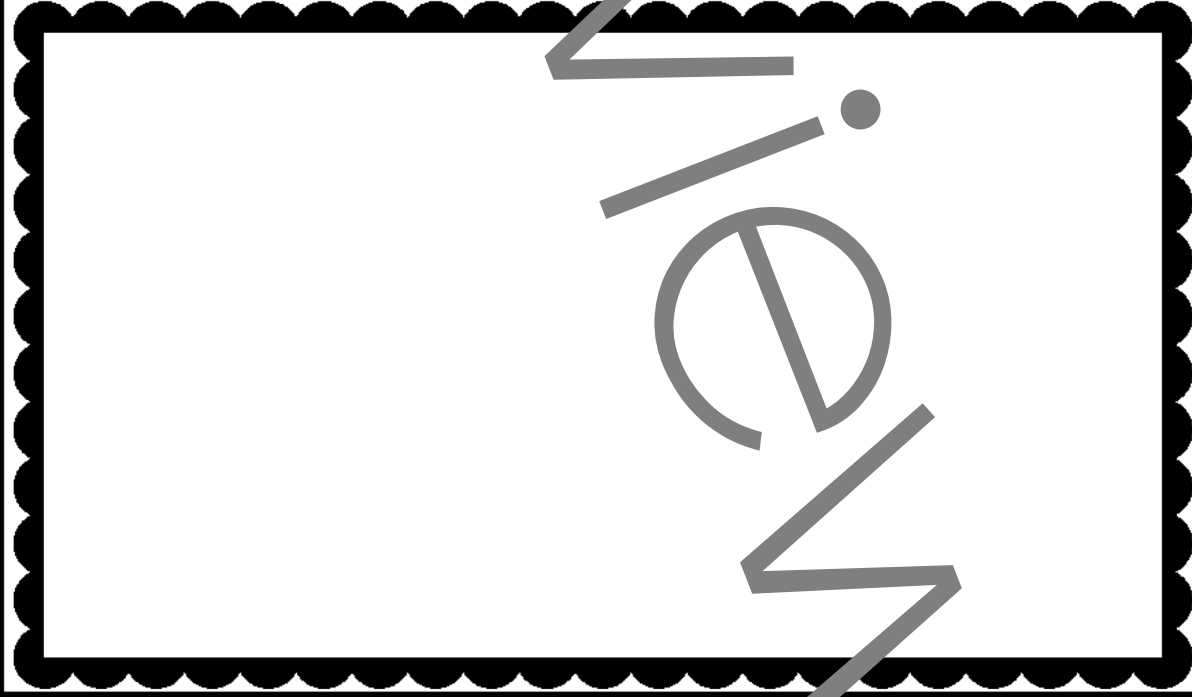
Directions: Cut out and glue into your interactive notebook. Choose one part of the text you were able to visualize. Draw your visualization on the front. Lift the flap and explain your visualization.

Glue down this rectangular strip only ↓

THE GIRL WHO LOVED SPIDERS

My visualization





Name: _____

Text Questions

Directions: Answer each question in complete sentences. You will need to look back in the story to find your answer and to provide text evidence.

1. What 2 things does Luis say the reader must know about him?

2. What are 2 things you want people to know about you?

3. Explain why Luis blames his new habits on Billy.

4. The reader could draw the following conclusion:

Luis is not happy about the move.

Support this conclusion with 2 details from the text.

Name: _____

Text Questions

5. Circle the word that you think best describes Ashanti.

brave

determined

knowledgeable

Support your choice with 2 details from the text.

6. How does Luis and Ashanti's relationship change from the beginning of the story to the end?

7. Make an inference: How do you think Luis feels about spiders at the end of the story? Include details from the story in your answer.

8. The author includes captions on the pictures in the story. Why might the author have chosen to include captions?

peculiar

intends

captured

nourishing

Name: _____

THE GIRL WHO LOVED SPIDERS

Vocabulary

Directions: Use context clues (clues within the sentence) to complete each sentence using the given vocabulary words.

peculiar	intends	captured	nourishing	isolated
memorable	assist	favor	condition	obtain

1. My dad _____ to be done building our new fence by June.
2. Ally _____ two spiders in that old glass jar!
3. Can you _____ me in moving this couch to the other room?
4. We pulled our neighbor's weeds for her as a _____. She is always so kind to our family, and we wanted to do something in return.
5. "With this fever, you are in no _____ to go to school," said Mom.
6. "This field trip to the rain forest will be _____ for all of us," said Mr. Rex, excitedly.
7. In order to _____ a ticket to the ice cream party, we must have all the division facts memorized by June 3.
8. We eat _____ food for dinner, like chicken, vegetables, and milk.
9. The main character of the book I'm reading is _____. His choices and actions are strange.
10. We are keeping Ben _____ from the rest of the family until his strep throat is gone.

Name: _____

Vocabulary

Directions: Cut out and glue into your interactive notebook. Lift the flaps, then write a sentence using the vocabulary word. The sentence should show you understand the meaning of the word.

Glue down the rectangular strip only

THE GIRL WHO LOVED SPIDERS Vocabulary	peculiar	Cut flaps
	intends	←
	captured	←
	nourishing	←
	isolated	←
	obtain	←
	assist	←
	favor	←
	condition	←
	memorable	←

Name: _____

Greek and Latin Word Parts

Directions: Use the Greek and Latin word part meanings to match each word to its definition. Write the letter of the definition next to the word.

therm = heat

bio = life

aud = hear

meter = measure

aqua = water

photo = light

WORD

MEANING

thermometer	---	A. a device for measuring speed
photobiotic	---	B. people who listen to a program
speedometer	---	C. writing about a person's life
audience	---	D. knowledge that deals with living organisms and life processes
thermos	---	E. requiring light to live
auditorium	---	F. picture obtained by light
biography	---	G. an insulated jar that keeps heat in
photograph	---	H. a device for measuring temperature
aquamarine	---	I. a container of water where living animals are kept
thermostat	---	J. a device that controls heat
biology	---	K. a place where people go to listen and watch a performance
aquarium	---	L. a blue-green color of water

Name: _____

Grammar: Making Comparisons

Comparative adjectives compare 2 things by adding -er to adjectives.

Superlative adjectives compare *more than 2* things by adding -est to adjectives.

Directions: Complete the table of adjectives, comparative adjectives, and superlative adjectives. * - adjectives that will change form

Adjective	Comparative	Superlative
fast		
	hungrier	
angry		
		funniest
tall		
	rounder	
old		
		strongest
young		
	bolder	
		*best
wild		
*bad		
	lonelier	

