

The Spiders

Guided Reading

Session One

Working Together

- Focus on the title. Discuss with the students in which text form they might expect this book to be written.

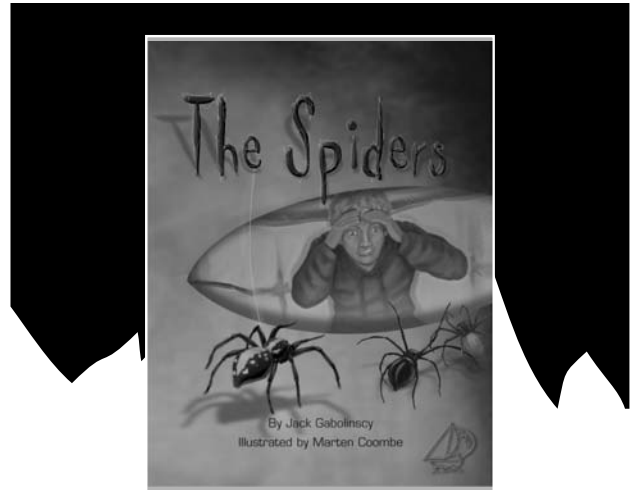
Working Independently

- Give each student a copy of BLM 1.
- Allow the students time to read the story independently.
- As they are reading the story, students record their responses on the BLM for the following:
Inferences Think Tank, page 12
Descriptive Language Think Tank, page 15
Summary Think Tank, page 27

Session Two

Working Together

- Work through and discuss the Think Tanks in the text, leaving the *compare and contrast* Think Tank on page 25 to focus on later.
- Referring to their BLMs, discuss students' *inferences*, *descriptive language*, and *summary responses* as they occur in working through the text.
- Discuss the *comprehension connections* on pages 28–29, *Think about the text*.
- Return to page 25. Focus students' attention on the *compare and contrast* Think Tank and discuss.



Working Independently

- Students work on BLM 2.

Session Three

Working Together

- Focus the students' attention on the visual aspects of the text, e.g., the design elements and illustrations. Talk about how these contribute to the meaning of the story.

