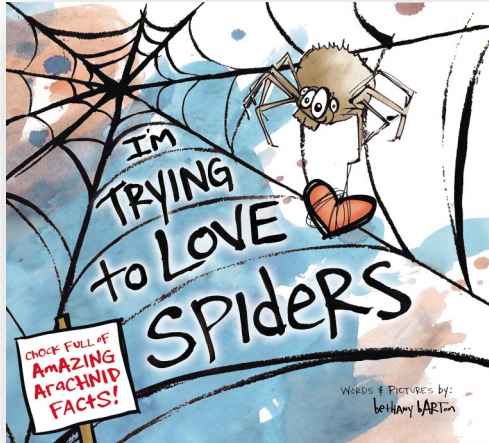


Writing Trait: IDEAS: Narrow focus and a few details too.

Oh, and this book is definitely **FILLED** with **VOICE**, so that too!

Learning Intention: Sharing an idea about what you are trying to love ... and a few other things
Oh, this lesson turns into an inquiry too! Have fun with this one! I sure did!

Carol.walters@sd71.bc.ca



By Bethany Barton

Before Reading

Invite students to have a thorough look at the front cover of this book and share the title with them along with the sign that says, "Chock-full of amazing arachnid facts!"

What are they wondering, noticing and thinking about this book? Share the back cover and the facts that are written there. Are their predictions the same, or have they changed.

The **inside front and back covers** should not be missed either! You might want to ask the scientists in your class if they know the names of any spider types before sharing these pages. You never know who the expert might be in the class!

Oh the possibilities with this book are amazing! Check out the **inside title page**. Do you see the sketch of the spider with labels sharing feelings about spiders? Why not have a **drawing activity before reading** this book? Each student can **label their spider** with words (Best guess spelling rules!) and/or emojis to describe their emotions.

During Reading

Pause to read the extra bits on these pages. They are hilarious! E.g. "Spider & Dinosaur Spring Break 165 Million B.C.; or ... Me and Spiders 4eva!) Listen for giggles. Look puzzled and ask, "Why are you laughing?" When they share that this book is funny, explain that this author is sharing her funny personality ... and that's called **VOICE**! When we laugh, feel sad, or maybe scared when listening to a book, the writer has created a connection to us, and that's **VOICE**! Oh, and pause often allowing time for kids to notice details in the pictures. They are noticing

After Reading

Uh, oh, there's no room on this page to describe what comes next! There were too many 'Before Reading' options! I'll have to switch to a really small font! ... That's better Brainstorm other examples of things your students are trying to love. The following black line masters are options depending on your writers and the amount of time you have. I hope the next pages are self-explanatory. You know why! Maybe I should have used an even smaller font! Ugh!!

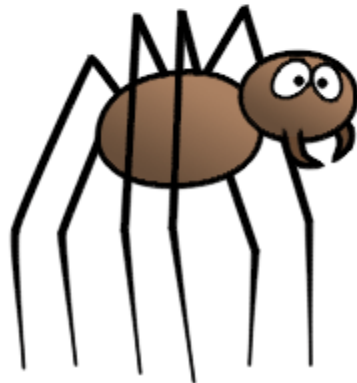
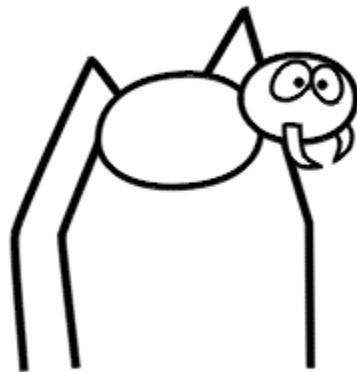


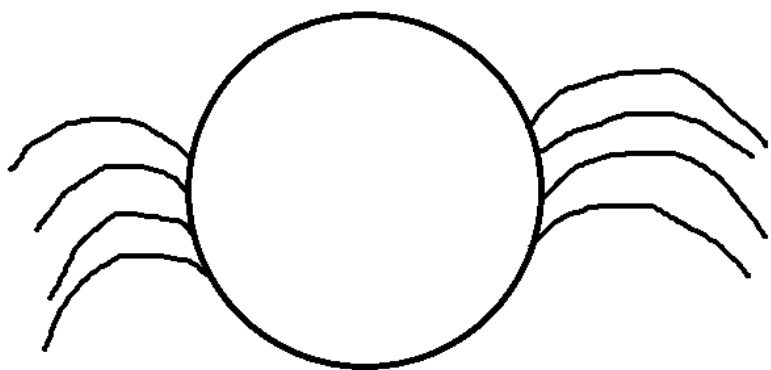
Key Qualities of the Traits

| IDEAS | ORGANIZATION |
|--|---|
| <p>Clear messages</p> <p>Narrowed focus</p> <p>Vivid details</p> <p>Stays on Topic</p> | <p>A brilliant beginning (LEAD)</p> <p>A mighty middle</p> <p>An excellent ending (might mimic the LEAD)</p> <p>Transitions create flow</p> |
| SENTENCE FLUENCY | WORD CHOICE |
| <p>Well built sentences</p> <p>Sentences begin with different words</p> <p>Sentences are different lengths and types</p> <p>Capture smooth and rhythmic flow</p> | <p>Fresh, original & creative word combinations</p> <p>Trying out new words (beyond everyday words)</p> <p>Poetic devices</p> |
| VOICE | CONVENTIONS |
| <p>Passion for the topic</p> <p>Contains writer's personality</p> <p>There's a reader/writer Connection</p> <p>Intriguing dialogue</p> | <p>Spelling</p> <p>Grammar</p> <p>Punctuation</p> <p>Use of paragraphs</p> |

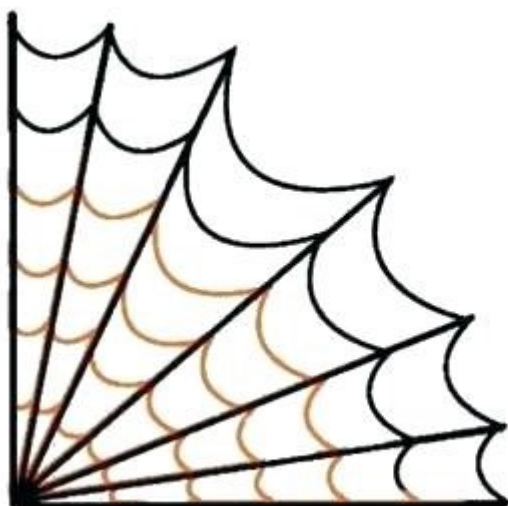
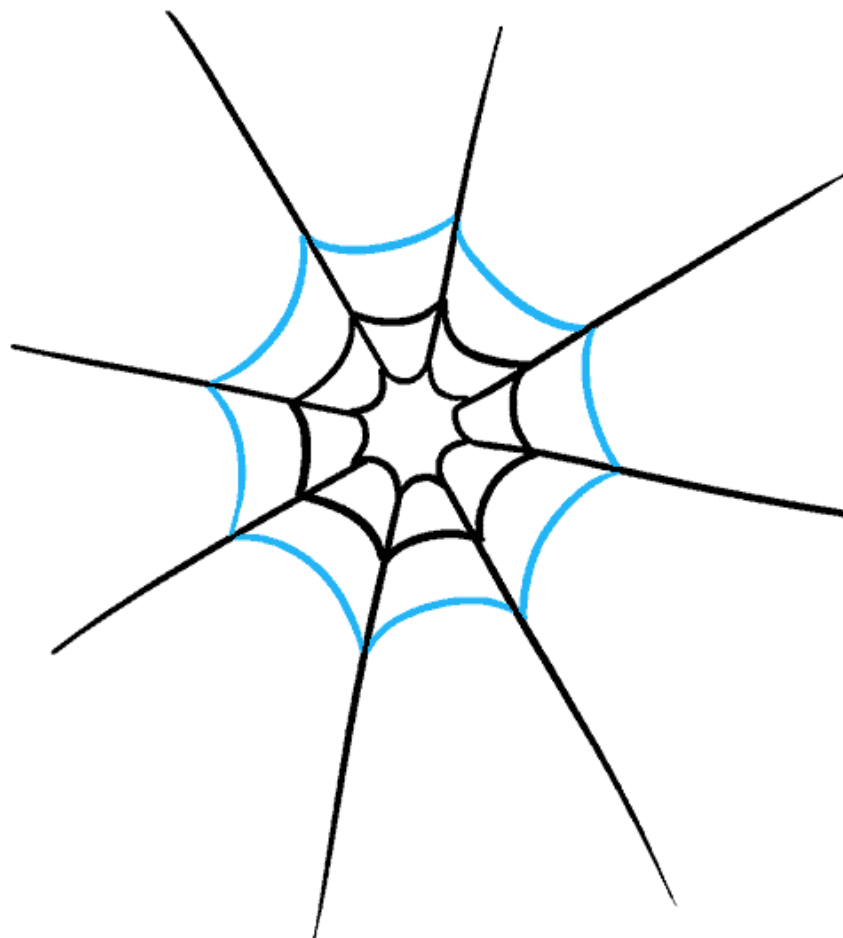
Carol Walters SD. © based on the work of Ruth Culham

How To Draw Options ...





DragoArt.com



with

Name: _____

I am really trying to love ...

Hint: Draw pictures to show things that you are trying to love.
Write some words to go along with your pictures.

Name: _____

Maybe if I do some research I will
learn to love ... _____

Hint: If you do some research on something you are trying to love,
you might just learn to love it! A big buddy can help!

Here is what I found out:

Name: _____

I am interested in this type of spider ...

Hint: Do some research on a type of spider. Check out the inside covers, front and back, to find out the names of different spider species. A big buddy might do the reading for you.

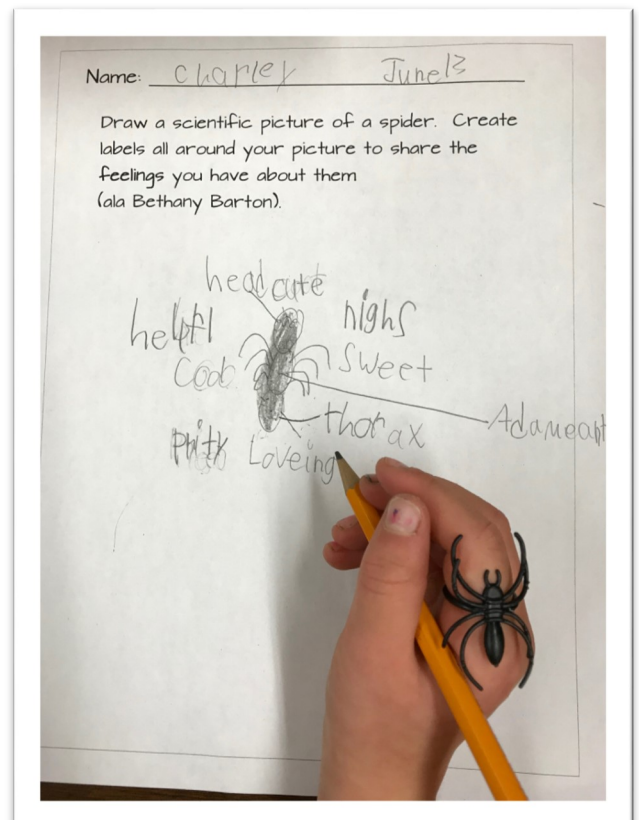
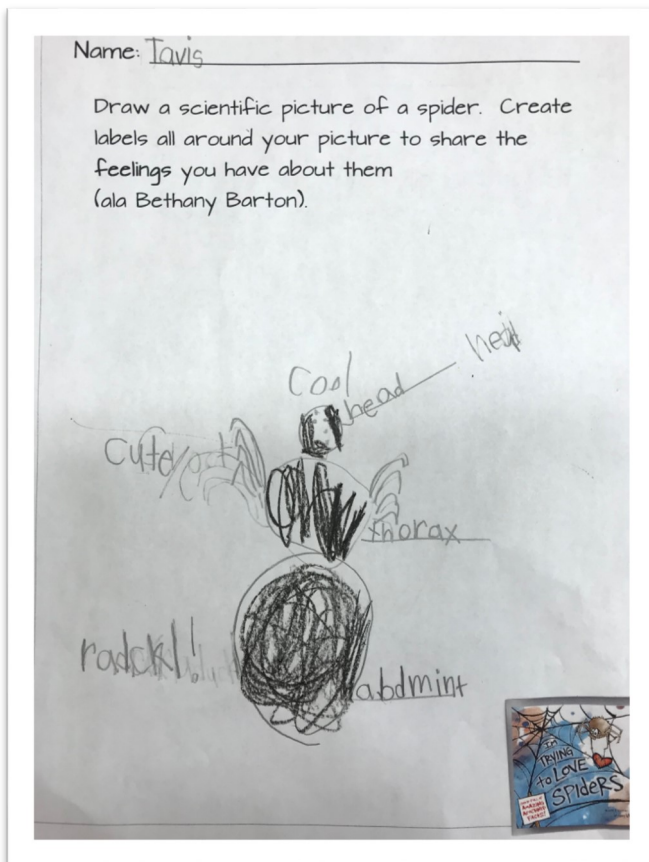
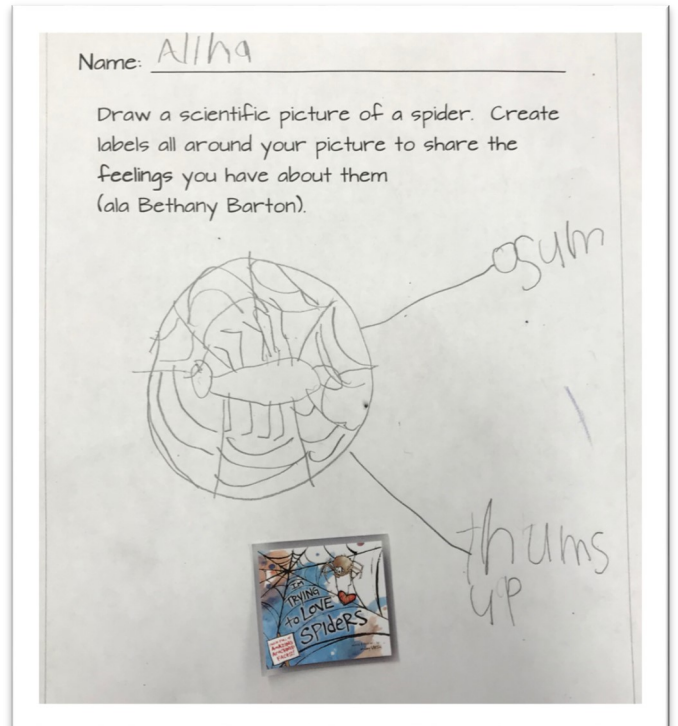
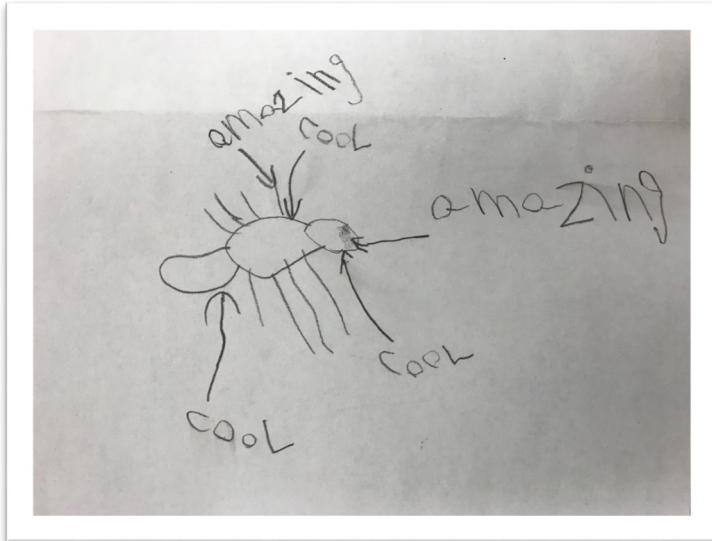
This is what I found out:

Name: _____

Draw a scientific picture of a spider. Create labels all around your picture to share the feelings you have about them (ala Bethany Barton).

Thanks to Jill Clayton's grade one class at Royston Elementary for these fabulous samples!

Draw a scientific picture of a spider. Create labels all around your picture to share the feelings you have about them (ala Bethany Barton).



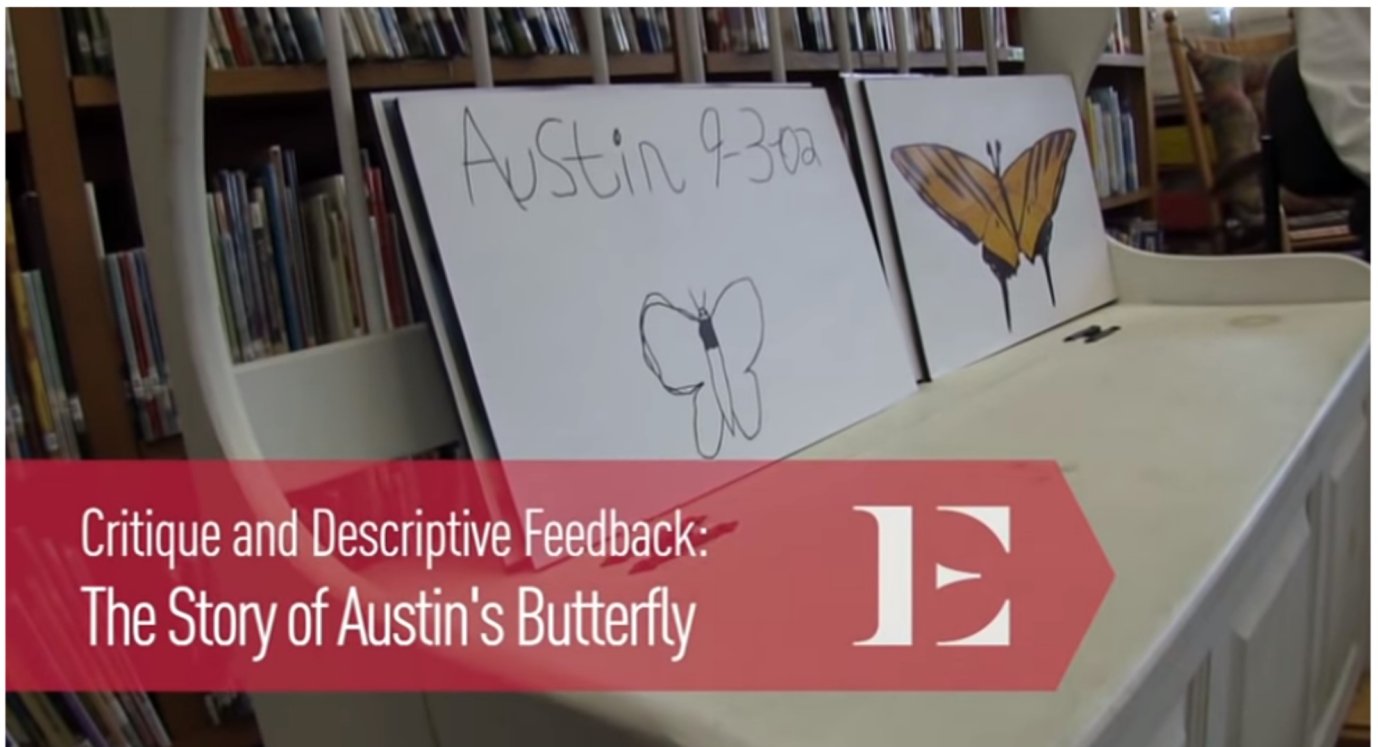
Teaching Notes ...

After your students have drawn a spider, show them the video called, *Austin's Butterfly*. You can find it on YouTube.

<https://www.youtube.com/watch?v=hqh1MRWZjms>

In this video, children examine a picture drawn of a butterfly. They are asked to provide positive, descriptive feedback that will help the artist create an even more accurate, scientific drawing.

After showing this video, your students will better understand how to give feedback to a peer. This video and drawing activity might just prove to be a fundamental classroom activity that you will want to repeat every year during your teaching career! It's that good!



Name: _____

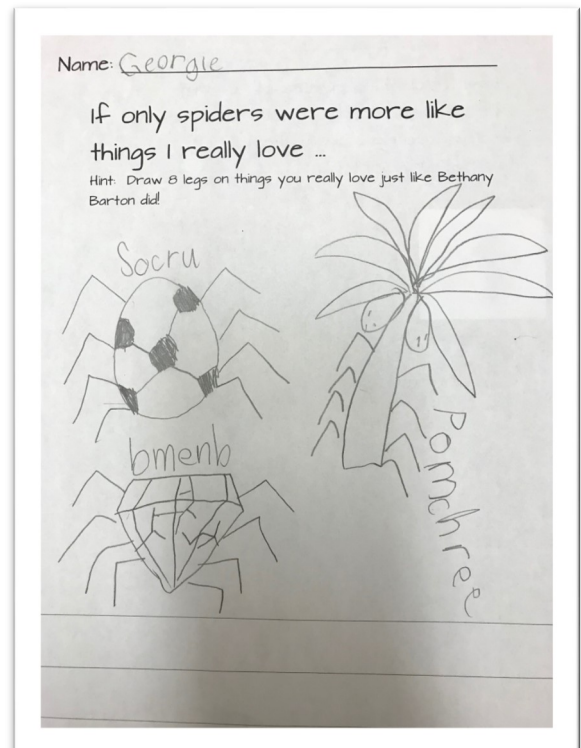
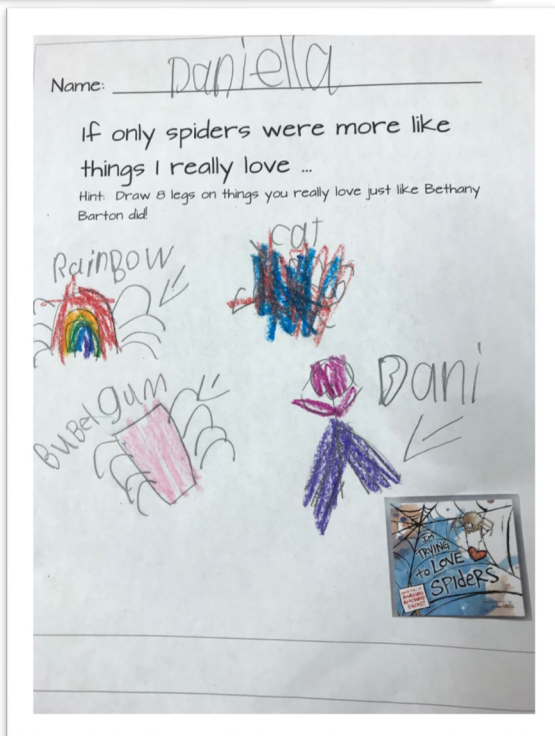
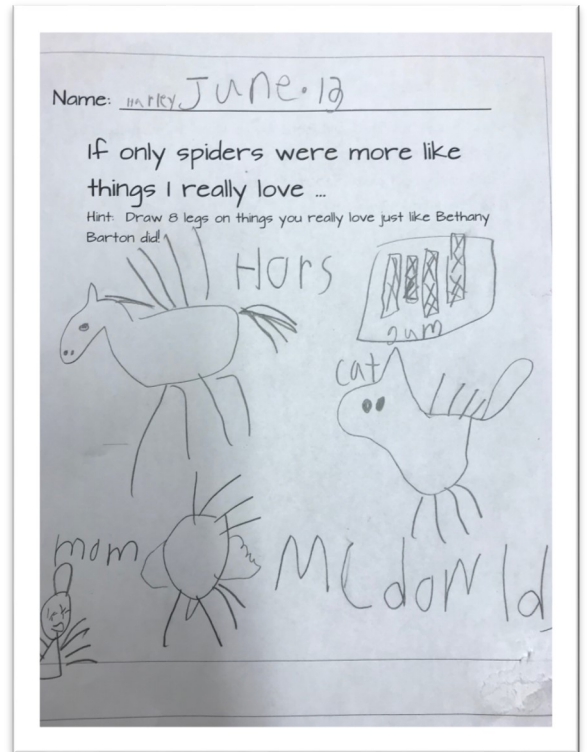
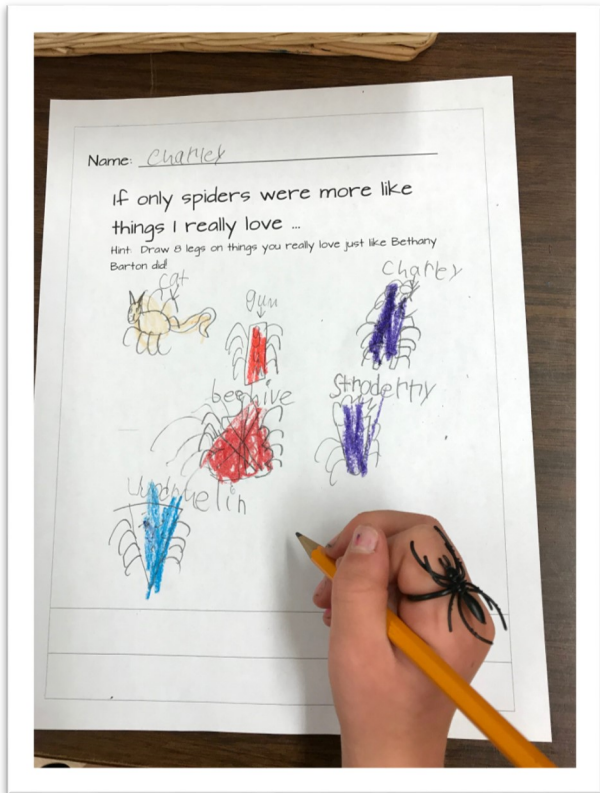
If only spiders were more like
things I really love ...

Hint: Draw 8 legs on things you really love just like Bethany
Barton did!

And thanks once again to Jill Clayton's grade one students at Royston Elementary for their amazing thinking!

If only spiders were more like things I really love ...

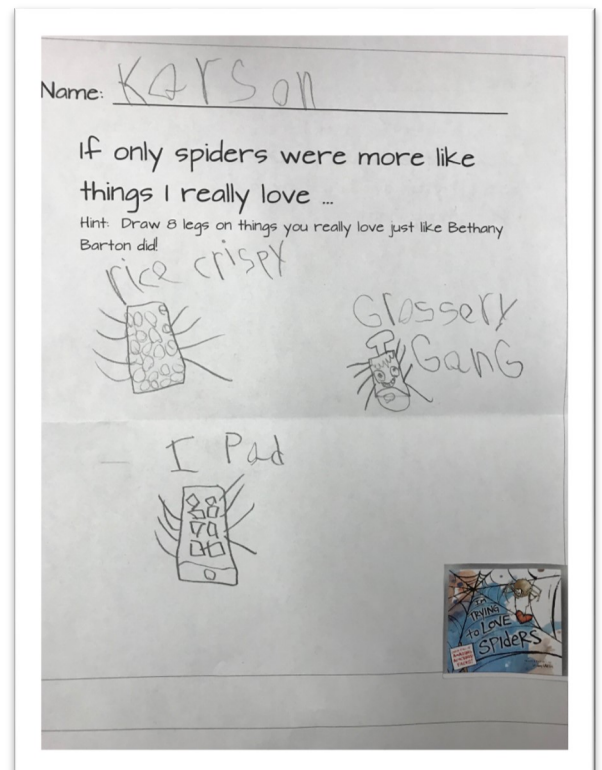
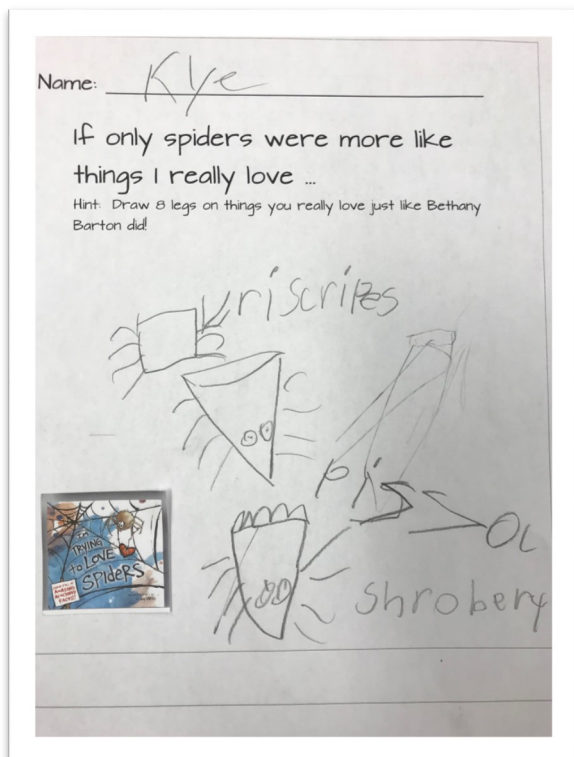
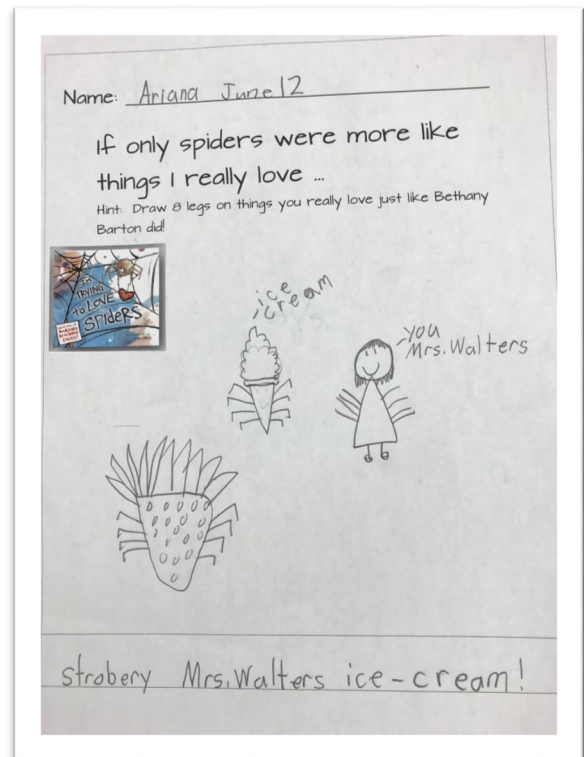
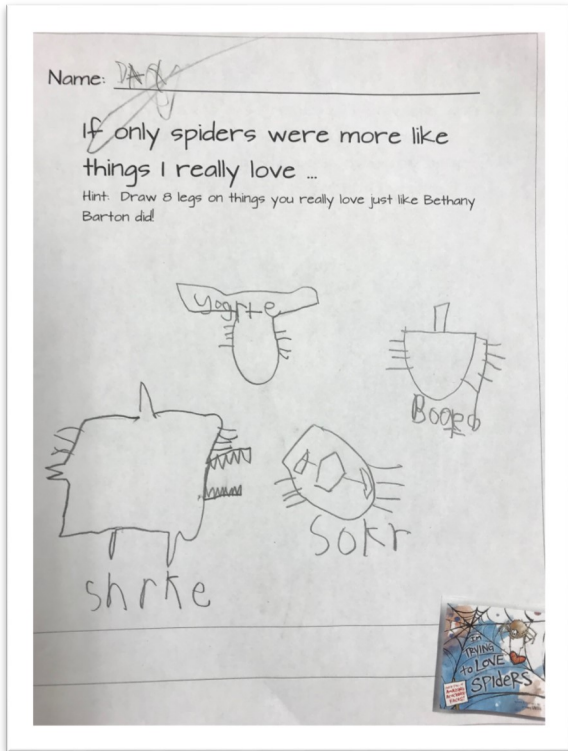
Hint: Draw 8 legs on things you really love just like Bethany Barton did!



And a few more samples from Jill Clayton's grade one students at Royston Elementary.

If only spiders were more like things I really love ...

Hint: Draw 8 legs on things you really love just like Bethany Barton did!

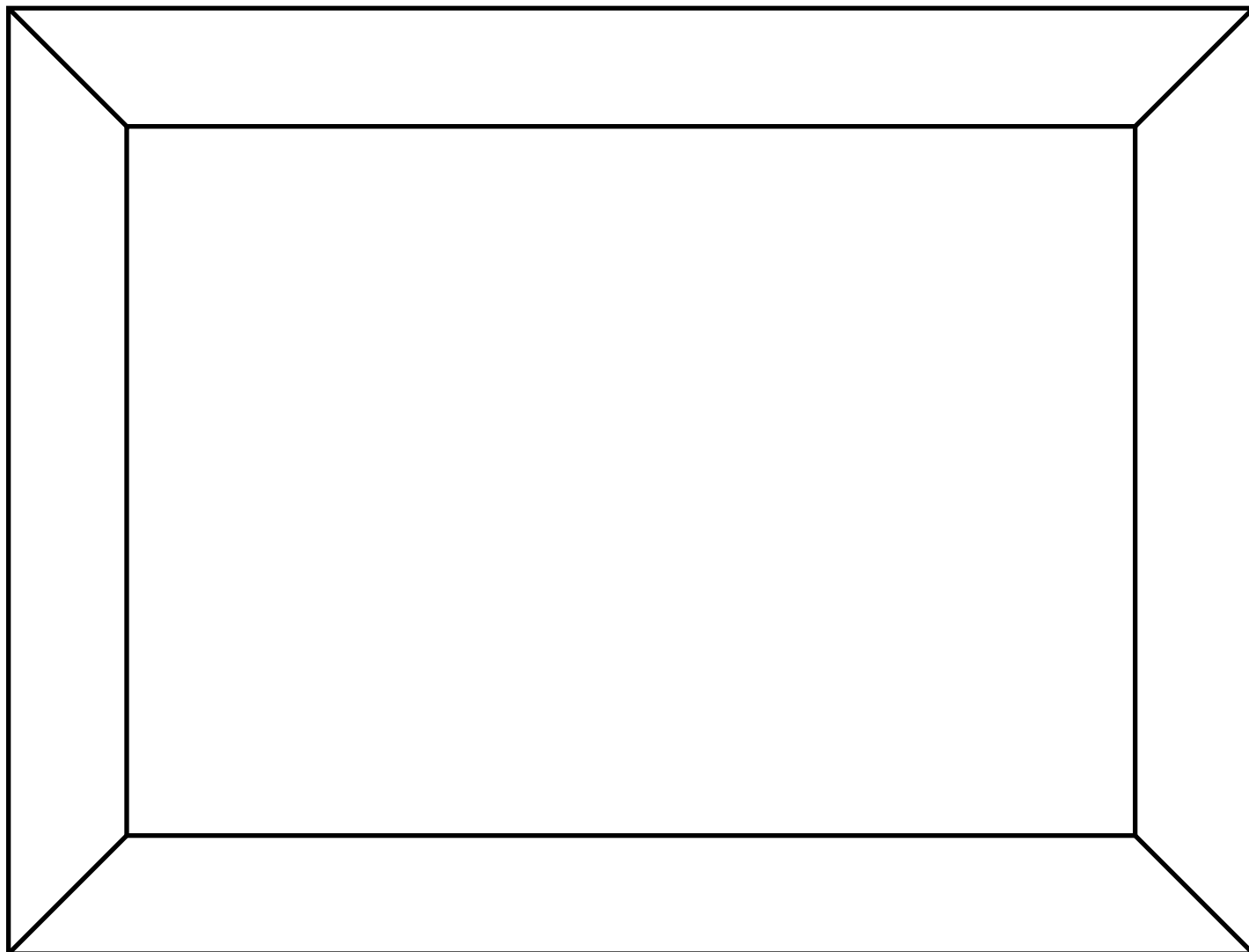


Name: _____

What do you do when you see one
of these? ...



Hint: Draw some pictures to show what you do when you find a spider. Do you cover it with a jar? Suck it up with the vacuum hose? Do you kiss it, or put it in a box and give it a new home? Look at the inside front cover flap of Bethany Barton's book for more ideas that are filled with voice! Then draw your own.



Name: _____

Can we find some spiders to
place in our class aquarium? ...



Hint: Go outside on a spider hunt. **But before going,**
create a list that explains exactly how to catch a spider! Your
teacher can write ideas for the class.

How to catch a spider:

1.

2.

3.

4.

5.

You can add a 6th idea, but that's a lot of writing!

Name: _____

Can we make a spider capturing contraption? ...



Hint: Use a bunch of maker-materials to create an imaginary spider-catcher. You might want to actually use it to catch a spider, but I would strongly suggest you enjoy the process more than the final product if you get my drift!

This is a sketch of my spider-catcher
thing-a-ma-jig!

Name: _____

When I think like a scientist and carefully watch the spiders in our class aquarium, this is what I notice and wonder ...



Name: _____

What? You feel that it's more humane to watch spiders in their natural habitat? Oh right, I should have thought of that! Go outside. Observe spiders and their webs in the places they are supposed to be.

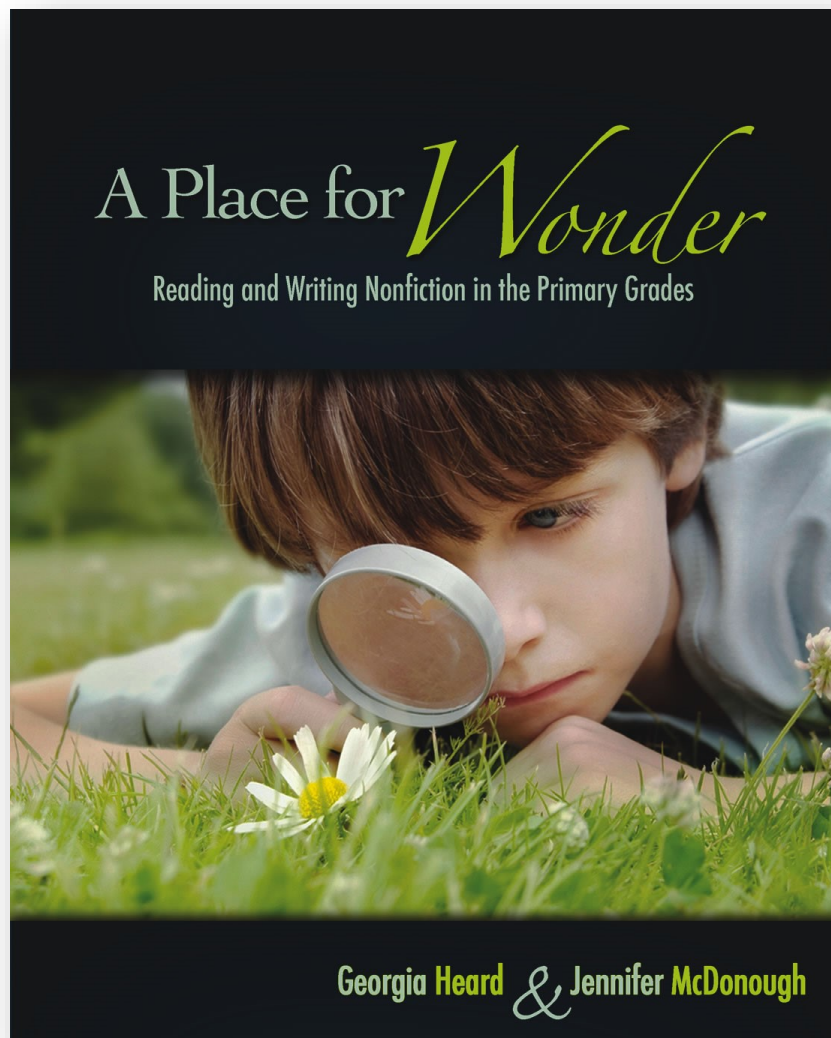


This is what I notice and wonder ...

Please tell me you have read this book! It is a must read if you want your students to make connections between outdoor learning, observation, and adding details to their writing.

On page 33, Georgia Heard and Jennifer McDonough write, "Placing small magnifying glasses at the center encouraged the kids to look deeply at the object instead of focusing on the superficial. Instead of writing, "My shell is hard and white," a child using a magnifying glass is more likely to write, "My shell has tiny holes, circle bumps, and has bits of dirt or sand stuck to it."

Careful
observation + thinking &
oral language = detailed
writing





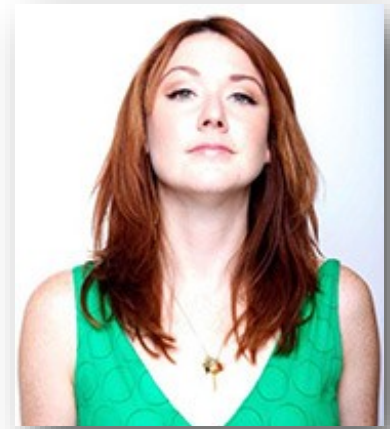
How about some spider crafts?
Or spider art?
Sorry, I just can't help myself!



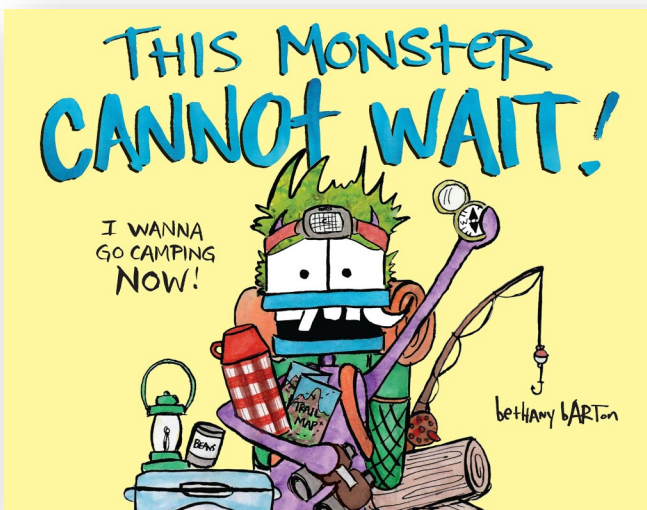
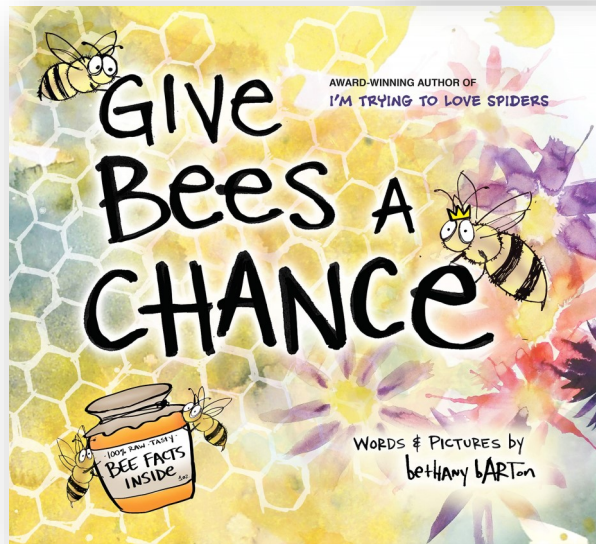
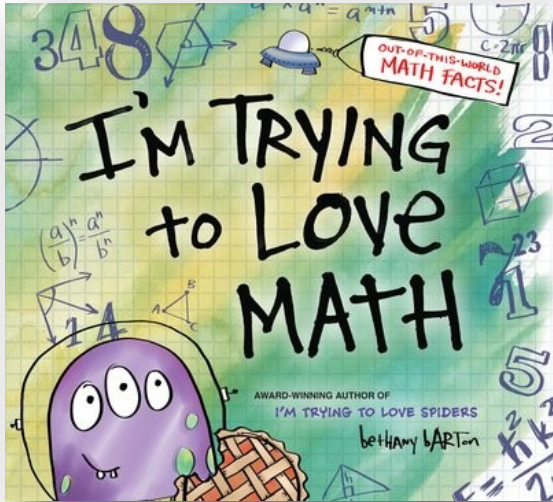
Spider Crafts & Activities
for preschoolers



Okay, I have to admit ... I loved this book so much I had to check out what other books Bethany Barton has created.



Here's what I found:




Quick! Start the car! I want them all!



Print one or two colour pages of these front cover stamps, cut them out and give to the students in your class. It will instantly turn a b & w page into colour! Well their pictures will be in colour, but this will be too!



Are you starting to 
spiders ... even a little, teeny, tiny bit?