Homework for “Diary of a Spider” September 14 - September 18, 2015
(Return this sheet, initialed, on Monday, September 21st.)

Name:___________________________________________________________

This week our class will be reading the fiction story, Diary of a Spider. In Diary of a Spider, a young spider describes his life. He talks about his friends Fly and Worm, who often don’t understand him and his ways. Spider also describes his school, where he learns how to travel by “catching the wind” and how to escape when a sweeper starting running next to him. Spider then describes how he enjoys scaring people in his free time! At the end of the book, Spider states that he wishes people wouldn’t judge him. Although he is a spider, he likes to get along with everyone!

Monday
______ Practice spelling words. (Find fun ideas for practicing listed on our website.)
______ Practice target vocabulary – curly, straight, floppy, drooled, weight, stood, collars, row.
______ Review sounds and past high-frequency/sight words on skill sheet.
______ Read or be read to. Minutes read:__________ (Books, fluency passages, etc.)

Tuesday
______ Practice spelling words.
______ Practice target vocabulary words if not yet memorized.
______ Read, “Diary of a Spider”
______ Math review page: (Look in green folder Tuesday)
______ Read or be read to. Minutes read:__________

Wednesday
______ Practice spelling words.
______ Practice high-frequency/sight words if not yet memorized.
______ Read, “Diary of a Spider”
______ Math review page: (Look in green folder Wednesday)
______ Read or be read to. Minutes read:__________

Thursday
______ Practice spelling words.
______ target vocabulary words if not yet memorized.
______ Read, “Diary of a Spider”
______ Read or be read to. Minutes read:__________

The spelling test and reading/sight word test will be on Friday, September 18th.

+ Minutes of reading on: Friday:__________ Saturday:__________ Sunday:__________

Total minutes read this week:______________ (Please total all minutes read during the week.)

Research has shown that the single most influential factor in creating successful readers is the amount of time they spend reading. Reading is a skill that improves only with repeated practice. The more children read, the more they are able to read. Make it a goal to read for at least 15 to 20 minutes every day.
Rather than memorizing a specific list of words, focus on learning the spelling rule so that your child can spell any word that fits this rule. Use the week’s fluency passages to help you study, as well as the ideas listed on our website. Help your child become a problem solver when it comes to spelling by asking questions such as, “If you can spell ring, how do you spell sing? That’s right! You just change the first letter because they rhyme.”

**This week's spelling / phonics pattern: Long vowel o,u**

Spelling words for test (Plus the two review words and two optional challenge words):

<table>
<thead>
<tr>
<th>doze</th>
<th>nose</th>
<th>use</th>
<th>rose</th>
<th>pole</th>
<th>close</th>
</tr>
</thead>
<tbody>
<tr>
<td>cute</td>
<td>woke</td>
<td>mule</td>
<td>rode</td>
<td>role</td>
<td>tune</td>
</tr>
</tbody>
</table>

**Your child should also be able to spell these “Review Words.”**

<table>
<thead>
<tr>
<th>home</th>
<th>We will be <strong>home</strong> soon.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joke</td>
<td>Everyone laughed at my sister’s <strong>joke</strong>.</td>
</tr>
</tbody>
</table>

Your child will be given the opportunity to write one more word that follows the spelling pattern and harder “High-Frequency” words. This is optional for those students who are interested in a challenge. Do not worry about studying these words unless the “cvc” words are easy and automatic for your child. There is no grade penalty for trying.

**Challenge words:**

These words follow the same rule as above.

Examples of the kinds of challenge words your child may see:

| wrote | ice cube |
Skill Review Sheet

The skill sheet reviews previously learned sounds, sight words, contractions, inflections, etc.

This week’s new sounds, words, etc. will be reviewed on next week’s skill sheet.

Please study any parts of this skill sheet that are not yet automatic and easy for your child. If the sight words are still difficult for your child, focus on mastering those before moving down to the contractions, color/number words, etc.

Letter/Sound Relationships:

| ank | ink | ang | ing | ong | ung | ck = k |

Letter/Sound Short vowels

a (as in apple)  e (as in elephant)  i (as in igloo)  o (as in octopus)  u (as in umbrella)

Initial and Final Blends: Practice reading these consonant blends.

_##mp (as in lamp)  sl__ (as in slide)  cl__ (as in clock)

___nk (as in bank)  fr __ (as in frog)  fl __ (as in flag)

cr__ (as in crab)  __nd (as in land)  pl__ (as in plant)

bl__ (as in block)  br__ (as in brown)  tr__ (as in truck)

___nt (as in tent)  __ft (as in gift)  dr__ (as in drum)

__st (as in nest)  __sk (as in desk)  gr__ (as in grass)

gl__ (as in glad)  pr__ (as in present)  __lk (as in milk)

Sight Words: Students should be able to read these words automatically, without sounding them out.

by  cheer  could  hello  hundred  mind  play  see  today  other  this  children  eat  could  family  comes  want  right  don’t  put  buy  now  are  day  got  walk  was  every  grows  your  friends  make  was  when  be  good  help  she  night  saw  said  from  our  down  out  use  oh  people  gone  very  says  make  need


Fluency Passages for “Diary of a Spider”

Rereading the same passage increases fluency. Reading fluently allows students to focus their concentration on comprehension. Emphasize reading naturally and accurately rather than “speed reading.

Dairy of a Spider  
By: Doreen Cronin

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.

This is AWESOME!

MARCH 29

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

Next

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

1. Climb high.  
2. Release silk.  
3. Catch wind.

Fly made up her own flash card:

1. Fly.

I’m starting to see why Grampa doesn’t like her.
APRIL 1
I went to the park with my sister today. We tried the seesaw.
It didn’t work.
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.

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.
You there, why don’t you get us started.

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.

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.

Hi, Mom.

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

It wasn’t his fault, 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.

Comprehension Questions to Discuss Together:

1. Tell how one event makes another happen. (CAUSE AND EFFECT)

2. What does Spider do to learn to fly to faraway places? (SUMMARIZE)

3. The story is funny because Spider seems like a person. How does the author make Spider seem like a person? (AUTHOR’S CRAFT)

How We Made Reading Fun This Week:

___My loved-one read this story to me. I told them my favorite part!
___We “echo-read” this story. (Parent reads sentence, child reads the same sentence)
___We took turns reading! (Parent reads one sentence, child reads the next!)
___I circled all of the words that I knew how to read without help. We counted them up together.
___I founds all of my “need to know” words in the story and read those sentences perfectly.
___I put rectangles around the words I didn’t know. I practiced reading those words!
___I read this story all-by myself to my family or friends.
___I read this story all-by-myself to my pets, dolls, or toys.
___I read this story in a sill way (e.g. baby voice, monster voice, upside-down, singing it, etc.)
___I played “Hide and Seek” story! (Write story on 3x5 cards. Hide them. Find and read them. Put them in order)
___(Other)___________________________________
Target Vocabulary/ Sight Words

Target vocabulary words, and sight words, are words that students need to recognize automatically as they read the story. They may/or may not fit standard spelling rules. The more words children recognize automatically, the better they understand what they are reading because they can focus on the meaning of the text rather than trying to sound out every word. Students need to be able to say each word on this list, within 3 seconds, without trying to sound it out.

<table>
<thead>
<tr>
<th>Words for last week “Dogs”</th>
<th>Words for this week “Diary of a Spider”</th>
</tr>
</thead>
<tbody>
<tr>
<td>hairy</td>
<td>insects</td>
</tr>
<tr>
<td>mammals</td>
<td>dangerous</td>
</tr>
<tr>
<td>litter</td>
<td>scare</td>
</tr>
<tr>
<td>stayed</td>
<td>sticky</td>
</tr>
<tr>
<td>canned</td>
<td>rotten</td>
</tr>
<tr>
<td>chews</td>
<td>screaming</td>
</tr>
<tr>
<td>clipped</td>
<td>clipped</td>
</tr>
<tr>
<td>coat</td>
<td>breeze</td>
</tr>
<tr>
<td></td>
<td>judge</td>
</tr>
</tbody>
</table>

In addition to playing memorization games, use the suggestions below to study the meaning and usage of any of the new words your child doesn’t already know (not checked off):

- Cut out the words above or, for more practice, have your child write them on index cards.
- Ask your child to make up original sentences using the new words.
- Ask your child to say at least one word that rhymes with each of the new words.

While you study next week’s new words, please continue to study any words from previous weeks that are not yet memorized and review words from past stories.