Lesson 4

Vocabulary in Context

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.

TARGET VOCABULARY

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

Vocabulary Reader
Context Cards
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 (Heriaeus Hirtus)

feeler

eye

leg
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 and Effect Chart]

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

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:

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.

STOP AND THINK
**Summarize**  What does Spider do to learn to fly to faraway places?
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.
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 sooo 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:

Dear Spider,
Ooh-la-la!
I landed in Paris!
French bugs are delicious!
Au revoir,
Grampa

Spider
5 Web Ave
Arachnidville
05400
USA

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

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.

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?
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.  

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **TARGET STRATEGY**  **Summarize**

Use your chart to help you summarize important story events and their causes.  

4. **Oral Language**  Work with a partner or small group. Use the Retelling Cards to act out the story.
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.

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

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

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

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.
Grammar

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

<table>
<thead>
<tr>
<th>People</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>grandfather</td>
<td>spider</td>
</tr>
<tr>
<td>girl</td>
<td>fly</td>
</tr>
<tr>
<td>friend</td>
<td>bird</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Places</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>home</td>
<td>web</td>
</tr>
<tr>
<td>school</td>
<td>vacuum</td>
</tr>
<tr>
<td>park</td>
<td>tomato</td>
</tr>
</tbody>
</table>

**Academic Language**

noun

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**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.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Exact Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>brother, grandfather, teacher</td>
</tr>
<tr>
<td>animal</td>
<td>spider, butterfly</td>
</tr>
<tr>
<td>place</td>
<td>park, playground, school</td>
</tr>
</tbody>
</table>

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

**Exploring a Topic**

- basketball
- my sister's cat
- video games
- **me in the author's chair**
- why I don't like to practice
- piano

**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**
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?