



## Poetry Close Reading Lesson Plan

### *The Spider and the Fly* by Mary Howitt

Close reading is when a reader analyzes the details of a text to make interpretations and develop a deeper understanding of the passage. Often the reader uses a short text and rereads the passage several times focusing on a different literary element with each read. Close reading is looking at how an author's ideas unfold through a passage by examining the plot, vocabulary, syntax, story patterns, and/or point of view.

#### Close Reading Lesson Plan Instructions

Close reading lesson plans can be set-up in many different formats. The lesson below is structured over a four-day period. Close reading can be very difficult for elementary students, so teacher modeling and students practice is essential. The best way to provide clear expectations is to use the instructional model: "I do" (the teacher provides explicit instruction and/or modeling), "We do" (the teacher and the students practice together), and "You do" (the students independently practice the skill).

#### Close Reading Objective

To develop a deeper understanding of the poem, *The Spider and the Fly* by Mary Howitt through asking and answering questions to demonstrate understanding of a text, describe characters in a story, determine the meaning of words and phrases as they are used in a text, distinguish literal from nonliteral language, distinguish their own point of view from that of the narrator or those of the characters.

**CCSS:** RL 3.1; RL 3.3; RL 3.4; RL 3.6; RL 3.4

# Poetry Close Reading Lesson Plan

General Focus:	Layers of Meaning (Comprehension)	Great Words (Language/Vocabulary) or Inferring (Digging Deeper)	Point of View or Text Structure	Diction/Author's Craft
<b>Teaching Point</b>	<p>Explain reading: on the lines; between the lines; beyond the lines.</p> <ul style="list-style-type: none"> <li>• <b>On:</b> Put your finger on the answer to...</li> <li>• <b>Between:</b> Why do you think...</li> <li>• <b>Beyond:</b> Why is this text important?</li> </ul>	<p>Explain how authors very thoughtfully select their words and phrases.</p> <ul style="list-style-type: none"> <li>• What words/phrases pop out at you?</li> <li>• How do these words/phrases impact the story?</li> </ul>	<p>Explain the importance of point of view to the text and/or the text structure.</p>	<p>Explain how the author's craft helps you gain a deeper understanding of the text</p> <ul style="list-style-type: none"> <li>• What is the tone of the text?</li> <li>• What is the mood of the text?</li> </ul> <p>Cite evidence from the text to support your answer.</p>
<b>I Do</b>	<p>Model thinking: on the lines, between the lines, beyond the lines with stanzas 1–4 of <b><i>The Spider and the Fly</i></b> by Mary Howitt.</p> <ul style="list-style-type: none"> <li>• <b>On:</b> Why doesn't the fly want to rest on the spider's bed?</li> <li>• <b>Between:</b> How would you describe the fly? How would you describe the spider?</li> <li>• <b>Beyond:</b> What background knowledge about spiders is helping you to better understand this poem?</li> </ul>	<p>Pause to discuss the author's choice of words and phrases in the beginning of the poem. Some phrases to discuss might be:</p> <p>"...prettiest little..."</p> <p>"...did spy..."</p> <p>"...winding stair..."</p> <p>"...curious things..."</p> <p>"...in vain..."</p> <p>"...ne'er come down again..."</p> <p>"...weary, dear with soaring up so high..."</p> <p>"...pretty curtains...sheets are fine and thin..."</p> <p>"...snugly tuck you in!"</p>	<p>Read the poem out loud. Explain the poem is being told from a 3rd person point of view.</p>	<p>Again, read stanzas 1–4 of <b><i>The Spider and the Fly</i></b> by Mary Howitt to the class. Explain how the tone of the poem is polite and the mood is calm with a slight bit of anticipation/excitement.</p> <p>Cite evidence from the text to support your answer.</p>

<b>We Do</b>	<p>Together read stanzas 5–8.</p> <ul style="list-style-type: none"> <li>• <b>On:</b> What does the spider offer the fly to try to convince her to stay?</li> <li>• <b>Between:</b> What character traits does the author want you to associate with the fly? With the spider?</li> <li>• <b>Beyond:</b> What are some different ways that people act when they want something? What is the best way to get what you want?</li> </ul>	<p>Together look for phrases that ‘pop’ in the middle of the poem. Some phrases to discuss might be:</p> <p>“...cunning Spider to the Fly, Dear friend...”</p> <p>“...warm affection...”</p> <p>“...Kind Sir...”</p> <p>“Sweet creature!”</p> <p>“...you’re witty and you’re wise...”</p> <p>“How handsome are your gauzy wings, how brilliant are your eyes!”</p> <p>“...little looking glass...”</p> <p>“...behold yourself...”</p>	<p>Reread the poem as a class and then discuss how it would be different if the spider was the narrator.</p>	<p>Together read the middle of the poem (stanzas 5–8). Discuss how the tone is still polite, but calculating as well. The mood is determination.</p> <p>Cite evidence from the text to support your answer.</p>
<b>You Do</b>	<p>Have students read the last section on their own and record evidence of their thinking on the lines; between the lines; beyond the lines.</p> <ul style="list-style-type: none"> <li>• <b>On:</b> What happened to the fly? Why? Where in the text provides the evidence for your answer?</li> <li>• <b>Between:</b> Has your thinking changed about the spider or the fly? How would you describe the fly now? How would you describe the spider now? Where in the text provides the evidence for your answer?</li> <li>• <b>Beyond:</b> Compare this poem to real life situations. Was there ever a time you wanted to do something even though you knew you shouldn’t? What is the lesson the author is teaching the reader?</li> </ul>	<p>Have the students read the last section on their own and record phrases that ‘pop.’ Discuss as a group upon completion.</p>	<p>Have students reread the poem and then discuss with a partner how it would be different if the fly was the narrator.</p> <p><b>Optional:</b> Have students rewrite the poem told from a 1st person point of view by the spider or the fly.</p>	<p>Have students reread the end of the poem. Have the students discuss in pairs the tone and mood at the end of the poem.</p> <p>Where in the text provides the evidence for your answer?</p> <p><b>Optional:</b> Read the picture book, <i>The Spider and the Fly</i> by Tony Diterlizzi. Discuss how the images in the book and the letter from the Spider helped improve comprehension.</p>
<b>Follow-up Bloom’s Question:</b>	<p>What questions would you like to ask the spider, the fly or the author in an interview?</p>	<p>What conclusions can you draw about the spider or the fly?</p>	<p>How would you rate this poem?</p>	<p>Propose an alternate ending.</p>
<b>CCSS</b>	<p>RL 3.1; RL 3.3</p>	<p>RL 3.4</p>	<p>RL 3.6</p>	<p>RL 3.4</p>