Grade: 2nd
Strategy: Visualizing
Technique: Story Mapping
Text Type: Science

Do You Like Spiders?

Aims of the Lesson

- Help students understand the structure of a story by identifying the beginning, middle, and end.
- Develop sequencing skills using time expressions and discourse markers.
- Encourage students to summarize key events and express the main idea of the story.

Text for lesson:

Do you know the comic book character Spider-Man? He can climb just like a spider and has a web on his suit.

Spiders are fascinating creatures. Even though some people may find them scary, they play an important role in nature by catching insects and keeping the environment balanced. Their webs are not only beautiful but also strong and useful. The next time you see a spider's web, take a closer look—you might notice the incredible work and skill that went into creating it!

Pre-Reading (Teacher's Perspective)

- **Identifies 3 words and explains them to students.**
  - **Comic Book**: A book with pictures and speech bubbles that tell a story.
  - **Spider**: A small animal with eight legs that can spin webs.
  - **Web**: A sticky net made by spiders to catch insects.
- Shows pictures of spiders and webs, asking students to describe what they see.

- Writes time/sequence expressions on the board, **First, Then, After that, Finally**, and explains that they will help structure the story.

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- Introduces the **story map template** with three sections: Beginning, Middle, and End.

Pre-Reading (Student's Perspective)

- Observe the images and discuss what they see.
- Predict what the story might be about based on the images.

During Reading (Teacher's Perspective)

- Reads the story aloud while pointing out key events.
- Guides students in writing **key words** in their story map for each section.
- Arrange images of the story events in the correct order, marking them with numbers.

During Reading (Student's Perspective)

- Listen and follow along with the teacher.
- Work in pairs to write key words for the beginning, middle, and end of the story.

Post-Reading (Teacher's Perspective)

- The teacher asks students to **expand their key words into full sentences** using time expressions.
- The teacher encourages students to switch partners and compare their story maps.
- The teacher leads a class discussion about the **moral** of the story.

Post-Reading (Student's Perspective)

- Students complete their story maps with full sentences.
- They exchange their maps with a new partner and discuss any differences.
- Students discuss and write the moral of the story.

Modes of Communication (Skills):

- **Interpretive (Receptive):** Students listen to the teacher's explanation of key words (comic book, spider, web) and read the text. After reading, in their groups, they listen to their peers and review their story maps to make modifications or additions.
- **Interpersonal (Mixed):** Students collaborate in pairs to structure the beginning, middle, and end of the story using sequence words. They discuss and negotiate the correct order of events, ensuring logical sequencing.
- **Presentational (Productive)**: Students present their completed story maps to the class, explaining the key events using time

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expressions. They share the moral of the story and discuss its significance.

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