

WEBS OF BEAUTY



Characters

Mrs. Patterno
Spotsy Spider
Slinky Spider

Sam
Maya
Diego

Setting

This reader's theater takes place in and around a forest.



Diego



Maya



Sam

Act 1

Mrs. Patterno: Our story begins with two spiders talking in the forest.

Spotsy Spider: “Finally! My masterpiece is complete. Now I can feast on some yummy flies.”

Slinky Spider: “Spotsy, you have outdone yourself this time. That’s a beautiful web!”

Spotsy Spider: “Thank you! I tried to use a lot of different colors this time.”

Slinky Spider: “I see you used different patterns, too.”

Spotsy Spider: “Yep, I spent a lot of time on this web. And I must say, I think I am the best . . .”

Slinky Spider: “Stop bragging for a second. I think I hear people coming.”

Spotsy Spider: “Those children must be playing hide-and-seek.”

Act 2

Sam: “Ready or not, here I come!”



Patterns Lesson Plan

Objectives

- **Fluency:** Students will read passages fluently after practicing and monitoring fluency by using tone, voice, timing and expression.
- **Content Area:** Students will understand that patterns are repetitions of colors or objects, and that patterns can be created by putting shapes or colors together.

Summary

Patterns are found in many places in our world, from the back of a zebra to a rainbow in the sky. The reader's theater, *Webs of Beauty*, shows students the intricate pattern of a spiderweb and how the pattern of a web is reflected in other parts of nature.



Materials

- *Webs of Beauty* script booklets
- *Patterns Character Masks*

Introduce the Literature

Brainstorm a list of all of the animals on Earth. Give each student a 4" x 4" square. Tell them to think about the skin, feathers, or color of the animals. For example, the peacock's feathers have large circles with colors of blue and green. Tell them that the repeated colors and circles on each feather form a pattern. Draw the peacock pattern on the square as an example. Each student chooses an animal from the brainstorming list, or selects an animal of his or her choice, and draws a colorful pattern from that animal on a 4" x 4" square. Collect the squares and place them together on a wall in the room to create an "Animal Patterns Quilt." Read the story, *The Spider Weaver: A Legend of Kente Cloth* by Julia Carnes. Ask students if there are any patterns in nature that the book discusses that were not part of their brainstorm list. Ask the same question after reading the script.



ELL Support

If the ELL students are not familiar with the names or appearances of the animals that are listed on the board, give them an encyclopedia of animals or a book about animals with pictures of the animals and their patterns.

Involving All Students

Though there are only six roles, it is important to involve all students in the reader's theater experience. Students who do not have roles can create original spiderweb designs based on objects in nature. Use these web designs as backgrounds for the reader's theater performance. Students without roles may also help the others practice the scripts. Since tone, voice, expression, and timing are the fluency objectives, students not assigned a part can help the others practice fluency, as well as offer tips for meeting the fluency objective.