

Spider®

25 Years . . . Anniversary Issue

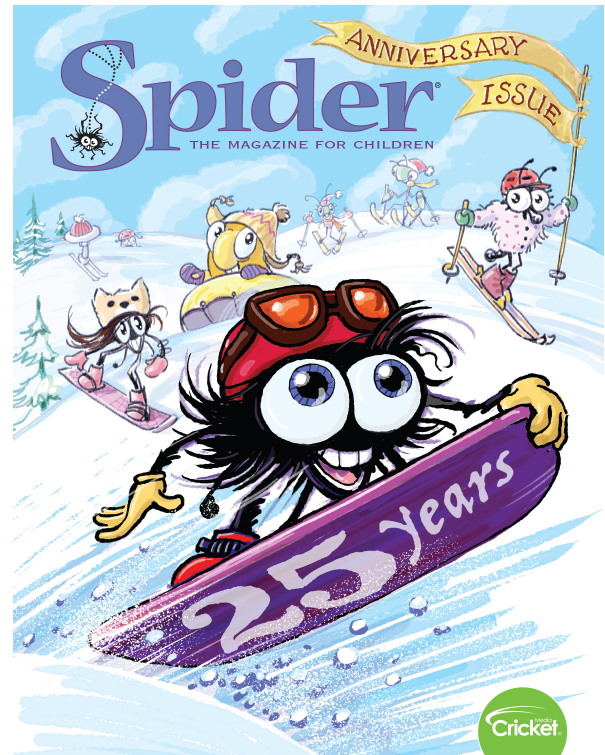
This issue of *Spider* is full of interesting characters doing extraordinary things. Help your students to get acquainted with these characters by learning to focus on their words and actions.

CONVERSATION QUESTION

What can we learn about characters from their words and actions?

TEACHING OBJECTIVES

- Students will interpret words and phrases in a text.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will analyze events in a text.
- Students will determine themes of a text.
- Students will plan and carry out investigations.
- Students will write narratives to develop real events.
- Students will explain cultural influences.



In addition to supplemental materials focused on core English Language Arts skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

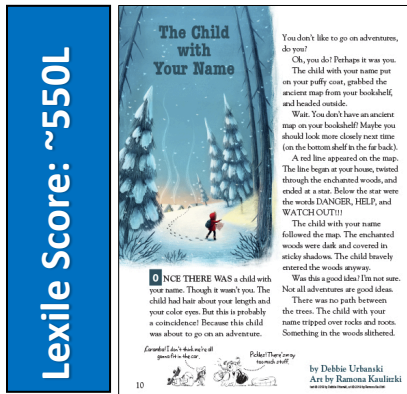
- **The Child with Your Name**
Fantasy, ~550L
- **Galileo's Starry Night**
Expository Nonfiction, ~850L
- **The Warnings of Shinpai**
Folktales, ~750L

Spider® Teacher Guide: January 2019

The Child with Your Name

pp. 10–12, Fantasy

Students can practice visualization techniques by using this direct-address story about a girl who helps a star escape from a monster.



OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases in a text.
- Students will plan and carry out investigations.

KEY VOCABULARY

- **ancient** (p. 10) very old
- **enchanted** (p. 10) magical
- **cauldron** (p. 11) a large pot
- **miserable** (p. 11) very unhappy
- **tentacles** (p. 12) the long, flexible arms of an animal that are used for grabbing things and moving

ENGAGE

Conversation Question: What can we learn about characters from their words and actions?

Create a word web with *Brave* in the center. Ask students to name book and movie characters who show bravery. Invite students to describe the actions and words of brave characters. Record student responses in the diagram. Tell students to think about whether the character in this story is brave.

INTRODUCE VOCABULARY

Display the vocabulary words and definitions and read them aloud. Have students work in groups to come up with sentences that use these words and then make a prediction about what will happen in the story. Invite students to share their sentences and predictions. Remind them to look for these words and review their predictions as they read.

READ & DISCUSS

After students have read the story, use the questions below to prompt discussion:

1. Is the child in this story a girl or a boy? How do you know?
2. What do the child's words and actions reveal about her or him?
3. The narrator says the enchanted woods are covered in "sticky shadows." What do you think she means by this?
4. What sounds does the child hear in the woods? What creatures might make these sounds?
5. Was this adventure a good idea or a bad idea? Explain.

SKILL FOCUS: Visualizing

INSTRUCT: Explain that good readers create mental pictures of characters, settings, and events in the stories they read. This is called visualizing. Tell students to listen for story details as you read aloud the first paragraph of the story. Then invite students to share what they visualized. Model this first if necessary. Next, ask what seems unusual about the way the paragraph is written. Point out that the narrator talks directly to the reader and makes the reader a story character.

ASSESS: Have students work in pairs to find another part of the story where the narrator talks to readers. Tell partners to write a short description of what they visualized. Upon completion, discuss with the class whether the direct address made visualizing easier or more difficult.

EXTEND

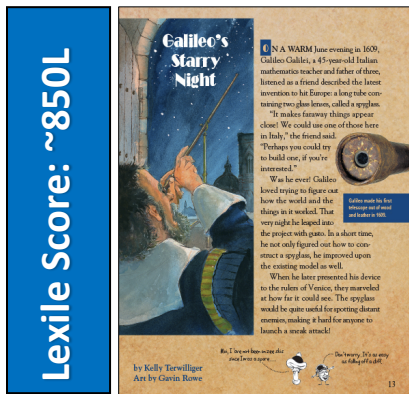
Science Remind students that the narrator of this story tells readers that stars are very large. Have students conduct research to learn about the sizes of stars and the names of different star sizes. Invite students to share their research with the class.

Spider® Teacher Guide: January 2019

Galileo's Starry Night

pp. 13–17, Expository Nonfiction

Have students identify cause-and-effect relationships in this article about the astronomer Galileo.



ENGAGE

Conversation Question: What can we learn about characters from their words and actions?

Explain to students that they also learn about real people from their words and actions. Share with students the name of a famous person you admire and explain how that person's words or actions led you to admire them. Then invite students to tell about famous people they admire and explain why they admire them. Tell students that the person in the next article was admired by some and disliked by others.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Then have students work in pairs to predict something that will happen in the selection, based on the story title and the vocabulary words. Have students record their predictions and check them as they read. Remind students to search for the vocabulary words as they read.

RESOURCES

- Cause-Effect Relationship Organizer

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will write narratives to develop real events.

KEY VOCABULARY

- **device** (p. 13) a piece of equipment that has been made for some special purpose
- **lens** (p. 14) a curved piece of glass used in eyeglasses, telescopes, binoculars, and other objects to make things look larger, smaller, or clearer
- **the heavens** (p. 14) the sky
- **craters** (p. 14) large round holes in the ground

READ & DISCUSS

After students have read the story, use the questions below to prompt discussion:

1. Explain three things you learned about Galileo from his actions.
2. Identify three facts Galileo learned by looking through the spyglass.
3. How did different people react to Galileo's spyglass?
4. What did many people believe about the universe in the 1600s?
5. How did people feel about the new ideas Galileo presented?

SKILL FOCUS: Cause-and-Effect Relationships

INSTRUCT: Explain that events may be related by cause and effect. The first event—the cause—tells why something happened. The second event—the effect—tells what happened. List the following events on the board and have pairs of students discuss possible causes and effects: You overslept on a school day. You forgot to turn in a permission slip. You ate too much pizza. Invite pairs to share their ideas. Then explain that events in a science article are often related by cause and effect. Read aloud page 13 and discuss what caused Galileo to make his first spyglass. Then discuss one effect of Galileo's spyglass.

ASSESS: Distribute the *Cause-Effect Relationships* organizer to students. Have them work in groups to identify and record cause-effect relationships in the article. Discuss responses as a class.

EXTEND

Language Arts Have student choose one scene from the article and retell it in comic-strip form. Remind students to use dialogue and pictures to convey the scene in a way that is both informative and entertaining. Post comic strips in the classroom.

Name _____

Cause-Effect Relationships

Look for cause-effect relationships in the article "Galileo's Starry Night." Record the causes and effects in the chart below. Some examples are shown.

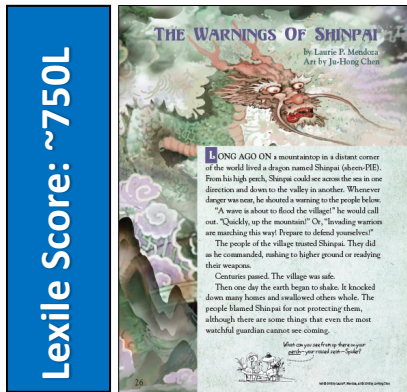
Cause	Effect
Galileo continued to work on his telescope.	Galileo created a telescope that was three times more powerful than his first telescope.
Galileo looked at the moon through his telescope.	

Spider® Teacher Guide: January 2019

The Warnings of Shinpai

pp. 26–31, Folktale

Use this story about a guardian dragon whose confidence is shaken to give students practice in analyzing plot and theme.



RESOURCES

- Plot Events Worksheet

OBJECTIVES

- Students will read and analyze a folktale.
- Students will analyze events and determine the themes of a text.
- Students will explain cultural influences.

KEY VOCABULARY

- **warning (p. 26)** a statement that tells people about possible dangers or trouble
- **watchful (p. 26)** paying careful attention to someone or something
- **panic (p. 27)** a feeling of extreme fear that makes people unable to act or think normally
- **jumpy (p. 27)** very nervous
- **false alarm (p. 29)** something that causes people to wrongly believe that something bad or dangerous is going to happen

ENGAGE

Conversation Question: What can we learn about characters from their words and actions?

Ask students to name stories in which the characters face terrible problems. Discuss what students learn about the characters from the way they face problems. Explain that the next story, “The Warnings of Shinpai,” is about a whole village of people who must face a problem.

INTRODUCE VOCABULARY

Display the vocabulary words with their definitions and read them aloud. Have students work in pairs to place the words in categories, based on their meaning. Invite pairs to share their categories. Remind students to look for the words as they read.

READ & DISCUSS

After students have read the story, use the questions below to prompt discussion:

1. How do the villagers feel about Shinpai before the earthquake?
2. How do they feel about him after the earthquake?
3. Why is Shinpai ashamed after the earthquake?
4. What do Shinpai’s constant warnings make the villagers do?
5. When are the villagers most out of balance with Shinpai?
6. How does Chika help the villagers find balance?

SKILL FOCUS: Plot and Theme

INSTRUCT: Remind students that the series of events in a story is called the plot. Continue by explaining that the plot usually centers around a conflict or problem, and the way that the characters solve the problem. Point out that the conflict often gets more and more complicated before the characters find a solution. Ask students to identify the problem at the beginning of “The Warnings of Shinpai.” Distribute the *Plot Events Worksheet* to all students and have them work in pairs to complete it. Go over responses as a class. Then remind students that the theme of a folktale is often a lesson that the characters learn. Discuss the lessons learned in this folktale.

ASSESS: Have pairs of students work together to come up with one or more themes for the story. Upon completion, have pairs present their themes to the class for discussion.

EXTEND

Social Studies Remind students that Chika talks about the yin yang symbol in the story. Have students research this symbol to find out what it looks like, what it stands for, and where it comes from.

Name _____

Story Map

Use the organizer below to record information about the characters, setting, and events in “The Warnings of Shinpai.”

Characters:	Setting:
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Story events

What is the problem at the beginning of the story?	
List the actions characters take that make the problem more complicated.	
What happens at the climax? (turning point)	
List the actions characters take to solve the problem.	