

Spider®

THEME

Explore different aspects of cities—the sights and sounds on the street, the trains and tunnels underneath, and the creatures that call cities “Home.”

CONVERSATION QUESTION

How can you explore a city?

TEACHING OBJECTIVES

- Students will interpret words and phrases as they are used in a text.
- Students will analyze the structure of texts.
- Students will determine central ideas and supporting details in a text.
- Students will analyze places, including their physical, cultural, and environmental characteristics.
- Students will construct and use maps.
- Students will obtain, evaluate, and communicate information.



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.

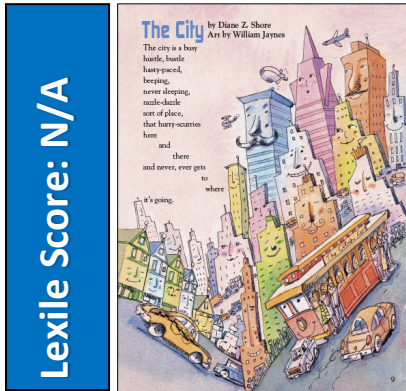
SELECTIONS

- **The City**
Poetry, N/A
- **Solo on the Subway**
Contemporary Realistic Fiction, ~550L
- **Urban Birds**
Expository Nonfiction, ~1050L

The City

p. 9, Poetry

Use this poem about the commotion of life in a city to discuss form and sound in poetry.



RESOURCES

- Poem Worksheet

OBJECTIVES

- Students will read and analyze a poem.
- Students will interpret words and phrases as they are used in a text.
- Students will analyze the structure of texts.
- Students will analyze places, including their physical, cultural, and environmental characteristics.

KEY VOCABULARY

- hustle (p. 9)** energetic activity
- bustle (p. 9)** noisy or busy activity
- hasty (p. 9)** done very quickly
- razzle-dazzle (p. 9)** noisy and exciting activity meant to attract attention
- scurry (p. 9)** move quickly and with short steps

ENGAGE

Conversation Question: How can you explore a city?

Tell students that one way they can explore a city is by using their five senses: sight, hearing, smell, touch, taste. Create a five-column chart on the board using the senses as column heads. Brainstorm with students things that they might see, hear, smell, touch, and taste in a city. Add responses to the chart. Then tell students to think about which senses this city poem appeals to.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Next, have students work in pairs to decide how the word meanings are connected. Have them use the following frame to create a label for the words based on how they are connected: *Words You Can Use to Talk About* _____. Invite students to share their labels. Then tell students to look for these words as they read the poem.

READ & DISCUSS

Have students listen closely as you read the poem aloud. Then have students work in pairs to take turns reading the poem to each other. Use the following questions to discuss the poem:

- What words or ideas stood out to you in the poem?
- What is this poem about?
- What senses does the poem appeal to?
- What ideas about the city does the poem show?
- What do you notice about the way the poem looks on the page?

SKILL FOCUS: Form and Sound in a Poem

INSTRUCT: Explain that students can think about a poem by paying attention to the way it looks and the way it sounds. Display and distribute the *Poem* worksheet to all students. Ask them to look at the poem and identify where its shape changes. (after the line “that hurry-scurries”) Draw a line to separate the two sections of the poem and have students do the same on their worksheets. Discuss how the two sections of the poem look different. Go over the *Questions for Discussion* on the worksheet. Then have students work in pairs to answer the questions. Tell students to mark up the poem and make notes about their ideas in preparation for a class discussion of the poem.

ASSESS: Bring the class together so that students may share their responses to the *Questions for Discussion*. Talk about how the form and sounds in the poem connect to the ideas about the city.

EXTEND

Social Studies Have students work in pairs to conduct research on a city in their state. Have them suggest two places that they would like to visit in that city. Invite students to share their ideas with the class.

Name _____

The City
by Diane Z. Shore

The city is a busy
hustle, bustle
hasty-paced,
beeping,
never sleeping,
razzle-dazzle
sort of place,
that hurry-scurries
here
and
there
and never, ever gets
to
where
it's going.

Questions for Discussion

1. Where does the shape of the poem change? Draw a line to mark the change.
2. How do these two parts of the poem look different?
3. Read the poem aloud a few times. Circle the repeated sounds and rhymes you hear.
4. Reread the poem aloud. Do the two parts sound the same or different? Explain.
5. What does the first part describe?
6. What does the second part describe?

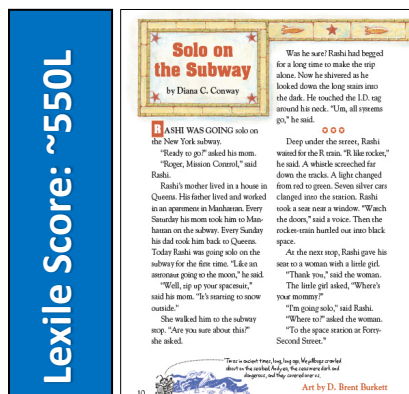
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Solo on the Subway

pp. 10–13, Contemporary Realistic

Fiction

Use this story about a boy's first solo ride on the New York City subway to examine an extended comparison.



ENGAGE

Conversation Question: How can you explore a city?

Ask students how they get from their home to school, to activities, to stores, and to other places. Then discuss how people in a city get from one place to another. Explain that in most cities, people can ride on buses, streetcars, and subways to get around. Invite students to share their experiences riding these forms of transportation. If necessary, build background on subways using books with photos and information on the internet. Then explain that this story is about a boy who rides a subway in New York City by himself.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Use a picture book or website related to the New York City subway to show students examples of the vocabulary words. Then ask them to predict how the boy in the story will feel about taking a solo ride on the subway. Remind students to look for these words and check their predictions as they read.

RESOURCES

- Comparison Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will construct and use maps.

KEY VOCABULARY

- **solo** (p. 10) done alone
- **subway** (p. 10) a system of underground trains in a city
- **station** (p. 10) a place where trains or buses regularly stop so passengers can get on and off
- **stop** (p. 10) the place where a bus or train regularly stops on a route to let passengers get on and off
- **tunnel** (p. 12) a passageway that goes underground
- **platform** (p. 12) a flat area next to railroad tracks where people wait for a train or subway

READ & DISCUSS

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

1. Why is Rashi going to Manhattan?
2. Why do you think Rashi compares his solo trip to “an astronaut going to the moon”?
3. How does the subway stop at Forty-second Street seem like a space station to Rashi? Did Rashi meet a real space alien there? Explain.
4. What does Rashi notice when he gets to Manhattan?

SKILL FOCUS: Analyze a Comparison

INSTRUCT: Ask students what Rashi compares his subway trip to (traveling in space). Then read aloud the first column on page 10 and ask students to listen for three examples of this comparison. Point out that Rashi compares his subway ride to space travel throughout the entire story, not just in one place. Distribute the *Comparison* worksheet and go over the directions.

ASSESS: Have students work in pairs to complete the worksheet. Then have students share their responses with the class.

EXTEND

Social Studies Show students examples of different subway maps. Then have them design and draw a fantasy subway for their town. Encourage them to think about the stops they would want it to make and what they would name these stops. Also tell them to think about how many different routes they would need and how much they might charge for a ride. Invite students to share their subway designs with the class.

Name _____

Analyze a Comparison

Find examples in the story of how Rashi compares riding a subway to traveling in space. Look for examples in the beginning, middle, and end of the story. Record the examples in the correct column of the chart below. Then answer the question.

Beginning: Before Rashi gets on the subway	Middle: When Rashi is in the subway	End: After Rashi gets out of the subway

How do you think Rashi feels about riding the subway solo? Is he scared, excited, nervous, happy? Support your answer with details from the story.

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Urban Birds

pp. 14–19, Expository Nonfiction

Use this article about peregrine falcons in New York City to give students practice in identifying main idea and details.



ENGAGE

Conversation Question: How can you explore a city?

Tell students that another way they can explore a city is by learning about the birds and animals that live there. Ask students what kinds of birds and animals they would expect to see in a city. Discuss why wild animals such as raccoons, coyote, and falcons might live in a city instead of the wilderness. Tell students that the next article explains why so many peregrine falcons are living in New York City.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Next, have students work in pairs to write sentences using these words. Finally, have students gather in small groups to share their sentences. Remind students to look for the words as they read this article.

RESOURCES

- Main Idea and Details Worksheet

OBJECTIVES

- Students will read and analyze an article.
- Students will determine central ideas and supporting details in a text.
- Students will obtain, evaluate, and communicate information.

KEY VOCABULARY

- **endangered** (p. 14) used to describe a type of animal or plant that has become very rare and that could die out completely
- **protection** (p. 15) the state of being kept from harm
- **released** (p. 14) set free

READ & DISCUSS

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

1. Why was DDT harmful to peregrines?
2. How did the Endangered Species Act help peregrines?
3. What did the scientists think the peregrines would do when they released them? What happened instead?
4. What do peregrines eat in the city?
5. How is a city like the natural habitat of peregrines?
6. How do humans make it easy for peregrines to live in the city?

SKILL FOCUS: Main Idea and Details

INSTRUCT: Explain that the main idea of a text is the most important idea about the topic. Ask students to identify the topic of the article (peregrines in the city). Have students reread the section that begins on page 16, column 2, and ends on page 18, with the line “The falcons love these nesting boxes . . .” Focus on the question at the beginning of the section and tell students they can use it to help them identify the main idea of this section and locate details that support it. Distribute the *Main Idea and Details* worksheet. Have students work in pairs to find and record three details that answer the question. Encourage students to share ideas.

ASSESS: Have partners turn the question at the beginning of the section into a main idea statement and add it to the worksheet. Tell students to make sure the details on their worksheets support the main idea. Then invite students to share their responses with the class.

EXTEND

Science Have students conduct research to learn why wild animals are living in cities, and prepare a short presentation for the class.

Name _____

Main Ideas and Details Worksheet

Write the main idea of the text in the top of the chart. List three supporting details in the bottom of the chart.

Main Idea: What is the author's main idea about peregrine falcons in the city?
