

Spider®

THEME

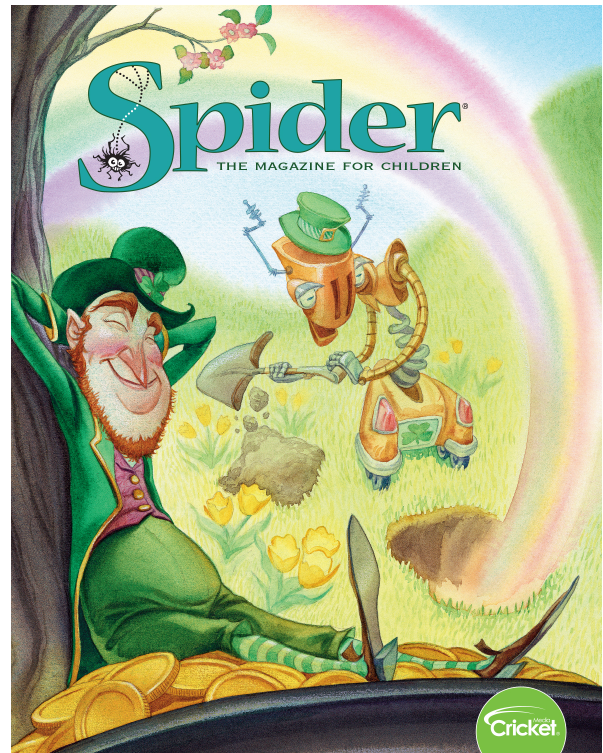
Use the lessons and activities in this teacher guide to explore how different ideas can come together to create something new and wonderful.

CONVERSATION QUESTION

Where do ideas come from?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas interact.
- Students will write to develop imagined experiences.
- Students will determine central ideas and supporting details.
- Students will obtain, evaluate, and communicate information.
- Students will solve a word problem.
- Students will analyze the movement of people, goods, and ideas.



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

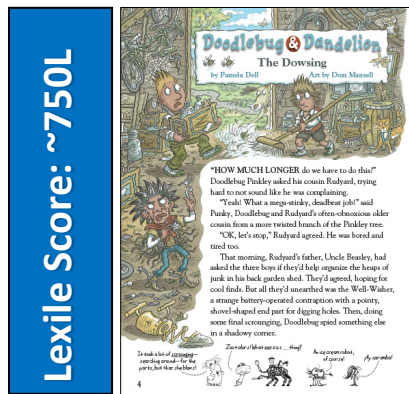
- **Doodlebug & Dandelion**
Fantasy, ~750L
- **The Cupcake**
Poem, N/A
- **Pizza's Past**
Expository Nonfiction, ~950L

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Doodlebug & Dandelion

pp. 4–8, Fantasy

Use this story about three boys who create a sprinkler park using old tools that they find in a garden shed to help students think about story sequence.



OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of texts.
- Students will obtain, evaluate, and communicate information.

KEY VOCABULARY

- **unearthed (p. 4)** found or discovered something that was hidden or lost
- **contraption (p. 4)** a piece of equipment or machinery that is unusual or strange
- **earthward (p. 7)** toward the earth
- **geysers (p. 8)** holes in the ground that shoot out hot water
- **drenched (p. 8)** completely wet

ENGAGE

Conversation Question: Where do ideas come from?

Display an idea web with the Conversation Question in the center. Help students brainstorm answers to the question and record them in the web. Have students work in pairs to list as many uses as possible for an unused pizza box, utilizing the exercise above to help students generate ideas. After five minutes, invite students to share their ideas. Then explain that the next story is about three boys who think creatively.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Have students work in pairs to place the words in groups, based on their meaning or structure. Invite pairs to share their groupings. Then 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. Why are Doodlebug, Rudyard, and Punky in the garden shed?
2. How do Doodlebug and Rudyard feel about Punky?
3. What is it like inside the garden shed?
4. What interesting objects do the boys find in the shed?
5. How do they use these objects? What do they create?

SKILL FOCUS: Analyze Story Sequence

INSTRUCT: Explain that stories are made up of a series of events. Work with students to describe the events in a familiar tale, such as the Three Little Pigs. Then ask students to identify the characters and the setting in “Doodlebug & Dandelion” and write these on the board. Next, ask students to tell the important events in the story. List and number these. Review the list of events with students and eliminate less important ones. Try to limit the list to six or seven events.

ASSESS: Have students work in small groups. Make sure you have one group for each story event in the list. Assign each group one event from the list to illustrate and describe. After all groups have finished, have them come together to display their drawings in order to show the sequence of events in the story. Have groups take turns explaining the event their drawing shows and how it fits in with the events that came before it.

EXTEND

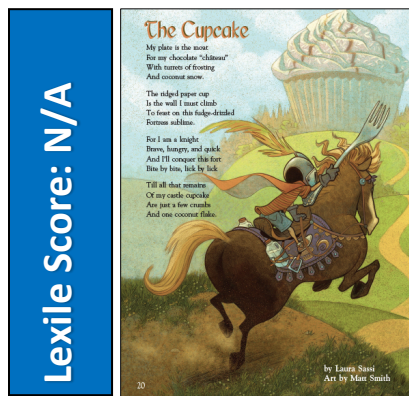
Science Have students work in pairs or small groups to learn more about dowsing rods. Tell groups to use what they learn to answer this question: *Can dowsing rods actually find underground water?* Have students support their answers with facts from their research. Invite students to share their ideas with the class.

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The Cupcake

p. 20, Poem

Use this poem about a cupcake that is also a castle to inspire your students to write their own poems.



OBJECTIVES

- Students will read and analyze a poem.
- Students will write to develop imagined experiences.
- Students will solve a word problem.

KEY VOCABULARY

- **moat** (p. 20) a wide ditch filled with water that surrounds the walls of a castle
- **chateau** (p. 20) a castle
- **turrets** (p. 20) towers on a building
- **sublime** (p. 20) very beautiful

ENGAGE

Conversation Question: Where do ideas come from?

Ask students if they have ever used their imagination to look for images in clouds. If conditions allow, have students look out the window at clouds and talk about what they see. Otherwise, show students an image of a cloud-filled sky from the internet and have them brainstorm what they see. Then explain that this poem is about what someone imagines when they look at a cupcake.

INTRODUCE VOCABULARY

Read aloud the vocabulary words and their definitions. Next, have students work in pairs to use the words to write a very short story. Invite students to share their stories. Then remind students to look and listen for these words in the poem.

READ & DISCUSS

Have students listen as you read the poem aloud. Then read it a second time as students follow along silently. Finally, discuss these questions:

1. What words and ideas stood out to you in the poem?
2. What did you find confusing?
3. Who is the speaker in this poem?
4. Describe three ways the speaker compares a cupcake to a castle.
5. How is the speaker going to conquer the cupcake?
6. What did you like about this poem?

SKILL FOCUS: Write a Poem

INSTRUCT: Tell students they will be writing poems about food. Display the chart below. Ask volunteers to identify the food in the poem, what it's compared to, and the speaker (cupcake, castle, knight). Add these to the chart. Then explain that students are going to think of a food, something to compare it to, and choose a speaker for their poems. Brainstorm ideas and add them to the chart. Examples: loaf of bread/tunnel/mouse . . . bowl of Jell-O/Mars/Martian.

Food	What it's compared to	Speaker

ASSESS: After students settle on their ideas, allow time to write. Explain that poems don't have to rhyme. After students have written and illustrated their poems, hold a class poetry reading.

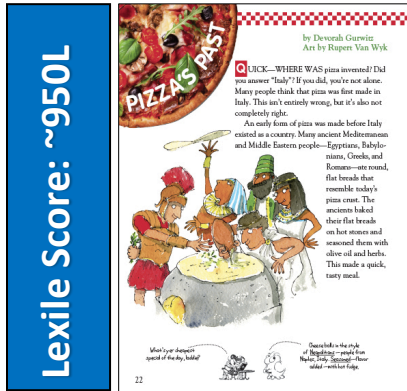
EXTEND

Math Display this word problem and have students work in pairs to solve it: Virginia's Bakery sells cupcakes for \$1.50 each. Toby's Bakery sells cupcakes for \$2.00 each. Fin's Bakery sells cupcakes for 75 cents each. How many cupcakes must each bakery sell to make \$12.00?

Pizza's Past

pp. 22–25, Expository Nonfiction

Use this article about the history of pizza to help students recognize key ideas and supporting details.



RESOURCES

- Supporting Details Worksheet

OBJECTIVES

- Students will read and analyze an article.
- Students will determine central ideas and supporting details.
- Students will analyze the movement of people, goods, and ideas.

KEY VOCABULARY

- entirely** (p. 22) completely
- resemble** (p. 22) look like
- toured** (p. 24) made a trip through an area
- patriotic** (p. 24) having great love for your country
- estimate** (p. 25) to make a guess about the amount or cost of something

ENGAGE

Conversation Question: Where do ideas come from?

Brainstorm with students a list of favorite foods that originally come from outside the United States. Then ask students where they think pizza came from originally. Explain that the next article is about the history of pizza.

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.

READ & DISCUSS

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

- How did the bread eaten by people in the ancient Mediterranean and Middle East resemble pizza?
- Where did the name “pizza” come from?
- How did mozzarella and tomatoes become pizza ingredients?
- How was pizza sold in Italy?
- How did pizza Margherita get its name?
- How did pizza become popular in the United States?
- Where do people enjoy seaweed on their pizza?

SKILL FOCUS: Identify Supporting Details

INSTRUCT: Remind students that nonfiction texts include key ideas that tell about important points and supporting details that give more information about the key ideas. Distribute the *Supporting Details* worksheet to all students. Go over the directions and read the statements in the chart. Have students work in pairs to find supporting details for the first key idea. Then ask volunteers to share their supporting details.

ASSESS: Have partners complete the worksheet. Afterward, have students compare their responses in small groups.

EXTEND

Social Studies Have students create an illustrated timeline, an annotated world map, a comic strip, play, or poster to present the information in the article. Suggest students conduct research if they would like to add more facts to their presentations. Encourage students share their projects with the class.

Name _____

Find one or two supporting details in the article for each key idea. If you can't find any supporting details, leave the box blank.

Key Ideas	Supporting Details
Pizza didn't come from Italy originally.	
In Italy, more ingredients were added to pizza.	
Pizza became very popular in Italy.	
People used to believe tomatoes were poisonous.	
Pizza came to the United States because of World War II.	
Pizza is a worldwide treat.	

Evaluate Are all the ideas in the first column of the chart main ideas? Explain and support your opinion on the back of this sheet.