



THEME

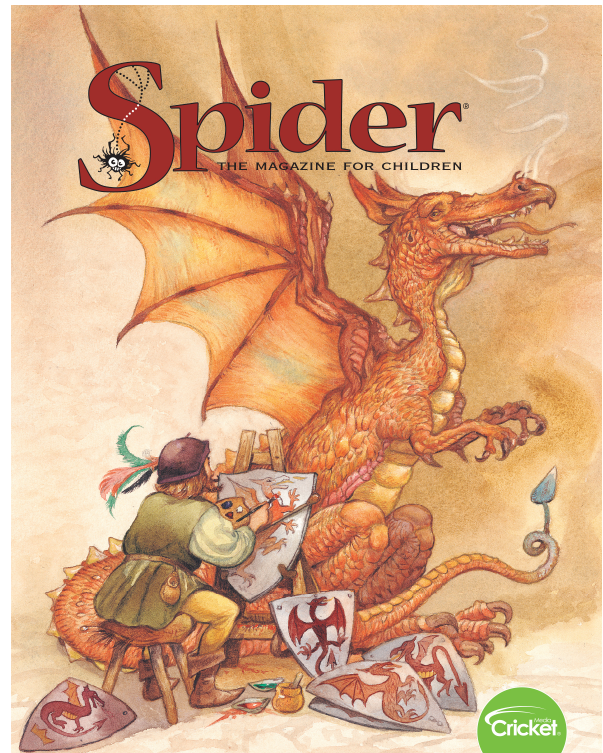
The selections and activities in this teacher guide offer you and your students tips about being prepared: keep a few tricks up your sleeve, wear the right shoes, and if you're a Komodo dragon that can't move very fast, use poisonous saliva to capture your prey.

CONVERSATION QUESTION

When is it important to be prepared?

TEACHING OBJECTIVES

- Students will determine central ideas or themes of a text and analyze their development.
- Students will write narratives to develop imagined experiences.
- Students will read closely to determine what the text says explicitly.
- Students will analyze places, including their physical, cultural, and environmental characteristics.
- Students will plan and carry out investigations.
- Students will ask and answer questions.



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

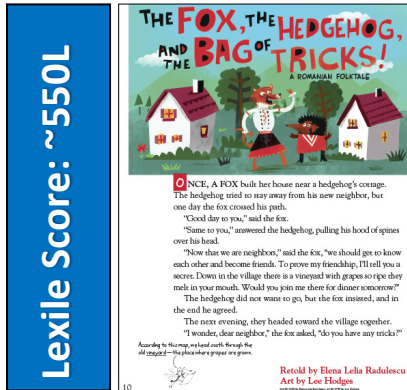
- **The Fox, the Hedgehog, and the Bag of Tricks**
Folktale, ~550L
- **How to Find an Adventure**
Instructional Text, ~750L
- **Here There Be Dragons**
Expository Nonfiction, 1050L

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The Fox, the Hedgehog, and the Bag of Tricks

pp. 10–14, Folktale

Help students practice identifying theme using this Romanian folktale about a tricky fox and her hedgehog neighbor.



RESOURCES

- Theme

OBJECTIVES

- Students will read and analyze a folktale.
- Students will determine central ideas or themes of a text and analyze their development.
- Students will analyze places, including their physical, cultural, and environmental characteristics.

KEY VOCABULARY

- **spines (p. 10)** sharp pointed quills on an animal
- **insisted (p. 10)** demanded something happen
- **tricks (p. 10)** clever and effective ways of doing something

ENGAGE

Conversation Question: When is it important to be prepared?

Invite students to share situations for which they must prepare, such as a day at school, a camping trip, a vacation, or a bad storm. List these on the board and have student pairs choose one situation and write a list of five things they would do to prepare for it. Invite students to share their lists. Then tell students to consider which character in this tale is best prepared to face the challenges he or she encounters.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read the story.

1. Do you know any _____ for baking a perfect cake?
2. A porcupine is covered in prickly _____ that protect it.
3. My brother _____ on having the first pony ride.

READ & DISCUSS

After students have read the story, discuss these questions:

1. How does the hedgehog feel about his new neighbor?
2. What is the fox's motive for inviting the hedgehog to dinner?
3. How would the story be different if the fox had brought her bag of tricks with her? Did she forget her tricks on purpose?
4. Who is more clever, the hedgehog or the fox? Explain.

SKILL FOCUS: Analyze Theme

INSTRUCT: Tell students that the theme of a folktale is often a lesson about right and wrong. Continue by explaining that students can identify themes in folktales by thinking about which characters are punished and rewarded and by considering the lessons that the characters learn. Guide students to identify theme using a simple story such as "The Fox and the Stork." Discuss who is punished and rewarded. Then have students turn and talk to a partner about what lesson the story teaches. Invite students to share ideas, then work as a group to develop a theme statement.

ASSESS: Distribute a copy of the *Theme* worksheet to each student. After students have worked independently to complete the worksheet, have them meet in small groups to compare their theme statements.

EXTEND

Social Studies Assign pairs of students a different element of Romania to research and report on: physical description, food, holidays and customs, music, flag, map, history, etc. Suggest pairs use one online and one print source. Have pairs create and present a poster to the class.

Name _____

Theme

Write details from the story in the chart below. Then use the details to help you write the theme.

| | |
|---|--|
| Who is punished in the story? How is the character punished? | |
| Who "wins" or is rewarded in the story? Explain. | |
| What lessons do characters learn? | |

On the lines below, write a theme for "The Fox, the Hedgehog, and the Bag of Tricks."

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How to Find an Adventure

pp. 15–19, Instructional Text

Use this how-to article about finding adventure as a springboard for students to write their own adventure stories.



RESOURCES

- Adventure Story Planning (2 pages)

OBJECTIVES

- Students will read and analyze a set of instructions.
- Students will write narratives to develop imagined experiences.
- Students will plan and carry out investigations.

KEY VOCABULARY

- durable (p. 16)** lasting and strong
- companion (p. 17)** a person or animal you spend time with or enjoy being with
- obstacle (p. 18)** something that stands in the way of progress
- quest (p. 18)** a journey made in search of something

ENGAGE

Conversation Question: When is it important to be prepared?

Tell students to imagine that they are knights from long ago. They have been assigned to travel into a dark and dangerous forest in search of the royal twins—a prince and princess—who have been kidnapped for a ransom. The kidnappers want \$1,000 and new boots in exchange for the twins. The kidnappers are in a hideout. It will take a long time to find the twins. Have small groups brainstorm how they would prepare for this adventure. Then have groups share their ideas with the class.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then work with the class to answer the vocabulary questions below. Finally, remind students to look for the vocabulary words as they read the story.

- Which is an example of a companion? a friend, a stranger, an enemy
- Which is durable? a spider's web, a thick rope, a piece of cake
- Which might you bring on a quest? a bird feeder, one sock, a map
- Which is an obstacle you might face if you ride your bike to school? a flat tire, a dragon, a cloud

READ & DISCUSS

After students read the article, use these questions for discussion:

- What is one thing you would add to the list of things to pack?
- Why is the map helpful on an adventure?
- What is an obstacle you might face on an adventure?
- Which of the rewards in Box 9 would you choose?

SKILL FOCUS: Write an Adventure Story

INSTRUCT: Remind students that an adventure story is about a character who goes on a journey in search of something, such as a person, place, or object. Invite students to share adventure stories they've read or viewed. Then tell students they are going to write their own adventure stories. Distribute the *Adventure Story Planning* worksheets. Go over the worksheets. Then have students work independently to fill in the first page. Emphasize that students may fill in the chart in whatever order they like and leave spaces empty if they are not ready to fill them in.

ASSESS: Have students use the second page of the worksheet to outline the plot of their adventure stories. After students create a first draft, have them work with a writing partner to give and receive feedback. Invite students to read their finished stories aloud.

EXTEND

Science Have pairs of students go on a scientific research quest to find the answer to a question that you give them. Examples: Why is sleep important? How does smoking affect the body? Why are bees dying? What's the best way to clean a dog after it gets sprayed by a skunk?

Name _____

Adventure Story Planning, page 1

Plan the setting. After you make notes below, draw a map of your setting on another sheet of paper.

| Will the setting be real or imaginary? | Note geographic features, such as forest, desert, swamp, or mountains. | What is the weather like? Cold and snowy? Hot? Rainy? Stormy? | What kinds of animals or imaginary creatures live here? |
|--|--|---|---|
| | | | |

Describe your characters. Name and describe your characters.

| You—the main character in your story | Your companion | Secondary characters—friendly or mean |
|--------------------------------------|----------------|---------------------------------------|
| | | |

Think about the plot. Jot down a few notes about the plot.

| What is your quest? | What obstacles will you meet? | What will your reward be? |
|---------------------|-------------------------------|---------------------------|
| | | |

Name _____

Adventure Story Planning, page 2

What will happen at the beginning of your adventure story? (*Rising Action*)

What problems and obstacles will you deal with? (*Conflict*)

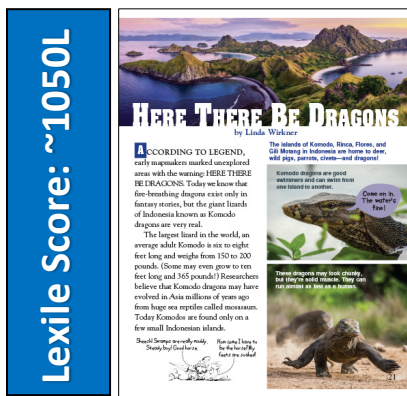
How will your adventure end? (*Resolution*)

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Here There Be Dragons

pp. 21–25, Expository Nonfiction

Use this science article about Komodo dragons to support students' understanding of facts and opinions.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will examine factual information from a science-based article.
- Students will ask and answer questions.

KEY VOCABULARY

- **predators** (p. 22) animals that live by killing and eating other animals
- **devoured** (p. 23) quickly ate all of something
- **expands** (p. 23) becomes bigger

ENGAGE

Conversation Question: When is it important to be prepared?

Point out that wild animals are prepared to survive in their habitats. For example, birds and animals that live in areas of the United States that are warm in summer must prepare for colder temperatures in winter. Discuss how these birds and animals prepare. (*migration, hibernation*) Explain that some animals have special features or characteristics that prepare them to be safe from predators. (*camouflage*) Tell students to read to discover how a Komodo dragon is prepared to survive.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and their definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read the story.

1. After the tournament, the soccer players _____ five pizzas.
2. When you blow air into a balloon, it _____.
3. Lions and tigers are _____ that eat buffalo and wild pigs.

READ & DISCUSS

After students read the article, use the questions below for discussion.

1. What words would you use to describe a Komodo? Explain why.
2. How does being cold-blooded help Komodos survive?
3. What makes a Komodo a good hunter?
4. Why do you think baby Komodos live in trees?
5. Where could you see a live Komodo today?

SKILL FOCUS: Fact and Opinion

INSTRUCT: Review fact and opinion. (A **fact** is a statement that can be proved to be true. An **opinion** is a statement that expresses a person's feelings.) Give an example of a fact and an opinion. Then list these facts and opinions on the board: *Geckos make good pets for young children. A gecko is a type of lizard. Geckos are amazing creatures. Most geckos do not have eyelids. They lick their eyes to keep them moist.* Have students work in pairs to identify the statements as facts or opinions. Ask students to share responses and explain why they identified the statements as fact or opinion.

ASSESS: Have students highlight five to eight facts from the main article about a Komodo's different body parts. Instruct them to draw a simple outline of a Komodo and label it with their facts. Have students exchange drawings with a partner to check that their labels contain only facts.

EXTEND

Science Explain that Komodos are apex predators, or predators at the top of the food chain. Have students conduct research to learn about other apex predators around the world and report on what they find.