

# Spider®

## ISSUE THEME

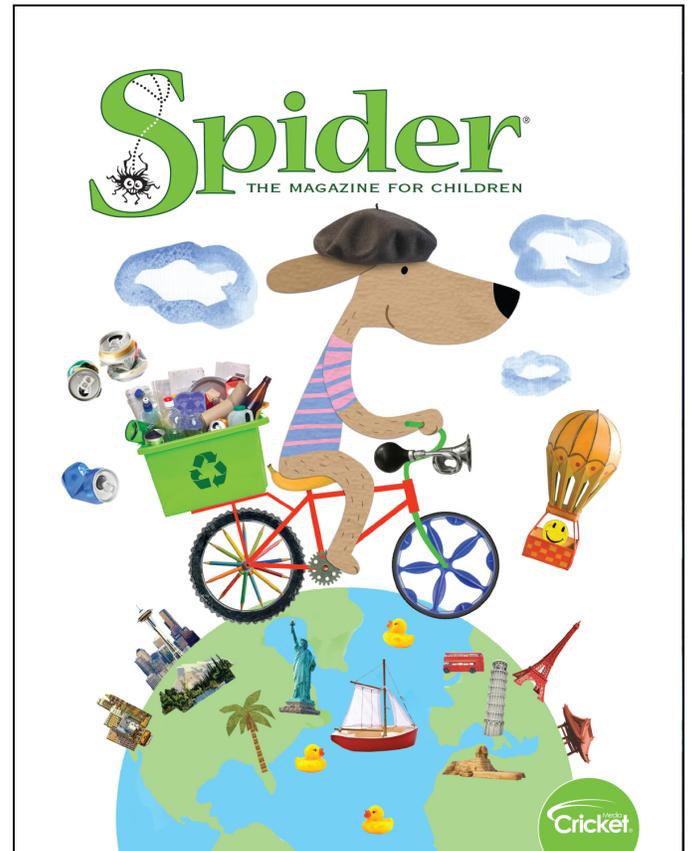
The engaging texts covered by this teacher guide describe some of the surprising—and in one case, imaginary—ways that humans and animals help each other. Use the stories, articles, photos, and illustrations to inspire your students to become more engaged in the natural world.

## CONVERSATION QUESTION

How do humans and animals interact?

## TEACHING OBJECTIVES

- Students will write dialogue.
- Students will determine central ideas.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will obtain, evaluate, and communicate information.
- Students will write narratives to develop real or imagined experiences.



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.

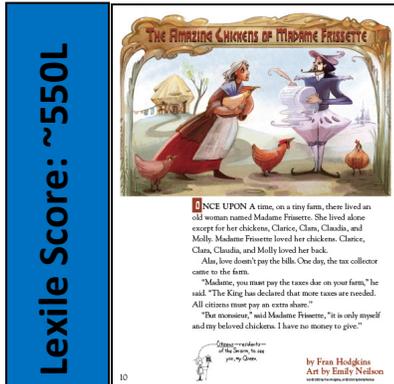
## SELECTIONS

- **The Amazing Chickens of Madame Frisette**  
Folktale, ~550L
- **A Sweet Deal**  
Expository Nonfiction, ~750L
- **Emma and the Honey Thief**  
Contemporary Realistic Fiction, ~650L

## The Amazing Chickens of Madame Frisette

pp. 10–14, Folktale

Teach your students to write dialogue using this amusing folktale about some very talented chickens.



## RESOURCES

- Writing Dialogue

## OBJECTIVES

- Students will read and analyze a folktale.
- Students will write dialogue.
- Students will obtain, evaluate, and communicate information.

## KEY VOCABULARY

- **beloved** (p. 10) very much loved
- **enforce** (p. 11) to make sure people do what is required by a law or rule
- **littered** (p. 14) covered a surface in a messy way

## ENGAGE

**Conversation Question:** How do humans and animals interact?

Point out to students that animals and humans form relationships. Ask students to describe relationships they have with animals, such as dogs, cats, guinea pigs, or horses. Discuss how these relationships are similar to and different from relationships they have with humans and with wild animals. Then tell students to think about what the animals in this story teach humans about kindness and love.

## INTRODUCE VOCABULARY

Display the following context sentences and underline the vocabulary words. Have students work in pairs to predict the meaning of each vocabulary word based on the context. Then reveal the definitions and have students check their predictions. Finally, remind students to look for the vocabulary words as they read the story.

1. The music star was beloved for his kindness and generosity.
2. My parents enforce screen time rules by taking my phone at night.
3. Books and clothes littered my bedroom floor, so I cleaned them up.

## READ & DISCUSS

After students have read the story, discuss these questions:

1. Is the tax collector a cruel person or is he just doing his job?
2. What is the meaning of the phrase “love doesn’t pay the bills”?
3. What solutions do the chickens come up with to help Madame Frisette? How does each solution work out?
4. How does Molly get the idea for the chickens to perform tricks?
5. Does this story end happily ever after? Explain.

## SKILL FOCUS: Writing Dialogue

**INSTRUCT:** Ask students what they notice about the amount of dialogue in this story. (There’s a lot of it.) Point out that one way to tell a story is to let the characters speak for themselves. This allows readers to experience events along with the characters. Display a three-column chart with the headings “said,” “told,” “shouted.” Point out that these are common tags used to describe how a speaker says something. Help students brainstorm interesting alternatives to these common tags. Record responses in the chart. Then distribute the *Writing Dialogue* worksheet. Review the rules for writing dialogue.

**ASSESS:** Display a high-interest photo (from the internet) of two or three animals. Have students write a conversation between the animals by writing a line of dialogue for each animal. Remind them to proofread their dialogue.

## EXTEND

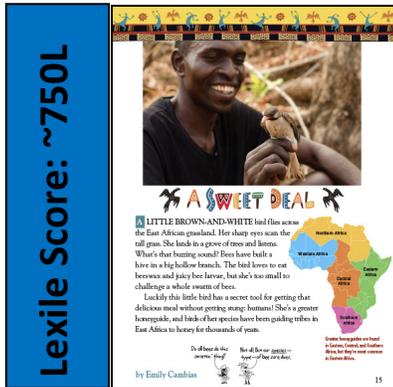
**Science** Suggest students conduct research to learn about the recently discovered Wonderchicken fossil. Have them create a factsheet with illustrations about this discovery.



## A Sweet Deal

pp. 15–18, informational Nonfiction

Use this article about a bird that helps humans find honey to teach students to connect main ideas and details.



## RESOURCES

- Headings

## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will determine central ideas.
- Students will write narratives.

## KEY VOCABULARY

- **tribe (p. 15)** a group of people that includes many families and relatives who have the same language, customs, and beliefs
- **attract (p. 16)** to cause someone or something to be interested in something
- **parasite (p. 16)** an animal or plant that lives in or on another animal or plant and gets food or protection from it
- **territory (p. 18)** an area that an animal or group of animals uses and defends

## ENGAGE

**Conversation Question** How do humans and animals interact?

Discuss the ways humans interact with wild animals. For example, you might talk about how raccoons can get into people's garbage, how mice get into food in a house, how people enjoy watching birds and going to the zoo to see unusual animals. Then tell students that the next article is about an unusual relationship between humans and a type of wild bird.

## 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 article.

1. A flower's bright color will \_\_\_\_\_ bees.
2. A tiger lives in a large \_\_\_\_\_ that is near water.
3. A hookworm is a \_\_\_\_\_ that can live in your body.
4. Many members of the Knik \_\_\_\_\_ live in Alaska.

## READ & DISCUSS

After students have read the article, discuss the questions below.

1. How does the honeyguide attract the attention of humans?
2. How is the relationship between honeyguides and humans unusual?
3. Compare honeyguides' relationship with humans to their relationship with birds. Describe similarities and differences.
4. How do honeyguides and humans work together?
5. What do you think about the way different tribes hunt with the honeyguides? Are they fair or unfair to the honeyguide? Explain.
6. Why is the honeyguides' territory shrinking?

## SKILL FOCUS: Main Ideas

**INSTRUCT:** Show students a straightforward nonfiction magazine article with section headings. Explain that headings help readers understand the main idea in each section of an article. Demonstrate this using one section in the article you found. Then have students look at "A Sweet Deal." Point out that the article doesn't have headings. Then distribute the *Headings* worksheet. Read headings aloud.

**ASSESS:** Have students identify where each heading on the worksheet should be inserted into the article. Remind students that the headings are main ideas and the information under each heading should support this main idea. Discuss responses as a class.

## EXTEND

**Writing** Read aloud Jan Brett's story about a honeyguide—"Honey... Honey...Lion!" Discuss the personalities of the honeybird and the honey badger. Then have students write their own honeyguide stories using details from the article and inspiration from the picture book.

Name \_\_\_\_\_

**Headings:** Where would you place these within the text?

<b>Heading 1</b>	These Wild Birds Are Very Independent
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<b>Heading 2</b>	The Honeyguide Leads and Humans Follow
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<b>Heading 3</b>	Different Ways of Working with Honeyguides
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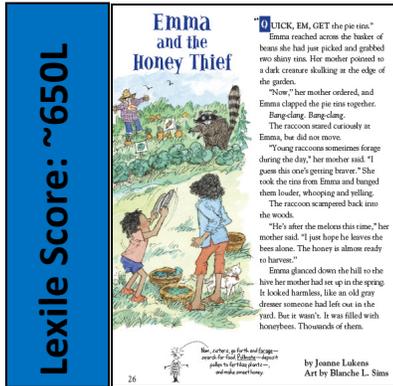
<b>Heading 4</b>	The Honeyguides' Future
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# Spider® Teacher Guide: April 2020

## Emma and the Honey Thief

pp. 26–32, Contemporary Realistic Fiction

Use this story about a family that keeps bees to teach students to analyze how characters change in a story.



## RESOURCES

- Character Change

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will obtain, evaluate, and communicate information.

## KEY VOCABULARY

- **skulk** (p. 26) to move or hide in a secret way
- **scamper** (p. 26) to run or move quickly
- **hover** (p. 29) to stay very close to a person or place
- **perch** (p. 29) to sit on or be on something high

## ENGAGE

**Conversation Question:** How do humans and animals interact?

Discuss with students how bees, humans, and plants work together to help each other. For example, people plant flowers that attract bees, bees make honey that people eat, and bees pollinate plants that are eaten by humans. Ask students if they think bees are scary. Then tell them to think about how characters in this story think about bees.

## 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. Invite pairs to share their groups. Then remind students to look for the words as they read.

## READ & DISCUSS

After students have read the story, discuss these questions:

1. Why does Emma clap the pie tins together?
2. Why did Emma's mother order the bees?
3. What effect did the bees have on the garden?
4. Compare how Emma and her mother feel about the bees.
5. What might have happened if Emma had not scared the raccoon away from the hive?

## SKILL FOCUS: Character Change

**INSTRUCT:** Explain to students that they can get to know and understand story characters by thinking about how and why they change in a story. Tell students that a character may feel and behave one way at the beginning of a story, but as the story moves forward, the character's experiences and interactions may alter her feelings and behavior. Discuss examples of this in familiar books and movies.

**ASSESS:** Distribute a copy of the *Character Change* worksheet to each student. Have students work in pairs to complete it. Then have pairs share and discuss responses with other pairs.

## EXTEND

**Science** Help students learn about honeybees using online resources and information from the Honeybee Conservancy organization. Have students visit a bee farm, or invite a knowledgeable speaker to your school and learn about bee keeping from an expert. Work with students to create a pollinator garden for your school.

Name \_\_\_\_\_

### Character Change

In the chart below, write details from the story that explain Emma's feelings and actions toward bees and how they change.

Emma's feelings and actions at the <b>beginning</b> of the story	Details that show how Emma <b>changes</b> in the story	Emma's feelings and actions at the <b>end</b> of the story

**WRITE** What made Emma change her mind about bees?

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