

# Spider®

## ISSUE THEME

“Life,” said Ray Bradbury, “is trying new things to see if they work.” Use the texts and activities in this teacher guide to help your students explore the importance of trying new things.

## CONVERSATION QUESTION

What can you discover by trying new things?

## TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact.
- Students will analyze the structure of texts, including how sentences, paragraphs, and larger portions of a text relate to each other.
- Students will observe and research birds.
- Students will write narratives to develop imagined experiences.
- Students will understand relationships among historical events or developments.



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

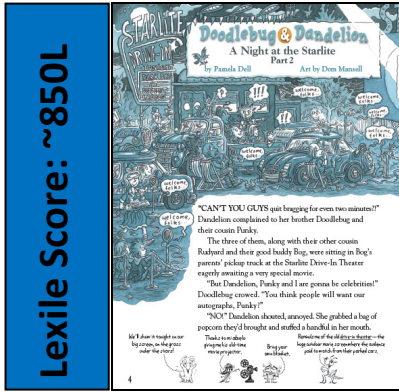
- **Doodlebug & Dandelion**  
Fantasy, ~850L
- **Cosmic Mudball from Space!**  
Expository Nonfiction, ~950L
- **The Memorial Day Mission**  
Contemporary Realistic Fiction, ~650L

# Spider® Teacher Guide: May/June 2020

# Doodlebug & Dandelion

**pp. 4–8, Fantasy**

Teach students how to infer character traits, using this story about Doodlebug and Dandelion and their adventures with birds.



## RESOURCES

- Infer Character Emotions

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will observe and research birds.

## KEY VOCABULARY

- **eagerly (p. 4)** in a way that shows great excitement and interest
- **coax (p. 6)** to persuade a person or animal to do something by talking in a gentle and friendly way
- **magnificent (p. 7)** very beautiful and impressive

## ENGAGE

**Conversation Question:** What can you discover by trying new things?

Ask how many students have been encouraged by a parent or teacher to “try new things.” Invite students to share new things they have tried this year, such as a new sport, craft, instrument, or activity. Then discuss the pros and cons of trying new things. Finally, tell students that this story is about what happens to characters who tried something new.

## 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. The \_\_\_\_\_ patchwork quilt was full of lovely patterns and colors.
2. Tony \_\_\_\_\_ opened the birthday present from his grandparents.
3. It took an hour to \_\_\_\_\_ my cat out from under my bed.

## READ & DISCUSS

After students have read the story, discuss these questions:

1. What is the setting of the story?
2. Why are the characters at the drive-in theater?
3. Reread pages 4–5. Compare and contrast the way characters behave.
4. A flashback is a technique authors use to take a reader back in time to explain an event. What do you learn from the flashback on p. 5?
5. Why do you think the bird trainer was angry at first and then happy about the out-of-control flamingoes?
6. Compare and contrast the way Dandelion worked with the owl to the way Doodlebug and Punky worked with the flamingoes.

## SKILL FOCUS: Infer Characters' Emotions

**INSTRUCT:** Remind students that story characters have feelings and emotions and that these feelings and emotions can change throughout a story. Discuss with students how the characters in “Doodlebug & Dandelion” might be feeling at different points in the story. Have students cite the details in the story that reveal the characters’ feelings.

**ASSESS:** Distribute the *Infer Character Emotions* worksheet and have students work in pairs to complete it. Then bring the class together to share and discuss students' responses.

## EXTEND

**Science** Have each student or student pair choose a local bird to observe and research. Teach students to use field guides to find basic information about their birds. Take students outside to observe their birds and record information about what they notice. Have students share the information about their bird by writing a poem or story, creating an informational presentation, or making a detailed diagram.

Name \_\_\_\_\_

## Infer Character Emotions

The chart below lists emotions felt by characters in “Doodlebug & Dandelion.” For each emotion, identify a character that feels this way in the story. Then add details from the story that show how you know that the character is feeling this way. You might connect one character to several emotions.

boastful	jealous	frustrated/annoyed	content

**Discuss:** Do a character’s feelings change in the story? Explain how.

# Spider® Teacher Guide: May/June 2020

## Cosmic Mudball from Space!

pp. 10–13, Expository Nonfiction

Use this article about an unusual meteorite to review text features.



## RESOURCES

- Text Features

## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will analyze the structure of texts, including how sentences, paragraphs, and larger portions of a text relate to each other.
- Students will write narratives to develop imagined experiences.

## KEY VOCABULARY

- meteor (p. 10)** a piece of rock that burns and glows brightly in the sky as it falls from outer space into the Earth's atmosphere
- asteroid (p. 10)** a rocky object, smaller than a planet, that orbits the sun
- comets (p. 10)** balls of dirty ice and snow that orbit the sun
- meteoroid (p. 10)** a small particle from a comet or asteroid orbiting the sun
- meteorite (p. 11)** a meteoroid that reaches the surface of the Earth without burning up entirely

## ENGAGE

**Conversation Question:** What can you discover by trying new things?

Brainstorm with students a list of jobs they find interesting or aspire to hold someday. Then discuss how trying new things might be helpful or important to each job. Finally, tell students to think about how trying new things might be important to the scientists in this article.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Students may be confused by the differences between these space rocks. Use an infographic from the web to help students understand the differences, such as Tim Lillis's very helpful "Name That Space Rock." Go over the infographic with students. Advise them to refer to the infographic as they read the article.

## READ & DISCUSS

Before students read the selection, point out the text features in it and share the explanations on the *Text Features* chart. Tell students that before they read the article, they should look at and read the features and then think about how the features will connect to the main text. Use a think-aloud to model this with page 10 of the article. After students read the article, use the questions below to prompt discussion:

- Why are meteorites difficult to find?
- Why are carbonaceous chondrites so rare?
- What do the meteorites smell like? What causes the smells?
- What can scientists learn from studying the Aguas Zarcas?
- What have scientists learned from the Murchison meteorite?

## SKILL FOCUS: Analyze Text Features

**INSTRUCT:** Distribute the *Text Features* chart. Remind students that authors use text features to highlight information in, as well as to add important information to, a text. This information helps readers understand the ideas in a text. Invite volunteers to explain how a particular text feature helped them understand something in "Cosmic Mudball from Space!"

**ASSESS:** Have students work in small groups to walk through all the text features on one page of the article. Each group member should point to and identify a text feature, read or describe it, and explain what it helped them understand in the article.

## EXTEND

**Writing** Have students use their imagination to write a science fiction story based on something in the article. For example, students might write a story about where the strange smells come from or what scientists discover when they look inside the Aguas Zarcas meteorite. Encourage students to use dialogue and descriptive details.

Name \_\_\_\_\_

**Text Features**

The chart below lists text features found in “Cosmic Mudballs from Space!” It also explains how these features can help you understand a text.

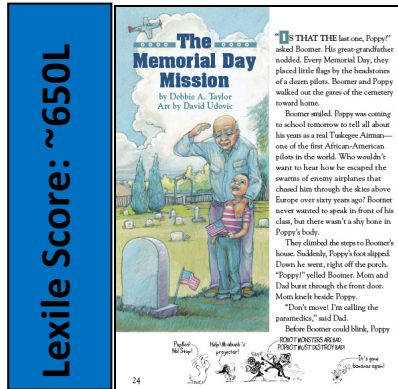
<b>Text Features</b>	<b>How Text Features Help Readers</b>
<b>Title:</b> the name of a text	The title tells the topic or main idea of a text. Titles are often written to be catchy and interesting.
<b>Headings:</b> titles of sections within a text	Headings help readers identify and understand the main idea in a section of text.
<b>Photographs:</b> camera-made pictures	Photographs help readers visualize and understand important ideas, real people, and real objects discussed in a text.
<b>Insets:</b> smaller photographs shown next to larger photos	Insets help readers see more detail in a photograph.
<b>Captions:</b> text under a photograph or picture	Captions explain what a photograph or illustration shows.
<b>word definitions (from buggy characters)</b>	Word definitions help readers understand important words in a text.

# Spider® Teacher Guide: May/June 2020

## The Memorial Day Mission

pp. 24–30, Contemporary Realistic Fiction

Give students practice in mapping story events using this story about a young boy and his Tuskegee-Airman grandfather.



## RESOURCES

- Story Map

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will understand relationships among historical events or developments.

## KEY VOCABULARY

- **intercept** (p. 27) to cut off from intended destination
- **aviator** (p. 27) a person who flies airplanes, helicopters, etc.
- **cockpit** (p. 27) the area in an airplane where the pilot sits
- **squadron** (p. 29) part of an army, navy, or air force

## ENGAGE

**Conversation Question:** What can you discover by trying new things?

Tell students that sometimes people don't want to try new things because they don't want to leave their comfort zones. Discuss what a comfort zone is (a place, situation, or level where someone feels confident and comfortable). Have students consider why people don't like to leave their comfort zones, what it feels like to leave a comfort zone, and what life might be like if we never left our comfort zones. Tell students to think about comfort zones as they read this story.

## INTRODUCE VOCABULARY

Display and read aloud the key vocabulary and definitions. Have students work in pairs to discuss what the words have in common and if any word seems different from the others. Invite volunteers to share their ideas. Remind students to look for the words as they read.

## READ & DISCUSS

After students have read the article, discuss these questions:

1. What are Boomer and Poppy doing at the beginning of the story? Where are they?
2. What was Boomer's family planning to do on the day Poppy fell?
3. Why did Poppy ask for his old suitcase in the hospital?
4. How does Poppy help Boomer feel less afraid?
5. What did Boomer discover by stepping out of his comfort zone?
6. How does Poppy feel about being a Tuskegee Airman?
7. What is one theme of this story?

## SKILL FOCUS: Mapping a Story

**INSTRUCT:** Remind students that most stories are made up of a series of events that tell about a problem and how it is solved. Invite students to describe the problem in a familiar movie or book. Next, ask students to tell the important steps characters took to solve the problem. List and number these on the board, using the words *first*, *next*, and *finally* where appropriate. Instruct students to "turn and talk" to identify Boomer's main problem in "The Memorial Day Mission."

**ASSESS:** Distribute a copy of the *Story Map* worksheet to each student. Have students work in pairs or groups to complete it.

## EXTEND

**Social Studies** Help students use books and websites to learn more about the Tuskegee Airmen. Create a class list of important facts and dates in the history of the Tuskegee Airmen. Have students create a timeline, poster, short story, or play to share information about the Tuskegee Airmen. Encourage students to conduct more research as needed. Invite students to share their work with the class.



Name \_\_\_\_\_

### Story Map

Use the organizer below to record information about “The Memorial Day Mission.”

<b>Characters</b>	<b>Settings</b>
<b>What is Boomer’s problem?</b>	
<b>How do Boomer and Poppy try to solve the problem? List these events.</b> 1.  2.  3.  4.  5.  6.	
<b>How is Boomer’s problem solved?</b>	