

# Teacher's Supplement

\$4.95  
April 2016



## MAGAZINE TEXTS

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## OVERVIEW

*In this magazine, readers will learn ways authors and illustrators draw on history and mythology to create fiction and nonfiction.*

### **Spider: April**

**2016** includes texts that feature history, artifacts, mythical creatures, and dinosaurs.

## ESSENTIAL QUESTION:

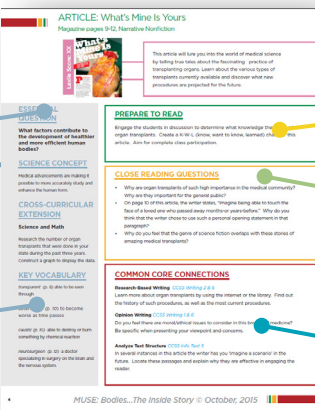
***How do authors and illustrators draw on history and mythology to create fiction and nonfiction?***



We invite you to use this magazine as a flexible teaching tool that is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching individual texts or utilize a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

## READ MULTIPLE TEXTS PAGES 4 - 8

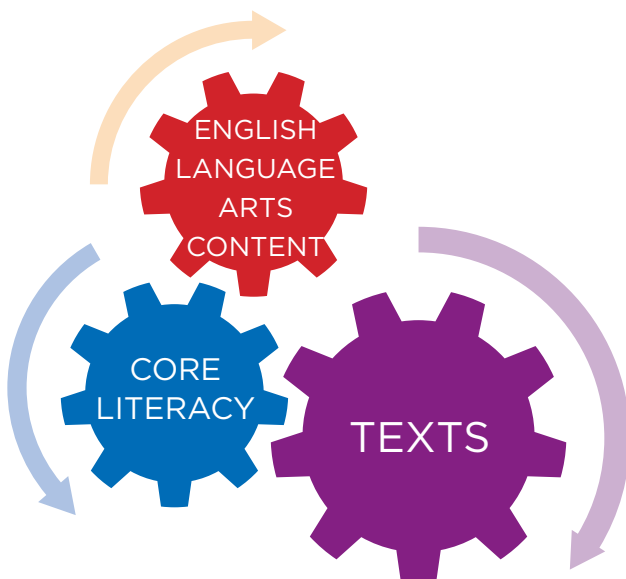
Each text in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual text page in this guide, you'll find the following:



- Essential Question**
- Content Concepts**  
*Common Core Anchor Standards*
- Key Vocabulary**  
*CCSS.Reading.4*
- Prepare to Read**  
*CCSS.SpeakListen.1, 2, 4*
- Close Reading Questions**  
*CCSS.Reading.1-10*
- Common Core Connections to teach reading and writing standards**  
*CCSS.Reading.1, 2, 3 & 6*

## TEACH A MINI-UNIT PAGES 10 - 12

Magazine texts can be easily grouped to make cross-text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple texts and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



## READING

**Core literacy concepts**, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

**Draw Inferences** (*CCSS.Reading.1*)

**Describe Relationships** (*CCSS.Reading.3*)

**Analyze Text Structure** (*CCSS.Reading.5*)

**Interpret Visual Information** (*CCSS.Reading.7*)

**Summarize** (*CCSS.Reading.2*)

**Determine Word Meaning** (*CCSS.Reading.4*)

**Understand Author's Point of View** (*CCSS.Reading.6*)

**Explain Reasons and Evidence** (*CCSS.Reading.8*)

### FOCUS STANDARD: CCSS.Reading.9: Integrate Ideas and Information

Have students read multiple texts on the same topic from this magazine to build knowledge and make cross-text comparisons.

## SPEAKING AND LISTENING

Use the texts in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts (*CCSS.SpeakListen.1, 2, 4*).

### DISCUSSION OPTIONS—IN CLASS OR ONLINE

**Text Clubs:** Form small reading groups of students reading the same text. Have students discuss the content, share ideas, and critically evaluate the text.

**Jigsaw Clubs:** Form small reading groups of students reading *different* texts. Invite students to share information and resources with each other.

**Whole Class:** Launch with an essential question. Encourage students to find and share evidence from different texts to build a greater understanding of the question.

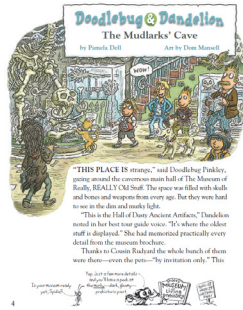
## WRITING

Use the texts in this magazine to prompt **informative/explanatory writing** (*CCSS.Writing.2*). Have students use evidence from the texts to share information about social studies, language arts, or science content in the articles. See the **Mini-Unit** section of this guide (pgs. 10 – 12) as well as the **Text Pages** (pgs. 4 – 8) for ways to incorporate writing into your instruction.

# TEXT: Doodlebug & Dandelion: The Mudlarks' Cave

Magazine page 4, Fantasy

Lexile Score: 700



Dandelion, Doodlebug, and their friends go with their cousin to The Museum of Really, REALLY Old Stuff. It seems like a regular museum at first, but then things get pretty strange.

## ESSENTIAL QUESTION

**How do authors and illustrators draw on history and mythology to create fiction and nonfiction?**

## ELA CONCEPT

Fiction can combine both realism and fantasy.

## CROSS-CURRICULAR EXTENSION

### History

Research how artifacts help us learn about prehistoric people.

## KEY VOCABULARY

**artifact (p. 4)** an object made by human beings

**bizarre (p. 5)** very odd or unusual

**scour (p. 5)** to travel over an area while looking for something

**prehistoric (p. 6)** of, or relating to, the time before history was written down

## PREPARE TO READ

Discuss how archaeology has helped people learn about their prehistoric past. Tell students they will read how Doodlebug and Dandelion learn about the prehistoric past in an interesting way.

## CLOSE READING QUESTIONS

- What is unusual about this museum? List the strangest parts from the story.
- How did Doodlebug save them from the saber-toothed cat and the dire wolf? Why was Rudyard disappointed?
- Find examples of the Essential Question in the story.

## COMMON CORE CONNECTIONS

**Genres** *CCSS Literature 9*

This story combines the elements of realistic and fantasy fiction. Search the texts for details that show each genre.

**Vocabulary** *CCSS Language 4*

Search the text for unknown and interesting words and phrases. Use context clues (and a dictionary as needed) to figure out definitions. Use each word/phrase in a new sentence.

**Opinion Writing** *CCSS Writing 1*

Take a stand: "An opportunity to use a time machine would be great!" or "An opportunity to use a time machine would be awful!" Write a paragraph defending your opinion, using details from this story to support your answer.



In this play from the late Cretaceous Period, Joelle Dinostein (a triceratops), her dad, and her grandparents are really into April Fools' pranks.

## ESSENTIAL QUESTION

**How do authors and illustrators draw on history and mythology to create fiction and nonfiction?**

## ELA CONCEPT

Plays use dialogue and action to present a story.

## CROSS-CURRICULAR EXTENSION

### History

Research triceratops. How many details in this story are based on triceratops facts?

## KEY VOCABULARY

**privilege (p. 11)** a right or benefit that is given only to a certain person or group

**raptor (p. 13)** a bird of prey

**tarantula (p. 13)** a large, hairy spider

**commotion (p. 15)** a noisy confusion

## PREPARE TO READ

Discuss April Fools' Day and what people might expect on that day. Explain that students will read about an April Fools' Week in the Cretaceous period.

## CLOSE READING QUESTIONS

- On page 11, Joelle says, "Grandma and Grandpa couldn't play pranks on me. They're too old!" How do her grandparents prove her wrong?
- What is Grandma's big girl prank?
- Are the tricks Joelle and her grandparents play fun or mean? What details support your answer?
- How would this play need to change if the characters were human?

## COMMON CORE CONNECTIONS

### Character Development *CCSS Literature 3*

How does Joelle's attitude toward April Fools' Day change through this story? Use this question as a discussion or writing prompt.

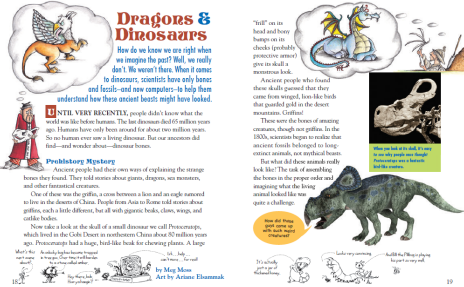
### Research *CCSS Writing 7*

Research the history of April Fools' Day. Include your findings in a report of one or two paragraphs. Share your report with the class.

### Fluency *CCSS Foundational Skills 4*

Perform this play as reader's theater. Use expression!

Lexile Score: 900



This article explores the link between mythical creatures and the early history of dinosaur discoveries.

## ESSENTIAL QUESTION

**How do authors and illustrators draw on history and mythology to create fiction and nonfiction?**

## ELA CONCEPT

Text, illustrations, and captions can combine to provide readers with new information.

## CROSS-CURRICULAR EXTENSION

### Careers

Research the occupation of paleontologist.

## KEY VOCABULARY

**fossil (p. 18)** the remains or trace of a living animal or plant from a long time ago

**ancestor (p. 18)** a person in your family who lived a long time before you were born

**mythical (p. 19)** having to do with or appearing in a myth; not real

**snorkel (p. 24)** a tube used by swimmers for breathing underwater

## PREPARE TO READ

Discuss what it might have been like when people first found dinosaur bones. Tell students they will be reading about how early people thought about the bones and about the history of the study of dinosaurs.

## CLOSE READING QUESTIONS

- What is the likely reason the author included the paragraph about bicycles on page 20?
- What makes the Greek word “dinosaur” an inaccurate word?
- There are two kinds of illustrations. What is the purpose of each kind?
- Find examples of the Essential Question in the story.

## COMMON CORE CONNECTIONS

### Key Details *CCSS Informational Text*

Create a Dinosaur Fact Chart before you read. Make three columns: Dinosaur Facts I Know, Dinosaur Facts I Learned, and Dinosaur Questions I Have. As you read, fill in the columns.

### Research *CCSS Writing 7*

Research how computers have changed the ways dinosaurs are studied.

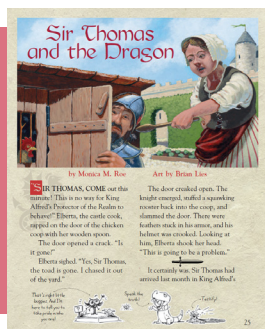
### Writing Dialogue *CCSS Writing 4*

With a partner or in a small group, discuss what it may have been like to discover the bones of a dinosaur in a time before people knew what they were. Write a dialogue between the discoverers as they try to figure out what the bones could possibly mean.

# TEXT: Sir Thomas and the Dragon

Magazine page 25, Fantasy

Lexile Score: 680



Poor Sir Thomas is struggling in his job as Protector of the Realm. All would be fine except for one thing: Sir Thomas is afraid of dragons.

## ESSENTIAL QUESTION

**How do authors and illustrators draw on history and mythology to create fiction and nonfiction?**

## ELA CONCEPT

A story can take mythical characters and give them new behaviors.

## CROSS-CURRICULAR EXTENSION

### History

Research the typical construction of castles.

## KEY VOCABULARY

**drawbridge (p. 26)** a bridge made to be raised up or let down so as to permit or stop passage

**moat (p. 26)** a deep ditch dug around a castle

**summons (p. 27)** a call to appear for a particular purpose

**vanquish (p. 28)** to defeat

## PREPARE TO READ

Tell students they will be reading a story about a knight and a dragon. Ask them to predict what the knight and dragon might be like and what will happen in the story. Record their predictions and tell students they will compare them to the actual story.

## CLOSE READING QUESTIONS

- Sir Thomas was hired to be Protector of the Realm. At the beginning of the story, what makes this a funny title for him? At the end, is it still a funny title?
- How does Elberta act as a friend to Sir Thomas?
- How does this story compare to your predictions?

## COMMON CORE CONNECTIONS

### Writing an Argument *CCSS Writing 1*

Sir Thomas probably needed to write out notes before speaking with the king about adding the dragon to his staff. List all the points Sir Thomas would want to make to support his argument.

### Key Details *CCSS Literature 3*

List all the ways the dragon helps Sir Thomas and the kingdom.

### Theme-Supporting Details *CCSS Literature 3*

One of this story's themes is shown on page 29. It says, "Sir Thomas could understand about wanting a place to belong." Find details in the text that support this wanting-to-belong theme.



# TEXT: Dragon For Hire

Magazine page 31, Poem



A dragon hires itself out as a handyperson of sorts in this humorous poem.

## ESSENTIAL QUESTION

**How do authors and illustrators draw on history and mythology to create fiction and nonfiction?**

## ELA CONCEPT

Humor can be found in unlikely places.

## CROSS-CURRICULAR EXTENSION

### Research

Find information about dragons.

## KEY VOCABULARY

**smelt** (p. 31) to melt (as ore), usually in order to separate the metal

## PREPARE TO READ

Discuss what should be included in an advertisement for a handyperson. Tell students they will read about a dragon who wants to get hired.

## CLOSE READING QUESTIONS

- What is the rhyming pattern? Do the rhyming words follow the same spelling patterns?
- How does the illustration support the poem? How does it add to the poem's details?
- Are there other skills the dragon could advertise?

## COMMON CORE CONNECTIONS

### Character Development *CCSS Literature 3*

Imagine this dragon's home. Where is it? What does it look like? What special features does it have?

### Narrative Writing *CCSS Writing 3*

Describe the dragon's first job. What is it hired to do? Who hires it? How does its first day go?

## CROSS-TEXT CONNECTIONS WITH MULTIPLE TEXTS

### COMPARE TEXTS

**SYNTHESIZE:** Guide students to compare texts they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (*CCSS.Reading.9*).

- Find several texts that feature dinosaurs. Compare and contrast how the dinosaurs are portrayed. Are they realistic? Do they act like dinosaurs?
- Select several passages with illustrations. How do the illustrations support the details of the text? How do they add details to the text?
- How might the dragons from “Sir Thomas and the Dragon” and “Dragon for Hire” add fun to the scene in “April Fools’ Day” at Ye Olde Castle?
- Choose several texts. Compare and contrast their text features (types of illustrations, subheadings, captions, speech bubbles...). Could any of the text features in one text be used to support a different text?

## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

Dinosaurs, dragons, and other real and mythical creatures from long ago often show up in children's literature. This issue of *Spider* provides fun texts that feature several of these high-interest characters. In this mini-unit, students will research such creatures and create a book with the information they find.

### ENGAGE

### READ AND COMPARE

### APPLY

**ENGAGE:** Begin this mini-unit by having students explore the texts in *Spider, April 2016* for examples of real and mythical creatures from long ago. As you explore, create an outline like the one below. Fill in information that's included in the texts and add your own research. This outline will help prepare students for the mini-unit project, **CLASS BOOK: Dinosaurs, Dragons, and Other Creatures of Long Ago**.

#### “Doodlebug & Dandelion: The Mudlarks’ Cave”

- Dire wolf
  - (research information)
- \_\_\_\_\_
  - \_\_\_\_\_

#### “April Fools’ Week”

- \_\_\_\_\_
  - \_\_\_\_\_

Share the essential question:

**How do authors and illustrators draw on history and mythology to create fiction and nonfiction?**



**READ AND COMPARE TEXTS:** Begin with a focus text as a base for building content knowledge and model how to work through the text.

**1) READ ALOUD:** Use “Doodlebug & Dandelion: The Mudlarks’ Cave” (pgs. 4-8) as a focus text, or choose a different text that works well for your teaching goals. Share the text summary on page 4 of this guide. Students can read their own copies of the article and use sticky notes to mark places they find interesting or have questions about.

**2) DISCUSS THE TEXT:** After reading, guide students to talk about the text. See the Text Pages for Close Reading Questions.

**3) READ NEW TEXTS:** Help students choose additional texts to read based on their inquiry questions or what they find interesting. Refer to the Text Pages for summaries of each text within *Spider: April 2016*.

**4) COMPARE TEXTS:** After students have read multiple texts, guide them to make cross-text connections. Refer to page 9 for Cross-Text Comparisons, using prompts that help students integrate ideas and information.

## CHOOSE A PURPOSE FOR READING

**CLOSE READ:** *CCSS Literature and Informational Text 1, 2, and 3* Read carefully to find ways authors and illustrators draw on history and mythology to create fiction and nonfiction.

**COMPARE AND CONTRAST:** *CCSS Writing 2* Use information gathered from research to create informational texts about real and imagined creatures from long ago.





## **APPLY: CLASS BOOK: DINOSAURS, DRAGONS, AND OTHER CREATURES OF LONG AGO**

The students have read, researched, and discussed several texts about real and imagined creatures of long ago. Now it is time to create a class book about these and/or other creatures. First students will brainstorm real and imagined creatures of long ago. In small groups, they will choose a creature, conduct necessary research, and write a short report. Each report will be illustrated by students' drawings of their creature.

As an alternative plan, students may use their research to create a labeled diagram of their creature.

### **SUPPLIES**

1 Class Book Graphic Organizer for each group

Research materials: books and computer printouts about dinosaurs, dragons, and other creatures

A blank Class Book page

Art supplies: crayons, markers, colored pencils, pens, pencils, rulers

A binder to collect the pages in

### **STEP 3**

Tell students they need to decide how to design their page:

- a short report with one or more illustrations
- a labeled diagram

Have them gather materials, create their page, and add the finishing touches.

### **STEP 1: Class Work**

Instruct students to look at the outline created by the class. Have them brainstorm other possible creatures from long ago (allosaurus, unicorn...).

Form small groups to create pages for the Class Book.

### **STEP 2: Small Group Work**

Choose a creature.

Complete the Class Book Graphic Organizer, using materials found in the classroom and/or library.

### **STEP 4**

Have students share their page with one or more other groups and ask for feedback on the following questions:

- Does the page communicate our ideas clearly?
- Is the page attractive?

Have students make any needed changes.

Put all the groups' pages together and display for the whole class.

**NAME:** \_\_\_\_\_

### Mini-Unit Graphic Organizer

#### **CLASS BOOK: Dinosaurs, Dragons, and Other Creatures of Long Ago Graphic Organizer**

Creature \_\_\_\_\_

When it lived	
What it looked like	
Where it lived	
What it ate	
Fun facts	
Other information	

NAME: \_\_\_\_\_

### ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

**NAME:** \_\_\_\_\_

### CONCEPT CHART

Show how reading multiple texts developed your understanding of the essential question or your own inquiry question.

**ESSENTIAL QUESTION OR INQUIRY QUESTION:**

**TEXT 1:**

**TEXT 2:**

**TEXT 3:**



**ancestor** a person in your family who lived a long time before you were born

*But our **ancestors** did find—and wonder about—dinosaur bones. (p. 18)*

**artifact** an object made by human beings

*"This is the Hall of Dusty Ancient **Artifacts**," Dandelion noted in her best tour guide voice. (p. 4)*

**bizarre** very odd or unusual

*They were a **bizarre** brother and sister pair. (p. 5)*

**commotion** a noisy confusion

*What's all this **commotion** about? (p. 15)*

**drawbridge** a bridge made to be raised up or let down so as to permit or stop passage

*In the last kingdom where he'd worked, he'd dutifully walked onto the **drawbridge** (knees clanking embarrassingly) to challenge an invading dragon who'd mistaken the castle moat for a private swimming pool. (p. 26)*

**fossil** the remains or trace of a living animal or plant from a long time ago

*When it comes to dinosaurs, scientists have only bones and **fossils** and now computers—to help them understand how these ancient beasts might have looked. (p. 18)*

**moat** a deep ditch dug around a castle

*In the last kingdom where he'd worked, he'd dutifully walked onto the drawbridge (knees clanking embarrassingly) to challenge an invading dragon who'd mistaken the castle **moat** for a private swimming pool. (p. 26)*

**mythical** having to do with or appearing in a myth; not real

*In the 1800s, scientists began to realize that ancient fossils belonged to long-extinct animals, not **mythical** beasts. (p. 19)*

**prehistoric** of, or relating to, the time before history was written down

*"We've confirmed this as the bone of a **prehistoric** human—of the *Homo antecessor* species," Piper said. (p. 6)*

**privilege** a right or benefit that is given only to a certain person or group

*Do you want me to take away your fern-gobbling **privileges**? (p. 11)*

**raptor** a bird of prey

*My mouth tastes like a rotten **raptor** egg. (p. 13)*

**scour** to travel over an area while looking for something

*Mudlarks are people who **scour** riverbanks to find odd and very old stuff. (p. 5)*

**smelt** to melt (as ore), usually in order to separate the metal

*Skilled in **smelting** and marshmallow melting. (p. 31)*

**snorkel** a tube used by swimmers for breathing underwater

*Was it a weapon, or a **snorkel**? (p. 24)*

**summons** a call to appear for a particular purpose

*On a thunderstormy Thursday, Sir Thomas received a royal **summons**. (p. 27)*

**tarantula** a large, hairy spider

*My bed was full of **tarantulas**! (p. 13)*

**vanquish** to defeat

*"I want that dragon **vanquished** by sundown tomorrow!" (p. 28)*

### **“Doodlebug & Dandelion: The Mudlarks’ Cave”**

- <http://www.nps.gov/archeology/public/kids/index.htm>

Learn more about archaeologists and their labs.

### **“April Fools’ Week”**

- [http://www.ducksters.com/holidays/april\\_fools\\_day.php](http://www.ducksters.com/holidays/april_fools_day.php)

Discover fun facts about the history of April Fools’ Day.

### **“Dragons & Dinosaurs”**

- <http://www.scholastic.com/teachers/article/career-paleontologist>

Read about what paleontologists do.

### **“Sir Thomas and the Dragon”**

- <http://www.dkfindout.com/us/history/castles/>

Explore a castle through an interactive diagram.

### **“Dragon for Hire”**

- <http://www.surpriseride.com/blog/extra-fun/16-fun-facts-dragons/>

Explore interesting facts about dragon lore.