

Teacher's Guide



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OVERVIEW

In this magazine, readers will encounter a variety of subjects, including holiday celebrations, a girl who lives in Alaska, and a mystery that

*takes place on Mercury. **Spider: November/December** includes stories, poems, and activities that make the ordinary seem unusual and interesting.*

ESSENTIAL QUESTION:

How do authors and illustrators make their subjects seem unusual and interesting?



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

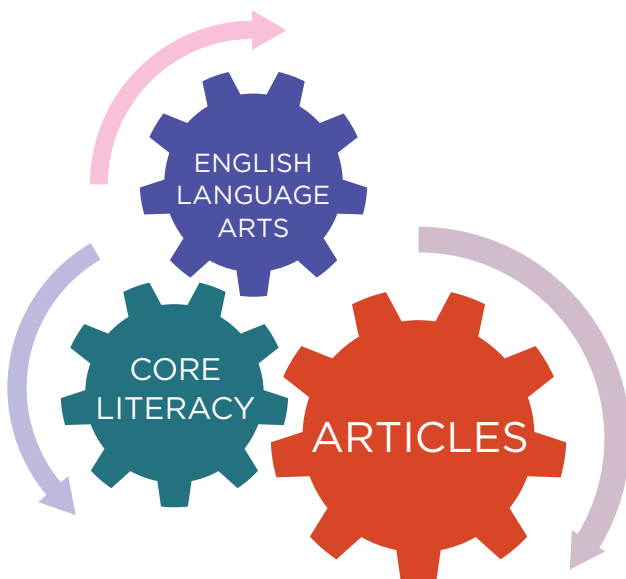
READ INDIVIDUAL ARTICLES PAGES 4 - 11

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



TEACH A MINI-UNIT PAGES 13 - 15

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

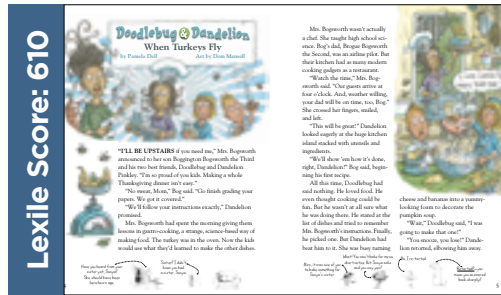


Essential Question: How do authors and illustrators make their subjects seem unusual and interesting?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
Doodlebug & Dandelion Contemporary Realistic Fiction	The feeling readers get from a story is called the mood. <i>Joyful</i> , <i>creepy</i> , and <i>sad</i> are some words that describe mood.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Interpret Visual Information Write a Comic Strip 	<i>Reading 1, 3, 4 & 7</i> <i>Writing 3</i>
Indian Ice Cream Procedure	Recipes often include background information about where they come from and when they're traditionally made.	<ul style="list-style-type: none"> Close Reading Interpret Visual Information Analyze Word Choice Write an Introduction 	<i>Reading 1, 4 & 7</i> <i>Writing 2</i>
Lilu's Bright Diwali Contemporary Realistic Fiction	Authors usually have a purpose or reason for writing. An author's purpose might be to persuade readers, to inform them or to entertain them.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Analyze Author's Purpose Present a Report 	<i>Reading 3, 4 & 6</i> <i>Speaking & Listening 4 & 5</i>
Little Dipper Lyrical Poem	A concrete poem's shape on the page matches the poem's subject.	<ul style="list-style-type: none"> Close Reading Interpret Visual Information Analyze Poetry Write a Concrete Poem 	<i>Reading 1, 2, 5 & 7</i> <i>Writing 3</i>
What's a Solstice? Expository Nonfiction	An informational nonfiction article gives readers facts and information about a subject.	<ul style="list-style-type: none"> Close Reading Interpret Visual Information Analyze Word Choice Write a Report 	<i>Reading 1, 2, 4 & 7</i> <i>Writing 2</i>
My Log Cabin Home Contemporary Realistic Fiction	Authors use details to describe settings, characters, and events.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Make Connections Write a Story 	<i>Reading 1, 2, 3, 5 & 6</i> <i>Writing 3</i>
Galaxy Slime Procedure	Procedure texts often include numbered steps to help readers understand how to do or make something.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Analyze Text Structure Demonstrate an Activity 	<i>Reading 1, 4 & 5</i> <i>Speaking & Listening 4</i>
Mercury's Missing Mutt Science Fiction/Mystery	Mystery stories usually include detectives, criminals, clues, and a surprising twist at the end.	<ul style="list-style-type: none"> Close Reading Analyze Point of View Analyze Mysteries Write a Mystery 	<i>Reading 1, 2, 3, 5 & 6</i> <i>Writing 3</i>

Comparing Texts: CCSS Reading 1, 3, 5 & 9; CCSS Writing 2

Mini-Unit: CCSS Reading 1, 3 & 9; CCSS Writing 3 & 4



Bog, Doodlebug, and Dandelion agree to make Thanksgiving dinner for the Bogsworths' friends and family. The dishes they are making are unusual and there's a lot of cooking to do. Can they get dinner ready in time?

ESSENTIAL QUESTION

How do authors and illustrators make their subjects seem unusual and interesting?

CORE CONTENT CONCEPT

English Language Arts The feeling readers get from a story is called the mood. *Joyful*, *creepy*, and *sad* are some words that describe mood.

CROSS-CURRICULAR EXTENSION

Social Studies Use the internet to learn more about gaxtro-cooking. Then find an interesting gaxtro recipe and share it with classmates.

KEY VOCABULARY

gaxtro-cooking (p. 4) a type of cooking that uses chemistry and physics to change a food's taste and texture

gadgets (p. 5) small, useful devices

lemon curd (p. 6) a sweet, soft food made with lemon juice, butter, sugar, and eggs

PREPARE TO READ

Invite students to share their Thanksgiving traditions, including what they eat and who they have dinner with. Share some of your own traditions to start the conversation. Then tell students to compare their traditions with Doodlebug and Dandelion's Thanksgiving as they read.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What is unusual about the dishes that Bog, Doodlebug, and Dandelion make? Use details from the story to support your answer. *CCSS Reading 1*
- How do Bog, Doodlebug, and Dandelion each feel about cooking Thanksgiving dinner? Cite details from the text to support your answer. *CCSS Reading 3*
- How would you describe Mrs. Bogsworth? Use details from the text about her words, thoughts, and actions to support your response. *CCSS Reading 3*

Craft and Structure

- Analyze Word Choice** Work with a partner to write a short explanation of gaxtro-cooking based on story details. Does gaxtro-cooking sound appealing to you? Explain why or why not. *CCSS Reading 4*
- Interpret Visual Information** The feeling an author creates in a story is called the mood. What is the mood at the Thanksgiving dinner table? Use details from the story and the illustrations to describe the mood. *CCSS Reading 7*

WRITING

Write a Comic Strip Create a humorous comic strip based on an event in the story. First plan the pictures you will draw in each frame of the comic strip and the dialogue for the characters. Then create your strip. Under each picture, write a caption that explains what is happening. When you've completed your comic strip, share it with the class.



Diwali is the Hindu celebration of lights. During this autumn holiday, people give sweets to show feelings of friendliness and good will. One special treat is *kulfi*. This article explains how to make this Indian ice cream treat.

ESSENTIAL QUESTION

How do authors and illustrators make their subjects seem unusual and interesting?

CORE CONTENT CONCEPT

English Language Arts Recipes often include background information about where they come from and when they're traditionally made.

CROSS-CURRICULAR EXTENSION

Art/Social Studies Find out more about Diwali and some of the treats people give each other to show good will. Create a collage of words and drawings to show what you learn.

KEY VOCABULARY

saffron (p. 10) an orange powder that is made from a flower and is used to color and flavor food

cardamom (p. 10) seeds in an Asian plant that are used as a spice in cooking

PREPARE TO READ

Take a poll of the class, asking "Who likes ice cream?" Discuss favorite flavors. Then ask them if they've ever had ice cream from other cultures or places, such as gelato, sorbet, or spumoni. Explain that the article they are about to read tells how to make kulfi, or Indian ice cream.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

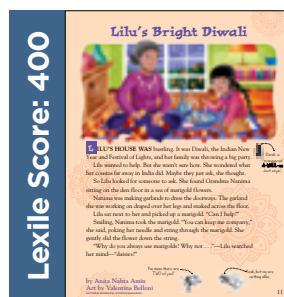
- Why do people give sweets during Diwali? What feelings are people showing by doing this? Cite text details to support your response. *CCSS Reading 1*
- Kulfi is a special treat during Diwali. What do you think makes it so special? Use details from the text to support your answer. *CCSS Reading 1*
- Why does the author use the word "optional" to describe some of the ingredients? What does she want you to know about them? Support your answer with details from the text. *CCSS Reading 1*

Craft and Structure

- **Interpret Visual Information** Create a drawing that illustrates one of the steps in this recipe. Write the step next to your drawing. *CCSS Reading 7*
- **Analyze Word Choice** Work with a partner to list the cooking verbs used in the "What to Do" section. Then see if you can think of some other cooking verbs to add to your list. *CCSS Reading 4*

WRITING

Write an Introduction Think of a special dish that you and your family enjoy making and eating. Write a paragraph or two to introduce the recipe. In your introduction, explain when you make the recipe and why it is special to you. Share a memory about the recipe. Read your finished introduction to the class.



Lilu wants to help her family get ready for the big party celebrating Diwali. When Lilo's father can't find the traditional Diwali oil lamps, Lilo finally knows how she can help. She uses her clay to make colorful new lamps for the celebration.

ESSENTIAL QUESTION

How do authors and illustrators make their subjects seem unusual and interesting?

CORE CONTENT CONCEPT

English Language Arts Authors usually have a purpose or reason for writing. An author's purpose might be to persuade readers, to inform them or to entertain them.

CROSS-CURRICULAR EXTENSION

Language Arts Ask your school or local librarian to help you find the traditional story of Diwali. Read the story and then write a summary of it for classmates.

KEY VOCABULARY

garland (p. 11) a rope made of leaves, flowers, or other materials that is used for decoration

lentil (p. 12) a flat, round seed that is related to a pea; it is often eaten as a vegetable

misfortune (p. 15) bad luck

PREPARE TO READ

Display photos of Diwali celebrations. Explain that Diwali is the Hindu festival of lights, celebrated in the fall by millions around the world. Continue by explaining that Diwali is a celebration of good over evil and light over darkness. Tell students they will learn more about Diwali in the next story.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

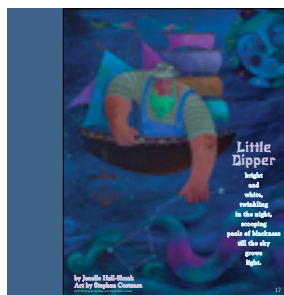
- What is Lilo's family doing to get ready for the party? Use details from the story to support your response. *CCSS Reading 3*
- How does Lilo's family respond when she asks if she can help? How does this make Lilo feel? Support your answer with story details. *CCSS Reading 3*
- How does Lilo finally find a way to help her family get ready for the party? Cite details from the story to support your response. *CCSS Reading 3*

Craft and Structure

- Analyze Word Choice** The narrator says that Diwali without diyas is like Christmas without a tree. How is a Christmas tree important to Christmas? What does this help you understand about diyas? *CCSS Reading 4*
- Analyze Author's Purpose** The author of this story wants to entertain readers and to teach them about how families celebrate Diwali. With a partner, write a list of Diwali traditions you learn about from the story. *CCSS Reading 6*

SPEAKING AND LISTENING

Present a Report Learn about a winter holiday from somewhere around the world. Conduct online and library research to find out when and where it is celebrated. Present this information, along with facts about the history and traditions of the holiday. Include photographs, illustrations, and, if possible, traditional music with your presentation.



This poem tells about the Little Dipper scooping blackness out of the night to make the sky grow light.

ESSENTIAL QUESTION

How do authors and illustrators make their subjects seem unusual and interesting?

CORE CONTENT CONCEPT

English Language Arts A concrete poem's shape on the page matches the poem's subject.

CROSS-CURRICULAR EXTENSION

Science Find out more about the Little Dipper using library books or the internet. Write five facts about it and share them with the class.

KEY VOCABULARY

twinkling (p. 17) sparkling or flickering light

PREPARE TO READ

Ask students to share their experiences gazing at stars. Then show a picture of the Little Dipper and ask students if they have ever seen it at night. Discuss why it is called Little Dipper and explain that people see pictures in the stars just as they do in clouds. Have students listen as you read this poem aloud.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Which words and details stood out to you as you listened to this poem? What did they make you think about? *CCSS Reading 1*
- Write one sentence that tells what this poem is about. *CCSS Reading 2*
- Which words in the poem make you think of stars? Cite details from the poem and your own ideas to support your answer. *CCSS Reading 1*

Craft and Structure

- **Analyze Visual Information** With a partner, describe what's happening in the picture. How does the picture show the ideas in the poem? *CCSS Reading 7*
- **Analyze Poetry** How can you tell that "Little Dipper" is a poem? Think about the way it looks and sounds. Does the shape of this poem connect to what it is about? Work with a group to discuss these questions. *CCSS Reading 5*

WRITING

Write a Concrete Poem Choose an object to write about, such as an animal or a favorite food. Use a pencil to outline the shape. On another piece of paper, write words and sentences that describe your object. Then copy them into your shape. You may need to make your poem longer or your object larger so the words and shape fit together. Finally, erase the outline. Share your poem with the class.



This article explains the winter and summer solstices and why they occur.

ESSENTIAL QUESTION

How do authors and illustrators make their subjects seem unusual and interesting?

CORE CONTENT CONCEPT

English Language Arts An informational nonfiction article gives readers facts and information about a subject.

CROSS-CURRICULAR EXTENSION

Social Studies For thousands of years, people from many different cultures have celebrated the winter solstice. Conduct research to learn about winter solstice traditions and celebrations.

KEY VOCABULARY

hemisphere (p. 18) a half of the earth; the area that is above or below the equator

vice versa (p. 18) used to say that the opposite of a statement is also true

PREPARE TO READ

Ask students what they think causes the different seasons we experience. Show students a globe and point out the United States and Australia. Tell students that in the next article, they will learn why summer in the United States occurs at the same time as winter in Australia.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Write the main idea of this article by answering the question in the title. Cite details from the text that support the main idea. *CCSS Reading 2*
- Why does the Southern Hemisphere have its summer solstice at the same time the Northern Hemisphere has its winter solstice? Use details from the text to support your response. *CCSS Reading 1*
- How does the solstice affect the length of the day? Support your answer with details from the text. *CCSS Reading 1*

Craft and Structure

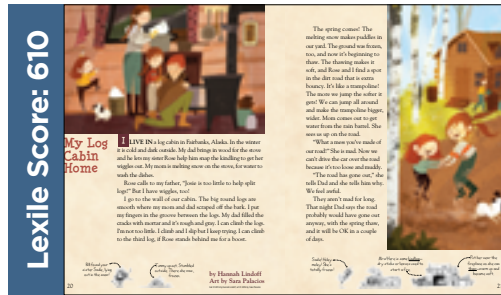
- **Interpret Visual Information** What details in the text are shown in the illustration? What does the illustration help you understand? *CCSS Reading 7*
- **Analyze Word Choice** How does the author make this article fun to read? Work with a partner to identify the details she uses to help readers enjoy learning about winter and summer solstices. *CCSS Reading 4*

WRITING

Write a Report Compare the temperature in Richmond, VA with the temperature in Melbourne, Australia, a city in the Southern Hemisphere. Use a weather website to help you find the temperatures. Look them up and record them every day for a week. What do you notice about the temperatures? Are they very different? Which is warmer? Create a report to share your research and conclusions with the class.

ARTICLE: My Log Cabin Home

Magazine pages 20 - 24, Contemporary Realistic Fiction



This story tells about a girl named Josie who lives with her family in a log cabin in Alaska. Learn about the challenges and rewards of living year-round in the wilderness.

ESSENTIAL QUESTION

How do authors and illustrators make their subjects seem unusual and interesting?

CORE CONTENT CONCEPT

English Language Arts Authors use details to describe settings, characters, and events.

CROSS-CURRICULAR EXTENSION

Social Studies Learn more about what it's like to grow up in Alaska. Look for books, articles, and websites that describe this experience. Write about why you would or would not like to live there.

KEY VOCABULARY

wilted (p. 22) bent over because of not having enough water

reflection (p. 24) an image seen on a shiny surface

pitch (p. 24) a sticky substance that is made by pine or other trees

PREPARE TO READ

Make a word web with the word "Alaska" in the center. Ask students what they know about Alaska. Write their ideas in the web. Then pass around photographs of Alaska and have students use the photographs to add words to the web. Tell students that the next story takes place in Alaska.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

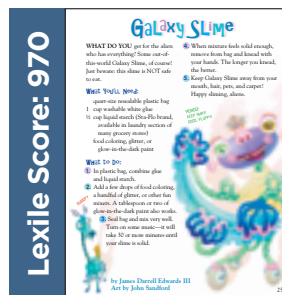
- How does the author show that Josie has grown bigger by the end of the story? Use details from the text to support your answer. *CCSS Reading 3*
- Describe 1-2 events in this story that probably wouldn't happen in a city. Support your ideas with details from the text. *CCSS Reading 3*
- What ideas about families does the author want readers to understand? Write a theme of this story. Support your theme with story details. *CCSS Reading 2*

Craft and Structure

- Analyze Text Structure** Draw a timeline to show the events in each season in the story. Put a dot on the timeline for each important story event. Identify the season and briefly describe the event. *CCSS Reading 5*
- Make Connections** Compare your life to the lives of the girls in this story. Think about daily activities, things you do for fun, getting to school, and technology. Describe the similarities and differences. *CCSS Reading 6*

WRITING

Write a Story Choose one scene from this story and write it from the mother or father's point of view. Use information from the story to help you understand how the mother or father would act and speak in the scene. Include information about feelings and thoughts. Use descriptive details and dialogue to bring the scene to life. Finally, draw a picture to go with your scene. Share your work with a classmate.



What is Galaxy Slime? Something every young alien loves to play with? Maybe. A squishy substance you can make at home? Definitely. Something you should eat? NO!

ESSENTIAL QUESTION

How do authors and illustrators make their subjects seem unusual and interesting?

CORE CONTENT CONCEPT

English Language Arts Procedure texts often include numbered steps to help readers understand how to do or make something.

CROSS-CURRICULAR EXTENSION

Writing Write a humorous poem or story about slime. First, make a list of words that describe how slime feels, looks, and moves. Then use these words to write a poem or story called "The Day the Slime Took Over."

KEY VOCABULARY

starch (p. 25) a powder or liquid that is used to make something stiff

knead (p. 25) to press a mixture with your hands

PREPARE TO READ

Ask students if they have ever played with slime. Discuss what it feels like and looks like. Then ask students to explain why slime is fun. Finally, tell students they are going to learn how to make a version of slime called Galaxy Slime.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- In what ways is this article like a recipe? In what ways is it different from a recipe? Cite details from the text to support your answer. *CCSS Reading 1*
- What would be a safe place in your home to play with Galaxy Slime? Use details from the text to support your answer. *CCSS Reading 1*
- Why does the author tell readers to "turn on some music" in Step 3? Support your answer with details from the article. *CCSS Reading 1*

Craft and Structure

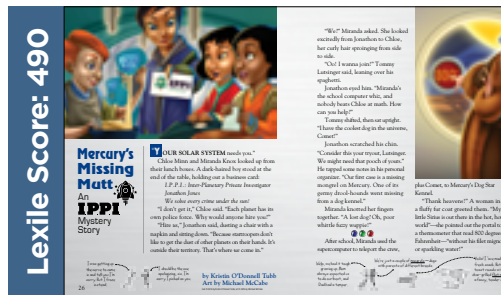
- Analyze Word Choice** What words or phrases does the author use to make the article fun to read? Work with a partner to create a list of these. Then share the list with another partner. *CCSS Reading 4*
- Analyze Text Structure** What are the two main sections of the article? What do you learn from each section? How do the sections look different? *CCSS Reading 5*

SPEAKING AND LISTENING

Demonstrate an Activity Work with a partner to demonstrate how to make a batch of Galaxy Slime. Plan and practice first. Decide how you will work together to make the slime. Discuss who will describe the different steps of the activity to the audience. Choose a mixer to add to the slime. Practice making a batch. Then demonstrate this for the class.

ARTICLE: Mercury's Missing Mutt

Magazine pages 26 - 30 & 34, Science Fiction/Mystery



A dog has been kidnapped from the Mercury Dog Star Kennel and Jonathon Jones has been hired to find it. With help from his friends, Jonathon determines who the culprit is.

ESSENTIAL QUESTION

How do authors and illustrators make their subjects seem unusual and interesting?

CORE CONTENT CONCEPT

English Language Arts Mystery stories usually include detectives, criminals, clues, and a surprising twist at the end.

CROSS-CURRICULAR EXTENSION

Science This story takes place on the planet Mercury. Find out more about Mercury and write down some interesting facts. Share your facts with a partner.

KEY VOCABULARY

territory (p. 26) area

mongrel (p. 27) a dog with parents of different breeds

teleport (p. 27) the imagined transfer of matter from one place to another without actually traveling the physical distance

PREPARE TO READ

Ask students if they have ever read a mystery or watched a mystery movie. Invite students to share their experiences. Next, brainstorm a list of the elements of a mystery, such as a crime, suspects, a detective, and clues. Then explain that the next story is a mystery set on the planet Mercury.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Why does Mrs. Cash believe that Joy Flipple stole Sirius? Support your answer with details from the story. *CCSS Reading 3*
- Describe J. Preston Willingford. What do his actions and words reveal about him? Use details from the text to support your response. *CCSS Reading 3*
- Who took Sirius? How did the team solve the case? Cite story details to support your answer. *CCSS Reading 2*

Craft and Structure

- Analyze Point of View** What thoughts were racing through J. Preston Willingford's mind as the detectives got closer to solving the case? Write the story from his perspective. Include his thoughts and feelings. *CCSS Reading 6*
- Analyze Mysteries** Create a four-column chart with these headers: victims, suspects, detectives, and clues. Work with a partner to add story information to the chart. *CCSS Reading 5*

WRITING

Write a Mystery Think of another case for Jonathon to solve and write about it. Your story should have a beginning, a middle, and an end (when the case is solved). Use descriptive language to describe the characters and setting. Include dialogue and pictures to illustrate the most important scenes. Share your mystery with a partner. See if your partner can solve the mystery.

CROSS-TEXT CONNECTIONS

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

- Both “Doodlebug & Dandelion” and “Lilu’s Bright Diwali” describe holiday celebrations. Make a two-column chart and label the columns with the story titles. In each column, write how the different characters in each story prepare for the holiday. At the bottom of each column, write a sentence that describes what happened at the celebration.
- Compare three texts: “Little Dipper,” “What’s a Solstice?” and “Mercury’s Missing Mutt.” What type of text, or genre, is each one? How are stars or planets important in each one? Which text gives the most information about stars or planets? Create a three-column chart and use the titles for headings. Write your answers in the chart.
- Compare Lilu in “Lilu’s Bright Diwali” and Josie in “My Log Cabin Home.” Where do they live? What do you learn about them from their words and actions? How do they feel at the beginning and ending of the stories? Use the Venn diagram on page 17 to record your ideas about how the girls are similar and different.
- “Indian Ice Cream” and “Galaxy Slime” are both procedure texts that explain how to make something. Compare the texts using a T-chart. Use the chart to record your answer to these questions:
 - What does the text teach you to make?
 - What are the different sections in the text?
 - What options, tips, and warnings are included in the text?
- In “Mercury’s Missing Mutt” and “Doodlebug & Dandelion,” the characters have to complete difficult tasks. What task do Jonathon and his friends have to complete? What tasks do Dandelion and her friends have to complete? Do all characters successfully complete their tasks? Write two paragraphs explaining the tasks and how the characters do or do not complete them.



EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

ENGAGE

READ FOR A
PURPOSE

APPLY

ENGAGE: Engage students in the topic of story details by first reviewing the Essential Question: How do authors and illustrators make their subjects seem interesting or unusual? Next, work with students to describe the subjects of the magazine texts and how the authors and illustrators made the subjects fun and interesting to read about. Record this information in a chart like the one below. Use some or all of the magazine texts in this activity.

Title	Subject	Interesting or Unusual Details
"Doodlebug & Dandelion"	Thanksgiving	Doodlebug, Dandelion and Bog make the meal. The dishes they make are strange. The turkey explodes out of the oven.
"Lilu's Bright Diwali"	Diwali	Lilu and her father couldn't find the diyas for the party. Lilu made new diyas that worked even though they cracked.
"My Log Cabin Home"	Life in Alaska	Josie and her family live in a log cabin. The road is bouncy like a trampoline. Some kids live in cabins with no road or driveway. A moose in the road makes the school bus late.
"Mercury's Missing Mutt"	A mystery about a missing dog	The mystery takes place on Mercury. Kids solve the mystery.



**READ FOR A PURPOSE**

INTRODUCE THE ACTIVITY: CREATE A MEMORY BOOK Tell students that they will be creating a memory book for one of the characters from the magazine. Explain that the memory book will contain information from the story that this character would want to remember. Continue by explaining that the memory books will include the following:

- A title for the memory book—for example, “My Thanksgiving Memory Book.”
- 4 pictures of important objects, people, or events from the story.
- A short caption for each picture, written from the character’s point of view.

Have students choose the story character they will focus on. Then help students understand which objects, people, or events to illustrate. Explain that Lilu’s memory book might include a picture of the diyas she made, and Josie’s memory book might include a picture of Wildflower Hall.

RETURN TO THE TEXT: Explain to students that before they can create their memory books, they need to gather details about the important events, objects, and people they will include. Tell students to follow these steps:

1. Reread the story they chose to focus on.
2. Use a chart like the chart below to record objects, events, or people to illustrate. (See Memory Book Organizer on page 16.)
3. Add notes about the captions they will write.

Character:		
Story:		
Illustration Number	Event, Object, or Person	Notes for Captions
1		
2		





APPLY: MEMORY BOOK: Students are ready to begin creating their memory books using the details they gathered when rereading the stories. Students may work independently or in pairs, depending on the stories they chose.

Materials:

- 8 1/2 x 11 drawing paper
- pencils or pens
- colored pencils
- stapler for binding memory books
- crayons

STEP 1: PLAN Explain to students that the first thing they will do is create their books. Distribute two pages of drawing paper to each student. Have students fold the papers in half to make a book. Help students staple their pages twice at the fold. Then have students follow these steps:

- On the front cover, they will write their memory book titles and their character's name.
- Inside the cover, they will write the name of the story.
- On the back cover, they will write their own names.

STEP 2: DRAW Distribute colored pencils and crayons to students and have them begin drawing their pictures inside their books. Remind them to look at the notes in their Memory Book Organizers to help them. Explain that they should use the backs and fronts of their book pages for their pictures. Tell students to leave room for a caption at the bottom of each page.

STEP 3: WRITE After students have finished their drawings, have them write a caption for each one. Remind them that the captions should be written in the character's voice, using the word "I." For example, "I built a fort in the woods with my friends. We called it Wildflower Hall."

STEP 4: SHARE Have students share their memory books by exchanging them with classmates. Tell students to describe something specific they liked about each classmate's book. You may also want to put their books on a table so students can look at them later.



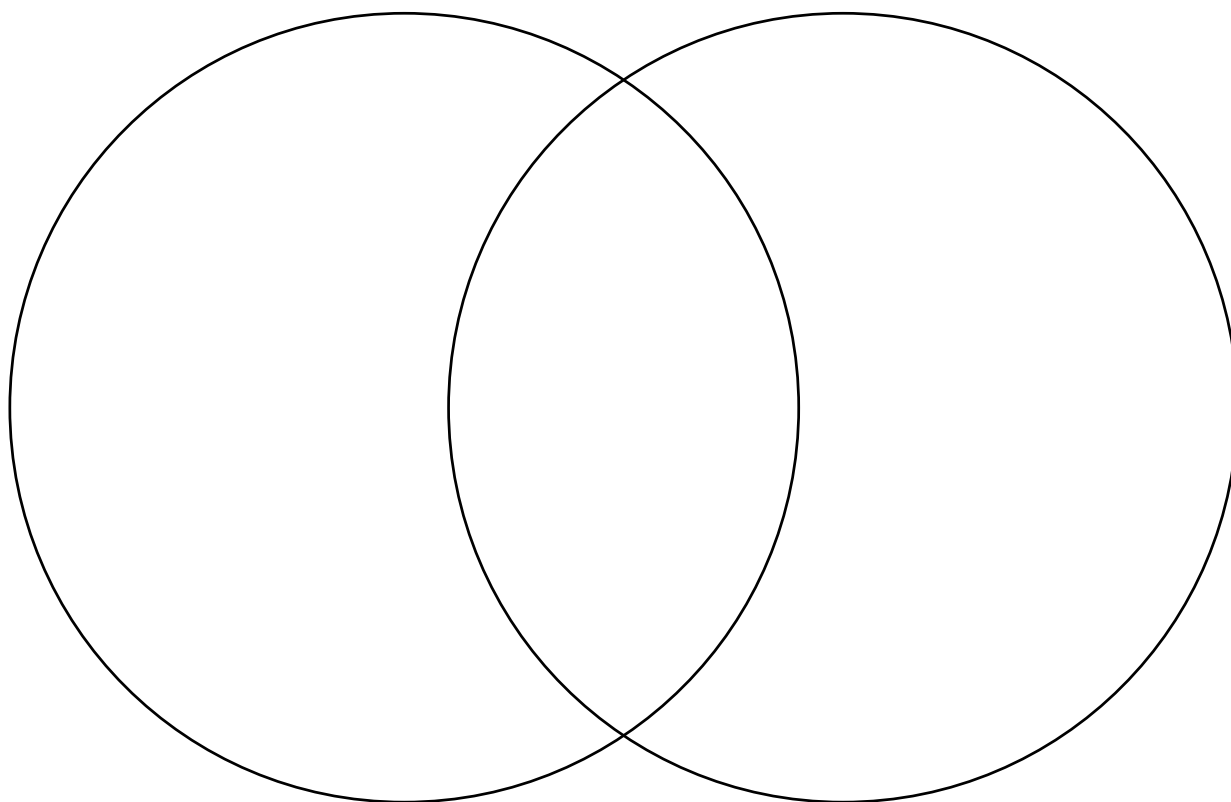
NAME: _____

MEMORY BOOK ORGANIZER

Character:		
Story:		
Illustration Number	Event, Object, or Person	Notes for Captions
1		
2		
3		
4		

NAME: _____

VENN DIAGRAM





Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

USING THE STANDARDS CHARTS

ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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KEY IDEAS AND DETAILS

Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	Reading 3	

CRAFT AND STRUCTURE

Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific word choices shape meaning or tone.	Reading 4	
Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the genre, key elements, and characteristics of literary texts.	Reading 5	
Assess how point of view or purpose shapes the content and style of a text.	Reading 6	
Analyze how an author's style and tone affects meaning.	Reading 6	

INTEGRATION OF KNOWLEDGE AND IDEAS

Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	

WRITING

Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write narratives to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained research projects .	Writing 10	



CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

STATE OR DISTRICT STANDARD

CIVICS

Analyze the origins, functions, and structure of different governments and the origins and purposes of laws and key constitutional provisions.	
Summarize core civic virtues and democratic principles .	
Evaluate policies intended to address social issues.	

ECONOMICS

Evaluate the benefits and costs of individual economic choices .	
Analyze economic incentives , including those that cause people and businesses to specialize and trade.	
Explain the importance of resources (i.e. labor, human capital, physical capital, natural resources) in methods of economic production .	
Explain the functions of money in a market economy.	
Explain the importance of competition in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of how individual and government actions affect the production of goods and services .	
Analyze economic patterns , including activity and interactions between and within nations.	

GEOGRAPHY

Construct and use maps and other graphic representations (i.e. images, photographs, etc.) of different places.	
Explain cultural influences on the way people live and modify and adapt to their environments.	
Analyze places, including their physical, cultural and environmental characteristics and how they change over time.	
Analyze movement of people, goods, and ideas .	
Analyze regions, including how they relate to one another and the world as a whole from a political, economic, historical, and geographic perspective.	

HISTORY

Interpret historical context to understand relationships among historical events or developments .	
Evaluate historical events and developments to identify them as examples of historical change and/or continuity .	
Analyze perspectives , including factors that influence why and how individuals and groups develop different ones.	
Evaluate historical sources , including their reliability, relevancy, utility, and limitations.	
Analyze causes and effects , both intended and unintended, of historical developments.	



CORE INSTRUCTIONAL CONCEPTS: SCIENCE

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE

- Structure and Function of Living Things
- Life Cycles and Stages
- Reproduction & Inherited Traits
- Animals
- Plants

PHYSICAL SCIENCE

- Forces and Interactions
- Energy
- Light
- Sound
- Electricity/Magnetism
- Matter
- Waves
- Heat
- Chemistry
- Information Processing

EARTH SCIENCE

- Weather
- Climate
- Rocks & Soil
- Erosion and Weathering
- Landforms
- Water
- Oceans
- History of Earth
- Plate Tectonics
- Volcanoes, Earthquakes, and Tsunamis

SPACE SYSTEMS

- Solar System
- Planets
- Moon
- Sun

