

Spider®

ISSUE THEME

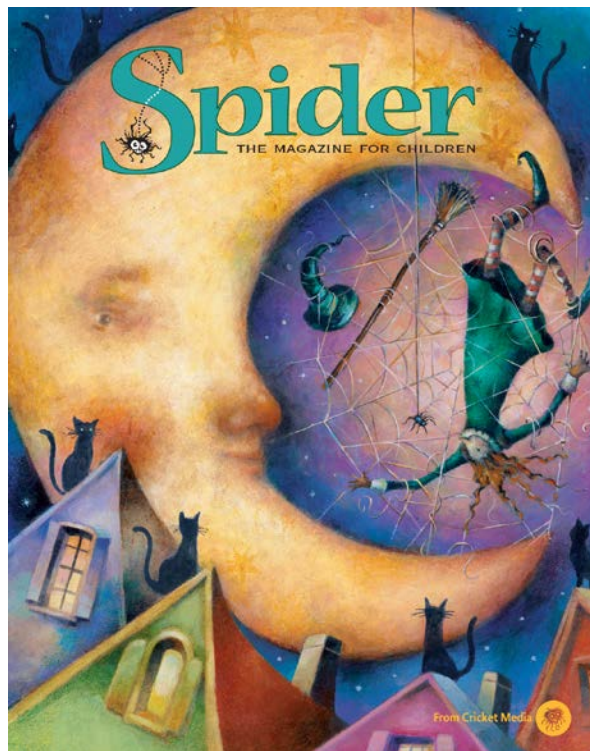
Halloween inspires creativity—from creepy fun costumes to playful pumpkins and stories told to scare us. Explore Halloween through stories, poems, and activities. Expect the unexpected.

CONVERSATION QUESTION

What makes a situation surprising?

TEACHING OBJECTIVES

- Students will interpret words and phrases as they are used in a text
- Students will analyze the structure of a text
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text
- Students will obtain, evaluate, and communicate information
- Students will analyze places, including their physical, cultural, and environmental characteristics



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

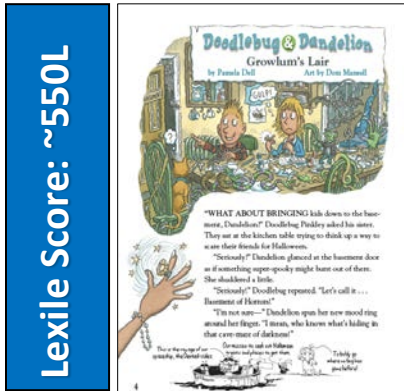
SELECTIONS

- **Doodlebug & Dandelion**
Short Story, ~550L
- **Beyond Jack-o'-Lanterns**
Expository Nonfiction, ~850L
- **Tukama and the Duppy**
Folktale, ~550L

Doodlebug & Dandelion

pp. 4–8, Short Story

Use this story about a homemade Halloween house of horrors to teach your students to recognize suspense.



RESOURCES

- Identify Suspense Worksheet

OBJECTIVES

- Students will read and analyze a short story
- Students will interpret words and phrases as they are used in a text
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- **shudder (p. 4)** to shake because of fear or cold
- **horrors (p. 4)** things that are shocking and horrible
- **tremble (p. 6)** to shake slightly because of fear, excitement, or nervousness
- **terror (p. 6)** a very strong feeling of fear
- **hissed (p. 7)** said something in a loud or angry whisper
- **thrust (p. 7)** pushed something with force

ENGAGE

Conversation Question: What makes a situation surprising?

Invite students to share scary movies, books, and TV shows they enjoy. Discuss the techniques used to create suspense and make audiences feel scared, such as creaky doors, startling surprises, and scary music. Ask students to explain why it's fun to be scared. Then tell students to expect the unexpected as they read the next story.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Next, have students work in pairs to group the words into categories. Have students explain their reasons for the groupings.

READ & DISCUSS

After all students have read the story, use the questions below to discuss it:

1. How does Doodlebug feel about turning the basement into the Basement of Horrors?
2. How do Dandelion's feelings about the basement change in the story?
3. What makes the Growlum seem scary?
4. What is the surprise at the end of this story?

SKILL FOCUS: Identify Suspense

INSTRUCT: Explain that authors use story details to build a feeling of suspense, or a growing tension and excitement about what will happen next. Suspense makes readers want to know what's going to happen next in a story. Tell students that sometimes this excitement is fun and sometimes it is scary. Go through the first part of the story (from page 4 to the top of page 6) and discuss the details that create suspense and make students wonder about the story.

ASSESS: Distribute a copy of the *Identify Suspense* worksheet to each student and have them work in pairs to complete it.

EXTEND

Science Have students conduct library and internet research to find out what happens to the human body when a person feels scared. Then have students work in groups to create posters that show and describe what they learn.

Name _____

Identify Suspense Worksheet

- In the first box, describe a detail from the story that created suspense.
- In the second box, describe what the detail made you wonder about.
- In the third box, tell whether the detail seemed exciting, scary, or both.

Story detail that created suspense	What it made me want to know	Exciting, scary, or both?

Beyond Jack-o'-Lanterns

pp. 19–23, Expository Nonfiction

Use this article about a pumpkin festival in Maine to help students recognize chronological order.



RESOURCES

- Chronological Order Worksheet

OBJECTIVES

- Students will read and analyze an expository nonfiction article
- Students will analyze the structure of a text
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- **trek** (p. 19) to walk for a long distance
- **snake** (p. 20) to follow a twisting path with many turns
- **bob** (p. 22) to move up and down quickly or repeatedly
- **climb** (p. 23) to move or go up something using your feet and hands
- **race** (p. 23) to move at a very fast speed

ENGAGE

Conversation Question: What makes a situation surprising?

Discuss with students how they carve their Halloween pumpkins—do they make scary, silly, or friendly pumpkins? Ask them to describe some amazing and surprising carved pumpkins they have seen. Then explain that the next article is about people in Maine who do some surprising things with pumpkins at Halloween.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Next, ask students what these words have in common. Help students understand that they are all verbs, or action words, that tell how things move. Have students write sentences using these verbs and share them with the class. Tell students to notice other verbs as they read this story.

READ & DISCUSS

After students have read the story, use the questions below to prompt discussion:

1. Why did Buzz Pinkham and Bill Clark decide to sail a pumpkin down a river?
2. How did the people of Damariscotta catch pumpkin fever?
3. What do the pumpkin farmers do to make their pumpkins grow into giants?
4. What happens to the big pumpkins after the Growers Weigh-Off?
5. What does it mean to “think outside the pumpkin”?

SKILL FOCUS: Chronological Order

INSTRUCT: Explain to students that authors of nonfiction sometimes organize events in chronological, or time, order. Create a timeline on the board. Then go through the first section of the article on page 19 and work with students to add events from this section to the timeline.

ASSESS: Distribute a copy of the *Chronological Order* worksheet to each student. Have students work in pairs to complete the timeline activity.

EXTEND

Science Have students conduct research to find out about other giant vegetable competitions. Tell them to choose one competition to learn about and report on. Reports should include information about where the competition takes place, how it started, and what farmers do to make their vegetables grow into giants.

Name _____

Chronological Order Worksheet

Add four more events in the pumpkin-growing process to the timeline.

The diagram features a central horizontal timeline represented by a grey arrow pointing to the right, ending in a blue arrowhead. Five rectangular boxes are connected to the timeline by vertical lines. Box 1 is positioned above the timeline and contains the text: "1. In May, on Seedling Sunday, kids plant over 600 pumpkin seedlings." Boxes 2, 3, 4, and 5 are empty and are positioned below, above, above, and below the timeline respectively, in chronological order from left to right.

1. In May, on Seedling Sunday, kids plant over 600 pumpkin seedlings.

2.

3.

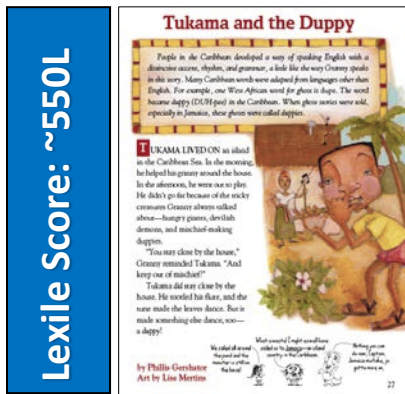
4.

5.

Takuma and the Duppy

pp. 27–31, Folktale

Use this folktale about a boy who tricks a troublesome ghost to give students practice in analyzing characters.



ENGAGE

Conversation Question: What makes a situation surprising?

Explain that some folktales include a character called a trickster. Tell students that a trickster is a character who is very smart and who disobeys rules. Invite students to share what they know about tricksters and trickster tales. Students might mention Anansi the African spider trickster or Brer Rabbit, among others. Finally, tell students they may be surprised to learn who the real trickster is in this story.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Have pairs of students discuss what these words have in common and then use them to write a prediction about what will happen in the story. Invite volunteers to share their predictions with the class.

RESOURCES

- Analyze Characters Worksheet

OBJECTIVES

- Students will read and analyze a folktale
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text
- Students will analyze places, including their physical, cultural, and environmental characteristics

KEY VOCABULARY

- tricky (p. 27)** using or likely to use dishonest tricks
- devilish (p. 27)** showing a desire to cause trouble but in a way that is not serious
- mischief (p. 27)** a playful desire to cause trouble

READ & DISCUSS

After students have read the story, use the questions below to prompt discussion:

- Where does this story take place? Describe the setting.
- What makes the duppy appear?
- Who is smarter, the duppy or Tukama? Explain your ideas.
- Granny speaks in a distinctive way. Find two examples of this in the story.
- What was surprising in this story?

SKILL FOCUS: Analyze Characters

INSTRUCT: Explain to students that they can learn about characters by paying attention to the things they do, say, and think. Tell students to pause as they read to figure out what they learn about characters from these details. Read aloud the text on page 27. Then ask students what they learn about Tukama and Granny from the details on this page. (*Granny is cautious and protective of Tukama. Tukama listens to his grandmother and does what he is told.*) Have students point out story details that reveal this information.

ASSESS: Distribute a copy of the *Analyze Characters* worksheet to each student. Have students work independently to complete the activities on this page.

EXTEND

Social Studies Have students learn more about Caribbean folklore by researching legends and characters from this region. Tell students to work in pairs or groups to retell one of the tales for the class.

Name _____

Analyze Characters Worksheet

	Character details from the story	What the details tell me about the character
Tukama	1.	
	2.	
Granny	1.	
	2.	
the duppy	1.	
	2.	