

Spider®

ISSUE THEME

Far-sighted, mischievous, strong of spirit, unafraid of cold and misfortune—these are just some of the notable character traits you and your students will encounter as you read the articles, stories, and poems in this issue.

CONVERSATION QUESTION

What do traits tell us about a character?

TEACHING OBJECTIVES

- Students will determine central ideas of a text and analyze their development
- Students will assess how point of view shapes the content and style of a text
- Students will analyze how individuals 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 English Language Arts skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **How Do Owls See?**
Expository Nonfiction, ~950L
- **Dov and the Imp**
Folktale, ~950L
- **Babushka**
Fiction, ~650L

How Do Owls See?

pp. 11–14, Expository Nonfiction

Use this article about how owls see to teach students to identify main idea and supporting details.



RESOURCES

- Main Idea and Details Worksheet

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will determine central ideas of a text and analyze their development
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- **binocular** (p. 12) involving or designed for both eyes
- **sockets** (p. 12) the hollow places in the skull that hold the eyeballs
- **pupil** (p. 13) the small, black, round area at the center of the eye
- **retina** (p. 13) the sensitive tissue at the back of the eye that receives images and sends signals to the brain about what is seen
- **keen** (p. 14) very strong and sensitive

ENGAGE

Conversation Question: What do traits tell us about an animal?

Explain that traits are the qualities or characteristics of people, animals, and things. Invite students to share some of their physical traits or personality traits. Then have students preview the title and photographs in the article and predict what owl traits they will learn about.

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 decide what the words *binocular*, *sockets*, *pupil*, and *retina* have in common and how the word *keen* fits in with these words. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

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

1. What are three traits of owls you read about in the article?
2. What natural abilities make owls very good at seeing things?
3. How do the owl's traits help us understand this animal?
4. The author says that mice probably don't appreciate owls' hunting skills. What does she mean by this?

SKILL FOCUS: Identify Main Idea and Details

INSTRUCT: Write the title of the article on the board. Tell students that they can use the title to help them identify the article's main, or most important, idea. Have students work in pairs to go back into the article to find and share details that answer the title's question. List these on the board. Next, ask students to think about what the author wants them to learn about owls, based on these details. Explain that the answer to this question will help them write a main idea statement. Continue by explaining that they will also identify supporting details, or details that explain or tell more about the main idea.

ASSESS: Distribute a copy of the *Main Idea and Details* worksheet to each student. Have students work in pairs to write a main idea statement and identify details that support it.

EXTEND

Science Have students conduct research to learn about owl behavior, such as how an owl defends itself, where it lives, how it builds a nest, or whether it migrates at any point during the year. Tell students to write a paragraph about one aspect of owl behavior and draw a picture to go with it. Invite students to share their work with the class.

Name _____

Main Idea and Details Worksheet

Write the main idea of the article in the top of the chart. Write three supporting details in the bottom of the chart.

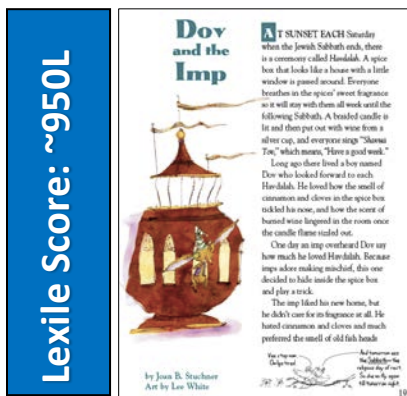
Main Idea: What is the author's main idea about how owls see?

Spider® Teacher Guide: November/December 2017

Dov and the Imp

pp. 19–22, Folktale

Use this folktale about a mischievous imp to teach students how to analyze point of view.



RESOURCES

- Point of View Worksheet

OBJECTIVES

- Students will read and analyze a folktale
- Students will assess how point of view shapes the content and style of a text
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- **imp (p. 19)** a small creature that plays tricks
- **fragrance (p. 19)** a pleasant and usually sweet smell
- **mischief (p. 19)** behavior or activity that is annoying but is not meant to cause serious harm
- **rotten (p. 20)** very bad or unpleasant
- **sour (p. 21)** having the unpleasant taste or smell of food that is no longer fresh

ENGAGE

Conversation Question: What do traits tell us about a character?

Explain that this story is about an imaginary creature called an imp. Write the term *Physical Traits* on the board. Then have students preview the illustrations and share what they notice about the way the imp looks. Add these to the board and tell students to read to find out about the imp's personality traits.

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 put the words into groups and make predictions about what will happen in the story. Invite pairs to share their groups and predictions.

READ & DISCUSS

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

1. What are the imp's personality traits?
2. How do the imp's traits affect Dov and his family?
3. How does Dov's family react to the imp?
4. What did Sarah probably say to Dov?

SKILL FOCUS: Analyze Point of View

INSTRUCT: Explain that the voice that tells a story is called the narrator and that different narrators can tell a story in different ways. Go over the information in this chart with students.

First-Person Narrator	Third-Person Narrator
<ul style="list-style-type: none">• A story character• Participates in the action• Uses <i>I, me, we</i>	<ul style="list-style-type: none">• Is NOT a story character• Describes how other characters think and feel• Uses <i>he, she, and they</i>

Then ask students to identify which type of narrator is used to tell "Dov and the Imp" and explain how they know. Next, brainstorm how the story might be different if the imp was the narrator.

ASSESS: Have students complete the *Point of View* worksheet. Then invite them to share their work with the class.

EXTEND

Science Remind students that this story is full of smells, both good and bad. Have students research different types of smells and create a poster with words and pictures to tell about them. Invite them to present their posters to the class.

Babushka

pp. 25–30, Fiction

Use this story about a young girl and her unsmiling grandmother to teach your students about character relationships.



RESOURCES

- Character Relationships Worksheet

OBJECTIVES

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

KEY VOCABULARY

- **rarely** (p. 25) not very often
- **raspy** (p. 26) having a rough, harsh sound
- **foolish** (p. 26) having or showing a lack of good sense or judgment
- **contentedly** (p. 27) in a happy, satisfied way

ENGAGE

Conversation Question: What do traits tell us about a character?

Create a word web on the board with the word *grandmothers* in the center. Ask students to think of words and phrases that describe grandmothers and add these to the web. Explain that the next story is about a girl and her grandmother. Tell students to pay attention to details in the story that help them learn about this grandmother's traits.

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 write sentences using these words. Finally, have students gather in small groups to share their sentences.

READ & DISCUSS

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

1. Why did Babushka come to live with Tanya?
2. How does Tanya feel about living with Babushka? Why does she feel this way?
3. What is Babushka like at the beginning of the story? How does she change?
4. What do you think it's like to live in Siberia?

SKILL FOCUS: Analyze Character Relationships

INSTRUCT: Explain to students that story characters, like real people, have relationships. Continue by explaining that sometimes relationships change. Read aloud this sentence from page 25: "Tanya stayed out of Babushka's way." Ask students what this tells them about Tanya and Babushka's relationship at the beginning of the story. Then ask if this relationship changes or stays the same. Distribute a copy of the *Character Relationships* worksheet to each student and have students work in pairs to add story details to the relationship timeline in Part A.

ASSESS: Have students work independently to complete Part B by writing a paragraph to describe how the relationship between Tanya and Babushka changes.

EXTEND

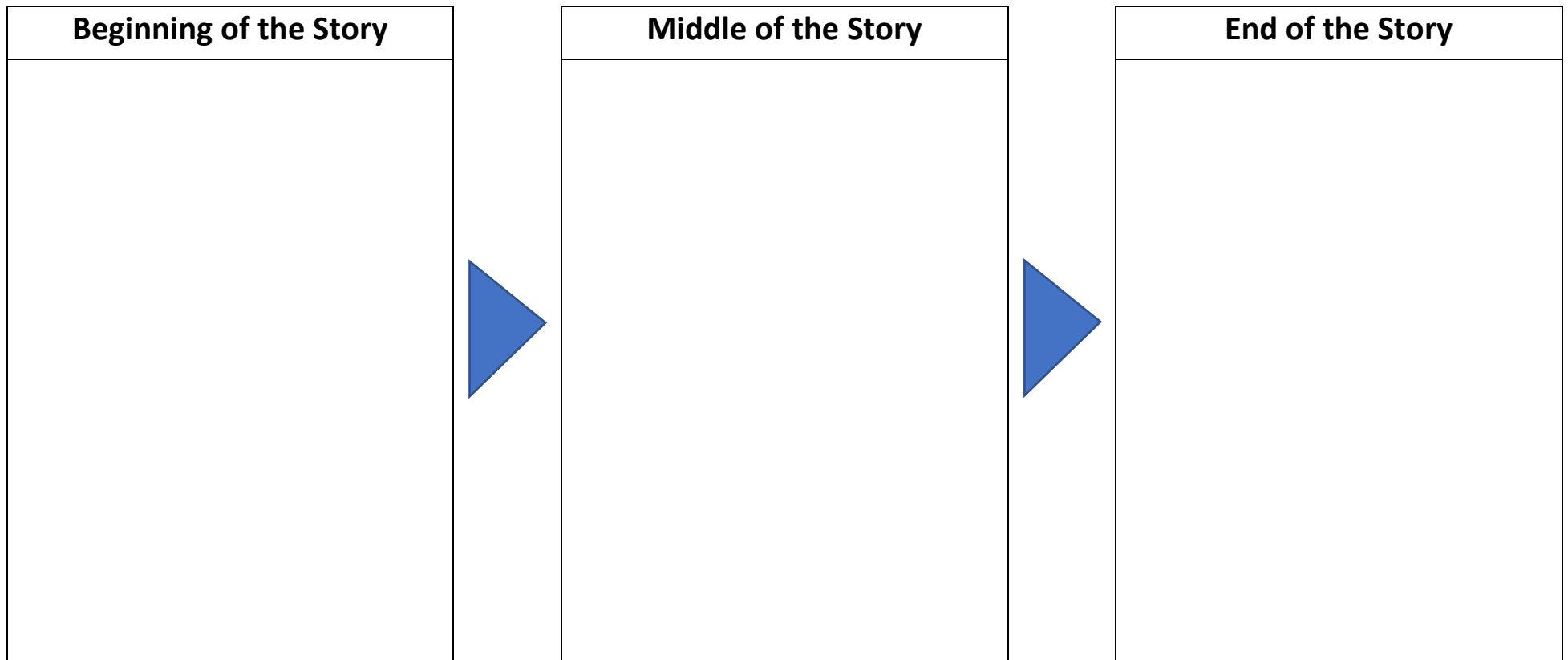
Geography Remind students that Babushka says people from Siberia are "strong of spirit and unafraid of cold and misfortune." Discuss the meaning of these words. Then have students conduct research to learn about the history, culture, and climate of Siberia and why Siberyaks developed these traits.

Name _____

Character Relationships Worksheet

A. Find details from the story that show how Tanya feels about her grandmother. Add them to the beginning, middle, or end of the timeline chart.

Beginning of the Story	Middle of the Story	End of the Story



B. How does Tanya's relationship with Babushka change in the story?