

Spider®

ISSUE THEME

Through the use of imagination, we can describe familiar sights in new ways, make unexpected connections, and explain the world around us. Explore the powers of the imagination with your students.

CONVERSATION QUESTION

Can you imagine?

TEACHING OBJECTIVES

- Students will interpret words and phrases as they are used in a text
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text
- Students will recognize the genre, key elements, and characteristics of literary texts
- Students will plan and carry out investigations
- Students will obtain, evaluate, and communicate information



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.

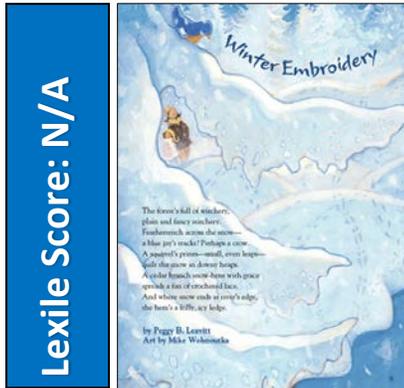
SELECTIONS

- **Winter Embroidery**
Poem, N/A
- **My Brother Is a Rock**
Comic Strip, N/A
- **Coyote and Fire**
Folktale, ~550L

Winter Embroidery

p. 9, Poem

Use this poem about a snowy winter scene to teach students how to understand and interpret imagery.



RESOURCES

- Analyze Imagery Worksheet

OBJECTIVES

- Students will read and analyze a poem
- Students will interpret words and phrases as they are used in a text
- Students will plan and carry out investigations

KEY VOCABULARY

- embroidery (p. 9)** the art of sewing a design on cloth
- featherstitch (p. 9)** a decorative embroidery stitch
- crocheted (p. 9)** a way of making cloth using a needle with a hook at the end
- downy (p. 9)** light and soft, like a feather
- frilly (p. 9)** having wavy edges

ENGAGE

Conversation Question: Can you imagine?

Write the word *snow* on the board in the center of a cluster diagram. Invite students to talk about why snow seems so amazing and beautiful, and ask students to come up with words and phrases that describe snow. Encourage students to be imaginative and creative. Add these to the diagram. Then explain that the next poem describes a snowy scene in interesting and creative ways.

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 if these are words they would expect to find in a poem about snow and invite students to explain their answers. Finally, ask students to imagine how the poet might use these words to describe a snowy scene.

READ & DISCUSS

Have students listen closely as you read the poem aloud. Then have students work in pairs to take turns reading the poem to each other. Use the following questions to discuss the poem:

- What words or ideas stood out to you as you read and listened to the poem?
- Which words and phrases describe fabric and sewing?
- What does the speaker compare to a branch covered in snow?
- How did the author use imagination?

SKILL FOCUS: Interpreting Imagery

INSTRUCT: Explain that poets use words to create pictures, or images, in the mind of a reader. These words, and the pictures they create, are called imagery. Sometimes poets use imagery to describe details a person might see while looking at a scene. Show students a simple picture of featherstitching (available on the internet) and reread lines 3–4 of the poem. Discuss why the poet chose the word *featherstitch* to describe animal tracks. Next, read lines 5–6 aloud and ask students to share what they pictured. Show a photo of squirrel prints in the snow.

ASSESS: Make images of crocheted lace and a frilly quilt hem available to students. Then have pairs of students work together to analyze the images in lines 7–8 and 9–10 using the *Analyze Imagery* worksheet.

EXTEND

Science Tell students to find a guide to animal tracks in the school or local library. Suggest students go to a park, beach, or wooded area and look for tracks. Have them draw the tracks and then use the guide to identify what type of animal made them. Ask students to share their discoveries with the class.

Name _____

Analyze Imagery

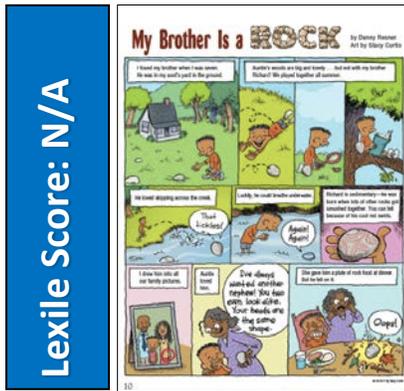
In the chart below, describe or draw a picture of what you imagine when you read each image.

Image from the Poem	What I Imagine
<p>A cedar branch snow-bent with grace spreads a fan of crocheted lace.</p>	
<p>And where snow ends at river's edge, the hem's a frilly, icy ledge.</p>	

My Brother Is a Rock

pp. 10–13, Comic Strip

Use this comic strip story about a boy who finds a rock and decides it is his brother to give students practice in identifying story elements.



RESOURCES

- Analyze Story Elements Worksheet

OBJECTIVES

- Students will read and analyze a comic strip
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- sedimentary (p. 10)** a type of rock formed when sediments that were deposited in ancient times were pressed together and became hard
- swirls (p. 10)** twisting forms or designs
- imaginary (p. 12)** not real, existing only in the mind or imagination
- mica (p. 13)** a mineral that separates easily into thin sheets

ENGAGE

Conversation Question: Can you imagine?

Discuss the idea of imaginary friends. Ask students to talk about imaginary friends they've had or someone they know has had. Brainstorm reasons why children might have imaginary friends and why adults usually don't have them. Then explain that the boy in the next story has an imaginary brother.

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 word groups and predictions.

READ & DISCUSS

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

- What are Richard's personality traits?
- How do other characters feel about Richard?
- On page 13, the main character says, "Then something surprising happened." What is he talking about?
- How is imagination helpful and sometimes troublesome?

SKILL FOCUS: Analyze Story Elements

INSTRUCT: Display the following headings and remind students that these are the elements of a short story: *character, setting, beginning, middle, end*. Review the definitions of these terms. Then ask students to identify these elements in a familiar story, such as Cinderella. Write responses under the headings. Then explain that although "My Brother Is a Rock" is a comic strip, it contains the same elements as a traditional short story or tale.

ASSESS: Distribute a copy of the *Analyze Story Elements* worksheet to each student. Have students work in pairs to identify and record the story elements in "My Brother Is a Rock." After all students have completed the worksheet, discuss responses as a class.

EXTEND

Geology Write the following question on the board: *How are sedimentary rocks formed?* Tell students to conduct research in order to answer this question thoroughly. Then have students work in pairs to create a presentation that answers the question. Encourage students to be creative in their presentations by, for example, acting out the answer, creating diagrams and illustrations, or even writing a song.

Name _____

Analyze Story Elements

Use the chart below to note the story elements in “My Brother Is a Rock.”

Characters	Setting
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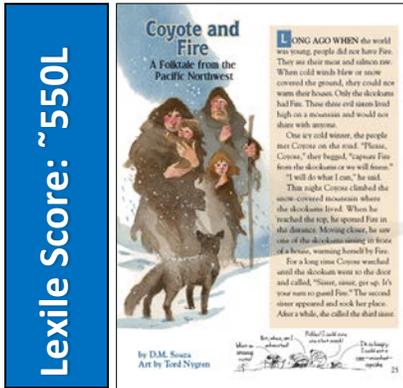
Beginning	Middle	End
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Group Discussion: Compare a comic strip story to a typical short story. How are the two storytelling formats similar? How are they different?

Coyote and Fire

pp. 25–29, Folktale

Teach students about the characteristics of folktales using this story that explains how Coyote helped humans get fire.



ENGAGE

Conversation Question: Can you imagine?

Explain to students that long ago, ancient cultures developed stories to explain the things they experienced in the world, such as sickness, weather, and drought. Have students briefly work in groups to develop an imaginative answer to the question “Why is the sky blue?” Invite groups to share their answers. Then explain that the next folktale explains how humans got fire.

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 students work in pairs to quickly identify the three synonym pairs. Then challenge students to make up sentences “on the spot” using these words.

RESOURCES

- Analyze Folktales Worksheet

OBJECTIVES

- Students will read and analyze a folktale
- Students will recognize the genre, key elements, and characteristics of literary texts
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- capture (p. 25)** get control of
- seize (p. 26)** take something in a forceful or sudden way
- swift (p. 26)** able to move fast
- racing (p. 27)** moving at a very fast speed
- thicket (p. 27)** a group of bushes or small trees that grow close together
- grove (p. 28)** a small group of trees

READ & DISCUSS

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

- Which characters have positive traits? Which have negative traits?
- How would you describe the skookums? Are they humans or monsters?
- How do you use your imagination when you read a folktale?

SKILL FOCUS: Analyze a Folktale

INSTRUCT: Explain that folktales are simple stories that have been passed down by word of mouth from one generation to the next. Invite students to name familiar folktales, such as “Jack and the Beanstalk” or “Goldilocks and the Three Bears.” Then discuss with students what they know about the characters, setting, and events in folktales and note responses on the board. Next, distribute a copy of the *Analyze Folktales* worksheet to each student. Go over the different elements and ask students to think of examples from familiar folktales.

ASSESS: Have students work in pairs to complete the *Analyze Folktales* worksheet using details from “Coyote and Fire.” Then discuss responses as a class.

EXTEND

Science Have students conduct research to learn how humans developed the controlled use of fire. Then have them create a comic strip to convey what they learned.

Name _____

Analyze Folktales

Fill in the chart below with details from “Coyote and Fire.”

1. Things happen three times.	
2. The story explains how something came to be.	
3. Animal characters have human qualities.	
4. Characters are clearly good or bad.	
5. The story is full of action.	
6. The theme or message of the story is about right and wrong.	