

# Spider®

## ISSUE THEME

Stories are everywhere, and they come in all different forms—graphic novels, podcasts, movies, plays, and books, to name a few. Work with your students to take a closer look at the forms, features, and use of language in the stories presented in this issue of *Spider*.

## CONVERSATION QUESTION

What is a story?

## TEACHING OBJECTIVES

- Students will analyze the structure of texts.
- Students will integrate and evaluate content presented in diverse media and formats.
- Students will interpret words and phrases as they are used in a text.
- 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

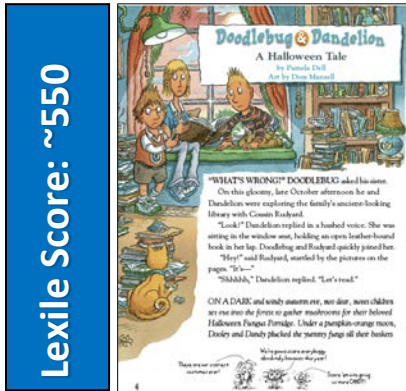
- **Doodlebug & Dandelion**  
Contemporary Realistic Fiction, ~550L
- **An Offering to the Dead**  
Contemporary Realistic Fiction, ~750L
- **Fangs for the Memories**  
Fantasy, ~950L

# Spider® Teacher Guide: October 2018

## Doodlebug & Dandelion

### pp. 4–8, Contemporary Realistic Fiction

Teach students about frame stories, or stories within stories, using this humorous Halloween tale.



## RESOURCES

- Compare Stories Worksheet

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of texts.
- Students will analyze places, including their physical, cultural, and environmental characteristics.

## KEY VOCABULARY

- **dribbled** (p. 5) let saliva or another liquid drip or trickle from your mouth
- **gurgled** (p. 6) made a sound like a liquid boiling or bubbling
- **lumbered** (p. 6) moved in a slow or awkward way
- **slurping** (p. 6) drinking with a noisy sucking sound
- **gagged** (p. 6) choked, or nearly vomited

## ENGAGE

**Conversation Question:** What is a story?

Brainstorm with students a list of elements that they expect to find in the stories they read or view (characters, setting, plot, conflict, etc.). Discuss what makes a story memorable for students. Tell students that authors may organize stories in unusual ways to make them interesting and memorable. Then explain that the “Doodlebug & Dandelion” story they are about to read contains two stories—a story within a story.

## INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Next, have students work in pairs to decide how the words are connected. Then have them use the following frame to create a label for the words based on the connections: *Words You Can Use to Talk About* \_\_\_\_\_. Invite students to share their labels. Then tell students to look for these words as they read the story.

## READ & DISCUSS

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

1. What are Doodlebug, Dandelion, and Rudyard doing in the story?
2. What is Rudyard trying to tell Doodlebug and Dandelion?
3. What happened to Dooley and Dandy in the tree?
4. Compare the zombie story to “Goldilocks and the Three Bears.” Describe two similarities and two differences.
5. How do Doodlebug, Dandelion, and Rudyard react when they hear what Mrs. Pinkley made for dinner? Why do they react this way?

## SKILL FOCUS: Story Structure

**INSTRUCT:** Explain to students that this story is actually two stories. It contains a main story about Doodlebug and Dandelion and a story within the main story about kids who turn into zombies. Invite volunteers to summarize the main story and the story within the story. Then distribute the *Compare Stories* worksheet to all students and go over the directions.

**ASSESS:** Have students work in pairs to complete the worksheet. Then bring the class back together and discuss students’ ideas.

## EXTEND

**Social Studies** Have students use online and library sources to learn about zombie folklore and where it comes from. Invite students to create a short slide show to share what they learn with the class.

Name \_\_\_\_\_

## Compare Stories

In the first column, answer the questions about the main Doodlebug and Dandelion story. In the second column, answer the questions about the zombie story that Doodlebug and Dandelion read.

	The main story about Doodlebug and Dandelion	The story about the kids who turn into zombies
What is the setting?		
Who are the characters?		
What problem do the characters face?		
How do the characters solve the problem?		
How does the story end?		

What similarities did you notice between the characters and events in these stories? Record your answer on the back of this paper.

# Spider® Teacher Guide: October 2018

## An Offering to the Dead pp. 9–12, Contemporary Realistic Fiction

Use this story told in diary form to teach students how text features can help them better understand what they read.



## RESOURCES

- Text Features Chart

## OBJECTIVES

- Students will read and analyze a story told in diary form.
- Students will integrate and evaluate content presented in diverse media and formats.
- Students will analyze places, including their physical, cultural, and environmental characteristics.

## KEY VOCABULARY

- **abuelito (p. 9)** grandpa
- **spirit (p. 9)** the part of a person that is believed to give life to the body and in many religions is believed to live forever
- **presence (p. 12)** something (such as a spirit) that you cannot see but that you feel or believe is present

## ENGAGE

**Conversation Question:** What is a story?

Tell students that the story they are about to read is written in diary form. Invite students to name other books or stories written in this form, such as the *Diary of a Wimpy Kid* series by Jeff Kinney. Help students understand that fictional diaries contain information about a character's thoughts and feelings told from that character's perspective. Ask students how real and fictional diaries might be different.

## INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Then have students work in pairs to predict something that will happen in the selection, based on the story title and the vocabulary words. Record predictions and tell students to check them as they read. Remind students to look for the vocabulary words as they read.

## READ & DISCUSS

Before students read the selection, point out the text features and share the explanations on the *Text Features* chart. Tell students that before they read the story, they should look at and read the features and then think about how the features will connect to the main text. Use a think-aloud to model this with page 9 of the story. After students have read the story, use the questions below to prompt discussion:

1. Why are Carlitos and his mother celebrating Day of the Dead?
2. How is Carlitos' celebration different from celebrations in Mexico?
3. Carlitos prepared *la ofrenda* for Abuelito two times. How were the first and second times similar? How were they different?
4. What did Carlitos believe about the butterfly?

## SKILL FOCUS: Text Features

**INSTRUCT:** Display or distribute the Text Features chart and remind students that authors use text features to highlight important information and to help students understand the ideas in a text. Invite volunteers to explain how a particular text feature helped them understand something in "An Offering to the Dead."

**ASSESS:** Have students work in small groups to walk through all the text features on one story page. Each group member should point to and identify a text feature, read or describe it, and explain what it helped them understand in the story. Circulate to monitor and assist as necessary. Finally, compare as a class the ideas that the photos and illustrations helped students understand.

## EXTEND

**Social Studies** Explain that cultures around the world have different rituals to honor the dead. Have students work in groups to research a few of these rituals and create a short report about what they learn.

Name \_\_\_\_\_

**Text Features**

The chart below lists text features found in “An Offering to the Dead.” It also explains how these features can help you understand the story.

<b>Text Features</b>	<b>How Text Features Help Readers</b>
<b>dates</b>	The date at the top of each diary entry tells readers when the entry was written.
<b>greetings</b>	The greeting words <i>Dear Diary</i> tell readers that a new diary entry is beginning.
<b>photographs and illustrations</b>	Photographs and illustrations help readers visualize and understand important ideas in the text.
<b>captions</b>	Captions explain what a photograph or illustration shows.
<b>word definitions (from buggy characters)</b>	Word definitions help readers understand important words in a text.

## Fangs for the Memories

pp. 28–30, Fantasy

Use this humorous story about Count Dracula to teach students about puns.



## OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will analyze places, including their physical, cultural, and environmental characteristics.

## KEY VOCABULARY

- **crafted** (p. 30) made with skill and care
- **sprouted** (p. 30) grew

## ENGAGE

**Conversation Question:** What is a story?

Ask students to name the kind of characters they might find in monster stories (vampires, mummies, werewolves, witches, zombies). Invite students to name books and movies that include these characters. Then discuss why people like stories about monsters. Finally, preview the title and illustrations and ask students if they think the story will be scary.

## 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. Remind students to look for these words as they read the story.

## READ & DISCUSS

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

1. How does Drac feel at the beginning of the story? Why?
2. Why does he need a dentist that will work after sunset?
3. How does he finally find a dentist?
4. What is unusual about the dentist?
5. How does Drac's mood change at the end of the story?
6. What mood or feeling did the story create in you?

## SKILL FOCUS: Puns

**INSTRUCT:** Invite students to share anything in the story that amused them or made them laugh. Tell students that the author of this story used puns to make his story funny. Explain that a pun is a play on words. A pun creates humor by using words that sound alike but have different meanings. Offer a few examples (find some on the internet) and ask volunteers to explain the word play. (Example: Be kind to your dentist. She has fillings too.)

**ASSESS:** Have students work in pairs to identify puns in “Fangs for the Memories.” Then challenge students to find other types of humor in the story, such as exaggeration and comical comparisons. Review responses with the class.

## EXTEND

**Geography** Remind students that Dracula is called “The Terror of Transylvania” in the story. Have interested students conduct research to learn the location of Transylvania and how Dracula is connected to this place. Have students present their findings to the class.