



THEME

Use the texts and stories in this guide to talk with your students about different things that make people and animals unique.

CONVERSATION QUESTION

What makes you unique?

TEACHING OBJECTIVES

- Students will determine main ideas.
- Students will identify characters' feelings.
- Students will make logical inferences.
- Students will write poems.
- Students will conduct interviews.
- Students will deliver short presentations.



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

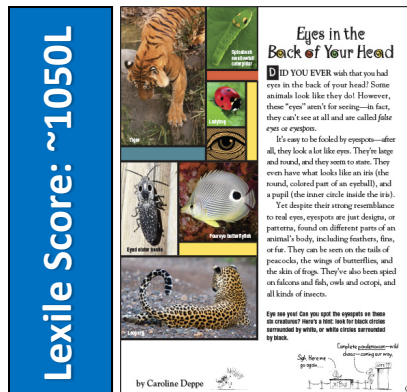
- **Eyes in the Back of Your Head**
Expository Nonfiction, ~1050L
- **Picture Day**
Contemporary Realistic Fiction, ~650L
- **Hobby Friday**
Contemporary Realistic Fiction, ~650L

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Eyes in the Back of Your Head

pp. 10–13, Expository Nonfiction

Focus on main idea using this article about special markings on some animals and insects that help them to find mates, as well aid in their survival.



RESOURCES

- **Key Vocabulary Words**
- **Main Idea Worksheet**

OBJECTIVES

- Students will read and analyze a science article.
- Students will determine main idea.
- Students will write poems.

KEY VOCABULARY

- **attractive (p. 10)** having a pleasing appearance
- **repulsive (p. 10)** causing strong dislike or disgust
- **gorgeous (p. 10)** very beautiful
- **drab (p. 10)** not bright or colorful
- **striking (p. 13)** unusual in a way that attracts attention
- **creepy (p. 13)** strange or scary

ENGAGE

Conversation Question: What makes you unique?

Tell students that animals have a variety of characteristics that make them unique, or unlike other animals. Preview the photographs on page 10 without showing the title or text on the right side of the page. Divide the class into groups and assign each group one photograph. Have groups decide what makes their animal unique and allot time for groups to share their ideas. Finally, preview the title and explain that this article is about the special physical qualities of animals.

INTRODUCE VOCABULARY

Display and read the vocabulary words and definitions aloud. Guide students to recognize that all of the words are adjectives (describing words). Work with students to sort the words into two groups based on whether the words describe things that look good or not so good. Distribute the *Key Vocabulary* worksheet and have students work in pairs to complete it. Have them look for these words as they read.

READ & DISCUSS

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

1. What is an eyespot?
2. What makes an eyespot look like a real eye?
3. What are two ways that eyespots help animals?
4. What can you learn about a peacock from its eyespots?
5. How do eyespots keep moths and butterflies safe?

SKILL FOCUS: Identify Main Idea

INSTRUCT: Remind students that the main idea is the big idea that the author wants readers to understand about the topic of a text. Tell students that they will be looking at details in the article to help them identify the main idea. Distribute the *Main Idea* worksheet. Review the directions and the graphic organizer. Allow students to work in pairs or small groups to complete the graphic organizer. Go over responses. Then point out the first main idea in part B of the worksheet. Discuss why this isn't the main idea of the article.

ASSESS: Have students work in pairs to choose the correct main idea statement on the worksheet. Have them discuss how they know the statement is the main idea and the other statements are not. Then have them look for two details in their charts that support the main idea.

EXTEND

Language Arts Read aloud a few poems about insects and animals. Instruct students to write a poem about one of the animals from the article and its eyespot. Encourage students to include moments of action and animal thoughts in their poems. After students illustrate their poems, hold a class poetry reading.


Name _____

Key Vocabulary Words

The word bank below shows the vocabulary words from the story. Write these words on the word line. Put them in order of greatest looking to grossest looking. Use the definitions to help you place the words. One word has been placed for you. Then choose three words and write sentences that use them correctly.

- | | |
|--|--|
| <ul style="list-style-type: none">• striking unusual in a way that attracts attention• attractive having a pleasing appearance• gorgeous very beautiful | <ul style="list-style-type: none">• repulsive causing strong dislike or disgust• drab not bright or colorful• creepy strange or scary |
|--|--|

drab



Looks great! Looks gross!

Name _____

Part A: Answer the questions in the chart below. Use information in the article to help you write your answers.

	Male Peacock	Peacock Butterfly	Four-Eyed Frog
Where are the animal's eyespots?			
How does the animal display its eyespots?			
Do the eyespots invite interest or scare off predators?			
What happens when another animal sees the eyespots?			

Part B: Which statement below tells the main idea of the article? Circle the number of the correct statement. Then underline three details in the chart above that support the main idea.

1. Eyespots can help a male peacock find a partner.
2. Eyespots look a lot like real eyes.
3. Eyespots help animals in different ways.
4. Some frogs, moths, and butterflies use eyespots to keep predators away.

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Picture Day

pp. 17–22, Contemporary Realistic
Fiction

Use this story about getting dressed for picture day at school to teach students how to understand characters' feelings.



OBJECTIVES

- Students will read and analyze a short story.
- Students will identify characters' feelings.
- Students will conduct interviews.

KEY VOCABULARY

- **inspiration** (p. 19) something that gives you an idea about what to do
- **favorite** (p. 20) most liked
- **marveled** (p. 20) felt surprise and admiration

ENGAGE

Conversation Question: What makes you unique?

Remind students that being unique means being one of a kind and that everyone is unique. Distribute one index card to each student. Have them write three words that their friends might use to describe them on one side of the card. Have them describe something that makes them unique on the other side. Invite students to share what they wrote. Then tell them to think about what makes the girl in this story unique.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then display the sentences below and have students complete them using the vocabulary words. Invite volunteers to share their responses. Then remind students to look for these words as they read the story.

1. Swimming in the ocean is my _____ thing to do.
2. My parents _____ at the huge sand castle I made.
3. Seeing the ocean gave me _____ to write a poem called "Waves."

READ & DISCUSS

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

1. What conflict or problem do Vivie and her mom have?
2. How does Vivie look different from other boys and girls at school?
3. Compare the way Harley and the fourth-graders react to Vivie's outfit? Are the reactions similar or different?
4. What is the theme of the story or the lesson it teaches?

SKILL FOCUS: Identify Characters' Feelings

INSTRUCT: Tell students that they can understand characters' feelings by noticing their thoughts and actions. Read aloud the first paragraph on page 18. Point out that the first sentence tells them Vivie feels excited. Ask students to identify Vivie's actions (She slumps) and her thoughts (She doesn't like the pink dress). Ask students how Vivie feels at the end of the paragraph. (disappointed) Have students work in pairs to look for more descriptions of Vivie's thoughts and actions in this paragraph and to share them with the class. Discuss what feelings these details show.

ASSESS: Have students work in pairs to place sticky notes next to five other character thoughts and actions. Have them label the feeling that each detail shows and have students share their work in small groups.

EXTEND

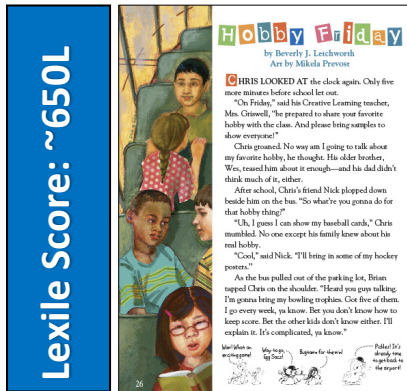
Social Studies Have students interview a parent, grandparent, or older friend or relative about the clothes they liked to wear when they were kids. Help students construct one to three questions, such as "Did you have a favorite piece of clothing or outfit when you were my age?" Have students record their interviews to share with the class.

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Hobby Friday

pp. 26–30, Contemporary Realistic
Fiction

Have students use this story about a boy whose hobby is fashion design to make inferences about a story.



OBJECTIVES

- Students will read and analyze a short story.
- Students will make logical inferences.
- Students will deliver short presentations.

KEY VOCABULARY

- **hobby** (p. 26) an activity that a person does for fun
- **fake** (p. 27) not true or real
- **impress** (p. 28) to cause someone to feel admiration or interest

ENGAGE

Conversation Question: What makes you unique?

Tell students that hobbies, or the things people do for fun, help make people unique. Give some examples of hobbies, such as playing sports, painting, playing guitar, collecting things, or birdwatching. Share some of your hobbies. Then ask students to share their hobbies. Explain that the main character in this story has an interesting hobby.

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. Invite students to share their sentences. Remind them to look for the words as they read the story.

READ & DISCUSS

Read the story aloud, pausing at the following points to allow students to make and revise predictions about Chris's hobby: end of page 27, after the first paragraph on page 28, before the blue section break on page 29. Then use the following questions to prompt discussion:

1. Why doesn't Chris want to share his favorite hobby?
2. What decision does Chris make in the story?
3. How are Brian and Chris similar and different?
4. Why does Chris give headbands to his classmates?
5. How do Chris's feelings change in the story?
6. What is the theme of this story?

FOCUS: Make Inferences

INSTRUCT: Remind students that writers don't always tell them everything in a story. Sometime readers have to make inferences, or logical guesses, based on story details and their own knowledge. Read aloud the third paragraph on page 29 ("Chris groaned . . .") Point out that the author doesn't state how Chris feels. Discuss with students how Chris feels and which details help them understand this.

ASSESS: Read aloud from the top of page 29: "Suddenly Chris knew . . . Friday morning." Brainstorm ideas about what happened between the time Chris called his grandmother and Friday morning. Then have students write this part of the story. Remind them to make inferences using story details and their own knowledge. Tell them to include dialogue. Invite students to share their writing and tell about the inferences they made.

EXTEND

Social Studies Hold "Hobby Friday" in your classroom by having students share their hobbies. Have students bring in samples or do a demonstration. Discuss hobbies that seemed surprising or unusual.