

Spider®

THEME

Getting along with others, especially siblings, can be challenging. For many animals, surviving—getting along *despite* others—is the challenge. Use the selections covered in this Teacher Guide to explore these ideas with your students.

CONVERSATION QUESTION

How can we get along with others?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas interact.
- Students will analyze the structure of texts.
- Students will analyze characters.
- Students will plan and carry out investigations.
- Students will obtain, evaluate, and communicate information.
- Students will write narratives.



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

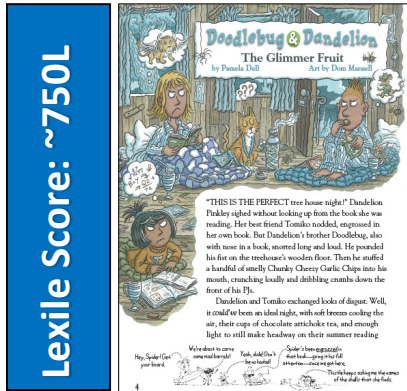
- **Doodlebug & Dandelion**
Fantasy, ~750L
- **Digging for Dollars**
Expository Nonfiction, ~950L
- **Pea's Stand**
Contemporary Realistic Fiction, ~550L

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Doodlebug & Dandelion

pp. 4–8, Fantasy

Review conflict and resolution using this story about how Doodlebug annoys Dandelion and her friend.



RESOURCES

- Conflict-Resolution Organizer

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas interact.
- Students will plan and carry out investigations.

KEY VOCABULARY

- **insisted** (p. 5) demanded that something happen or that someone do something
- **scowl** (p. 6) to look at someone or something in a way that shows anger or disapproval
- **gritted** (p. 7) pressed your teeth together in anger or pain
- **wincing** (p. 7) had an expression on your face for a very short time that showed you were embarrassed or in pain

ENGAGE

Conversation Question: How can we get along with others?

Tell students that even people we love can do things that annoy us. Invite students to brainstorm things that annoy them, such as borrowing things and not returning them, always trying to be first in line, and chewing food loudly. Discuss the choices students have in dealing with annoying behavior. Then tell them to think about how they might react to Doodlebug if they were characters in this story.

INTRODUCE VOCABULARY

Display the vocabulary words and read them and their definitions aloud. Next, have students work in pairs to write context sentences using the vocabulary words and invite them 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. What are the characters doing in the treehouse?
2. How is Doodlebug annoying the girls?
3. What does Dandelion mean when she says “NO SPOILERS” to Doodlebug?
4. Identify two story details that are realistic and two that are fantastic, or not realistic.
5. Is the ending a happy one or an unhappy one? Explain.
6. What is the theme, or author’s message, in this story?

SKILL FOCUS: Conflict and Resolution

INSTRUCT: Remind students that most stories center around a conflict or problem that the characters face. Discuss conflicts in familiar stories, such as “The Three Little Pigs,” as well as in well-known movies. Explain that the conflict in a story usually changes and gets more complicated before it is resolved. Choose one of the stories that students mentioned and discuss how the conflict changes and then is resolved. Next, read aloud the magazine page 4 and discuss the conflict that emerges on this page.

ASSESS: Distribute the *Conflict-Resolution* organizer to students. Review the directions and have students work in pairs to complete it. Finally, have pairs discuss and identify the climax or most exciting point of the story. Discuss students’ responses as a class.

EXTEND

Science Brainstorm with students a list of questions about fireflies. Use a concept web to record questions. Then have students choose one question and conduct research to answer it and create a presentation for the class.

Name _____

Conflict-Resolution Organizer

- In the **first box**, describe the conflict that you learn about on page 4 of the story.
- In the **second box**, tell two ways that this conflict changes and gets worse.
- In the **last box**, explain how the conflict is resolved.

Describe the conflict that is introduced on page 4.	Explain two ways in which the conflict changes and becomes more difficult.	Describe how the conflict is resolved.

Think About It: The climax of a story is the most exciting moment in the story. What is the climax of this story?

Digging for Dollars

pp. 17–21, Expository Nonfiction

Use this article about sand dollars to review text features.



OBJECTIVES

- Students will read and analyze a science-based article.
- Students will analyze the structure of texts.
- Students will obtain, evaluate, and communicate information.

KEY VOCABULARY

- **spines (p. 18)** sharp, pointed parts on an animal or a plant
- **particles (p. 18)** very small pieces of something
- **propelling (p. 18)** pushing or moving something forward
- **gills (p. 19)** the body parts that a fish uses for breathing

ENGAGE

Conversation Question: How can we get along with others?

Preview the title and photos in the article. Then point out that sand dollars don't actually get along with others the way humans do, but they do have ways of "getting along" or surviving. Invite students to make and record predictions about how sand dollars stay safe from predators. Remind students to check their predictions as they read.

INTRODUCE VOCABULARY

Display the vocabulary words and definitions and read them aloud. Have students draw a picture of each vocabulary word and write the word and its definition as a caption. Invite students to share their work with a partner. Remind students to look for the words as they read.

READ & DISCUSS

After students read the article, use these questions for discussion.

1. Why is it so hard to find sand dollars?
2. Compare a live sand dollar and a dead sand dollar. How are they similar and different?
3. How are sand dollars similar to porcupines?
4. How does a sand dollar use its feet?
5. Why do sand dollars crowd together?

SKILL FOCUS: Analyze Text Features

INSTRUCT: Explain that text features are the parts of a nonfiction article that are not the main text. Point out that authors use text features to help students understand information in a text. Ask students to identify the main text features in "Digging for Dollars" (photos and captions). Discuss the purpose of these features: **Photos** show how something looks and help readers understand information in the main text.

Captions explain what the photos show and connect the photo to the main text. Point out that the captions in the article are not under the pictures. Discuss how students can tell which caption goes with each photo. Invite a volunteer to match a caption with a photo. Then have students match the photo and caption with information in the text.

ASSESS: Have students work in pairs to draw a picture of one photo from the article and write the correct caption under it. Next, have them highlight the information in the main text that is related to the photo and caption. Finally, have them discuss what the photo, caption, and text all help them understand. Invite pairs to share their ideas.

EXTEND

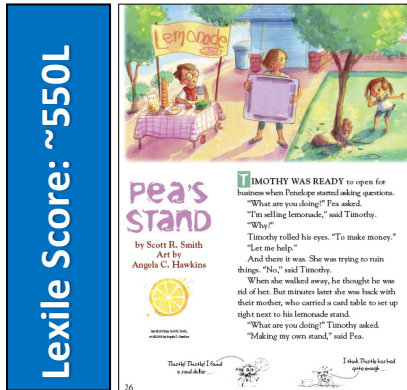
Science Remind students that sand dollars are part of a class of animals called echinoids. Have students learn about different echinoids and create a poster with words, pictures, diagrams, and labels to show what they have learned. Invite students to share their posters with the class.

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Pea's Stand

pp. 26–31, Contemporary Realistic
Fiction

Use this story about a brother who sets up a lemonade stand and his marketing-genius sister to teach students to identify character traits.



RESOURCES

- Character Traits Worksheet

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze characters.
- Students will write narratives.

KEY VOCABULARY

- **ruin (p. 26)** to spoil or destroy something
- **wand (p. 28)** a long, thin stick used by a magician or during magic tricks
- **reflection (p. 28)** an image that is seen in a mirror
- **enormous (p. 28)** very great in size or amount

ENGAGE

Conversation Question: How can we get along with others?

Invite students to share stories about younger siblings. Discuss what is fun and what is challenging about having younger brothers and sisters. (You may want to expand the conversation to include younger cousins.) Then ask students what they would tell a classmate who is going to have a new baby sister or brother about how to get along with a sibling. Finally, tell students to think about how the brother and sister in this story treat each other and get along.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then have students work in groups of four to play charades using these words. Tell one group member to act out a word while the others guess the word. Then have them switch roles. Explain that the person acting out the word may not speak or make noises. Limit each round of play to one minute. Remind students to look for these words as they read.

READ & DISCUSS

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

1. How would you describe Pea?
2. How much money do Timothy and Pea each make?
3. How does Pea persuade people to buy her objects?
4. Why does Timothy think Pea is ruining things? Is she?
5. The word *stand* can mean “a table where things are sold.” It can also mean “a strong opinion or attitude.” How does Pea show a strong opinion or attitude?

SKILL FOCUS: Analyze Character Traits

Remind students that characters have traits, or qualities, just like real people. Offer examples of traits, such as shy, imaginative, selfish, and trustworthy. Explain that readers can learn about a character's traits by paying attention to story details about the things characters do, say, and think. Read aloud the text on page 26 and ask students what they learn about Timothy and Pea from the details on this page. (Example: *Timothy is bossy. Pea is determined.*) Have students point out story details that reveal this information about the characters.

ASSESS: Distribute a copy of the *Analyze Traits* worksheet to each student. Have students work in pairs to complete the worksheet. Then ask volunteers to share their responses with the class.

EXTEND

Persuasive Writing Remind students that Pea makes up surprising stories to sell ordinary things. Challenge students to find a simple object at home and write an advertisement story that will convince someone to buy it. Have students present their stories and objects to the class.

Name _____

Character Traits Worksheet

Identify two of Timothy's traits. Write them in the left column. Then find details in the story that show these traits. Write these details in the column on the right.

Timothy's Traits	Story Details That Show the Traits

Identify two of Pea's traits. Write them in the left column. Then find details in the story that show these traits. Write these details in the column on the right.

Pea's Traits	Story Details That Show the Traits

Talk About It: Which character do you like better? Explain your thinking to a classmate.