



### THEME

“Play” around with the selections and activities in this Teacher Guide and immerse your students in the exciting world of drama. Enjoy working with your students to read, write, and perform plays and learn about puppet theater around the world.

### CONVERSATION QUESTION

How can we learn about drama?

### TEACHING OBJECTIVES

- Students will identify the elements of drama.
- Students will read with accuracy, expression, and fluency.
- Students will write narratives to develop imagined events.
- Students will determine central ideas and supporting details.
- Students will obtain, evaluate, and communicate information.
- Students will write narratives to develop real events.
- Students will write and present 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

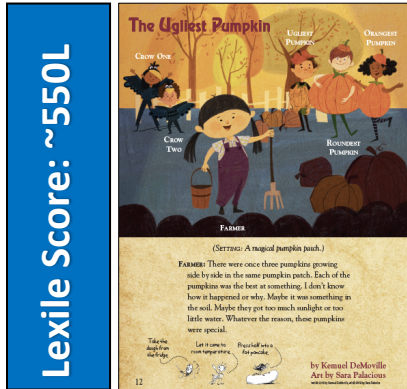
- **The Ugliest Pumpkin**  
Drama, ~550L
- **The Very Wicked Witch and the Village Play**  
Fantasy, ~550L
- **The Epic World of Puppet Theater**  
Informational Nonfiction, ~850L

# Spider® Teacher Guide: October 2019

## The Ugliest Pumpkin

pp. 12–18, Drama

Use this play about three pumpkins as a reader's theater script for your students.



## RESOURCES

- Tips for Performing Reader's Theater

## OBJECTIVES

- Students will read and analyze a play script.
- Students will identify the elements of drama.
- Students will read with accuracy, expression, and fluency.
- Students will obtain, evaluate, and communicate information.

## KEY VOCABULARY

- **soil** (p. 12) the top layer of earth in which plants grow
- **sphere** (p. 13) a round object
- **gleam** (p. 13) to shine brightly

## ENGAGE

**Conversation Question:** How can we learn about drama?

Invite students to share their experiences with, and knowledge of, drama and plays. Then have students preview “The Ugliest Pumpkin” and a short story in the magazine. Brainstorm similarities and differences in the way these two genres look on the page. Finally, tell students they can learn about drama by reading a play aloud in a group.

## INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Display the sentences below and have students use the vocabulary words to complete them. Finally, instruct students to underline the vocabulary words as they read the story.

1. My bike will \_\_\_\_\_ after I polish it.
2. We planted pumpkin seeds in \_\_\_\_\_ and waited for them to grow.
3. A baseball is an example of a \_\_\_\_\_. What's another example?

## READ & DISCUSS

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

1. Why is Ugliest Pumpkin unhappy?
2. How do the other pumpkins treat Ugliest Pumpkin?
3. How does Ugly Pumpkin save the other pumpkins?
4. Name two of Ugly Pumpkin's character traits.
5. What theme or lesson does the story teach?

## SKILL FOCUS: Reader's Theater

**INSTRUCT:** Point out that a play has characters, setting, and plot, just like a short story, as well as some special elements. Review cast of characters, stage directions, and dialogue. Have students find examples of each element in “The Ugliest Pumpkin.” Then tell students that they will read the play aloud in groups. Divide the class into groups of six and assign roles in each group. Display and review *Tips for Performing Reader's Theater*. Provide a copy of the script for each student. Have students highlight their parts and underline stage directions they need to follow. Provide time for groups to rehearse.

**ASSESS:** Have each group perform for the class. Have students use the performance tips to evaluate their own performances.

## EXTEND

**Science** After conducting research in books and websites, have students create posters that use timelines, words, and pictures to explain the life cycle of a pumpkin—from seed to orange sphere.

Name \_\_\_\_\_

## Tips for Performing Reader's Theater

1. Read clearly in a strong, loud voice.

2. Use facial expressions to help show your character's feelings.

3. Use body movement and gestures to help show your character's attitude.

4. Change the tone of your voice so it matches your words.

5. Establish eye contact and let the audience see your face when you speak.

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## The Very Wicked Witch and the Village Play

pp. 19–24, Fantasy

Have students write play scripts based on this story about a real witch who auditions for the part of the witch in “Hansel and Gretel.”



## RESOURCES

- Script Planner
- Writing Template (2 pages)

## OBJECTIVES

- Students will read and analyze a fantasy story.
- Students will write narratives to develop imagined events.
- Students will write narratives to develop real events.

## KEY VOCABULARY

- **pathetic** (p. 20) weak, not very good
- **hideous** (p. 20) very ugly or disgusting
- **squat** (p. 21) short and thick

## ENGAGE

**Conversation Question:** How can we learn about drama?

Explain that one way to learn about drama is by writing a play script. Discuss how writing a play might be different from writing a story. Tell students that they will be working in groups to write plays based on a scene in “The Very Wicked Witch and the Village Play.”

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Have students work in small groups to write sentences that use the words correctly. Invite groups to share sentences. Assist students with necessary corrections and have them look for the words in the story.

## READ & DISCUSS

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

1. A fantasy is a story that includes unreal characters and events. What is unreal about the characters and events in this story?
2. On page 20, what ideas in the text does the illustration show?
3. Why does the witch want to be in the play?
4. What do you think might happen next in this story?

## SKILL FOCUS: Write a Play Scene

**INSTRUCT:** Tell students they will be working in groups to write a play script and act out it. (Note: For this activity, provide a copy of story pages 22–23 for students to mark up. Have students work in groups of 5+ to develop and perform the script. Some students may need to perform more than one role. Help groups decide how they will assign tasks.)

1.	Using “The Ugly Pumpkin” on p. 12, point out cast of characters, setting, dialogue, stage directions, and places with action but no dialogue.
2.	Read aloud the scene from “The Very Wicked Witch and the Village Play” on pp. 22–23: “Molly and Hector pedaled furiously” to the end of p. 23.
3.	Distribute the <i>Script Planner</i> and a copy of story pp. 22–23 to students. Go over directions for Step 1. Then have groups complete the step.
4.	Before students complete Step 2 on the <i>Script Planner</i> , make sure they can identify props, in addition to speaking and nonspeaking characters.
5.	Distribute a <i>Writing Template</i> to each group to begin drafting. Groups may need extra copies of template page 2 depending on script length.
6.	Conference with groups before they begin the final draft of their scripts.

**ASSESS:** Allow groups time to assign roles, gather props, and rehearse. Then have groups perform their scripts for the class.

## EXTEND

**Science/Social Studies** Have interested students write a script based on a scientific discovery or an important historical event.

Name \_\_\_\_\_

## Script Planner

### Step 1: Mark up the story.

1. Highlight words that the characters say out loud.
2. Underline information that you will include in stage directions.
3. Circle words that name props you will need.
4. Cross out details that you don't need to include in your script.

### Step 2: Make notes about characters, setting, props, and events.

<b>Speaking Characters:</b>	<b>Nonspeaking Characters:</b>
<b>Setting:</b>	<b>Props:</b>
<b>Important events/actions:</b>	

Name \_\_\_\_\_

### Writing Template

**Cast of Characters**  
(in order of appearance)

**Setting**

Character Name	Dialogue and Stage Directions

Character Name	Dialogue and Stage Directions



# Spider® Teacher Guide: October 2019

## The Epic World of Puppet Theater

pp. 25–27, Informational Nonfiction

Use this article about traditional puppet theater around the world to give students practice identifying the main idea and supporting details.



## RESOURCES

- Main Idea and Details

## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will determine central ideas and supporting details.
- Students will write and present narratives.

## KEY VOCABULARY

- **traditional (p. 25)** passed down from one generation to the next
- **puppeteer (p. 26)** a person who uses puppets in performances to entertain people
- **marionette (p. 27)** a puppet that is moved by pulling strings or wires that are attached to its body

## ENGAGE

**Conversation Question:** How can we learn about drama?

Invite students to share what they know about puppets, puppet shows, and how different puppets are operated. Have them preview the title of the article, as well as the photographs. Discuss what students notice about these puppets—how they look, how they are operated, where they're used. Then tell students that in this article, they will learn how puppets are used instead of humans to act out the different characters in a dramatic performance.

## INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Then have students work in small groups to create a four-square diagram for each word. Each diagram should include the word, its definition, a picture illustrating the word, and a sentence that uses the word. Invite groups to share their work. Remind students to look for the vocabulary words as they read the article.

## READ & DISCUSS

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

1. What kinds of stories are puppets used to tell?
2. Why do you think it would be difficult for human actors to perform these stories on stage?
3. Describe two details that surprised you in this article. Tell why.
4. Which type of puppet show would you most like to see? Why?

## SKILL FOCUS: Identify Main Idea and Details

**INSTRUCT:** Explain that the main idea of a text is the most important idea about the topic. Supporting details give additional information about the main idea. Ask students to identify the topic of the article (puppet theater around the world). Then ask students what main idea the author wants readers to understand about puppet theater. Have students work in pairs to briefly discuss this question and jot down their answers. Next, have partners use sticky notes to identify one or more supporting details in each of the four article sections. Encourage partners to amend or revise their work.

**ASSESS:** Distribute the *Main Idea and Details* worksheet. Have partners add their main ideas and details to the chart. Instruct them to turn and talk with other pairs to compare and discuss responses.

## EXTEND

**Art/Drama** Have students design and create their own puppets, using found objects, paper bags, socks, mittens, or anything else they can think of. Have students get together in groups to write a short skit for their puppets and invite them to present it to the class.



Name \_\_\_\_\_

Write the article's main idea in the top box. Then add 1–2 supporting details from each section of the article.

<b>Main Idea:</b>			
<b>Supporting Details Indonesia</b>	<b>Supporting Details Japan</b>	<b>Supporting Details Italy</b>	<b>Supporting Details Vietnam</b>