



## THEME

In this issue of Spider, all kinds of interesting things happen when events don't go as planned. For example, guests at a beach party arrive dressed as Vikings, sheared sheep wear wool sweaters, and a bear becomes a constellation of stars. Your students will enjoy thinking about how unexpected events make stories engaging and fun.

## CONVERSATION QUESTION

What happens when things don't go as planned?

## TEACHING OBJECTIVES

- 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 prepare for and effectively participate in a range of conversations and collaborations, building on others' ideas.
- Students will conduct short research projects based on focused questions.
- 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**  
Humorous Fiction, ~750L
- **Woolly Weather Woes**  
Contemporary Realistic Fiction, ~850L
- **How Big Bear Stuck to the Sky**  
Legend, ~650L

# Spider® Teacher Guide: November/December 2019

## Doodlebug & Dandelion

pp. 4–8, Humorous Fiction

Review sequence using this story about a party invitation that gets passed along from friend to friend.



## RESOURCES

- Sequence Worksheet

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will prepare for and effectively participate in a range of conversations and collaborations, building on others' ideas.

## KEY VOCABULARY

- **unearthed** (p. 5) found something that was hidden or lost
- **marveled** (p. 5) filled with surprise and wonder
- **amused** (p. 7) thought something was funny or entertaining

## ENGAGE

**Conversation Question:** What happens when things don't go as planned?

Ask students if they've ever misunderstood what someone said to them. For example, a friend says, "owls are nocturnal," but they heard "owls are not turtles." Play a round of telephone with students to demonstrate this. Begin by whispering this phrase to one student: *Two tiny toads ate fast flying flies*. Remind students they can say the phrase only once to the person next to them. After the last student says the phrase aloud, read the original sentence aloud. Explain that the way characters communicate in this story creates some unplanned effects.

## INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Go over responses. Finally, remind students to look for the vocabulary words as they read the story.

1. "Amazing!" \_\_\_\_ Jen said after she saw the video of a talking cat.
2. My sister was \_\_\_\_ when I dressed our dog in a snowman costume.
3. After looking all over the garage, Dan finally \_\_\_\_ his bike helmet .

## READ & DISCUSS

After students read the story, use these questions for discussion:

1. How does Dandelion learn about the party?
2. Rewrite the invitation to show what Beepdee thinks it says.
3. Why do some of the characters dress up as Vikings for the party?
4. What makes Lana decide to wear thigh-high wading boots?
5. What does the phrase "stared daggers" on p. 7 mean?

## SKILL FOCUS: Story Sequence

**INSTRUCT:** Read aloud the last sentence of the story. Then explain that students are going to note the sequence, or order of key events in the story, to figure out how the incorrect details got passed along. Display a sequence chart like the one on the *Sequence Worksheet*. Work with students to describe the key events in the first part of "Doodlebug & Dandelion," from p. 4 to the first two paragraphs of p. 5. Note these events in the sequence chart. Then discuss how incorrect details got passed along in this section.

**ASSESS:** Have pairs of students use the *Sequence Worksheet* to note key events from "Later, Bog spotted..." on p. 5 to the end of this section on p. 6. Then discuss how incorrect details got passed along in this section.

## EXTEND

**Oral Communications** Have students work in small groups to create a story together. Give groups a topic or let them choose their own. One student starts by giving the first sentence, beginning with "Once upon a time." Each group member adds another sentence. The last student in the group must conclude the story in one sentence.

Name \_\_\_\_\_

## Sequence Worksheet

Fill in the sequence chart below with key events from “Doodlebug and Dandelion.” Add more boxes if necessary.


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## Woolly Weather Woes

pp. 11–15, Contemporary Realistic Fiction

Use this story about sheep farmers who knit wool sweaters for their sheep to help students notice setting details.



## RESOURCES

- Setting Worksheet

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will conduct short research projects based on focused questions.

## KEY VOCABULARY

- **fleece** (p. 11) the woolly coat of a sheep
- **crimson** (p. 12) a deep purplish-red color
- **contented** (p. 12) happy and satisfied
- **frigid** (p. 13) very cold

## ENGAGE

**Conversation Question:** What happens when things don't go as planned?

Ask students to share times when they've had to change their plans because of something unpredictable. For example, maybe a family reunion at a park had to be postponed because of rain, or they couldn't watch a movie because the power went out. Then tell them to look for surprise events in this story and how they change characters' plans.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then have students work in small groups to write sentences that use the words correctly. Invite groups to share their sentences. Correct usage as needed. Then remind students to look for these words in the story.

## READ & DISCUSS

After students have read the story, discuss the questions below.

1. List the steps the characters take to turn fleece into blankets.
2. Why is the cold snap a problem for Hildy and Humphrey?
3. Hildy thinks if they had not sheared the sheep, they would have no problems. Do you agree, or do you think not shearing the sheep would cause other problems? Explain.
4. How will selling mittens instead of blankets affect the characters?

## SKILL FOCUS: Analyze Setting

**INSTRUCT:** Explain that the time, place, and environment in which story events happen is called setting. Use the information in the box below to help students understand the time, place, and environment elements of setting.

**Time includes:** season; time of day; past, present, future; day or night

**Place includes:** city or country, desert or farm, indoors or outdoors

**Environment includes:** weather, sounds, animals, plants, buildings, landscape

Explain that writers use details to help readers understand and visualize setting. Read aloud the first page of the story. Have students listen to identify setting details on this page. Discuss the details students find. Distribute the *Setting Worksheet* and have students work in pairs to complete it. Finally, explain that setting may influence the characters and events in a story. Discuss some examples of this in the story.

**ASSESS:** Have partners use the information that they recorded on their worksheets to identify how setting affects characters and events in the beginning, middle, and end of the story. Discuss ideas as a class.

## EXTEND

**Writing** Have small groups brainstorm and record five to ten questions about sheep shearing. Then have them conduct research to answer their questions and invite students to share their work.

Name \_\_\_\_\_

**Setting Worksheet** In the chart, record setting details from the beginning, middle, and end of “Woolly Weather Woes.”

	Beginning pages 11–12	Middle pages 13–14	End page 15
<b>time</b> (time of day, season)			
<b>place</b> (city, country, farm)			
<b>environment</b> (weather, sounds, animals, plants, landscape, buildings)			

**Discuss:** How is setting important in the beginning, middle, and end of “Woolly Winter Woes”?



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## How Big Bear Stuck to the Sky

pp. 20–24, Legend

Teach students about the characteristics of folktales using this story that explains how Ursa Major, the Great Bear constellation, came into existence.



### RESOURCES

- Elements of Folktales

### OBJECTIVES

- Students will read and analyze a folktale.
- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will write narratives.

### KEY VOCABULARY

- **pounce** (p. 22) to move quickly or suddenly
- **persistence** (p. 24) a quality that makes you continue trying to do something that is difficult
- **adorn** (p. 24) to decorate something or make it more attractive

### ENGAGE

**Conversation Question:** What happens when things don't go as planned?

Remind students that many stories tell about how characters try to solve problems, but often events don't go as planned. Discuss folktales, fairy tales, and other familiar stories in which things don't go as planned for the characters. (Suggestions: "Cinderella," "The Three Little Pigs," "Goldilocks and the Three Bears") Finally, tell students to pay attention to what happens in this story when things don't go as planned.

### 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 that shows the word, and a sentence that uses the word. Invite groups to share their work. Then remind students to look for the vocabulary words as they read the article.

### READ & DISCUSS

After students have read the story, discuss the questions below.

1. What are the two settings in this folktale?
2. Why do the animals want to warm Earth?
3. How is warmth spread to Earth?
4. Are Fisher and the other animals wrong to take some warmth?
5. Do you think the sky people are good or bad? Explain.
6. What does this folktale explain?

### SKILL FOCUS: Analyze Folktales

**INSTRUCT:** Explain to students that a legend is a kind of folktale—a simple story that has been passed down by word of mouth from one generation to the next. Discuss folktales that students have read in class. Then discuss with students what they notice about the characters, setting, and events in these folktales. Next, distribute a copy of the *Elements of 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 *Elements of Folktales* worksheet. Discuss responses as a class. Then work with students to come up with one or more themes or morals for the story.

### EXTEND

**Writing** On a blank sheet of paper, add 20 or more randomly placed dots to represent stars. Distribute to students and have them look for patterns and draw objects or figures using some or all of the stars. Then have them make up tales about how their constellations came to be. Invite students to share their work.

Name \_\_\_\_\_

## Elements of Folktales

Fill in the chart below with details from “How Big Bear Stuck to the Sky.”

<b>1. The story is set in a distant time and place.</b>	
<b>2. Characters may be humans, animals, or gods.</b>	
<b>3. The story includes magic or supernatural events.</b>	
<b>4. The story is full of action.</b>	
<b>5. Good characters are rewarded.</b>	
<b>6. The story explains how something came to be.</b>	