



### THEME

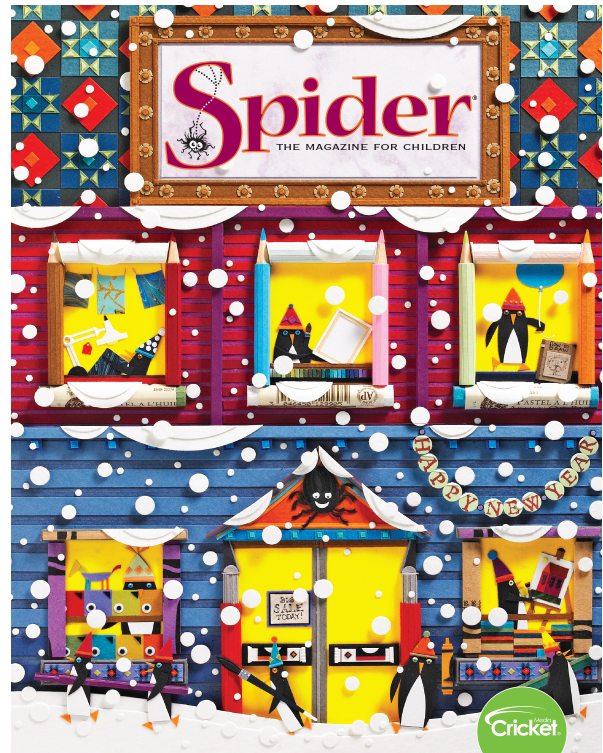
What inspires people to create? Explore ideas and where they come from using the selections and activities in this teacher guide.

### CONVERSATION QUESTION

Where does inspiration come from?

### TEACHING OBJECTIVES

- Students will interpret words and phrases as they are used in a text.
- Students will brainstorm writing topics.
- Students will integrate and evaluate content presented in diverse media and formats.
- Students will plan and carry out investigations.
- Students will write informative, explanatory, or narrative texts.
- Students will generate and conceptualize artistic ideas and works.



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

- **Tucker's Hill**  
Contemporary Realistic Fiction, ~550L
- **Draw-Anything Drawing**  
Fantasy, ~550L
- **Powder Art**  
Expository Nonfiction, ~850L

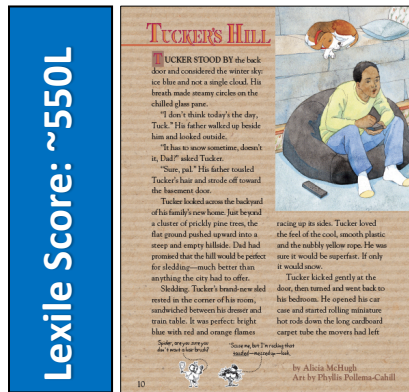
# Spider® Teacher Guide: January 2020

## Tucker's Hill

pp. 10–18, Contemporary Realistic

Fiction

Use this story about a boy who figures out how to go sledding without any snow to help students practice visualization techniques.



## OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will plan and carry out investigations.

## KEY VOCABULARY

- **considered** (p. 10) thought about something carefully
- **nubby** (p. 10) lumpy and bumpy
- **ramp** (p. 13) a slope that connects two different levels
- **collapsed** (p. 13) lay down and relaxed completely

## ENGAGE

**Conversation Question:** Where does inspiration come from?

Ask students what it means to be inspired. Explain that being inspired means being excited and filled with ideas. Explain that having a problem can inspire a person to find solutions. Share this scenario: *You open your front door and there on the doorstep is a cute little hamster. It's friendly and lets you pick it up. You want to keep it but you don't have a cage. You have to leave for school in five minutes. Nobody is available to help you. What do you do?* Give students three minutes to come up with a solution. Invite them to share solutions. Then tell students to notice what inspires the main character in this story to solve his problem.

## INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Then 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.

- Sara rolled her skateboard down the \_\_\_\_\_.
- Eli ran all the way home from school and \_\_\_\_\_ on the sofa.
- At the bakery, Leroy \_\_\_\_\_ which cupcake to choose.
- Mari's beaded necklace feels \_\_\_\_\_.

## READ & DISCUSS

After students read the story, discuss the questions below.

1. What is Tucker hoping for when he looks at the sky?
2. Where is Tucker's new home? Where did he live before?
3. How do you think Tucker feels before he gets his idea?
4. What gave Tucker the idea to make the ramp?
5. How does Tucker feel at the end of the story?

## SKILL FOCUS: Visualizing

**INSTRUCT:** Explain that visualizing or creating mental pictures of characters, settings, and events helps readers understand the stories they read. Have students reread the first paragraph of the story and highlight details that helped them visualize setting. Invite volunteers to share their details. Have students continue to reread the story, highlighting details and noting what the details help them visualize. Then have students work in groups to compare their details.

**ASSESS:** Have students choose two details from the text and sketch a picture to show what they visualized when they read the details.

## EXTEND

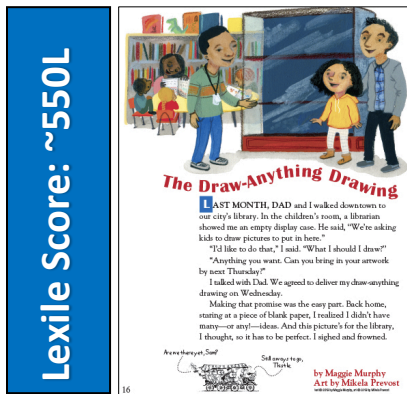
**Science** Display this question: How will the height of a ramp affect the distance a toy car will travel? Have students work in groups to brainstorm a hypothesis. Then have them build simple ramps and use toy cars to test their hypotheses. Discuss results as a class.

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## Draw-Anything Drawing

pp. 16–20, Fantasy

Use this story about a girl who draws her daydream to help your students learn to brainstorm writing topics.



## ENGAGE

**Conversation Question:** Where does inspiration come from?

Distribute blank paper to students. Tell them they have three minutes to draw a picture of anything they want. After three minutes, discuss whether coming up with ideas was difficult or easy. Ask students how they feel when they can't think of ideas and how they feel when ideas come easily. Then have students share drawings and explain what inspired them to draw them. Finally explain that the next story tells how a girl finds inspiration to draw.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then have students work in pairs to write sentences that use the words correctly. Invite partners to share their sentences with the class. Correct errors. Then remind students to look for these words in the story.

## RESOURCES

- Inspiration Circle

## OBJECTIVES

- Students will read and analyze a short story.
- Students will brainstorm writing topics.
- Students will write informative, explanatory, or narrative texts.

## KEY VOCABULARY

- **daydreaming** (p. 17) thinking pleasant thoughts about things you would like to happen
- **enchanted** (p. 17) magical
- **gadgets** (p. 17) small, useful devices

## READ & DISCUSS

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

1. What does Marigold think when she sees the blank piece of paper?
2. How does daydreaming help Marigold?
3. What is strange about the castle?
4. List the different things Marigold thinks about drawing.
5. How would the story be different if Marigold had decided to draw the flying saucer? Would she have come up with the other ideas?
6. What lessons does Marigold learn from Ms. Claw?

## SKILL FOCUS: Brainstorming Writing Ideas

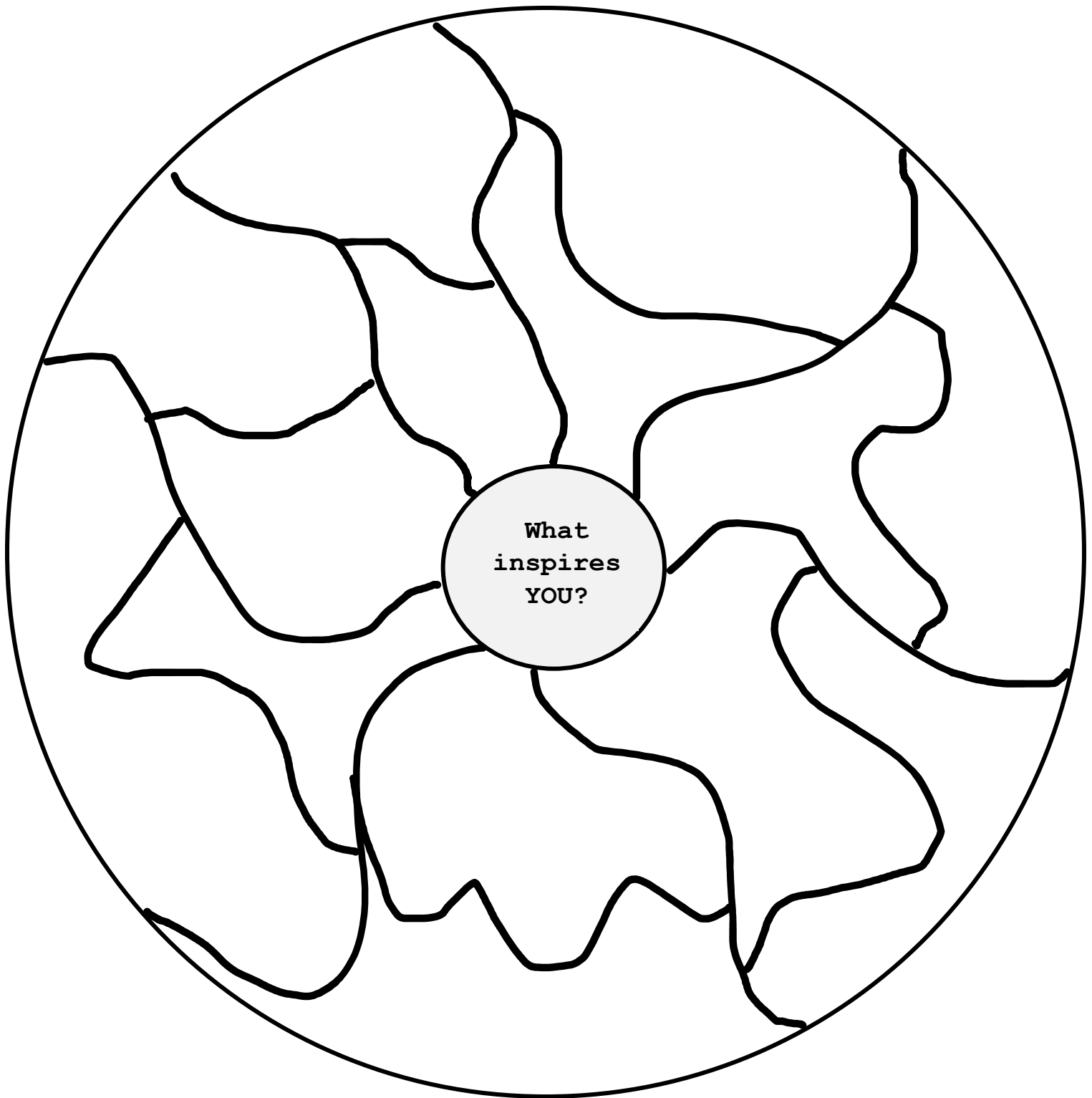
**INSTRUCT:** Read aloud this sentence from the last paragraph on page 16: “Back home, staring...ideas!” Discuss how Marigold feels. Ask students to share times when they have felt the same way. Explain that daydreaming helped Marigold come up with drawing ideas, and brainstorming can help students come up with writing ideas. Brainstorming means coming up with lots of ideas and making lists of them without judging them. Point out that thinking about special people, places, and things can help them come up with ideas. Display the *Inspiration Circle* and model filling in the spaces by briefly describing a few of your own special people, places, and things. (Examples: family trip to NYC, making cookies with Grandma)

**ASSESS:** Distribute the *Inspiration Circle* worksheet to all students and have them work independently to fill it in. Provide assistance as needed. Have students add drawings and color to their completed maps.

## EXTEND

**Writing** Instruct students to choose one topic from their inspiration circles and write a story or poem about it. Then have students take turns reading their work aloud to the class.

## Inspiration Circle



## Powder Art

### pp. 22–25, Expository Nonfiction

Use this article about an artistic contest in India to teach students how text features can help them better understand what they read.



## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will integrate and evaluate content presented in diverse media and formats.
- Students will generate and conceptualize artistic ideas and work.

## KEY VOCABULARY

- **design** (p. 22) lines and shapes that form a pattern
- **striking** (p. 23) unusual and interesting
- **stall** (p. 24) a small open counter where things are displayed for sale

## ENGAGE

**Conversation Question:** Where does inspiration come from?

Ask students to share contests they have entered or know about, such as essay or story contests, battle of the band contests, all-state music contests, or art contests. Discuss how contests inspire people or make them feel full of ideas and enthusiasm. Then tell students that the next article is about an artistic competition in India.

## INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Then have students work in pairs to look through the photos in the article and identify one example of each word. Have partners share their pictures with other pairs. Remind students to look for the key words as they read the story.

## READ & DISCUSS

Prior to reading the main text, have the students look at the photos and read the captions. After they have read the article, discuss the questions below.

- What is a kolam?
- What happens at the kolam contest?
- The author writes, “Drawing a kolam every morning begins the day with kindness and generosity.” What does she mean?
- What materials are used to draw the kolams?
- How do people learn to make kolams?

## SKILL FOCUS: Analyze Text Features

**INSTRUCT:** Remind students that authors use text features to highlight important information and to help readers understand more about the ideas in a text. Read aloud the caption on page 23. Have pairs of students underline the information in the main text on this page that connects to the caption. Discuss with students what this caption helps them understand about kolams. Then discuss how the photos on this page help them understand the main text.

**ASSESS:** Have students work in pairs to walk through all the text features in the article. Pairs should point to and identify a text feature, read or describe it, and identify the information in the main text that connects to it. Finally, discuss as a class the ideas that the photos and illustrations helped students understand.

## EXTEND

**Art** Have students look at videos about creating kolams and then make their own kolams. You might have them use markers and paper to create their kolams or have them use chalk to draw kolams on the walkways outside your school.