

Spider®

THEME

This issue of *Spider* is full of magical creatures who make mischief for the humans they meet. Help your students scrutinize these creatures and how they influence other characters.

CONVERSATION QUESTION

What happens when human story characters meet magical creatures?

TEACHING OBJECTIVES

- Students will assess how point of view shapes the content and style of a text.
- Students will analyze how individuals develop and interact over the course of a text.
- Students will analyze the elements of fantasy.
- Students will analyze places, including their physical, cultural, and environmental characteristics.
- Students will obtain, evaluate, and communicate information.
- Students will analyze and interpret data.



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

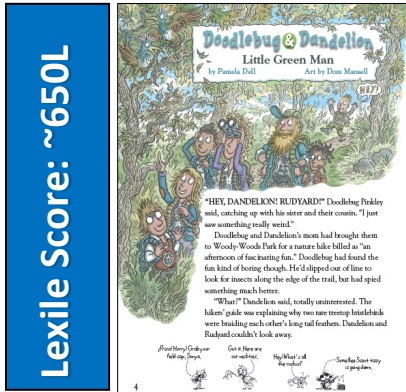
- **Doodlebug & Dandelion**
Fantasy, ~650L
- **Watch Out for the Hedley Beast**
Fairy Tale, ~650L
- **Cloud Fishing**
Fantasy, ~650L

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Doodlebug & Dandelion

pp. 4–8, Fantasy

Help students analyze point of view by using this story about a mischievous leprechaun who gives Doodlebug and Dandelion exactly what they wish for.



OBJECTIVES

- Students will read and analyze a fantasy story.
- Students will assess how point of view shapes the content and style of a text.
- Students will analyze places, including their physical, cultural, and environmental characteristics.

KEY VOCABULARY

- **alien (p. 5)** a creature that comes from somewhere other than the planet Earth
- **shaggy (p. 5)** long and tangled
- **granted (p. 8)** agreed to do something asked for
- **chortling (p. 8)** gleeful laughter

ENGAGE

Conversation Question: What happens when human story characters meet magical creatures?

Ask students what a magical creature is. Develop a definition. (Example: *A human, animal, or other creature that has special powers.*) Work with students to brainstorm a list of magical creatures from books and movies. Identify the special powers each creature has and whether it is a good or bad character. Then tell students to think about whether the magical creature in this story is good, bad, neither, or both.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Have students work in small groups to write a very short story—serious or humorous—that correctly incorporates all the vocabulary words. Give them three to five minutes to write. Then have them share their stories with the class. Remind students to look for these words as they read.

READ & DISCUSS

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

1. Why are Doodlebug and Dandelion in the park?
2. Describe the setting. Include details about plants and animals.
3. Why do the characters want to find the leprechaun?
4. How does the leprechaun make mischief?
5. How do the characters feel at the end of the story?

SKILL FOCUS: Analyze Point of View

INSTRUCT: Explain that the voice that tells a story is called the narrator and that different narrators can tell a story in different ways. Go over the information in this chart with students

First-Person Narrator	Third-Person Narrator
<ul style="list-style-type: none">• A story character• Participates in the action• Uses <i>I, me, mine, we</i>	<ul style="list-style-type: none">• An outside voice• Does not participate in the action• Uses <i>he, his, she, her, and they</i>

Then ask students to identify which type of narrator is used to tell “Doodlebug and Dandelion” and explain how they know. Next, brainstorm how the story might be different if the leprechaun was the narrator and the story was told from his first-person point of view. Discuss the pronouns that the leprechaun would use. Then have pairs of students write two or three sentences to describe the leprechaun’s first encounter with Doodlebug from the leprechaun’s point of view. Have students share their sentences.

ASSESS: Have students rewrite a scene from the story in the leprechaun’s first-person point of view.

EXTEND

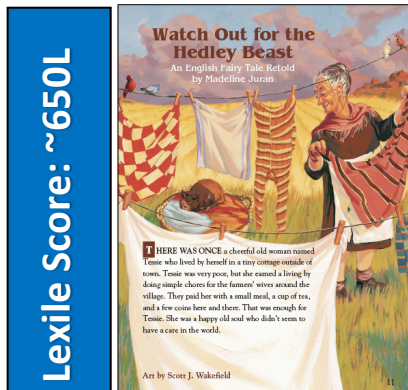
Social Studies Have students conduct research to learn about leprechauns and where they come from. Students can use what they learn to create posters or oral reports to share with the class.

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Watch Out for the Hedley Beast

pp. 11–17, Fairy Tale

Teach students how to analyze characters by using this story about an old woman who comes face-to-face with a dreaded monster.



RESOURCES

- Analyze Characters

OBJECTIVES

- Students will read and analyze a fairy tale.
- Students will analyze how individuals develop and interact over the course of a text.
- Students will obtain, evaluate, and communicate information.

KEY VOCABULARY

- fearsome** (p. 12) very frightening
- trudged** (p. 14) walked slowly and heavily because you are tired
- pranks** (p. 17) tricks that are done to someone usually as a joke

ENGAGE

Conversation Question: What happens when human story characters meet magical creatures?

Give an example of a magical creature from a book or movie that you would like to meet. Describe what you would do with this creature or what questions you would ask it. Then have students name the magical creatures they would like to meet. Tell them to write a sentence or two describing what they would like to do with or ask the creature. Encourage students to share their sentences.

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, remind students to look for the vocabulary words as they read the story.

- Hiding my sister's shoes is one of my favorite ____.
- We breathed heavily as we ____ up the steep hill.
- The howling wind in the middle of the night is a ____ sound.

READ & DISCUSS

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

- Is the story set in the past, present, or future? How can you tell?
- How do the housewives feel about Tessie? Do they care about her?
- Describe Tessie's attitude about being poor.
- What makes Tessie feel lucky?
- What do you think Tessie values most in life?
- Is the Hedley Beast evil or just mischievous? Explain.

SKILL FOCUS: Analyze a Character's Traits

INSTRUCT: Remind students that they can learn a story character's traits or qualities by paying attention to different types of details:

- the narrator's statements about the character
- the character's own words, thoughts, feelings, and actions
- the words, thoughts, feelings, and action of other characters

Read this description aloud: *Dan tells jokes at lunch and always invites new kids to sit with him.* Ask students what they learn about Dan's traits and the type of detail that reveals them. Next, read aloud page 11 of the story. Have students work in pairs to identify one of Tessie's traits and the type(s) of details that reveal it.

ASSESS: Distribute the *Analyze Characters* worksheet to all students and have them work independently to complete it.

EXTEND

Science Have students conduct research to learn about real animals with strange or unusual characteristics. Have the class create a book of strange but real animals, with facts and pictures, to share with other classes. Each student should contribute one page to the book.

Name _____

Analyze a Character's Traits

Use an example from the story, "Watch Out for the Hedley Beast," to determine what character trait is being revealed.

Actions/words	Example from the story	Tessie's Traits
the narrator's statements about Tessie		
Tessie's words, thoughts, feelings, and actions		
the words, thoughts, feelings, and actions of other characters		

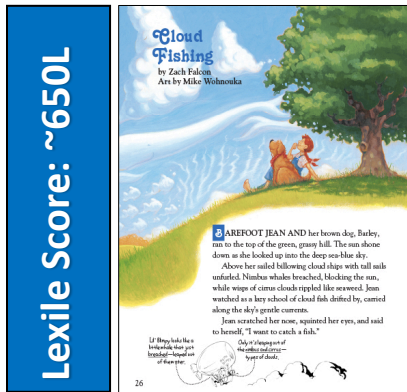
Next Steps: How would this story be different if Tessie was fearful instead of confident and determined? Think about how other characters might react to her.

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Cloud Fishing

pp. 26–31, Fantasy

Teach students to recognize the characteristics of fantasy by using this story about a girl who catches a cloud fish using a kite.



RESOURCES

- Elements of Fantasy

OBJECTIVES

- Students will read and analyze a fantasy story.
- Students will analyze the elements of fantasy.
- Students will analyze and interpret data.

KEY VOCABULARY

- **zigzagging** (p. 28) moving along a path that has short, sharp turns (Z-shaped movements)
- **short-circuited** (p. 30) caused a problem in the electrical wiring of a device

ENGAGE

Conversation Question: What happens when human story characters meet magical creatures?

Write on the board “Magical creatures are people too.” If you’ve had students read the other stories covered in this teacher guide (“Doodlebug & Dandelion,” “Watch Out for the Hedley Beast”), discuss what they learned about the feelings and motivations of the magical creatures in them. Otherwise, begin or continue to discuss the personalities, feelings, and motivations of magical creatures that students are familiar with, such as those found in Harry Potter books. Then tell students to think about the feelings of the magical creature in this story.

INTRODUCE VOCABULARY

Post and read aloud the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Remind students to look for the words as they read.

1. When we plugged in the old toaster, it buzzed, sparked, and _____.
2. The skier raced down in the hill, _____ left and right the whole way.

READ & DISCUSS

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

1. Who is the most realistic character in this story—Jean, the fish, or Barley?
2. At what point does the story stop being realistic?
3. What different emotions does the cloud fish show?
4. What makes the cloud fish shrink?
5. How would you describe Jean?

SKILL FOCUS: Elements of Fantasy

INSTRUCT: Remind students that a fantasy story is a fiction story that includes at least one unreal element that could not exist in the real world. Have students turn and talk to identify three details in “Cloud Fishing” that show this story is an example of fantasy. Distribute and review the *Elements of Fantasy* worksheet. Invite students to identify elements of fantasy in books and movies they know.

ASSESS: Have students work in pairs to complete the worksheet. Have pairs share their responses with the class. Discuss themes.

EXTEND

Science Have students research the names and characteristics of different cloud types: cirrus, nimbus, cumulus, stratus. Then have groups create a brochure to display what they learn. Allow groups to take turns giving a cloud report by identifying and reporting on clouds. Challenge them to note connections between cloud types and weather.

Characteristics of Fantasy

The chart below shows the characteristics of fantasy stories. Find examples of these characteristics in the story “Cloud Fishing.” Write the examples in the chart.

Characteristics	Examples from “Cloud Fishing”
The setting may be realistic, imaginary, or a combination of both.	
One or more characters may have unusual abilities.	
The story includes magical or make-believe creatures.	
The plot includes events that could never happen in real life.	
The lesson or theme of the story connects to the real world.	