

# Spider®

### THEME

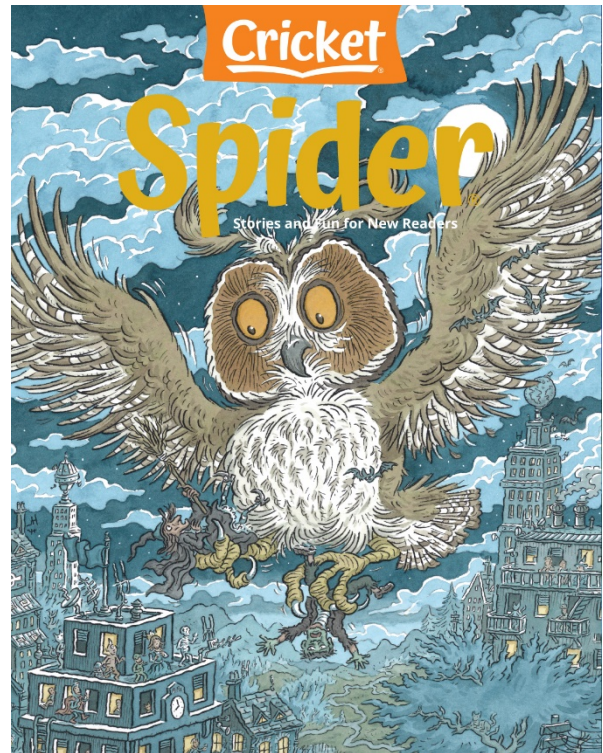
This issue of *Spider* is filled with monsters, trolls, and other strange creatures. Use the activities and lessons in this teacher guide to help students discover what lurks in their imaginations.

### CONVERSATION QUESTION

What lurks in your imagination?

### TEACHING OBJECTIVES

- Students will interpret words and phrases as they are used in a text.
- Students will summarize key supporting details and ideas.
- Students will analyze how individuals, events, and ideas interact.
- Students will write narratives to develop real or imagined experiences and events.
- Students will participate in a class art show to present sculptures that they have created.



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 and Dandelion**  
Fantasy, ~705L
- **It Came from the Trash!**  
Expository Nonfiction, ~905L
- **Theseus and the Minotaur**  
Myth, ~905L

# Spider® Teacher Guide: October 2020

## Doodlebug and Dandelion

pp. 4–8, Fantasy

Teach your students to recognize suspense by using this story about a frightening exhibit on display at Doodlebug and Dandelion's school.



## RESOURCES

- Analyze Suspense

## OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will write narratives to develop real or imagined experiences and events.

## KEY VOCABULARY

- hesitated (p. 5)** stopped briefly before doing something because you were nervous or unsure about what to do
- weird (p. 6)** strange or unusual
- clanked (p. 7)** made the loud, sharp sound of metal hitting against something solid
- clawing (p. 7)** scratching, gripping, or digging with claws or fingers

## ENGAGE

**Conversation Question:** What lurks in your imagination?

Ask students if they like scary stories. Discuss what makes scary stories fun, exciting, or too overwhelming. Invite students to share titles of scary books and movies that they've enjoyed and to describe what made them so scary. Then tell students that the next story is scary . . . but not too scary.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Have students work in small groups to write a very short, very scary story that correctly incorporates all the vocabulary words. Give students 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 read the story, use the questions to prompt discussion.

- Why are students eager to get out of their school?
- How do the friends end up in the Past Principals exhibit?
- What makes the principals look strange in the pictures?
- Which character seems the least afraid? Which character seems the most afraid?
- Who or what do you think was chasing the friends?

## SKILL FOCUS: Analyze Suspense

**INSTRUCT:** Explain that authors use story details to build a feeling of suspense, or a growing tension and excitement about an uncertain situation. Suspense makes readers want to know what's going to happen next in a story. Tell students that sometimes this excitement is fun and sometimes it is scary. Review the first part of the story (pages 4–6) and discuss the details that create suspense and make students wonder about the story.

**ASSESS:** Distribute a copy of the *Analyze Suspense* worksheet to each student and have them work in pairs to complete it.

## EXTEND

**Writing** Display these scary story prompts and have students choose one to write about, or come up with their own scary story idea:

- I took a new route on my walk home from school, and that's when I noticed the old house . . .
- The lights went out in the middle of the night and then I began to hear a strange wailing sound . . .
- Someone or something inside my closet was turning the knob and trying to get out.

Then have a spooky story celebration by turning down the lights and having students read their stories to the class.

Name \_\_\_\_\_

## Identify Suspense Worksheet

- In the first box, describe a detail from the story that created suspense.
- In the second box, describe what the detail made you wonder about.
- In the third box, tell whether the detail seemed exciting, scary, or both.

Story detail that created suspense	What it made me want to know	Exciting, scary, or both?

# Spider® Teacher Guide: October 2020

## It Came from the Trash!

pp. 16–20, Expository Nonfiction

Use this article about an artist who creates sculptures from trash to give students practice in identifying key ideas and using them to create a summary.



## RESOURCES

- 5Ws + How Summary

## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will summarize key supporting details and ideas.
- Students will create sculptures and present them.

## KEY VOCABULARY

- **troll** (p. 16) a creature in folklore that looks like a very large or very small ugly person
- **structure** (p. 17) something (such as a house, tower, bridge, etc.) that is built by putting parts together and that usually stands on its own
- **venture** (p. 19) dare to go somewhere that is unknown, risky, or dangerous

## ENGAGE

**Conversation Question:** What lurks in your imagination?

Display some discarded objects for the class. These might include a used coffee cup, a box, plastic utensils, cans and bottles, and scraps from the art room. Have small groups brainstorm ideas for reusing the objects in new ways. Point out that all ideas are acceptable. Give students two or three minutes. Then invite students to share their lists. Finally, tell students this article is about a sculptor who uses trash to make art.

## INTRODUCE VOCABULARY

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

1. A tree house is a \_\_\_\_\_ that is built in the branches of a tree.
2. Even though it's dark outside, we plan to \_\_\_\_\_ into the forest to find out what is making that strange sound.
3. I read a story about a grumpy \_\_\_\_\_ that lives under a bridge.

## READ & DISCUSS

After reading the article, discuss these questions with students:

1. How are Thomas Dambo's sculptures unusual?
2. Why did Thomas begin using trash to build things?
3. What are three words you would use to describe Thomas?
4. What do the captions help you to understand?
5. Would the troll sculptures be as interesting if they were in a museum instead of outside in nature? Explain.
6. What is Thomas trying to teach people through his work?

## SKILL FOCUS: Summarize Key Ideas

**INSTRUCT:** Inform students that they will be learning about a method they can use to quickly summarize a nonfiction text. Distribute the 5 Ws + How organizer to students. Review the words in the organizer and talk about the kinds of questions these words are used to ask. For example: Who is the article about? What did this person do? Where did the person live or work? When did the person start doing the activity? Why did the person do the activity? How did the person do the activity? Have students work in pairs to write answers to the questions in the organizer and then encourage them to share with the class.

**ASSESS:** Have students work independently to use details in their chart to write a brief summary of the article.

## EXTEND

**Art** Have students collect trash at home to make a sculpture, either in school or at home. Arrange a classroom art show. Students should present their sculptures and explain the materials that they used to create them.

Name \_\_\_\_\_

## 5 Ws + H Summary

Answer the questions below using details from the article. As a post-reading activity, use these details to write a brief summary of the article.

<b>Who?</b>	
<b>What?</b>	
<b>When?</b>	
<b>Where?</b>	
<b>How?</b>	
<b>Why?</b>	



# Spider® Teacher Guide: October 2020

## Theseus and the Minotaur

pp. 23–27, Myth

Review conflict and resolution using this retelling of a Greek myth about a hero who slays a monster.



## RESOURCES

- Conflict-Resolution

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas interact.
- Students will write narratives.

## KEY VOCABULARY

- **labyrinth** (p. 23) a place that has many confusing paths or passages
- **mortal** (p. 23) a human being
- **doom** (p. 23) death or ruin

## ENGAGE

**Conversation Question:** What lurks in your imagination?

Tell students that the next story is a Greek myth about a monster called the Minotaur. Invite students to share what they know about this monster. Have students name other monsters from books and movies. Discuss the problems monsters create and how these monsters are usually dealt with or overcome by the hero. Then tell students to notice how the hero in this story deals with the Minotaur.

## 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. Invite students to share their sentences. Then remind them to look for these words as they read the story.

## READ & DISCUSS

After students read the story, discuss the questions below.

1. How is King Minos wicked?
2. Compare the way Theseus and King Aegeus react to King Minos.
3. How has the Minotaur affected life in Athens?
4. Why does Princess Ariadne decide to help Theseus?
5. Does the string help Theseus in the way he thought it would? Explain.

## SKILL FOCUS: Conflict and Resolution

**INSTRUCT:** Remind students that the focus of most stories is a conflict or problem that the characters face. Discuss conflicts in familiar stories and movies. Explain that the conflict in a story usually changes and gets more complicated before it is resolved. Choose one of the stories or movies mentioned by students and discuss how the conflict in it changes and then is resolved. Next, read aloud magazine page 23 and discuss the conflict that emerges on this page.

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

## EXTEND

**Writing** Have students work in pairs to create a comic strip version of a Greek myth. Make sure every student pair chooses a different myth. After students choose their myths, have them storyboard the words and pictures needed for their strips. Then have them create their final strips. Collect the finished strips in a folder or binder to create a class comic book of Greek myths.

Name \_\_\_\_\_

## Conflict-Resolution

- In the **first box**, describe the conflict that you learn about on page 23 of the story.
- In the **second box**, tell how this conflict changes and gets worse.
- In the **last box**, explain how the conflict is resolved.

What conflict is introduced on page 23?	How does the conflict become more difficult?	How is the conflict resolved?

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