

Spider®

THEME

Use the texts and activities in this teacher guide to explore the unknown with your students.

CONVERSATION QUESTION

How do we face the unknown?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas interact.
- Students will interpret words and phrases as they are used in a text.
- Students will analyze the structure of texts.
- Students will write narratives.
- Students will write informative texts.
- Students will learn about food chains.



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

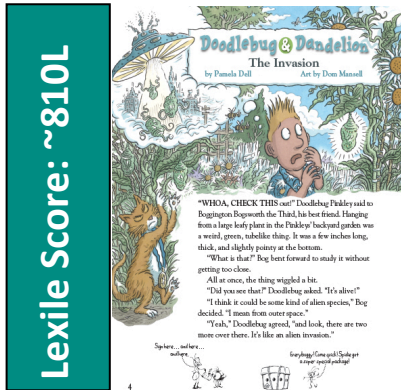
- **Doodlebug & Dandelion**
Contemporary Realistic Fiction, ~810L
- **E.B.'s Eggs**
Narrative Nonfiction, ~610L
- **Little Yin and the Moon**
Folktales, ~610L

Spider® Teacher Guide: March 2021

Doodlebug & Dandelion

pp. 4–8, Contemporary Realistic Fiction

Explore different types of fiction using this story about two friends who worry about a space alien invasion.



RESOURCES

- **Analyze Genre**

OBJECTIVES

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

KEY VOCABULARY

- **invasion (p. 4)** the act of entering a place in order to take control of it
- **pod (p. 5)** a long, thin case that may contain plant seeds or insect eggs
- **tentacles (p. 6)** the long, bending arms of an animal that are used for grabbing things and moving
- **chrysalis (p. 8)** a hard case that protects a moth or butterfly while it is turning into an adult

ENGAGE

Conversation Question: How do we face the unknown?

Talk with students about some of the unknowns they have faced in their lives, such as entering a new grade, moving to a new town, or trying a new food or activity. Share some examples of facing the unknown from your life. Discuss how it feels to face something unknown—do students feel afraid, curious, or eager? Tell students to notice the unknown in this story and how Doodlebug and Bog react to it.

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.

1. Mia watched the butterfly break out of its _____.
2. The _____ held eight grasshopper eggs.
3. A jellyfish can sting you with its _____.
4. Have you seen the new movie called *Monster* _____? It's scary!

READ & DISCUSS

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

1. What words does the author use on p. 4 to describe the pod?
2. How do the boys feel about the pods when they first see them?
3. Why do the boys believe there is an alien invasion happening?
4. Use details on p. 5 to help you describe The Lodge.
5. Do you think the boys are truly afraid of what's in the pods? Explain.
6. How do the boys plan to defend themselves from the aliens?
7. At what point does the story become silly instead of strange?

SKILL FOCUS: Analyze Genre

INSTRUCT: Point out to students that the story contains both realistic and science fiction details. Distribute the *Analyze Genre* worksheet to students and review the characteristics of realistic and science fiction. Ask volunteers to name books and movies that are examples of each type of action. Then, have students work in pairs to identify realistic and science fiction details in the story and record them on their worksheets.

ASSESS: Have students work in pairs to answer the question at the bottom of the worksheet: Is this a realistic fiction story or a science fiction story? Bring the class together to discuss students' conclusions.

EXTEND

Write Have students write a new ending for the story, one in which something unexpected emerges from the pods in the garden. Tell students the story can be science fiction, horror, or fantasy. Encourage students to use description and details to make their stories gripping.

Analyze Genre

In the first column below, note **realistic fiction** details in the story. In the second column, note **science fiction** details in the story. Then work in a group to discuss the question at the bottom of the page.

Realistic Fiction	Science Fiction
<ul style="list-style-type: none"> • The story takes place in the present time and in the real world. • The characters behave like real people. • The characters face real-life problems. • Story events could really happen. 	<ul style="list-style-type: none"> • The story often—but not always—takes place in the future. • Some characters are realistic humans but others may be aliens or robots. • The conflict may be caused by space aliens or life in other worlds. • The story events are based on real or imagined science.

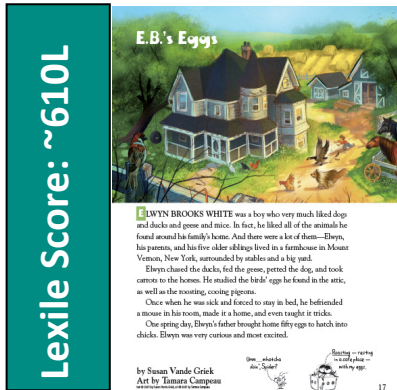
DISCUSS Is this a realistic fiction story or a science fiction story? Support your answer with details from the story.

Spider® Teacher Guide: March 2021

E.B.'s Eggs

pp. 17–21, Narrative Nonfiction

Use this article about the childhood of *Charlotte's Web* author E. B. White to analyze repeated patterns in writing.



OBJECTIVES

- Students will read and analyze a narrative nonfiction text.
- Students will interpret words and phrases as they are used in a text.
- Students will write informative texts.

KEY VOCABULARY

- **befriended** (p. 17) became a friend to someone
- **incubator** (p. 18) a device that is used to keep eggs warm before they hatch
- **kerosene** (p. 18) a type of oil that is burned as a fuel

ENGAGE

Conversation Question: How do we face the unknown?

Explain that a situation in which people face the unknown is when they are waiting for a human or animal baby to be born. Invite students to share how they felt when they waited for the birth of a sibling or relative. Then invite students to tell about times when they waited for animal babies to be born. Talk about why this is an exciting time. Tell students to notice what is unknown and unexpected in this biography.

INTRODUCE VOCABULARY

Display the following context sentences and underline the vocabulary words. Have students work in pairs to infer the meaning of each vocabulary word based on the context. Then reveal the definitions and have students check their predictions. Finally, remind students to look for the vocabulary words as they read the story.

1. I befriended the new girl in my class today.
2. At the zoo, I saw the incubator that keeps the turtle eggs warm.
3. My parents light the kerosene lamp when the power goes out.

READ & DISCUSS

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

1. Do you think Elwyn's home was calm and quiet or busy? Explain.
2. How would you describe Elwyn?
3. What things did Jimmy do to take care of the eggs?
4. Which words on p. 19 help you visualize what the newly-hatched chicks look like? List two words.
5. Why do you think Elwyn put the eggs on the manure pile?
6. Why is the hatching of the last chicks "a little bit of a miracle?"

SKILL FOCUS: Repeating Patterns

INSTRUCT: Explain that repetition is the use of a word, phrase, or pattern of words two or more times in a literary work. Point out that authors use repetition to emphasize ideas or show something important in their writing. Read aloud the picture books *Swirl by Swirl* by Joyce Sidman and *Rosie's Walk* by Pat Hutchins. Have students identify examples of repetition. Discuss the ideas highlighted by the repetition. Guide students to notice that in *Rosie's Walk*, the author's purpose for repeating a pattern is to describe Rosie's walk home.

ASSESS: Have students work in pairs to underline repetition in "E.B.'s Eggs" (p. 17, para. 2; p. 18, paras. 4-6; p. 20, paras. 2, 3) and discuss what is emphasized. Then, bring the class together to share ideas.

EXTEND

Write Have students conduct research to create a biographical presentation on a favorite author. The sketch should include the author's full name, birth date, picture, details about early life and family life, accomplishments, and interesting facts. Have students present their bios to the class.

Spider® Teacher Guide: March 2021

Little Yin and the Moon

pp. 25–30, Folktale

Teach students about cause and effect relationships using this folktale about a girl who helps her family avoid starvation by giving her blanket to the moon.



ENGAGE

Conversation Question: How do we face the unknown?

Tell students that many folktales were created to explain how or why something in the world came to be. Point out that these tales were a way for people to explain the unknowns in the world. Give examples, such as stories that explain why animals hibernate, why the sky is blue, or how a leopard got its spots. Have students imagine they didn't know what caused rain. Have them work in pairs to create a short tale to explain where rain comes from. Then tell them to notice what unknowns are explained in "Little Yin and the Moon."

INTRODUCE VOCABULARY

Display the vocabulary words and definitions and read them aloud. Reinforce meanings by having small groups brainstorm and share answers to the following questions.

- What situations take **determination**?
- What would you find in **shallow** water at the beach?
- What could you **drape** over the back of your chair?

RESOURCES

- **Cause-and-Effect Chain**

OBJECTIVES

- Students will read and analyze a folktale.
- Students will analyze the structure of texts.
- Students will learn about food chains.

KEY VOCABULARY

- **determination (p. 25)** a quality that makes you continue trying to do or achieve something that is difficult
- **shallow (p. 26)** not deep
- **drape (p. 28)** to loosely hang something

READ & DISCUSS

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

1. Who are the human characters in this story? Who are the nonhuman characters?
2. Why is Yin's mother sad and scared?
3. What does this folktale explain about the moon?
4. Why won't the sun let the rain fall?
5. Is the sun being selfish, kind, or both?
6. How would you describe Yin?

SKILL FOCUS: Cause-and-Effect Chain

INSTRUCT: Remind students that stories are made up of connected events. Explain that story events may be connected through cause and effect. The first event is the cause and the event that follows is the effect. Then, explain that some stories have a chain of causes and effects where one event causes another event which causes another and so on. Ask volunteers to briefly describe the chain of causes and effects in the story.

ASSESS: Distribute the Cause-and-Effect Chain worksheet to students. Have them work in pairs to complete it.

EXTEND

Science Explain that the story showed an example of interdependence, or living things relying on one another to survive. Have students choose an environment (ocean, desert, forest, etc.) and create a food chain for it. What things effect where the plants/animals are placed on the chain?

Little Yin and the Moon

Cause-and-Effect Chain

Reread "Little Yin and the Moon," and list events in the cause-and-effect chain below. Remember that the events in a cause-and-effect chain are both effects of events and causes of events. Two events have been filled in for you. Add more boxes to the chain if you need to and cross out any boxes you don't need. On the back of this sheet, create a cause-and-effect chain to show the chain of causes and effects that happen after Little Yin gives her blanket to the moon.

