

Spider®

THEME

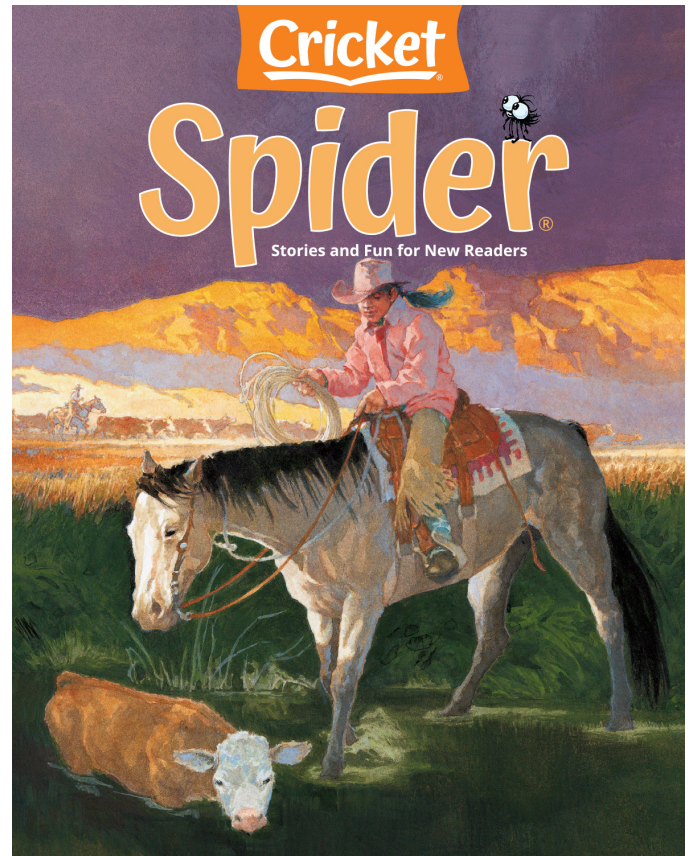
Use the texts, lessons, and activities presented in this teacher guide to explore some the essential elements of a variety of genres.

CONVERSATION QUESTION

What are the elements of different genres?

TEACHING OBJECTIVES

- Students will interpret words and phrases as they are used in a text.
- Students will analyze the structure of texts.
- Students will recognize the key elements and characteristics of literary texts.
- Students will write poems.
- Students will write informative/explanatory texts.
- 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

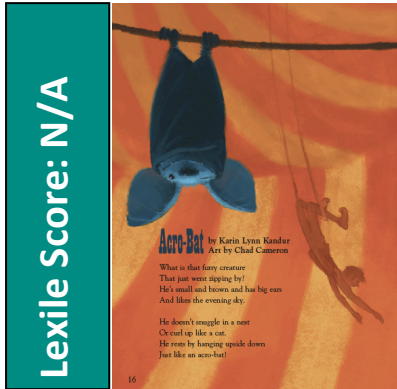
- **Acro-Bat**
Poem, N/A
- **Cereal On a Stick**
Procedural Text, N/A
- **Breakfast in Fastbreak**
Tall Tale, ~690L

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Acro-Bat

p. 16, Poem

Help students explore imagery using this descriptive poem about bats.



RESOURCES

- **Imagery Worksheet**

OBJECTIVES

- Students will read and analyze a poem.
- Students will interpret words and phrases as they are used in a text.
- Students will write poems.

KEY VOCABULARY

acro-bat (p. 16) a pun on the word *acrobat*—someone who performs difficult and often dangerous acts such as swinging from a bar or walking on a rope high in the air

ENGAGE

Conversation Question: What are the elements of different genres?

Ask students to name poems they have read in and out of the classroom. Invite volunteers to explain what makes them like certain poems. Then tell students to imagine they have met a young space alien who has never seen or read a poem. Have students work in pairs to come up with a way to describe a poem to the alien. Invite students to share their descriptions. Then tell students to see if their descriptions fit the poem they are about to read—"Acro-Bat."

INTRODUCE VOCABULARY

Write the words *acro-bat* and *acrobat* on the board. Ask students to describe the difference between these two words. Have students work in pairs to discuss possible reasons why the poet split the word *acrobat* into two parts. Then tell them to look at the illustration that accompanies the poem for a clue. Finally, discuss ideas as a class and ask what two things the poet might be comparing in the poem.

READ & DISCUSS

Have students listen closely as you read the poem aloud. Then have students work in pairs to take turns reading the poem to each other. Use the following questions to discuss the poem:

1. What words and ideas stood out to you as you read and listened to the poem?
2. What do you notice about the length of the lines in the poem?
3. What is the bat doing in the first stanza?
4. How does the poet explain that bats are nocturnal?
5. What is the bat doing in the second stanza?
6. How is the bat like an acrobat?

SKILL FOCUS: Interpreting Imagery

INSTRUCT: Explain that words and phrases that appeal to the senses are called imagery. Poets use imagery to create pictures in readers' minds by helping readers imagine the way something tastes, smells, sounds, feels, and looks. Ask volunteers to identify words and phrases in the poem that created pictures in their minds. Then distribute the *Imagery Worksheet* and review the directions.

ASSESS: Have students work in pairs to complete the worksheet. Then have students share and discuss their work in small groups.

EXTEND

Writing Have students write their own poems about an animal—a pet or a wild animal. Tell them to observe the animal closely and take notes about what they notice—its physical features, how it moves, its habits, how it sleeps and walks. Then have them use these details to write their poems. Invite students to share their poems with the class.

Imagery Worksheet

1. Read the poem aloud to a partner. Then listen as your partner reads the poem aloud to you.
2. Highlight words and phrases that seem interesting or important.
3. Make notes about what you imagine when you read them.
4. Note which senses the words and phrases appeal to.

Acro-Bat

by Karin Lynn Kandur

What is that furry creature
That just went zipping by?
He's small and brown and has big ears
And likes the evening sky.

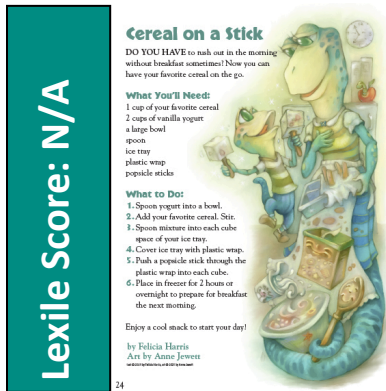
He doesn't snuggle in a nest
Or curl up like a cat.
He rests by hanging upside down
Just like an acro-bat!

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Cereal on a Stick

p. 24, Procedural Text

Use these directions for making an on-the-go breakfast as a model that students can use for writing their own procedural texts.



ENGAGE

Conversation Question: What are the elements of different genres?

Ask students to describe situations in which they need to read directions to understand how to do something. If needed, offer a few suggestions, such as when they want to make certain food by following a recipe or when they are learning a new game. Share a recipe with students and talk about its different sections. Discuss the format of directions.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Point out that authors choose words—especially verbs—very carefully when they write directions so that readers will know exactly what to do. Display the illustration on p. 24 and have students work in pairs to brainstorm 3-4 additional verbs that they might encounter as they read this recipe. Instruct students to pay attention to verbs as they read.

RESOURCES

- **Recipe Organizer**

OBJECTIVES

- Students will read and analyze a procedural text.
- Students will analyze the structure of texts.
- Students will write informative/explanatory texts.

KEY VOCABULARY

- **spoon (p. 24)** to move or pick up food with a spoon
- **prepare (p. 24)** to make someone or something ready for an activity, purpose, or use

READ & DISCUSS

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

1. What does this text explain?
2. What are the two parts of the text?
3. How are these parts different?
4. Why do you think the author included an introduction before the recipe and a last sentence after the recipe?
5. Did you find these directions easy to understand? Explain.

SKILL FOCUS: Write Directions

INSTRUCT: Tell students that they are going to write step-by-step directions for someone else to follow. Explain that their directions are going to explain how to make a peanut butter and jelly sandwich. Review the two parts of “Cereal on a Stick.” Then display the *Recipe Organizer*. Help students create a specific list and complete “What You’ll Need” list. (For example, *two slices of bread* instead of simply *bread*.)

ASSESS: After students have completed the first section of the organizer, have them work in pairs to complete the second section. Tell students to number the steps in this section. When students have finished, have pairs exchange recipes with another pair and review each other’s work. Invite volunteers to share their final recipes.

EXTEND

Writing Challenge students to write another set of directions for an activity that they enjoy. Encourage them to include illustrations, an introduction, and a last sentence. Invite students to present their directions to the class.

Recipe Organizer

Peanut Butter and Jelly Sandwich

Ingredients (What You'll Need):

Procedure (What to Do):

1.

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Breakfast in Fastbreak

pp. 26–31, Tall Tale

Teach students about the elements of tall tales using this tale about a swindler who pulls into a western town and tricks people out of their money.



RESOURCES

- Tall Tale Elements

OBJECTIVES

- Students will read and analyze a short story.
- Students will recognize the key elements and characteristics of literary texts.
- Students will write narratives.

KEY VOCABULARY

- **guaranteed** (p. 28) certain to happen
- **stampeded** (p. 30) to run away in a large group from something
- **polished off** (p. 31) quickly ate something

ENGAGE

Conversation Question: What are the elements of different genres?

Write "larger than life characters" in the middle of a web diagram. Explain that the term "larger than life" describes a character that attracts attention because he or she has a lively personality and seems more exciting, powerful, or interesting than most other people. Have students name larger than life characters in movies and books. Then tell students to look for the larger than life character in this story.

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. I was so hungry after school I _____ all the cookies in the jar.
2. The frightened circus elephants _____ through the city.
3. The new scary movie is _____ to keep you up all night.

READ & DISCUSS

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

1. What do you notice about the words *breakfast* and *Fastbreak*?
2. When do the problems begin for the people of Fastbreak?
3. When do the problems end?
4. The word *gullible* means "easily fooled or cheated." Who are the gullible characters in this story?
5. How does Goldencrook both solve problems and create problems?
6. How would you describe Goldencrook?

SKILL FOCUS: Elements of a Tall Tale

INSTRUCT: (In preparation for this lesson, find a brief tall tale to read aloud to students, such as *Sally Ann Thunder Ann Whirlwind Crockett*.) Tell students that "Breakfast in Fastbreak" is an example of a tall tale. Explain that a tall tale is a story that uses humor and exaggeration to tell about impossible events. Display the *Tall Tale Elements* worksheet and go over the different elements. Tell students to listen as you read a tall tale. Pause as you read to ask students to identify examples of the different elements.

ASSESS: Distribute a copy of the *Tall Tale Elements* worksheet to each student. Have students work in pairs to find examples of the tall tale elements in "Breakfast in Fastbreak."

EXTEND

Art and Writing Have interested students create a 9-panel comic strip version of "Breakfast in Fastbreak." Tell students to list the events in the story and then choose the events that they will include in their strips. Instruct them to sketch pictures and draft the writing for the strip. When they are satisfied, have them create their final comic strips.

Tall Tale Elements

Find at least one example of each tall tale element in "Breakfast in Fastbreak."

The author uses exaggeration.	The plot is impossible.
The main character is larger than life.	Problems are solved in funny ways.