

Spider®

THEME

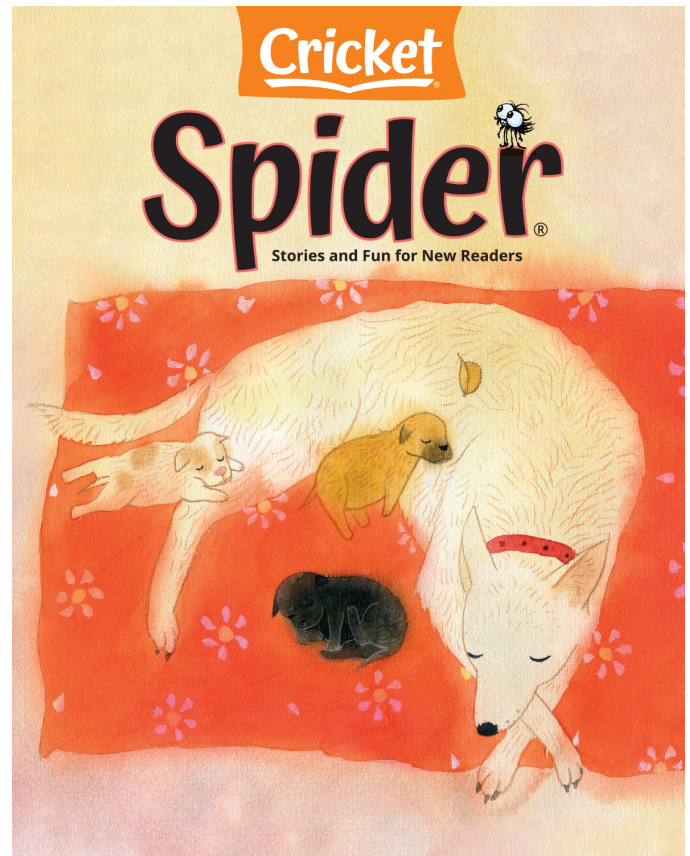
Explore ideas about art and beauty and review key language arts concepts using the texts, activities, and lessons in this teacher guide.

CONVERSATION QUESTION

How can we look at things in new ways?

TEACHING OBJECTIVES

- Students will analyze the structure of texts.
- Students will read closely to determine what the text says explicitly.
- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will analyze cultural characteristics.
- Students will conduct short research projects.
- Students will engage in collaborative discussions.



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

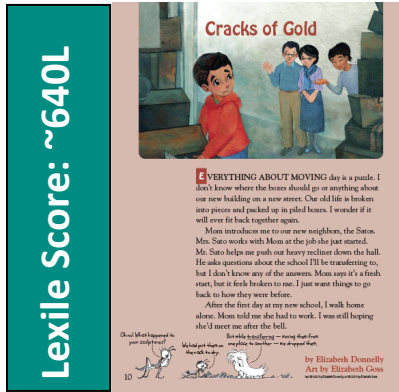
- **Cracks of Gold**
Contemporary Realistic Fiction, ~640L
- **Beautiful Breaks**
Expository Nonfiction, ~970L
- **Billy McBeal and the Best Part of Art**
Narrative Poem, N/A

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Cracks of Gold

pp. 10–14, Contemporary Realistic Fiction

Help students analyze the stages of plot using this story about a boy who learns a special way to fix a broken bowl.



RESOURCES

- Stages of Plot

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of texts.
- Students will analyze cultural characteristics.

KEY VOCABULARY

- **fragments** (p. 12) broken pieces of something
- **delicately** (p. 13) in a gentle, careful way
- **technique** (p. 13) a way of doing something by using special knowledge or skill

ENGAGE

Conversation Question: How can we look at things in new ways?

Tell students that sometimes situations that at first seem negative can turn into something positive. For example, moving to a new school might seem like a bad thing at first, but you might end up making a great new friend. Invite students to share experiences related to the idea of looking at things in a new way. Then tell students to think about how characters in this story learn to look at situations in new ways.

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. Aunt Jenny has a _____ for decorating cakes with flowers.
2. I _____ held the tiny blue eggshell in my hand.
3. There were _____ of glass on the floor near the broken window.

READ & DISCUSS

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

1. Why does Benjamin feel his old life is broken?
2. How does Benjamin feel when his mother scolds him for breaking the bowl?
3. How do Mr. and Mrs. Sato show kindness toward Benjamin?
4. Why is Benjamin nervous to show his mother the repaired bowl?
5. What does Benjamin learn from Mr. Sato?

SKILL FOCUS: Analyze Stages of Plot

INSTRUCT: Remind students that the series of events in a story is called the plot. Continue by reminding them that the events in a story focus on a character's problem and how the problem is solved. Work with students to create a list of the important events in this story. Have students work in pairs to decide if anything is missing from the list or if any events could be combined. Distribute the *Stages of Plot* worksheet to all students and review the different plot stages. Have students fill in the conflict section. Then have pairs discuss which events to include in the Rising Action box. Discuss ideas as a class.

ASSESS: Have students work in pairs to continue to fill out the plot diagram. Then bring the class together to go over responses. Challenge students to come up with a theme statement for this story.

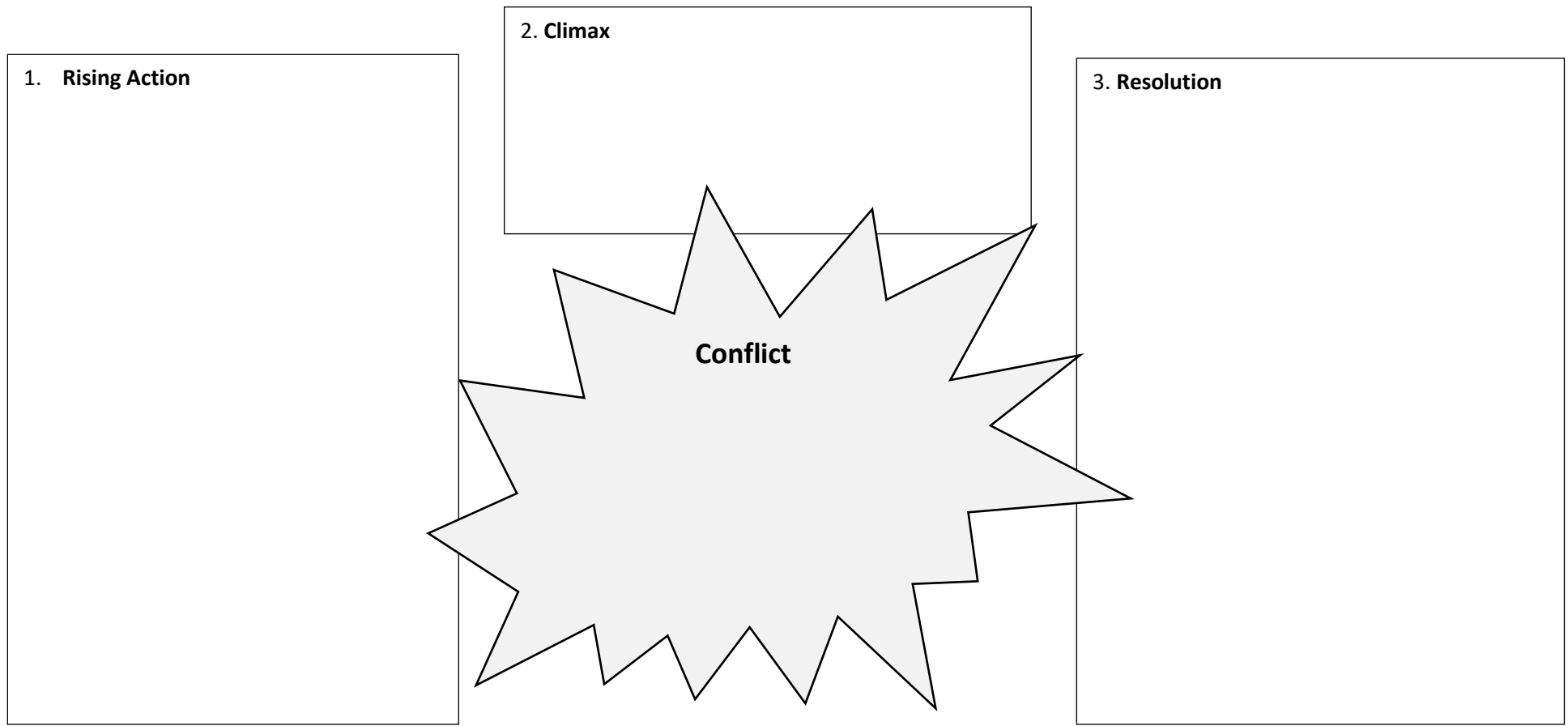
EXTEND

Social Studies Kintsugi is connected to the Japanese philosophy of wabi sabi, or the appreciation of things that are flawed and imperfect. Read aloud the picture book *Wabi Sabi*, by Mark Reibestein. Discuss with students how the ideas in the story connect to the art of kintsugi.

Stages of Plot

In the chart below, note events from “Cracks of Gold” to outline the story’s plot.

- **Conflict:** The problem a character faces in a story.
- **Rising Action:** Story events make the conflict more complicated.
- **Climax:** The main character makes an important choice or takes an action and the outcome of the conflict is clear.
- **Resolution:** The final events at the end of the story tie up loose ends.



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Beautiful Breaks

pp. 15–18, Expository Nonfiction

Use this article about an ancient Japanese art form to support students' understanding of facts and opinions.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will read closely to determine what the text says explicitly.
- Students will conduct short research projects.

KEY VOCABULARY

- **aim** (p. 15) to have something in your mind as a purpose or goal
- **tricky** (p. 17) difficult to do or deal with
- **master** (p. 17) a person who has become very skilled at doing something

ENGAGE

Conversation Question: How can we look at things in new ways?

Use the internet to introduce students to the British sculptor Tony Cragg, who has used ordinary materials to make colorful sculptures. Give students time to identify the individual objects within them. Discuss how these sculptures are examples of “looking at things in new ways.” Then challenge students to find similarities between Cragg’s sculptures and the work of the artist in “Beautiful Breaks.”

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 article.

1. My aim is to teach students the importance of recycling.
2. Doing a handstand is tricky.
3. It takes a lot of training to become a master plumber.

READ & DISCUSS

After students read the article, use these questions for discussion:

1. What is kintsugi?
2. How does Gen want to change people’s thinking about broken things?
3. What does Gen believe is the reason for the popularity of kintsugi?
4. How is kintsugi different from modern ways of fixing broken ceramics?
5. Why does an urushi master need to be patient and focused?
6. How does Gen feel about ceramics that are broken on purpose?
7. In what ways are Gen’s work and Tony Cragg’s work similar?

SKILL FOCUS: Fact and Opinion

INSTRUCT: Review fact and opinion. (A *fact* is a statement that can be proven to be true. An *opinion* is a statement that expresses a person’s feelings.) Give an example of a fact and an opinion. Then list these facts and opinions on the board: *That painting is beautiful. The artist is my sister. She used watercolor paints to make the painting. My sister is very talented.* Have students work in pairs to identify the statements as facts or opinions. Have students share responses and explain their reasoning.

ASSESS: Have students work independently to highlight one fact and underline one opinion on each page of the article. Then have students work in small groups to compare and check each other’s work.

EXTEND

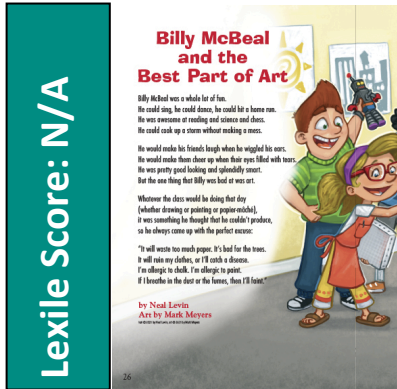
Social Studies Have students work in pairs to learn about another art form from Japan and create a presentation that uses visuals and/or video. Art forms include block printing, netsuke sculpture, origami, ceramics, fish printing, and anime.

Spider® Teacher Guide: May/June 2021

Billy McBeal and the Best Part of Art

pp. 26–30, Narrative Poem

Use this poem about a boy who learns to harness his creativity to teach students about narrative poems.



RESOURCES

- Story Map

OBJECTIVES

- Students will read and analyze a narrative poem.
- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will engage in collaborative discussions.

KEY VOCABULARY

- **reveal** (p. 28) to make something known
- **downcast** (p. 28) unhappy
- **remarkable** (p. 29) unusual or surprising

ENGAGE

Conversation Question: How can we look at things in new ways?

To explore the idea of looking at things in new ways, show your students some well-known images from the University of Glasgow's Illusion Index. For example, you might show them "duck-rabbit," "Rubin's Vase," and "young woman or old woman." Then tell students to look for the point in this narrative poem where the main characters see something in a new way.

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 poem.

1. Have you seen Jenny's artwork? She has _____ talent.
2. Later today, I will _____ my secret plan.
3. Leo was _____ when his best friend moved away.

READ & DISCUSS

After students read the poem, use these questions for discussion:

1. What are two of Billy's traits, or characteristics?
2. Why does Billy make excuses when it's time for art?
3. Billy's father thinks art should look real. Do you agree or disagree? Explain.
4. How is Billy's artwork different from Gloria's and Montgomery's?
5. When does Billy begin to like making art?
6. What does Billy learn about art?

SKILL FOCUS: Elements of Narrative Poetry

INSTRUCT: Review with students these elements of stories: characters, setting, problem, solution. Then explain that a narrative poem, or story poem, contains these same elements. Distribute a copy of the *Story Map* worksheet to each student and go over the different sections. Then have students work in pairs to identify the characters and setting of the poem. Invite volunteers to share their responses.

ASSESS: Have pairs work together to complete the story map. After all students have finished, bring the class together to discuss answers. Talk about the differences between a story and a narrative poem.

EXTEND

Art/Discussion Groups Watch the National Galleries of Scotland online video "See Think Wonder." Then use the see-think-wonder sequence to get students thinking and talking about art. Display an artwork from a museum website. Have students work in small groups to answer these questions one at a time: What do you see in the picture? What does the picture make you think about? What do you wonder about the picture?

Story Map

Use the organizer below to record information about “Billy McBeal and the Best Part of Art.”

Characters	Settings
What is Billy’s problem?	
How does Billy try to solve the problem? List these events. 1. 2. 3. 4. 5. 6.	
How is Billy’s problem solved?	