

Spider®

THEME

The literary works presented in this teacher guide tackle etiquette dilemmas faced by people, animals, and monsters. While people can learn good manners, animals get away with all kinds of disgusting habits. When it comes to werewolves, no charm school lesson can overcome their monstrous ways.

CONVERSATION QUESTION

How should we behave with others?

TEACHING OBJECTIVES

- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will read closely to determine what the text says explicitly.
- Students will analyze the structure of texts.
- Students will write narratives about imagined experiences.
- Students will analyze the cultural characteristics of places.



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

- **Hodja and the Hungry Coat**
Folktale, ~620L
- **Animal Manners**
Expository Nonfiction, ~620L
- **Werewolf Charm School**
Poem, N/A

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Hodja and the Hungry Coat

pp. 17–21, Folktale

Use this tale that teaches a lesson about appearances to teach students to analyze a folktale.



OBJECTIVES

- Students will read and analyze a folktale.
- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will write narratives about imagined experiences.

KEY VOCABULARY

- **laboring** (p. 17) working
- **admired** (p. 18) looked at something and enjoyed it
- **donned** (p. 18) put on pieces of clothing

ENGAGE

Conversation Question: How should we behave with others?

Create a word web on the board with the phrase “how to treat others” in the center. Talk with students about how we should treat others. Steer students away from giving simple, short ideas such as “be nice” or “don’t be mean” by offering these examples: Listen to others when they speak. Don’t make fun of people. Add ideas to the web. Then tell students that this story teaches how people should be treated.

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. On Halloween night, I _____ my mask and costume.
2. After _____ in the yard all day raking leaves, I was exhausted.
3. I _____ the beautiful picture my sister painted at school.

READ & DISCUSS

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

1. Why does Hodja wear his work clothes to the banquet?
2. How do the other guests treat Hodja at first?
3. How would you describe the Emir’s attitude toward Hodja at first?
4. How does Fatima feel when Hodja comes back from the banquet?
5. How does the Emir’s attitude toward Hodja change?
6. Why does Hodja say, “It must be the coat, then, that you invited to your banquet, not me”?
7. What do the Emir and the other guests realize about themselves?

SKILL FOCUS: Analyze a Folktale

INSTRUCT: Remind students of folktales they are familiar with, such as Paul Bunyan and Babe the Blue Ox, John Henry, Aesop’s fables, and Jack and the Bean Stalk. Then explain that folktales are stories that have been passed down by word of mouth from one generation to the next. Continue by explaining that folktales usually explain something, reveal a truth about life, or teach a lesson about how people should and should not behave. Discuss an Aesop fable and identify how the characters’ words and actions reveal the moral. Instruct students to work in pairs to identify the lesson or moral in another Aesop fable.

ASSESS: Have students work in small groups to discuss the lesson taught by “Hodja and the Hungry Coat.” Then discuss ideas as a class.

EXTEND

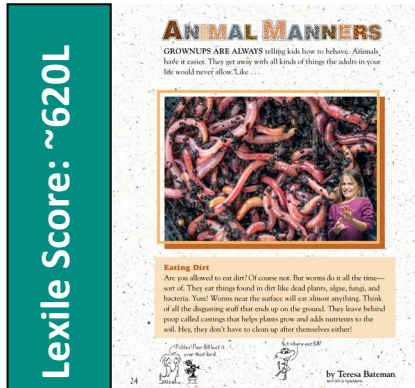
Social Studies Explain that Nasreddin Hodja is the beloved hero of many folktales from Turkey, some written over 600 years ago. Help students use the library and internet to find other tales of Hodja. Have students rewrite a Hodja tale in their own words and share it with the class.

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Animal Manners

pp. 24–29, Expository Nonfiction

Use this article about animals with unpleasant manners to give students practice in identifying facts.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will read closely to determine what the text says explicitly.
- Students will analyze the cultural characteristics of places.

KEY VOCABULARY

- **castings** (p. 24) solid waste produced by worms
- **ligaments** (p. 25) tough, bendable tissue that holds bones together
- **anaconda** (p. 25) a large South American snake that squeezes its victims to death
- **cellulose** (p. 28) a substance that is the main part of the cell walls of plants and is used in making various products such as paper

ENGAGE

Conversation Question: How should we behave with others?

Discuss these questions with students: *Do wild animals and pets need to have good manners? Why or why not? How can we teach animals good manners?* Then explain that this next article is a humorous look at the ways some animals behave.

INTRODUCE VOCABULARY

Display the vocabulary words without the definitions. Explain that the article includes special context clues called definition or explanation clues that explain the meaning of words. Have students locate each Key Vocabulary word in the article and use the context clues to write definitions. Then share the definitions listed on this page and have students compare them to what they wrote.

READ & DISCUSS

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

1. What text features do you notice in this article?
2. How do the photographs help make this article humorous?
3. Which behavior do you find most disgusting?
4. What is something humans do that animals might find rude?
5. How is this article both informative and humorous?

SKILL FOCUS: Identify Facts

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. A *nonfact* is a statement that is neither a fact nor an opinion.)

List these sentences on the board: *That flamingo is beautiful.*

Flamingoes are a kind of wading bird. They make nests out of mud. That flamingo is weird! Instruct students to work in pairs to identify the statements as facts, opinions, or nonfacts. Have students share responses and explain their reasoning.

ASSESS: Have students work independently to highlight facts and cross out nonfacts and opinions in two sections of the article. Then have students work in small groups to compare and check each other's work.

EXTEND

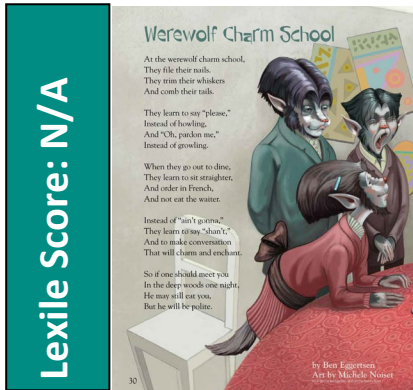
Social Studies Point out that the world is made up of many cultures. Explain that manners considered proper in one region or country may be considered rude in another. Have students research table manners, appropriate greetings, acceptable clothing, and signs of respect and disrespect in two foreign countries and present what they learn.

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Werewolf Charm School

pp. 30–31, Poem

Use this poem about an odd charm school to teach students about sound and form in poetry.



RESOURCES

- Sound Devices

OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze the structure of texts.
- Students will write narratives to develop real or imagined experiences.

KEY VOCABULARY

- **trim** (p. 30) to make something neat by cutting it
- **enchant** (p. 30) to attract and hold the attention of someone by being interesting, funny, or pretty

ENGAGE

Conversation Question: How should we behave with others?

Tell students that almost 400 years ago a French king (Louis XIV) made wealthy people who attended palace events obey his rules for good behavior. These rules told people how to dress, how to curtsy, when to sit down, when to show emotion, how to ask to be let into a room (scratch, don't knock). Have students work in small groups to brainstorm a list of manners they follow every day, including those related to the use of cell phones. Invite students to share their ideas.

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. Finally, remind students to look for the words as they read the poem.

1. I trim my fingernails every week, so they don't get too long.
2. My grandmother's stories of her travels will enchant you.

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 or ideas stood out to you as you read the poem?
2. A charm school was a place where people learned how to make others like them by being friendly and polite. How do the werewolves learn to make others like them?
3. Reread the last stanza. Is the charm school an effective way to change werewolves? Explain.

SKILL FOCUS: Analyze Sound Devices

INSTRUCT: Discuss with students the ways in which the poem looks and sounds different from stories. Point out that poems are written in stanzas, or groups of lines. Then explain that poets use rhyme and rhythm to make sound patterns in poems.

- Define *rhyme* (words that end in the same sounds). Use the poem "There Was an Old Man with a Beard" by Edward Lear to provide examples of rhyme. Demonstrate how to label rhyme scheme.
- Define *rhythm* (a regular, repeated pattern of beats). Use the Lear poem to provide an example of rhythm. Have students clap to the rhythm as you read aloud.

ASSESS: Have students work in pairs to complete the *Sound Devices* worksheet. Then gather the class together and review responses.

EXTEND

Writing Have students write their own humorous poems about manners. They might write about a realistic situation or a made-up one, such as a charm school for worms.

Sound Devices

Label the rhyme scheme in each stanza. Begin with the letter **A**. The first stanza is labeled for you. Then work with a partner to discuss and answer the questions at the bottom of the page.

Werewolf Charm School

By Ben Eggertsen

At the werewolf charm school, **A**

They file their nails. **B**

They trim their whiskers, **C**

And comb their tails. **B**

They learn to say “please,”

Instead of howling,

And “Oh, pardon me,”

Instead of growling.

When they go out to dine,

They learn to sit straighter,

And order in French,

And not eat the waiter.

Instead of “ain’t gonna,”

They learn to say “shan’t,”

And to make conversation

That will charm and enchant.

So if one should meet you

In the deep woods one night,

He may still eat you,

But he will be polite.

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1. Is the rhythm the same in all five stanzas? How can you tell?
 2. Why do you think the poet used these sound devices? How do they make the poem interesting and fun to read?