

Spider®

THEME

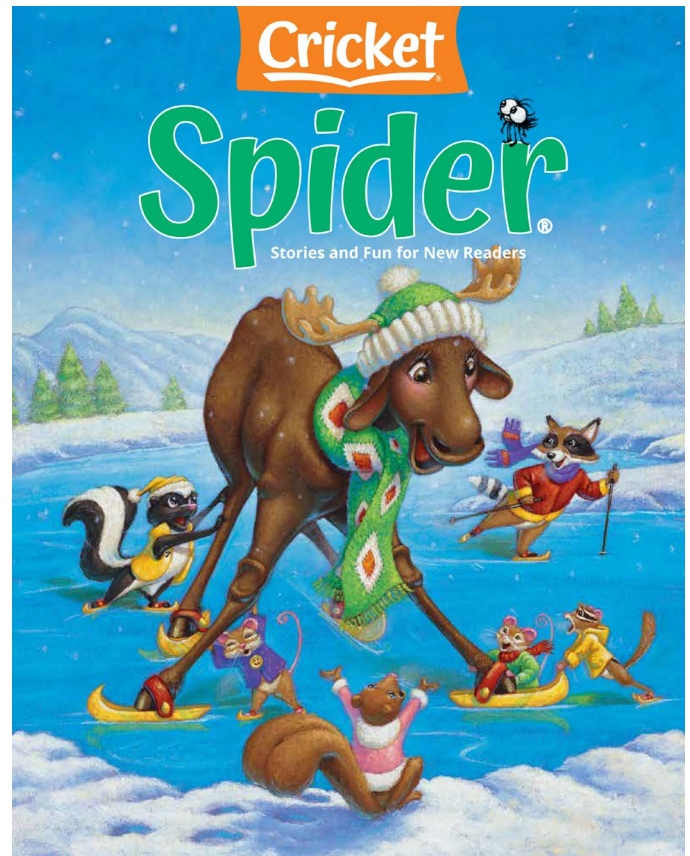
This issue of Spider is full of interesting characters doing extraordinary things. Help your students become familiar with these characters by paying attention to their words and actions.

CONVERSATION QUESTION

What can we learn about characters from their words and actions?

TEACHING OBJECTIVES

- Students will assess how point of view shapes the content and style of a text.
- Students will integrate and evaluate content presented in diverse media and formats.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will draw evidence from informational texts.
- Students will design solutions.
- Students will create desert posters.



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

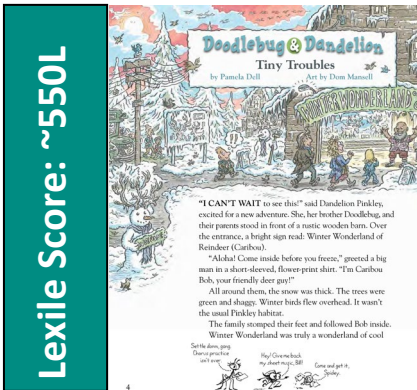
- **Doodlebug & Dandelion**
Fantasy, ~550L
- **Quest for Warm Water**
Expository Nonfiction, ~1000L
- **Ring Silverbell**
Contemporary Realistic Fiction, ~750L

Spider® Teacher Guide: November/December 2021

Doodlebug & Dandelion

pp. 4–8, Fantasy

Use this story about Doodlebug and Dandelion’s winter adventure to teach students to analyze point of view.



OBJECTIVES

- Students will read and analyze a short story.
- Students will assess how point of view shapes the content and style of a text.
- Students will draw evidence from informational texts.

KEY VOCABULARY

- **rustic** (p. 4) made in a plain, simple way
- **habitat** (p. 4) the place or type of place where a plant or animal normally lives
- **beamed** (p. 5) smiled happily

ENGAGE

Conversation Question: What can we learn about characters from their words and actions?

Have students work in pairs to identify a character in a familiar book or movie and identify something important the character does or says. Then have partners discuss what the word or action reveals about the character’s personality or motives. Have partners share their ideas. Then tell students to pay attention to characters’ words and actions in this story and think about what they reveal about the characters.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then have students work in pairs to write sentences that use the words correctly. Have partners share their sentences with other pairs. Then remind students to look for these words as they read the story.

READ & DISCUSS

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

1. Describe the setting of this story.
2. How did the Pinkleys feel about sightseeing on their own? What does this tell you about the Pinkleys?
3. How does Dandelion feel when Doodlebug roars on page 7?
4. What does Bob mean when he says the calf’s mother is having a “reindeer meltdown”?
5. How would this story be different if the calf had not been missing? Describe at least three differences.

SKILL FOCUS: Analyze Point of View

INSTRUCT: Explain that an author chooses who will tell a story, or from whose point of view a story will be told. Stories are usually told from a first-person or a third-person point of view. Review information in the chart below. Then ask students to identify which point of view is used in “Doodlebug & Dandelion” and to explain how they know. Next, brainstorm how the story might be different if the calf was the narrator.

First-Person Point of View	Third-Person Point of View
<ul style="list-style-type: none">• Narrator is a story character• Participates in the action• Uses <i>I, me, we</i>	<ul style="list-style-type: none">• Narrator is outside the story• Describes how other characters think and feel• Uses <i>he, she, and they</i>

ASSESS: Have students rewrite a scene from the reindeer calf’s point of view. Remind students to use *I, me, and we* in their writing.

EXTEND

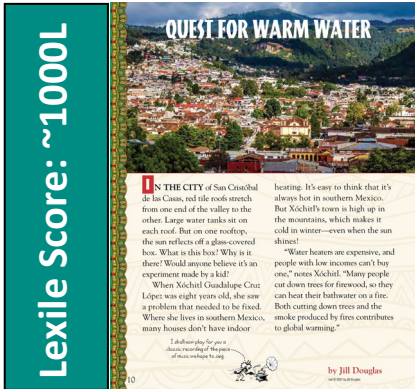
Research Have students highlight the factual information about caribou/reindeer in the story. Review the reliable print and electronic reference sources available to students. Then have students use one print and one electronic source to check each fact from the story.

Spider® Teacher Guide: November/December 2021

Quest for Warm Water

pp. 10–15, Expository Nonfiction

Analyze text features with your students using this article about a young girl who figured out a way to provide hot water to homes in her community.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will integrate and evaluate content presented in diverse media and formats.
- Students will design solutions.

KEY VOCABULARY

- **contributes** (p. 10) helps to cause something to happen
- **absorbs** (p. 11) draws in something, such as light, heat, or energy
- **dedication** (p. 13) a feeling of strong commitment to a task or purpose

ENGAGE

Conversation Question: What can we learn about characters from their words and actions?

Explain to students that they learn about real people in nonfiction from their words and actions. Share with students the name of a person you admire and explain how that person's words or actions led you to admire them. Then invite students to tell about people they admire and explain why they admire them. Tell students to think about what they learn about the girl in this article from her words and actions.

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 article.

1. Pavement gets hot because it _____ heat from the sun.
2. My sister's _____ to her school work has made her a great student.
3. Exhaust from trucks and cars _____ to air pollution.

READ & DISCUSS

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

1. What problem did Xóchitl (soh-cheel) discover in her community?
2. How did Xóchitl solve this problem?
3. Why isn't heating water on a fire a good way to solve the problem?
4. How does Xóchitl's solution help the environment?
5. How does Xóchitl's solution keep costs low?
6. How would you describe Xóchitl's personality?

SKILL FOCUS: Analyze Text Features

INSTRUCT: Remind students that text features help explain and support ideas in the text. Point out the photos and explain that instead of using a single photo to help show ideas in the main text, the author used photo essays, or groups of photos. Have students work in pairs to discuss how the photos on page 11 fit together and what ideas they show. Also have them underline the information in the main text that connects to the photos. Ask volunteers to share their ideas. Next, have students reread the captions. Point out that each caption contains a quote from Xóchitl. Discuss what the quotes mean and reveal about Xóchitl's personality.

ASSESS: Have partners reread page 13 and underline information in the main text that connects to ideas in the captions.

EXTEND

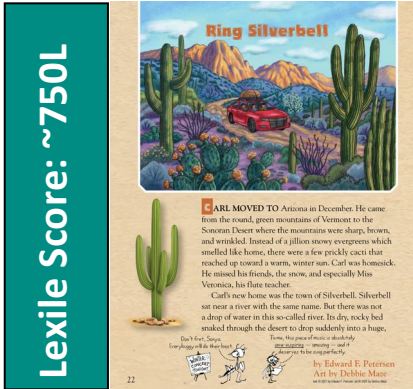
Science Have students look at online articles about young inventors and their ideas. Then have students work in small groups to brainstorm ideas for an invention. After groups choose an invention to focus on, have them create a diagram of it and a description of how it is made and the problem it solves. Have groups take turns pitching their inventions to the class.

Spider® Teacher Guide: November/December 2021

Ring Silverbell

pp. 22–27, Contemporary Realistic Fiction

Teach students to analyze how story characters change using this story about a boy who moves from the mountains of Vermont to the Arizona desert.



RESOURCES

- Character Change

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will create desert posters.

KEY VOCABULARY

- **canyon** (p. 23) a deep valley with steep rock sides and often a stream or river flowing through it
- **haunting** (p. 25) sad or beautiful in a way that is difficult to forget
- **flabbergasted** (p. 27) shocked or surprised

ENGAGE

Conversation Question: What can we learn about characters from their words and actions?

Share with students a story about someone you know who underwent a change. For example, a person who was once shy became outgoing. Point out how the person's words and actions revealed the changes. Invite students to share similar stories from their own lives. Then tell students to pay attention to characters' words and actions in this story to learn how characters change.

INTRODUCE VOCABULARY

Have students work in pairs to write a very short story that uses all three of the Key Vocabulary words. Give students five to ten minutes to complete the activity. Then invite students to share their work. Finally, remind students to look for the words as they read the story.

READ & DISCUSS

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

1. Use a Venn diagram to compare and contrast Carl's home in Vermont with his new home in Arizona.
2. How does Carl feel about living in Arizona?
3. What do Carl and Tadio have in common?
4. Why do Carl and Tadio go to the canyon?
5. What makes Carl feel flabbergasted?
6. What things change in the story?

SKILL FOCUS: Character Change

INSTRUCT: Explain to students that they can get to know and understand story characters by thinking about how and why they change in a story. Tell students that a character may feel and behave one way at the beginning of a story, but as the story moves forward, the character's experiences and interactions may alter her/his feelings and behavior. Discuss examples of this in familiar books and movies.

ASSESS: Distribute a copy of the *Character Change* worksheet to each student. Have students work in pairs to complete it. Then have pairs share and discuss responses with other pairs.

EXTEND

Science Have students use books and the internet to learn about plant and animal life in the Sonoran Desert. The book *A Desert Scrapbook: Dawn to Dusk in the Sonoran Desert* by Virginia Wright-Frierson contains information about many different plants and animals. Have each student choose a different plant or animal to research. Then have them create posters on 8½ × 11 paper that include the name of the plant or animal, a drawing of the plant or animal, and three to five facts about it. Display posters on a wall in your classroom.

Character Change

Use information from “Ring Silverbell” to answer the questions below.

<p>Describe Carl at the BEGINNING of the story.</p>	<p>Describe Carl at the END of the story.</p>
<p>HOW did Carl change?</p>	<p>What CAUSED Carl to change?</p>