

Spider®

THEME

In this issue of *Spider*, characters and real people face all kinds of tricky situations—from how to escape a hungry tiger to how to make 100 wigs for an opera cast. Use this Teacher Guide to explore the way characters and people face these situations and what their actions reveal about them.

CONVERSATION QUESTION

How do characters overcome difficult situations?

TEACHING OBJECTIVES

- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will summarize key supporting details and ideas.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will compare texts.
- Students will conduct short research projects.
- Students will write narratives to develop imagined experiences.



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

- **The Clever Rabbit**
folktale, ~550L
- **Wigmaster's World**
Expository Nonfiction, ~970L
- **Time Travel in the 4th Grade**
Fantasy, ~570L

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The Clever Rabbit

pp. 10–13, folktale

Review the characteristics of folktales using this tale about a clever rabbit who tricks a hungry tiger.



RESOURCES

- **Analyze Folktales Worksheet**

OBJECTIVES

- Students will read and analyze a folktale.
- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will compare texts.

KEY VOCABULARY

- **terrified (p. 10)** made someone feel extremely afraid
- **prey (p. 10)** an animal that is hunted or killed by another animal for food
- **swallows (p. 11)** small birds that have long wings and a deeply forked tail

ENGAGE

Conversation Question: How do characters overcome tricky situations?

Brainstorm a list of stories in which the main character faces a tricky or difficult situation. Then discuss how the character overcomes the situation and what the character's actions reveal about him or her. Next, discuss the kinds of tricky situations often found in folktales. Finally, tell students to notice the conflict, or tricky situation, in this folktale and what they learn about the main character from the way he responds to the situation.

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 to prompt discussion:

1. Why is the rabbit terrified of the tiger?
2. How does the rabbit escape from the tiger the first time?
3. The word *gullible* means “easily fooled or cheated.” Which character in this story is gullible? Explain your answer.
4. How does the rabbit escape from the tiger the second time?
5. How do the rabbit's feelings change over the course of the story?
6. Describe something in the story that shows the rabbit is clever.

SKILL FOCUS: Elements of Folktales

INSTRUCT: Explain that folktales are simple stories that have been passed down by word of mouth from one generation to the next. Characters in folktales may be humans or animals. Invite students to name familiar folktales. Then discuss what students know about the characters, setting, and events in folktales and note responses on the board. Next, distribute a copy of the *Analyze Folktales Worksheet* to each student. Go over the different elements and ask students to think of examples from familiar folktales.

ASSESS: Have students work in pairs to complete the *Analyze Folktales Worksheet* using details from “The Clever Rabbit.”

EXTEND

Compare Stories Have students read another folktale from Korea and compare the characters, setting, and events to those in “The Clever Rabbit.” Encourage students to create a comic strip version of the folktale they choose to read and share it with the class.

Analyze the Elements of Folk Tales

Fill in the chart below with details from “The Clever Rabbit.”

1. Animal characters have human qualities.	
2. Characters are clearly good or bad.	
3. The setting is briefly described.	
4. The story is full of action.	
5. Things happen in threes.	
6. The story teaches a lesson about the wrong and right ways to behave.	

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Wigmaster's World

pp. 15–17, Expository Nonfiction

Use this article about a professional wig maker at an opera company to review identifying main idea and supporting details.



RESOURCES

- **Main Idea Worksheet**

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will summarize key supporting details and ideas.
- Students will conduct short research projects.

KEY VOCABULARY

- **construct** (p. 16) to build or make something
- **transparent** (p. 16) able to be seen through
- **adjust** (p. 16) to change something in a minor way so that it works better

ENGAGE

Conversation Question: How do characters overcome tricky situations?

Have students preview the photographs in “Wigmaster’s World.” Then have them work in pairs to make predictions about what might be challenging about being the wigmaster for an opera. Invite students to share their ideas. Then tell them to check their predictions and look for information about the challenges of being a wigmaster as they read.

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. Ani had to _____ the height of her bike seat because she grew.
2. Jon will use popsicle sticks to _____ a model of the Brooklyn Bridge.
3. The ice on the pond was _____ and I could see rocks and fish below.

READ & DISCUSS

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

1. What is a wigmaster?
2. Why does it take so long to make a new wig?
3. Why do opera singers need wigs?
4. How are wigs from the past used again?
5. Would you like to be a wigmaster? Explain why or why not.
6. Why does Sarah say, “It’s the greatest compliment if no one realizes that wigs are being worn”?

SKILL FOCUS: Main Idea and Supporting Details

INSTRUCT: Remind students that the main idea is the big idea that the author wants readers to understand about the topic of a text. Ask students to identify the topic of this text. (a wigmaker’s job) The have students reread the first two paragraphs on p. 15 and identify a sentence that tells the article’s main idea. Help students understand that this sentence tells the main idea: “A wigmaster makes wigs, fits them on performers...” Next, challenge students to summarize the main idea. Discuss responses and work with students to create an accurate summary. Distribute the *Main Idea Worksheet* and have students write the main idea in the top box. Then review the concept of supporting details with students.

ASSESS: Have students work in pairs to identify and record details in the article that support the main idea. Discuss responses as a class.

EXTEND

Social Studies Have students conduct research to learn about jobs at the opera, including onstage and backstage jobs. Students could work in pairs to choose one job and then find out what kinds of education and experience are needed for the position. Pairs should create a presentation about their job for the class.

Main Ideas and Details Worksheet

Write the main idea of the article in the top of the chart. Write three supporting details in the bottom of the chart.

Main Idea: What is the author's main idea about wigmasters?

Supporting Detail

Supporting Detail

Supporting Detail

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Time Travel in the Fourth Grade

pp. 27–31, Fantasy

Give students practice in identifying story elements and analyzing plot devices using this story about a boy who meets his future self.



RESOURCES

- **Story Map**

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will write narratives to develop imagined experiences.

KEY VOCABULARY

- **theory (p. 27)** an idea or set of ideas that is intended to explain facts or events
- **evolution (p. 27)** the process by which changes in plants and animals happen over time
- **despair (p. 28)** the feeling of no longer having any hope

ENGAGE

Conversation Question: How do characters overcome tricky situations?

Ask students to name time travel stories or movies. Then discuss the pros and cons of time travel. Note students' ideas on the board. Then ask students to write a sentence explaining why they would or would not like to travel through time. Invite students to share their sentences. Then tell them to note the pros and cons of time travel described in "Time Travel in the Fourth Grade."

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 filled with _____ when my social studies report disappeared from my computer.
2. My _____ about running is the more I do it, the faster I'll be.
3. _____ caused animals to have fur that helps them blend in to their surroundings.

READ & DISCUSS

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

1. Why does the narrator have a rule about saying *anything* other than "not much" when his mother asks what he did in school?
2. Why did the narrator avoid time travel at first?
3. What motivates the narrator's teenage self to travel through time?
4. What does the narrator learn about what he will do in the future?
5. The narrator's teenage self tells him that their future depends on being nicer to Kathy Hanson. What do you think he means?

SKILL FOCUS: Analyze Story Elements

INSTRUCT: Invite students to name the elements of a short story. Then display a copy of the *Story Map* worksheet and go over these terms in the graphic organizer: *character, setting, problem/solution, story events*. Ask students to identify these elements in a familiar story. Record students' responses, correcting them as needed.

ASSESS: Distribute the *Story Map* to each student. Have students work in pairs to identify and record the story elements in "Time Travel in the Fourth Grade." Discuss responses as a class. Then have students work in small groups to discuss how time travel affects the events in the story and how the story would have been different without time travel.

EXTEND

Writing Tell students to imagine they have invented a time machine that will take them into the future. Have them write a journal entry describing what they see in the future. Their entries should tell about three things in the future that are different from today.

Story Map

Use the organizer below to record information about “Time Travel in the Fourth Grade.”

Characters	Setting
What is the problem?	
List the story events that lead to the problem.	
How is the problem solved?	
List the story events that lead to the solution.	