

# Spider®

## THEME

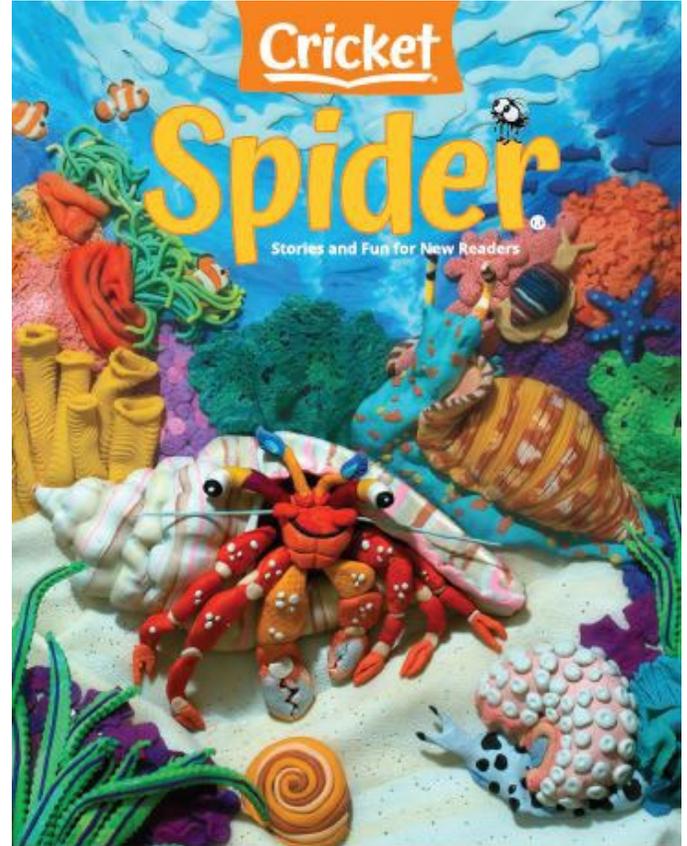
The fiction and nonfiction texts covered in this teacher guide are crawling with crabs—mole crabs and hermit crabs, to be precise. Use these texts to teach language arts lessons and engage students in a variety of creative activities.

## CONVERSATION QUESTION

How do different authors write about a topic?

## TEACHING OBJECTIVES

- Students will analyze the structure of texts.
- Students will integrate and evaluate content.
- Students will cite specific textual evidence to support conclusions.
- Students will write narratives to convey imagined experiences.
- Students will create accurate labeled diagrams.



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.

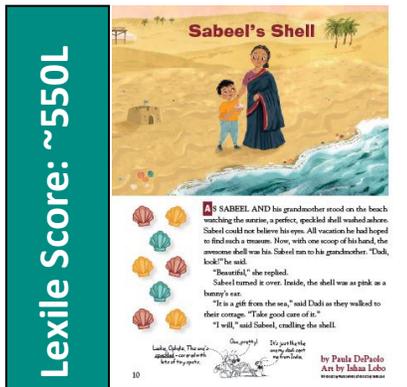
## SELECTIONS

- **Sabeel's Shell**  
Contemporary Realistic Fiction, ~550L
- **Holey Moley!**  
Expository Nonfiction, ~800L
- **Ekebil and the Giant**  
Folktale, ~560L

## Sabeel's Shell

pp. 10–15, Contemporary Realistic Fiction

Use this story about a boy who finds a special shell on the beach to give students practice in analyzing the stages of plot.



## RESOURCES

- Stages of Plot

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze the structure of texts.
- Students will write narratives to convey imagined experiences.

## KEY VOCABULARY

- **ashore (p. 10)** on the shore of a lake, ocean, sea, or river
- **cradling (p. 10)** holding someone or something gently in your arms
- **boardwalk (p. 11)** a wooden path along a beach
- **arcade (p. 12)** a place with many games that can be played by putting coins in them

## ENGAGE

**Conversation Question:** How do different authors write about a topic?

Explain that different authors may write about the same topic in different ways. Point out that all of the selections in this guide involve crabs. Then explain that in a realistic fiction story, a crab might cause a conflict between characters or make a character fearful. In a fantasy story, a crab might talk. In a science fiction story, a crab might live on Mars. Give student pairs ten minutes to write a very short story involving a crab. Then have students share their stories. Finally, tell students to note the crab's role in the story "Sabeel's Shell."

## 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 article.

## READ & DISCUSS

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

1. Why is Sabeel excited to find the shell on the beach?
2. Why does Sabeel think Vikram took the shell?
3. Why does Sabeel think Puja took the shell?
4. What do Sabeel and his family discover about the shell?
5. Why does Sabeel feel good and awful at the same time when he brings the shell back to the beach?
6. Is Vikram a good big brother? Explain.

## SKILL FOCUS: Analyze Stages of Plot

**INSTRUCT:** Remind students that the series of events in a story is called the plot. Further remind 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. Then distribute the *Stages of Plot* worksheet to all students and go over 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. Ask students to construct a theme statement for this story.

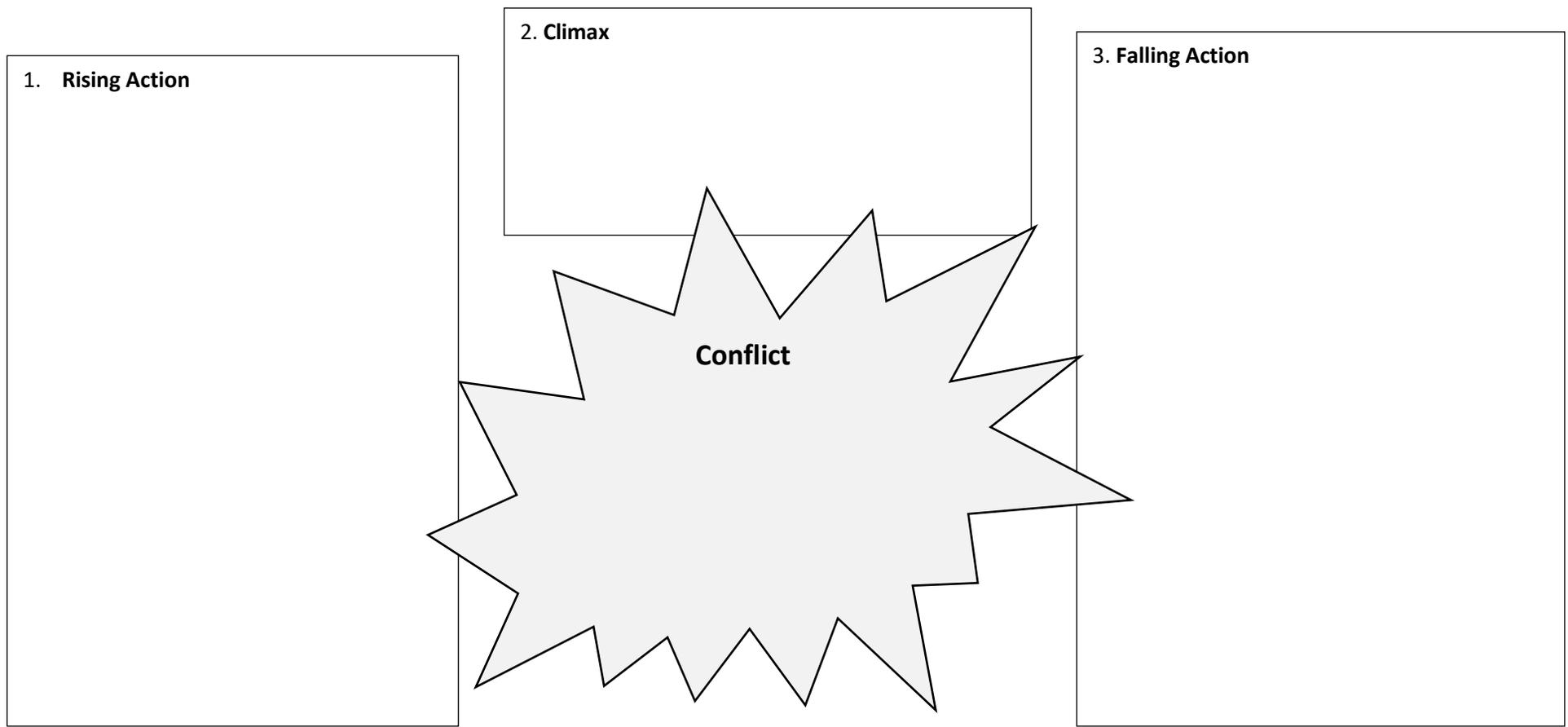
## EXTEND

**Writing Challenge** students to rewrite this story from the hermit crab's point of view. Remind them to use "I" to convey the hermit crab's thoughts and feelings. Tell them to consider the hermit crab's size as they write about story events. Invite students to share their stories.

## Stages of Plot

In the chart below, note events from “Sabeel’s Shell” to outline the story’s plot.

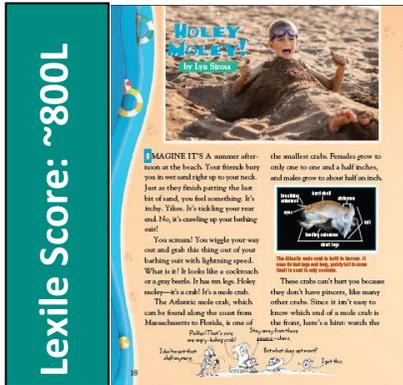
- **Conflict:** The problem a character faces in a story.
- **Rising Action:** Story events make the conflict more complicated.
- **Climax:** The main character makes an important choice or takes an action, and the outcome of the conflict is clear.
- **Resolution:** The final events at the end of the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



## Holey Moley!

pp. 18–19, Expository Nonfiction

Review text features with your students using this article about mole crabs.



## RESOURCES

- Text Features

## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will integrate and evaluate content.
- Students will create accurate labeled diagrams.

## KEY VOCABULARY

- **plankton** (p. 19) the very small animal and plant life in an ocean, lake, or stream
- **feathery** (p. 19) light and soft, like a feather
- **spiny** (p. 19) covered with many sharp, pointed parts

## ENGAGE

**Conversation Question:** How do different authors write about a topic?

Remind students that all of the selections in this guide involve crabs. Then explain that “Holey Moley!” is a nonfiction article about one type of crab. Ask students to compare how fiction and nonfiction authors might write about crabs. Help students recognize that a nonfiction author will present factual information about crabs. Have students preview the photos and diagrams in the article and then work in pairs to predict what they will learn about crabs from the text. List predictions on the board and revisit them after students read the article.

## 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. Lyle hurt his foot when he stepped on the \_\_\_\_\_ sea urchin.
2. Big fish eat small fish, and small fish eat \_\_\_\_\_.
3. The squirrel’s tail was covered in \_\_\_\_\_ fur.

## READ & DISCUSS

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

1. How would you react if a mole crab was crawling on you?
2. What’s a good way to know which end of a mole crab is the front?
3. How could you reassure a friend who worries that mole crabs will pinch them or bite them?
4. What are three stages in the life of a mole crab?
5. How does a mole crab protect itself?

## SKILL FOCUS: Analyze Text Features

**INSTRUCT:** Distribute the *Text Features* worksheet. Remind students that authors use text features to highlight information in, and add important information to, a text. This information helps readers understand the ideas in a text. Invite volunteers to explain how a particular text feature helped them understand something in “Holey Moley!”

**ASSESS:** Have students work in small groups to walk through all the text features in the article. Each group member should point to and identify a text feature, read or describe it, and explain how it connects to and expands on the information in the article.

## EXTEND

**Science** Have students create their own labeled diagrams of an animal’s body, a plant or flower, a process in nature, or a food web. First, have students research their subject and take notes. Then have them draw and label their diagrams and add a title. Students can present their diagrams to the class.

## Text Features

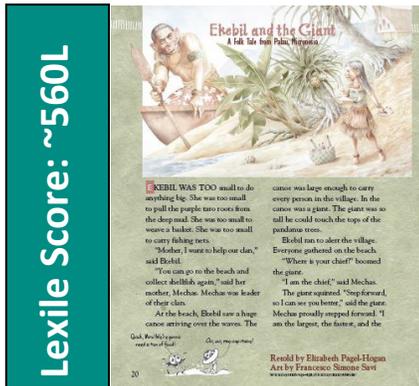
The chart below lists text features and explains how these features help you understand a text. Find an example of each text feature in “Holy Moley!” With a partner, talk about how each text feature helps you understand the information about mole crabs in the article.

Text Features	How Text Features Help Readers
<p><b>Title:</b> the name of a text</p>	<p>The title tells the topic or main idea of a text. Titles are often written to be catchy and interesting.</p>
<p><b>Photographs:</b> camera-made pictures</p>	<p>Photographs help readers visualize and understand important ideas, real people, and real objects discussed in a text. Close-up photos help readers see more details.</p>
<p><b>Captions:</b> text under a photograph or picture</p>	<p>Captions explain what a photograph or illustration shows. Sometimes captions include extra facts and details.</p>
<p><b>Labeled Diagrams:</b> drawings or photographs with word labels</p>	<p>Labeled diagrams show readers detailed pictures of an object from the main text. The labels teach readers the names of the important parts of an object.</p>

## Ekebil and the Giant

pp. 20–23, Folktale

Use this folktale about a small girl who helps her clan win a contest with a giant to give students practice in recognizing cause-and-effect relationships in fiction.



## RESOURCES

- Cause-and-Effect Relationships

## OBJECTIVES

- Students will read and analyze a folktale.
- Students will cite specific textual evidence to support conclusions.
- Students will write narratives to develop imagined experiences.

## KEY VOCABULARY

- **canoe** (p. 20) a long narrow boat that is pointed at both ends and moved by a paddle
- **challenge** (p. 21) to invite someone to compete in a game or fight
- **elders** (p. 21) people who are thought to be wise because of their age and experience

## ENGAGE

**Conversation Question:** How do different authors write about a topic?

Help students brainstorm a list of folktales that feature animals. Then create a T-chart on the board with the headings “Helpful Animals” and “Harmful Animals.” Discuss animal characters from the tales you listed and place them in the correct column. Then have students preview the illustrations and predict whether the hermit crab in this story will be helpful or harmful. Note predictions and return to them after reading.

## INTRODUCE VOCABULARY

Display the vocabulary words and definitions and read them aloud. Have students work in groups of three to write sentences using these words, with each group member taking on a different word. Have groups review their sentences and confirm that the words are used correctly. Invite students to share their sentences. Then tell 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. How does Ekebil’s small size affect how she helps the clan?
2. Who are the rulers of the Ekebil’s clan?
3. Summarize the legend of the swordfish and the hermit crabs.
4. What ideas does the legend give Ekebil?
5. How does being small help the girls?
6. How does being huge create a problem for the giant?
7. What themes or messages does the story convey?

## SKILL FOCUS: Cause-and-Effect Relationships

**INSTRUCT:** Remind students that story events are often connected by cause and effect: one event makes another event happen. The first event is the cause and the event that follows is the effect. Tell students to imagine that a character trips on a tree root when she is running, and then she falls on the ground. Her fall is the effect. The cause of her fall is her tripping on a root. Explain that when students read stories, they should think about the causes of events and the causes of characters’ feelings. They should also think about the effect that each event has. Point out that sometimes an event has multiple causes or effects. Ask volunteers to briefly describe causes and effects in “Ekebil and the Giant.”

**ASSESS:** Distribute the *Cause-and-Effect Relationships* worksheet to students, and have them work in pairs to complete it.

## EXTEND

**Writing** Have students use information from the folktale to retell “The Legend of the Swordfish and the Hermit Crabs.” Students may write and illustrate a story, deliver an oral retelling, present a play, or create a comic strip. Remind students to include details to make their retelling entertaining and engaging. Invite students to share their legends.

## Cause-and-Effect Relationships

Identify causes and effects in “Ekebil and the Giant.” Write them in the chart below. Remember that one event may have several causes or several effects.

Cause	Effect