

Spider®

THEME

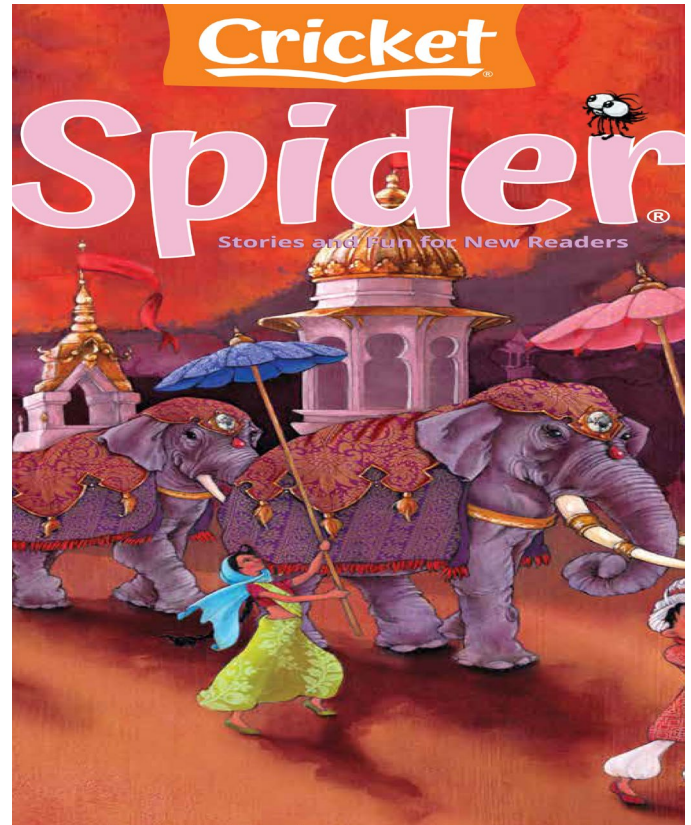
This month's issue of Spider magazine is overflowing with weird and wonderful ideas. Use these texts to teach language arts concepts and engage students in a variety of creative activities.

CONVERSATION QUESTION

Where do good ideas come from?

TEACHING OBJECTIVES

- Students will write narratives to develop imagined experiences.
- Students will collaborate to help animal rescue organizations.
- Students will read closely to determine what the text says explicitly.
- Students will conduct short research projects.
- Students will analyze how individuals, events, and ideas develop and interact.
- 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

- **Doodlebug & Dandelion**
Fantasy, ~660L
- **Fabulous Facts: Sequin Surprises**
Fact File, ~860L
- **Imo Tries Something New**
Expository Nonfiction, ~630L

Story Map

Characters
Setting

Problem
Solution

Beginning

Middle

End

Fabulous Facts: Sequin Surprises

p. 17, Fact File

Use this article about the history of sequins to support students' understanding of facts and opinions.

Lexile Score: ~860L

Fabulous Facts: SEQUIN SURPRISES by Emily Cambias

Sparkle! Shimmer! Shine! Sequins beautifully catch the light, making them popular in costumes and crafts. Simple sequins have more to their history than you'd expect. — **OPHELIA**

The word "sequin" comes from the Arabic word *sikkā*, which means coin. — **ARAÑA**

if gold and na. That way wealth close.

King Tutankhamun of ancient Egypt was decorated in pure gold sequins when he was buried in 1323 BCE. When his tomb was discovered in 1922, everybuggy suddenly wanted to wear sequins. — **SPIDER**

Renaissance genius Leonardo da Vinci sketched a sequin-making machine around 1480, but he never got around to building it. — **SAM**

gelatin—zee some O, gelatin sequins zey are made of

15 facts to spider@cricketmedia.com! 17

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

- **actual (p. 17)** real, existing in fact
- **precious metals (p. 17)** highly valuable metals, such as gold, silver, and platinum
- **discovered (p. 17)** found or became aware of something for the first time

ENGAGE

Conversation Question: Where do good ideas come from?

Point out that inventors come up with good ideas in science, math, technology, medicine, and many other areas. Long ago, the wheel was a good idea that changed how people worked, made pottery, and created cloth. Velcro is another good idea that was eventually used by NASA to help astronauts in space. Have students brainstorm other good ideas in history. Explain that this article is about one good idea that developed over many centuries.

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 article.

READ & DISCUSS

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

1. Which facts in this article surprised you?
2. Why did people sew coins onto clothing?
3. How did King Tut help make sequins popular?

SKILL FOCUS: Fact and Opinion

INSTRUCT: Review fact and opinion. (A **fact** is a statement that can be proved 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: *Geckos make good pets for young children. A gecko is a type of lizard. Geckos are amazing creatures. Most geckos do not have eyelids. They lick their eyes to keep them moist.* Have students work in pairs to identify the statements as facts or opinions. Ask students to share responses and explain why they identified the statements as fact or opinion.

ASSESS: Have students use two different-colored pens to highlight or underline facts and opinions in the article. Then have students work in small groups to compare and check their responses.

EXTEND

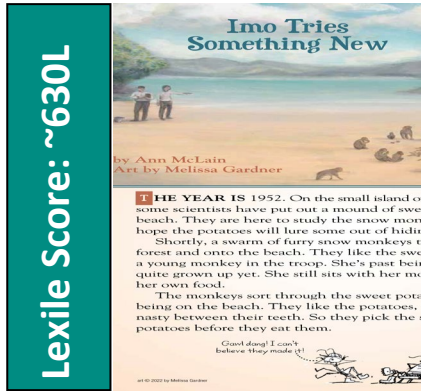
Social Studies Have students choose an invention to report on. Students should gather facts to create a fact file poster on their topic. Fact file posters should include facts, personal observations, opinions, and illustrations—in the style of "Fabulous Facts: Sequin Surprises." Have students share their posters with the class.

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Imo Tries Something New

pp. 10–13, Expository Nonfiction

Use this article about a young macaque monkey's good idea to give students practice in recognizing cause-and-effect relationships in nonfiction.



RESOURCES

- Cause-Effect Relationships

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will write narratives to develop imagined experiences.

KEY VOCABULARY

- **lure** (p. 29) to persuade a person or an animal to go somewhere or to do something by offering a reward
- **troop** (p. 29) a group of people or things
- **generation** (p. 31) the people in a family born and living during the same time

ENGAGE

Conversation Question: Where do good ideas come from?

Ask students if animals have ideas. Have students work in groups to discuss this question and come up with an answer and details that support the answer. Then have groups take turns presenting their answers to the class. Finally, tell students to think about this question as they read “Imo Tries Something New.”

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.

1. My parents' _____ didn't have cell phones when they were kids.
2. I will use a piece of cheese to _____ my dog into the house.
3. We watched a _____ of monkeys swing from vine to vine.

READ & DISCUSS

After students read the article, use the questions below for discussion. Also ask students if their thoughts about whether animals have ideas have changed after reading this article.

1. Why did the scientists go to the island of Koshima?
2. Why did the scientists put out sweet potatoes?
3. How did the snow monkeys go about eating the sweet potatoes?
4. How did Imo get rid of the sand on her sweet potato?
5. Who copies Imo's idea to wash the sweet potato?
6. Why do you think the older monkeys did not follow Imo's idea?
7. Describe Imo's second idea.
8. Explain what happened with the wheat.

SKILL FOCUS: Cause-Effect Relationships

INSTRUCT: Explain that events in a science article may be related by cause and effect. The first event—the cause—tells why something happened. The second event—the effect—tells what happened. List the following events on the board and have pairs of students discuss possible causes and effects: *You dropped your phone. You forgot to do your homework. You didn't tell your parents you would be late for dinner.* Invite pairs to share their ideas. Point out that an effect of one event may turn into the cause of the next event.

ASSESS: Distribute the *Cause-Effect Relationships* worksheet to students. Have them work in pairs to identify and record cause-effect relationships in the article. Discuss responses as a class.

EXTEND

Write Have students write comic strips to tell the story of Imo from Imo's perspective. Remind students to use “I” to present Imo's thoughts, feelings, and ideas. Suggest students reread the article to find a particular section of the story they will focus on in their comics. Have students plan the words and images they will use and then create a final version. Invite students to share their strips with the class.

Cause-Effect Relationships

Identify cause-effect relationships in “Imo Tries Something New.” Then note them in the chart below. Remember that the effect of one event can turn into the cause of another event.

Cause	Effect