

Spider®

THEME

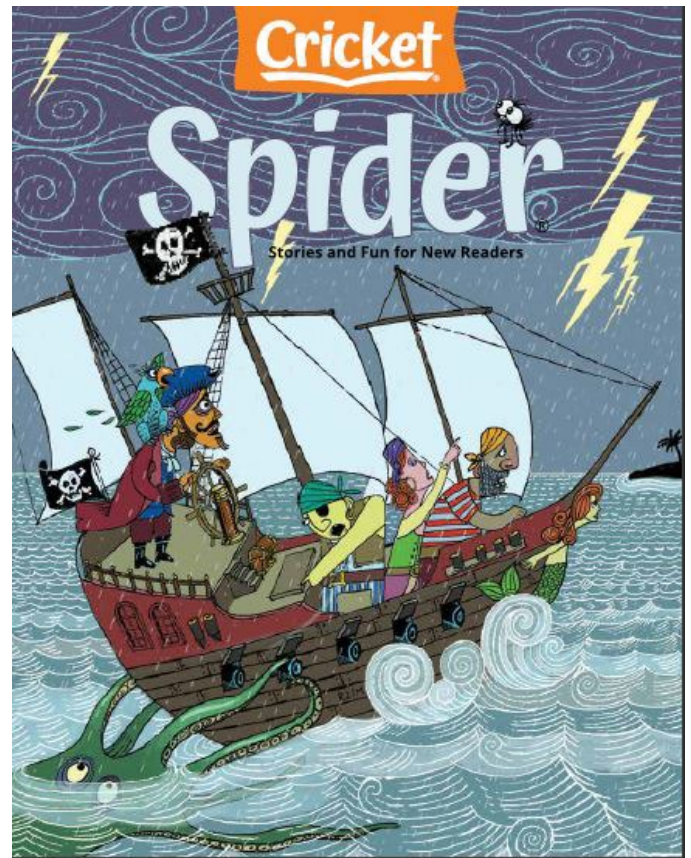
The stories included in this teacher guide are full of surprises—including odd celebrations, thieving birds, and thrilling bath time tales. Use these texts to teach language arts lessons and engage students in a variety of creative activities.

CONVERSATION QUESTION

How do authors surprise readers?

TEACHING OBJECTIVES

- Students will use background knowledge, context, and reference materials to determine the meaning of words and phrases.
- Students will determine central ideas of a text.
- Students will analyze the structure of texts.
- Students will listen to a story and make predictions.
- Students will conduct short research projects.
- Students will write narratives to develop imagined events.



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.

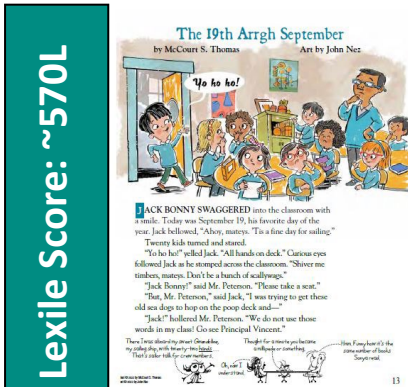
SELECTIONS

- **The 19th Arrgh of September**
Contemporary Realistic Fiction, ~570L
- **Bird Pirates**
Expository Nonfiction, ~920L
- **The Tale of Captain Raisinfingers**
Contemporary Realistic Fiction, ~590L

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The 19th Arrgh September
pp. 13-17, Contemporary Realistic
Fiction

Use this story about a family that celebrates International Talk like a Pirate Day to give students practice in using vocabulary strategies.



OBJECTIVES

- Students will read and analyze a short story.
- Students will use background knowledge, context, and reference materials to determine the meaning of words and phrases.
- Students will listen to a story and make predictions.

KEY VOCABULARY

- **swaggered (p. 13)** walked in a very confident way
- **unison (p. 16)** to do or say something at the same time
- **underway (p. 17)** happening now

ENGAGE

Conversation Question: How do authors surprise readers?

Ask students to explain what a surprise is (an event or situation that is unexpected). Then ask students to describe surprising events in books and movies they've enjoyed. Finally, tell students to look for surprises in this story.

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. My science project is _____, and I will finish it this weekend.
2. "Good morning, Ms. Johnson," the students said in _____.
3. The soccer players _____ off the field after their big win.

READ & DISCUSS

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

1. How does Jack try to imitate a pirate?
2. Why does Mr. Peterson send Jack to the principal's office?
3. What did Jack's sister do that got her in trouble?
4. What does the principal think when Jack's parents speak in pirate?
5. How does Principal Vincent change when she finds out about International Talk like a Pirate Day?
6. How did the author of this story surprise you?

SKILL FOCUS: Using Vocabulary Strategies

INSTRUCT: Tell students they will be working in pairs to make pirate word glossaries. Then have students work in pairs to underline all the pirate words and phrases in the story. Have pairs choose ten pirate words/phrases from the story and write them on a piece of paper. Next, explain that students should use these strategies, or tools, to figure out the meaning of each glossary entry:

- **Background Knowledge:** Students might already know the meaning of the word because they have seen it before.
- **Context Clues:** Students can use hints found in the text to help them figure out the meaning of the unknown word or phrase.
- **Reference Sources:** Students should use reference sources, such as online pirate glossaries or dictionaries, to check their definitions.

ASSESS: Have students work in pairs to complete their glossaries. Then have pairs exchange work with another pair and review definitions.

EXTEND

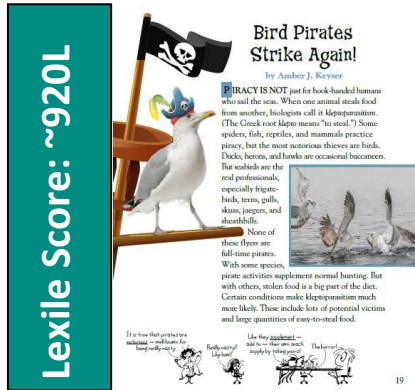
Listening Introduce students to Robert Louis Stevenson's novel *Treasure Island* by reading the book aloud to the class, one chapter at a time. After each chapter, have students make predictions about what will happen to characters in the next chapter. Begin each reading session by check previous predictions and end by making new predictions.

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Bird Pirates Strike Again!

pp. 19–22, Expository Nonfiction

Use this fascinating article about bird bandits to give students practice in identifying key ideas and details.



RESOURCES

- Key Ideas and Article Title

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will determine central ideas of a text.
- Students will conduct short research projects.

KEY VOCABULARY

- **buccaneers** (p. 19) pirates
- **pounce** (p. 20) to suddenly jump toward and take hold of someone or something
- **average** (p. 21) ordinary or usual

ENGAGE

Conversation Question: How do authors surprise readers?

(NOTE: Cover the title of the article and do not reveal to students until later in this lesson.)

Ask students if they think nonfiction authors can surprise readers. Discuss ways a history or science article might be surprising. Point out that authors of nonfiction texts use surprise to keep readers interested in a particular topic. Then tell students to note how the author of this article presents information in surprising and interesting ways.

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. My dog Marty is smarter than the _____ beagle.
2. The _____ stole large trunks of gold from the ship.
3. The cat waited patiently to _____ on the mouse.

READ & DISCUSS

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

1. How are some birds like pirates?
2. What is *kleptoparasitism*?
3. Why does the author say that sea birds are the “real professionals”?
4. Why do bird pirates stay close to breeding colonies?
5. How do big brains help bird pirates steal food?
6. What surprised you in this article?

SKILL FOCUS: Analyze Main Ideas and Details

INSTRUCT: Point out that students still don’t know the article title. Explain that they will work in pairs to use information from the article to help them come up with titles. A good title should do the following:

- tell what the article is about
- grab the reader’s attention
- show the author’s feelings about the topic (ex: humorous, serious, sad)

Distribute the *Key Ideas and Article Title* worksheet to students and review the directions and graphic organizer.

ASSESS: Have students work in pairs to complete the worksheet and create a title. Have students share their titles with the class and explain how they came up with them. Vote for the most impressive title.

EXTEND

Science Have students conduct research to learn about other animal species that practice kleptoparasitism. Then have them create a field guide entry for one of the species that includes an illustration and a description of the animal’s behavior.

Key Ideas and Article Title

What is this article mainly about?

What are the key ideas in the article?

What does the author want you to understand about the topic?

How do you think the author feels about the topic? Does she think it is sad, serious, or humorous?

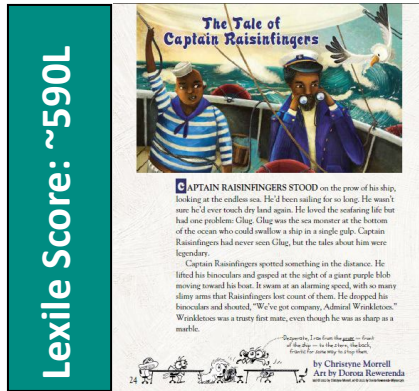
Article Title:

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The Tale of Captain Raisinfingers

pp. 24–30, Contemporary Realistic Fiction

Use this story about a captain and his first mate sailing the seas to help students think about surprise story endings.



ENGAGE

Conversation Question: How do authors surprise readers?

Explain that stories often contain surprises and that these surprises may come at the beginning, middle, or end. Read aloud a picture book with a surprise ending, such as *The Bear Ate Your Sandwich*, by Julia Sarcone-Roach. Ask students to turn and talk to identify the surprise and which part of the story contained it. Then tell students to identify surprises in “The Tale of Captain Raisinfingers.”

INTRODUCE VOCABULARY

Have students work in groups of three to write sentences using the vocabulary 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

Cover the illustration and most of the text on p. 30, leaving the first paragraph on the page uncovered. Have students read the story up to this point. Then use these questions to prompt discussion:

1. Why is Glug a problem for Captain Raisinfingers?
2. Captain Raisinfingers says Admiral Wrinkletoes is as “sharp as a marble.” Is this a compliment or an insult? Explain.
3. What kinds of things does Admiral Wrinkletoes say and do?
4. Why is the penguin tired?
5. Who are the members of Captain Raisinfinger’s crew?

SKILL FOCUS: Surprise Ending/Make Predictions

INSTRUCT: Have students write predictions about what will happen next in the story. Then have them turn and talk to share and explain their predictions. Next, read aloud the ending of the story and show the illustration. Remind students that a surprise is an event or situation that is unexpected. Ask students if the story’s ending is a surprise. Explain that when authors include a surprise ending, they also usually include small clues throughout the story that hint at the ending.

ASSESS: Have students work in pairs to reread the story and look for details that hint at the ending-- Captain Raisinfingers and Admiral Wrinkletoes are two brothers in a tub. For example, students should pay attention to the words, thoughts and actions of Captain Raisinfingers and Admiral Wrinkletoes. What details hint at the fact that Admiral Wrinkletoes is a baby and Captain Raisinfingers is his older brother?

EXTEND

Write Read aloud the last paragraph in the story. Then challenge students to write a story about what happens when Captain Raisinfingers and Admiral Wrinkletoes meet up with the mermaids. Remind them to use dialogue and descriptive language to make their story interesting.

OBJECTIVES

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

KEY VOCABULARY

- **intruder (p. 25)** a person who is not welcome or wanted in a place
- **reemerged (p. 28)** came out of something you had entered
- **churn (p. 29)** to stir something forcefully