

Spider®

THEME

Explore positive interactions between different generations through the stories in this month's issue of *Spider*. Use the teacher guide to help you teach language arts lessons and engage students in a variety of learning activities.

CONVERSATION QUESTION

What can we learn from different generations?

TEACHING OBJECTIVES

- Students will make logical inferences about characters.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will make predictions about story events.
- Students will analyze the physical, cultural, and environmental characteristics of a place.
- Students will participate in a community volunteer activity.



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

- **Mochitsuki**
Contemporary Realistic Fiction, ~650L
- **Sunflowers in Skagway**
Historical Fiction, ~650L
- **The Glove Family**
Contemporary Realistic Fiction, ~560L

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Mochitsuki

pp. 10–15, Contemporary Realistic Fiction

Give students practice in making inferences about characters using this story about a large family enjoying their New Year's tradition.



RESOURCES

- Make Inferences

OBJECTIVES

- Students will read and analyze a short story.
- Students will make logical inferences.
- Students will analyze the physical, cultural, and environmental characteristics of a place.

KEY VOCABULARY

- **ignore (p. 10)** to pay no attention to someone or something
- **instruct (p. 12)** to give someone an order or command
- **admire (p. 13)** to feel respect or approval for someone or something

ENGAGE

Conversation Question: What can we learn from different generations?

Help students understand that a generation is made up of all the people born in the same time period. Ask students to share the people in their family that are one, two, and three generations older. Talk about the events and celebrations that bring them together with different generations of their family. Then explain that the next story is about a girl and her extended family enjoying their New Year's traditions.

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 _____ the way my sister plays jazz guitar.
2. If you _____ the sound of the timer, you might burn your cookies.
3. When my baby brother is asleep, Mom will kindly _____ us to be quiet.

READ & DISCUSS

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

1. How do Annie and Petey feel about going to their grandparents' house? Are their feelings the same or different? Explain.
2. What are the steps in making mochi?
3. How do the kids help make the mochi?
4. What does Katie do with her piece of mochi?
5. What do Steven and Renee do with the mochi?
6. What do Grandma and Grandpa do with the mochi?
7. How does Annie feel about her little brother?

SKILL FOCUS: Make Inferences About Characters

INSTRUCT: Explain that authors don't always tell readers exactly what a character is thinking and feeling. Instead, authors give clues that help readers make inferences, or logical guesses, about a character's thoughts and feelings. Read aloud the first paragraph of the story. Then discuss how Annie feels about visiting her grandparents (excited). Have students turn and talk with a partner to identify clues in the paragraph that show Annie is excited. Discuss students' ideas.

ASSESS: Distribute the *Make Inferences* worksheet. Have students work with a partner to complete the worksheet and discuss the question.

EXTEND

Social Studies Have students work in small groups to learn how people around the world celebrate New Year's Eve. Groups can choose three to five countries and research their celebrations, including special foods and rituals. Groups should take notes and include explanations of the meaning behind traditions. Invite students to share their research. Then work with students to compare and contrast the different celebrations.

Make Inferences Read each story excerpt and make inferences about how Annie feels. Write your reasons for making each inference.

Story Excerpt 1

“Petey ignores [Annie] and drifts back to sleep. Annie sighs. Her little brother just doesn’t get it. All week, Annie has been telling him how *mochitsuki* is the perfect way to get ready for the New Year. Their family gathers at Grandma and Grandpa’s house every year for this Japanese tradition of making mochi—rice cakes. They’ve been doing this long before Annie’s birth, even when her mother was little. Annie has seen the pictures! But Petey doesn’t understand why it’s so exciting.” (p. 10)

My Inference	My Reasons
I think Annie feels . . .	I think this because . . .

Story Excerpt 2

“Then they see Grandpa toasting some mochi. Grandma puts it in fish broth, along with green spinach, a white radish called *daikon*, and pink and white fish cakes called *kamaboko*.
 “Annie’s eyes widen. ‘You’re making *ozoni* now? But it’s not New Year’s yet!’
 ‘We thought we’d do it while we’re all here to enjoy it together,’ Grandma replies.” (p. 14)

My Inference	My Reasons
I think Annie feels . . .	I think this because . . .

Discuss Is Annie a good big sister? Discuss your ideas with a partner.

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Sunflowers in Skagway

pp. 18–23, Historical Fiction

Use this story about a family that moves from Kansas to Alaska in 1900 to help students analyze how setting affects characters and plot.



ENGAGE

Conversation Question: What can we learn from different generations?

Point out that older people can be a source of wisdom and good advice because they have a great deal of experience. Share something you learned from an older person, such as a new skill or a new way of thinking about something. Then discuss with students what they have learned from people who are older than them—parents, grandparents, older neighbors, teachers, etc. Finally, tell students to notice how characters in different generations help each other and learn from each other in this story.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Have students turn and talk with a partner to compare and contrast the two vocabulary words. Then have partners work together to write a sentence for each word, using the words correctly. Invite students to share their sentences and their ideas about the two words. Finally, remind students to look for these words as they read the story.

RESOURCES

- Setting and Plot

OBJECTIVES

- Students will read and analyze a work of historical fiction.
- Students will analyze how individuals, events, and ideas develop and interact over the course of a text.
- Students will analyze the physical, cultural, and environmental characteristics of a place.

KEY VOCABULARY

- **insist** (p. 19) to demand forcefully, not accepting refusal
- **convince** (p. 22) to cause someone to agree to do something

READ & DISCUSS

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

1. How do the different characters feel about moving to Skagway?
2. Why is Grandmother unhappy about the move?
3. Compare how Ella and Grandmother feel in their new home.
4. How do Ella and her friends plan to cheer Grandmother up?
5. Why does Ella decide to change this plan?
6. How do the characters in this story help each other?
7. What do the characters in this story learn from each other?

SKILL FOCUS: Analyze Setting

INSTRUCT: Remind students that a setting may be just a backdrop to a story, or it may be very important. For example, it may cause a conflict or influence the events in a story. Discuss how the setting changes in “Sunflowers in Skagway” and how the two settings affect the characters. Help students understand that in this story, the move from Kansas to Skagway affects the characters and the path the story takes.

ASSESS: Distribute the *Setting and Plot* worksheet to all students. Have students work individually to complete the worksheet.

EXTEND

Social Studies Help students locate the city of Skagway on a map of the United States. Have students work in groups to research Skagway and the Gold Rush of 1897. Brainstorm questions students can use to guide their research: What was the Gold Rush? Why did it happen? Where did it happen? How was Skagway involved in the Gold Rush? Have students take notes to answer their research questions. Then invite students to share what they learn with the class.

Setting and Plot Answer the questions in the table below.

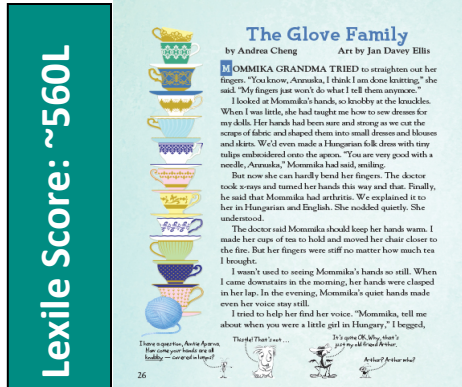
1. How does living in Skagway create a conflict or problem for Grandmother?	2. How does living in Skagway create a conflict or problem for Ella?
3. How is Grandmother's problem solved?	4. How is Ella's problem solved?
5. How would the story be different if Ella and her family moved to Florida?	6. How would the story be different if Ella and her family stayed in Kansas?

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The Glove Family

pp. 26–31, Contemporary Realistic Fiction

Have students practice making predictions using this story about a girl who comes up with a creative way to help her grandmother.



OBJECTIVES

- Students will read and analyze a short story.
- Students will make predictions about story events.
- Students will participate in a community volunteer activity.

KEY VOCABULARY

- **knobby (p. 26)** having hard rounded lumps
- **sorting (p. 28)** separating and putting people or things in different groupings according to specific criteria
- **juggled (p. 29)** kept several objects in motion in the air at the same time by repeatedly throwing and catching them

ENGAGE

Conversation Question: What can we learn from different generations?

Ask students to share examples of something a parent or grandparent has learned from them. Maybe they have taught a grandmother or grandfather how to send texts on a phone. Perhaps they have taught a parent how to play a game or perform a dance move. You might get the conversation started by sharing something you have learned from someone younger.

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 story.

READ & DISCUSS

Explain that students will read part of the story and then pause to make a prediction. Have students read pages 26–29. Then use the questions below for discussion.

1. What words in paragraph 2 describe Mommika's hands in the past?
2. What is Mommika's problem now?
3. How does this problem change Mommika's behavior and feelings?
4. How do the old sweaters help Mommika?

SKILL FOCUS: Make a Prediction

INSTRUCT: Remind students that a prediction is an informed guess. When readers make a prediction about story events, they use clues from the story and their own knowledge to guess what will happen next. Ask students to identify the last event on page 29. (Mom brings an old pair of gloves to add to the pile of sweaters.) Then display this sentence from the story: "The gloves gave me an idea." Tell students they are going to predict what Annuska will do with the gloves. First, review story events on pages 26–29.

ASSESS: Have students work in pairs to predict what Annuska will do with the gloves. Tell students to write their predictions and note the story clues and personal knowledge that led them to make it. When all students have finished, have pairs get together with other pairs to share and compare predictions. Then read the rest of the story aloud. Have students check their predictions for accuracy. Discuss the thinking behind one accurate and one less-than-accurate prediction as a class.

EXTEND

Social Studies Brainstorm with students a list of community volunteer opportunities that they could participate in with classmates or family. These might include holding a food drive for a local food bank, playing with—or reading books to—shelter animals, or writing get-well cards for hospital patients. Support students in their efforts to help the community, and invite students in other classrooms join in.