

Spider®

THEME

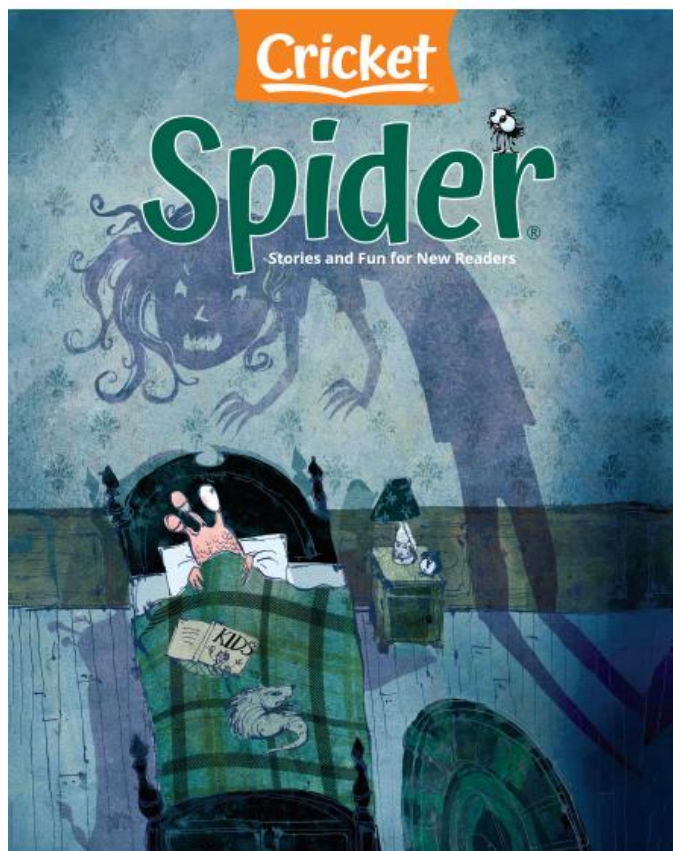
Explore with students the relationship between choices and consequences in the lives of real people and story characters using the selections in this month's issue of *Spider*. This teacher guide will help you teach language arts lessons and engage students in a variety of learning activities.

CONVERSATION QUESTION

What are the consequences of our choices?

TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact.
- Students will interpret words and phrases as they are used in a text.
- Students will analyze how characters develop and interact.
- Students will conduct short biographical research reports.
- Students will learn how to become a librarian.
- Students will analyze places, including their physical, cultural, and environmental characteristics.



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.

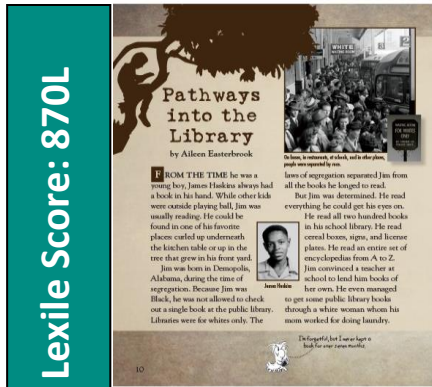
SELECTIONS

- **Pathways to the Library**
Expository Nonfiction, ~870L
- **The Lost Book**
Contemporary Realistic Fiction, ~590L
- **Maeja Keeps on Walking**
Contemporary Realistic Fiction, ~640L

Pathways into the Library

pp. 10–12, Expository Nonfiction

Teach students to analyze cause and effect using this biographical article about author James Haskins.



RESOURCES

- Causes and Effects

OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will conduct short biographical research reports.

KEY VOCABULARY

- **segregation** (p. 10) the policy of keeping people of different races or religions apart from each other
- **determined** (p. 10) having a strong feeling that you are going to do something and that you will not allow anything to stop you
- **nonviolent** (p. 11) using peaceful means to bring about political or social change; not using physical violence
- **inspire** (p. 12) to give someone an idea about what to do or create

ENGAGE

Conversation Question: What are the consequences of our choices?

Point out that we make choices every day and our choices affect both us and other people. For example, choosing to give someone a compliment can make that person feel good and want to be your friend. Display the following choices and have students work in small groups to discuss possible consequences: *Watching a movie instead of studying for a test. Doing chores without being asked. Inviting a new student to sit with you and your friends at lunch.* Invite students to share their ideas. Then tell students to notice the effects of James Haskins' choices in this text.

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. In a _____ protest, people use peaceful actions to make change.
2. The beautiful painting will _____ young people to become artists.
3. During _____, Black children and White children could not go to school together.
4. Oscar is _____ to do a handstand and has been trying all day.

READ & DISCUSS

After students read the article, discuss these questions:

1. Which sentence in the first paragraph uses exaggeration?
2. Why wasn't Jim allowed to check out books at the public library?
3. How did Jim show he was determined?
4. Why did Jim get expelled from college?
5. What inspired Jim to become a writer?

SKILL FOCUS: Analyze Causes and Effects

INSTRUCT: Explain that two events are connected by cause and effect if one event makes the other event happen. The event that happens first is the cause. The event that happens as a result of the cause is the effect. Display these events and have pairs of students discuss possible causes and effects: *You overslept on a school day. You forgot to turn in a permission slip. Your poem won an award.* Invite pairs to share ideas. Explain that biographies tell about the causes and effects of important events in a person's life. Invite volunteers to describe an important event on the first page of this biography and its causes and effects.

ASSESS: Distribute the *Causes and Effects* worksheet to all students and have them work independently or in pairs to complete it.

EXTEND

Research: Have students research a person they want to learn more about and create a biography poster that includes the following: person's name, birth/death dates, character traits, important details about the person's life, a hand-drawn portrait of the person.

Causes and Effects

Identify three cause/effect events in Jim Haskins' life. Write them in the spaces below.

Cause	Effect

Cause	Effect

Cause	Effect

The Lost Book

pp. 15–21, Contemporary Realistic Fiction

Help students practice visualizing using this story about a girl who misplaces the book she borrowed from the library.



OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will learn about how to become a librarian.

KEY VOCABULARY

- **mounts** (p. 17) seats oneself on a bicycle or a horse
- **defeated** (p. 19) feeling unable to succeed
- **dramatically** (p. 20) done in an emotionally exaggerated way

ENGAGE

Conversation Question: What are the consequences of our choices?

Explain that people make thousands of choices every day, such as what to eat and wear, who to spend time with, when to cross the street, whether to sit or stand, who to vote for in an election, etc. Have students work in small groups to share a choice they made recently that had positive consequences and a choice that had unwanted consequences. Invite students to share ideas. Then tell them to notice character choices and consequences as they read “The Lost Book.”

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. 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. “Oh, I just *love* strawberry ice cream!” I said _____.
2. After school, Mia _____ her bike and rides home.
3. My older brother felt _____ when he didn’t make the soccer team.

READ & DISCUSS

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

1. How does Jackie treat the books she takes out from the library?
2. Why is Jackie anxious to return her library book?
3. What details in the text and illustration on page 16 hint at where the missing library book is located?
4. What does Jackie pull out of the recycling bin?
5. Why does Jackie feel defeated when the dog takes the book?
6. How would you describe Mrs. Linqvist, the librarian?

SKILL FOCUS: Visualizing

INSTRUCT: Explain that good readers visualize, or make mental pictures of, what they are reading about. Readers visualize by paying attention to descriptive words and phrases, clear nouns, vivid verbs, and unusual or interesting events and comparisons in a text. Slowly read aloud the first page of the story as students listen and visualize what they hear. Invite students to share what they imagined as they listened. Discuss the words and details that helped students visualize.

ASSESS: Have students reread the story and underline words and phrases that helped them visualize. Then have students work in small groups to share how they visualized events and characters.

EXTEND

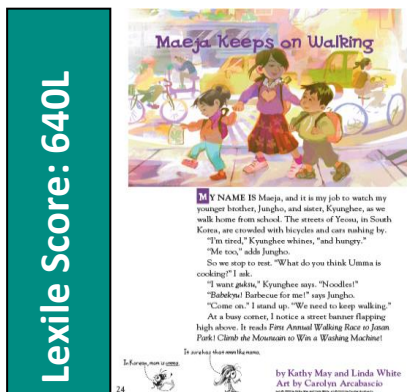
Career: Point out that unlike Mrs. Linqvist, the librarian in the story, most librarians are friendly and helpful. Have students conduct research to find out how to become a librarian. You might invite the school librarian to come to the classroom and share how they became a librarian. Have students prepare questions to ask the librarian.

Spider® Teacher Guide: March 2023

Maeja Keeps On Walking

pp. 24–30, Contemporary Realistic Fiction

Give students practice in recognizing character traits using this story about a girl who runs a race in order to help her family.



RESOURCES

- Analyze Traits

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals develop and interact.
- Students will analyze places, including their physical, cultural, and environmental characteristics.

KEY VOCABULARY

- burner (p. 25)** the part of a stove top where the flame or heat is produced
- pavilion (p. 26)** a building in a park or garden that usually has open sides and is used for parties, concerts, or other events
- encouragement (p. 28)** something that makes someone more determined, hopeful, or confident

ENGAGE

Conversation Question: What are the consequences of our choices?

Work with students to brainstorm a list of factors that influence the choices they make. Possible responses include parents, siblings, friends, pets, teachers, school, laws, social media, etc. Note students' responses on the board. Then review the list and have students meet in small groups to discuss which three factors are most important in their lives. Finally, tell students to note the factors that influence the main character's decisions in "Maeja Keeps On Walking."

INTRODUCE VOCABULARY

Have students work in groups of three to write sentences using the vocabulary words, with each group member responsible for 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:

- What is the setting of this story?
- Why does Maeja want to enter the race?
- Why does Umma cook one thing at a time?
- How would a washing machine help Umma and Maeja?
- Why do you think Maeja chants "washing machine" as she runs?
- What does Maeja mean when she says, "I will always keep walking"?
- Describe one theme or message in this story.

SKILL FOCUS: Analyze Character Traits

INSTRUCT: Explain that characters have traits, or qualities, just like real people. Offer examples of words that describe traits, such as *shy*, *selfish*, and *trustworthy*. Explain that readers can determine a character's traits by paying attention to (1) a character's words, thoughts, actions, and feelings; (2) what other characters say or think about a character; (3) the narrator's statements about the character. Read aloud the first 11 lines on page 24. Display these words: *patient*, *bossy*, *forgetful*. Ask students which word they would use to describe Maeja. Have students identify story details to support their answers.

ASSESS: Distribute a copy of the *Analyze Traits* worksheet to each student. Have students work in pairs to complete the worksheet.

EXTEND

Social Studies: Have students design and create a travel brochure for South Korea that covers these topics: map and flag (cover), location and geography, plants and animals, interesting places, food, sports, customs and traditions, schooling. Students can accordion-fold a piece of paper into four sections (resulting in eight panels) and use the back and front. Allot time for research and for completing the brochures.

Analyze Traits

Use the chart below to record character traits for two or three story characters. Cite evidence from the story that helped you determine these traits. A character may show more than one trait, so you may list a character more than once in the chart.

Character	Trait	Evidence from the Story