

Teacher's Guide

Spider[®]

THE MAGAZINE FOR CHILDREN



MAGAZINE ARTICLES

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From Cricket Media





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OVERVIEW

In this magazine, readers will encounter a variety of interesting characters and situations, including a family lost in the woods,

*a pine tree that wishes it had leaves instead of needles, and a young girl who defeats a troll. **Spider: January 2017** includes stories, poems, and activities that are fun and exciting to read.*

ESSENTIAL QUESTION:

What can we learn about characters from their words and actions?



We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

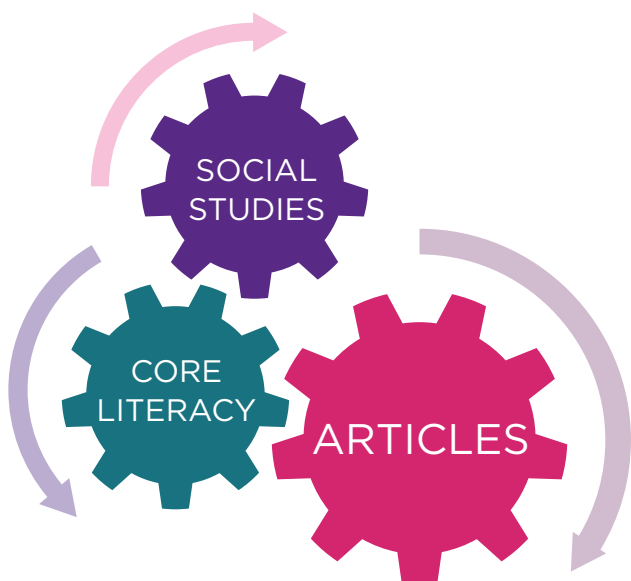
READ INDIVIDUAL ARTICLES PAGES 4 - 12

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



TEACH A MINI-UNIT PAGES 13 - 15

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



Essential Question: What can we learn about characters from their words and actions?

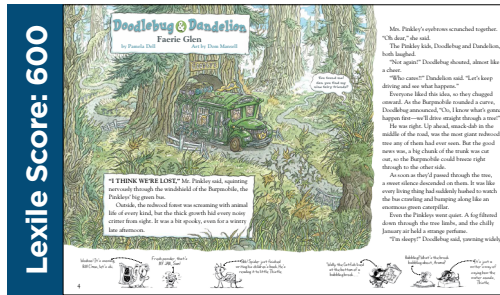
MAGAZINE ARTICLES	ENGLISH LANGUAGE ARTS CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
Doodlebug & Dandelion Contemporary Realistic Fiction	The theme of a story is the message or big idea an author shares with readers.	<ul style="list-style-type: none"> Close Reading Interpret Visual Information Analyze Perspectives Write a Letter 	<i>Reading 1, 2, 3, 6 & 7</i> <i>Writing 3</i>
Mitten Lyrical Poem	Poets use rhyme and alliteration to make their poems sound fun. Alliteration is the repetition of consonant sounds at the beginning of words.	<ul style="list-style-type: none"> Close Reading Interpret Visual Information Identify Sound Devices Write a Poem 	<i>Reading 1, 2, 4 & 7</i> <i>Writing 3</i>
The Unhappy Pine Tree Folktale	When writers make animals or objects act like humans, they are using personification.	<ul style="list-style-type: none"> Close Reading Interpret Visual Information Identify Figurative Language Write a Personification Tale 	<i>Reading 1, 2, 4 & 7</i> <i>Writing 3</i>
Pinecone Derby Racers Procedure	Procedure texts usually include numbered steps to help readers understand how to do or make something.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Analyze Text Structure Interpret Visual Information Write Directions 	<i>Reading 1, 4, 5 & 7</i> <i>Writing 2</i>
Anna and the Ice Troll Narrative Poem	A narrative poem is a poem that tells a story. Like other stories, narrative poems include characters, setting, and plot.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Analyze Text Structure Present a Poem 	<i>Reading 1, 3, 4 & 6</i> <i>Speaking & Listening 1</i>
Walking Catfish Contemporary Realistic Fiction	Fiction writing tells about imaginary people and events. Nonfiction writing tells about real people and events. Nonfiction also presents facts.	<ul style="list-style-type: none"> Close Reading Compare Texts Analyze Author's Purpose Write a Journal Entry 	<i>Reading 1, 3, 6 & 9</i> <i>Writing 3</i>
Open Letter by Juniper O. Contemporary Realistic Fiction	A simile compares two different things using the words <i>like</i> or <i>as</i> . Example: Her head hung down like a wilted flower.	<ul style="list-style-type: none"> Close Reading Analyze Evidence Analyze Figurative Language Read Aloud 	<i>Reading 1, 2, 3, 4 & 8</i> <i>Writing 3</i>
The Dark Past of the Polar Bear Expository Nonfiction	Science articles may use cause-and-effect organization. A cause explains why something happens. An effect describes what happened as a result.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Analyze Text Features Present a Report 	<i>Reading 1, 2 & 5</i> <i>Speaking & Listening 4</i>
Cinna-Pumpki-Hummus Procedure	Authors of procedure texts often use pictures or illustrations to make sure their information is clear.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Analyze Word Choice Write a Wacky Recipe 	<i>Reading 1, 4 & 7</i> <i>Writing 3</i>

Comparing Texts: *Reading 2, 3, 4, 5 & 9; Writing 2*

Mini-Unit: *Reading 1, 2 & 3; Writing 3*

ARTICLE: Doodlebug & Dandelion

Magazine pages 4 - 8, Contemporary Realistic Fiction



Doodlebug, Dandelion, and their parents are lost on a drive through the redwood forest. They decide to keep going and suddenly find themselves in a mysterious area called Faerie Glen. What do they see and hear there? What happens when they leave?

ESSENTIAL QUESTION

What can we learn about characters from their words and actions?

CORE CONTENT CONCEPT

English Language Arts The theme of a story is the message or big idea an author shares with readers.

CROSS-CURRICULAR EXTENSION

Social Studies Use the internet to learn more about the Redwood National and State Parks. Find interesting photographs of the forest and share them with your classmates.

KEY VOCABULARY

xylophone (p. 6) a musical instrument that has a set of bars of different lengths that are hit with hammers

scoffed (p. 6) laughed at

hyena (p. 8) a large animal from Asia and Africa; a hyena's call sounds like very loud laughter

hurtled (p. 8) moved with great speed or force

PREPARE TO READ

Show pictures of campgrounds and invite students to share their experiences camping or hiking. If you have camped, share some of your own experiences. Then tell students that they will read about Doodlebug and Dandelion's camping experiences in this story.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- How do the setting and mood change when the Pinkleys drive through the tree? Cite details from the text to support your answer. *CCSS Reading 3*
- What causes Choo-Choo to bark and Kazoo to growl? How do the Pinkleys react? Use details from the story to support your answer. *CCSS Reading 1*
- What is the theme, or message, of this story? Support your ideas with details from the story. *CCSS Reading 2*

Craft and Structure

- Interpret Visual Information** With a partner, discuss how the pictures help you understand the way the characters feel. What emotions do the characters show in the pictures? *CCSS Reading 7*
- Analyze Perspectives** Compare how Doodlebug and Dandelion feel about being lost in the forest and in Faerie Glen. How do their attitudes influence events in the story? *CCSS Reading 6*

WRITING

Write a Letter Imagine that you are Dandelion or Doodlebug. Write a letter to a friend from that character's point of view. Describe getting lost in the forest and your adventures in Faerie Glen. Be sure to use descriptive details and sensory language so the reader can visualize the place and the experience. Include a drawing of what you imagine Faerie Glen to look like.



The speaker in this poem lists the many helpful things that mittens do.

ESSENTIAL QUESTION

What can we learn about characters from their words and actions?

CORE CONTENT CONCEPT

English Language Arts Poets use rhyme and alliteration to make their poems sound fun. Alliteration is the repetition of consonant sounds at the beginning of words.

CROSS-CURRICULAR EXTENSION

Civics Hold a mitten drive in your classroom or school. Put up posters telling when the drive is being held and where to bring donations. Ask your teacher to help you deliver the mittens to a group in need of winter items.

KEY VOCABULARY

steerer (p. 9) a person who controls the direction in which something moves

PREPARE TO READ

Brainstorm with students a list of clothes they wear outside when the weather is cold and snowy. Then make a T-chart with the headings “Mittens” and “Gloves” and poll students to see which they prefer. Ask students to explain their preferences. Then read aloud the poem as students listen.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Which words and ideas stood out to you? What did you imagine when you read or heard them? *CCSS Reading 1*
- What is this poem about? Support your ideas with details from the poem. *CCSS Reading 2*
- What makes a mitten a “hat-matcher”? What makes it a “cocoa-holder”? Use details from the pictures to support your answers. *CCSS Reading 1*

Craft and Structure

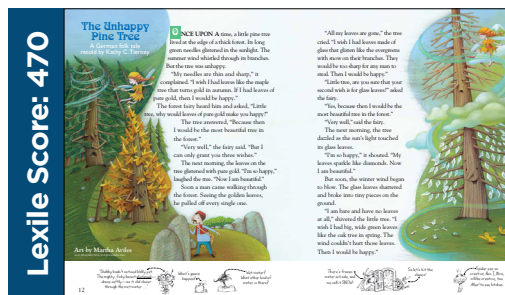
- Interpret Visual Information** With a partner, match the lines of the poem to the pictures of the different children. How do the pictures help you understand the poem? *CCSS Reading 7*
- Identify Sound Devices** Which pairs of words rhyme in this poem? How many examples of alliteration can you identify? Get together with a classmate and compare what you find. *CCSS Reading 4*

WRITING

Write a Poem Write a poem about another article of clothing that is specific to a season, such as a bathing suit or snow pants. Describe what you are doing when you wear it. Tell how it looks and feels. Finally, illustrate your poem and share it with classmates.

ARTICLE: The Unhappy Pine Tree

Magazine pages 12 - 14, Folktale



A pine tree is unhappy with its needles and wishes for different types of leaves instead. A fairy grants the tree its wishes, but the results are disappointing.

ESSENTIAL QUESTION

What can we learn about characters from their words and actions?

CORE CONTENT CONCEPT

English Language Arts When writers make animals or objects act like humans, they are using personification.

CROSS-CURRICULAR EXTENSION

Language Arts This folktale is from Germany. Choose two other countries and read a folktale from each. Your school or local librarian can help you find them. Do you notice any similarities between the folktales?

KEY VOCABULARY

glisten (p. 12) shine

luscious (p. 14) very appealing or attractive

kids (p. 14) young goats

PREPARE TO READ

Invite students to tell about books and movies in which the characters make wishes. Then ask students to name three things they would wish for and why. Tell students to think about the three wishes the tree in this story makes and the consequences of those wishes.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- What happens each time the tree wishes for a different type of leaves? Is the tree happy? Use details from the text to support your answer. *CCSS Reading 1*
- Why do you think the fairy asks if the tree is *sure* it wants each wish? Cite details from the text to support your answer. *CCSS Reading 1*
- One theme of this story is “you are fine just the way you are.” Use details from the text to explain how the story shows this theme. *CCSS Reading 2*

Craft and Structure

- Interpret Visual Information** Get together with a partner to retell the story. Take turns using the illustrations to help you retell the different parts of the story. *CCSS Reading 7*
- Identify Figurative Language** When a writer gives human qualities to an object or animal, the writer is using personification. What is personified in this story? In what ways is it like a human? *CCSS Reading 4*

WRITING

Write a Personification Tale Write a story that shows the theme “you are fine just the way you are.” Choose an animal or an object to be the main character. Use personification to give the animal or object human feelings and behavior. Exchange tales with an editing partner and then revise based on the feedback you receive. Share your tale with the class.



In the winter, there are pinecones everywhere. What can you do with them? Transform them into racing trolls!

ESSENTIAL QUESTION

What can we learn about characters from their words and actions?

CORE CONTENT CONCEPT

English Language Arts Procedure texts usually include numbered steps to help readers understand how to do or make something.

CROSS-CURRICULAR EXTENSION

Arts and Crafts Use the internet to find something else you can make with pinecones, such as a bird feeder. Try your hand at making the craft. Then share it with the class and describe the steps you took to make it.

KEY VOCABULARY

derby (p. 15) a race or contest

transform (p. 15) to change completely

prop (p. 15) support something by placing it against something else

PREPARE TO READ

Ask students if they have ever made something from pinecones, such as ornaments, wreaths, or bird feeders. Invite students to describe how they made these things. Then tell students they'll learn how to make something new with pinecones in this next article.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- How is making a skier different from making a snowboarder? Cite details from the text to support your answer. *CCSS Reading 1*
- What does the author want you to do with the trolls? How can you tell? Use details from the text to support your ideas. *CCSS Reading 1*

Craft and Structure

- Analyze Word Choice** With a group, look through the different numbered steps and list the verbs in each. Then get together with other groups to see if you found the same verbs. *CCSS Reading 4*
- Analyze Text Structure** What are the names of the different sections in this article? What kind of information does each section give you? Are any sections unnecessary? *CCSS Reading 5*
- Interpret Visual Information** Are the illustrations in this article meant to be helpful or just decorative? Discuss ideas with a partner. *CCSS Reading 7*

WRITING

Write Directions Think of an activity you know how to do, such as get ready for school or clean your room. Write a list of the steps you take to complete the activity. Number the steps and include a title. List any materials needed for the activity and add any tips you think would be helpful. Finally, create a picture to go with your writing.

ARTICLE: Anna and the Ice Troll

Magazine pages 16 - 18, Narrative Poem



An ice troll comes to town looking for someone to eat. One brave and clever girl figures out how to stop the ice troll and save the town.

ESSENTIAL QUESTION

What can we learn about characters from their words and actions?

CORE CONTENT CONCEPT

English Language Arts A narrative poem is a poem that tells a story. Like other stories, narrative poems include characters, setting, and plot.

CROSS-CURRICULAR EXTENSION

Writing Write a humorous poem about a troll. First, draw a picture of your troll. Then list details about how he acts, what he wants, and where he lives. Use this information to write a poem.

KEY VOCABULARY

laundress (p. 16) a woman who is hired to wash clothes

o'er (p. 17) contraction for the word over

PREPARE TO READ

Ask what students know about trolls from books, movies, and games. Explain that trolls are mythical creatures originally from folktales. Continue by telling students that trolls usually have bad tempers and don't like people. Tell students to see if this description fits the troll in the next story.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- How does Anna defeat the troll? Support your answer with details from the poem. *CCSS Reading 1*
- What do you learn about Anna from her actions? Use details from the story to support your answer. *CCSS Reading 3*
- What do the other children turn the troll into? Support your answer with details from the text and illustrations. *CCSS Reading 1*

Craft and Structure

- **Analyze Word Choice** What words and details does the author use to help you visualize how the troll acts and speaks? Write one to two sentences describing the troll, based on these words and details. *CCSS Reading 4*
- **Analyze Text Structure** Describe the setting of this poem. Who are the main characters? Briefly tell the plot of the story. Work with a partner to complete these activities. *CCSS Reading 6*

SPEAKING AND LISTENING

Present a Poem With a group of classmates, turn this poem into a play. Assign the roles of Anna, the ice troll, the townspeople, and the other children. Create a script that lists the lines the characters will say. Include stage directions that tell how characters will move. Rehearse your play. When all cast members are ready, perform for the class.



T.J. just moved from New York City to a small town in the country. One day, he sees something incredible, something he would never see in the city—catfish walking on land!

ESSENTIAL QUESTION

What can we learn about characters from their words and actions?

CORE CONTENT CONCEPT

English Language Arts Fiction writing tells about imaginary people and events. Nonfiction writing tells about real people and events. Nonfiction also presents facts.

CROSS-CURRICULAR EXTENSION

Science Use the library and the internet to learn more about walking catfish. How did they get here? Are they good for the environment or not? Make a list of interesting facts to share with classmates.

KEY VOCABULARY

literally (p. 22) in a way that uses the ordinary and usual meaning of a word

storm drain (p. 22) a drain that carries water away from a street or parking lot

mosey (p. 23) to walk or move in a slow and relaxed way

PREPARE TO READ

Display the following sentence: “I had never been off the farm before, so I felt like a fish out of water when I got to the city.” Discuss with students the meaning of “fish out of water” (to feel uncomfortable in an awkward, new, or unusual situation). Explain that the next story tells about fish out of water.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- How is T.J. like a fish out of water in his new town? Use details from the story to support your answer. *CCSS Reading 3*
- Based on T.J.'s actions, what kind of person do you think he is? Why? Cite story details to support your answer. *CCSS Reading 3*
- How does T.J. solve the mystery of the walking catfish? Why did the catfish do this? Support your answer with details from the story. *CCSS Reading 1*

Craft and Structure

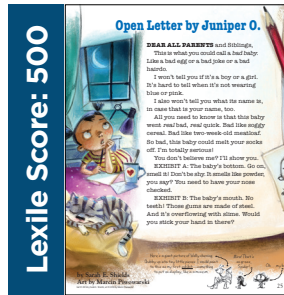
- Compare Texts** Work with a partner to compare information in the story and in the author's note. Use a Venn diagram (p. 18) to record similarities and differences. *CCSS Reading 9*
- Analyze Author's Purpose** Authors write to persuade, inform, entertain, or give an opinion. Why did the author write this story? Did she write the author's note for the same purpose? Explain your ideas. *CCSS Reading 6*

WRITING

Write a Journal Entry Pretend you are T.J. Write a journal entry to describe your life in Florida. Include information about the walking fish and some of the people in the town. Describe how you feel about your town and about being away from friends in New York City.

ARTICLE: Open Letter by Juniper O.

Magazine pages 25 - 27, Contemporary Realistic Fiction



Juniper O. has a baby sibling that she calls a “bad baby.” She doesn’t like anything about this baby, including the way it smells, the way it looks, and the way it eats. Juniper writes a letter to share her feelings.

ESSENTIAL QUESTION

What can we learn about characters from their words and actions?

CORE CONTENT CONCEPT

English Language Arts A simile compares two different things using the words *like* or *as*. Example: Her head hung down like a wilted flower.

CROSS-CURRICULAR EXTENSION

Literature Check out these well-known sibling stories: *Tales of a Fourth Grade Nothing* by Judy Blume and *Beezus and Ramona* by Beverly Cleary. Ask your school librarian for other suggestions.

KEY VOCABULARY

sibling (p. 25) a brother or sister

sap (p. 26) the watery juice inside a plant

potential (p. 26) the chance or possibility that something will happen

PREPARE TO READ

Invite students who have baby siblings to share stories about them. Discuss the good and bad things about babies. Then ask students if they think babies are mostly cute or mostly gross. Tell students that the character in the next story has very definite opinions about her baby sibling.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Why did Juniper write this letter? What was her purpose for writing? Support your ideas with details from the text. *CCSS Reading 3*
- Juniper says the baby gets “too much attention.” What does this show about her feelings? Use evidence from the text to support your ideas. *CCSS Reading 1*
- Reread the “P.S.” at the end of the letter. Do you think Juniper truly dislikes her sibling? Support your answer with details from the text. *CCSS Reading 2*

Craft and Structure

- **Analyze Evidence** Make a T-chart with the headings “bad things about babies” and “good things about babies.” Fill in columns with details from the letter. Which column has more evidence? What does this show? *CCSS Reading 8*
- **Analyze Figurative Language** With a partner, find 3-5 similes that Juniper uses in her letter. What things are being compared in each simile? Do the similes emphasize negative or positive ideas about babies? *CCSS Reading 4*

SPEAKING AND LISTENING

Read Aloud Juniper is a character with a big personality. Practice reading her letter aloud in a way that shows her personality. Use facial expressions, the tone of your voice, and body gestures to make this story jump off the page. When you are ready, read aloud to the class.



This article discusses the relationship between brown bears and polar bears and presents information about the uncertain future of polar bears.

ESSENTIAL QUESTION

What can we learn about characters from their words and actions?

CORE CONTENT CONCEPT

English Language Arts Science articles may use cause-and-effect organization. A cause explains why something happens. An effect describes what happened as a result.

CROSS-CURRICULAR EXTENSION

Science Use the library and the internet to identify other animals that are threatened by global warming. Create a chart that lists the animals and describes how changes in temperature are affecting them.

KEY VOCABULARY

ancestor (p. 29) an animal in the past from which a modern animal developed

evolved (p. 29) changed or developed slowly into a better state

adaptation (p. 31) a change in a plant or animal that makes it better able to live in a particular place or situation

PREPARE TO READ

Invite students to share what they know about polar bears and brown bears. Discuss similarities and differences between these bears in terms of appearance and habitat. Then tell students that in this article, they will learn about the surprising connection between these bears.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

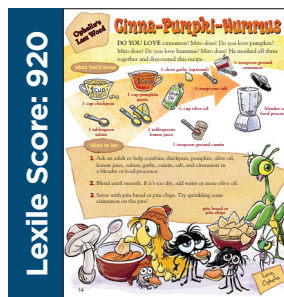
- How does a polar bear's fur color and skin color help it survive? Use details from the article to support your answer. *CCSS Reading 1*
- Why does the author use the phrase "dark past" in the title? What does this mean? Cite details from the text to support your answer. *CCSS Reading 2*
- Why are polar bears considered a threatened species? Support your answer with details from the article. *CCSS Reading 1*

Craft and Structure

- Analyze Text Structure** Many science articles explain why things happen by describing causes and effects. Find cause-and-effect relationships in this article. Record them in a Cause-Effect chart (p. 19). *CCSS Reading 5*
- Analyze Text Features** The author created a special section on pages 30-31 to compare brown bears and polar bears. Work with a partner to record 6 key details from this section. Use a Venn diagram (p. 18). *CCSS Reading 5*

SPEAKING AND LISTENING

Present a Report Use the internet and your library to learn how other animals in the Arctic have adapted to survive their harsh environment. Choose two animals to focus on. Draw a detailed picture of each animal and list facts about adaptations below the picture. Practice presenting this information in a loud, clear voice. When you are ready, deliver your presentation to your class.



If you love the flavors of cinnamon, pumpkin, and hummus, then you'll love this recipe.

ESSENTIAL QUESTION

What can we learn about characters from their words and actions?

CORE CONTENT CONCEPT

English Language Arts Authors of procedure texts often use pictures or illustrations to make sure their information is clear.

CROSS-CURRICULAR EXTENSION

Social Studies Use the internet to learn how hummus made a Guinness World Record. Get the facts and details behind this fun story. Then share what you learn with the class.

KEY VOCABULARY

chickpeas (p. 34) round seeds that are cooked and eaten as a vegetable

tahini (p. 34) a condiment made from ground sesame seeds

cumin (p. 34) dried seeds that are used as a spice in cooking

PREPARE TO READ

Invite students to share unusual things they have eaten. Then ask students if they have eaten hummus or foods made with cinnamon or pumpkin. Explain that the next recipe combines all three of these foods. Discuss whether students are surprised by this combination of ingredients.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- The author states that tahini is "optional." What does this mean? How is this ingredient different from the others? Support your answer with details from the text. *CCSS Reading 1*
- List all of the tools needed to make this recipe. Use details from the text to support your ideas. *CCSS Reading 1*
- Does the author believe this is a good recipe for kids to make on their own? Cite details from the text to support your answer. *CCSS Reading 1*

Craft and Structure

- Interpret Visual Information** How is the list of ingredients in this recipe unusual? Is this a good way to show the ingredients? Discuss your ideas with a partner. *CCSS Reading 7*
- Analyze Word Choice** How does the introduction make this recipe sound silly and fun to make? Use your imagination to write another silly, fun introduction for this recipe. *CCSS Reading 4*

WRITING

Write Wacky Recipes Not many recipes combine hummus, pumpkin, and cinnamon. Make up your own unusual recipe by combining ingredients that don't usually go together. (Chocolate pudding with pickles on toast, anyone?) Write a funny introduction, list your ingredients, and include directions for making the dish. Add illustrations. Then get together in a small group to exchange and read recipes.

CROSS-TEXT CONNECTIONS

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- The stories “Doodlebug & Dandelion” and “The Walking Catfish” tell about characters who find themselves in new places. Compare the feelings and experiences of Dandelion and T.J. Think about how each character ended up in a new place, what they did there, and how they feel about these places. Use a Venn diagram (p. 18) to record your ideas.
- The stories “The Unhappy Tree,” “Walking Catfish,” and “Open Letter by Juniper O.” all have characters who feel unhappy about something. Make a three-column chart with these headings: “Pine Tree,” “T.J.” and “Juniper.” Answer the three questions below for each character. Record your answers in the columns.
 - Why is this character unhappy at the beginning of the story?
 - How do the character’s feelings change by the end of the story?
 - What causes the change in feelings?
- The articles “Pinecone Derby Racers” and “Cinna-Pumpki-Hummus” both teach you how to do something. Write a paragraph that describes two ways the articles are similar and two ways they are different. Think about the topics, the illustrations, and the different sections in each text.
- “The Dark Past of the Polar Bear” and the author’s note at the end of “Walking Catfish” contain facts about animal bodies. Find two facts in each text to support this idea: “An animal’s body can help it survive.” Write a paragraph using this main idea and the facts you find.
- Compare the two poems in this magazine—“Mitten” and “Anna and the Ice Troll.” Think about how the poems look, how they sound, and what they describe. Use a Venn diagram (p. 14) to record your ideas.



EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

ENGAGE

READ FOR A
PURPOSE

APPLY

This mini-unit offers students an opportunity for an in-depth analysis of characters and events from the magazine texts. Students will discuss what they have learned about different story characters. Then they will create a comic strip book report about one of the stories.

ENGAGE: Engage students in the topic of story characters by first reviewing the **Essential Question: What can we learn about characters from their words and actions?** Next, display a chart like the one below. Have students name different characters from the magazine, describe their personalities, and identify the words and actions that helped them learn about the characters. Sample text is shown.

Character Name & Story Title	What is the character like?	Words & Actions
Dandelion "Doodlebug & Dandelion"	adventurous, curious	<ul style="list-style-type: none">wants to see what will happen nextexcited to go to Faerie Glen
Anna "Anna and the Ice Troll"	brave, smart	<ul style="list-style-type: none">other people run away but not Annatricks the troll and melts him
T.J. "Walking Catfish"	smart	<ul style="list-style-type: none">figured out where the catfish went
Juniper "Open Letter by Juniper O."		



**READ FOR A PURPOSE**

INTRODUCE THE ACTIVITY: COMIC STRIP BOOK REPORT Tell students that they will be creating a comic strip based on a story from the magazine. Explain that the comic strips will include pictures and writing and show an important or exciting part in the story. Continue by telling students that they should choose a part that includes actions and dialogue. If possible, show students examples of comic strips and graphic stories to help them understand the format. Point out the different elements of comic strips, such as speech and thought bubbles, captions, and drawings. Finally, have students choose a story from the magazine for their comic strip project.

RETURN TO THE TEXT: Explain to students that before they can create their comic strips they must gather information about the characters and events in their stories. Tell students to follow these steps.

1. Reread the story.
2. Choose a story part with dialogue and action to turn into a comic strip. (NOTE: You may want to have students check in with you about the parts they choose to make sure there is enough action and dialogue.)
3. Use a chart like the one below to summarize important events in the story part. (See the Comic Strip Organizer on page 17.) Students may not have enough information to fill in all the boxes in the chart. Have them draw an X in the unused boxes and write the last event in the “Finally” box.

First	Next	Then	Then	Then	Finally





APPLY: COMIC STRIP BOOK REPORT Students are ready to begin creating their comic strips using the details they gathered when rereading the stories. Students should work independently to create their comic strips.

Materials

- white construction paper
- ruler
- colored pencils
- writing pencils
- thin markers or pens
- completed Comic Strip Planners

STEP 1: Build Background Explain to students that they will be using the information from their Comic Strip Planners to help them sketch their strips. Continue by telling students that their comic strips should have 4-6 panels.

STEP 3: Review and Revise Have students trade drafts with a partner to get feedback. Tell partners to check that the comic strips are easy to follow and the sequence of events is clear. Have students revise based on the feedback they receive.

STEP 2: Draft Tell students to use the back of the Comic Strip Planner for making drafts. Explain that they should

- refer to their Comic Strip Planners.
- draw 4-6 panels.
- draw the characters in each panel.
- write the speech and thought bubbles.
- add captions that explain important details.

STEP 4: Finalize Have students position their drawing paper horizontally and use rulers to draw their panels. Next, tell students to draw and write their final versions in pencil first and then trace over it with a pen. Finally, have students color their comic strips. Suggest students name their strips.

STEP 5: Share Post comic strips on a bulletin board or have students take turns exchanging comic strips with classmates.



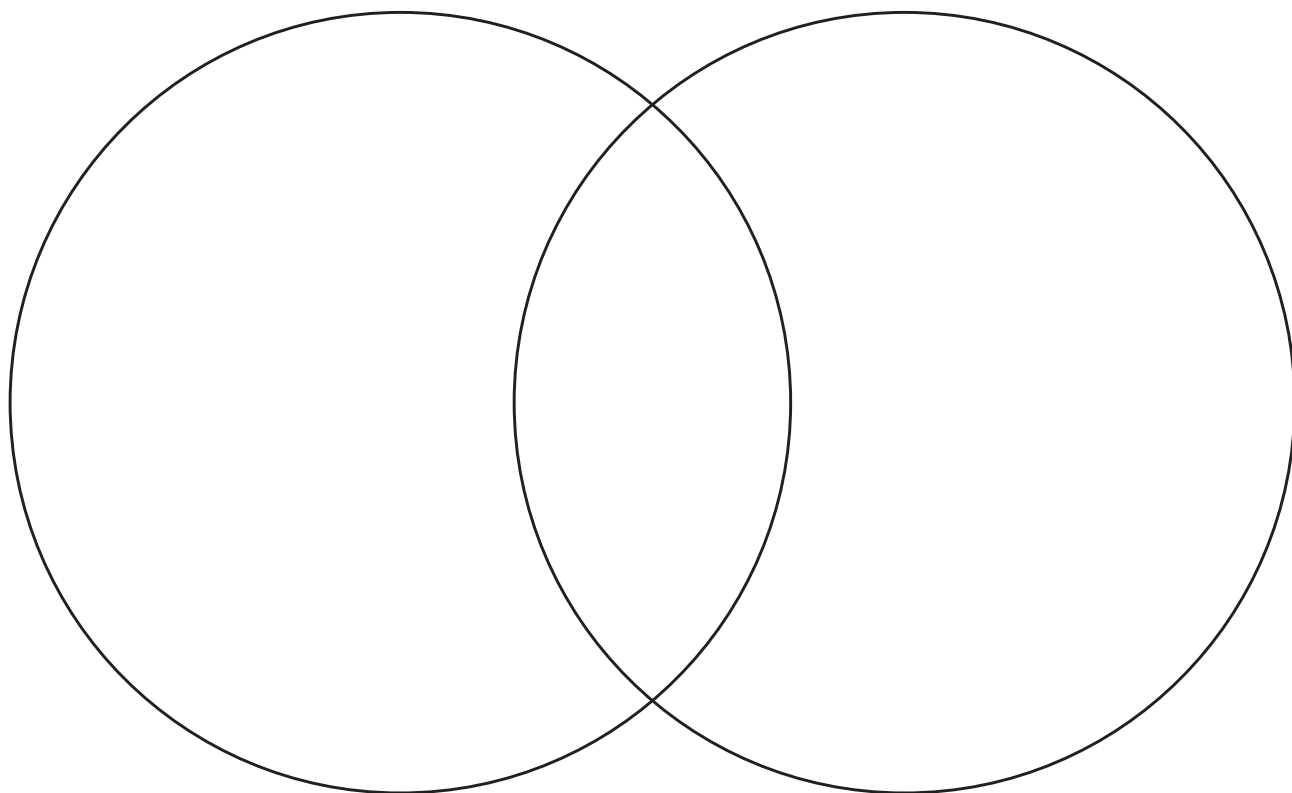
NAME: _____

COMIC STRIP ORGANIZER

1. First	2. Next	3. Then
4. Then	5. Then	6. Finally

NAME: _____

VENN DIAGRAM





NAME: _____

CAUSE-EFFECT CHART

CAUSE



EFFECT





Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

USING THE STANDARDS CHARTS

ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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KEY IDEAS AND DETAILS

Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	Reading 3	

CRAFT AND STRUCTURE

Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific word choices shape meaning or tone.	Reading 4	
Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the genre, key elements, and characteristics of literary texts.	Reading 5	
Assess how point of view or purpose shapes the content and style of a text.	Reading 6	
Analyze how an author's style and tone affects meaning.	Reading 6	

INTEGRATION OF KNOWLEDGE AND IDEAS

Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	

WRITING

Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write narratives to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained research projects.	Writing 10	



CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

STATE OR DISTRICT STANDARD

CIVICS

Analyze the origins, functions, and structure of different governments and the origins and purposes of laws and key constitutional provisions.	
Summarize core civic virtues and democratic principles .	
Evaluate policies intended to address social issues.	

ECONOMICS

Evaluate the benefits and costs of individual economic choices .	
Analyze economic incentives , including those that cause people and businesses to specialize and trade.	
Explain the importance of resources (i.e. labor, human capital, physical capital, natural resources) in methods of economic production .	
Explain the functions of money in a market economy.	
Explain the importance of competition in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of how individual and government actions affect the production of goods and services .	
Analyze economic patterns , including activity and interactions between and within nations.	

GEOGRAPHY

Construct and use maps and other graphic representations (i.e. images, photographs, etc.) of different places.	
Explain cultural influences on the way people live and modify and adapt to their environments.	
Analyze places, including their physical, cultural and environmental characteristics and how they change over time.	
Analyze movement of people, goods, and ideas .	
Analyze regions, including how they relate to one another and the world as a whole from a political, economic, historical, and geographic perspective.	

HISTORY

Interpret historical context to understand relationships among historical events or developments .	
Evaluate historical events and developments to identify them as examples of historical change and/or continuity .	
Analyze perspectives , including factors that influence why and how individuals and groups develop different ones.	
Evaluate historical sources , including their reliability, relevancy, utility, and limitations.	
Analyze causes and effects , both intended and unintended, of historical developments.	



CORE INSTRUCTIONAL CONCEPTS: SCIENCE

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE	PHYSICAL SCIENCE	EARTH SCIENCE	SPACE SYSTEMS
<ul style="list-style-type: none">• Structure and Function of Living Things• Life Cycles and Stages• Reproduction & Inherited Traits• Animals• Plants	<ul style="list-style-type: none">• Forces and Interactions• Energy• Light• Sound• Electricity/ Magnetism• Matter• Waves• Heat• Chemistry• Information Processing	<ul style="list-style-type: none">• Weather• Climate• Rocks & Soil• Erosion and Weathering• Landforms• Water• Oceans• History of Earth• Plate Tectonics• Volcanoes, Earthquakes, and Tsunamis	<ul style="list-style-type: none">• Solar System• Planets• Moon• Sun

