

Spider®

THEME

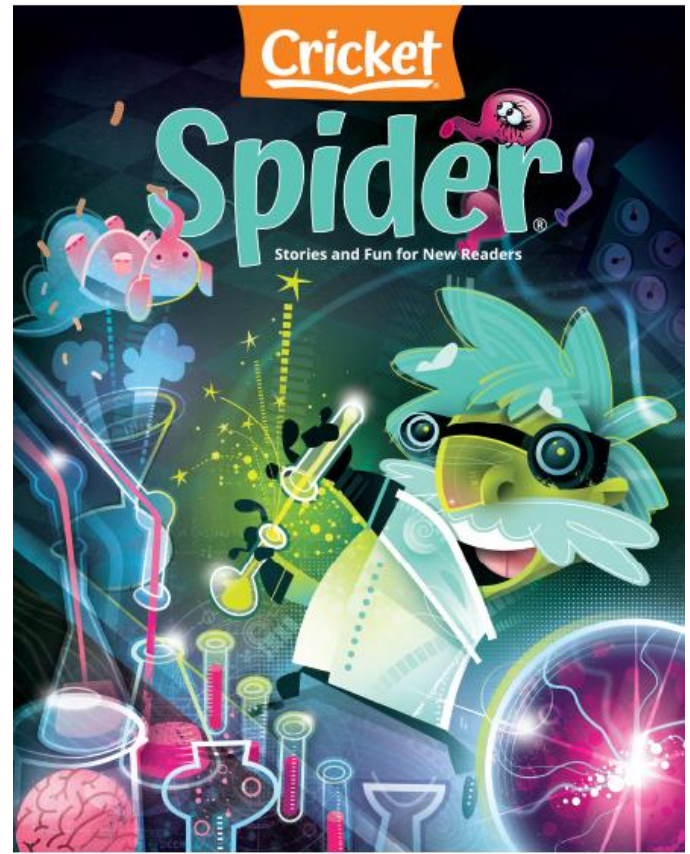
Your students will enjoy reading texts about characters and real people who follow the evidence and use reasoning to solve problems—from finding a missing toy and answering a riddle, to locating lost apple tree varieties. Use the texts, lessons, and activities in this teacher guide to reinforce reading strategies and literary analysis skills and explore science and social studies topics.

CONVERSATION QUESTION

How can reasoning be used to solve problems?

TEACHING OBJECTIVES

- Students will read and analyze a short story.
- Students will determine what a text says explicitly and make logical inferences from it.
- Students will analyze how individuals develop and interact over the course of a text.
- Students will read and analyze a legend.
- Students will determine central ideas of a text.
- Students will write narratives to develop imagined experiences and events.
- Students will read and analyze an article.
- Students will analyze places, including their physical, cultural, and environmental characteristics.
- Students will analyze and interpret data to learn about nutrition.



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 Squeaky Duck Mystery**
Mystery, ~620L
- **The Carpet and the Apple**
Legend, ~630L
- **The Apple Detective**
Expository Nonfiction, ~1010L

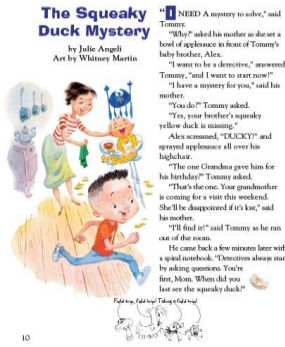
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The Squeaky Duck Mystery

pp. 10–13, Mystery

Have students follow clues and make predictions to solve the mystery of the missing yellow duck in this story.

Lexile Score: ~620L



RESOURCES

- Make a Prediction

OBJECTIVES

- Students will read and analyze a short story.
- Students will determine what a text says explicitly and make logical inferences from it.
- Students will write narratives to develop imagined experiences and events.

KEY VOCABULARY

- **mystery** (p. 10) something that is difficult to understand or explain
- **solve** (p. 10) to find the correct explanation for something
- **detective** (p. 10) a person whose job is to find information about something or someone

ENGAGE

Conversation Question: How can reasoning be used to solve problems?

Discuss what it means to use reasoning. Then tell students you are going to give them a puzzle and they will need to use reasoning to solve it. Draw three cake shapes on the board, and have students copy them:



Puzzle: *There are three birthday cakes in the bakery window. One cake is lemon, one is carrot, and one is chocolate. If the lemon cake is to the left of the cake in the middle, and the chocolate cake is to the right of the cake in the middle, where's the carrot cake?* Have students work in pairs to solve the riddle. Invite students to share their answers. Then tell them to pay attention to how the boy in the story uses reasoning.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then have students use all of the vocabulary words to write a very short mystery story. Tell students to underline the vocabulary words in their story. Invite partners to share their stories with the class. Then remind students to look for the vocabulary words as they read the story.

READ & DISCUSS

Have students read to the bottom of page 12 and then stop. Use these questions to discuss the story up to this point:

1. What is the mystery that Tommy tries to solve?
2. Why is finding the duck important?
3. What methods does Tommy use to solve the mystery?

SKILL FOCUS: Make a Prediction

INSTRUCT: Explain to students that good readers are like detectives: they use story clues to predict, or tell beforehand, what will happen in a story. Point out that in mystery stories such as “The Squeaky Duck Mystery,” readers can try to predict how the mystery will be solved. Distribute the *Make a Prediction* worksheet to students and go over the directions. Have students work independently to fill in sections A–D.

ASSESS: Have students work in small groups to review the details they wrote down and complete section E by making a prediction. Groups should list the story clues, or details, that led to their prediction. Have groups finish reading the story to check their predictions.

EXTEND

Writing: Display the writing prompt below and have students use it to write their own mystery stories.

Your grandfather loves to knit. He made a beautiful, soft sweater and sent it to you for your birthday last month. Grandpa is coming for a visit soon, and your mother reminds you to wear the sweater for him. Uh-oh! The sweater is missing! You have to find it before Grandpa arrives.

Make a Prediction

A. What questions does Tommy ask his mother? Write the questions and answers below.

Questions	Answers

B. What question does Tommy ask Alex? Write the question and answer below.

Questions	Answers

C. Write the items Tommy finds and the places where he finds them.

Items	Places

D. In the box below, jot down any other details that might be important.

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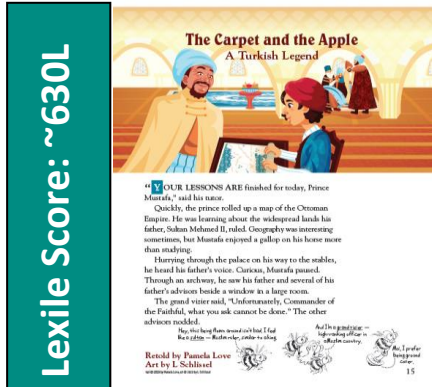
E. What happened to the yellow duck? Write your prediction below.

Spider® Teacher Guide: September 2023

The Carpet and the Apple

pp. 15–18, Legend

Use this Turkish legend to help students determine a character's traits.



OBJECTIVES

- Students will read and analyze a legend.
- Students will analyze how individuals develop and interact over the course of a text.
- Students will analyze places, including their physical, cultural, and environmental characteristics.

KEY VOCABULARY

- **widespread** (p. 15) found over a large area
- **advisor** (p. 15) a person who gives advice
- **honored** (p. 17) deeply pleased

ENGAGE

Conversation Question: How can reasoning be used to solve problems?

Ask students to explain what a riddle is. Help them understand that a riddle is a tricky question that is asked as a game and that has a surprising or funny answer. Read aloud the following riddles and have students work in small groups to solve them: *What is made of water, but if you put it in water, it disappears?* (an ice cube) *What has to be broken before you can use it?* (an egg) *What can you break, even if you never touch it or pick it up?* (a promise) Tell students to note the riddle and answer 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. Alex felt ____ when he was awarded a prize for his short story.
2. A career ____ can help someone find a good job.
3. The ____ storm flooded rivers all over the state.

READ & DISCUSS

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

1. What subject is Mustafa studying at the beginning of the story?
2. What challenge, or riddle, does the sultan give to his advisors?
3. What solutions do the advisors propose? Why does the Sultan reject these solutions?
4. How did Mustafa solve the riddle?

SKILL FOCUS: Analyze Character Traits

INSTRUCT: Point out that characters have personality traits, or qualities, just like real people. Explain that readers can learn a character's traits by paying attention to what the narrator and other characters say about the character and through the character's own words, actions, and choices. Offer examples of words that describe traits, such as *shy*, *selfish*, and *trustworthy*. Discuss a familiar character from a book or movie, the traits the character shows, and how they are revealed. For more practice, read aloud a short picture book or book excerpt and have students pay attention to details about the main character. Then have students work in small groups to discuss character traits.

ASSESS: Have students work in pairs to go back through the story and highlight information about Mustafa, then use it to identify one- or two-character traits. Have students share their responses in small groups.

EXTEND

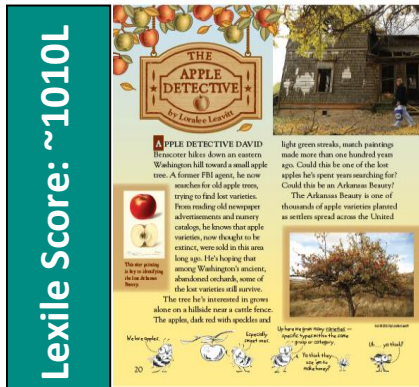
Social Studies: Have students use reference sources to learn about the Ottoman Empire. Students should identify five important facts about the empire—where it was, when it rose and fell, and the culture and religion of the empire. Students can create small posters to share what they learn.

Spider® Teacher Guide: September 2023

The Apple Detective

pp. 20–24, Expository Nonfiction

Use this article that describes how researchers find lost varieties of apples to help students learn to identify main idea and supporting details.



OBJECTIVES

- Students will read and analyze an article.
- Students will determine central ideas of a text.
- Students will analyze and interpret data to learn about nutrition.

KEY VOCABULARY

- **extinct** (p. 20) no longer existing
- **expansion** (p. 20) the action of becoming bigger or more complete
- **savor** (p. 23) to enjoy the taste or smell of something for as long as possible

ENGAGE

Conversation Question: How can reasoning be used to solve problems?

Discuss what detectives do (look for evidence and clues to solve mysteries, problems, criminal cases). Then have students preview the title, photos, and captions in this article and make predictions about what an apple detective does. Remind students to review their predictions after reading the article to check for accuracy.

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. The ____ of the school playground means there will be more swings.
2. When Nana bakes cookies, I sit in the kitchen and ____ the smell.
3. Dinosaurs are terrifying and I'm glad they are ____.

READ & DISCUSS

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

1. Why is David Benscoter looking for an Arkansas Beauty apple tree?
2. How did apples help early pioneers survive?
3. How did train travel change the way apples were grown?
4. Summarize the methods David uses to find lost apple tree varieties.

SKILL FOCUS: Analyze Text Structure

INSTRUCT: Remind students that when they read, they should pay attention to the way ideas are organized. This will help them understand and remember the ideas the writer is trying to communicate. Review main idea and supporting details with students: the main idea of a paragraph tells what the whole paragraph is about. The main idea is often, but not always, stated in a sentence. Supporting details in other sentences give more information about the main idea. Use a simple paragraph from a nonfiction text to have students practice finding the main idea and details.

ASSESS: Have students reread the paragraph on pages 20–21 that begins “The Arkansas Beauty is one of....” Then display these directives: *Highlight the sentence in the paragraph that states the main idea. Write four details from the paragraph that support the main idea about apples.* Have students work in groups to review their work.

EXTEND

Science/Nutrition: Help students become nutrition detectives by teaching them how to read the nutrition facts labels on packaged foods. Use the *Read the Label* program and materials provided by the Food and Drug Administration on its website. Then set up food package stations in the classroom with different boxed/canned food—healthy and unhealthy examples. Have students visit the stations and use the labels to evaluate how healthy the foods are.