

Spider®

THEME

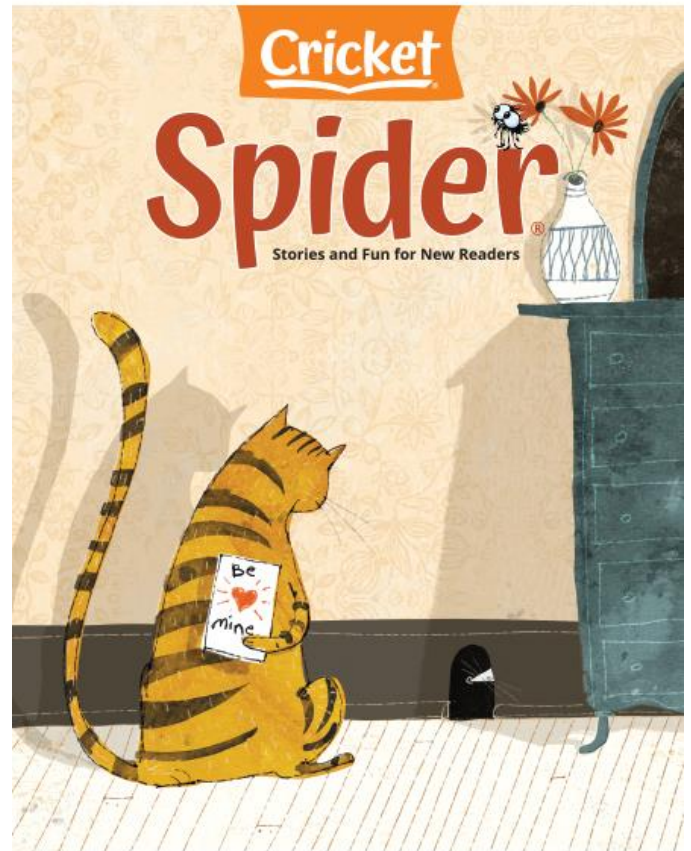
Try to solve different mysteries through the stories and poems in this month's issue of *Spider*. Use the teacher guide to teach language arts lessons and engage students in a variety of exciting activities.

CONVERSATION QUESTION

What can we investigate?

TEACHING OBJECTIVES

- Students will read and analyze a short story.
- Students will draw evidence from text to support reflections.
- Students will analyze a poem.
- Students will assess how a point of view shapes the content.
- Students will review and analyze the structure of a text.
- Students will analyze characters.
- Students will analyze and label the structure of a poem.
- Students will describe the characters, settings, and events in a story.
- Students will conduct research.



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

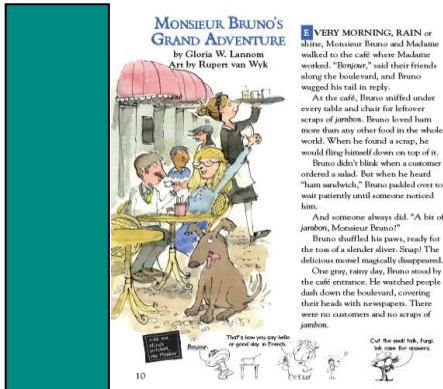
- **Monsieur Bruno's Grand Adventure**
Adventure Story
- **It Wasn't Me**
Poem
- **The Chocolate Bandit**
First-Person Narrative

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Monsieur Bruno's Grand Adventure

pp. 10–14, Adventure Story

To help students analyze character traits, use this story about a dog who first thinks he is looking for food but ends up solving a crime.



RESOURCES

- Character Traits Circle Map
- Landmarks of Paris

OBJECTIVES

- Students will read and analyze a short story.
- Students will draw evidence from the text to support reflection.
- Students will analyze characters.
- Students will conduct research.

KEY VOCABULARY

- **Monsieur** (p. 10) French for *Mr.*
- **jambon** (p. 10) French for *ham*
- **sliver** (p. 10) a small thin piece of something
- **plunged** (p. 10) started doing something with energy and enthusiasm
- **café** (p. 14) a small restaurant that has tables and chairs outside near the street.

ENGAGE

Conversation Question: What can we investigate?

Ask students if they know where Paris, France is and discuss their responses. Then ask students if they've ever investigated something. What is an investigation and why would someone conduct one? Discuss with students why dogs often accompany law enforcement. (Dogs have very sensitive senses of smell and can track smells, unlike humans.) Finally, tell students they will read a story about a dog that ends up solving a crime by accident!

INTRODUCE VOCABULARY

Have students divide a piece of paper into four squares. Do the same on two more pieces of paper. Students will write on both the front and the back doing the same for all vocabulary words. Instruct students to write one vocabulary word in the top left square. Then, on the top right square have students write the definition. In the bottom left square have them illustrate the word, and in the bottom right square have them write a sentence using the word. Repeat these steps for the remaining words. As students read the story, have them underline the vocabulary words.

READ & DISCUSS

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

1. What is the setting of the story?
2. Why did Bruno smell fear?
3. Why do you think the woman in red wanted the packet?
4. Why did the packet smell of jambon?
5. What character was the "investigator" and how did he/she investigate?

SKILL FOCUS: Analyze Character Traits

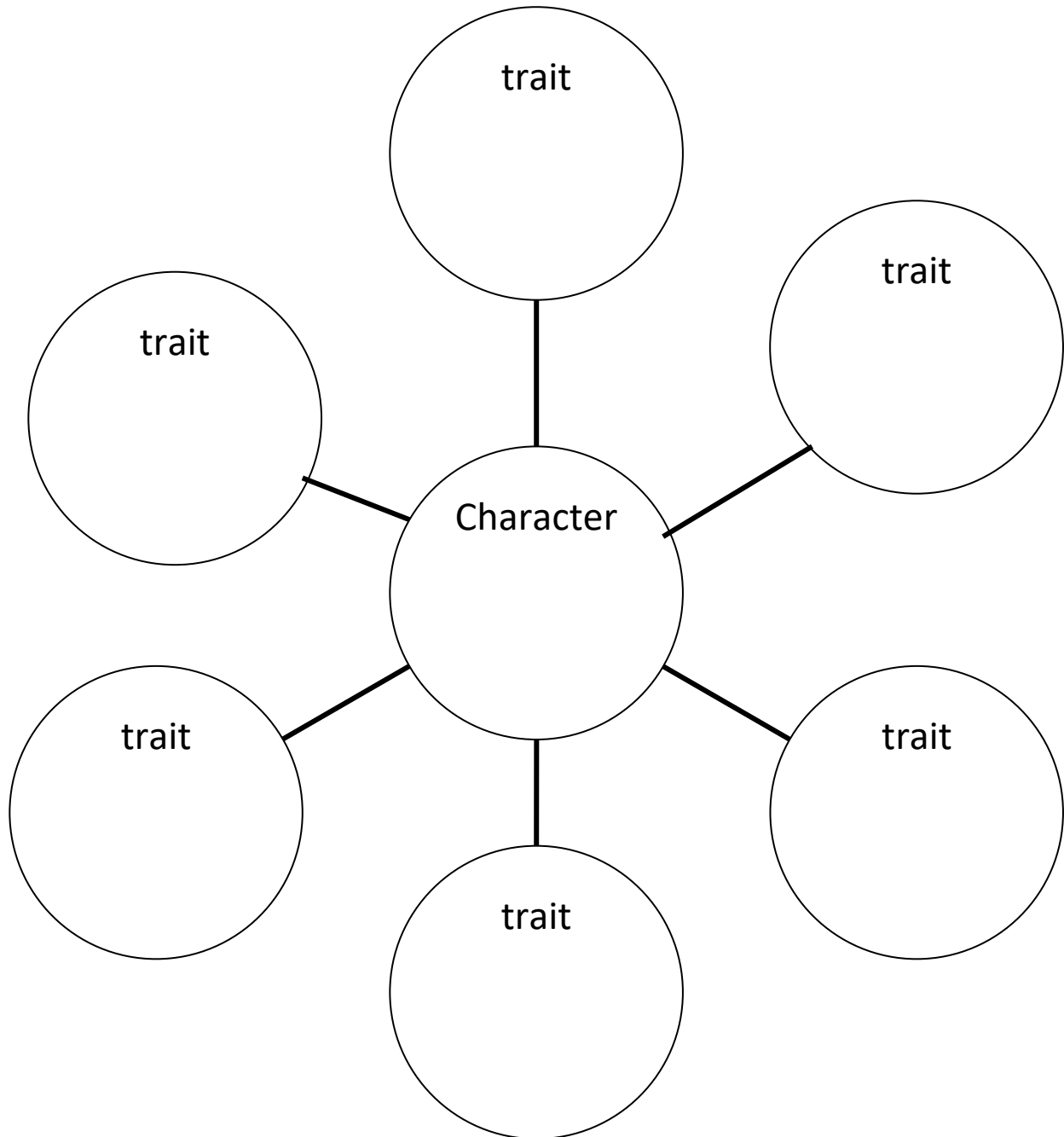
INSTRUCT: Explain that an author will rarely come out and say a character is proud or cheerful. Instead, a reader must discover it by analyzing a character's actions and dialogue. Display the *Character Traits Circle Map* on a projector or draw it on the board. Using another character from a well-known story, like Cinderella or the Big Bad Wolf, model how to fill in the circle map by eliciting traits from the students. Be sure to note evidence from the stories to justify the traits. Distribute the *Character Traits Circle Map* to students.

ASSESS: Have students choose a character from the story to complete the circle map. Once they have completed the circle map, they will write three to five sentences describing the character.

EXTEND

Social Studies: Read the *Landmarks of Paris* handout, as a class. You can show them pictures or videos of each, if available. Have students choose one landmark. Then, have them conduct more research, create a visual, and present it to the class.

Character Traits Circle Map Choose a character from the story and put their name in the center. Next, add their character traits in the outer circles.



Write three to five sentences that describe your character using the traits from your circle map along with evidence from the text.

Landmarks of Paris Research facts about these four landmarks in Paris. Read the sentences below and write what landmark goes with each fact(s). Choose one landmark you want to learn more about and acquire at least four additional facts to share with the class.



The Eiffel Tower



The Louvre



Sacré-Coeur



The Arc de Triomphe

1. This landmark was built in 1889. Special elevators are used to get visitors to the top.

2. This landmark was built to celebrate France's military victories of the early 1800s. The walls are decorated with different carvings and names of France's military leaders.

3. This was the original royal palace, but kings began using it to display their huge collection of paintings. In the 1800s it was opened to the public as a museum.

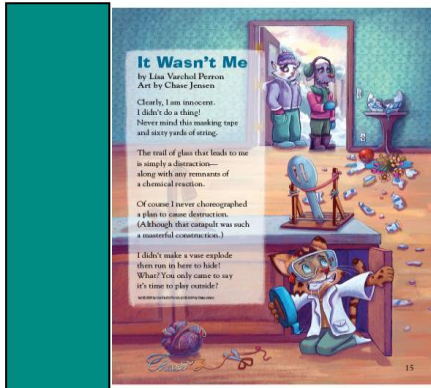
4. Its name means "Sacred Heart," and it is famous for mosaics. If you climb to the top of the large dome you can see a view of almost the entire city.

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It Wasn't Me

p. 15, Poem

Use this poem to help students analyze a poem and determine the speaker and their point of view.



RESOURCES

Analyzing Poetry

OBJECTIVES

- Students will analyze a poem.
- Students will assess how a point of view shapes the content.
- Students will analyze and label the structure of a poem.

KEY VOCABULARY

- **chemical reaction** (p. 15) a chemical change that happens when two or more substances combine to make a new one
- **remnants** (p. 15) parts of something that remain when other parts are gone
- **choreographed** (p. 15) arranged how something was done
- **catapult** (p. 15) a device for launching something into the air
- **construction** (p. 15) the way something is built or made

ENGAGE

Conversation Question: What can we investigate?

Explain to students that to understand poetry we need to analyze it or break it down into its parts. We must “investigate” the poem. Ask students how they learn more information about a topic. Discuss their responses. Finally, tell students they will read a poem about a mess that was made by an accident. Or was it?

INTRODUCE VOCABULARY

Display the sentences below and have students use the vocabulary words to complete them.

1. The _____ of the new bridge will begin in the spring.
2. The _____ made the experiment explode!
3. The tools are the last _____ of the ancient civilization.
4. He built a _____ to help throw the large rocks.
5. He carefully _____ the party plans.

READ & DISCUSS

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

1. What did the author mean in the line, “Never mind this masking tape and sixty yards of string”?
2. What was said to be a distraction?
3. What is the “masterful construction”?
4. What happened to the vase?
5. How is the speaker feeling?

SKILL FOCUS: Analyze a Poem

INSTRUCT: Explain that analyzing is a way to learn more about something. Poems have many parts; lines, stanzas, a subject, a speaker, a mood, a theme, and sometimes has rhyming words. Distribute a copy of (or project on the board) a poem of your choosing. Model how to number the lines and stanzas. Underline sentences that you think need to be explained or discussed. Also, model how to take notes in the margins. Discuss the subject and speaker of the poem. Does the poem rhyme? Have them underline the rhyming words. Is there a lesson or message? Finally, read the poem, “It Wasn’t Me.”

ASSESS: Have students work in pairs to complete the *Analyzing Poetry* worksheet. Then discuss responses as a class.

EXTEND

Speaking and Listening: Have students work in pairs. Tell students to think about a time they might have broken something or made a mess. What happened? Was it an accident? Did they get in trouble? How could they have prevented this from happening? Tell students to record their answers and act out in front of the class, if possible.

Analyzing Poetry Reread the poem, “It Wasn’t Me” on page 15. Analyze the poem using the graphic organizer below.

Speaker: Who’s speaking in the poem?	Evidence
Speaker’s Point of View	Evidence

Does this poem rhyme? What words rhyme in this poem?
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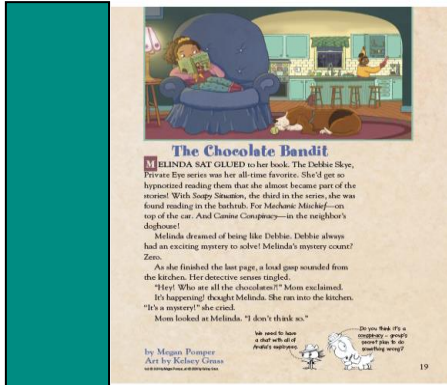
Is there a lesson or message in the poem? Explain.
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The Chocolate Bandit

pp. 19–23, First-Person Narrative

Use this story about a girl trying to solve a mystery to give students practice in analyzing the structure of a text and describing events in a story.



ENGAGE

Conversation Question: What can we investigate?

Point out that this story is a first-person narrative. Ask students if they know what this means. Discuss their responses. Ask students if they have a favorite book series. Discuss how exciting reading your favorite book or series can be. Explain what it means to tell a story from your point of view. Ask students if they think a story is better told from the first person or third person. Tell students they will read a story told in first person. The main character wants to solve a case for her family, but the results are not what she expected.

INTRODUCE VOCABULARY

Display the sentences below and have students use the vocabulary words to complete them.

1. The young boy _____ next to his mother.
2. He was _____ by the Queen's beauty.
3. They were _____ the woods for the treasure.
4. Nobody could confirm his _____ that he was at the movies.

RESOURCES

Chain of Events

OBJECTIVES

- Students will analyze a short story.
- Students will review and analyze the structure of a text.
- Students will describe the characters, settings, and events in a story.

KEY VOCABULARY

- **hypnotized** (p. 19) held the attention of someone in a powerful way
- **scouring** (p. 20) searching carefully and thoroughly
- **alibi** (p. 20) proof that someone is not guilty of something
- **nestled** (p. 23) pressed comfortably next to someone or something

READ & DISCUSS

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

1. What happens to Melinda when she reads her favorite series? Why do you think this happens?
2. Who does Melinda dream about being?
3. What gave her the idea that it was an inside job?
4. Melinda asked Milo if he ate the chocolates. He said he didn't. She then asked, "Did you eat three chocolates or four?" Why did she ask this if he already said he didn't?
5. Who ate the chocolates? Why didn't she know she had eaten them?

SKILL FOCUS: Analyze text structure to describe events

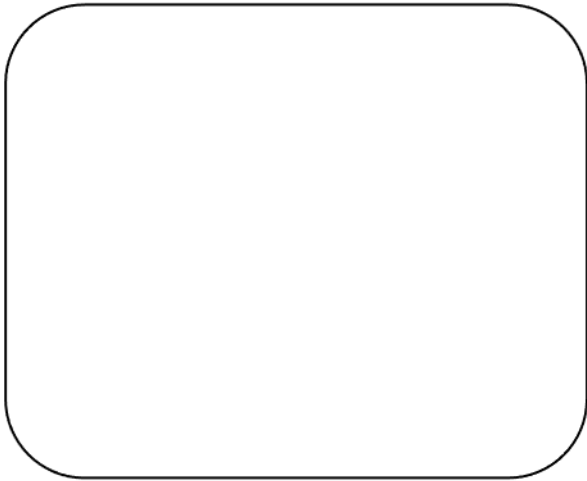
INSTRUCT: Explain that understanding the way a story is told helps us understand the events in the story. In this story it is important to follow the events to solve the case! Distribute the *Chain of Events* worksheet to all students. Explain the directions and have students work in pairs to complete the chain of events, then answer the question.

ASSESS: Have students work in pairs to complete the chain of events. Once all pairs have completed the worksheet discuss the events as a class.

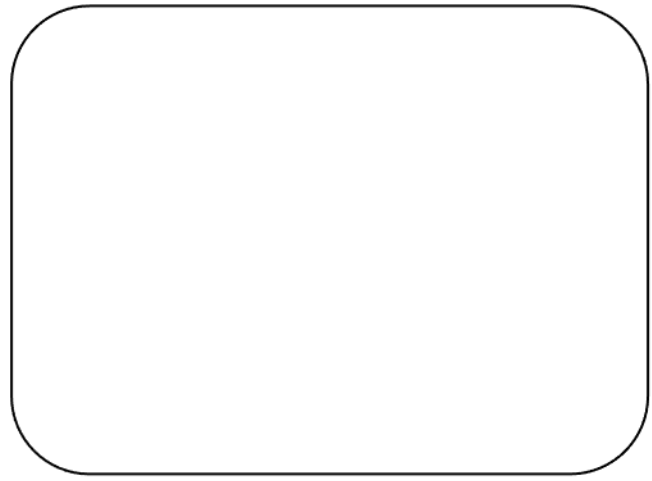
EXTEND

Art: Tell students they will write secret Valentine's Day messages. Cut big hearts out of white paper. Write different messages on the hearts using a white crayon. As a class, discuss what will help reveal the message, e.g., markers, crayons, watercolors (the winner!). After the class decides how to reveal the secret message, they can make their own for a friend or family member. Be sure all students are included.

Chain of Events Fill in the story events as they happen. Answer the question that follows.



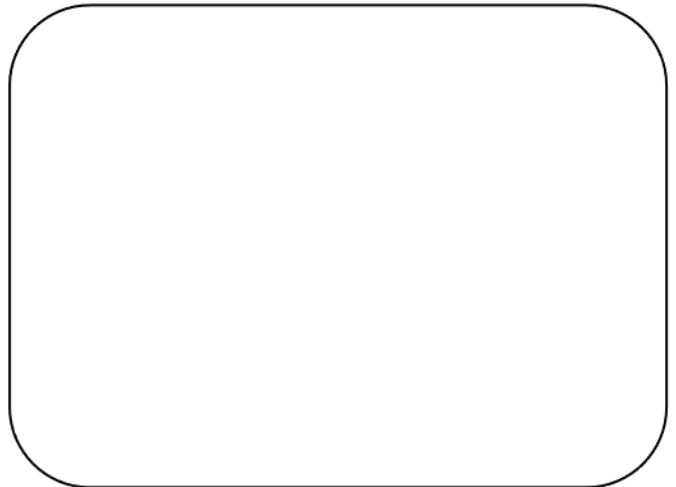
First Event



Second Event



Third Event



Fourth Event

Do you think the setting of the story made a difference in the outcome?