

# Spider®

## THEME

In this issue of Spider, the characters respond to situations in a variety of ways. Use these stories to discuss creativity, being clever, and learning to adapt to a new country.

## CONVERSATION QUESTION

**What does creativity look like?**

## TEACHING OBJECTIVES

- Students will read and analyze a short story.
- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will analyze and interpret data.
- Students will interpret words and phrases as they are used in a text.
- Students will create their own words and phrases.
- Students will assess how points of view shape the content and style of a text.
- Students will recognize and identify the thoughts, feelings, and perspectives of others.



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

- **Doodlebug & Dandelion**  
Fiction, ~680L
- **Translating Aunt Edna**  
Fiction, ~690L
- **Counting in Swedish**  
Realistic Fiction, ~620L

## Doodlebug & Dandelion

pp. 4-9, Fiction

Use this story about strange goings-on at Pine Nut Elementary School to teach your students the elements of a mystery.



## RESOURCES

Mystery Elements Worksheet

## OBJECTIVES

- Students will read and analyze a short story.
- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will analyze and interpret data.

## KEY VOCABULARY

- **inquiring (p. 4)** wanting to know more; curious
- **coded (p. 5)** in the form of a code so that it can be kept secret
- **mystery (p. 5)** something that is not known
- **weird (p. 6)** unusual or strange
- **shadowy (p. 7)** full of shadows

## ENGAGE

**Conversation Question:** What does creativity look like?

Ask what it means to be creative. Explain that being creative means being able to think of new ideas or make new things. Discuss examples of creativity. Then ask why creativity is important. Ask the children to share examples of their own creativity. Finally, tell them to think about how the characters in this story are creative thinkers.

## INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask volunteers to explain the meanings of familiar words. Acknowledge correct meanings and then read the definitions aloud. Finally, have the children work in groups to make predictions about the story based on the vocabulary words.

## READ & DISCUSS

After students have read the story, have them check the accuracy of their predictions. Then use the questions below to prompt discussion:

- What does Dandelion know at the beginning of the story that no one else knows?
- On page 7, why does Dandelion suggest that Doodlebug and Rudyard should look in the empty classrooms?
- Where does Dandelion go when she disappears?
- Is Dandelion creative? Tell why or why not.

## SKILL FOCUS: Elements of a Mystery

**INSTRUCT:** Explain to students that a mystery is a form of fiction in which characters and readers are involved in trying to solve a problem. Discuss familiar mystery movies and books. Then ask students to name some elements of mystery stories. Next, display this list below and invite students to identify examples of these elements in the story.

- a puzzle that needs to be solved
- clues that help characters and readers solve the mystery
- secret information that some characters know but others don't
- red herrings—distractions that lead people astray

**ASSESS:** Distribute the *Mystery Elements* worksheet to all students and have them work in pairs to complete it.

## EXTEND

**Science:** Explain that codes are not just for mystery stories or spies. Creating codes to hide information is more important than ever because of data stored in computers. Have students conduct research to learn more about the codes that have been used throughout history. Then have them use one of these codes to encrypt this message: *The ship sails at midnight.*

Name \_\_\_\_\_

## Mystery Elements

Fill in the chart using details from “Doodlebug & Dandelion.” Then get together with a partner to complete the activity below.

Mystery Elements	Examples from the story
a puzzle that needs to be solved	
secret information that some characters know about, and others don't	
clues that help solve the mystery	
distraction that keeps characters from thinking about or noticing something	

**Paired Activity:** Note the important events that happen in the beginning, middle, and end of the story.

Beginning	Middle	End

## Translating Aunt Edna

pp. 11–13, Fiction

Discuss word parts and meanings by using this story about three children that play a clever trick on their older Aunt Edna.



## RESOURCES

Affixes Organizer

Vocabulary Square Organizer

## OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will create their own words and phrases.

## KEY VOCABULARY

- **legumes** (p. 11) the edible parts of a leguminous plant (member of the pea family)
- **faux pas** (p. 11) an embarrassing error or mistake in a social situation
- **scheme** (p. 12) a plan of action
- **boisterous** (p. 13) noisy behavior, rowdy
- **mirthfully** (p. 13) in a happy way with laughter

## ENGAGE

**Conversation Question:** What does creativity look like?

Ask the children if they have ever played a trick on someone. Invite them to share their stories. Remind them that tricks can be fun, but they need to be sure not to play mean or hurtful tricks on others. Tell the children that this story is about children that play a very clever trick on their aunt.

## INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Draw on the board, or print out, the *Vocabulary Square* organizer. Starting with the definition square, write the definition of the first word, legume. Continue with completing the synonym, sentence, and picture squares. Repeat this for the remaining words. These organizers can be added to an interactive notebook or vocabulary folder.

## READ & DISCUSS

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

1. What does Aunt Edna do when she visits? Why do you think she does this?
2. Why did the children want to make “an effective scheme?”
3. What was the “effective scheme?”
4. Do you think this was a good idea? Why or why not?
5. How did Aunt Edna react to their trick?

## SKILL FOCUS: Word Parts

**INSTRUCT:** Explain that we can learn the meaning of unknown words by understanding the different parts of the word. Affixes can be added to the word to change or modify the word. These affixes are called suffixes and prefixes. Distribute the *Affixes* organizer. Read the sentence on page 11 with the word, *familial*. Have the children write the word in the word box of the organizer. Explain that the root word (base word) is *famil* which means familiar group. The suffix means of or relating to. The suffix is *-al*. Have children add this to the suffix box. Explain the meaning of *familial* by using the meanings of the root word and suffix. Add this to the organizer. Complete the other boxes in the organizer.

**ASSESS:** Have the children work to complete the organizer with the word *perambulating*. Use a dictionary, if needed. Offer support if needed.

## EXTEND

**Writing:** Discuss with the children what nonsense words are. These are words that are made-up but might sound real. Display lists of common prefixes and suffixes. Have children create words and then write sentences using them. Have volunteers share their sentences and see if others can figure out the meanings of their words.

Name \_\_\_\_\_

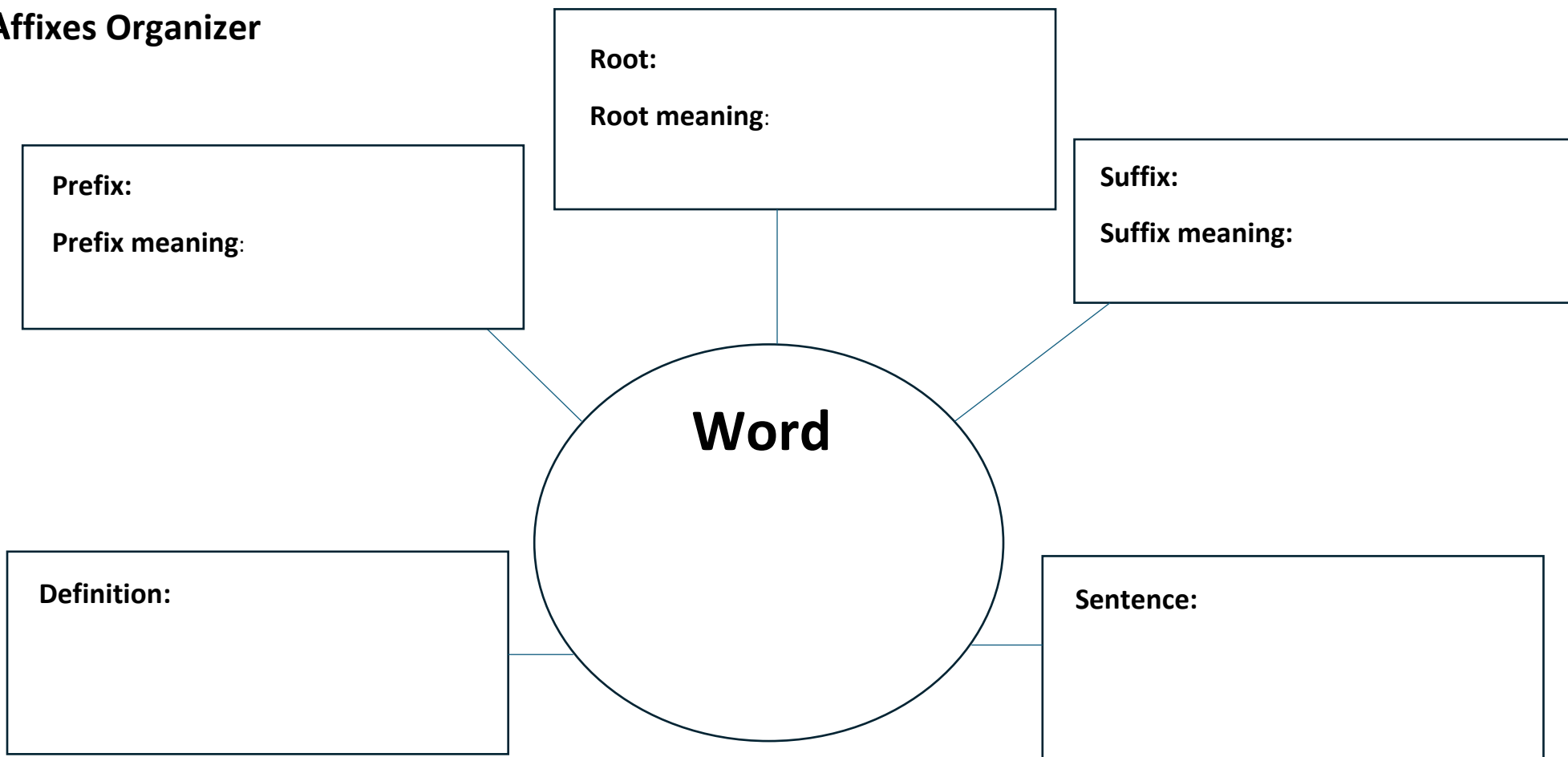
Vocabulary Square

<b>Definition</b>	<b>Synonym</b>
<b>Sentence</b>	<b>Picture</b>

**Word**

Name \_\_\_\_\_

### Affixes Organizer



## Counting in Swedish

pp. 27-31, Realistic Fiction

Use this story about a girl moving to another country and not knowing the language spoken to teach about point of view.



## ENGAGE

**Conversation Question:** What does creativity look like?

Explain that this story is about a girl that moves to Sweden. She does not know the language of Sweden, Swedish. Ask the children how they would feel moving to another country, not knowing the language, and having to go to school. Discuss their responses. Tell them to think about how they would feel as they listen to the story.

## INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Then display the sentences below and have children use the vocabulary words to complete them.

1. I cannot read this letter because it isn't \_\_\_\_\_.
2. The people \_\_\_\_\_ the car because they thought a famous person was inside.
3. "Hej" is \_\_\_\_\_ for "hello."
4. Please return the bike to the \_\_\_\_\_.
5. Ouch! You \_\_\_\_\_ my arm!

## RESOURCES

Point of View Worksheet

## OBJECTIVES

- Students will read and analyze a short story.
- Students will assess how points of view shape the content and style of a text.
- Students will recognize and identify the thoughts, feelings, and perspectives of others.

## KEY VOCABULARY

- **swarmed** (p. 27) moved somewhere in large numbers
- **Swedish** (p. 27) language spoken in Sweden
- **rack** (p. 28) a frame or stand on which items are placed
- **pinched** (p. 28) squeezed the finger and thumb together
- **translated** (p. 29) turned from one language into another

## READ & DISCUSS

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

1. What did the students do outside of the classroom?
2. What do students in Sweden call their teachers?
3. Where is Kelsi from?
4. Do the other students speak English?
5. Who does Kelsi meet that makes her feel braver? Would you feel this way?

## SKILL FOCUS: Point of View

**INSTRUCT:** Explain that the voice that tells a story is called the narrator and that different narrators can tell a story in different ways. Go over the information in this chart with students.

First-Person Narrator	Third-Person Narrator
<ul style="list-style-type: none"><li>• A story character</li><li>• Participates in the action</li><li>• Uses <i>I, me, we</i></li></ul>	<ul style="list-style-type: none"><li>• Is NOT a story character</li><li>• Describes how other characters think and feel</li><li>• Uses <i>he, she, and they</i></li></ul>

Then ask the children to identify which type of narrator is used to tell "Counting in Swedish" and explain how they know. Then, discuss how the story would be different if the story was told from First-Person narration.

**ASSESS:** Distribute the *Point of View* worksheet. Have the children work to complete it. Then have them share their responses.

## EXTEND

**SEL:** Have children reflect and write about how they would feel if they had to move to another country, not knowing the language, and having to go to a new school there. Invite volunteers to share.

Name \_\_\_\_\_

**Point of View Worksheet**

Choose a scene from the story. Rewrite the scene from another character’s point of view. Remember to use the correct pronouns; I, me, we or he, she, they.

Lined area for writing the response.