

Spider®

THEME

Use the texts and stories in this issue of Spider to talk with your students about different things that make people and animals unique.

CONVERSATION QUESTION

What makes you unique?

TEACHING OBJECTIVES

- Students will read and analyze a scientific article.
- Students will identify main ideas.
- Students will write poems.
- Students will read and analyze a short story.
- Students will identify characters' feelings.
- Students will conduct interviews.
- Students will read and analyze a poem.
- Students will analyze the structure of texts.
- Students will create artwork using a variety of materials.



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.

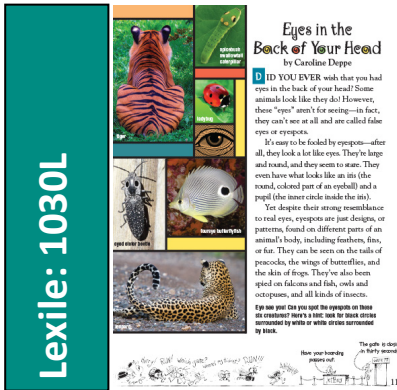
SELECTIONS

- **Eyes in the Back of Your Head**
Expository Nonfiction, 1030L
- **Picture Day**
Realistic Fiction, 620L
- **Clothes Trouble**
Poetry, 470L

Eyes in the Back of Your Head

pp. 11–16, Expository Nonfiction

Focus on main idea using this article about special markings on some animals and insects that help them to find mates, as well aid in their survival.



RESOURCES

Key Vocabulary
Main Idea Worksheet

OBJECTIVES

- Students will read and analyze a scientific article.
- Students will identify main ideas.
- Students will write poems.

KEY VOCABULARY

- **attractive** (p. 12) having a pleasing appearance
- **repulsive** (p. 12) causing strong dislike or disgust
- **gorgeous** (p. 12) very beautiful
- **drab** (p. 12) not bright or colorful
- **striking** (p. 15) unusual in a way that attracts attention
- **creepy** (p. 15) strange or scary

ENGAGE

Conversation Question: What makes you unique?

Tell the children that animals have a variety of characteristics that make them unique, or unlike other animals. Preview the photographs on page 11 without showing the title or text on the right side of the page. Divide the children into groups and assign each group one photograph. Have groups decide what makes their animal unique and allot time for groups to share their ideas. Finally, preview the title and explain that this article is about the special physical qualities of animals

INTRODUCE VOCABULARY

Display and read the vocabulary words and definitions aloud. Guide the children to recognize that all the words are adjectives (describing words). Work with them to sort the words into two groups based on whether the words describe things that look good or not so good. Distribute the *Key Vocabulary* worksheet and have the children work in pairs to complete it. Have them look for these words as they read.

READ & DISCUSS

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

1. What is an eyespot?
2. What makes an eyespot look like a real eye?
3. What are two ways that eyespots help animals?
4. What can you learn about a peacock from its eyespots?
5. How do eyespots keep moths and butterflies safe?

SKILL FOCUS: Identify Main Idea

INSTRUCT: Remind students that the main idea is the big idea that the author wants readers to understand about the topic of a text. Tell them that they will be looking at details in the article to help them identify the main idea. Distribute the *Main Idea* worksheet. Review the directions and the graphic organizer. Allow the children to work in pairs or small groups to complete the graphic organizer. Go over responses. Then point out the first main idea in part B of the worksheet. Discuss why this isn't the main idea of the article.

ASSESS: Have the children work in pairs to choose the correct main idea statement on the worksheet. Have them discuss how they know the statement is the main idea and the other statements are not. Then have them look for two details in their charts that support the main idea.

EXTEND

Language Arts Read aloud a few poems about insects and animals. Instruct the children to write a poem about one of the animals from the article and its eyespots. Encourage them to include moments of action and animal thoughts in their poems. After the children illustrate their poems, hold a class poetry reading.

Name _____

Key Vocabulary Words

The word bank below shows the vocabulary words from the story. Write these words on the word line. Put them in order of greatest looking to grossest looking. Use the definitions to help you place the words. One word has been placed for you. Then choose three words and write sentences that use them correctly.

striking: unusual in a way that attracts attention

attractive: having a pleasing appearance

gorgeous: very beautiful

repulsive: causing strong dislike or disgust

drab: not bright or colorful

creepy: strange or scary

drab



Looks great!

Looks gross!

1. _____
2. _____
3. _____

Name _____

Part A: Answer the questions in the chart below. Use information in the article to help you write your answers.

	Male Peacock	Peacock Butterfly	Four-Eyed Frog
Where are the animal's eyespots?			
How does the animal display its eyespots?			
Do the eyespots invite interest or scare off predators?			
What happens when another animal sees the eyespots?			

Part B: Which statement below tells the main idea of the article? Circle the number of the correct statement. Then underline three details in the chart above that support the main idea.

1. Eyespots can help a male peacock find a partner.
2. Eyespots look a lot like real eyes.
3. Eyespots help animals in different ways.
4. Some frogs, moths, and butterflies use eyespots to keep predators away.

Picture Day

pp. 19–24, Realistic Fiction

Use this story about getting dressed for picture day at school to teach students how to understand characters' feelings.



Picture Day

GENEVIEVE D'AMICO WOKE that morning feeling like something was supposed to happen.
Was it birthday parade day? Were Nona and her cousin coming over? No, it wasn't either of those things. Could it be her birthday? No, that wasn't for sixty-two more days.
After some cereal with chocolate milk, she brushed her teeth, decided not to brush her hair, and went to her room to get dressed. Her shiny, puffy pink dress lay across her bed. Maybe it was her birthday.
"MOM," she yelled, "IS IT MY BIRTHDAY?"
Her mother was busy packing her lunch. "Um! SHUTTER BAY!" She removed a piece of toast from her mouth. "Honey, it's picture day at school, remember?"

by Christina Robertson
Art by Jeffrey Ebbeler



OBJECTIVES

- Students will read and analyze a short story.
- Students will identify characters' feelings.
- Students will conduct interviews.

KEY VOCABULARY

- **velvet** (p. 20) fabric that has a soft, fuzzy feel on one side
- **inspiration** (p. 21) something that gives you an idea about what to do
- **marveled** (p. 22) felt wonder and astonishment

ENGAGE

Conversation Question: What makes you unique?

Remind the children that being unique means being one of a kind and that everyone is unique. Distribute one index card to each child. Have them write three words that their friends might use to describe them on one side of the card. Have them describe something that makes them unique on the other side. Invite the children to share what they wrote. Then tell them to think about what makes the girl in this story unique.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then display the sentences below and have students complete them using the vocabulary words. Invite volunteers to share their responses. Then remind students to look for these words as they read the story.

1. The dress is made of beautiful, dark blue _____.
2. My parents _____ at the huge sandcastle I made.
3. Seeing the ocean gave me _____ to write a poem called "Waves."

READ & DISCUSS

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

1. What conflict or problem do Vivie and her mom have?
2. How does Vivie look different from other boys and girls at school?
3. Compare the way Harley and the fourth graders react to Vivie's outfit? Are the reactions similar or different?
4. What is the theme of the story or the lesson it teaches?

SKILL FOCUS: Identify Characters' Feelings

INSTRUCT: Tell the children that they can understand characters' feelings by noticing their thoughts and actions. Read aloud the first paragraph on page 20. Point out that the first sentence tells them Vivie feels excited. Ask the children to identify Vivie's actions (she slumps) and her thoughts (she doesn't like the pink dress). Ask them how Vivie feels at the end of the paragraph (disappointed). Have the children work in pairs to look for more descriptions of Vivie's thoughts and actions in this story and to share them with the class. Discuss what feelings these details show.

ASSESS: Have the children work in pairs to write sticky notes with five other character thoughts and actions. Have them label the feeling that each detail shows and have students share their work in small groups.

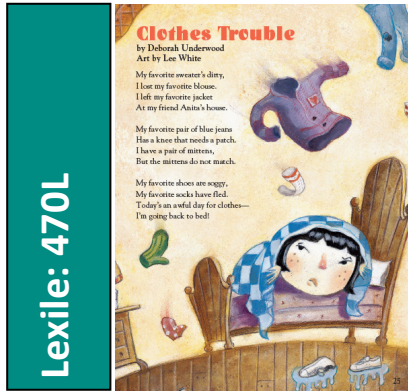
EXTEND

Social Studies Have the children interview a parent, grandparent, or older friend or relative about the clothes they liked to wear when they were kids. Help students construct one to three questions, such as "Did you have a favorite piece of clothing or outfit when you were my age?" Have students record their interviews to share with the class.

Clothes Trouble

p. 25, Poetry

Use this poem about favorite clothes to discuss using our senses to create important imagery for the reader.



OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze the structure of texts.
- Students will create artwork using a variety of materials.

KEY VOCABULARY

- **blouse (p. 25)** a piece of clothing usually worn by women, similar to a shirt
- **soggy (p.25)** completely wet, heavy with moisture
- **fled (p.25)** ran away or escaped

ENGAGE

Conversation Question: What makes you unique?

Tell the children that hobbies, or the things people do for fun, and the way people dress help make people unique. Give some examples of fun clothing choices like brightly colored shirts, funny socks with pictures, or different hats. Share some of your unique clothing items. Then ask the children to share any of their unique clothing items. Explain that the main character in this poem can't wear her favorite clothes and have them think of what they would do in this situation.

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. Next, have the children work in pairs to write sentences using these words. Invite them to share their sentences. Remind them to look for the words as they read the poem.

READ & DISCUSS

Have the children listen closely as you read the poem aloud. Then have the children work in pairs to take turns reading the poem to each other. Use the following questions to discuss the poem:

1. What words or ideas stood out to you in the poem?
2. What is this poem about?
3. Which of the five senses does the poem appeal to?
5. What words help you imagine pictures in your mind?

SKILL FOCUS: Understand and Write Imagery

INSTRUCT: Discuss characteristics of poetry—ask how this poem looks different from a story, explain stanzas, and talk about the rhyme. Then have the children listen again closely as you read aloud the poem, one line at a time. Pause after each line and have the children turn and talk to identify words that helped them imagine the clothing items. Ask the children to share their words. List them on the board. When you finish the poem, read aloud the words and phrases in the list and ask the children to identify the sense each appeals to.

ASSESS: Assign one or two senses to each child or let them choose their senses. Provide pictures or books that show images of different clothing. Have the children use words to describe what their sense feels/sees/smells, etc. Have the children use these sentence frames from the poem to write: My favorite _____ is/are _____. My favorite _____ has/have _____.

EXTEND

Art Have the children create their own unique clothing items. Have them draw the clothing items and allow them to use a variety of art materials to create their unique clothing. Display the artwork so the children can see the variety of clothing items created.