



MAGAZINE TEXTS

Doodlebug & Dandelion: Garage of Ghouls.	4
Contemporary Realistic Fiction	610L
Ghost Crab Beach	9
Narrative Poem	1080L
Monster on My Roof	12
Fantasy	400L
Song Dingbo and the Hungry Ghost	18
Chinese Folktale	390L
Moon	22
Ode	380L
The Gummiwolf	23
Fantasy	220L
Monster of the Deeps	27
Expository Nonfiction	1050L

cricketmedia.com

Teachers' Guide for
Spider October 2015

Using This Guide. **2**

Common Core: Reading, Speaking
& Listening, and Writing **3**

Text Pages **4**

Cross Text Connections
with Multiple Articles **11**

Mini-Unit **12**

Printables. **15**

Glossary **19**

Online Resources **21**



OVERVIEW

In this magazine, readers will learn, through fun (and sometimes scary) stories, poems, and articles, about the tools authors and illustrators

*use to build understanding for their readers. **Spider October 2015** includes examples of tools such as descriptive language, repetition, exaggeration, pictures, and more.*

ESSENTIAL QUESTION:

How do authors and illustrators use various tools to help readers better understand their subjects?

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

READ MULTIPLE TEXTS PAGES 4 - 10

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

TEACH A MINI-UNIT PAGES 12 - 14

Magazine texts can be easily grouped to make cross text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple texts and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (CCSS.Reading.1)

Describe Relationships (CCSS.Reading.3)

Analyze Text Structure (CCSS.Reading.5)

Interpret Visual Information (CCSS.Reading.7)

Summarize (CCSS.Reading.2)

Determine Word Meaning (CCSS.Reading.4)

Understand Author’s Point of View (CCSS.Reading.6)

Explain Reasons and Evidence (CCSS.Reading.8)

FOCUS STANDARD: CCSS.Reading.9: Integrate Ideas and Information:

Have students read multiple texts from this magazine on the same topic, build knowledge, and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts. (CCSS.SpeakListen.1, 2, 4)

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Text Clubs: Form small reading groups of students reading the same text. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* texts. Invite students to share information and resources with each other

Whole Class: Launch with an essential question. Encourage students to find and share evidence from different texts building a greater understanding of the question.

WRITING

Use the texts in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content in the articles. See the **Mini-Unit** section of this guide (pages 12 - 14) as well as the **text pages** (pages 4 - 10) for ways to incorporate writing into your instruction.

ARTICLE: Doodlebug & Dandelion Garage of Ghouls

Magazine pages 4 - 8, Contemporary Realistic Fiction

Lexile Score: 610



Dandelion and Doodlebug go to their cousin Punky’s Halloween party. The party is so scary, several of the party-goers bolt out the door. After a while, Dandelion and the remaining kids decide to turn the tables on Punky.

ESSENTIAL QUESTION

How do authors and illustrators use various tools to help readers better understand their subjects?

ELA CONCEPTS

An author presents different points of view to a shared experience.

CROSS-CURRICULAR EXTENSION

Writing

Write statements that portray the different party expectations of three kids: Punky, Dandelion, and one of the kids who bolted from the party.

KEY VOCABULARY

nervously (p. 4) in a way that shows worry or fear

ridiculous (p. 5) extremely silly or unreasonable

frightening (p. 6) causing (someone) to become afraid

irritation (p. 7) the feeling of being impatient, angry, or annoyed

PREPARE TO READ

Ask the students what they think makes a great Halloween party. As a class, create a list of their favorite elements. Tell the students that, as they read the story, they should compare their list of favorite elements to the party Doodlebug and Dandelion attend.

CLOSE READING QUESTIONS

- In what ways did Dandelion and her friends show they were brave both before and during the party? Support your answer with details from the text.
- This story is an example of contemporary realistic fiction. Give examples from the story that supports each of the three words.
- How did Punky’s behavior change from the beginning to the end of the story? Why do you think the way Doodlebug and Dandelion felt about Punky changed throughout the story?
- In what ways do the illustrations support the mood of the story? Use specific examples from the illustrations and/or words.
- Identify similarities and differences between Punky’s party and the list the class created before you started reading.

COMMON CORE CONNECTIONS

Describe Characters *CCSS Literature 3*

Choose two characters in the story. Describe how each character behaves at the beginning of the story and how he/she changes by the end of the story.

Interpret Visual Information *CCSS Literature 7*

Choose two characters in the story. Describe how each character behaves at the beginning of the story and how he/she changes by the end of the story.

Collaborative Discussions *CCSS Literature 3*

Share with a partner which character in the story is most like you.

ARTICLE: Ghost Crab Beach

Magazine pages 9, Narrative Poem



Ghost crabs provide perfectly spooky props for a moonlit walk on the beach.

ESSENTIAL QUESTION

How do authors and illustrators use various tools to help readers better understand their subjects?

ELA CONCEPTS

A poet uses vivid words to portray a haunting beach experience.

CROSS CURRICULAR EXTENSION

Science

Research ghost crabs with a partner. Compare the ghost crab details to facts found in your research. Is the poem based on facts?

KEY VOCABULARY

glide (p. 9) to move in a smooth way

swarms (p. 9) groups of a very large number of insects moving together

specters (p. 9) ghosts or spirits of a dead person

scuttle (p. 9) to move quickly and with short steps

PREPARE TO READ

Show the students just the illustration. Ask them to predict what the poem is about and what tone it might use.

CLOSE READING QUESTIONS

- Find the lines that rhyme. What rhyming pattern does the poet use?
- After reading this poem, how do you think the poet feels about the ghost beach? Use details from the poem to explain your answer.
- Is this poem fiction or nonfiction? On what do you base your answer?
- The poem dares the reader to walk on Ghost Beach. What key details from the poem support the idea that this walk might be risky?

COMMON CORE CONNECTIONS

Collaboration *CCSS Speaking and Listening 1*

With a partner, read the poem aloud one or more times. Discuss the best tone of voice to use. Try different ways. Read the poem to another partner group or to the class.

Research *CCSS Writing 7*

Research what ghost crabs look like. Compare your findings to the poem's illustration. How accurate is the illustration? Why do you think the illustrator chose to show the ghost crabs the way she did? How might you have illustrated this poem?

Vocabulary *CCSS Literature 4*

Find at least five lively verbs in the poem. With a partner, act them out!

ARTICLE: Monster on My Roof

Magazine pages 12 - 17, Fantasy

Lexile Score: 400



Monster on My Roof
BILLY BALDERSOOK LIVED with his mother and even in a very small house. It was so small, in fact, that after his mother picked her room and his sister picked her room, there weren't any rooms left for Billy—except for up, up in the attic. But Billy didn't mind, because it was about the distance to a nice house. (Allison)
One night, after Billy had put on his pj's and brushed his teeth and had a goodnight kiss from Mom, he clump-clump-clumped up the stairs and got under the covers so small. Then, right before he fell asleep—
Thump.
He sat up. "Mom? Did you hear that?"
"That what?" said his mother, her voice muffled from downstairs.
"That thump?" he demanded. "Are you thumping down there?"
"No," she yelled back. "Nobody's thumping down here."
"But ... something is thumping. What do you think it's a monster?"
by Eric Denno
Art by Russ Langley

Billy, a boy, is on his bed, trying to get to sleep. Tömmy, a monster, is on the roof. Each spends a night of fear as he hears the other's scary noises.

ESSENTIAL QUESTION

How do authors and illustrators use various tools to help readers better understand their subjects?

ELA CONCEPTS

An author uses suspense and surprise to keep readers engaged.

CROSS-CURRICULAR EXTENSION

Writing

Pretend you believe there is a monster in your room. Write it a letter. Try to convince it that it would be much happier living somewhere else.

KEY VOCABULARY

muffled (p.12) made quieter by using a covering of some sort.

reassured (p. 13) made to feel less afraid

inspected (p. 13) looked at closely

spotlight (p. 15) light that shines a narrow strong beam of light on a small area

PREPARE TO READ

Study the picture of Billy's house on page 12. Locate Billy's bedroom in the attic. Explain that Billy is going to be spooked by noises in the night. Read what his mother says to him on 13. "Even if there was a monster, I'm sure he was as scared of you as you were of him." Discuss what she means by this.

CLOSE READING QUESTIONS

- Find examples of onomatopoeia (words that mimic the sound of an object or action). Why did the author choose to use these words in the story? How does the author's use of capitalization and letter repetition make a difference in the way you read these words?
- How does the author show the reader, through text and font, that the focus of the story has changed from Billy and his mother to Tömmy and his mother? How does the illustrator support this change?
- What do Billy and Tömmy say and do that show they are similar? How are their living environments similar?

COMMON CORE CONNECTIONS

Character Point of View *CCSS Literature 6*

In small groups, read through the story as Reader's Theater. Assign parts: narrator, Billy, Billy's mother, Tömmy, and Tömmy's mother. Focus on speaking from a character's point of view.

Collaboration: Debate *CCSS Speaking and Listening 1*

In groups of 4 to 8, split the group members into two debate teams. Team 1 will argue that this story is realistic fiction. Team 2 will argue that this story is fantasy fiction. Teams must use details from the text to support their positions.

Opinion Writing *CCSS Writing 1*

Write a letter to Billy and Tömmy's mothers explaining why they are wrong when they say, "There's no monster. And even if there was, I'm sure he's as scared of you as you are of him." Use details from the text to support your answer.

ARTICLE: Song Dingbo and the Hungry Ghost

Magazine pages 18 - 21, Chinese Folktale

Lexile Score: 390

Song Dingbo and the Hungry Ghost

A Story from China
Retold by Eric A. Kimmel

ONCE UPON A TIME a boy named Song Dingbo set out from the village of Shuang to visit the town of Wan. Along the way he encountered a hungry ghost. "My poor person, would I see you in one year?" the ghost begged. Song Dingbo was terribly frightened, but he kept his eyes and ears. "You're mistaken. I'm no mortal. I'm a ghost like you."

"You don't look like a ghost to me."
"That's because I've only been a ghost for three days," Song Dingbo said. "I'll probably look more like you when I die."

"Where are you going now?" the ghost asked.
"I'm going to Wan. It's a nice town. I haven't been there in a long time."

"No, no! Let's go together," the ghost said. Song Dingbo and the hungry ghost set out for Wan. They walked for a while. Then the ghost said, "You never see a ghost for a ghost. Can't you go faster?"

"I'm still a young ghost," Song Dingbo explained. "I'm not used to going fast. It makes me dizzy. But if you want to go faster, I know something we can try."
"What is it?"



Art by Ju Hong Chen

When he is threatened by a hungry ghost, a boy pretends to be a ghost himself. After this deception, the boy continues on to trick the ghost at every turn.

ESSENTIAL QUESTION

How do authors and illustrators use various tools to help readers better understand their subjects?

ELA CONCEPTS

Folktales come from different cultures and use rich details to convey their message.

CROSS-CURRICULAR EXTENSION

Research

Research the typical elements of folktales. Which elements does "Song Dingbo and the Hungry Ghost" have?

KEY VOCABULARY

encountered (p. 18) came upon face-to-face

frightened (p. 18) filled with fear

mortal (p. 18) a human being

bargain (p. 21) something bought or offered for sale at a good price

PREPARE TO READ

Tell the students they will be reading a Chinese folktale, "Song Dingbo and the Hungry Ghost." Ask them predict what happens in the tale, based on the title and what they know about folktales.

CLOSE READING QUESTIONS

- The story begins with the ghost saying, "Say your prayers, mortal. I am going to eat you!" What two reasons does Song Dingbo give to convince the ghost to not eat him?
- Why did the ghost decide to turn himself into a horse? Was it a good decision? Why? What key information did he then give the boy? If the ghost hadn't told the boy about this, how might the story have ended?
- How would you describe Song Dingbo's attitude throughout this story? How do the illustrations support Song Dingbo's attitude?

COMMON CORE CONNECTIONS

Retelling a Folktale *CCSS Literature 2*

Working with a partner, list all the ways Song Dingbo tricked the ghost.

Vocabulary Development *CCSS Literature 4*

Working with a partner, discuss times you kept your wits and were able to save a situation that was not going well (you were scared, embarrassed...).

Writing Response *CCSS Writing 3*

Pretend to be the hungry ghost. Write a letter to Song Dingbo. It can either be angry, because he tricked you, or congratulatory because he was so clever. Use descriptive details.



A plea from trick-or-treaters to the Halloween moon: Keep us safe tonight.

ESSENTIAL QUESTION

How do authors and illustrators use various tools to help readers better understand their subjects?

ELA CONCEPTS

A poet uses metaphors to convey a poem's meaning.

CROSS-CURRICULAR EXTENSION

Research

Research who the cyclops were in Greek mythology.

KEY VOCABULARY

unblinking (p. 22) not winking

cyclops (p. 22) a giant in Greek legend with a single eye in the middle of the forehead

heavenly (p. 22) completely delightful

crystal (p. 22) a clear colorless glass of very good quality

PREPARE TO READ

Without showing the illustration, nor mentioning Halloween or the poem's title, read the poem to the class. Ask, "What would be a good title for this poem/riddle?"

CLOSE READING QUESTIONS

- Explain what a metaphor is (a phrase that describes something by comparing it to some other thing, such as a person, emotion, or thing). Read each stanza and ask of each: What does this stanza make you picture in your mind? To what does it compare the moon?
- List the rhyming words. What do you notice about them? What is the rhyming pattern?
- How do the trick-or-treaters feel about the moon? Use details from the poem to support your answer.

COMMON CORE CONNECTIONS

Interpreting Words and Phrases *CCSS Literature 4, Writing 3*

Working with a partner or small group, students create more metaphors for the moon. Each student then chooses some of the metaphors and creates his/her own moon poem, with illustrations, with or without rhymes.

Fluency *CCSS Foundational Skills 4*

Working with a partner or small group, students read "Moon" aloud several times, focusing on accuracy and expression. They may perform poem for the class.

Poet Research *CCSS Writing 7*

Working with a partner or small group, students use Charles Ghigna's Father Goose website to learn more about his life and work.

ARTICLE: The Gummiwolf

Magazine pages 23-26, Tall Tale



A girl is frightened when she's approached by the Gummiwolf. No matter how quickly and how far she flees, he's right behind her. When he finally catches up, she's in for a surprise.

ESSENTIAL QUESTION

How do authors and illustrators use various tools to help readers better understand their subjects?

ELACONCEPT

An author can combine realism and exaggeration to craft an engaging story.

CROSS CURRICULAR EXTENSION

Research

Read a few old-time tall tales, such as *John Henry* and *Pecos Bill*.

KEY VOCABULARY

bumper (p. 23) the heavy bar on the front and back of a vehicle

conductor (p. 24) the person on a train or bus who collects payment

caboose (p. 24) a car usually at the rear of a train for the train crew and railroad workers

relief (p. 25) the feeling of not having the pain or worry that you had before

PREPARE TO READ

Discuss the characteristics of a tall tale (realism, outrageous exaggeration). Have the students turn to a partner and give an example of an ordinary task, such as running to the store, and turn it into an outrageous exaggeration. Ask some students to share with the class.

CLOSE READING QUESTIONS

- When Jennifer gets in the taxi, she shouts, "Step on it!" What does she mean by this?
- How does the author use exaggeration to help tell this story? Give examples from the text.
- How do the illustrations help you understand the story? How do the illustrations convey the story's mood? Use illustrations and key details to explain your answer.
- What is Jennifer's perception of the Gummiwolf at the beginning of the story? How does this affect her behavior? How does her perception change by the end of the story? What causes this change? Support your answer with details from the text.

COMMON CORE CONNECTIONS

Retell Events *CCSS Literature 2*

Working with a partner, list all the forms of transportation Jennifer takes in the story. What outrageous exaggeration occurs with each vehicle?

Writing Dialogue *CCSS Writing 3*

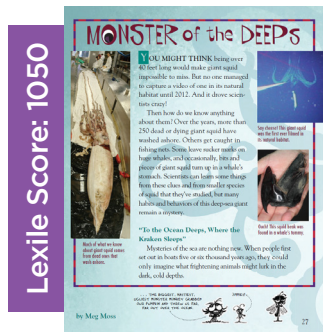
Form the students in groups of four. Give them this task: Reread the section of the story when Jennifer gets in the taxi until she leaves the taxi. Pretend a police officer stops the taxi for speeding. Write a 4-person dialogue between the officer, the taxi driver, Jennifer, and the Gummiwolf. How will they explain their behavior?

Complex Character Traits *CCSS Literature 3*

Working with a partner, list the ways Jennifer is a regular kid and ways she's not-so-regular. Using your lists, describe Jennifer in two or three sentences.

ARTICLE: Monster of the Deep

Magazine pages 27 - 31, Expository Nonfiction



Although more than 250 giant squid have washed ashore over the years, much about these animals is still unknown. Through text, illustrations, and photos, this article presents what is known about the mysterious giant squid.

ESSENTIAL QUESTION

How do authors and illustrators use various tools to help readers better understand their subjects?

SCIENCE CONCEPTS

Some deep-sea creatures still hold mysteries for scientists.

CROSS-CURRICULAR EXTENSION

Math

With a tape ruler, mark out the dimensions of a giant squid in the hallway or gym. How many students fit in its outline?

KEY VOCABULARY

teuthologist (p. 28) scientists who study squid and their relatives

cephalopod (p. 29) any of a class of mollusks, such as the octopus or squid, that have highly developed eyes, and tentacles attached to the head around the mouth

tentacles (p. 29) long thin body parts on the head or around the mouth of some animals that are used for feeling or taking hold of things

PREPARE TO READ

Present the class with a riddle: What is over 40 feet long, leaves sucker marks on whales, has a parrotlike beak, and eyes the size of soccer balls? This is the animal we are going to read about today.

CLOSE READING QUESTIONS

- What are some ways early scientists learned about giant squid? Use details found in paragraph two in your answer.
- What are some key ideas in this story? Why might the author have chosen to write about giant squid?
- As you read, underline or copy interesting facts about giant squid. Share with a partner or the class. Explain why you find these facts interesting.
- How does the author use the subtitles to help the reader understand giant squid?
- How does the illustrator help the reader better understand giant squid? Do the illustrations provide information not found in the text?

COMMON CORE CONNECTIONS

Recount Key Details *CCSS Informational Text 2*

Working with a partner or small group, locate the subheading A Spineless Wonder. Reread the first paragraph in that section. There are six questions listed there. Use the information in the article to answer three of the questions.

Analyze Text Structure *CCSS Informational Text 7*

With a partner, examine the illustrations and their captions. What information did you learn that was not in the main text?

Demonstrate Understanding *CCSS Informational Text 1*

Working with a partner, locate the subheading Squid Squads. Reread the section. Describe three attempts researchers have made to study giant squid. Use details from the text in your response.

CROSS-TEXT CONNECTIONS WITH MULTIPLE TEXTS

COMPARE TEXTS

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

- Read “Monster on My Roof” and “Monster of the Deeps.” Compare and contrast how the text and illustrations were used to help the reader better understand their subjects. How are descriptive language, action words, sound words, facts, and pictures used in order to get each article’s point across?
- Read “Ghost Crab Beach,” “How to Tell If Your Room Is Haunted,” and “Moon.” Compare and contrast how the text and illustrations of each poem were used to help the reader better understand the subjects. How are descriptive language, metaphor, action words, repetition, humor, and pictures used in order to get each poem’s point across?
- Read “Doodlebug & Dandelion: Garage of Ghouls,” “Song Dingbo and the Hungry Ghost,” and “The Gummiwolf.” Compare and contrast how the text and illustrations of each story were used to help the reader better understand the subjects. How are descriptive language, dialogue, action words, sound words, exaggeration, repetition, humor, and pictures used in order to get each story’s point across?
- Read “The Hardest Thing to Draw.” Then study the illustrations in “Doodlebug & Dandelion: Garage of Ghouls,” “Monster on My Roof,” “Song Dingbo and the Hungry Ghost,” and “Do You See Monsters?” Do you agree with the opinion expressed in “The Hardest Thing to Draw”? Use details (text and illustrations) from articles to support your answer.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

Authors and illustrators use a variety of tools, such as descriptive language, metaphor, dialogue, action words, repetition, exaggeration, humor, and pictures, to build a reader's understanding of their subject and point of view. In this mini-unit the students create a class poster that shows how these elements are used in the genres of nonfiction, poetry, realistic fiction, and fantasy fiction.

ENGAGE

**READ AND
COMPARE**

APPLY

ENGAGE: Students often experience what an author and illustrator intend with their text and art, but they don't always realize how the author and illustrator achieve these effects. Start a discussion about some of the elements that can go into a text (e.g. metaphor, descriptive language, humor, pictures, graphics, etc.). Create a Mind Map like the one below. Add student observations and knowledge. Add new observations and knowledge as the class explores in this unit.



Share the essential question:

How do authors and illustrators use various tools to help readers better understand their subjects?



READ AND COMPARE ARTICLES: Begin with a focus text as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use *Doodlebug & Dandelion: Garage of Ghouls* on pages 4-8 as a focus text, or choose a different text that works well for your teaching goals. Share the summary on page 4 of this guide. Students can read using their own copies of the article and sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE TEXT: After reading, guide students to turn and talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW TEXTS: Help students choose additional texts to read that will give them opportunities to examine the key elements (descriptive language, dialogue, action words, sound words, exaggeration, repetition, humor, and pictures) in the text and illustrations. Add their observations to the Tools of *Authors and Illustrators Mind Map*. Refer to the Text Pages for summaries of each text within Spider October 2015.

4) COMPARE ARTICLES: After students have read multiple texts, guide them to make cross-text connections. Refer to page 11 for Cross-Text Comparisons, using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

CLOSE READ: *CCSS Reading 1, 2, 3* Read carefully to find key tools that authors and illustrators use

COMPARE AND CONTRAST: *CCSS Reading 9* As students read sets of texts and examine the text and illustrations, they discover how authors and illustrators use various tools to build understanding.



APPLY: CREATE A CLASS POSTER - TOOLS OF AUTHORS AND ILLUSTRATORS

The students have read several articles and have discussed several tools authors and illustrators use to build meaning for the reader. Now it is time to create a class poster of the tools. Form the students into four groups. Assign each group with a genre (Nonfiction, Poetry, Realistic Fiction, and Fantasy Fiction). Each group is responsible for creating a poster that shows the tools that are used in their genre.

As a class, review the mind map of Tools of Authors and Illustrators to refresh students' memory of what they have learned. Instruct the students that each group will have one poster board on which to display the tools authors and illustrators use to build understanding. Tell them they must provide an example of each tool. Review the following articles:

- I. As a class, brainstorm:
 - Ways to portray the tools (drawings, graphics, text examples)
 - Materials needed (paper, glue, pencils, markers, crayons)
 - Helpful resources (*Spider October 2015*, reading and other classroom books, websites)
 - Record and post results
 - list of materials
 - list of resources
- II. In their groups, students decide on
 - Tools used for their genre (nonfiction, poetry, realistic fiction, or fantasy fiction) that are used to build meaning (descriptive language, humor, pictures...)
 - Materials they expect to need
 - How they will portray the tools (text example, drawing, chart...)
 - Which texts from *Spider* they will use
- III. When groups are ready, give each group a *Tools of Authors and Illustrators* graphic organizer. Demonstrate how to fill it out.
 - Section A: the names of students in group
 - Section B: the group's genre (nonfiction, poetry, realistic fiction, fantasy fiction)
 - Sections C:
 - the author or illustrator tool
 - the student responsible
 - how the tool will be shown
 - materials needed
- IV. After graphic organizer is complete, each student will:
 - Gather necessary materials
 - Consult *Tools of Authors and Illustrators Mind Map*
 - Consult appropriate texts from *Spider October 2015* and other resources
 - Start working on poster
- V. When posters are complete, let each group present their poster to the class. Encourage each group member to tell about his/her contribution.
- VI. Display posters where students can see them as they write.

GROUP: _____

Mini-Unit Graphic Organizer

A. NAMES: _____

B. Tools of Authors and Illustrators: _____

C. Poster Planning:

Author/Illustrator Tool:

Student Responsible:

How tool will be shown:

Materials Needed:

Author/Illustrator Tool:

Student Responsible:

How tool will be shown:

Materials Needed:

Author/Illustrator Tool:

Student Responsible:

How tool will be shown:

Materials Needed:

GROUP: _____

Mini-Unit Graphic Organizer

Author/Illustrator Tool:

Student Responsible:

How tool will be shown:

Materials Needed:

Author/Illustrator Tool:

Student Responsible:

How tool will be shown:

Materials Needed:

Author/Illustrator Tool:

Student Responsible:

How tool will be shown:

Materials Needed:

Author/Illustrator Tool:

Student Responsible:

How tool will be shown:

Materials Needed:

NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:	ARTICLE 2:	ARTICLE 3:

bargain something bought or offered for sale at a good price

*“What a **bargain!**” (p. 21)-*

bumper the heavy bar on the front and back of a vehicle

*He grabbed hold of the **bumper**. (p. 24)*

caboose a car usually at the rear of a train for the train crew and railroad workers

*He wiggled his tail and leaped onto the **caboose**. (p. 24)*

cephalopod any of a class of mollusks, such as the octopus or squid, that have highly developed eyes, and tentacles attached to the head around the mouth

*Like their smaller squid relatives, giant squid belong to the group of animals called **cephalopods**, which also includes octopuses. (p. 29)*

conductor the person on a train or bus who collects payment

*“Step on it!” she shouted to the **conductor**. (p. 24)*

crystal a clear colorless glass of very good quality

***crystal** ball in flight (p. 22)*

cyclops a giant in Greek legend with a single eye in the middle of the forehead

***cyclops’** heavenly sight (p. 22)*

encountered came upon face-to-face

*Along the way he **encountered** a hungry ghost. (p. 18)*

frightened filled with fear

*Song Dingbo was terribly **frightened**, but he kept his wits and said, “You’re mistaken....” (p. 18)*

frightening causing (someone) to become afraid

*With a **frightening** crash, all the lights went out. (p. 6)*

glide to move in a smooth way

*This beach at night is a haunted place / when the moon begins its evening **glide**, / as silent swarms of ghosts come sliding / out of the sand, beneath the tide— /*

hiding in the blue-black night, / tiny specters with claws of white. (p. 9)

heavenly completely delightful

*cyclops’ **heavenly** sight (p. 22)*

inspected looked at closely

*She took Billy’s hand, and they **inspected** under the bed. (p. 13)*

irritation the feeling of being impatient, angry, or annoyed

*Dandelion’s fright faded into downright **irritation**. (p. 7)*

mortal a human being

*“I’m no **mortal**. I’m a ghost like you.” (p. 18)*

muffled made quieter by using a covering of some sort

*“Hear what?” said his mother, her voice **muffled** from downstairs. (p.12)*

nervously in a way that shows worry or fear

*She stared **nervously** at the sign draped over the garage door in their cousin Punky’s backyard. (p. 4)*

reassured made to feel less afraid

*Billy was not **reassured**. (p. 13)*

relief the feeling of not having the pain or worry that you had before

*She was about to breathe a sigh of **relief** when something bounced over a fence, raced across the field, and stopped right in front of her nose. (p. 25)*

ridiculous extremely silly or unreasonable

*He looked **ridiculous**. (p. 5)*

scuttle to move quickly and with short steps

*They **scuttle** across your sandy toes, / then disappear before you scream. (p. 9)*

specters ghosts or spirits of a dead person

This beach at night is a haunted place / when the moon begins its evening glide, / as silent swarms of ghosts

*come sliding / out of the sand, beneath the tide— / hiding in the blue-black night, / tiny **specters** with claws of white. (p. 9)*

spotlight light that shines a narrow strong beam of light on a small area

*“Mom! The monster’s got a **spotlight** now!” (p. 15)*

swarms groups of a very large number of insects moving together

*This beach at night is a haunted place / when the moon begins its evening glide, / as silent **swarms** of ghosts come sliding / out of the sand, beneath the tide— / hiding in the blue-black night, / tiny specters with claws of white. (p. 9)*

tentacles long thin body parts on the head or around the mouth of some animals that are used for feeling or taking hold of things

*Two even longer **tentacles** can reach out and clamp down on prey, which the squid then draws into its mouth. (p. 29)*

teuthologist scientists who study squid and their relatives

*Today, scientists who study squid and their relatives are called **teuthologists**. (p. 28)*

unblinking not winking

***unblinking** eye of night (p. 22)*

Doodlebug & Dandelion: Garage of Ghouls

- <http://kids.nationalgeographic.com/games/quizzes/quiz-whiz-halloween/>

Have students take this short online quiz to learn more about Halloween, its history and more.

Ghost Crab Beach

- <http://www.kids-fun-science.com/ghost-crabs.html>

This site provides great information about ghost crabs.

Monster on My Roof

- <http://artforkidshub.com/how-to-draw-a-monster/>

This page offers a 5-step lesson on how to draw a monster.

Song Dingbo and the Hungry Ghost

- <http://ericakimmel.com/>

Author Eric A. Kimmel's website where he answers kid's questions, reads his stories, and more.

Moon

- <http://www.charlesghigna.com/>

Poet Charles Ghigna's website that includes poems, lesson plans and more.

The Gummiwolf

- <http://kids.nationalgeographic.com/explore/monster-myths/>

This site shares Halloween myths that are actually true.

Monster of the Deeps

- <http://kids.nationalgeographic.com/animals/giant-squid/#giant-squid-swimming.jpg>

This site from National Geographic contains giant squid information plus three photographs.

