

Teacher's Supplement

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November/December 2015

Spider®

THE MAGAZINE FOR CHILDREN



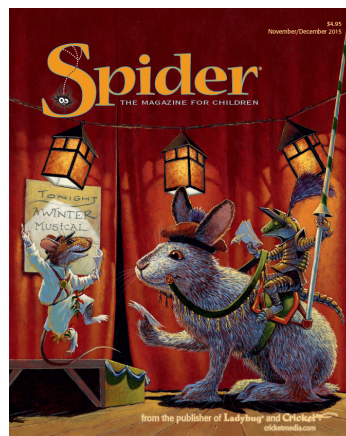
MAGAZINE TEXTS

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Teachers' Guide for *Spider* *November/December 2015*

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OVERVIEW

In this magazine, readers will learn, through interesting and fun stories, poems, and articles, how authors and illustrators help

*build a reader's vocabulary. The texts in **Spider November/December 2015** show ways authors and illustrators provide context clues, illustrations, descriptive language, humor, and drama to help build a reader's vocabulary.*

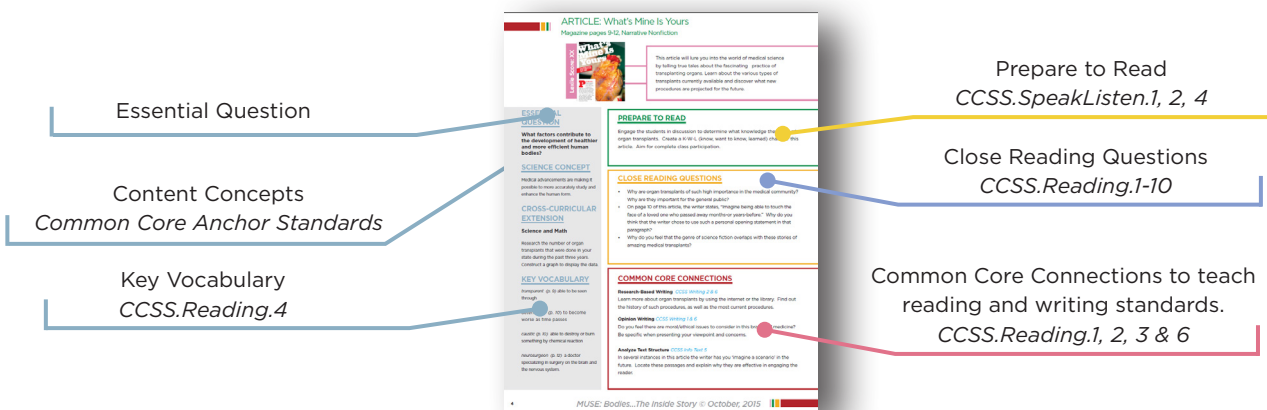
ESSENTIAL QUESTION:

How do authors and illustrators help build a reader's vocabulary?

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 - 9

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:



Essential Question

Content Concepts
Common Core Anchor Standards

Key Vocabulary
CCSS.Reading.4

Prepare to Read
CCSS.SpeakListen.1, 2, 4

Close Reading Questions
CCSS.Reading.1-10

Common Core Connections to teach reading and writing standards.
CCSS.Reading.1, 2, 3 & 6

ARTICLE: What's Mine Is Yours
Magazine pages 8-12 Narrative Nonfiction

ESSENTIAL QUESTION
What factors contribute to the development of healthy and more efficient human bodies?

CONTENT CONCEPTS
SCIENCE CONCEPT
Medical advancements are making it possible to move around using and enhance the human form.

CROSS-CURRICULAR EXTENSION
Science and Math
Research the number of organ transplants that were done in your state during the past three years. Compare it against the data here.

KEY VOCABULARY
transplant (p. 8) Is able to be seen through.
organ (p. 8) An internal or external part of the body.
transplant (p. 8) A donor organ is placed in the body and the recipient's body.

PREPARE TO READ
Engage the students in discussion to determine what knowledge they bring to the text. Create a list of questions, and have students write them down. Ask for complete class participation.

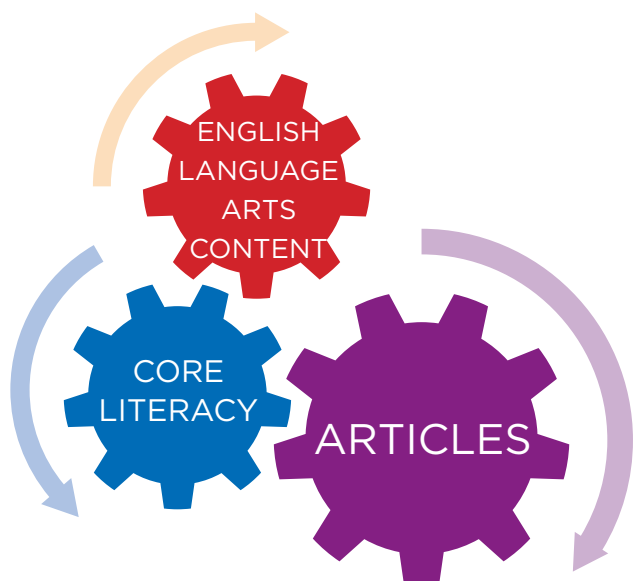
CLOSE READING QUESTIONS
• Why are organ transplants of such high importance in the medical community?
• Why are they important to the general public?
• On page 10 this article, the author states, "Organ transplant is the face of a hard one who cannot see without a transplant." Why do you think that the author chose to use such a personal opening statement in that paragraph?
• Why do you think that the author chose to use these stories of amazing medical transplants?

COMMON CORE CONNECTIONS
Research-Based Writing CCSS.Writing.4.4
Learn more about organ transplants by using this internet in the history. Find out the history of each procedure, as well as the most current procedures.
Opinion Writing CCSS.Writing.1.6
Do you think there are enough organs to go around in this world?
Analyze Text Evidence CCSS.Reading.1.6
In several instances in this article the author has you "imagine a transplant" in the future. Locate these passages and explain why they are effective in engaging the reader.

MUSE: Bodies...The Inside Story // October 2015

TEACH A MINI-UNIT PAGES 11 - 13

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 texts 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.

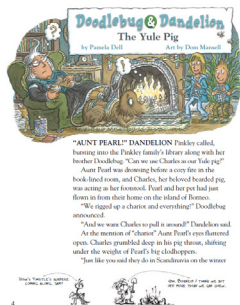
WRITING

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 11 – 13) as well as the **text pages** (pages 4 - 9) for ways to incorporate writing into your instruction.

ARTICLE: Doodlebug & Dandelion: The Yule Pig

Magazine pages 4 - 8, Contemporary Realistic Fiction

Lexile Score: 770



Dandelion and Doodlebug construct a chariot. They harness Aunt Pearl's bearded pig to it and use it for their winter solstice celebration.

ESSENTIAL QUESTION

How do authors and illustrators help build a reader's vocabulary?

ELA CONCEPT

Text-based illustrations can increase a reader's understanding of new vocabulary.

CROSS-CURRICULAR EXTENSION

Research with a Map

Find all the places mentioned in the story: Borneo, Scandinavia, and Sweden.

KEY VOCABULARY

chariot (p. 4) a horse-drawn vehicle with two wheels used in ancient times

winter solstice (p. 4-5) the day on which the period from sunrise to sunset is shortest.

tradition (p. 5) the beliefs and ways of doing things that are passed down from parents to children

harness (p. 6) a set of straps by which a work animal is attached to a cart or plow

dismal (p. 6) full of gloom; sad

PREPARE TO READ

Discuss the meaning, origins, and celebrations of the winter solstice. Explain you will be reading a story in which Doodlebug and Dandelion figure out their own celebration.

CLOSE READING QUESTIONS

- What details in the story show that Aunt Pearl and Charles probably like to travel?
- What does Aunt Pearl mean when she calls Charles her "dainty little turnip" (p. 6)? What makes this expression humorous?
- What activities does Dandelion plan for them as they ride around in the chariot? What story details show that Doodlebug's attitude toward these activities changes from beginning to end?
- What part of the story makes you think of an old nursery rhyme?

COMMON CORE CONNECTIONS

Research to Build Knowledge *CCSS Writing 7*

Students research information about chariots: what they looked like, who used them, when they were used, and where they were used.

Understanding Vocabulary through Illustrations *CCSS Literature 4, 7*

Working with partners, students find ways the illustrations help readers understand the meaning of words and phrases found in the story: bearded pig, chariot (p. 4); Norse God Thor (p. 5); harness, snout (p. 6); and charged off (p. 8)

Analyzing Tone *CCSS Literature 5*

Working in pairs or small groups, students find examples in the story that support the story's humorous tone.

ARTICLE: Cat Bath

Magazine pages 10, Free verse poem



A poet describes how her cat moves in ways that form punctuation marks.

ESSENTIAL QUESTION

How do authors and illustrators help build a reader's vocabulary?

ELA CONCEPT

At times, a poem can increase a reader's understanding of tricky things, such as punctuation.

CROSS CURRICULAR EXTENSION

Grammar

Students find all the verbs in the poem and write them on small cards. They take turns acting them out and seeing if classmates can guess which verb they are acting out.

KEY VOCABULARY

swat (p. 10) to hit with a quick hard blow

PREPARE TO READ

Discuss student experiences with cats. Encourage them to act out how they see cats move.

CLOSE READING QUESTIONS

- To what three things does the poet compare the cat? Are these comparisons similes or metaphors?
- How does the poet support these comparisons with actual punctuation marks?
- The cat performs three actions in the poem. How is the last action different from the first two?
- What is the main idea of this poem?

COMMON CORE CONNECTIONS

Reading Fluency *CCSS Foundational Skills 4*

Working in pairs or small groups, students read the poem aloud several times. When reading is comfortable, students take turns reading alone while the others act out the motions.

Writing Poetry *CCSS Writing 3*

Working in pairs, small groups, or as a whole class, students write new lines for this poem. Their line must include a cat doing something that results in a punctuation mark. Using two cats is also possible.



Purrcey LeChat does not want to be a mouser. What he wants is to be an actor. He resists family opposition and learns all he can about his chosen trade. This leads to his big break—acting the lead in the *Pied Piper of Hamelin*.

ESSENTIAL QUESTION

How do authors and illustrators help build a reader's vocabulary?

ELA CONCEPT

Context clues can help a reader understand new vocabulary.

CROSS-CURRICULAR EXTENSION

Drama/Theatre

Research the meaning of these stage directions (p. 12-13): *curtain calls*, *cues*, *costumes*, *upstage*, *downstage*, and *center stage*.

KEY VOCABULARY

magnificent (p. 12) wonderful and grand

curious (p. 12) eager to learn or know

prop (p. 12) an object used in the presentation of a play

rehearsal (p. 12) the act of practicing for a play, concert, or other performance

massacre (p. 13) the killing of a large number of people or animals

devotion (p. 13) strong love or loyalty

PREPARE TO READ

Show the students copies of *Puss in Boots* and *Pied Piper of Hamelin*. Read the stories or review the plots. Discuss why these may be perfect plays for an actor who is a cat.

CLOSE READING QUESTIONS

- What is the main idea of this story? What key details and/or examples support the main idea?
- What does Purrcey's dream of becoming? How does Aunt Clawdia feel about Purrcey's dream? What does Aunt Clawdia say that shows her feelings?
- What does this expression "One day, the name of Purrcey LeChat will be up in lights!" mean from page 11?
- Find an example of alliteration on the top of page 13. What does the phrase mean?

COMMON CORE CONNECTIONS

Compound Words *CCSS Language 4*

Find at least five compound words in the story. For each word, answer the following questions: What are the two smaller words? What does each small word mean? What is the meaning of the compound word? Put each compound word in a new sentence.

Word Choices Shaping Tone *CCSS Literature 4*

This is a humorous story. Working in pairs or small groups, students find examples of how the author uses word choices to build the humor of the story.

Analyzing Character *CCSS Literature 3*

As a class, describe Purrcey's primary character trait (e.g., goal-driven). Then in pairs or small groups, students find ways the author supports this character trait through word choices, actions, and reactions.

ARTICLE: Nature's Cleanup Crew

Magazine pages 20 - 23, Narrative nonfiction



Some find turkey vultures disgusting. However, this article builds a strong case for considering turkey vultures as nature's cleanup crew.

ESSENTIAL QUESTION

How do authors and illustrators help build a reader's vocabulary?

ELA CONCEPT

Photos and captions can help support a reader's understanding of nonfiction

CROSS-CURRICULAR EXTENSION

Science

Read about scavenger birds. How are they different from birds of prey?

KEY VOCABULARY

infect (p. 21) to spread disease to

unusual (p. 21) uncommon, rare

talons (p. 22) the claws of a bird or animal

preferred (p. 22) liked better than another

digestive system (p. 22) the parts of the body that work together to break down food so that it can be used by the body as energy

PREPARE TO READ

Display pictures of turkey vultures and have discuss their appearance. Share the title of the article "Nature's Cleanup Crew" and ask students what they think this title means in reference to turkey vultures.

CLOSE READING QUESTIONS

- What is the author's point of view on turkey vultures? What in the text makes you say that?
- What is unusual about a turkey vulture's way of fighting? How is this effective? Why doesn't it fight like a hawk?
- Reread the first sentence on page 23. What does the author mean by the phrase "to be kind"?
- What type of text is this article? How do you know?

COMMON CORE CONNECTIONS

Interpret Words and Phrases *CCSS Informational Text 4*

As a class or in small groups, students find words and phrases that describe turkey vultures. They define each word or phrase, using context and/or a reference text.

Understanding Illustrations *CCSS Informational Text 7*

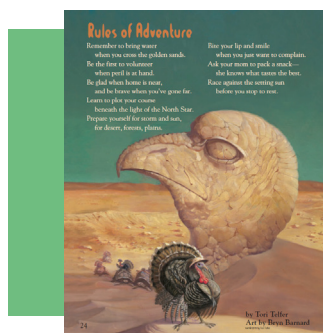
In small groups, students answer: 1) What purposes do the images and dialogue bubbles play? and 2) Are the dialogue bubbles accurate? (Conduct research as needed.)

Writing Dialogue *CCSS Writing 3*

In pairs, students create new dialogue bubbles for the photos. They can be informative or humorous.

ARTICLE: Rules of Adventure

Magazine pages 24, Narrative poem



This poem instructs the reader how to find an adventure and how to stay safe while engaged in one.

ESSENTIAL QUESTION

How do authors and illustrators help build a reader's vocabulary?

ELA CONCEPT

Poetry can use concise text to make a point and enhance a reader's enjoyment.

CROSS-CURRICULAR EXTENSION

Science

Read about the characteristics of the three types of environments mentioned in this poem (desert, forest, and plains).

KEY VOCABULARY

volunteer (p. 24) to offer a thing or service freely and often for no pay

peril (p. 24) something that puts you in danger

PREPARE TO READ

Discuss what students consider adventurous. Encourage them to share adventures they've had. Tell them this poem has advice for them. Next, tell the students to imagine, as they listen to the poem, a good illustration for it. After reading the poem, ask students to share what they imagined. Show the poem's illustration and ask students how their visual pictures compare with the illustration.

CLOSE READING QUESTIONS

- What is the main idea of this poem?
- How does the illustrator's picture help the reader understand the message of the poem?
- Identify and explain the rhyme scheme of this poem.
- What is the meaning of the phrase "plot your course"?
- What sentence from the poem seems to not quite fit in with the adventure theme? What makes this sentence different from the others?

COMMON CORE CONNECTIONS

Main Idea Supported by Details *CCSS Literature 2*

Divide the class into eight groups. Assign each group one sentence from the poem. Students decide how the sentence supports the main idea.

Extending a Text *CCSS Writing 3*

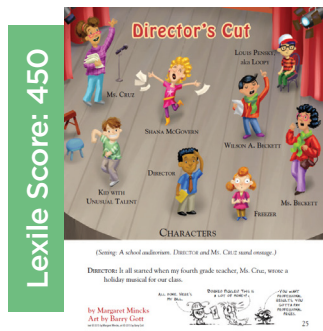
In small groups, write new Rules of Adventure. They can instruct how to find adventure or instruct how to stay safe.

Fluency *CCSS Foundational Skills 4*

In pairs or small groups, students choral read the poem several times. When reading is fluent, students take turns reading the poem aloud as the rest of the group members act out each line.

ARTICLE: Director's Cut

Magazine pages 25 - 32, Script/Play



The director of a school play narrates the story of the play's auditions. The auditioners represent a range of personalities, from braggarts to a shy one who is a star.

ESSENTIAL QUESTION

How do authors and illustrators help build a reader's vocabulary?

ELA CONCEPT

Drama can add interest to reading.

CROSS CURRICULAR EXTENSION

Research

What is a musical? What talents are needed? What are examples from recent movies and TV shows?

KEY VOCABULARY

musical (p. 25) a play or movie in which characters at times perform songs instead of speaking their parts

passionately (p. 26) in a way that shows strong feelings

unusual (p. 26) not usual or ordinary

monologue (p. 29) a speech in a play given by an actor alone on the stage.

agent (p. 32) a person who acts or does business for another

PREPARE TO READ

Introduce the subject of actors in plays, movies, and TV shows. Discuss how actors might be chosen, what auditions are, and what actors might have to do in auditions. What makes an actor the right choice for a particular role?

CLOSE READING QUESTIONS

- What holiday is this musical probably about? Which character gives a clue?
- Ms. Cruz says before the auditions, "Remember, there are no small parts, only small actors" (p. 26). What does she mean?
- What behaviors make Shana and Wilson "Talent Terrors?"
- To whom does the Director deliver his lines? How do you know?
- What do you think was the author's purpose for writing this play? Use details from the text to support your answer.

COMMON CORE CONNECTIONS

Understanding Characters *CCSS Literature 3*

In small groups, and using the information given in the play, write character descriptions that would help a director find the right actors for each role. When groups are ready, they discuss their descriptions. When disagreements arise, groups must defend their work with details from the text.

Fluency *CCSS Foundational Skills 4*

Hold auditions for the roles. Students must choose and then rehearse their lines. The goal is fluency and expression that reflects the character's personality.

Writing Dialogue *CCSS Writing 3*

Choose two to four characters from the play. Write a conversation between them that takes place after the auditions are over.



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*):

- Find several texts that involve animals. Compare and contrast how the animals are portrayed. Are they pets, fantasy figures, or wild animals? How do the authors and illustrators portray the animals differently?
- Compare and contrast the illustrations from several texts. Note ways they help:
 - build a reader's vocabulary.
 - support understanding of the text.
 - create humor.
- Find texts that feature humor. How do the illustrations:
 - extend the humor of the text?
 - create humor not found in the text?
 - make the text more fun to read?
- Compare and contrast the two poems. Include in your discussion:
 - rhymes.
 - illustrations.
 - purpose of authors.
 - to whom the poems would most appeal.
- Reread "Dandelion & Doodlebug: The Yule Log" and "The Theater Cat." Compare and contrast:
 - family relationships.
 - how characters and their attitudes change.
 - the role of animals.



EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

Students are often introduced to new words when they read. Authors use context clues, descriptive language, humor, and drama to help engage readers while they build their vocabulary. Illustrators use pictures, graphics, and captions to enhance vocabulary learning.

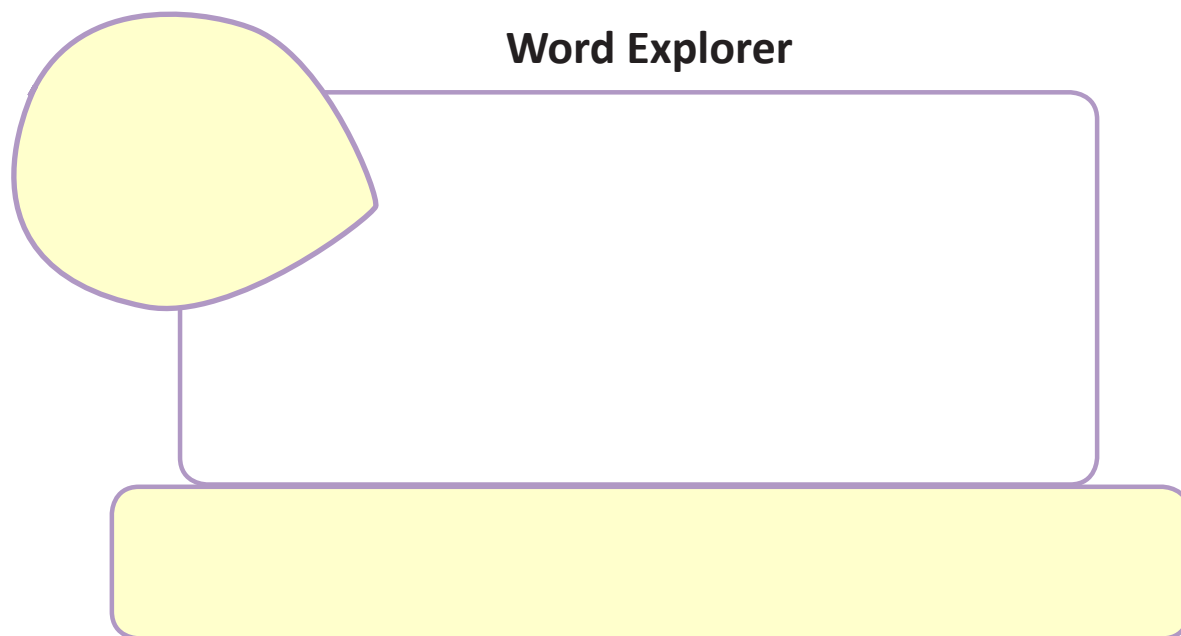
ENGAGE

**READ AND
COMPARE**

APPLY

ENGAGE: Begin this mini-unit by having students explore the texts in *Spider Nov/Dec 2015* for interesting and challenging words. Create a Word Explorer graphic such as the one below on a portion of easel paper. Write a vocabulary word on the bubble on the left. Ask a student to read the sentence in which the word is found. Discuss the word's meaning. Send a student to the dictionary if needed. Brainstorm new sentences for the word. Write one of the new sentences in the lower box. Ask a student volunteer to draw a picture illustrating the sentence.

As time allows, add new graphics like the one below to the easel paper. This class activity will prepare students for the mini-unit project: Creating a Class Glossary.



Share the essential question:

How do authors and illustrators help build a reader's vocabulary?



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 “The Theater Cat” on pages 11-16 as a focus article, or choose a different article that works well for your teaching goals. Share the text summary on page 6 of this guide. Students can read using their own copies of the text and sticky notes to mark places they find interesting or have questions about. As you read, ask students to notice interesting and challenging words.

2) DISCUSS THE TEXT: After reading, guide students to turn and talk about the text. See the Text Pages for Close Reading Questions. Ask them to talk about one or two interesting words they found.

3) READ NEW TEXTS: Help students choose additional texts to read based on their inquiry questions or what they wonder. Ask them to notice interesting vocabulary words. Refer to the Text Pages for summaries of each article within *Spider November/December 2015*.

4) COMPARE TEXTS: After students have read multiple texts, guide them to make cross-text connections. Refer to page 10 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, 4* Read carefully to find ways that authors and illustrators build a reader’s vocabulary.

COMPARE AND CONTRAST: *CCSS Reading 9* As students read sets of articles and examine the text and illustrations, they discover how authors and illustrators use various tools to build a reader’s vocabulary.



APPLY: CREATE A CLASS GLOSSARY

Vocabulary development depends on understanding and repetition. In this application activity, students will

- explore texts to find interesting and challenging words,
- record where the word was found,
- define the word,
- copy the sentence in which it is found,
- create a new sentence for it, and
- illustrate the new sentence.

BEFORE CLASS

- Copy the Class Glossary Graphic Organizer, one for each student or pair.
- Make a list of vocabulary words you'd like to be part of Class Glossary. In class, students need support when looking for words.

CLASS DISCUSSION

- Review the Word Explorer graphics you created earlier. Remind students of the steps you took: found an interesting and challenging word, determined its meaning, created a new sentence, and illustrated the new sentence.

INDIVIDUAL/PARTNER WORK

- Distribute the Class Glossary graphic organizer to individuals and/or partners.
- Instruct students to explore *Spider Nov/Dec 2015* for interesting and challenging words. Offer assistance when needed.

INDIVIDUAL/PARTNER WORK con't

- Instruct students to add the first three letters of their word in the upper right corner of their page, to assist in alphabetizing the pages.
- To avoid duplication, ask students to record their intended word on a posted list.
- Encourage neat, colorful, creative, and attractive pages.
- Students who are done early can choose another word.
- Collect the pages as they are completed. One or more students can be in charge of putting the pages in ABC order.
- The assembled pages can be organized in a binder. Later pages can be added throughout the year.

GROUP: _____

First 3 letters of word or phrase

Mini-Unit Graphic Organizer

| |
|--|
| Word or Phrase: |
| Text where word/phrase was found: |
| Defnition: |
| Sentence from text: |
| New Sentence: |
| Illustration |
| Glossary Page Creator: |

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:



agent a person who acts or does business for another

*You'll be hearing from my mom—I mean, my **agent**! (p. 32)*

chariot a horse-drawn vehicle with two wheels used in ancient times

*"We rigged up a **chariot** and everything!" Doodlebug announced. (p. 4)*

curious eager to learn or know

***Curious**, Purrcey peeked around the corner. (p. 12)*

devotion strong love or loyalty

*Purrcey's **devotion** to acting was one thing, but his friendship with Mousetopheles was more than Aunt Clawdia could bear. (p. 13)*

digestive system the parts of the body that work together to break down food so that it can be used by the body as energy

*A turkey vulture's **digestive system** kills off any virus or bacteria it eats, making their droppings clean and disease-free. (p. 22)*

dismal full of gloom; sad

*But Charles drowned her out with his nonstop groaning and **dismal** snuffling and snorting. (p. 6)*

harness a set of straps by which a work animal is attached to a cart or plow

*Charles, fitted snugly into his chariot **harness**, stuck his snout in the air, and whined loudly as they set off. (p. 6)*

infect to spread disease

*They eat dead animals—anything from small road kill to dead cows—that could **infect** other birds, cats, dogs, or wild animals and spread disease. (p. 21)*

magnificent wonderful and grand

***Magnificent** costumes dangled from hooks. (p. 12)*

massacre the killing of a large number of people or animals

*Late each night, Purrcey left Aunt Clawdia dreaming of mouse **massacres** and crept into the darkened theater to pursue his own dream. (p. 13)*

monologue a speech in a play given by an actor alone on the stage

*You'll all read a **monologue** from Act Two. (p. 29)*

musical a play or movie in which characters at times perform songs instead of speaking their parts

*It all started when my 4th grade teacher, Ms. Cruz, wrote a holiday **musical** for our class. (p. 25)*

passionately in a way that shows strong feelings

*Ms. Cruz: (**passionately**) "Cosgrove Fairy Wonderland." (p. 26)*

peril something that puts you in danger

*Be the first to volunteer when **peril** is at hand. (p. 24)*

preferred liked better than another

*That's why dead meat is a turkey vulture's **preferred** meal. (p. 22)*

prop an object used in the presentation of a play

*Purrcey hid behind a **prop** and watched, fascinated. (p. 12)*

rehearsal the act of practicing for a play, concert or other performance

*From that day on, Purrcey never missed a **rehearsal**. (p. 12)*

swat to hit with a quick hard blow

*But when I reach out she **swats**—exclamation point! (p. 10)*

talons the claws of a bird or animal

*They have weak feet and can't hold on to much with their **talons**. (p. 22)*

tradition the beliefs and ways of doing things that are passed down from parents to children

*On the way to visit, Charles and Aunt Pearl had stopped first in Sweden, where she had learned about many solstice **traditions**. (p. 5)*

unusual not usual or ordinary

*And they have an unusual way of fighting, too. (p. 21)
Next we have the kids with, um, **Unusual** Talents. (p. 26)*





volunteer to offer a thing or service freely and often for no pay

*Be the first to **volunteer** when peril is at hand. (p. 24)*

winter solstice the day on which the period from sunrise to sunset is shortest

*"Just like you said they do in Scandinavia on the **winter solstice!**" Dandelion added. (p. 4-5)*



Doodlebug & Dandelion

- http://www.educationworld.com/a_lesson/lesson094.shtml

This website includes several activities to celebrate the solstice.

Cat Bath

- <http://www.cats.org.uk/cat-care/cats-for-kids/about-cats>

This site provides kid-friendly activities and information about cat history, types of cats, and tips for caring for cats.

The Theater Cat

- http://www.kidsgen.com/stories/classic_stories/pied_piper_of_hamelin.htm

A brief version of the classic story of the Pied Piper of Hamelin.

Nature's Cleanup Crew

- <http://animals.nationalgeographic.com/animals/birding/turkey-vulture/>

This website includes turkey vulture pictures, a distribution map, and key information.

Rules of Adventure

- http://adventure.nationalgeographic.com/adventure/trips/best-national-parks-for-kids-families/#/family-yellowstone-national-park_64586_600x450.jpg

This article contains photos and brief descriptions of several national parks.

Director's Cut

- <http://www.teachingheart.net/readerstheater.htm>

A collection of short plays for Reader's Theater.