

Seaver the Weaver

BY PAUL CZAJAK * ILLUSTRATED BY THE BROTHERS HILTS

This charming picture book is an inspiring tale of spiders, stars, shapes, and dreams. Readers will love learning about Seaver, an orb spider who weaves unusual webs. Stunning illustrations and thoughtful text will teach kids the value of thinking outside the orb.



ABOUT THE AUTHOR

Paul Czajak got an F with the words “get a tutor” on his college writing paper and after that, never thought he’d become a writer. But after spending twenty years as a chemist, he knew his creativity could no longer be contained. Living in New Jersey with his wife and two little monsters, Paul has rediscovered his passion for writing and looks forward to sharing his stories for years to come. He is also the author of the Monster & Me™ series.

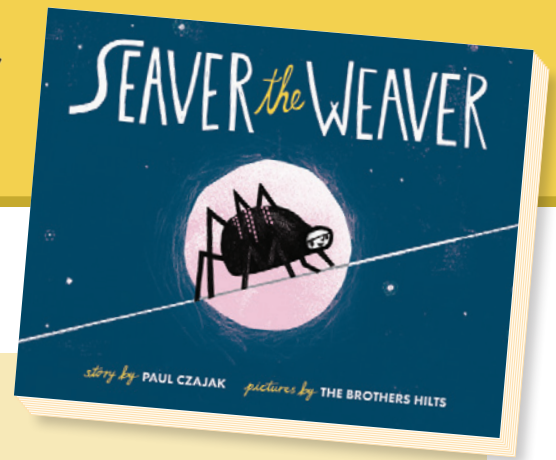


ABOUT THE ILLUSTRATORS

The Brothers Hilts are Ben and Sean. They work as a team illustrating, designing, and constantly comparing to see whose ideas are better. Sean went to Rhode Island School of Design, and Ben went to Cooper Union in New York City. They now live and work in Cambridge, Massachusetts. They won the Founders Award for best newcomers to the field of picture books for *The Insomniacs*. This is their second picture book for children.



EDUCATOR'S ACTIVITY GUIDE



Read It!

ABOUT THE BOOK

Seaver is an orb spider with a sky full of inspiration. His siblings prefer tradition and aren't shy about letting him know it. But Seaver doesn't mind! He loves weaving new shapes and isn't afraid to show them off. Told with quiet charm, this picture book is sure to tangle readers in a web of delight.



BEFORE YOU READ

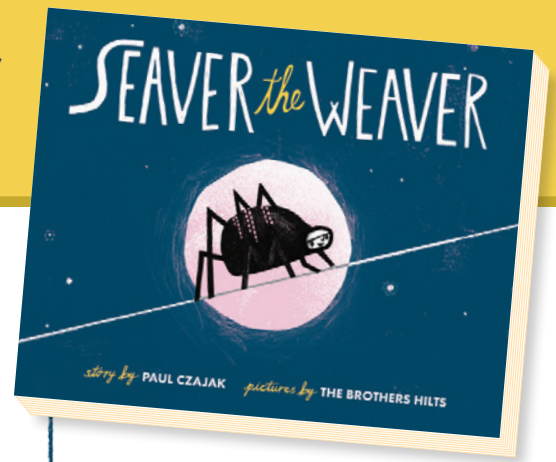
- ▶ **Preview the Words to Know.** Go through the words and their meanings with students. Tell students to pick one word. Ask: *What does this word make you think of?* Have students write sentences using their chosen words.
- ▶ **Do a spider brainstorm session.** Ask students what facts they know about spiders. See if any students know about orb weavers. Write answers on the board.
- ▶ **Take a look at the book's cover.** Ask: *What do you think this book will be about? What clues does the cover give you about the book's topic?*

WORDS TO KNOW

- admired** (ad-MIRED): to have looked at something and really liked it
- angular** (ANG-gyuh-lur): an angular object has straight lines and sharp corners
- emerged** (i-MURJD): to have come out into the open
- flawless** (FLAW-les): to be without flaws; perfect
- hexagon** (HEK-suh-gahn): a shape that has six straight sides
- inspired** (in-SPIRED): to be influenced and encouraged to create or do something
- magnificent** (mag-NIF-i-suhnt): impressive and beautiful
- marvelous** (MAR-vuh-luhs): very good; fantastic
- pristine** (pris-TEEN): not spoiled; untouched
- rigid** (RIJ-id): stiff and hard to bend
- satisfied** (SAT-is-fyed): to be convinced or pleased with how something turned out
- struggles** (STRUHG-uhlz): battling hard to do something
- unique** (yoo-NEEK): to be the only one of its kind; different and new
- vacant** (VAY-kuhnt): empty
- vibrating** (VYE-brate-ing): moving back and forth quickly



EDUCATOR'S ACTIVITY GUIDE



Know It!

DISCUSS THE BOOK

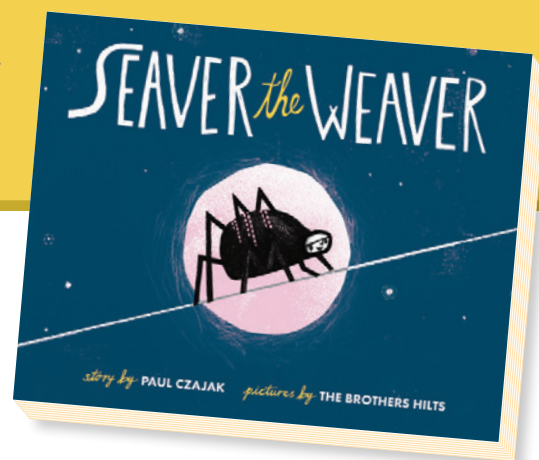
► **News Flash:** Imagine you are a nature reporter who has just found the next big news story. It's about the amazing webs designed by Seaver. Write a top news story about Seaver's webs. Include the *who*, *what*, *when*, *why*, *where*, and *how* details from the book. Think of an exciting headline too.

► **Freeze Frame:** Pick your favorite spread from *Seaver the Weaver*. Study both the text and the illustrations. Why do you think the author chose certain words? What do the illustrations tell you that the text does not? Pick five words you think are important. Then pick five details from the illustrations that you think are important. Write them down, and then explain why you chose them and why you think the author or illustrators used them. When you are finished, share your thoughts with the class.

► **A Better Web:** Throughout the book, Seaver's siblings doubt his web-weaving skills. Yet his webs catch the most insects for him to eat. Think about what Seaver's actions proved to his siblings. Pretend that you are Seaver giving web-building instructions to your siblings. Write down five steps to building a better web. Draw diagrams to help illustrate each step.



EDUCATOR'S ACTIVITY GUIDE



WRITE ABOUT IT

- › **Orb Weavers:** Research orb weavers in books or on the Internet. Focus on one type of orb weaver. Create a spider profile page. Complete **page 7** with the spider's information. Draw a small picture of the spider too. Try to find some really unusual facts to include!
- › **Be Inspired!:** Seaver is truly inspired by looking at the night sky. He creates his webs from this inspiration. Simple things often inspire people—a tree,

a seashell, a song, a hike through the woods, or time spent with a friend. Think of something that inspires you. Write a paragraph about your inspiration and what you might create from it.

- › **Completely Unique:** In the book, Seaver does not weave webs in the same way as his brothers and sisters. His webs are completely unique. They draw a lot of attention from the other spiders. They do not think he

should be making such different webs. What's your opinion? What made Seaver's webs different and interesting? Were they good or bad designs? Write a paragraph stating your opinion and include details from the book to support your opinion.



MAP IT OUT

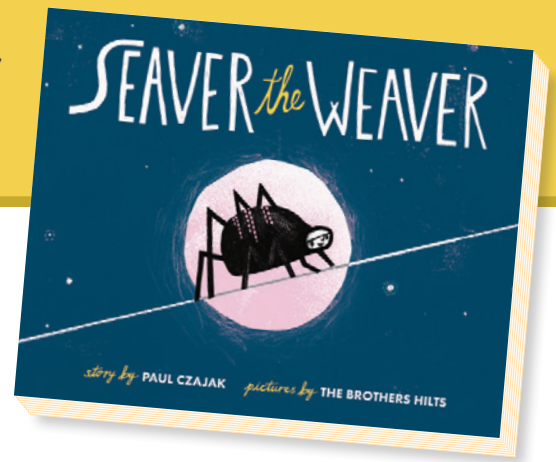
- › **Seaver's Critics:** In the book, Seaver's siblings are critics of his unique webs. They tell him what they think is wrong with his webs. Each time, Seaver responds and changes his actions. Look through the book and complete **page 10**. Find what his siblings say about his webs. Fill those statements in the "Causes" boxes of the worksheet. Then look for Seaver's response. Fill those in the "Effects" boxes. Look through these causes and effects. What patterns do you see? Write your thoughts at the bottom of the page.
- › **Spider Map:** Map out the story using the spider map on **page 11**. Write main ideas from the book on the lines that connect to the circle. Add details that support those main ideas on the branching lines.

WORD TO KNOW

critic (KRIT-ik): someone who finds something wrong with something



EDUCATOR'S ACTIVITY GUIDE



Try It!

FUN ACTIVITIES

- › **Model Web:** Make a model of one of Seaver's webs. Use straws for the silk. Connect them with modeling clay. Base your web on a shape Seaver uses in the book. See what fun designs you can make with the shape!
- › **Seaver's Sky:** Combine different small shapes to make larger, unique star shapes. Find the shapes on **page 8**. Cut them out and glue them to black paper. Add some stars using glitter glue or sparkly star stickers.
- › **Weaver's Webs:** Shapes contain angles and sides. Look at the web shapes on **page 9**. Find the number of angles and sides for each shape. Then match the correct name to each shape.
- › **Nature Lab:** Be a scientist observing nature. Go outside and observe the insects you see. Take photos if you can. Write down details about the insects in a notebook. If you see a spider, be sure to check out its web! Bring your notes and photos to school. Share your discoveries with your friends.



CONNECT

- › Watch a movie about another fictional spider, such as the spider in the 2006 *Charlotte's Web* movie. What information about spiders is similar in the movie and *Seaver the Weaver*?
- › Read the poem "The Spider and The Fly" by Mary Howitt. Ask students to think about the parlor mentioned by the spider. How is it similar to Seaver's webs?
- › Look up "golden silk orb weaver spider" on YouTube. Watch some videos on this type of orb weaver. You'll see this spider's web weaving skills in action!

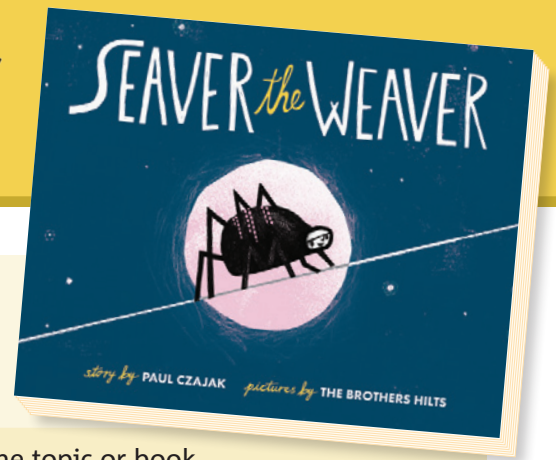
EXPLORE MORE

Visit the following Web sites to learn more about orb weaver spiders:

- › **Animal Diversity Web, Araneidae**
<http://www.biokids.umich.edu/critters/Araneidae>
Read about orb weaver spiders and learn about their habitat, bodies, lives, and behaviors on this site.
- › **Smithsonian National Zoological Park, Golden Orb Spider**
<http://nationalzoo.si.edu/Animals/Invertebrates/Facts/spiders/goldenorb spiders.cfm>
Learn about the golden orb spider, which makes 6-foot webs!
- › **Missouri Department of Conservation, Arboreal Orb Weavers**
<http://mdc.mo.gov/discover-nature/field-guide/arboreal-orb-weavers>
Check out this site, which is all about camouflaged orb weavers in the state of Missouri.
- › **PBS Kids, Spider**
<http://pbskids.org/lab/videos/90>
Watch this cartoon video about Orbit, an orb weaver spider.



EDUCATOR'S ACTIVITY GUIDE



COMMON CORE STATE STANDARDS

The activities and discussion questions in this guide support the following Common Core State Standards.

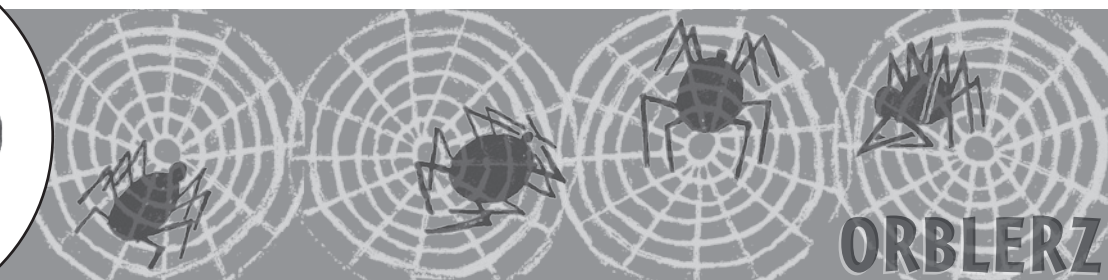
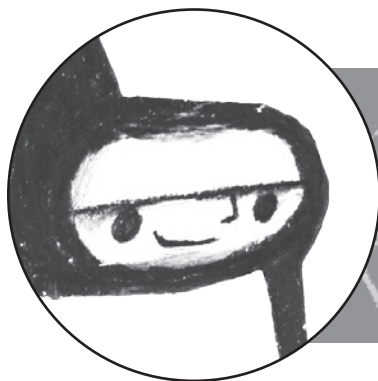
CCSS.ELA-LITERACY.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.
CCSS.ELA-LITERACY.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCSS.ELA-LITERACY.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-LITERACY.RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
CCSS.ELA-LITERACY.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCSS.ELA-LITERACY.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CCSS.ELA-LITERACY.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).
CCSS.MATH.CONTENT.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
CCSS.MATH.CONTENT.K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
CCSS.MATH.CONTENT.K.G.B.6	Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>
CCSS.MATH.CONTENT.2.G.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.



SEAWER *the* WEAVER

Orblerz

Create a social media profile for an orb weaver spider! Research one type of orb weaver.
Then complete the spider's details on this social media profile page.



Spider type: _____

Scientific name: _____

Nickname: _____

Size: _____

My colors: _____

My hometown: _____

I love to eat: _____

I can't stand: _____

I like my webs to be: _____

ORB FUN FACT!

ORB FUN FACT!

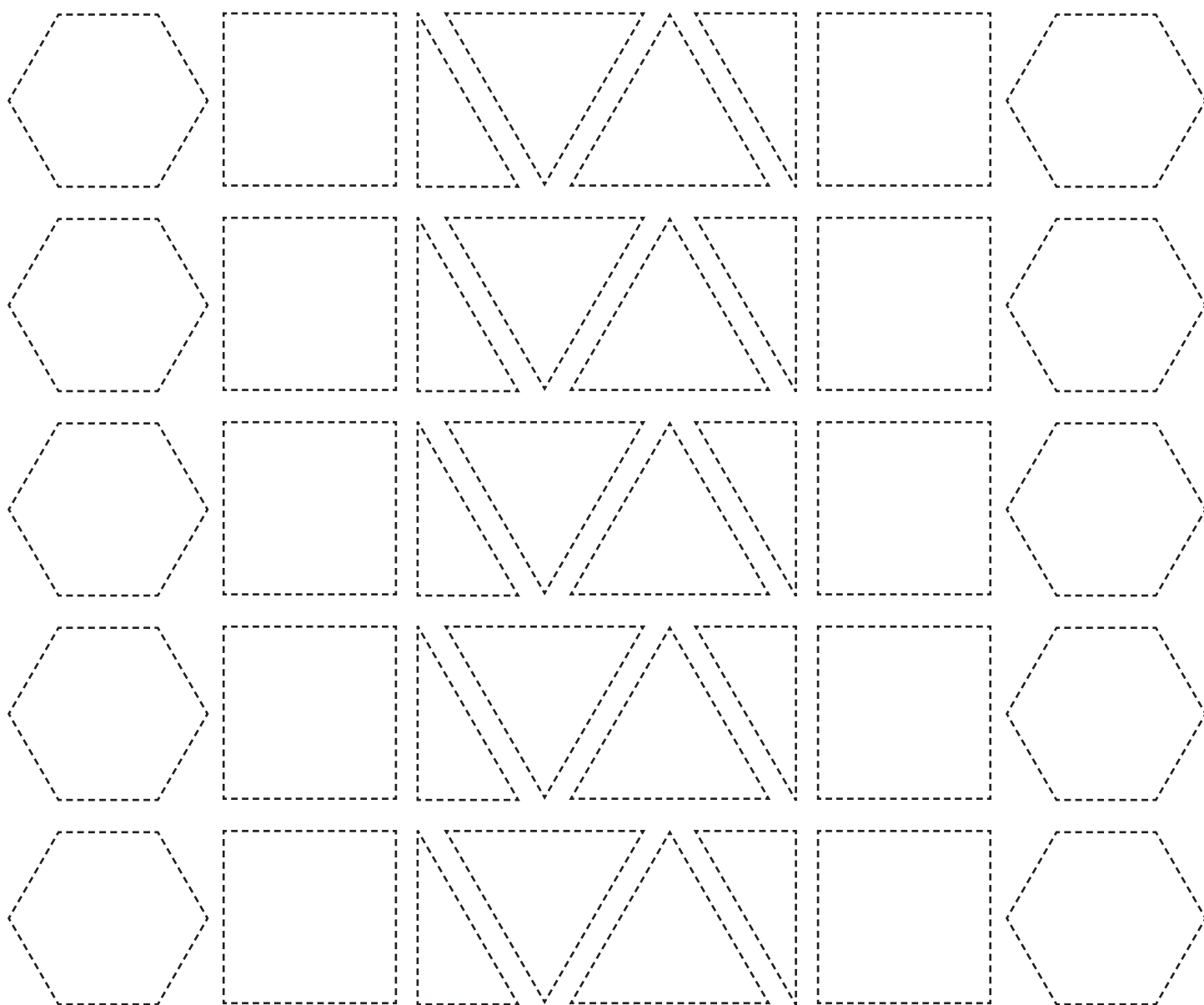
ORB FUN FACT!

ORB FUN FACT!

SEAVER *the* WEAVER

Seaver's Sky

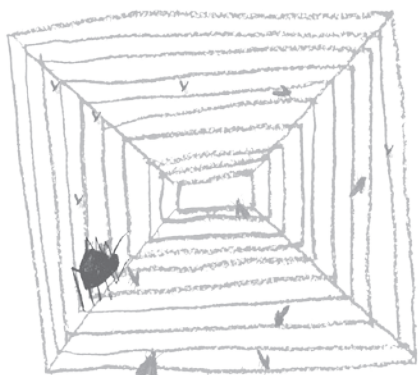
Imagine you are Seaver staring into the night sky. Create your own spectacular star shape! Cut out the shapes on this page. Combine them to create different shapes. Try joining four triangles to make a rectangle. See what some hexagons and triangles form together. Experiment with making larger shapes using as many smaller shapes as possible. Color the new shapes yellow or orange and glue them onto black paper.



SEAWER *the* WEAVER

Weavers' Webs

Check out the webs made by the orb weavers in the book. Look closely at the shapes. Figure out how many angles and sides each shape contains. Then choose the correct name for each web shape.



Angles: _____
Sides: _____
Shape: _____

HEXAGON

TRIANGLE

SQUARE

RECTANGLE

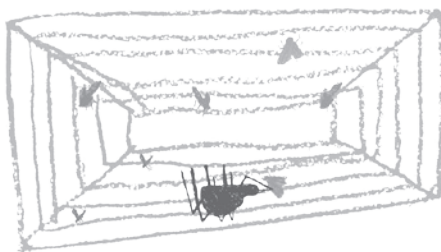
CIRCLE



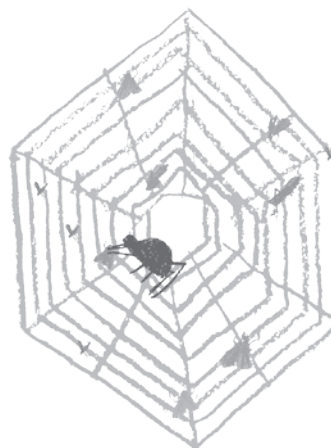
Angles: _____
Sides: _____
Shape: _____



Angles: _____
Sides: _____
Shape: _____



Angles: _____
Sides: _____
Shape: _____



Angles: _____
Sides: _____
Shape: _____

SEAVER *the* WEAVER


Seaver's Critics

Seaver's siblings are his biggest critics! Find what his siblings say about his webs. Fill those statements in the "Causes" boxes. Then look for how Seaver responds. Fill those in the "Effects" boxes below. What patterns do you see? Does Seaver always respond the same way? Do his siblings always say the same thing about his webs? Write your thoughts below.

CAUSES



EFFECTS



PATTERNS

SEAVER *the* WEAVER

Spider Map

Map out Seaver's story using this spider map.

Write main ideas and details that support those main ideas on the branching lines.

SEAVER *the* WEAVER

MAIN IDEA _____
DETAIL _____

MAIN IDEA _____
DETAIL _____

MAIN IDEA _____
DETAIL _____

MAIN IDEA _____
DETAIL _____

MAIN IDEA _____
DETAIL _____

MAIN IDEA _____
DETAIL _____

MAIN IDEA _____
DETAIL _____

MAIN IDEA _____
DETAIL _____

