

# Spiderwick Field Guide

Grades  
3-7

## • Library Lessons •

by | Lynne Farrell Stover

*Arthur Spiderwick's Field Guide to the Fantastical World Around You*  
Accurately Restored and Described by Tony DiTerlizzi and Holly Black

### Introduction

This companion book to *The Spiderwick Chronicles* appears to be inspired by the impressive scientific notations concerning “The Invisible World” left behind by the Grace children’s uncle, the naturalist Arthur Spiderwick. Parchment-like pages contain incredible illustrations and hand-written text detailing the characteristics of brownies, boggarts, banshees, and other magical beings.

Note: It is not necessary for students to be familiar with this book or *The Spiderwick Chronicles* to successfully participate in these activities.

Students who are interested in *Arthur Spiderwick's Field Guide to the Fantastical World Around You* may also enjoy other series companion books:

- *The Beatrice Letters* by Lemony Snicket. HarperCollins, 2006.
- *Care and Feeding of Sprites* by Tony DiTerlizzi and Holly Black. Simon & Schuster, 2006.
- *Fantastic Beasts and Where to Find Them* by Newt Scamander; special edition with a foreword by Albus Dumbledore. (J. K. Rowling) Arthur A. Levine Books, 2001.
- *Lyra's Oxford* by Philip Pullman. Knopf, 2003.
- *Quidditch through the Ages* by Kennilworthy Whisp; forward by Albus Dumbledore (J. K. Rowling) Arthur A. Levine Books, 2001.
- *The Redwall Cookbook* by Brian Jacques. Philomel Books, 2005.
- *Warriors Field Guide: Secrets of the Clans* by Erin Hunter. HarperCollins, 2007.



## Lesson 1: Creating a Classroom Field Guide

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From Audubon’s *Birds of America* to the Internet’s [www.enature.com](http://www.enature.com), field guides are a much-valued reference tool. Using *Arthur Spiderwick's Field Guide to the Fantastical World Around You* as a model, students can create a unique classroom field guide of their own.

**Suggested Grade Level:** 4-7

**Time Required:** 35-40 minutes

### Objectives:

- The student will be introduced to various field guides.
- The students will collaboratively write a field guide based on imaginary creatures.

### Materials:

- A Field Guide to Our Fantastical School: Table of Contents visual
- A Field Guide to Our Fantastical School: Sample Page visual
- A Field Guide to Our Fantastical School activity sheets
- writing tools
- markers and/or colored pencils

## Library Lessons

- various examples of field guides from the library's collection
- a copy of *Arthur Spiderwick's Field Guide to the Fantastical World Around You*

### Procedure:

1. Prepare and collect materials prior to class.
2. Introduce the students to sample field guides defining them as “reference books providing the reader with descriptions and illustrations of plants or animals found in nature.”
3. Show the students a copy of *Arthur Spiderwick's Field Guide to the Fantastical World Around You*. Explain that the authors created it as a companion book to *The Spiderwick Chronicles*, and while it is a field guide it is based on imaginary creatures.
4. Display the book's table of contents and note that the authors gave the creatures scientific-sounding Latin family classifications. Tell the students that the Latin suffix “**idae**” is used to denote a family of animals in the recognized codes of classification. Examples include **Felidae** for the cat family and **Canidae** for the dog family.
5. Ask the students why they think the authors gave Latin classifications to imaginary creatures. Possible answers include, “They wanted the creatures to sound real,” and “It makes Arthur Spiderwick sound like a scientist.”
6. Inform the students they will be creating a classroom field guide based on “invisible creatures” that may inhabit the school.
7. Display the visual A Field Guide to Our Fantastic School: Table of Contents. Quickly review the contents with the students explaining that it is similar to the table of contents found in *Arthur Spiderwick's Field Guide to the Fantastical World Around You*.
8. Display the visual A Field Guide to Our Fantastic School: Sample Page. Review it with the students.
9. Redisplay A Field Guide to Our Fantastic School: Table of Contents. Allow the students to pick one of the creatures listed for the creation of their own field guide page. Students may work in pairs or small groups. Keep this visual displayed for student reference.
10. Distribute the activity sheets, writing tools, and markers.

11. Encourage students to be creative. If students are unable to complete the activity sheet in the allocated class period they may finish it as a homework assignment.
12. Collect completed activity sheets to be assembled in a class book. Ask for volunteers to create additional artwork such as a front and back cover. Other volunteers may wish to write a new table of contents, dedication page, and foreword.
13. Place completed class book in a prominent place to be viewed and enjoyed by others.

### McREL Standards

#### Writing

- Uses the general skills and strategies of the writing process
- Gathers and uses information for research purposes

#### Reading

- Uses reading skills and strategies to understand and interpret a variety of informational texts

## Lesson 2: Real or Imaginary?

In the first sentence of the foreword to *Arthur Spiderwick's Field Guide to the Fantastical World Around You* Tony DiTerlizzi asks the question “What is Real?” He continues this query by stating that just because something cannot be seen does not make impossible to exist. This interesting concept is worth further study.

**Suggested Grade Level:** 3–6

**Time Required:** 20–25 minutes

#### Objectives:

- The student will be able to identify a factual statement.
- The student will determine the difference between imaginary and real creatures.

#### Materials:

- Real or Imaginary? visual
- Real or Imaginary? activity sheet
- writing tools
- various examples of field guides from the library's collection
- a copy of *Arthur Spiderwick's Field Guide to the Fantastical World Around You*

**Procedure:**

1. Prepare materials prior to class.
2. Introduce the lesson by asking the students if they know the differences between dragons and lizards. They may mention size, habits, and diet. When the response addresses the fact that one is imaginary and the other real, display the foldout dragon illustration on pages 93–94 in *Arthur Spiderwick's Field Guide to the Fantastical World Around You*. You may also want to show an example of an illustration of a lizard in either a field guide or an encyclopedia.
3. Display the Real or Imaginary? visual. Review and discuss the content with the students.
4. Distribute copies of the activity sheet. Students may work independently or in pairs. Encourage students to work quickly. The fun in this activity is that you cannot always tell if a creature is real or imaginary by its name.
5. Check for understanding.

**Real or Imaginary? Answers:**

1. Abominable Snowman *Imaginary*
2. Blobfish *Real*
3. Cheetah *Real*
4. Duck-billed Platypus *Real*
5. Elf *Imaginary*
6. Faun *Imaginary* (not to be confused with “fawn,” which is real)
7. Gila Monster *Real*
8. Hippogriff *Imaginary*
9. Imp *Imaginary*
10. Jackalope *Imaginary*
11. Koala Bear *Real*
12. Leafy Sea Dragon *Real*
13. Manticore *Imaginary*
14. Norwegian Ridgeback *Imaginary*
15. Ogre *Imaginary*
16. Pink Fairy Armadillo *Real*
17. Quokka *Real*
18. Rhinoceros *Real*
19. Star-nosed Mole *Real*
20. Tasmanian Devil *Real*
21. Unicorn *Imaginary*
22. Vampire Bat *Real*
23. Werewolf *Imaginary*
24. Xantus *Real*
25. Yeti Crab *Real*
26. Zombie *Imaginary*

**Extension Activities:**

Students who enjoyed this activity may like to:

- Choose two creatures from the activity sheet and write five facts about each.
- Create a “Real or Imaginary” list of their own.
- Illustrate several creatures found on the list.

**McREL Standards****Reading**

- Uses reading skills and strategies to understand and interpret a variety of informational texts

**Lesson 3: Arthur's Anagrams**

In *The Ironwood Tree*, book four of the *Spiderwick Chronicles*, Simon Grace uses the letters in words to help solve a puzzle so that he can save his sister. When he sees the words “SEEM TO TRICK HEN TOOK PEN” engraved above a door, he quickly recognizes this is an anagram, a word or phrase that is made by rearranging the letters of another word or phrase. He rearranges the letters to read, “KNOCK THREE TIMES TO OPEN.” What if Jared's uncle Arthur Spiderwick had been a fan of anagrams? It could be that his field guide concerning “the invisible world” may not have been totally truthful. After all, an anagram for FIELD GUIDE is FUDGE, I LIED!

**Suggested Grade Level:** 3–6

**Time Required:** 15–20 minutes

**Objectives:**

- The student will be introduced to anagrams and participate in a decoding activity.

**Materials:**

- Arthur's Anagrams activity sheet
- writing tools
- optional copy of *Arthur Spiderwick's Field Guide to the Fantastical World Around You*

**Procedure:**

1. Prepare activity sheets before class.
2. Exhibit a copy of the book, *Arthur Spiderwick's Field Guide to the Fantastical World Around You*, if available. Show the students the table of contents listing the various creatures featured in the book.

## Library Lessons

3. Define an anagram as a word or phrase that is created by rearing the letters of another word. Explain that it may be difficult to take the information in this book seriously because an anagram for FIELD GUIDE is FUDGE, I LIED!
4. Distribute the activity sheets. Students may work individually or in pairs.
5. Check for understanding.

### Answers to Arthur's Anagrams

- |                 |                  |
|-----------------|------------------|
| 1) Banshees     | E. Base Hens     |
| 2) Brownies     | K. Born Wise     |
| 3) Changelings  | G. Chasing Glen  |
| 4) Gargoyles    | J. Real Soggy    |
| 5) Giants       | A. A Sting       |
| 6) Goblins      | M. Glib Son      |
| 7) Hobgoblins   | H. Longish Bob   |
| 8) Kelpies      | C. Skip Lee      |
| 9) Leprechauns  | B. Seal Puncher  |
| 10) Manticores  | D. Star Income   |
| 11) Phoenixes   | N. Ex Phonies    |
| 12) Salamanders | I. Near Mad Lass |
| 13) Sprites     | F. Press It      |
| 14) Unicorns    | K. Coins Run     |

### McREL Standards

#### Writing

- Uses the general skills and strategies of the writing process  
Benchmark 1. Knows that writing, including pictures, letters, and words, communicates meaning and information



Lynne Farrell Stover has over thirty years of experience as an educator and is currently a Teacher Consultant at James Madison University in Harrisonburg, Virginia. She has taught many teacher workshops and won Teacher of the Year in 1999 from the Virginia Council of Economic Education and from the Virginia Association for the Gifted. She is the author of *Magical Library Lessons*, *More Magical Library Lessons*, *Magical Library Lessons: Holiday Happenings*, and *From Snicket to Shakespeare* from UpstartBooks.

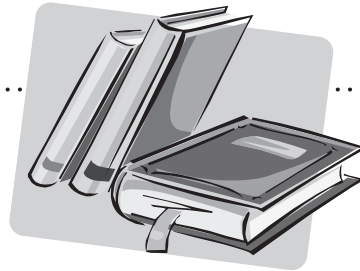
# A Field Guide to Our Fantastical School

## Table of Contents

### In the Library

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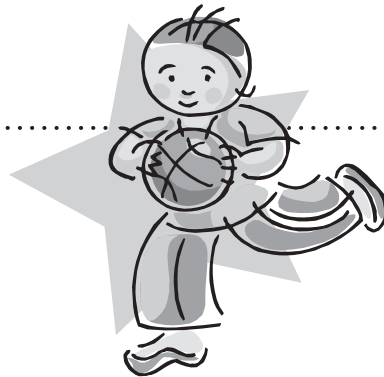
Book Worms (*Verolibridae*)  
Libearies (*Fertomeidae*)  
Resorcerers (*Lamiascriptoridae*)  
Shelf Elves (*Tabulabrevisidae*)



### In the Gym and Locker Room

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Jinx Imps (*Nonbeneficiumidae*)  
Locker Jammers (*Cellaexcludoidae*)  
Point Pixies (*Discrimenfortunoidae*)  
Sneaker Sniffers (*Sandalonodororidae*)



### In the Cafeteria

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Bad Breath Boggarts (*Malusrespiroidae*)  
Lunch Lurkers (*Substantiaperciperidae*)  
Melters (*Tabescoidae*)  
Mushers (*Mansuetusidae*)



### In the Computer Lab

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Key Clumpers (*Lapstrubidae*)  
Mouse Movers (*Murisadboidae*)  
Screen Freezers (*Pannusfrigusidae*)  
Techno Trolls (*Ingeiumonstrumidae*)



# A Field Guide to Our Fantastical School

## Sample Page

**Creature Name:** Key Clumpers

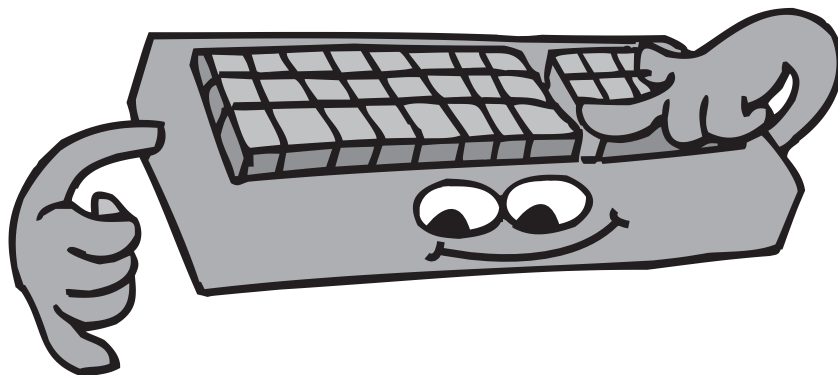
**Family:** *Lapstrubidae*

**Habitat:** A computer lab, where many different people use computers throughout the day, is where Key Clumpers like to live.

**Diet:** Key Clumpers enjoy the crumbs from cookies and the sticky residue from spilled drinks. They find these in abundance at computer stations where people eat snacks.

**Behavior:** Key Clumpers like to make the keys on a computer keyboard stick together and act in an unpredictable manner. They delight in misspelled words and appreciate causing mistakes.

**Physical Appearance:** Key Clumpers change in appearance. When two keys on a keyboard are stuck together they resemble those two keys. A full-grown Key Clumper will eventually look like an entire keyboard.



Name(s): \_\_\_\_\_

Date: \_\_\_\_\_

# ***A Field Guide to Our Fantastical School***

**Creature Name:**

**Family:**

**Habitat:**

**Diet:**

**Behavior:**

**Physical Appearance:**

**Illustration:**

# Real or Imaginary?

**A fact is anything that can be checked out or verified to be true.**

A factual statement can be proven true with research by using books, the Internet, interviews and observation. Be aware that factual statements can be made about imaginary things.

FOR EXAMPLE:

## The Leopard - A Real Animal



### Five Facts

1. A leopard is a member of the cat family with spotted fur.
2. Male leopards weigh between 70 and 200 pounds; females are smaller.
3. Leopards are good swimmers.
4. Leopards can live up to 20 years.
5. Leopards are protected in parts of Asia and Africa.

## The Leprechaun - An Imaginary Creature



### Five Facts

1. The leprechaun is an elf-like fictional character found in Irish folklore.
2. A leprechaun is thought to have magical powers.
3. Leprechauns are often pictured dressed in green.
4. It is believed that leprechauns know where pots of gold are hidden.
5. It is said that leprechauns are shoemakers by trade.



# Real or Imaginary?

**Directions:** Quickly read the list of creatures and circle whether you think they are real or imaginary.



1. Abominable Snowman	REAL	IMAGINARY
2. Blobfish	REAL	IMAGINARY
3. Cheetah	REAL	IMAGINARY
4. Duck-billed Platypus	REAL	IMAGINARY
5. Elf	REAL	IMAGINARY
6. Faun	REAL	IMAGINARY
7. Gila Monster	REAL	IMAGINARY
8. Hippogriff	REAL	IMAGINARY
9. Imp	REAL	IMAGINARY
10. Jackalope	REAL	IMAGINARY
11. Koala Bear	REAL	IMAGINARY
12. Leafy Sea Dragon	REAL	IMAGINARY
13. Manticore	REAL	IMAGINARY
14. Norwegian Ridgeback	REAL	IMAGINARY
15. Ogre	REAL	IMAGINARY
16. Pink Fairy Armadillo	REAL	IMAGINARY
17. Quokka	REAL	IMAGINARY
18. Rhinoceros	REAL	IMAGINARY
19. Star-nosed Mole	REAL	IMAGINARY
20. Tasmanian Devil	REAL	IMAGINARY
21. Unicorn	REAL	IMAGINARY
22. Vampire Bat	REAL	IMAGINARY
23. Werewolf	REAL	IMAGINARY
24. Xantus	REAL	IMAGINARY
25. Yeti Crab	REAL	IMAGINARY
26. Zombie	REAL	IMAGINARY

# Arthur's Anagrams

An anagram is a word or phrase that is made by rearranging the letters of another word or phrase. Match the anagram to the correct imaginary creature found in *Arthur Spiderwick's Field Guide to the Fantastical World Around You*.

- |                       |                  |
|-----------------------|------------------|
| _____ 1. Banshees     | A. A Sting       |
| _____ 2. Brownies     | B. Seal Puncher  |
| _____ 3. Changelings  | C. Skip Lee      |
| _____ 4. Gargoyles    | D. Star Income   |
| _____ 5. Giants       | E. Base Hens     |
| _____ 6. Goblins      | F. Press It      |
| _____ 7. Hobgoblins   | G. Chasing Glen  |
| _____ 8. Kelpies      | H. Longish Bob   |
| _____ 9. Leprechauns  | I. Near Mad Lass |
| _____ 10. Manticores  | J. Real Soggy    |
| _____ 11. Phoenixes   | K. Coins Run     |
| _____ 12. Salamanders | L. Born Wise     |
| _____ 13. Sprites     | M. Glib Son      |
| _____ 14. Unicorns    | N. Ex Phonies    |