

# Teacher's Supplement

## Spider® THE MAGAZINE FOR CHILDREN

### MAGAZINE TEXTS

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Lyrical Poem	
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From Cricket Media





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## OVERVIEW

*In this magazine, readers will read about characters who support their family and friends. **Spider: May/June 2016** includes texts in which friends*

*support friends, siblings support each other, parents support children, and children support parents.*

## ESSENTIAL QUESTION:

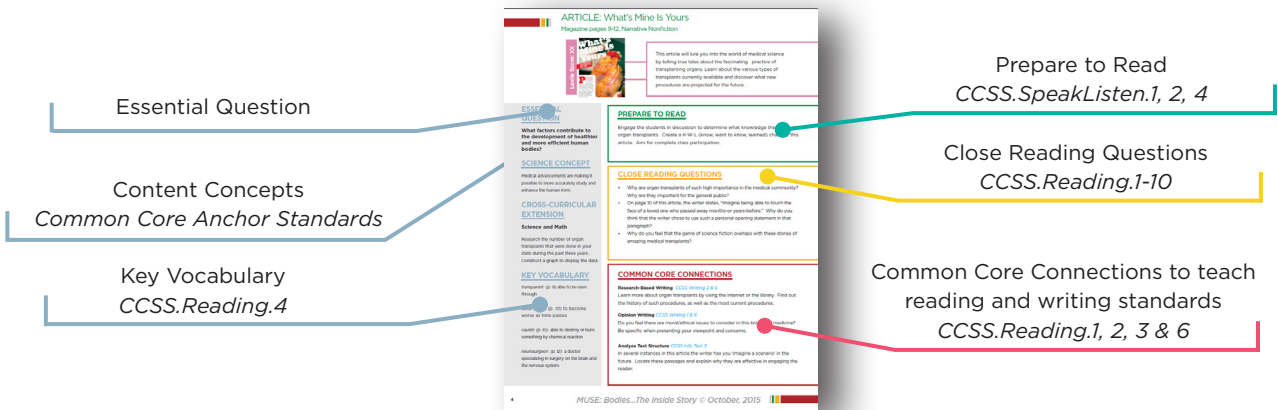
***How do authors and illustrators use text and pictures to show how family and friends can support each other?***



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

## READ MULTIPLE TEXTS PAGES 4 - 8

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



**Essential Question**

**Content Concepts  
Common Core Anchor Standards**

**Key Vocabulary  
CCSS.Reading.4**

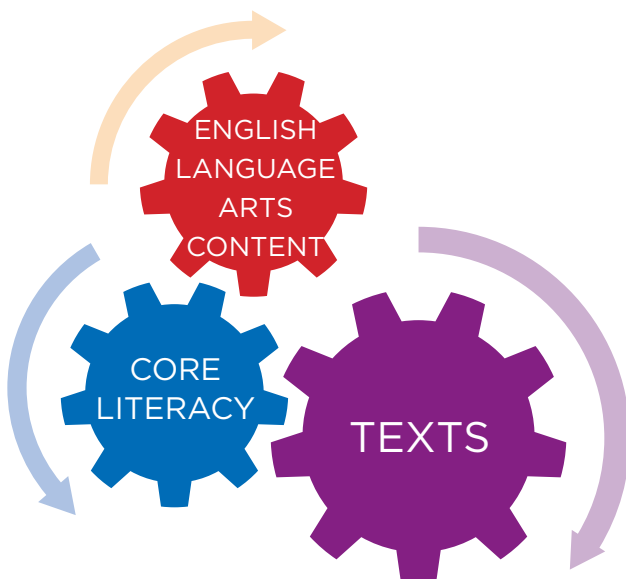
**Prepare to Read  
CCSS.SpeakListen.1, 2, 4**

**Close Reading Questions  
CCSS.Reading.1-10**

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

## TEACH A MINI-UNIT PAGES 10 - 12

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 on the same topic from this magazine to 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 the essential question. Encourage students to find and share evidence from different texts to build a greater understanding of the question.

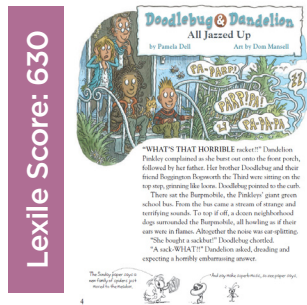
## WRITING

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. See the **Mini-Unit** section of this guide (pgs. 10 - 12) as well as the **Text Pages** (pgs. 4 - 8) for ways to incorporate writing into your instruction.



# TEXT: Doodlebug & Dandelion

## Magazine pages 4 - 8, Contemporary Realistic Fiction



Doodlebug and Dandelion are not pleased when their mother takes up playing a loud instrument. Little do they know, she has yet another surprise up her sleeve.

### ESSENTIAL QUESTION

**How do authors and illustrators use text and pictures to show how family and friends can support each other?**

### ELA CONCEPT

A story can introduce factual information about a topic.

### CROSS-CURRICULAR EXTENSION

#### Music

Look up the sackbut: what it is, its history, and what it sounds like.

### KEY VOCABULARY

**mount (p. 7)** to get up onto something

**battle axe (p. 7)** a wide-bladed, heavy axe used in the past as a weapon

**debut (p. 8)** a person's first appearance on stage, in concert, or on film

**prodigy (p. 8)** an unusually talented child

### PREPARE TO READ

Encourage students to share what they know about jazz. Play a few recorded tunes so they understand what jazz sounds like. Ask them to try to identify the different instruments they hear and share ideas about how the musicians work together to play the music.

### CLOSE READING QUESTIONS

- Underline context clues that help you determine what the expression "make a big splash" in the first paragraph on page 5 means.
- Based on the dialogue on page 5, how do Doodlebug, Bog, and Dandelion feel about Mrs. Pinkney's new music? Highlight details from the text that support your answer.
- Why does Bog want to check out the sackbut?

### COMMON CORE CONNECTIONS

#### Research *CCSS Writing 7*

Using classroom and library resources, research one or more topics related to jazz. Possible topics include: history, styles, musicians, and composers.

#### Summarize Key Ideas and Details *CCSS Reading 2*

The story describes events that take place chronologically. Summarize the main events that occur at different times in the story.

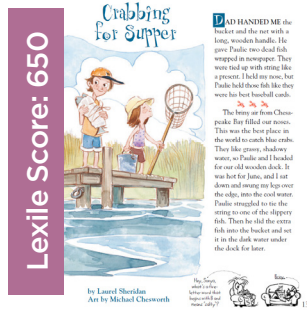
#### Analyze Relationships *CCSS Literature 3*

How did Dandelion and Doodlebug's attitude toward jazz change from the beginning to the end of the story? What led to this change?



# TEXT: Crabbing for Supper

Magazine pages 13 - 17, Contemporary Realistic Fiction



Kathy and Paulie use stinky fish to catch crabs for supper. It is no easy job—or is it?

## ESSENTIAL QUESTION

**How do authors and illustrators use text and pictures to show how family and friends can support each other?**

## ELA CONCEPT

Stories can show family relationships through action, dialogue, and/or illustrations.

## CROSS-CURRICULAR EXTENSION

### Science

Research the diet of blue crabs. Did Kathy and Paulie choose an appropriate bait?

## KEY VOCABULARY

**briny** (p. 13) salty

**reflection** (p. 15) an image seen in a mirror or shiny surface

**pincers** (p. 15) the claws of an animal such as a crab

**arc** (p. 16) a curved path

## PREPARE TO READ

Discuss how siblings might interact while performing tasks such as fishing. Tell students they will read a story about a brother and sister who go crabbing. Ask them to notice ways they interact.

## CLOSE READING QUESTIONS

- How do Kathy and Paulie react to the dead fish? Underline details from the text that describe how their reactions were different.
- What are two reasons they want to catch crabs? Highlight details from the text that support your answer.
- Find the metaphor used on page 17 that describes the blue crabs in the bucket.

## COMMON CORE CONNECTIONS

### Summarize Key Ideas and Details *CCSS Reading 2*

List the attempts Kathy and Paulie make to catch crabs and describe what happens in each attempt.

### Analyze Characters *CCSS Literature 3*

Search the text for the times Kathy and Paulie help and support each other.

### Determine Point of View *CCSS Literature 6*

Imagine Paulie tells their parents the story about their crabbing adventure. How will he describe their day differently? Retell the story from Paulie's point of view.

# TEXT: The Clever Rabbit

Magazine pages 20 - 23, Folktale

Lexile Score: 440



Three times, a tiger attempts to eat a rabbit. Each time, the clever rabbit foils his attempts.

## ESSENTIAL QUESTION

**How do authors and illustrators use text and pictures to show how family and friends can support each other?**

## ELA CONCEPT

Folktales are stories passed down from one generation to another.

## CROSS-CURRICULAR EXTENSION

### Geography

Research to see if the animals in this story are native to this region of Asia.

## KEY VOCABULARY

**honorable (p. 20)** worthy of respect or honor

**appetizer (p. 20)** a small amount of food or drink served before a meal

**scuttle (p. 23)** to move or run as if in a hurry

## PREPARE TO READ

Discuss the elements of folktales and some of their usual characteristics. Ask students to look for these elements as they read a Korean folktale.

## CLOSE READING QUESTIONS

- Do you think the tiger earned the reputation of being greedy? Cite details from the text to support your answer.
- In what ways was the tiger very trusting of the rabbit? Highlight details from the text that support your answer.
- Will the tiger continue to be a threat each time he meets the rabbit? Underline details from the text that support your answer.

## COMMON CORE CONNECTIONS

### Analyze Characters *CCSS Literature 3*

Support this statement with details from the text: The rabbit was able to save himself three times by pretending to be the tiger's friend.

### Analyze Theme *CCSS Literature 2*

What is the central theme of this folktale? Use details from the text to support your answer.

### Write Dialogue *CCSS Writing 3*

With a partner, write a dialogue in which the tiger warns another animal about the rabbit. When finished, perform your dialogue for the class.



# TEXT: Miriam and the Sandía Seed

Magazine page 25, Fantasy

Lexile Score: 480

## Miriam and the Sandía Seed

ONE DAY MIRIAM received an envelope in the mail. "Who is it from?" she asked her mother.

"From Tío Esai in Mexico," Miriam's uncle said. "Look, Miriam, he has sent me a sandía seed."

"What for?"

"I don't know. He also wrote me a letter."

Miriam read it in her room. "This wonderful seed is magical," the letter had written. "Plant it in the yard. Be gentle with it, and the seed will grant you three wishes. But nobody except you can know about the wishes. You have to keep them a secret. You also have to believe in the seed. But, more important, you have to be patient: the world has its own rhythm."

The letter had added: "You should share whatever the seed gives you with others. If it's only for yourself, it will do no good. A sandía is only as sweet as one's own heart."

By Rita Starnes  
Art by Hector Viveros Lee



Miriam's uncle sends her a sandía seed that he says is magical. Miriam tries to follow his instructions but it's a struggle.

## ESSENTIAL QUESTION

**How do authors and illustrators use text and pictures to show how family and friends can support each other?**

## ELA CONCEPT

A story can mix realistic features with fantasy.

## CROSS-CURRICULAR EXTENSION

### Spanish

Using a Spanish-English dictionary, look up the Spanish words in the story. Learn their meanings and pronunciations. Share with the class.

## KEY VOCABULARY

**patient (p. 25)** able to stay calm when faced with pain, trouble, or a long wait

**urge (p. 27)** a (usually sudden) wish to do something

**scrumptious (p. 31)** delicious

## PREPARE TO READ

Tell students they will be reading a story about a girl, Miriam, who receives a magic seed from her uncle. He gives her specific directions. Tell students they will list his directions and then record how well Miriam follows them.

## CLOSE READING QUESTIONS

- Underline the directions Miriam received and key details about her effort to follow them. How well did she follow the directions?
- What does Miriam's uncle mean when he says, "the world has its own rhythm" on page 25? Highlight context clues that help you determine the meaning of this statement.
- How does Miriam show the truth of Tío Esai's statement, "A sandía is only as sweet as one's own heart"? Cite details from the text that support your answer.

## COMMON CORE CONNECTIONS

### Describe Characters *CCSS Literature 3*

Describe Miriam, using details from the text to support your description.

### Summarize Key Ideas and Details *CCSS Reading 2*

Make a chart of Miriam's three wishes and how each wish worked out. What made her third wish the most successful?

### Write Narratives *CCSS Writing 3*

With a partner or small group, write your own fantasy about a magic seed that grants three wishes. As with this story, the first two wishes should be unsuccessful. Save your best wish for last!

## 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*).

- Choose several texts. How does each demonstrate the Essential Question: *How do authors and illustrators use text and pictures to show how family and friends can support each other?* Use details from the texts to support your answer.
- Find texts that feature families. Compare and contrast:
  - Who is in the family?
  - What activity is involved?
  - How do they show support?
- Reread “Sweet Potato Rag.” Then read the two other poems in this issue. Compare and contrast:
  - the narrator
  - the rhyming pattern
  - the subjects
  - the illustrations
  - the use of humor
- “Doodlebug & Dandelion” and “Crabbing for Supper” are both examples of contemporary realistic fiction. Compare and contrast:
  - the characters and their relationships
  - the plot
  - the illustrations
  - the endings

## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

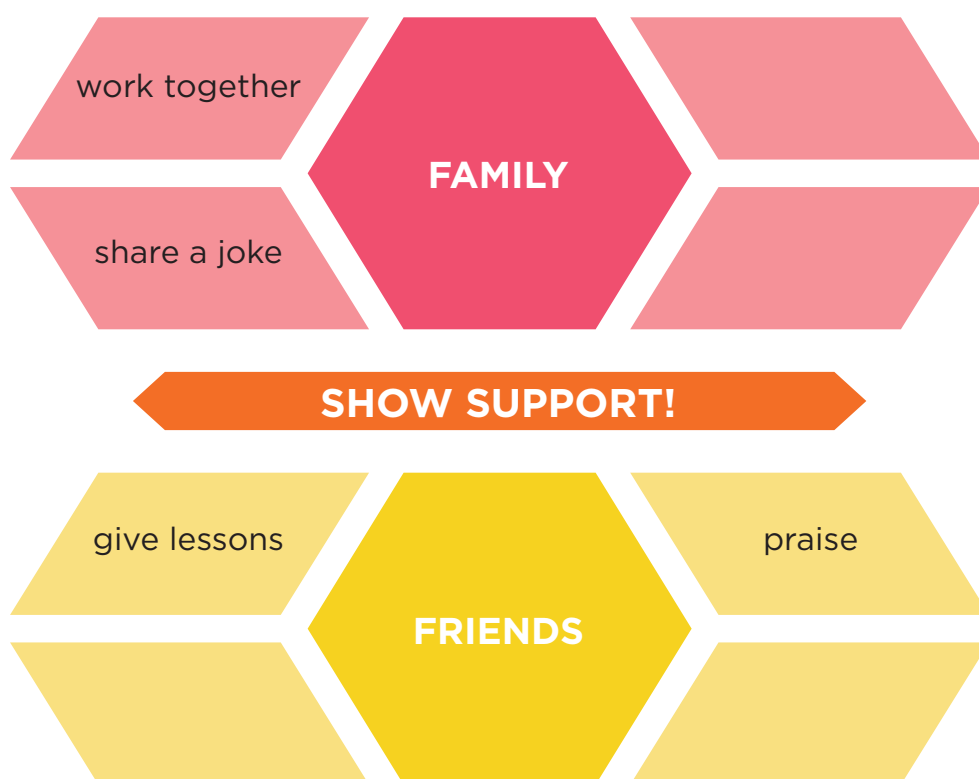
Stories, poems, and other texts can offer more than entertainment. At times, they can provide ideas for successful social interactions. In this issue of *Spider*, students will read about ways to support friends and family members, an important social skill.

ENGAGE

READ AND  
COMPARE

APPLY

**ENGAGE:** Begin this mini-unit by having students explore the texts in *Spider: May/June 2016* for examples of characters that show support. Create a Show Support! graphic such as the one below. As students read texts and discover ways the characters show support, add bubbles to the chart. This class activity will prepare students for the mini-unit project, *Skits: Show Support!*



Share the essential question:

**How do authors and illustrators use text and pictures to show how family and friends can support each other?**



**READ AND COMPARE TEXTS:** 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” (pgs. 4-8) as a focus text, or choose a different text that works well for your teaching goals. Share the text summary on page 4 of this guide. Students can read their own copies of the article and use sticky notes to mark places they find interesting or have questions about.

**2) DISCUSS THE TEXT:** After reading, guide students to talk about the text. See the Text Pages for Close Reading Questions.

**3) READ NEW TEXTS:** Help students choose additional articles to read based on their inquiry questions or what they find interesting. Refer to the Text Pages for summaries of each text within *Spider: May/June 2016*.

**4) COMPARE TEXTS:** After students have read multiple articles, guide them to make cross-text connections. Refer to page 10 for Cross-Text Connections using prompts that help students integrate ideas and information.

### CHOOSE A PURPOSE FOR READING

**CLOSE READ:** *CCSS Literature and Informational Text 1, 2, and 3* Read carefully to find ways authors and illustrators use text and pictures to show how family and friends can support each other.

**COMPREHENSION AND COLLABORATION:** *CCSS Speaking and Listening 1* Students participate in collaboration with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.



**APPLY: SKITS: SHOW SUPPORT!**

The students have read several texts and have discussed ways to show support to family and friends. Now it is time to create Show Support! skits. These skits will use ideas gathered from the texts, plus students' original ideas.

Form the students into small groups. Instruct each group to create a skit about showing support to someone who needs it. Each group's skit will reflect the views of the members of that group.

**SUPPLIES**

Paper and pencils for writing scripts

**STEP 1: Class Work**

Instruct students to choose texts from *Spider: May/June 2016* that will help them plan their skit. Then, have them look at the class Show Support! Graphic and copy any information that will help them fill out their Show Support! organizer. Remind them to add their own ideas.

**STEP 2: Small Group Work**

Instruct students to write their skit. It must include:

- Someone who needs support
- A description of the situation the person is in
- One or more ways others can support this person

**STEP 3**

Next, ask students to decide who will perform each part of the skit. Have them consider using a narrator to give background.

When they are ready, instruct students to practice their skit and think about how they can improve it.

Lastly, have students give their skit a title.

**STEP 4**

Have students perform their skits for the class. Ask the audience:

- Did the skit give them ideas for their own lives?
- Do classmates have other support ideas for the problem in the skit?

After all groups have performed, ask them to take a bow!





**NAMES:** \_\_\_\_\_

### Mini-Unit Graphic Organizer

#### Show Support!

Choose texts from *Spider: May/June 2016* that contain examples of showing support to family and friends. These examples will help you create your poster. Do the texts make you think of other ways to show support? Add them!

Text Title	Ideas from Text	Student Ideas

NAME: \_\_\_\_\_

### ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

**NAME:** \_\_\_\_\_

### CONCEPT CHART

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

**ESSENTIAL QUESTION OR INQUIRY QUESTION:**

**TEXT 1:**

**TEXT 2:**

**TEXT 3:**

**appetizer** a small amount of food or drink served before a meal

*They had never offered **appetizers** before. (p. 20)*

**arc** a curved path

*Finally, Paulie swung his arm in a giant **arc**, and the crab landed back in the water. (p. 16)*

**battle axe** a wide-bladed, heavy axe used in the past as a weapon

*Onstage, Mrs. Pinkley swung the sackbut around like an out-of-control **battle axe** as the trio launched into its first number. (p. 7)*

**briny** salty

*The **briny** air from Chesapeake Bay filled our noses. (p. 13)*

**cardamom** a seed used as a medicine and a spice

***Cardamom**, ginger, cinnamon, cloves. (p. 10)*

**debut** a person's first appearance on stage, in concert, or on film

*"Feast your ears on the **debut** of a future musical superstar!" Mrs. Pinkley boomed. (p. 8)*

**honorable** worthy of respect or honor

*Although the rabbit was terrified, he said, "But **honorable** tiger, rabbits always taste better after a serving of rice cakes." (p. 20)*

**mount** to get up onto something

*Minutes later, Mrs. Pinkley **mounted** the stage, sackbut in hand, along with two other musicians. (p. 7)*

**patient** able to stay calm when faced with pain, trouble, or a long wait

*"...But, more important, you have to be **patient**: the world has its own rhythm." (p. 25)*

**pincers** the claws of an animal such as a crab

*Paulie hauled up the net with the crab inside, but that crab was all claws and those mad **pincers** were waving all over the place! (p. 15)*

**prodigy** an unusually talented child

*"Please welcome our newest addition, my very own student—child **prodigy** Boggington Bogsworth the Third on trumpet!" (p. 8)*

**reflection** an image seen in a mirror or shiny surface

*We squinted past the sun's **reflection** on the water. (p. 15)*

**scrumptious** delicious

*Word of the **scrumptious** sandías spread throughout the neighborhood. (p. 31)*

**scuttle** to move or run as if in a hurry

*The clever rabbit **scuttled** away through the trees as quickly as he could. (p. 23)*

**urge** a (usually sudden) wish to do something

*Miriam felt the **urge** to tell her mother. (p. 27)*

### **“Doodlebug & Dandelion”**

- <http://kidsmusiccorner.co.uk/composers/jazz/>

Learn about many jazz composers and listen to their music.

### **“Sweet Potato Rag”**

- <http://kidsmusiccorner.co.uk/composers/jazz/scott-joplin/>

Learn about ragtime composer Scott Joplin and view two short videos of him performing.

### **“Crabbing for Supper”**

- <http://www.aqua.org/explore/animals/blue-crab>

Read all about blue crabs.

### **“The Clever Rabbit”**

- <http://www.americanfolklore.net/sindex.html>

Choose from a long list of American folktales and stories to read.

- <http://myths.e2bn.org/teachers/info311-what-are-myths-legends-and-folktales.html>

Read about the similarities and differences among myths, legends and folktales.

### **“Miriam and the Sandía Seed”**

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

Look up Spanish words in this Spanish-English dictionary.