

# Spider<sup>®</sup>

THE MAGAZINE FOR CHILDREN



## MAGAZINE ARTICLES

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**Teacher’s Guide for *Spider*:  
*July/August 2016***

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**OVERVIEW**

*In this magazine, readers will learn about how some people lived hundreds of years ago.*

***Spider: July/August 2016*** includes

*information about knights, castles, princesses, dragons and other aspects of life long ago.*

**ESSENTIAL QUESTION:**

*How can authors of fiction and nonfiction show what life was like hundreds of years ago?*

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 ARTICLES 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

## TEACH A MINI-UNIT PAGES 11-13

Magazine articles 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 articles on the same topic from this magazine to 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**

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

**Jigsaw Clubs:** Form small reading groups of students reading *different* articles. 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.

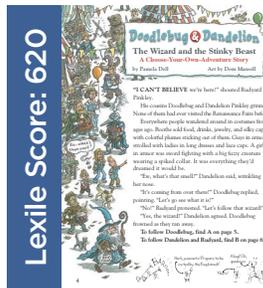
## WRITING

Use the articles 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. 11 – 13) as well as the **Article Pages** (pgs. 4 - 9) for ways to incorporate writing into your instruction.



# ARTICLE: Doodlebug & Dandelion

Type: Choose Your Own Adventure Magazine pages 4 - 9



Doodlebug, Dandelion, and cousin Rudyard are at a Renaissance fair where people dress up to look like people from long ago. Everybody's excited but they can't agree on what to do first. Don't worry. In this story you get to decide what happens.

## ESSENTIAL QUESTION

**How can authors of fiction and nonfiction show what life was like hundreds of years ago?**

## ENGLISH LANGUAGE ARTS CONCEPT

Authors can create stories that let readers make choices about what will happen next.

## CROSS-CURRICULAR EXTENSION

### History

Do research to learn 3-4 interesting things that happened during the Renaissance. Share your findings with the class.

## KEY VOCABULARY

**Renaissance (p. 4)** the period of European history between 1300 and 1600 when there was a new interest in learning about the world

**plumes (p. 4)** feathers

## PREPARE TO READ

Ask students to share experiences of Renaissance fairs. Show photos of fairs and explain that people go to these fairs to see the way people dressed, ate, and enjoyed themselves hundreds of years ago in England. Tell students they are about to read a story that takes place at a Renaissance fair.

## CLOSE READING QUESTIONS

- Why did the three kids split up at the fair? Support your answer with story details.
- Underline three examples of people "talking strange" in the story. Why do you think they speak this way?
- What made Rudyard and Dandelion think the man they saw was a wizard? Highlight details that support your answer.

## COMMON CORE CONNECTIONS

### Analyze Structure *CCSS Reading 5*

There are three different paths through this story. Work in a group to write a short description of the important events on each path. Which is your favorite? Why?

### Write Narratives *CCSS Writing 3*

There are three different endings for this story. With a partner, choose one and add another scene to it that tells what happens next. Be sure to make your new ending exciting and full of details.

### Conduct Research *CCSS Writing 7*

Research what people typically wore and ate during the Renaissance period. Then create an illustration showing Dandelion, Doodlebug, or Rudyard eating Renaissance-era food and wearing Renaissance clothing.

# ARTICLE: A Fanfare for Sir Frederick

Type: Fairy Tale Magazine pages 12-15

Lexile Score: 510



Knights are brave dragon-fighters, defenders of castles. How can a young girl possibly be of help to a hero like this?

## ESSENTIAL QUESTION

**How can authors of fiction and nonfiction show what life was like hundreds of years ago?**

## ENGLISH LANGUAGE ARTS CONCEPT

As in real life, older and younger characters can help each other and learn from each other.

## CROSS-CURRICULAR EXTENSION

### Music

Find out more about fanfares. How are they used today? Have you ever heard one? See if you can find a way to listen to some.

## KEY VOCABULARY

**fanfare** (p. 12) a short and loud trumpet song, used to announce someone's arrival

**scale** (p. 13) a series of musical notes that go up or down in pitch

## PREPARE TO READ

Tell students they will be reading a story about a knight and a girl. Preview the first illustration on pages 12-13 and have students make a prediction about how the two characters feel about each other. Ask them to pay attention to interactions between the two and how their relationship changes in the story.

## CLOSE READING QUESTIONS

- What does the knight think he hears when Agnes plays or makes a noise? Underline details that support your answer.
- Why does Agnes's mother believe that Sir Frederick deserves a fanfare? Support your answer with story details.
- What does Agnes mean on page 15 when she thinks "now he only battles boredom"? Highlight supporting details.

## COMMON CORE CONNECTIONS

### Analyze Language *CCSS Language 5*

Sometimes writers use words to imitate sounds. This is called onomatopoeia. The words bang, sizzle, and hiss are examples of onomatopoeia. With a partner, find examples of sound words in the story. Write down these words and what they are imitating.

### Analyze Character *CCSS Reading 3*

How would you describe Agnes? Is she mean, impatient, kind, or something else? Write down a word that describes Agnes. Then underline story details that support your description of her.

### Analyze Text Structure *CCSS Reading 5*

In tales, things often happen in threes. For example, a character may be granted three wishes. What happens in threes in this story? Work with a partner to answer this question.



Characters from *Spider* provide interesting facts about the history of knights .

## ESSENTIAL QUESTION

**How can authors of fiction and nonfiction show what life was like hundreds of years ago?**

## ENGLISH LANGUAGE ARTS CONCEPT

A fact is a statement that can be proved true.

## CROSS-CURRICULAR EXTENSION

### Literature

Some of the most famous stories about knights are from the legends of King Arthur and the Knights of the Round Table. Read a story about these characters and then write a short review of it.

## KEY VOCABULARY

**joust (p. 16)** a fight on horseback between two knights with long pointy weapons

**spiral (p. 16)** to wind or circle around a central point

## PREPARE TO READ

Ask students to name knight characters from books and movies. Then invite students to share what they know about knights—how they dress, what they do, how they behave. Tell students they are about to read an article that contains facts about knights.

## CLOSE READING QUESTIONS

- Underline details that explain what made jousting dangerous.
- Highlight details that tell about training for knights.
- How was the process of becoming a knight different for girls and boys? Use details from the article to support your answer.

## COMMON CORE CONNECTIONS

### Write Arguments *CCSS Writing 1*

Imagine you are a boy or a girl from long ago who wants to become a knight. Write a letter to your parents persuading them to let you be one. Tell about special talents and qualities you have that would make you a good knight. Use information from the article in your letter. For example, you might say that you can ride a horse.

### Present Research *CCSS Speaking and Listening 7*

Choose one of the topics mentioned in this article, such as knighthood training, the Order of the Hatchet, or chess. Research the topic to find 4 or 5 more interesting facts about it. Present your facts to the class.

# ARTICLE: The Castle Makers

Type: Expository Nonfiction Magazine pages 17-20



This article describes an unusual castle-building tradition from Spain. The tradition is over 300 years old and people still follow it today.

## ESSENTIAL QUESTION

**How can authors of fiction and nonfiction show what life was like hundreds of years ago?**

## ENGLISH LANGUAGE ARTS CONCEPT

Photographs, captions, and titles are text features that can help readers understand what an article is about.

## CROSS-CURRICULAR EXTENSION

### Geography

Find the country of Spain, the region of Catalonia, and the city of Barcelona on a world map or atlas.

## KEY VOCABULARY

**emerge (p. 17)** to rise up or come into view

**chaos (p. 19)** complete confusion or disorder

## PREPARE TO READ

Remind students that text features contain important information that can help them learn what an article is about. Point out the title, photos, and captions. Ask volunteers to read the title and the captions aloud. Discuss the photos. Invite students to share questions, connections and predictions about the article before they read.

## CLOSE READING QUESTIONS

- Who are the castle makers? Use text details to support your answer.
- Why is the sash so important? What might happen if the castle makers didn't wear sashes? Underline text details that support your answer.
- Highlight details that explain how the castle building tradition has changed over the years.

## COMMON CORE CONNECTIONS

### Analyze Key Ideas *CCSS Reading 2*

With a small group, make a 4-column chart. Label each column with one word from the casteller motto on page 20. Then go through the article to find examples of how each part of the motto is important. Take notes in the chart.

### Analyze Text Features *CCSS Reading 5*

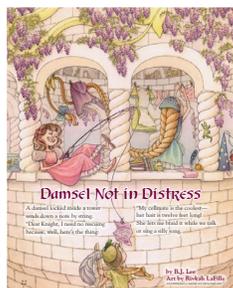
Look through the photographs and read the captions from the article. What do they help you understand?

### Present an Argument *CCSS Speaking and Listening 1*

In small groups or as a class, debate which of the three parts of the castle is the most important—the base, the trunk, or the crown? Use details from the text to help you make and support your arguments.

# ARTICLE: Damsel Not in Distress

Type: Poem Magazine pages 22-23



In most fairy tales, princesses who are trapped in towers want to be rescued by brave knights. This fairy tale poem is a little different.

## ESSENTIAL QUESTION

**How can authors of fiction and nonfiction show what life was like hundreds of years ago?**

## ENGLISH LANGUAGE ARTS CONCEPT

A fractured fairy tale is a story in which the author has retold a traditional fairy tale by changing part of it in a surprising way.

## CROSS-CURRICULAR EXTENSION

### Writing

Choose a fairy tale you know well and write your own fractured version of it. Draw illustrations to go with it and read it to the class.

## KEY VOCABULARY

**damsel (p. 22)** a young woman who is not married

**complaint (p. 23)** something to be unhappy about

## PREPARE TO READ

Ask students to name the kind of things they expect to happen in fairy tales like Rapunzel, Snow White, and Sleeping Beauty. Discuss what usually happens to girls in these stories. Then tell students to listen for surprises as you read this fairy tale poem.

## CLOSE READING QUESTIONS

- When does this fairy tale begin to change from a traditional tale to a fractured tale?
- Underline five unexpected details and events in this poem.

## COMMON CORE CONNECTIONS

### Analyze Character *CCSS Reading 3*

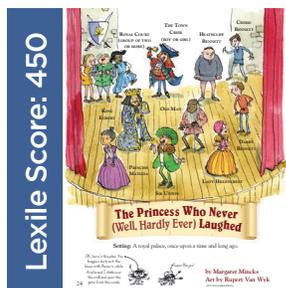
The damsel in this poem does not act like most fairy tale princesses. How would you expect a typical fairy tale princess to act? In what ways is this damsel different?

### Write Narratives *CCSS Writing 3*

With a partner, write a letter about what happens in this poem from the knight's perspective. How would the knight describe the events to a friend? What might he be feeling? Share and compare with other letter-writing pairs.

### Present Information *CCSS Speaking and Listening 4*

With a small group, research the game of knucklebones. How old is this game? Where did it come from? Find out if there is a modern version and learn to play it. Then present your findings to the class and demonstrate how to play.



A king becomes upset because his daughter never laughs and because she turns away all the men who want to marry her. When will someone come along who truly delights her?

## ESSENTIAL QUESTION

**How can authors of fiction and nonfiction show what life was like hundreds of years ago?**

## ENGLISH LANGUAGE ARTS CONCEPT

The characters in a play reveal themselves through their speech and actions.

## CROSS-CURRICULAR EXTENSION

### Drama

Do research to find out more about court jesters. When did jesters exist? What was a jester's job? Why was he important? Share your findings.

## KEY VOCABULARY

**embarrass (p. 25)** to make someone feel foolish and uncomfortable in front of others

**suitor (p. 26)** a man who wants to marry a woman

**despaired (p. 27)** lost all hope

## PREPARE TO READ

Ask if any students have read plays before. Discuss with students the differences between reading a story and reading a play. Tell students that they need to picture the scenes, characters and actions in their minds as they read this play.

## CLOSE READING QUESTIONS

- Why does Princess Matilda keep rejecting suitors? Support your answer with story details.
- Underline dialogue that shows that Darby is kindhearted. How else would you describe Darby? Underline details that support your answer.
- What kind of information does the Town Crier give? Highlight supporting details.

## COMMON CORE CONNECTIONS

### Identify Compound Words *CCSS Language 4*

A compound word is made up of two smaller words that are put together to make a new word (for example, "earthquake"). Find five compound words in the play. Write each compound and draw a line between the two smaller words. Can you figure out the meaning of each compound from the meanings of the two smaller words? Try to write a definition for each compound.

### Perform a Play *CCSS Foundational Skills 4*

Work in a group to read the play aloud. First, choose roles. Then practice reading the lines. Remember to speak clearly and slowly. Don't worry if you slip up. Just keep going. When the group is ready, perform the play for another class.

### Character *CCSS Reading 3*

In a play, you learn about characters from their words and actions. What do you learn about Cedric and Heathcliff on pages 28-29? Which details help you learn about them?

## CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

### COMPARE ARTICLES

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

- Compare the female characters in “Damsel Not in Distress,” “A Fanfare for Sir Frederick,” and “The Princess Who Never (Well, Hardly Ever) Laughed.” In what ways are these characters like most fairy tale maidens? In what ways are they different? Support your answer with details from these texts.
- Both “Doodlebug and Dandelion” and “The Castle Makers” tell about people who enjoy doing activities from long ago. What activities does each article describe? How is the information in these articles similar and different?
- Use “A Fanfare for Sir Frederick” and “Fabulous Facts: Knights” to write about facts and made-up ideas about knights.
- Nominate a person, character, or group from the magazine for the “Bravest of Them All” award. Who is most deserving? Sir Frederick? The castellers? The women warriors in the Order of the Hatchet? Explain your answer.
- Compare the two nonfiction articles—“Fabulous Facts: Knights” and “The Castle Makers.” Do both articles use titles, photographs, and captions to give readers information? How is the information in each article similar and different?

## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

This issue of *Spider* is filled with castles, dragons, knights in shining armor, and other real and imaginary elements of life in the olden days. In this mini-unit, students will conduct research to help them create presentations about this period.

ENGAGE

READ AND  
COMPARE

APPLY

**ENGAGE:** Have students explore the articles in *Spider: July/August 2016* to find details about life long ago. In addition, provide a number of nonfiction books on medieval and Renaissance history for more fact-gathering opportunities. Use a chart like the one below to record the information students find. This activity will prepare students for the Mini-Unit Project: Presentations of the Past.

	People	Music	Games	Food
“Doodlebug & Dandelion”				
“A Fanfare for Sir Frederick”		fanfare		
“Fabulous Facts: Knights”				
“The Castle Makers”				
“Damsel Not in Distress”			knucklebones	
“The Princess Who Never (Well, Hardly Ever) Laughed”	jesters			crumpets
Other Articles				

Share the essential question:

**How can authors of fiction and nonfiction show what life was like hundreds of years ago?**



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

**1) READ ALOUD:** Use “Doodlebug & Dandelion” (pgs. 4-9) as a focus article, or choose a different article that works well for your teaching goals. Share the article 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 ARTICLE:** After reading, guide students to talk about the article. See the Article Pages for Close Reading Questions.

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

**4) COMPARE ARTICLES:** 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 learn new information about what life was like hundreds of years ago.

**COMPARE AND CONTRAST:** *CCSS Reading 9* As students read texts and examine illustrations, they will discover how fiction and nonfiction provide information about life long ago.



## APPLY: PRESENTATIONS OF THE PAST

Students have read and explored stories, articles, and other texts that provide information about historical people, music, games, and food. Now it's time to use this information to plan and create presentations about these elements.

### STEP 1: Build Background

Go over the information from the Engage activity chart on page 11 with the class. Explain that students will be working in groups to create and present a poster about one of the chart topics. Tell students that posters should include:

- a title
- illustrations
- facts
- captions

Encourage students to include a demonstration of a game or song or to dress up in costumes.

### STEP 2: Plan

Divide the class into four groups and assign one topic from the chart to each group.

Distribute one copy of the Presentation Planner on page 14 to each group.

Have group members work together to fill out the planner. Suggest that groups appoint one member to take notes.

### SUPPLIES

- Nonfiction books and magazines that focus on medieval/Renaissance history
- Poster board • Paper
- Markers, crayons, colored pencils
- Scissors • Glue

### STEP 3: Research, Write, and Draw

Tell groups to use the nonfiction books and magazines to find and record interesting facts for their posters.

Have group members create illustrations on paper. Later, they can cut them out and glue them on the poster.

### STEP 4: Assemble, Rehearse, and Present

Have groups assemble their posters and add a title and captions.

Provide time for groups to rehearse their presentations, practice demonstrations, and get costumes together.

Invite another class in to watch the presentations.

## Presentation Planner

**Group Topic** \_\_\_\_\_

**Group Members** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tasks	Group Members
Research and write down 4-5 interesting facts about the topic.	
Create illustrations.	
Write captions.	
Write a title.	
Come up with a demonstration.	
Put words and illustrations on the poster.	
Rehearse the presentation.	

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 your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:	ARTICLE 2:	ARTICLE 3:

**chaos** complete confusion or disorder

*Without flutes and drums, the castle might crumble into **chaos**. (p. 19)*

**complaint** something to be unhappy about

*My one **complaint**? (p. 23)*

**damsel** a young woman who is not married

*A **damsel** locked inside a tower / sends down a note by string. (p. 22)*

**despaired** lost all hope

*King Egbert **despaired**, wondering if his daughter would ever find true love. (p. 27)*

**emerge** to rise up or come into view

*Body after body **emerges** from the crowd, and a human castle begins to grow straight up from the center of the square. (p. 17)*

**fanfare** a short and loud trumpet song used to announce that someone is arriving

*"A **Fanfare** for Sir Frederick" (p. 12)*

**joust** a fight on horseback between two knights with long, pointy weapons

*In a **joust**, two knights ride horses straight at each other, holding long weapons called lances. (p. 16)*

**plumes** feathers

*Booths sold food, drinks, jewelry, and silky caps with colorful **plumes** sticking out of them. (p. 4)*

**Renaissance** the period of European history between 1300 and 1600 when there was a new interest in learning about the world

*None of them had ever visited the **Renaissance** Faire before. (p. 4)*

**scales** a series of musical notes that go up or down in pitch

*"Sir Frederick, the only **scales** in this room are the ones I play on this." (p. 13)*

**spiral** to wind or circle around a central point

*That's why castle staircases **spiral** to the right. (p. 16)*

**suitor** a man who wants to marry a woman

*You have also offended many **suitors**. (p. 26)*



### **“Doodlebug & Dandelion”**

- <https://online.kidsdiscover.com/unit/renaissance>

Learn about the Renaissance Period: history, art, accomplishments, and more.

### **“A Fanfare for Sir Frederick”**

- <http://www.classicsforkids.com/pastshows.asp?id=249>

Read about and listen to fanfare music.

### **“Fabulous Facts: Knights”**

- <http://www.dkfindout.com/uk/history/castles/knights/>

Read about knights, jousting tournaments, and foot soldiers.

### **“The Castle Makers”**

- <http://humancastles.com/>

Read all about castle making in Barcelona. This site includes text, a video, and lots of pictures.

### **“Damsel Not in Distress”**

- <http://www.eenymeeny.net/games/jacks%20games/Knucklebones.html>

Read about the game of knucklebones and learn how to play it.

### **“The Princess Who Never (Well, Hardly Ever) Laughed”**

- <http://www.readingrockets.org/article/readers-theater-giving-students-reason-read-aloud>

Read about the benefits of Reader’s Theater. Tips and additional resources are also given.

