

Spider®

THEME

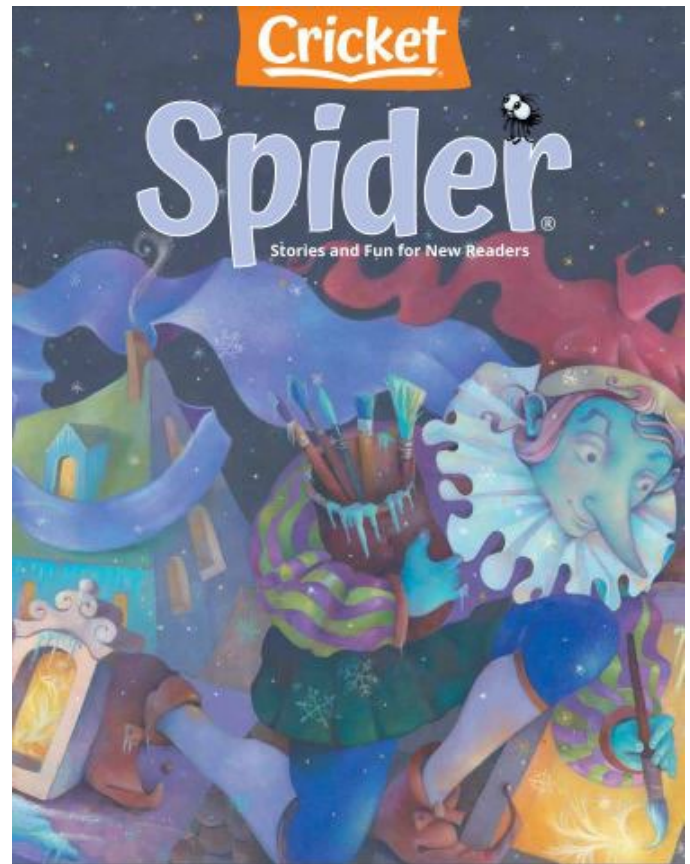
Explore holiday customs around the world through the stories, articles, and activities in this month's issue of *Spider*. Use the teacher guide to help you teach language arts lessons and engage students in a variety of creative activities.

CONVERSATION QUESTION

Why are traditions important?

TEACHING OBJECTIVES

- Students will determine central ideas or themes.
- Students will summarize key supporting details and ideas.
- Students will analyze the structure of texts.
- Students will analyze cultural, environmental, and physical characteristics of a place.
- Students will write informative texts or narratives.
- Students will create multimedia presentations.



In addition to supplemental materials focused on core English Language Arts skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Ten Thousand Krathongs**
Contemporary Realistic Fiction, ~690L
- **Mary Had a Little Turkey**
Expository Nonfiction, ~1060L
- **Filipino Parol Star**
Procedural Text, N/A

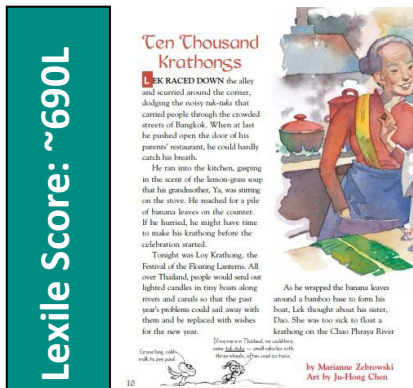
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Ten Thousand Krathongs

pp. 10–15, Contemporary Realistic

Fiction

Use this story about a boy and his family celebrating the Festival of the Floating Lanterns in Bangkok to give students practice in identifying theme.



ENGAGE

Conversation Question: Why are traditions important?

Talk with students about why we celebrate the new year. Invite students to describe how they and their families celebrate the new year. Then explain that the next story is about a New Year's tradition in Thailand. Ask students to note how this tradition is similar to their own.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Then display the sentences below and have students use the vocabulary words to complete them. Emphasize the words in the story.

1. The Navy will _____ the new submarine into the Pacific Ocean.
2. A _____ of ducklings followed their mother into the pond.
3. I gasped when I saw the tightrope walker _____ on the high wire.

READ & DISCUSS

After students read the story, use these questions to prompt discussion:

1. What happens during Loy Krathong?
2. What do you learn about Lek's sister, Dao?
3. How does Lek feel about his sister?
4. What job does Lek do at his family's restaurant?
5. Why does Lek wish he had a different name?
6. Why do people put krathongs in the water?
7. Why does Lek worry when his krathong tips over in the water?
8. What makes Lek feel hopeful at the end of the story?

SKILL FOCUS: Identify Theme

INSTRUCT: Explain that the theme of a story is a message about life that an author wants to share with readers. Give examples of common literary themes: "don't give up on your dreams," "actions speak louder than words." Point out that themes often sound like good advice.

Continue by explaining that themes are not always stated but can be identified by thinking about information and events in a story, including:

- characters' problems and how they react to them
- important decisions characters make
- ways characters change and grow
- lessons characters learn

Discuss possible themes of popular books and movies.

ASSESS: Distribute the *Theme* worksheet and have students work in pairs or groups to complete it.

EXTEND

Social Studies Have students use books and websites to learn more about the city of Bangkok, Thailand. Then have them use words and images to make posters showing five interesting facts about this city.

RESOURCES

- Theme

OBJECTIVES

- Students will read and analyze a short story.
- Students will determine central ideas or themes.
- Students will analyze cultural, environmental, and physical characteristics of a place.

KEY VOCABULARY

- **launch (p. 11)** to send or shoot something, such as a rocket or a boat, into the air or water or into outer space
- **teetering (p. 13)** moving in an unsteady way back and forth or from side to side
- **procession (p. 14)** a number of people or things that come one after another

Theme

Fill in the chart with information from “Ten Thousand Krathongs.” Then use the information to help you determine the theme of this story.

1. What challenges does the main character face?
2. How does this character react to these challenges?
3. What important decisions does the character make?
4. In what ways does the character grow or change?
5. What lessons does the character learn?

The theme of this story is

On the back of this paper, list the details from the story that help show this theme.

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Mary Had a Little Turkey

pp. 17–21, Expository Nonfiction

Practice summarizing using this article by the woman who wrote “Mary Had a Little Lamb” and later became known as the “Mother of Thanksgiving.”

Lexile Score: ~1060L

Mary Had a Little Turkey

WHEN YOU THINK about Thanksgiving, what's the first thing that comes to mind? Food, football, parades? How about turkeys? What do turkeys have to do with Thanksgiving? The connection between the two is the poem "Mary Had a Little Lamb," which was written by Sarah Josepha Hale. She's the lady who persuaded Abraham Lincoln to proclaim Thanksgiving a holiday.

Today, most people are familiar with Thanksgiving. Kids get off school and many groups get off work to spend the day as they wish, whether feasting on turkey or a large pepperoni pizza with extra cheese.

However, back in the 1800s, Thanksgiving was not widely celebrated. Some people living in farming communities observed harvest festivals, while other folks had small family gatherings at various times of the year. Several northern states, including New Hampshire where Hale grew up, observed Thanksgiving every year but celebrated it on different days.

Hale envisioned a holiday set on a specific date that would promote a sense of community and shared experience. She hoped it would help ease the tensions caused by the ongoing Civil War. So began Hale's campaign to make Thanksgiving an annual national celebration.

Here is my recipe: Thanksgiving is a special celebration with special foods and traditions. So give the table with food from the kitchen.

by Celia Broughton

ENGAGE

Conversation Question: Why are traditions important?

Share your family's Thanksgiving traditions with students. Then invite students to share theirs. Ask students to describe their favorite part of Thanksgiving: the food? gathering together with family and friends? having a day off? Introduce the title of the article and tell students that they will be reading about how the holiday we call "Thanksgiving" came to be.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud, along with the definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read the story.

1. My dog's problem with barking is _____ and I wish it would stop.
2. I showed my _____ for the birthday gift by writing a thank-you note.
3. My town will _____ Veteran's Day with a ceremony at town hall.

READ & DISCUSS

After students read the article, use these questions for discussion:

1. What is Sarah Josepha Hale known for?
2. How was Thanksgiving in the 1800s different from the holiday we celebrate today?
3. What changes did Hale want to make to Thanksgiving?
4. How did Hale try to make people excited about Thanksgiving?
5. How did President Roosevelt set the date for Thanksgiving?
6. What do different countries give thanks for?
7. Which fall celebration is most similar to your family's celebration?

RESOURCES

- Summarizing

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will summarize key supporting details and ideas.
- Students will write informative texts or narratives.

KEY VOCABULARY

- **observe** (p. 17) to celebrate a holiday
- **ongoing** (p. 17) continuing to happen
- **gratitude** (p. 18) a feeling of appreciation or thanks

SKILL FOCUS: Summarizing

INSTRUCT: Explain that summarizing a nonfiction text means using your own words to write a shortened version of the key ideas in the text. Copy the graphic organizer from the *Summarizing* worksheet onto the board. Review the different sections. Then work with students to use the following sequence to summarize pages 17–19 of the article:

1. Identify topic.
2. Explain what text says about topic.
3. Reread text and highlight key ideas.
4. Review key ideas and write them in the chart.

ASSESS: Distribute the *Summarizing* worksheet to all students. Have students work in small groups to summarize the text on pages 20–21.

EXTEND

Writing Have students write a poem, article, or story to tell about their Thanksgiving traditions. After students illustrate their writing, hold a Thanksgiving reading to allow everyone to share their work.

Summarizing

What is the topic of the text?	
What does the text explain about the topic?	

Key Ideas from the Text

Filipino Parol Star

pp. 10–13, Procedural Text

Use these directions for making a popular holiday craft from the Philippines as a model students can use to help them write simple directions.



RESOURCES

- Directions

OBJECTIVES

- Students will read and analyze a procedural text.
- Students will analyze the structure of texts.
- Students will create a multimedia presentation.

KEY VOCABULARY

- **symbolizes** (p. 24) stands for or represents something else
- **brighten** (p. 24) to make something more colorful or cheerful
- **completely** (p. 25) totally or fully

ENGAGE

Conversation Question: Why are traditions important?

Discuss crafts and treats students enjoy making for different holidays. Then ask students to share ways their families decorate for certain holidays. What decorative items do students enjoy seeing every year? Explain that this article gives readers directions for making a craft.

INTRODUCE VOCABULARY

Have students work in groups of three to write sentences using the vocabulary words, with each group member responsible for a different word. Have groups review their sentences and confirm that the words are used correctly. Invite students to share their sentences. Instruct students to look for these words and other words used to describe things that are scary or weird as they read the story.

READ & DISCUSS

After students have read the text, discuss the questions below.

1. What does this text explain?
2. What are the two parts of the text?
3. How are these parts different?
4. Why do you think that the author included an introduction before the recipe and a last sentence after the recipe?
5. Did you find these directions easy to understand? Explain.

SKILL FOCUS: Write Directions

INSTRUCT: Point out to students that there are all kinds of texts that tell how to do something—recipes, game instructions, how-to-draw books, etc. Display the graphic organizer from the *Directions* worksheet on the board. Work with students to write step-by-step directions for making a peanut butter and jelly sandwich. Guide students to create a specific and complete What You'll Need list, for example “two slices of bread” instead of simply “bread.” Then work with them to list the steps for creating the sandwich. Go through the recipe and have students imitate the actions to check that the directions are complete.

ASSESS: Have students think of procedures they are expert at—making chocolate milk, cleaning their rooms, writing a thank-you note, making a craft. Then have them choose one and write directions for doing it. Distribute the *Directions* worksheet for students to use. Have students share directions with the class.

EXTEND

Social Studies Have students conduct research to learn about the Philippines. Begin by showing the Philippines on a map. Then have them work in pairs to learn about population, languages spoken, capital city, special holidays, national flag, popular sports, climate, geography, and interesting facts. Have students use facts and visuals to create a multimedia report on the Philippines.

Directions

How to _____

What You'll Need:

What to Do:

1.