

# Teacher's Guide for Spider

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Teacher's Guide prepared by Teresa Nordheim

*Teresa Nordheim works with elementary level children in the education field. She is also a freelance writer with well over thirty published magazine articles. She loves the challenge of making education for children enjoyable and fun.*

## Getting Started:

(RL/RI9) Discovering Themes: Flip through the pages of this issue. Look at each illustration and read the story titles. Do you notice a theme? Why might this theme be appropriate for the month of September?

## Spider's Mailbox:

(W5) Editing and Revising: Write a letter to Spider. Exchange letters with classmates who will check for spelling and grammar errors. Make corrections if needed. Fill out an envelope with your return address and mail your letter to Spider's Mailbox, P.O. Box 300, Peru, IL 61354

## Doodlebug & Dandelion:

(L4) Vocabulary: Define the following vocabulary words: eruptions, scoffed, wafted, ingredients, and vinegar

Internet Connection: Watch the following video on Pompeii (Video is 45 minutes in length) :  
[http://youtu.be/dfc\\_mD-a1k8](http://youtu.be/dfc_mD-a1k8)

(RI/RL 10) Recalling Text: What is glug?  
What was the name of the book Doodlebug was reading?  
Name the ingredients used to build their volcano.  
What special ingredient did Doodlebug add to the volcano?  
What happened to Doodlebug's volcano?

## No-Volcano Lava Lamp:

(RL/RI10) Read Text and Follow Directions: Build your own lava lamp.

Internet Connection: Watch the following video: <http://youtu.be/WayviQkusXI>

## Tiddalik the Frog:

(SL1,6) Perform a Play: Divide the parts and perform the play in front of the class. There will be ten main parts and the rest of the class can fill in as various animals. For added fun, you can make animal masks using paper plates. [http://www.dltk-kids.com/animals/paper\\_plates.html](http://www.dltk-kids.com/animals/paper_plates.html)

(SL1,2,3,4) Group Work / Evaluate a Speaker / Report on a Topic: Divide class into equal, small groups. Assign one animal to each group: tiddalik, wombat, lizard, kangaroo, emu, kookaburra, eagle, and nabunum. Each group should use the internet and/or books from the library to research the animal they have been assigned. What does the animal look like? Where does it live? What does it eat? Draw an illustration to accompany a presentation in front of the rest of the class. Evaluate other students and grade them on their presentation.

## What Would You Be:

(W2) Write an Informative: Write an informative piece about what you would be, if you could be anything you wanted. Choose from the following: food, flower, animal, or sound. Tell what you would be and explain why. For example: "If I were an animal, I'd be a tall giraffe." Provide at least three details about your selection.

**Coyote Singing Dog:**

(RL/RI7) Make a Connection: Listen to the following sound clips of coyotes howling and growling:  
<http://youtu.be/0ga0i1FSXZQ>

(RL/RI6) Determine Point of View: Why do you think the author calls the coyote a singing dog?

(L4) Vocabulary: Define the following vocabulary words: varmint, scruffy, ruckus, and ventriloquist

(RI/RL 10) Recalling Text: How much does a full-grown coyote weigh?

Why is the coyote compared to a ventriloquist?

How many puppies does a coyote have per year?

How many burrows might they keep and why?

What do coyotes eat?

**Little Coyote:**

(RL/RI6) Determine Point of View: The author states: "Then he was gone, like a gray ghost, a shadow fading into the dark forest." Why do you think the coyote was compared to a ghost?

(W1) Write an Opinion: Write an opinion piece telling about a time when you should have been frightened, but weren't. What happened that was scary and why weren't you scared? Give at least three details.

What is bannock? Watch the following video to learn more: <http://youtu.be/l6LBCVsL2s8>

**Leftovers:**

Art Connection: At the beginning of the school year, your crayon box is new and filled with sharp new colors to draw. What can you do with the leftover pieces? Recycle them into beautiful works of art.  
<http://www.marthastewart.com/272535/crayon-hearts>

**Once Bitten:**

(RI/RL 10) Recalling Text: How many tattoos did the biker have?

What was the biker eating?

What kind of granola bar did Cory have?

Was Cory scared of the biker?

What did Cory find in his pocket when we was ready to get on the bus?

(L1) Parts of Speech: Use a highlighter pen to mark the adjective in the story. Underline the adverbs.