Teacher's Guide for Spider

April 2014

Teacher's Guide prepared by Teresa Nordheim

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Getting Started:
(RL/RI2) Determine a Theme
Flip through the entire magazine from front to back cover. Read the title to each story and look at the illustrations. Do you see a common theme? Why do you think this theme might have been chosen for the April issue?

Spider's Mailbox:
(W4, W5) Writing and Editing
Write a letter to Spider. Exchange this letter with one classmate. Proofread each other's letter and then rewrite them making the needed corrections. When your letter is perfect, mail it to Spider:
Spider's Mailbox
P.O. Box 300
Peru, IL 61354

Doodlebug & Dandelion:
(RL/RI1) Answer the following questions from the story:
1. Why did the kids want to raise money?
2. How much did they charge to wash a pet?
3. Why was Choo-Choo anxious until the end of the story?
4. What item was attached to each poster?

(L1) Name some of the adjectives the author used to describe the dogs that came to the dog wash.

(L4) Define the following words: bounding, plastered, mangy, bouffant, and waterlogged

No Swimming in the Pool:
(W10) Write a poem about your favorite place to go swimming. Make sure that every line rhymes.

Monsieur Bruno's Grand Adventure:
(L1) Use a highlighter pen to highlight all of the adjectives in the story. When you are finished, check with your friends to make certain you found them all.

(L4) Define the following words: fling, shuffled, slender, snatched, and precious

Internet Connection: Use the internet to learn more about "jambon": http://en.wikipedia.org/wiki/Bayonne_ham

A Song of Greatness:
Social Studies Connection: Watch the following video to learn more about the Chippewa Native American tribe and hear some of their music. (approx. time 3 minutes) http://www.youtube.com/watch?v=O6vN_LUkplo

A Young Hero's Odyssey:
Geography Connection: Locate Japan on a world map.

(W3) Sho Scott completed this trip with his father during the summer. Write a story about a summer vacation you spent with your family. Where did you go and what did you do? Why was it memorable? Use an opening sentence, at least five strong details about your location, and an ending sentence. Share your story in front of the class.

(RL/RI1) Answer the following questions:
1. How many days did it take to complete their journey?
2. What was Sho's father's name?
3. Where did Sho live?
4. What was their greatest physical challenge?

Recycled Magazine Holder:
Follow the instructions on the page to create the magazine holder.

The Bully and the Can Queen:
(W2) Do you have a bully at your school? Have you ever been a bully? Imagine the President of the United States asked you to create a television commercial to prevent bullying. What would you say? Break into small groups and create a television commercial. Create a slogan and convince your fellow classmate(s) to stop bullying. If you have cameras and television available, record your commercial and play if for the class. If you don't, you can act out your commercial live in front of the class.

Topsy-Turvy:
Art Connection: Sign your name in the bottom right of a piece of blank, white paper. Close your eyes and think about doing your favorite outdoor activity. Now, open your eyes and turn your paper upside down. Draw a picture of yourself, doing your favorite outdoor activity UPSIDE DOWN. When you are finished, turn your picture the correct direction, and see how well you did.

Jenny:
(L3, SL1, W6) Break into small groups and assign each person in the group a part in the play. Practice reciting the lines with expression. After several practice attempts, take turns performing in front of the class.