

# Spider®

## THEME

Explore different ways music connects people through the selections 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 learning activities.

## CONVERSATION QUESTION

How does music connect people?

## TEACHING OBJECTIVES

- Students will analyze how individuals, events, and ideas develop and interact.
- Students will read and analyze a folktale.
- Students will determine central ideas and supporting details.
- Students will analyze the structure of a text.
- Students will take part in a classroom drum circle and improvise rhythms.
- Students will conduct short research projects and present reports.
- Students will conduct research to analyze the cultural characteristics of a place and write sensory poems.



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

- **Doodlebug & Dandelion**  
Humorous Fiction, ~660L
- **Listen to the Story of the Drum**  
Expository Nonfiction, ~920L
- **The Tiger and the Persimmon**  
Folktale, ~790L

## Doodlebug & Dandelion

pp. 4–8, Humorous Fiction

Use this story about a summer solstice drum circle party to give students practice in analyzing characters, setting, and plot.



## RESOURCES

- Analyze Story Elements

## OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will take part in a classroom drum circle and improvise rhythms.

## KEY VOCABULARY

- festively** (p. 6) done in a way that is cheerful and happy
- inventive** (p. 6) creative or imaginative
- harmonious** (p. 6) having a pleasing mixture or combination of notes

## ENGAGE

**Conversation Question:** How does music connect people?

Have students work in groups to brainstorm lists of favorite songs and bands. Also have groups talk about when they like to listen to music and how it makes them feel. Have groups share their ideas about music with the class. Discuss ways music connects people and brings them together. Attending concerts or festivals, playing in a musical group, listening to recorded music with friends, or singing at the piano with family are all examples that might come up. Tell students to notice the effect music has on the characters and events in this story.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them.

- The three guitarists played a/an \_\_\_\_\_ tune for the class.
- The living room was \_\_\_\_\_ decorated for Mia's birthday party.
- My \_\_\_\_\_ brother made a guitar out of an old cooking pot.

## READ & DISCUSS

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

- How does the drumming party create a problem in the story?
- What do you learn about Doodlebug and Dandelion's mother?
- How does the sound of the drumming affect Dandelion? How does this sound affect the robins?
- Why is Dandelion happy at the end of the story?
- How did music bring characters together in this story?

## SKILL FOCUS: Analyze Story Elements

**INSTRUCT:** Have students turn and talk with a partner about the ways music is important in this story. Then bring the class together to share ideas. Write these four-story elements on the board: characters, setting, conflict, events. Point out that in this story, music affects each of these elements. Invite volunteers to share ideas about these effects.

**ASSESS:** Distribute the *Analyze Story Elements* worksheet. Have students work in small groups to discuss the effects of music in the story and complete the worksheet. Then have students work independently to write a paragraph that summarizes the effects of music on the story elements. As a class, have a discussion about which story element music has the greatest effect.

## EXTEND

**Music:** Set up a drum circle in your classroom, using drums, shakers, scrapers, cowbells, plastic containers, or anything that can be used to beat out a rhythm. Review your rules for the circle—don't touch instruments until given permission, be respectful, etc. Then try a call-and-response pattern, with one student playing a rhythm and the class responding with another rhythm. Look online for different drum circle activities to use in your classroom.

## Analyze Story Elements

Answer each question in the chart by thinking about how music affects different elements of the story. Write your answers in the chart.

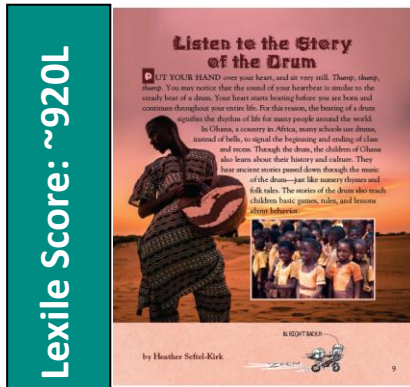
1. How does music affect the way <b>characters</b> behave in the story?	2. How does music affect the <b>setting</b> of the story?
3. How does music create a problem or <b>conflict</b> in the story?	4. How does music affect the <b>events</b> in the story?

# Spider® Teacher Guide: May/June 2023

## Listen to the Story of the Drum

pp. 9–13, Expository Nonfiction

Use this article about the talking drums of Ghana to teach students to connect main ideas and details.



## RESOURCES

- Main Idea Headings

## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will determine central ideas and supporting details.
- Students will conduct short research projects and present reports.

## KEY VOCABULARY

- **distant (p. 10)** existing or happening far away in space
- **imitate (p. 11)** to look, feel, sound, or behave like something
- **replace (p. 12)** to do the job or duty of

## ENGAGE

**Conversation Question:** How does music connect people?

Have students preview the title of the article and the photographs included in it. Display the words *who*, *what*, *when*, *where*, *why*, and *how* on the board. Have students work in pairs or small groups to use the words on the board to help them make specific predictions about what they will read about in the article. Remind students to return to their predictions after reading the article to check accuracy.

## INTRODUCE VOCABULARY

Display the following context sentences and underline the vocabulary words. Have students work in pairs to determine the meaning of each vocabulary word based on the context. Then reveal the definitions and have students compare them with the definitions they wrote. Finally, remind students to look for the vocabulary words as they read the story.

1. A distant sound of thunder rumbled quietly in the night.
2. My parrot can imitate the sound of our doorbell.
3. I'm using a box to replace the table I broke yesterday.

## READ & DISCUSS

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

1. How are drums used in schools in Ghana?
2. What kinds of stories have drums told in Ghana?
3. What do you think a “drum-based community” is?
4. Describe what a talking drum looks like.
5. How do talking drums imitate human speech?
6. How is the English language different from many of the languages spoken in Africa?

## SKILL FOCUS: Identify Main Ideas Using Headings

**INSTRUCT:** Show students a straightforward nonfiction magazine article with section headings. Explain that headings help readers understand the main idea in each section of an article. Demonstrate this using one section in the article you found. Then have students look at “Listen to the Story of the Drum.” Point out that the article doesn’t have headings. Then distribute the *Main Idea Headings* worksheet. Read headings aloud.

**ASSESS:** Have students identify where in the article each heading from the worksheet should be inserted. Remind students that the headings are main ideas, and the information under each heading should support this main idea. Have students highlight the supporting details under each heading. Discuss responses as a class.

## EXTEND

**Social Studies:** Have students conduct research to learn more about music in Ghana. Students may choose to learn about traditional or contemporary music. Students should create short reports that include a sample of music and then present them to the class.

## Main Idea Headings

<b>Heading 1</b>	Drums at School
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<b>Heading 2</b>	Drums Tell Stories of Life and History
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<b>Heading 3</b>	These Drums Are Made for Talking
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<b>Heading 4</b>	The Sound of Human Speech
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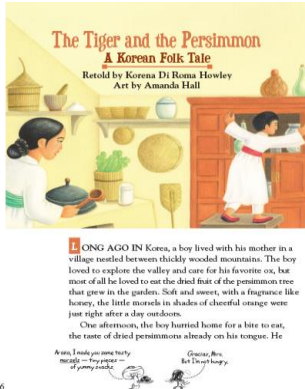
<b>Heading 5</b>	The Sound of a Drum's Voice
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## The Tiger and the Persimmon

pp. 9–13, Folktale

Teach students to identify the climax of a story and the events in the rising and falling action using this Korean tale about a tiger who is afraid of a persimmon.

Lexile Score: ~790L



## RESOURCES

- Climax Worksheet

## OBJECTIVES

- Students will read and analyze a folktale.
- Students will analyze the structure of a text.
- Students will conduct research to analyze the cultural characteristics of a place and write sensory poems.

## KEY VOCABULARY

- **fearsome** (p. 18) very frightening
- **unsuspecting** (p. 18) not knowing about or expecting something bad that is going to happen
- **clamor** (p. 19) a loud continuous noise

## ENGAGE

**Conversation Question:** How does music connect people?

Discuss with students how music plays a part in their family life. Begin by sharing something about music in your family's life. Explain that in some cultures, drum playing is handed down from one generation in a family to the next. Tell students to look for details about how the drum connects people in "The Tiger and the Persimmon."

## 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. Then tell students to look for these words as they read the story.

## READ & DISCUSS

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

1. Why does the boy begin to sulk?
2. Why did the boy avoid playing his drum for months?
3. How would you describe the boy's neighbor?
4. How does the drum connect the boy to his father and grandfather?
5. What is the boy's view of what happens in the story?  
What is the tiger's view of these events?
6. What is the neighbor's view of these events?

## SKILL FOCUS: Identify Climax

**INSTRUCT:** Review climax with students (the most exciting, tension-filled part of a story). Then review rising action (the events that lead to the problem and the climax) and falling action (the events that lead to the resolution of the problem and the end of the story). Read aloud a familiar short story and work with students to identify the climax and the events in the rising action and falling action. List the information on the board. Next, have students turn and talk to a partner to identify the climax in "The Tiger and the Persimmon." Discuss ideas as a class and come to an agreement on the exact point of the climax. Distribute the *Climax Worksheet* and have students fill in the Climax box.

**ASSESS:** Have students work in pairs to continue to fill in the events in the rising and falling action on the worksheet. Have students work in groups to compare ideas. Then discuss events as a class.

## EXTEND

**Social Studies:** Have students work in groups to research the significance of persimmons in Korean culture and in one other culture of their choosing. Groups should work together to create a short multimedia report to share with the class. (Bring some persimmons to class for students to taste, if possible.) Have students write short poems to describe a persimmon's taste, texture, color, and scent.

## Climax Worksheet

In the chart below,

- describe the **climax** of “The Tiger and the Persimmon”
- list the events in the **rising action**
- list the events in the **falling action**

