

Spider®

THEME

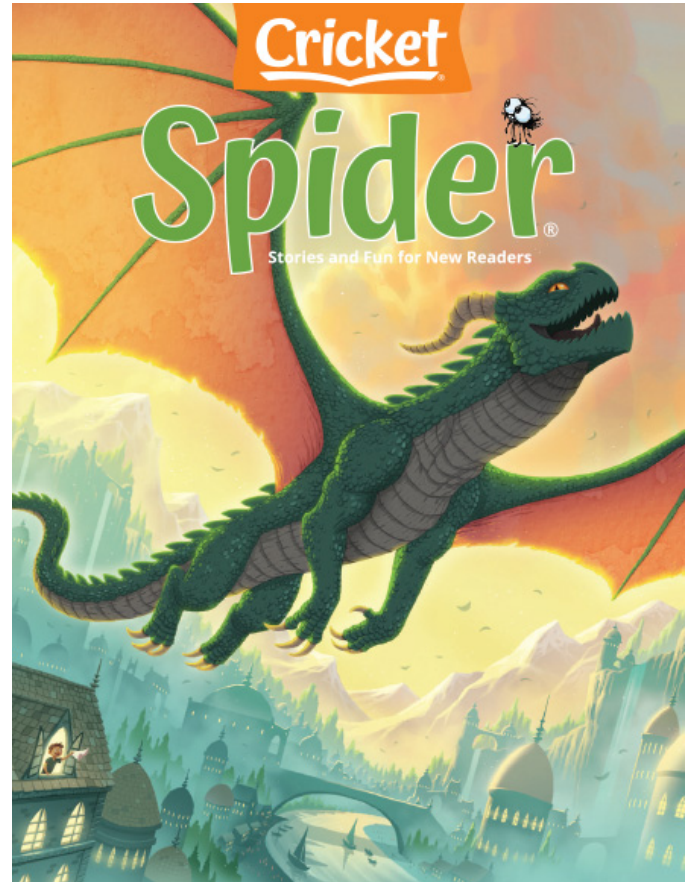
In this magazine, readers will learn how some people lived in the distant past. This issue includes information about knights, castles, princesses, dragons, and other aspects of life long ago—real and imagined.

CONVERSATION QUESTION

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

TEACHING OBJECTIVES

- Students will read and analyze fairy tales.
- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will learn about music.
- Students will read and analyze a poem.
- Students will analyze characters.
- Students will write a fractured fairy tale.
- Students will read and analyze a play script.
- Students will identify the elements of drama.
- Students will perform a play.



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

- **A Fanfare for Sir Frederick**
Fairy Tale, ~510L
- **Damsel Not in Distress**
Humorous Poem
- **The Princess Who Never (Well, Hardly Ever) Laughed**
Script/Play, ~450L

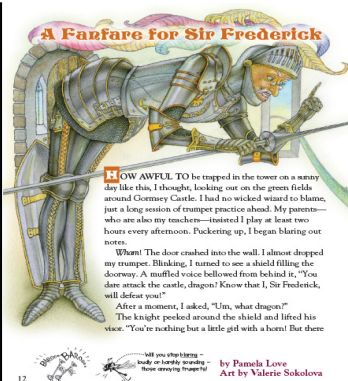
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A Fanfare for Sir Frederick

pp. 12–15, Fairy Tale

Use this story about a young girl who helps brave dragon-fighting knights to teach the characteristics of fairy tales.

Lexile: ~510



RESOURCES

Elements of Fairy Tales

OBJECTIVES

- Students will read and analyze fairy tales.
- Students will recognize the genre, key elements, and characteristics of literary texts.
- Students will learn about music.

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
- **foul (p. 15)** morally bad, very evil
- **amulet (p. 15)** a small object worn to protect the person wearing it against bad things (like illness, bad luck)

ENGAGE

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

Explain that in real life, older and younger characters can help each other and learn from each other. Tell the 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.

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.

1. The _____ of the music sounded so beautiful that the birds began to sing.
2. The young girl wore a(n) _____ around her neck to keep her safe from the evil witch.
3. As the prince and princess entered the castle, the _____ could be heard throughout the kingdom.
4. We knew the person responsible for poisoning the princess was _____ and horrible.

READ & DISCUSS

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

1. What does the knight think he hears when Agnes plays or makes a noise?
2. Why does Agnes's mother believe that Sir Frederick deserves a fanfare?
3. What does Agnes mean on page 15 when she thinks "now he only battles boredom"?
4. What would you have done to help Sir Frederick's boredom?

SKILL FOCUS: Analyze a Fairy Tale

INSTRUCT: Explain to students that a fairy tale is a kind of folktale—a simple story that has been passed down by word of mouth from one generation to the next. Brainstorm a list of well-known fairy tales. Discuss any similarities in the characters, setting, and events in these fairy tales. Next, distribute the *Elements of Fairy Tales* worksheet for each student. Review the different elements. Ask students to think of examples of these elements from the fairy tales you have discussed.

ASSESS: Have students work in pairs to complete the worksheet. Discuss responses as a class.

EXTEND

Music: Have the class research information on fanfares. How are they used today?

Elements of Fairy Tales

Complete the chart with details from “A Fanfare for Sir Frederick” that support the fairy tale elements listed below.

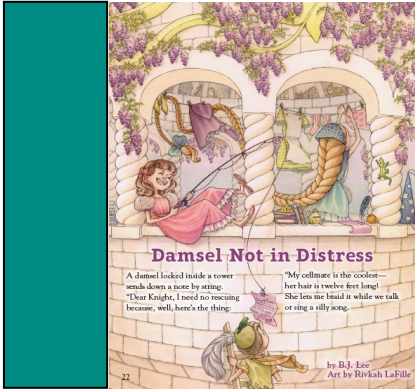
1. The story begins with the words “once upon a time” or something very similar.	
2. The story includes fantasy, magic, and make-believe elements.	
3. The setting is often a forest or a castle long ago.	
4. The story involves a problem that needs to be solved.	
5. Things happen three times.	
6. The ending is happy and good characters are rewarded.	
7. The story teaches a lesson.	

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Damsel Not in Distress

pp. 22–23, Poem

Introduce fractured fairy tales by using this poem about two damsels in a tower. Not all damsels in distress need to be rescued.



RESOURCES

Character Traits

OBJECTIVES

- Students will read and analyze a poem.
- Students will analyze characters.
- Students will write a fractured fairy tale.

KEY VOCABULARY

- **damsel (p. 22)** a young woman who is not married
- **Knucklebones (p. 23)** a game like jacks where a small object is thrown up and caught, while trying to pick up other small objects on the ground
- **complaint (p. 23)** something to be unhappy about

ENGAGE

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

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.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Then have students work in groups of four to play charades using these words. Tell one group member to act out a word while the others guess the word. Then have them switch roles. Explain that the person acting out the word may not speak or make noises. Limit each round of play to one minute. Remind students to look for these words as they read.

READ & DISCUSS

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

1. When does this fairy tale begin to change from a traditional tale to a fractured tale?
2. Underline five unexpected details and events in this poem.
3. Why does the damsel say, “Check back in on Monday, though, in case I’ve changed my mind.”

SKILL FOCUS: Analyze Character Traits

INSTRUCT: Remind students that characters have traits, or qualities, just like real people. Offer examples of traits, such as shy, imaginative, selfish, and trustworthy. Explain that readers can learn about a character’s traits by paying attention to story details about the things characters do, say, and think. Ask students what they know about the Rapunzel story. Discuss with students how the damsel in this poem is different from Rapunzel. Have students point out details that reveal this information about the characters

ASSESS: Distribute a copy of the *Character Traits* worksheet to each student. Have students work in pairs to complete the worksheet. Then ask volunteers to share their responses with the class.

EXTEND

Writing Have students choose a fairy tale that they know well and write their own fractured version of it. Instruct them to provide illustrations to accompany the tale and invite students to share their finished work with the class.

Character Traits

Identify the traits of the damsel and Rapunzel. Write the traits of Rapunzel in the left column. Then find details in the poem that show traits of the damsel. Write these details and traits in the column on the right.

Rapunzel's Traits	Details That Show Traits of the Damsel
1.	1.
2.	2.
3.	3.

Talk About It: Which character do you like better? Explain your thinking to a classmate.

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The Princess Who Never (Well, Hardly Ever) Laughed

pp. 24–31, Script/Play

Use this play about a princess who turns away all the men who want to marry her as a reader's theater script for your students.



RESOURCES

Tips for Performing Reader's Theater

OBJECTIVES

- Students will read and analyze a play script.
- Students will identify the elements of drama.
- Students will perform a play.

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

ENGAGE

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

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.

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.

1. The man was _____ after getting lost in the forest.
2. Please don't make me speak in front of others because it will _____ me.
3. The prince is a perfect _____ for the princess.

READ & DISCUSS

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

1. Why does Princess Matilda keep rejecting suitors?
2. How would you describe Princess Matilda?
3. How would you describe Darby?
4. What kind of information does the Town Crier give?

SKILL FOCUS: Elements of Drama

INSTRUCT: Point out that a play has characters, setting, and plot, just like a short story, as well as some special elements. Review cast of characters, stage directions, and dialogue. Have students find examples of each element. Tell students that they will read the play aloud in groups. Divide the class into group(s) and assign roles in each group. Display and review *Tips for Performing Reader's Theater*. Provide a copy of the script for each student. Have students highlight their parts and underline stage directions they need to follow. Provide time for groups to rehearse.

ASSESS: Have each group perform for the class. Have students use the performance tips to evaluate their own performances.

EXTEND

Drama: Have students 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.

Tips for Performing Reader's Theater: Use this guide to help reenact the play/script.

1. Read clearly in a strong, loud voice.

2. Use facial expressions to help show your character's feelings.

3. Use body movement and gestures to help show your character's attitude.

4. Change the tone of your voice so it matches your words.

5. Establish eye contact and let the audience see your face when you speak.

