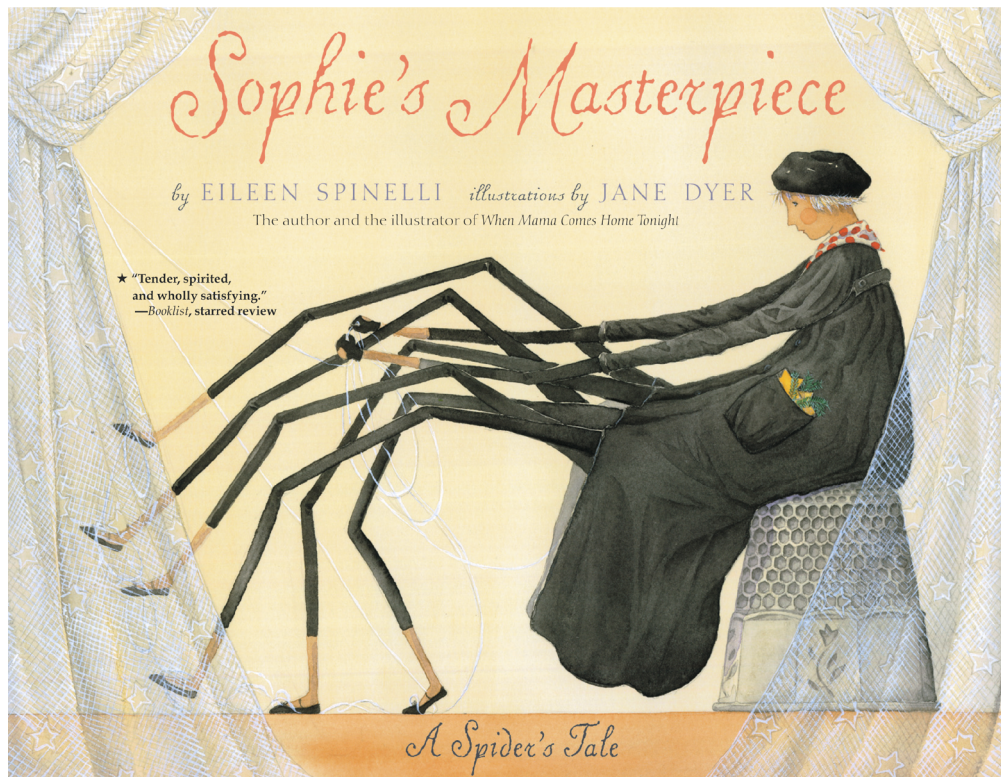# Storyline Online®

A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 1ST - 3RD

SOPHIE'S MASTERPIECE

WRITTEN BY EILEEN SPINELLI
ILLUSTRATED BY JANE DYER

Watch the video of actor
CCH Pounder
reading this story at
storylineonline.net

ABOUT THIS STORY

SYNOPSIS

Sophie's no ordinary house spider. She's an artist and every web she spins is more wondrous than the one before; don't mention that to the guests at Beekman's Boardinghouse because they don't like spiders. No one there wants anything to do with Sophie or her magnificent creations – no one except the woman on the third floor. She's a new mother "weaving" something herself and when she runs out of yarn, Sophie knows the time has finally come to create the masterpiece of a lifetime.

THEMES IN THE STORY

Kindness, Generosity, Art

READING AND WRITING

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textural evidence. *Standards listed below are for 1st, 2nd, and 3rd grades but can be adapted to kindergarten standards.*

BEFORE VIEWING

Standards: CCSS.SL.1.1, CCSS.SL.2.1, CCSS.SL.3.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

Step 1:   Tap knowledge about spiders.

Step 2:   Introduce the title *Sophie's Masterpiece: A Spider's Tale*. Discuss the meaning of masterpiece and tale.

Step 3:   Make predictions about the story.

DURING VIEWING

Focus: Character's Feelings and Making Predictions

Standards: CCSS.SL.1.2, CCSS.SL.2.2, CCSS.SL.3.2

Objective: Students will listen to the story and answer teacher posed questions appropriately.

Procedure: Stop story to ask questions and pose prompts as suggested below.
- Character feelings:
  - How do the characters feel about Sophie? How do you know this?
  - How does Sophie feel about each of the character's reaction to her?
  - Why was Sophie "close to tears" when the young woman found her?
- Make and check predictions.

AFTER VIEWING - CHARACTER TRAITS

Standards: CCSS.RL.1.6, CCSS.RL.2.6, CCSS.RL.3.6

Objective: Students will use the actions, words, and thoughts of the main character to identify character traits.

Materials: Character Traits Graphic Organizer (🔍 **Google It!**)
Character Traits Chart (🔍 **Google It!**)
Chart paper
Teacher Prep: Write the following questions on chart paper:
- What is the character doing?
- What is the character saying?
- What is the character thinking?
- What do these details tell me about the character?

Procedure:

Step 1:   Define and discuss personality and character traits. Display or distribute Character Traits Chart and discuss.

Step 2:   Explain that good readers can describe a character's personality with one of these words on the chart by paying close attention to the characters words, actions, and thoughts throughout the story. Tell students that readers can identify character traits by keeping these questions in mind as they read: What is the character doing? What is the character saying? What is the character thinking? What do these details tell me about the character? (display chart)

Step 4: Tell students they are going to think about Sophie to identify her character traits. Ask students to choose words from the chart that would describe Sophie.

Step 5: Create a character web on chart paper based on student responses.

Step 6: Distribute student graphic organizer. Explain that students will choose character words from the word web and give an example of what Sophie said, did, or thought that makes us think of her this way. The amount of character words will depend on the organizer chosen for your class. You may want to guide students on completing the first one.

Step 7: Use the organizer for students to complete the Reading Response below.

READING RESPONSE

Standards: CCSS.RL.1.1, CCSS.RL.2.1, CCSS.RL.3.1

Objective: Students will answer the prompt using at least two details from text to support the response.

Reading Prompts: 1. What kind of a character is Sophie? Use details from the story to support your response.

2. What do you think happened to Sophie at the end of the story? Use details from the story to support your response.

WRITING - INFORMATION REPORT

Standards: CCSS.W.1.1, CCSS.W.2.1, CCSS.W.3.1

Objective: Students will write an opinion piece using grade appropriate sentence structure and spelling.

Writing Prompt: Tell about a time when you showed courage.

Materials: Worksheet: T-Chart - Are spiders harmful or helpful to people?
Non-fiction books about spiders
Writing tools
Teacher Prep:
- Make a T-Chart worksheet (🔍 **Google It!**)
    - Write the question on top of the T-Chart: Are spiders harmful or helpful to people?
    - On the left side of the T-Chart write: Harmful
    - On the left side of the T-Chart write: Helpful
- Gather grade appropriate non-fiction books about spiders

Procedure:

Step 1: Tap knowledge and build background about spiders through class discussion.

Step 2: Put students into groups. Distribute non-fiction books about spiders for students to share.

Step 3: Distribute the T-Chart Worksheet and explain.

Step 4: Instruct Students to fill in the T-Chart as they gather information about spiders.

Step 5: Explain how to use the chart to write an opinion: Are spiders harmful or helpful to people?

Step 6: Use the Writing Process to complete the assignment.

ACROSS THE CURRICULUM ACTIVITIES

SCIENCE/TECHNOLOGY — COMPARE AND CONTRAST ARACHNIDS AND INSECTS

MATERIALS —
Computers with internet access
Venn diagram (🔍 **Google It!**)
Drawing paper
Teacher Prep: Prepare a list of grade appropriate sites for students to use in their research.

PROCEDURE —

Step 1: Distribute Venn diagrams to students and explain.

Step 2: Use the internet to research.

Step 3: Students can work with a partner to compete the Venn diagram.

Step 4: Draw and label an example of each animal. Attach drawings to diagram to complete the report.

MATH GAME — SPIDER LEGS MATH

OBJECTIVE —
Players build a spider by rolling four dice to make an equation that equals eight.

MATERIALS —
Black construction paper
Black pipe cleaners
Dice (4 per student group)
Teacher prep:
- Make spider bodies by cutting out circles from black construction paper. Draw white eyes. Laminate. Use a sharp object to poke four holes on each side circle.
- Cut pipe cleaners to size for the legs.

GAME RULES —

1. Each player gets a spider body and eight legs.

2. Players take turns rolling four dice. Numbers rolled are used to make an equation that equals eight.

3. Players can use the numbers rolled from two, three, or four dice.

4. Any operation can be used but each number can only be used once in the equation.

5. When a player makes an equation that equals eight, a leg pipe cleaner gets inserted into one of the leg holes.

6. First player to make a spider with eight legs is the winner.

ART – EGG CARTON SPIDER

MATERIALS —
Cardboard egg carton (one cup from the carton per student)
Black paint
Paint brush
Black pipe cleaners (4 per student)
Googly eyes
Scissors
Glue
Teacher Prep: Cut apart the egg carton cups. In each cup, use a sharp object to poke a hole in the left and right side of the cup (legs).

PROCEDURE —

Step 1:   Paint the cup and let dry.

Step 2:   Thread the four pipe cleaners through the holes to make eight legs.
Bend the pipe cleaners to look like legs.

Step 3:   Glue on the googly eyes.

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online®* streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online® receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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