

Read Aloud Program: Small Group Integrative Strategy Guide



Title: The Cloud Spinner

Author: Michael Catchpool

Illustrator: Allison Jay

Themes: Greed, conservation

Hear the book read aloud here: [The Cloud Spinner](#)

★ 2nd Grade Common Core Reading Standard ★

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

I. INTRODUCTION (PREP QUESTIONS)

- Have students share what they observe in the cover illustration. What do you think a cloud spinner is? Do think there is such a thing? Do you think this will be fiction or nonfiction, and why?
- Ask students what they know about clouds. Why are clouds important?
- Tell students to think about the story's message as you read.

II. INTEGRATIVE STRATEGIES

During Reading

- Pp. 1-2: Read; ask students to share where they have seen or read about a spinning wheel before (Sleeping Beauty, Rumpelstiltskin, etc.). What do they notice in the illustration? Explain that **crimson** is a variation of red.
- Pp. 3-4: Read; tell students that **clickety-clack** is an **onomatopoeia**. When you pronounce an **onomatopoeia**, it will copy the sound (*bark, meow, ring-ring, etc.*).
- Point out the two **similes** on p. 4 and ask students what is being compared using **like** or **as** (*neck scarf is soft as a mouse's touch; neck scarf is warm as roasted chestnuts*).
- Discuss how the second paragraph on p. 4 relates to the simple tune on p. 3 that the cloud spinner's mother had taught him (not to waste, use only as much as is needed, etc.).
- Pp. 5-6: Read; have students define **greedy** using context clues, and share examples of being greedy.
- Pp. 7-8: Read; discuss possible reasons why the boy said it would not be wise to have a long scarf because the king did not **need** it. What is the difference between a **need** and a **want**? Have students share examples of each.
- Pp. 9-10: Read; point out the simile and ask what is being compared using **like** or **as** (*clouds white as snowdrifts*).

- P. 11: Read; discuss the examples of **greed**. What is a **cloak**? Read p. 12; discuss the significance of the boy's response, "Your majesty does not *need* them."
- Pp. 13-14: Before reading, ask students what they notice about the clouds compared to earlier illustrations on pp. 1-2 and pp. 9-10 (decreasing numbers). Why? Read.
- Pp. 15-16: Before reading, ask students what they now notice about the illustration (no clouds). Why? Read; ask students to infer why the boy is *sadly* singing his mother's tune.
- Pp. 17-18: Read; point out the **cloak**. Ask student to infer why the princess said nothing. How does she seem to feel in the illustration, and why?
- Pp. 19-20: Read; discuss the problem and the reason for the problem. Why do you think the princess again said nothing?
- Pp. 21: Read; ask students to predict what the princess has in her bundle and what she might do next, and why they think so. Read p. 22; predict how they think the boy will finish his statement, and why.
- Pp. 23-24: Read; discuss what is happening.
- Pp. 25-26: Read; ask students to infer what happened to the clothes, and why (the princess took them). How has the story problem changed, and why (rain is back because clouds are back).
- Pp. 27-28: Read; point out **simile** (*smile as bright as a rainbow*). Discuss the significance of the princess singing the same tune. What does this tell us about why she said nothing before and she looked so unhappy (it felt greedy and wrong to her).

III. INTEGRATIVE STRATEGIES

Post Reading

- What is the story's message? Have students share examples of real ways that being **greedy** could lead to depletions in life (e.g. taking all the cookies at a party leaving other guests with none, taking all the balls at recess, etc.).

IV. SMALL GROUPS

- The students will enjoy revisiting the illustrations. Ask them to share the changes they notice in the illustrations on pp.1-2, 15-16, 20, 21, 23-24, 25-26, 27-28. How are the "faces" on the hills changing? Discuss why the "faces" change. Why do you think the illustrator decided to draw the illustrations this way?
- If time allows, discuss the different cloud images.