

Teacher Guide for SPIDER

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Teacher's Guide prepared by *Gail Skroback Hennessey*

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The following teacher's guide is designed to assist the classroom teacher in using the September 2006 issue of *Spider* Magazine to foster listening, reading, writing, and thinking skills with your students.

Lessons can be used in small group, partners, individuals, or whole class instruction format.

The articles in the issue are used for read-alouds, shared reading, supportive guided reading, listening activities, guided reading, vocabulary and word recognition, buddy reading, modeled writing, comprehension, interactive writing, or independent writing depending on the level of your students. Particular readings, such as "Alex the Talking Parrot" and "Mrs. McRitter's Cricket," provide reading in the content areas of science and social studies. The sessions are a suggestion and the sequencing of the material can depend upon your individual preferences and students.

Throughout the guide, skills in vocabulary building, reading, writing, listening, and cross curricular activities are included to help you utilize the magazine in your classroom.

Helpful Web sites with reading strategies:

[http://www.greece.k12.ny.us/instruction/ela/6-](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm)

[12/Reading/Reading%20Strategies/reading%20strategies%20index.htm](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm)

<http://www.readingquest.org/strat/>

<http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm#Other%20Activities%20for%20the%20Reading>

[adin](http://www.manning.k12.ia.us/HighSchool/teachers/ludwig/Reading%20Strategies.html)

<http://www.manning.k12.ia.us/HighSchool/teachers/ludwig/Reading%20Strategies.html>

<http://www.readingrockets.org/teaching/reading101>

<http://www.ed.gov/pubs/RoadtoRead/part3c.html>

Helpful reminders:

BEFORE-READING activities should emphasize methods of merging reader, text, and content---enabling students to set appropriate reading purposes, recall related prior knowledge, preview and predict what the text will be about, and select reading methods to suit their purposes and the text. Included in these considerations may be readers' decisions to expand their background knowledge through related discussion, exploration of key concepts, or related reading.

DURING-READING activities should enable students to monitor their comprehension through a variety of strategies and experience and acquire diverse fix-up strategies to improve their understanding where necessary.

AFTER-READING activities should teach students to review their understanding of text, relate new ideas to their background knowledge, revisit the text to clarify and extend meanings, make responsible interpretations and criticisms of ideas from the text, revise their thinking, apply the information to other texts and disciplines, and remember crucial learning for future application.

The above comes from: <http://www.howard.k12.md.us/langarts/Curriculum/strategies.htm>

The Overall Plan

Time: about 30--40 minutes a session with follow up activities that can be done later in class

Objectives:

Following the materials in this teaching guide, students will demonstrate through oral responses, group work, and written work that they've:

1. Increased speaking, sight reading, and vocabulary and analyzed similarities and differences in words.
2. Increased listening skills.
3. Displayed ability to work in groups.
4. Contributed information for charts, webs, and sequencing charts.
5. Created illustrations with accurate details based on the reading, information from prior knowledge, and logical inferences that they could explain.
6. Expressed ideas orally as well as in written form.
7. Showed interest by asking questions, being attentive, and making comments on the articles read.
8. Accurately sorted new terms learned in this issue in assigned categories and were able to explain their decisions.
9. Increased their fluency in independent reading, oral, and buddy reading as demonstrated in more word recognition and increased expression.
10. Displayed ability to make different connections---text to text, text to self, text to world.
11. Identified SAR type questions and how the answers can be found or constructed.
12. Evaluated their thinking after reading an informational article, determining what they've learned, what was of interest, and what they still might wish to learn.

Bloom's taxonomy: Knowledge, Comprehension, Application, Analysis, Synthesis

Materials:

copies of the September issue of *Spider*

Post-it notes

map of the world

word cards

sentence strips

drawing paper and crayons

chart paper/chalk board

journals

sheets to fill in the different activities such as webs, problem solving, making connections, etc.

Session 1

Motivation:

1. Provide a world map and ask the students if they know where Scotland is located. Ask students if they have any pre-knowledge about Scotland by asking what comes to mind when they hear about the area. Some possible responses might include: bagpipes, kilts, Loch Ness Monster. Ask the students if they know where China, Italy, and England (explain that both England and Scotland are part of Great Britain or the United Kingdom). Repeat above by asking what prior knowledge students might have concerning these countries.
2. Ask the students if they know what a custom is and discuss with the class. Customs are behaviors of a group of people, such as the people of Tibet sticking out their tongue to show respect, the Chinese bowing when they greet, and the Eskimos rubbing noses. Have the students try and give examples of different customs of the world or of our country (i.e.: Halloween and trick or treating). Explain to the students that customs of the world will be discussed in some of the articles read in this month's issue of *Spider*.
3. Before reading the articles, preview the entire issue to see what will be read and discussed.

Teacher Input:

1. Distribute a copy of the September issue of *Spider* to teams of students. Introduce the issue by discussing the title page and table of contents. Take a guided picture walk with the students reviewing the entire issue, reading captions, noting illustrations, etc. Ask the students to share what they are thinking to encourage background knowledge, stimulate predictions on the content of the articles in the issue, building expectations, and setting personal purposes for reading.
2. With a partner, have students make a list of all the different words that they see in the issue that they might not be familiar with. Return to a class group and have each group share the different words they've compiled. Write them onto the chalk board or a word list. Have the students come up with sentences using the words from the list.

Post Lesson Activity:

Have the students draw a picture of a custom discussed in class and write the custom on the paper.

Session 2**Motivation :**

1. Review customs and the areas of the world to be discussed in the September issue of *Spider*.

Teacher Input:

1. Tell the students they will begin by reading "The Danderfield Twins" by Polly Horvath on pages 2--6. Talk about the pictures. What's happening? What appears to be the mood of the characters? Take students on a picture walk through the article. Make sure the cartoon comments are read. Encourage the students to share their comments and predictions.
2. Some vocabulary words to discuss before the students read include: Haggis, loch, bonny, benefit of the doubt, clutching, honorable, persuade. Ask students to use the words in new sentences. Place the new words on a word wall.
3. Before reading, have students make connections such as Text to Self. What are some of your first opinions of a new teacher in the beginning of the year?(Voice, looks, how she or he speaks, previous comments from siblings or other students, etc.)

Guided Practice:

1. Have partners read page 2. Use the QAR methods to discuss different types of questions. Have students answer questions that are examples of "Right There" QAR, where the answers is stated right there in the reading. For example, "From where is the new teacher from?" (Scotland) "What is the new teacher going to do at the lake?" (art lesson)
2. Continue to read the article page by page asking QAR questions and making more connections. Ask students to discuss another Text to Self question such as if the students have ever been as embarrassed as Marty was in the story.
3. Ask students how the 'Danderfield Twins' story is like others from previous issues. Explain this is making a type of connection called Text to Text where students think how this story was like previous stories with the same characters.

Post Lesson Activity:

Discuss with the students that lack of knowledge can cause people to make mistakes about things they come in contact with. Early sailors unaware of whales thought they were sea monsters. As their ships went closer to the equator and warmer temperatures, many early sailors believed there was a giant furnace that would burn their ships. As their ships entered the Sargossa Sea, sailors believed the pull on their ship was due to sea creatures with suction cups attaching onto the ship. The pull was caused by the all the seaweed slowing their journey. Have the students work in partner groups to answer the following chart.

Why did Marty think he saw a sea monster in the lake?

Why did the other children think they saw a sea monster?

What was the knowledge learned to show that there were no sea monsters in

the lake?

Session 3

Motivation:

Tell the students that they will read in unison the short poem "Who Won?" by Constance Bowsman Poem on page 7.

Teacher Input:

1. Bring a picture of a gecko lizard to class. Before showing the picture, ask students if they can identify a gecko and describe what one looks like.
2. Tell the students they are to follow along as you read the poem. Next, repeat the poem with the students reading aloud with you.

Guided Practice:

1. Have the students sit with a partner and distribute a copy of the issue to each group.
2. Remind students of good listening techniques, including paying attention to the speaker, looking at the speaker, thinking about what the speaker is saying, being ready to ask the speaker questions about what is heard, and being ready to talk about what is learned.
3. Read the poem and then have the students repeat the poem reading aloud with you.
4. Have the students find the words that rhyme to see word patterns.
5. Have the students find other words that rhyme with "race," "place," and "crunch."

Post Lesson Activity:

Have the students rewrite the poem using two different creatures such as a snake and a mouse or a bird and a ladybug.

Session 4

Motivation:

Explain to the students that they are going to read the story "Mrs. McRitter's Cricket" and that Mrs. McRitter loved her collection of things. Ask students about some things that they collect. Explain that this is making Text to Self connection

Teacher Input:

1. Introduce the following vocabulary words: Kicknacks, doilies, snatched, miniature, approached, blurted, frustrated, antique, peering, grief, festival, grumbled, hearth, shuffled, uncluttered, organized, nestled, bothersome. Point out structures and phonetic elements of the words. Introduce the words in context from the story and then write the words onto cards to be added to the word wall.
2. Have the students do a picture walk and make comments on what they see and think will happen in the story.
3. Tell the students to look for customs from the country of China, Italy and England as they read "Mrs. McRitter's Cricket" on pages. 8--14.
4. Read the story as a group having students take turns orally reading and stopping along the way to discuss vocabulary and content and making connections. Ask the students to make Text-to-Self connections. Have you had an insect bothering you, or a fly buzzing around as you were eating? Have students share their experiences. Do you think you could give up your things as Mrs. Ritter did? Do you have doilies in your home? etc.

Post Lesson Activity:

Have the students work with a partner and fill in one of the following charts

Make a chart of good luck customs from around the world

Country	Custom
1.	
2.	
3.	

Mrs. McRitter has a problem!

1. Identify the problem
2. What did she do?
3. Did she solve her problem?
4. Two ways her problem solution was helpful to her?

Session 5

Motivation:

Using the story "Hannah's Bad Hare Day," by Teresa Bateman, students will see how people can get confused by words in English that sound the same but mean different things.

Teacher Input:

1. There are many words in English that sound the same but have different meaning. Some of these pairs of words are even spelled differently. Give the students an example of a homonym such as "to," "too," and "two" or "bare" and "bear." Ask students if they can name other such words.
2. Explain that in the story "Hannah's Bad Hare Day" how Hannah misunderstands similar sounding words and that it caused her problems.

Guided Practice:

1. Have the students read the selection with a partner jotting down on a piece of paper any vocabulary that they might wish to highlight. Remind students to also read the cartoons blurbs.
2. Have the students join back as a class group. Before reading the selection again, review with the students any new vocabulary words they came across such as: refuge, violinist, excuse, fiddler, destination, and ungainly. Discuss structural elements such as letter patterns, syllables, parts of speech, and add any new words to the word wall. Tell students that you'd like them to read "Hannah's Bad Hare Day" again, this time in unison with you.
3. What type of girl was Hannah? Using the chalkboard, have the students give examples of the type of person Hannah was from the information presented in the story. (For example, "The other girls wish they were me!," concerned about her hair, boasting, conceited, etc.)

Post Lesson Activity:

Have student write a journal entry pretending to be Hannah. Have them write three statements about her personality. Then have them write another entry pretending to be someone who has just met Hannah and write three statements about what this person thinks about Hannah and whether you could be her friend.

Session 6

Motivation:

1. Tell the students they will be reading a story about a girl who found a way to get rid of her jitters. Ask the students to share with the class ways to get over the jitters.
2. Have students make Text-to-Self connections by asking them if they ever have the jitters? Have students share times when they had the jitters and whether they can think of synonyms for the word.

Teacher Input:

1 Have the students work in small groups of 2 to 4 so that they can help one another make a worry doll discussed in the article "Worry Dolls," by Linda Ravin Lodding, pages 20--21.

2. Give each group different materials needed to make the worry doll, and have students use the *Spider* magazine activity for reference.

Guided Practice:

1. Have a student from the different groups read one of the paragraphs about the history of a worry doll. Using a map of the world, show students where the country of Guatemala is located. Review the terms such as miraculously and legend. Ask the students to supply synonyms for the words and different word structures.
2. Explain to students that sometimes we have to do things in a certain order, such as reading a story. It wouldn't make sense to read it from back to front. Introduce the word "sequencing" and how having an order is helpful, especially when making something such as a cake or a worry doll.
3. Before having the students begin their project, review the steps by demonstrating a sample to the class. Circulate among the groups of students as they make their worry dolls.

Session 7

Motivation:

1. Ask the students if they have a nickname? How did you get it? Do you like it? Do you think it's a positive thing if your friends give you a nickname?
2. Explain that the story "My Name's Not Chuck!" by Nancy Tague is about a new boy at school who quickly gets a nickname from the other students that he does not like.

Teacher Input:

1. Have students do a picture walk through "My Name's Not Chuck!," pages 22--27, as a class.
2. Have the students make observations and predictions from the pictures. On page 23, have the students describe the classroom. What do you think the boy is whispering to Steve? What is the red-haired girl in the back of the room thinking? What subject do you think the teacher is helping the girl with the head covering? Would your paper be hanging on the bulletin board, and, if is, for which subject would it be?
3. Assign students a partner to share a copy of *Spider* and have the students follow along as different students read the story aloud. Ask students to identify vocabulary words that they feel need further study. Possible words might include: clustered, hollered, unlatched, logo, filched, registration, walkathon, nudging, maneuvering, squawked, galaxy, pledges.
4. Have the entire class discuss the words they listed for structural elements (letter patterns, syllables, sounds, synonyms, part of speech, etc.) and then record each of the words onto word cards to add to the word wall.
5. Reread the story, stopping to discuss characters, setting, problem, events to solve the problem, and resolution.
6. As the students are reading the article, stop and review QAR elements. Ask students to make up "Right There" questions for other classmates to answer. Ask students to try and make up "Think and Search" QAR questions for other classmates to answer. (You may need to give an example to start with this type of question). Also have students give examples of "Author and Me" type questions (information in the text but for which you need to add prior experiences).

Post Lesson Activity:

Have the students work independently or with a partner filling in a graphic organizer after reading the story.

MY NAME'S NOT CHUCK!

What is Steve's problem?

Who are the main characters?

What is the setting of the story?

Events to solve the problem.

Resolution (outcome of Steve's problem)

Session 8

Motivation:

Tell the students that the story “Alex, the Talking Parrot,” by Dorothy Hinshaw Patent, will amaze them because Alex has learned to identify more than forty kinds of objects, five different shapes, and can solve problems and answer questions.

Teacher Input:

1. Ask the students if they have ever trained a pet to do a trick, such as shaking paws. Encourage the students to share this experience and the steps (review the term “sequencing”) used to teach the trick.
2. Explain to the students that Dr. Irene Pepperberg worked long and hard to teach Alex to do the many things he has accomplished. Explain that in learning something new, practice, repetition, and reward are very important. Ask students how their parents or the teacher “reward” them when they are successful in learning something new.

Guided Lesson:

1. Have students do a picture walk through of the article, and encourage student comments on what they see and think will happen.
2. Introduce the following vocabulary words: assistant, comparisons, birdbrain, scattered, shredded, nibble, glances, nuzzles, categories. Point out structures and phonetic elements of the words. Introduce the words in context from the story and then write the words onto cards to be added to the word wall.
3. As this is a very content-based reading, the students should probably read this article as a class with students taking turns reading different paragraphs. You should stop often to review and explain the process of Alex’s learning.
4. After the story has been read as a group, divide the students into small groups to fill out a story pyramid such as the one below:

STORY PYRAMID

Who is the story about? (1 word)

Describe the parrot. (2 words)

What ways were used to teach the parrot? (3 words)

What are some things Alex can do? (4 examples)

What are some words Alex can speak? (5 examples)

What is the main idea of the article?

Post Lesson Activity:

Have each student use the story pyramid to write a paragraph about Alex. Then have each student act as a peer reviewer and read over another student's work for constructive comments. Have students draw and color pictures of Alex and rewrite their paragraph to attach to their drawing.

Post Reading Vocabulary Survey

1. Have the students work in small groups. Give each group 10-15 of the vocabulary words discussed during the issue sessions. On chart paper or the chalk board, write the words VERB or NOUN. Have a student in each group take turns trying to act out one of the vocabulary words without using any words. The group that can identify the most words demonstrated by the groups wins. After the word has been identified, have the students determine under which heading, VERB or NOUN, it should be placed and why. When done, have students share comments as to why some words were easier to act out than other words.

2. Have students return to their desks and give each student a piece of paper. Ask them to write down as many vocabulary words as they can remember from the activity above. Ask the students to then write a sentence for eight of the words and to categorize the words as a verb or noun.

Overall Assessment

The teacher will assess the students'

1. Ability to work together with a partner or in groups. Record the data in your notes.
2. Oral responses to discussion and retelling for listening and comprehension competency.
3. Contributions to charts and other activities done with this month's *Spider*.
4. Ability to clearly express their ideas orally and in writing.
5. Ability to read and understand vocabulary.
6. Ability to write their own sentences, poems, etc.
7. Ability to make connections.
8. Increased fluency as demonstrated in their independent oral reading, buddy reading, etc.
9. Ability to identify types of QAR questions.