

# Teacher's Guide for Spider Magazine

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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 October 2006 issue of Spider Magazine to foster listening, reading, writing and thinking skills with your students. Additional different genres such as fiction, poetry, song, and informational articles are included to help introduce young children to the variety of reading materials. 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 *The Danderfield Twins* provide reading in problem solving and *What Turkeys Eat for Thanksgiving* provides a reading in the content areas of science. 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 websites 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%20Readin>

<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 learnings for future application. from:

<http://www.howard.k12.md.us/langarts/Curriculum/strategies.htm>

### **The Overall Plan**

**Title: Thanksgiving and cats**

**Time: Approximately 30-40 minutes each session with post activities completed later in the day.**

#### **Objectives:**

Following instruction and teacher modeling, students will demonstrate through oral responses and artistic productions that they've:

1. analyzed word similarities and differences as reflected in their ability to find and frame words.
- 2.. appropriately participated in chorally reading activities.
3. read with accuracy and increased fluency during partner reading and independent reading activities.
4. increased their listening and speaking vocabulary as well as discourse skills.
5. shown evidence of listening and reading comprehension. This is demonstrated in their contributions to class discussions.
6. demonstrated accurate story imaging or visualization skills.
7. demonstrated an ability to sequence events in a story using the scene sketches that were produced.
8. identified rhyming words in a poem.
9. read with appropriate expression and movement as they acted out a part.
10. created illustrations that creatively portray the topic or text.
11. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.

**Bloom's Taxonomy:** Knowledge, Comprehension, Application, Analysis, and Synthesis

#### **Materials:**

Copies of the November issue of Spider  
Coloring picture of a turkey  
Word cards  
Drawing paper and crayons  
Chart paper/chalk board  
Journals  
Sheets to fill in the different activities such as webs, problem solving, making connections, etc.  
Diagram of the constellation of Orion  
Materials to do the experiment(pencils, fingernail files, cotton balls)

#### **Session 1:**

##### **Motivation:**

1. Ask the students to close their eyes and visualize what comes to mind when they think of "Thanksgiving" and allow the students to share their thoughts.
2. Ask the students if any have a pet cat and explain that some of the readings will be about cats.

##### **Teacher Input:**

1. Assign the students a partner and distribute a copy of Spider Magazine. Introduce the issue, looking at the cover, title page, and table of contents. Ask for comments, reactions and predictions. Take a guided picture walk through the issue, reading captions, and noting illustrations. This activity utilizes background knowledge, stimulates interest in the context, builds expectations, and sets a purpose for the reading.

2. Have the students turn to "The Danderfield Twins by Polly Horvath on page 2. Tell the students as the story is read to search for words they think should be highlighted and discussed further. These vocabulary words can be added to a *Word Wall* for this issue. Some words might include: bubbe, nourishment, ex-hausted and mukluks.

**Guided Practice:**

3. Have students take turns reading the article on pages 2-6 stopping after each page to review and discuss what is happening in the story. On page 3, ask the students to look at the illustration and give reasons for Marty's friends' behavior. On page 5, have the students look at the illustration and list things that they can *infer* that Marty likes to do.

4. Ask the students to share experiences of being sick. Did they have "chicken soup"? Did they go to the doctor? etc.

5. Discuss with the students what types of books they enjoy reading and what types of book reports they have done for their teachers.

6. After reading the story, divided the students into small groups to do the following sheet:

Steps to problem solving: The Danderfield Twins

**A. What is the problem?**

**B Who was involved?**

**C, Where did the problem occur?**

**D When did the problem occur?**

**E. What steps were taken to solve the problem?**

**I. Who helped solve the problem?**

6. After the groups have had an opportunity to discuss the answers to the sheet, return to a class and go over the information placing the students' responses on chart paper or the chalkboard.

**Session 2:**

**Motivation:**

1. Place the word, "autumn "on chart paper or the chalkboard. Have students brainstorm descriptive words about this time of year.

2. Ask the students to use the descriptive words to create sentences.

3. Explain that poetry is another form of reading and writing and that they will read a poem called, "Little Jack Frost" by Gretchen V. Hanson on page 7.

**Teacher Input:**

1. Ask the students to define the meaning of the genre, poetry. Use the overhead and show two examples of poetry(perhaps, Haiku, a limerick and a non rhyming poem such as the poem "*Cat Bath*" by Candice Ransom on page 12).

1. Students will read the poem on page 7, "Little Jack Frost" by Gretchen V. Hanson on page 7 in unison.

3. After reading the poem, have the students reread the poem.

4. Place on chart paper or the chalkboard the word, verb, and discuss action verbs. Have the students find action verbs which Jack Frost did in the poem.

5. Divide the students into small groups and ask them to think of other words that rhyme with night, fallen, town, lane , and flowers. After about 5 minutes, have the students come back together and share the rhyming words they listed.

**Post Lesson Activity:**

Have the students draw and color a picture of Jack Frost. Write three descriptive sentences using at least 2 descriptive words in each sentence to describe Jack's appearance.

**Session 3:**

**Motivation:**

1. Have a picture of a turkey. Have the students describe a turkey and share information they know about a turkey.

3. Explain to the students that they will be reading an article about turkeys and give them a chart KWL to fill in.

### TURKEYS

**WHAT I KNOW    WHAT I'D LIKE TO KNOW    WHAT I LEARNED**

#### Teacher Input:

1. Lots of great information on turkeys at these sites:

**Helpful information about Turkeys** <http://www.baltimoremd.com/content/turkey1.html>

[http://home.aristotle.net/Thanksgiving/turkey\\_facts.asp](http://home.aristotle.net/Thanksgiving/turkey_facts.asp)

<http://www.urbanext.uiuc.edu/turkey/facts.html>

<http://www.kidzone.ws/animals/turkey.htm>

2. Have the students sit with a partner. Distribute the November issue of Spider Magazine and direct the students to turn to the story, "What Turkeys Eat for Thanksgiving" by Leslie Dendy on page 8-11.
3. Review the pictures before reading. Encourage students to share their comments and predictions.
4. Mention to the student that Ben Franklin wanted to make the turkey our national symbol (mention it is the bald eagle if students are unaware of this fact). Have the students discuss had they been involved in the decision process which they would have selected as our national symbol, the turkey or the bald eagle, and why.

#### Guided Practice:

1. Have students take turns reading paragraphs of the story stopping after each page to review what is happening and for you and the students to point out interesting vocabulary words such as : chunks, gizzard, swallow, sparkly, multicolored, strutting, glimpse, and grinding. For words with endings, ask the students to give you the *base word* and to give different *suffix* endings. Encourage students to give creative sentences for the new vocabulary words. Place words on cards to add to the *Word Wall*.
2. Review the cartoons at the bottom of each page
3. Divide the students into small groups to do the following web chart:

#### Turkeys

##### Describe a turkey

##### How do turkeys eat?

##### How did Native Americans use turkeys?

##### Cool facts about turkeys

Encourage the students to try and find 2-3 responses for each topics.

4. Reassembly as a class group and go over the chart that the groups of students have completed.

#### Post Lesson Activity

1. Have the students pretend to be a turkey and write a story (about 7 sentences) about your day as a turkey and three things that you did using information learned in the article.
2. Have the students complete their KWL chart.

#### Session 4:

#### Motivation:

1. Ask the students if they have ever acted before and perhaps place a sentence on the chalkboard and have students volunteer to try and say the sentence in an accent of some sort to try acting. Ask the students if they have ever performed in front of an audience before. If , so, what types of emotions did they feel?

2. Tell the students that the story they are going to read, *"Theater Cat"* is about a cat that doesn't want to be a "moucer" but an actor on the stage where his family has long kept the mouse problem under control.

### **Teacher Input:**

1. This story could be used to encourage reading with expression.

2. Assign a student a partner and pass out the issue of Spider having the class turn to *"Theater Cat"* by Marilyn Helmer on page 13.

3. Do a picture walk through of the story looking at the different illustrations and having the students react and make predictions.

4. Tell the students to follow along as you read the story and remind them they are to look carefully for words that are new to them or which they'd like to have discussed and placed on a Word Wall. Possible words include: theatrics, retire, yowled, fascinated, peeked, conveniently, encores, rave, crept, massacres, dangled, memorized pursued, but, kerfuffle, and horrid.

### **Guided Practice:**

1. Stop after each page in the story to have students share comments and encourage them to make connections. Tell the students that making connections helps to activate prior knowledge when reading and helps us comprehend and retain what we read. Find examples of *text to self* ("When the author said \_\_\_\_\_ it made me think of a time when \_\_\_\_\_") and perhaps, *text to text* (Making connections between the story and other stories you may have read that are similar in content).

2. Remind the students that when they see quotes, a person is speaking. Have the students pretend to be Aunt Clawdia and Purrcey and have the students volunteer to take turns "acting" out what they are saying.

3. Ask the students if they have any dreams for the future. Encourage students to volunteer to the class what they might like to do when they grown up. Make a list on the chalkboard or chart paper of the different "dreams" of the students.

### **Post Lesson Activity:**

1. Have students and a partner reread the story later in the day.

2. Have the students use the word wall vocabulary to write five sentences in their journal.

### **Session 5:**

### **Motivation:**

1. Go to

[http://www.quia.com/servlets/quia.activities.common.ActivityPlayer?AP\\_rand=699709812&AP\\_activityType=12&AP\\_urlId=1300&AP\\_continuePlay=true&id=1300](http://www.quia.com/servlets/quia.activities.common.ActivityPlayer?AP_rand=699709812&AP_activityType=12&AP_urlId=1300&AP_continuePlay=true&id=1300) and discuss with the students the importance of sequencing especially when following directions. Have the students place the steps in carving a pumpkin in proper sequence.

2. Explain that they will be reading “Kitty Cleanup” by Janice VanCleave on pages 19 and Top-Secret Decoder Wheel by Chris Sasaki on pages 34-35 and that sequencing is needed in the directions.

### **Teacher Input:**

1. Write the steps 1-4 to *Kitty Cleanup* on strips of paper and give the four strips to groups of three students. Have the students arrange the strip in proper sequence.

2. Have the students open their Spider Magazine to page 19 and see whether they correctly arranged the strips in proper sequence. Give the groups of students the necessary materials to complete the experiment.

3. Have each student write up their observation in their journal including what they did and what they learned in two or three sentences.

### **Post Lesson Activity:**

Have the students select an animal such as a dolphin, elephant, giraffe or a snake and have the students draw and color a picture of the creature. Make a chart:

Creature	How they got dirty	How they might clean themselves
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After filling in the chart, have the students write a paragraph of about 4-5 sentences using the information they placed in their chart.

### **Session 6:**

#### **Motivation:**

1. Ask the students to share responses to the questions, “Have you ever misplaced something?” and “How did you go about finding what you misplaced?”

2. Tell the students that the story, “The Squeaky Duck Mystery “ by Julie Angeli” on pages 20-23 is about a boy that goes about trying to solve the mystery of what became of his little brother’s squeaky yellow duck.

#### **Teacher Input:**

1. Assign the students a partner and have the students open to the story, “The Squeaky Duck Mystery “ by Julie Angeli” on pages 20-23. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.

2. Introduce the following vocabulary words such as: burrowed, pounced, rummaged, batted ,scattered, exclaimed, and sauntered. Have the students find the base word of the words and try to give different ex-

amples of suffix endings that can be added to these base words. Ask the students to share creative sentences using the new vocabulary words and add the words to a *Word Wall*.

3. **Make a chart VERB and NOUN and ADJECTIVE**(descriptive words) and after each page, have the students volunteer words to place under each category.

#### **Guided Practice:**

1. Have the students read the story , stopping at appropriate places to discuss content and words or phrase they wish to have clarify. Review the story elements such as setting, characters, problem events to solve the problem and resolutions.
2. While reading, encourage the students to share *text to self* connections such as: “When I read that Tommy had a baby brother, it reminded me of when I.....” or “When I read that Tommy shared a bedroom with Alex, it reminded me of when I....”
3. Have the students find sentences from the story that show time sequencing. Place the sentences onto the chalkboard or chart paper and have the students arrange the sentences into proper sequence.

#### **Post Lesson Activity:**

Have the students break up into groups and volunteer to retell the story in their own words.

#### **Session 7:**

##### **Motivation:**

1. Bring in some different types of pasta. Ask the students what are some types of energy that make things move. Ask if they think pasta is a form of energy. Tell the students that pasta will be an important part of the story they will be reading.
2. Tell the students that unlike the story, “ What Turkeys Eat for Thanksgiving”, the story they will be reading, “Pasta for Astronar” by Kurt Douglass is a true story or *non-fiction* as opposed to *fiction*. Have the students explain the difference between the two types of genre and give examples showing prior understanding of stories that would be placed under the two categories.
3. Show the students the constellation, Orion, and explain what a constellation is. A diagram can be found at this site: <http://www.astro.wisc.edu/~dolan/constellations/constellations/Orion.html>

##### **Teacher Input:**

1. Have the students open up to “Pasta for Astronar” by Kurt Douglass on pages 26-31 Guide the students through a *picture walk* of the story inviting their comments , reactions, and predictions.
3. Teach the following new vocabulary words such as: eerie, tentacles, seized, astonishment, faintly, imagination, converter, atmosphere, expression, burst, wad, and glide. Ask students to give base words where possible and to state other suffix endings for the vocabulary words. Encourage students to make creative sentences using the vocabulary and place the words on cards to add to the *Word Wall*.

#### **Guided Practice:**

1. Have students take turns reading a paragraph in the story stopping after each page to discuss the story.
2. Discuss cause and effect chains and how one event can cause another event.

**Find examples in the story and ask the students to suggest the effect(or event that happened because of the first event). Examples include:**

1. **There was a sound like a plan had crashed. What did Kyle do?**
2. **There was a knock on the door. How did Kyle and Trent react to it?**
3. **Kyle and Trent didn't respond to the greetings of the space creature. What did he think of the earthings by their silence?**
4. **Astronar ran out of fuel. What did he do because of this?**
5. **Kyle and Trent gave Astronar pasta. What did Astronar then do in response to their action?**

3. Discuss with the students if they feel that Kyle and Trent took advantage of Astronar's ignorance of the value of pasta. Would they have been honest and returned some of the money that Astronar had given them for the pasta? Why or why not?

#### **Post Lesson Activity:**

Have the students draw and color a picture of Astronar and use the web of information describing Astronar to write a paragraph to include on their picture of Astronar.

#### **Session 8:**

1. Assign each student a partner and pass out the issue of Spider Magazine, asking them to turn to page 24.
2. Review poetry and "Little Jack Frost" by Gretchen V. Hanson on page 7, and "Cat Bath" by Candice Ransom on page.
3. Have the students listen as you read the poem, "Alien Alert" by Olive Egans on page 24 so they can hear the rhythm.
4. Have the students join you and read the poem again in unison.
5. Encourage students individually or in small groups to write another verse for the poem.

#### **Session 9:**

##### **Post Reading Vocabulary Survey:**

Place the vocabulary words from the issue onto the chalkboard. Divide the students into two or three groups. Explain the directions to play a game called "Bluff". Explain to the students you will give a definition for one of the vocabulary words on the chalkboard. (for example: He "pulled" my hair. The vocabulary

word is “yanked”). All those on the team that know the answer are to stand. Students are encouraged to “bluff” or pretend they know the answer. Explain you will call on one of the students standing. If they answer correctly, they earn the number of points for those standing. If the response is incorrect, the number of points lost will be the number of students standing.

**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 Magazine.
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.