

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 December 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 which can be utilized to do some geographic map work of the world and dental hygiene information and the article *Brrr; Growing Up in Antarctica* by *Jodi Forschmiedt* provides a reading in the content area 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 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%20t](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 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.

select 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: Winter

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 December issue of Spider
Coloring picture of an Emperor penguin
Word cards
Drawing paper and crayons
Chart paper/chalk board
Journals
Sheets to fill in the different activities such as webs, problem solving,
Map of the World
Copy of the story, "Little Red Riding Hood" and the "Piped Piper"

Session 1:

Motivation:

1. Ask the students to close their eyes and visualize a snowman. Have the students share their descriptions of their snowman.
2. Show a map of Asia and specifically the Himalayas. If possible, give students copies of a world map with areas of countries shown such as the one at this site:
<http://www.enchantedlearning.com/geography/world/outlinemap/index.shtml>
Throughout the issue, have the students highlight the different areas of the world mentioned in this issue of Spider such as China, Nepal, India, Canada, Antarctica and Lapland, and Alaska.
3. Ask if the students have heard of the Abominable Snowman. Other names may include the "Yeti" and "Sasquatch". Tell the students they will be reading a story about a creature said to live in the Himalayas and which some people say may live in North America.

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 they 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: **vassal, trolls, leprechauns, hastily, imagination, scampered, peeked, traditional, surrender, and villains.** 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* for this month's issue.

Guided Practice:

1. 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 descriptive phrases to describe the Abominable Snowman's teeth, eyes, hair and feet. On page 4, have the students look at the illustration and list items which the illustrator uses to show the time of year is winter.
4. On Page 5, David tells the children that Abominable Snowman never brush their teeth. Have the students share proper teeth hygiene and list what is stated on the chalkboard or on chart paper.
 - brushing
 - flossing
 - balanced diet
 - visiting the dentist

This might be a great opportunity to share some interesting dental trivia. See this site: http://www.deltadentalnj.com/kids_club/trivia.shtml 5

5. After reading the article, give the students a picture of a tooth to color and have them write the four ways to keeping teeth healthy. See site: <http://www.enchantedlearning.com/subjects/anatomy/teeth/toothanatomy.shtml> to get background information on teeth and coloring sheets.

Post Lesson Activity

1. Have the students describe in three sentences the Abominable Snowman.

Session 2:

Motivation:

1. Have the students share what they do on a snow day. Have the students share with the class what they might see outside their window on a winter day.

Guided Practice:

1. Have the students look at the poems "Snow Day" by Barbara King on page 7 and "Crow Talk" by Candice Ransom on page 14.
2. Read the poems aloud to the students and then have the students read aloud with you as you reread the poems.
3. Ask the students to compare the two poems. Possible comments might include that one poem rhymes and the other does not, one has more word structure and one has more punctuation.
4. In "Snow Day" have the students find the rhyming words and then break up into small groups of about three students and have them come up with another verse for "Snow Day" and "Crow Talk".
5. Return to a class group and have the different groups select someone to be the reader of their new verses.

Session 3:

Motivation:

1. Ask the students if they have ever had someone do something nice for them but kept their identity a secret. Ask if they have ever been a "Secret Pal" to someone. How did they feel doing good deeds and not telling your identity? What is hard to keep the secret? etc.
2. Explain to the students that in the story, "Snow Secrets" by Nancy Edwards, someone is placing gifts at Ally's home and she wonders just who her "secret pal" can be.

Teacher Input:

1. Have students open to the story, "Snow Secrets" by Nancy Edwards on pages 8-13. Guide students through a *picture walk* of the pages, inviting their predictions, comments and reactions.
2. Introduce the vocabulary and phrases for the story using methods from previous issues. Words might include:
crouched, knelt, burst, curled
Have students use the words to create sentences for the words and to use clues in the sentence to help determine the word's meaning.
3. Review that when you are reading, that quotation marks help the reader to read with more feeling the comments being spoken by the characters. Select samples such as "That's not a real bird" (page 8), "We need more clues", (page 9) and "What a detective you are. All right. Let's go!" (page 10) and have students try to read these with feeling. Additionally, review punctuation clues to help the reader read the statements in quotation marks with proper feeling.

Guided Practice:

1. Have students take turns reading the article on pages 8-13 stopping after each page to review and discuss what is happening in the story.
2. After reading the story, divided the students into small groups to do the following sheet:
Steps to problem solving: "Snow Secrets"
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?
3. 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.

Post Lesson Activity:

My students always enjoyed doing "Secret Angels" during the holidays. Review the importance of keeping a secret so the activity will be fun and IF they see someone doing something for their "secret pal" NOT to say anything. Have students pick a name from a lottery method and that person will be their secret pal. For three days, each student will need to do something nice for their person without being "caught". Leave a cookie, a poem, etc. on their desk each day. Tell the students that you will be the deliverer of the item if they need help. On the third day, have each student give a guess to whom they thought was their secret pal and if correct, how they determined who it was.

2. Look at page 10-11 and have each student write a paragraph about one of the homes in the illustration including three specific details.

Session 4:

1. Have a picture of an Emperor Penguin. Using the picture, have the students describe a penguin and share information they know about a penguin.
3. Explain to the students that they will be reading an article about penguins and give them a chart KWL to fill in.

Emperor Penguins

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

Teacher Input:

1. Lots of great information on Antarctica and Emperor Penguins at these sites:

Helpful information about Antarctica and Emperor Penguins:

<http://www.antarcticaonline.com/antarctica/photos/photoant.htm>

<http://ireland.iol.ie/south-aris/geogweat.htm>

http://www.nationalgeographic.com/kids/creature_feature/0101/penguins.html

<http://www.enchantedlearning.com/subjects/birds/printouts/Emperorpenguin.shtml> pictures

<http://www.siec.k12.in.us/~west/proj/penguins/emperor.html>

2. Have the students sit with a partner. Distribute the December issue of Spider Magazine and direct the students to turn to the story, "Brrr: Growing Up in Antarctica" by Jodi Forschmiedt on page 15- 19 and "Fabulous Facts" on page 20.
3. Review the pictures before reading. Encourage students to share their comments and predictions.
4. Mention to the student that Antarctica is not a country but a continent and explain the difference. Show a map of the continents so students can locate the area they will be reading about. A map can be found at :<http://www.enchantedlearning.com/geography/continents/index.shtml> Possible facts about the continents to introduce to your students include:
 1. There are seven continents(six if you use EURASIA for Europe and Asia)
 2. There are no countries on the continent of Antarctica.
 3. The continent of Australia is also a country.
 4. There are no deserts on the continent of Europe.
 5. The continents are moving.

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 : **brood, migrates, squawking, thrashes, scoops, insulating, frigid, huddle, colony, hardy, snuggled, definitely, and creches.** 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:

Emperor Penguins

Describe an Emperor Penguin

How do the male Emperor Penguins care for babies?

How do the female Emperor Penguins care for babies?

Cool facts about Emperor Penguins

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 an Emperor Penguin and write a story (about 7 sentences) about your day as a baby, mother or father Emperor Penguin and three facts that you learned from the article.

2. Complete the KWL chart on the Emperor Penguin.

Session 5:

Motivation:

1. Ask the students what comes to mind when they think of the state of Alaska and have the students share their comments with the class.
2. Tell the students they will be reading a story about a young girl that travels to help bring some food to her grandmother. Have the students share their experiences of times they have helped someone else in their family.

Teacher Input:

1. Assign the students a partner and turn to the story , “*Howling Up the Moon*” by Diana C. Conway on pages 21-26. Guide a *picture walk* through these pages inviting students’ comments, reactions and predictions.
2. Show a map of Alaska and give some background information on our 49th state.(Check this site for helpful information: <http://www.enchantedlearning.com/usa/states/alaska/>)
3. Explain that Nurauq , the main character, is an Eskimo ,who lived long ago in what is now the state of Alaska.
4. Introduce the vocabulary words for the story using methods previously introduced. Review distinguishing features of words, their prefixes, suffixes and phonetic elements. Words might include:
pricked, tattered, tundra, mukluks, slung, wheezed, limped, drooped, knobby, muzzle, glimmering, and contented. Have students give creative sentences for the words and place them on to word cards to add to the Word Wall for this issue.

Guided Practice:

1. Assign each student a partner to share a copy of the December issue of Spider Magazine. Have students take turns volunteering the story with the rest of the students following along. Stop the reading after each page or appropriate sections to discuss the story, clarify words usage, etc.
2. Encourage the students to make “*text to self*” *connections*. For example, “When I read, ‘My grandmother sewed it for me’.....it made me think of when”
3. Encourage the students to make *text to text connections* such as “*Little Red Riding Hood.*” Have a copy of this story to review with the class. Have the find similarities with “*Howling Up the Moon*” with “*Little Red Riding Hood.*”(both had a girl going to bring food to their grandmother, both were wearing a hood, both girls met up with a wolf, etc.)
4. After reading the story ,have the students break up into small groups and brainstorm the type of person that Nurauq was.(Examples: kind, helpful, brave, smart) and to find evidence in the story which proves the trait they gave to Nurauq. Do the same for the “Old Wolf” (lonely, old, hungry, clever). Do the following web chart.

What kind of person was Nurauq?

Characteristics of Nurauq

Evidence in the story

- 1.
- 2.
- 3.

What kind of animal was “Old Wolf”?

Characteristics of “Old Wolf”

Evidence in the story

- 1.
- 2.

3.

5. After completing the chart, have the class come back together and have the groups discuss their web chart.

6. Review the story again, review nouns and words that give them more description. Find examples of descriptive phrases in the story such as *black eyes*, *tattered ears*, *knobby ribs*, *small girl*, *glimmering stars*, *moldy fish*, etc. Place these examples on the chalkboard or chart paper.

Post Lesson Activity:

Draw and color a picture of either Nuraug or the Old Wolf and write a paragraph pretending to be the Old Wolf or Nuraug and describe yourself.

Session 6:

1. Discuss with the students the importance of “sequencing” and how this is important in the reading of a story or in following directions. Have the students turn to page 27 and review “*Tasty Kwanzaa Tabbouleh*”.

2. Write the word, “Kwanzaa” on the chalkboard or chart paper and read the opening paragraph. Have students find four facts about Kwanzaa from the paragraph. Explain to the students that Kwanzaa(also spelled *Kwanza*) means” first fruits” in Swahili, an East African language and the holiday last for seven days and begins on December 26th.

3. Go to the following sites to learn more about this African-American holiday.

<http://www.tike.com/celeb-kw.htm>

<http://www.kidsdomain.com/holiday/kwanzaa/color.html> coloring sheets

Session 7:

1. Assign the students a partner and turn to the story , “*The Magic Pipe*” by Lena Laulajainen on pages 28-31. Guide a *picture walk* through these pages inviting students’ comments, reactions and predictions.

2. Show a map of the country of Finland and give some background information on this country on the continent of Europe.(Check this site for helpful information:

<http://www.factmonster.com/ipka/A0107513.html>)

3. Explain that Tiidanjurgganas , the main character, is a Laplander, Eskimo ,who lived long ago in what is now the country of Finland. You may wish have the students suggest a nickname to use for him in the story as his name may be difficult for some readers.

4. Introduce the vocabulary words for the story using methods previously introduced. Review distinguishing features of words, their prefixes, suffixes and phonetic elements. Words might include:

whittled, melodies, lemmings, flocked, exaggeration, glistening, grieve, swarming, relentlessly, eventually, satisfy, and eagerness. Have students give creative sentences for the words and place them on to word cards to add to the Word Wall for this issue.

Guided Practice:

1. Assign each student a partner to share a copy of the December issue of Spider Magazine.

Have students take turns volunteering the story with the rest of the students following along. Stop the reading after each page or appropriate sections to discuss the story, clarify words usage, etc.

2. Encourage the students to make “*text to self*” *connections*. For example, “When I read, ‘When Tiidanjurgganas played his pipe, people rushed to listen, I remember the type I played in a baseball game and...”

3. Encourage the students to make *text to text connections* such as “*The Piped Piper*” Have a copy of this story to review with the class. Have the find similarities with “*The Magic Pipe* ” with “*The Piped Piper*.”

4. After reading the story, call on students to retell the story in their own words.

Post Lesson Activity:

Have the students break into small groups and search the reading to answer the following questions:

1. Who missed Tiidanjurggas the most?(the lemmings)
2. Which two types of wood did Tiidanjurggas use to make his pipes?birch or willow)
3. Which was probably an exaggeration for what danced to the tune of Tiidanjurggas music?(the sun)
4. Where did the lemmings eagerly fall into as they were called by the magic pipe?(ocean)
5. A child born with the ears of a lemming who can hear the music of Tiidanjurggas is said to be what kind of person?(restless)
6. Have the students write in a journal whether they liked this story or “*Howling Up the Moon*” and explain their reasons.

Session 8:

Post Reading Vocabulary Survey:

Divide the students into small groups and place the vocabulary words from the issue onto the chalkboard.

Give the group the following chart and have the students classify the words. Review nouns, verbs and syllables prior to beginning the chart. *A good way to determine syllables is to have the students place their hand under their chin. Tell them for each time their chin drops as they say a word, that is a syllable. For example: ELEPHANT has a three chin drops.*

Classify the Vocabulary Words:

Words that have endings:

Words of one syllable:

Words of two syllables:

Words of more than two syllables:

Words that are nouns(person, place or things):

Words that are action words(verbs):

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.

