

# Teacher's Guide for Spider Magazine

February 2007

## Teacher's Guide prepared by *Gail Skroback Hennessey*

Gail Hennessey taught social studies at Harpursville Central School in New York State for 33 years. She writes often for children's publications and is the author of six books for teachers and students. In 1988, she was named Outstanding Elementary Social Studies Classroom Teacher of the Year from the New York State Council for the Social Studies and also named Outstanding Elementary Social Studies Teacher of the Year by the National Council for the Social Studies. Check out her helpful Web site for teachers at [www.gailhennessey.com](http://www.gailhennessey.com)

The following teacher's guide is designed to assist the classroom teacher in using the February 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 Presidents are Made Of* provides a reading in the content areas of 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.sarasota.k12.fl.us/sarasota/cuegraph.htm>

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

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

<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>

<http://web001.greece.k12.ny.us/academics.cfm?subpage=2140>

### 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**

**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 February issue of Spider  
Picture of cats  
Map of the country of 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.  
Websites of interest

### **Session 1:**

#### **Motivation:**

1. Ask the students to close their eyes and visualize what comes to mind when they think of the month of February. What are some of the holidays celebrated during this time of year? (ie: Valentine's Day, Presidents' Day, Groundhog Day, Black History Month) Allow the students to share their thoughts.
2. Ask the students to brainstorm how many presidents they can name and if they know the names of any "first ladies".

#### **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 vocabu-

lary words can be added to a *Word Wall* for this issue. Some words might include: *suppose, chimed, catchy brimming, complained, buzz, sympathy, mental health, miserably,*

**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 2, ask the students to look at the illustration and give examples of specific things they can do at a library.
  2. Have the students share any information they may know about Presidents George Washington and Abraham Lincoln. Encourage students to volunteer information as to the tasks of a first lady.
  3. Use the chalk board or chart paper and write the words *positives* and *negatives*. Discuss the positive and negative sides to being a president and write the comments shared under the headings. Do the same for the positive and negative aspects in being a first lady.
  4. What is a “copycat”. Ask students to share words to describe how Marty felt when the other boys took his idea of coming to class as Grover Cleveland. Have volunteers share situations when they may have felt like Marty did in the story.
  5. Point out the cartoons at the bottom of the reading.
  6. Have students volunteer creative sentences for some of the vocabulary words in the story. Ask the students to try and determine the part of speech of the vocabulary words.
5. After reading the story, assign the students a partner and have the complete the following web:

**Write three facts about each of the following First Ladies:**

**Rosalynn Carter      Eleanor Roosevelt**

- |    |    |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

Return to a class grouping and review the information about the First Ladies.

6. In small groups give the students 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?**

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, “President “on chart paper or the chalkboard. Have students brainstorm character traits that president need to have.
2. Explain that the reading , *What Presidents Are Made Of* by Hanoch Piven on pages 7-13 explores character traits of several of our presidents and examples to show these traits.

**Teacher Input:**

1. Assign the students a partner and have the students open to *What Presidents are Made Of*. Do a walk t/hrough of the story and have students share their comments.
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: *slavery, stuffy, formal, manners, shabby, officials, puns, “two faced”, and fritter.*

**Guided Practice:**

1. Have students talk turns volunteering to read a paragraph of the reading, stopping to discuss what is covered. Ask the students if they think Washington was correct to help out with the fire. Ask the students

if they think that a president should wear “shabby” clothing in public as Jefferson did. Ask the students what they think of Roosevelt’s thoughts about not frittering away time.

2. Make sure to have students look at the information presented in the cartoons at the bottom of the reading.

### **Post Lesson Activity:**

With a partner, have students do the following comprehension chart.

#### **Directions:**

Write the name of the president beside the fact that best describes him

You can use the names more than once

**Roosevelt**

**Jefferson**

**Washington**

**Lincoln**

1. let his pet mockingbird fly around the White House \_\_\_\_\_
2. thought he was ugly \_\_\_\_\_
3. helped put out a fire \_\_\_\_\_
4. wore muddy boots inside the White House and met people in his slippers \_\_\_\_\_
5. hunted in Africa \_\_\_\_\_
6. played hide-and-seek with his children \_\_\_\_\_
7. loved funny stories \_\_\_\_\_

In a journal, write 3-5 on the president that you would most like to have as a friend or parent and explain your selection .

#### **Helpful websites for this reading include:**

<http://www.whitehouse.gov/history/firstladies/>

<http://www.whitehouse.gov/history/presidents/>

### **Session 3:**

#### **Motivation:**

1. Show where the country of Turkey is on a map. A map can be found at this site:

<http://www.factmonster.com/atlas/country/turkey.html> Have students give geographic facts about the country of Turkey (ie: highest point, bodies of water that touch Turkey, countries that touch Turkey). Ask students if they know anything about the country. The following website provides information on the country of Turkey. <http://www.factmonster.com/ipka/A0108054.html>

2. Tell the students that the story, *Hodj and the Hungry Coat*, A Turkish Tale retold by Gale Sypher Jacob on pages 15-19 takes place in the land of Turkey.

#### **Teacher Input:**

1. Before reading, do a picture walk through of the story, *Hodj and the Hungry Coat*. Have students skim the reading to find unfamiliar words that can be added to a word wall. Possible words might include: *banquet, declared, splashing, clung, tattered, approached, admired, tethered, reception, chattering, jostled, laborer, patched, plodded, donned, scrubbed, festive, turban, pleasure, shame, and baklava.*

2. Ask the students what clues in the illustration on page 15 suggests the man and his wife are poor. On pages 16-17, what clues in the illustration suggest the people are in another country.

#### **Guided Practice:**

1. Assign students a partner and have students take turn reading a paragraph of the reading. When a vocabulary word , such as the above, come along, ask students to use the context of the sentence and try and determine the meaning of the word. Encourage the students to also think of a possible synonym for the vocabulary word.

2. 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).

3. Remind the students that when they see quotes, a person is speaking. Encourage oral reading with feeling and accents.

4. Ask the students how they would feel if they were having a fancy party and a guest came in work clothes. Would you be insulted? Do you think that Hodja was right to be insulted. too?

### **Post Lesson Activity.**

1. Have the students draw/color a picture of a banquet table with lots of foods to eat. Share with the students that foods such as yogurt, baklava and turkish delights, rice pilaf, eggplant, apricots figs, dates, lamb, chicken, dumplings, simit (bagel/pretzel combination covered with baked sesame seeds are popular Turkish foods. (see: <http://www.herbsociety-stu.org/Turkey.htm>) Have the students write 5 descriptive phrases on their drawing to describe the different foods they'd have at their banquet.

2. Have partners retell the story to one another.

### **Session 4:**

#### **Motivation:**

1. Show a picture of a cat (see this site: <http://images.search.yahoo.com/search/images?fr=yfp-t-501&toggl=1&cop=mss&ei=UTF-8&p=cat> for photographs. Have students volunteer to share their comments about cats.

2. Explain that the reading, Wintertime Cat by Era Zistel on pages 20- 23 is in the first person instead of the third person as the previous story. Tell the students that a pronoun is a *pinch hitter* for a noun and ask the students to suggest words that are pronouns.

#### **Teaching Input:**

1. Assign the students a partner and pass out a copy of the February issue of Spider Magazine. Do a *picture walk* through before reading the story having students give comments and predictions as to the story.

2. As students read a picture caption, tell the students to be *pronoun detectives* and when they spot a pronoun to raise their hand. (ie: I, we, my it) . Have the students determine what noun the pronoun is replacing.

3. After reading the story, ask the students what they like about *wintertime* and place the responses on the chalkboard or chart paper.

### **Session 5:**

#### **Motivation:**

1. Ask the students if they have a pet and whether it ever gets into any mischief. Encourage the students to share their pet experiences with the class.
2. Explain that the reading, *Kitten on the Keys* by Robert Hallmann on pages 24-25, is a poem.

#### **Teacher Input:**

1. Have the students look at the illustration on pages 24-25. Tell the students that they are to concentrate on what they see. After about 2 minutes, have the students close the magazine and pass out a piece of paper. Have the students list as many things as they remember seeing in the illustration. When complete, have the students share what they wrote down.

2. With a partner, have the students turn to *Kitten on the Keys* on pages 24-25 and listen as you read the poem aloud. After reading the poem, ask students to share words that they aren't familiar with and discuss what the words mean by acting them out (ie: *trod, ambled, sprang, frolic, and semi-quaver*)

3. Reread the poem and encourage the students to read aloud with you.

4. Have students find pairs of rhyming words (such as these and keys) and write the pairs on the chalkboard or chart paper. Encourage students to think of another word that rhymes with the pair.

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

Pretend you are the bird in the bird cage and write 3-5 sentences about what you see happening and what you are thinking.

### **Session 6:**

#### **Motivation:**

1. Ask the students to share any memories of their grandparents. Have they learned any skills from them?
2. Tell the students that the story, "*Playing Like Pa*" by Pam Bachorz" on pages 26- 31 is about a girl that learns to play the piano from her grandfather and during his retirement party is asked by her grandfather to perform. Ask students to share times when they didn't want to do something and were asked to "do it for your mom or dad, etc."

#### **Teacher Input:**

1. Assign the students a partner and have the students open to the story, " *Playing Like Pa* " by Pam Bachorz" on pages 26- 31 Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.

2. Introduce the following vocabulary words such as: *bursting, retire, tremble, stump, whoop hammered, quavers, steady, trembling, jazz, tumbles, bubbling, and rippling*. Have the students find the base word of the words and try to give different examples 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. Make sure to call attention to the cartoon captions at the bottom of the pages.

2. While reading, encourage the students to share *text to self* connections such as: "When I read that Pa had been teaching Stella the piano, it reminded me of when I....." or "When I read that Stella was called up to perform in front of the audience, it reminded me of when I...."

3. Have the students find sentences from the story that show encouragement such as:"You go, Stella. You're on fire!", "You're hot stuff", "One day you'll be better than me", "Not bad, kid", etc. Ask the students to try and think of words of encouragement they could say to another student. For example, " \_\_\_\_\_, you have a great handwriting!"

4. Discuss cause and effect and have students find examples of these in the story.

5. Note: Hand is misspelled on page 28 as "habd level".

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

1. **Find examples in the story and ask the students to suggest the cause of the events. Examples include:**

1. **The Tulip Cafe was bursting with people. What was the reason for this?**

2. **Pa's hands tremble and uses a cane. What was the cause of this?**

3. **People were whooping and hollering at the end of every song? Why did people act this way at the Tulip?**

4. **Pa balanced a nickel on the back of Stella's handStella's fingers curved and her hands level. Why did Pa do this?**

5. **People left money in a jar on top of the piano. Why did people do this at the Tulip Cafe?**

**6. When Stella begins to play the piano, she can't remember a single song. Why is this so?**

2. Have the students break up into groups and volunteer to retell the story in their own words.
3. Write a journal entry pretending to be either Stella or Pa and write how you felt as you sat down to play the piano at the Tulip Cafe or how you felt playing at the Tulip Cafe for the last time.

**Session 7:**

**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: "She shook with fright" The vocabulary word is "quiver"). 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.