

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 April 2007 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. *The Danderfield Twins* involve problem solving, *Lion Teeth*, *Swine Snouts*, and *Fairy Clocks* provides reading in the area of science and *The Terrible Storm* provides reading in the content areas of language arts 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)

[he%20Readin](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 learnings for future application.

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

The Overall Plan

Title: Being Clever/Solving Problems

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 April issue of Spider

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.

Map of the world(Puerto Rico)
Picture of an ostrich

Session 1:

Motivation:

1. Give the students the following clues and see if they can determine the type of creature it is:

- A. Runs so fast that I almost can fly but you won't see me up in the sky.
- B. A dozen of my egg would make a giant, giant, giant cake.
- C. Two toes on each foot, I can grow up to nine ft. and weights about three hundred pounds.

Encourage the students to make suggestions as to the creature. This requires prior knowledge and using the information given.

2. Show the students a picture of an ostrich. <http://www.sandiegozoo.org/animalbytes/t-ostrich.html>

3. Tell the students that the Danderfield Twins story, the children have the same clues as to a mystery pet at their Uncle Theo's farm.

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: *curdle*, *gnu*, *flopped*, *hissed*, *crunching*, *paused*, *annoyed*, and *critter*. Encourage students to think of creative sentences for the vocabulary words and to find the base words for those words with endings.

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, have the students look at the illustration and *infer* the mood of children. What were the clues the illustrator used to convey the moods of the characters. Repeat this inference making with the illustration on page 5.

2. After finishing the story, show on a world map where ostrich's call home.(central and southern Africa) Show a map of Africa. See this site: http://go.hrw.com/atlas/norm_hm/africa.htm

Ask the students to share any information they have on the continent of Africa. Give the students some additional facts about an ostrich.

- They can run up to 43 miles per hours.
- An ostrich's eye is almost 2 inches across- the largest eye of any land animal.
- One ostrich egg is about the weight of about 24 chicken eggs.

- One ostrich step can be about 10-16 ft. long!
- Ostriches don't really put their heads in the sand. When danger is sensed, it flops to the ground remaining very still. It's coloring blends with the ground.

<http://www.sandiegozoo.org/animalbytes/t-ostrich.html>

3. This handout might be helpful:

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

4. 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 Marty's 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?

5. 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:

1. Have the students write five sentences using the vocabulary words from the reading.
2. Draw a picture of an ostrich and write a journal entry about your pet ostrich. Describe it, what does it like to do? What problem did your ostrich cause?

Session 2:

Motivation:

1. Perhaps, bring in a couple of photographs. Ask the students if they have taken photographs. What types of things do they like to photograph? Why are photographs important to many people? What are some specific times when photographs might be taken. Encourage the students to share comments and give their opinions.
2. Explain that they will be reading a poem about a "hunter" of just the right photograph. Encourage the students to share their thoughts about calling a photograph a *hunter*.

Guided Practice:

1. Assign the students a partner and read the poem The Hunter by Lana Krumwiede on pages. 7 out loud. Reread the poem and have the students read it along in unison with you.
2. Have students find the rhyming patterns in the poem.
3. Give the partners a couple of minutes to brainstorm as many words as they can for the different rhyming pairs.
4. Return to a class grouping and have the partners share their words. Record the lists on the chalkboard or chart paper.
5. Give out drawing paper and have the students draw a "photograph" that they snapped. Give out some colored construction paper strips to make a frame for their picture.
6. Have the students write a couple of sentences describing their photograph such as where it was take and why.

7. Have the student turn to *Dandeflyin'* by Christina Durr Mandelski on pages 14-15 and find the rhyming patterns in the poem.
8. Give the partners a few minutes to brainstorm other words that rhyme with these words. Return to a class grouping and share the word lists.
9. Draw a picture of an old rotten log in the woods and three things that live on the log. Write three descriptive phrases describing these creatures that call the log their home.

Session 3:

Motivation:

1. Show the students a picture of a dandelion. Some dandelions can be found at this site: <http://home.thezone.net/~blane/flowers/mdan.htm>
2. Encourage students to describe the dandelion and ask if it is a flower or a weed. What is the difference between a *flower* and a *weed*. Encourage students to share their opinion.
3. Explain that the story, *Lion Teeth, Swine Snouts and Fairy Clocks* by Ken Tapp on pages 8-13 is all about the dandelion.

Teacher Input:

1. Have the students sit with a partner. Distribute the April issue of Spider Magazine and direct the students to turn to the story, *Lion Teeth, Swine Snouts and Fairy Clocks* on pages 8-13
2. Review the pictures before reading. Encourage students to share their comments and predictions.
3. Ask the students if they have ever made a wish and blew the fluffy white ball of a dandelion?

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 : *jagged, accidentally, florets, attached, predicted, contains, hollow, substitute, and adventure-some*. 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 chart:

Learning about the Dandelion

USES of Dandelions

- 1.**
- 2.**
- 3.**

Beliefs about Dandelions

- 1.**
- 2.**
- 3.**

Describe a dandelion

- 1.**

2.

3.

Cool Facts about the dandelion

1.

2.

3.

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

Post Lesson Activity

1. Draw/color a picture of a dandelion. On the picture write 3 descriptive sentences about a dandelion, one believe about a dandelion and one use of a dandelion

2. Review the reading and write all the different names for the dandelion. Try and come up with a *new* name for the dandelion.

Session 4:

Motivation:

1. Ask the students if they have had to train a puppy. What were the methods used to get your puppy to shake hands, come or stay. Encourage students to share their stories with the class.

2. Tell the students that in the story, *Dazzle, the Horse of Fire* by Jean B. Tolle on pages 16-22, a Princess named Kella, gets a wild horse.

Teacher Input:

1. With a partner, have the students open their Spider Magazine to page 16. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.

2. Remind the students that quotation marks are very important in making the reading come alive. Have the students find the following direct quotations, "*Don't touch the horse until he is tame. He might hurt you.*"(page 17)Encourage students to volunteer to read the selection with feeling reminding them of punctuation and its importance in giving clues to how a sentence should be read. Have the students turn to page 21 and find, "*Your words cut deeper than a whip.*"(p.18) Again, encourage the students to volunteer to read the selection with feeling.

3. Introduce the following vocabulary words such as: *summoned, shimmered, pitched, reared, shied, cautioned, velvety pranced, wheedled, plunged, defiantly, beckoned, snorted nuzzled, and nickered*. 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. Make a chart on the chalkboard or chart

paper with base word/ endings. Ask the students to share creative sentences using the new vocabulary words and add the words to a *Word Wall*.

Guided Practice:

1. Have the students take turns reading a paragraph in the article. Stop after each page in the story to have students share comments and encourage them to make connections.
2. Review with the students nouns and adjectives. Break the students up into groups of 3-4 and have them review the story for 10 descriptive pairs. Encourage the groups to find nouns which might have two descriptives in front of it. With two color crayons, have the students write the noun in *blue* and the adjective(s) in *red*.

ADJECTIVES: _____ NOUNS:

(Ie: velvety muzzled,cocked ears, great pockets)

After completing the Adjective hunt, have the class resume as a group and go over their charts by writing the headings on the chalkboard or chart paper and discussing their answers and placing them on the class chart.

Post Lesson Activity

1. Have students review the story by doing the following chart:

How People tried to Train Dazzle:

1. French Trainer _____

2. Irish Trainer _____

3. Chinese Trainer _____

Why did Kella set Dazzle free? _____ What did you think of Kella's actions? _____

2. Draw/color a picture of Dazzle. Write on the picture a paragraph pretending to be Dazzle. What do you see on one of your rides. Encourage the students to try and use adjectives.

Session 5:

Motivation:

1. Do you have a friend that always has an explanation for things? What do you think of this person? Do you ever question what they say or do you let them talk? Encourage students to share comments.

2. In the story, *Probably* by Edward Fenton on pages 23-26, Simon's friend has a very creative imagination when it comes to things he sees. For example, when they both see a cat stuck up in a tree, Peter says the cat got up there when a circus elephant tried to protect him from being hurt in a circus parade going through town. Encourage students to think of imaginative reasons for how a cat may have gotten up in a tree. Perhaps, have a old sneaker and ask the students to give an imaginative explanation for who owns the sneaker and /or how it got into the classroom.

Teacher Input:

1. Assign a student a partner and pass out the issue of Spider having the class turn to *Probably* by Edward Fenton on pages 23-26.

2. Do a picture walk through of the story looking at the different illustrations and encouraging the students to make predictions about the story.

3. Tell the students to follow along as the story is read 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: *expedition, long platform trailer, farewell, demanded, and shipwrecked*. Encourage the students to suggest creative sentences for the vocabulary words.

Guided Practice:

1. Have students take turns reading paragraphs of the story, stopping after each page to review, discuss and infer things that are happening in the story.

2. After reading the article, have the pairs of students complete the following chart by referring back to the article just read.

A woman drops a letter into a mailbox. What does Peter say is the "story" behind the letter? _____

A driver goes through a red traffic light. What does Peter say is the *story* behind this? _____

A truck is carrying a huge tree. What does Peter say is the *story* behind this? _____

3. Return to a class grouping and review the chart.

Post Lesson Activity:

1. Have the partners come up with an imaginative story for one of the events in the story. Encourage the students to share their stories.

Session 6:

Motivation:

1. Ask the students if they have any knowledge about the island of Puerto Rico. Show the island using a map of the world. This site has information on Puerto Rico:

<http://www.factmonster.com/ipka/A0113949.html>

2. Explain that the story, *The Terrible Storm* retold by Robert Scotellaro on pages 28-31, is a folk story from Puerto Rico. Make a list on the chalkboard or chart paper.

Things from other lands

Encourage the students to think of things that we have from other cultures.(For examples: foods, holidays, music, inventions). Ask the students who such things from other lands get to other people of the world.

Teacher Input:

1. Assign a student a partner and pass out the issue of Spider having the class turn to *The Terrible Storm* on pages 28-31.

2. Do a picture walk through of the story looking at the different illustrations and encouraging the students to make predictions about the story.

3. Tell the students to follow along as the story is read 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: *tilted, suspiciously, scurried, cautiously, and fancy*.. Encourage the students to suggest creative sentences for the vocabulary words.

Guided Practice:

1. Have students take turns reading sections of the story stopping after each page to review the story and encourage comments.

2. Have the partners of students do the following reading comprehension when the story has been finished.

1. Where did the rabbit sit to get some shade(under a mango tree)

2. What did the rabbit tell the tiger was about to occur?(a big storm)

3. To be “helpful”, what did the rabbit offer to do for the Tiger?(tie him to a tree)

4. Who came along and told the Tiger he’d been tricked?(a lizzard)

5. What did the Tiger promise to the monkey(not to eat it)

6. How did the monkey get away(Tiger threw him up in the air and he grapped onto a tree branch)

3. Return to a class grouping and review the responses to the questions.

Post Lesson Activity:

1. Give groups of students a large piece of paper. Have the students divide the paper into six boxes. Retell the story and break it down into six parts. Draw a cartoon for each section and have the students include a caption telling the story.

Session 7:**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: hippopotamus has a five 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.