

Teacher's Guide for Spider Magazine

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Teacher's Guide prepared by *Gail Skroback Hennessey*

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Check out her helpful Web site for teachers at www.gailhennessey.com

The following teacher's guide is designed to assist the classroom teacher in using the October 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 *Nature's Cleanup Crew* 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:

Pre-Reading: Pre-reading prepares students for learning by activating their prior knowledge about the topic featured in the text.

During-Reading During: Reading strategies teach comprehension by making connections, generating questions, and determining importance by guiding the reader to use proficient reader strategies.

After-reading: After activities connect the old and new knowledge and help students frame it in some way to their lives.

from: http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/before_during_after_reading.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 October issue of Spider

Word cards

Map of the United States

Drawing paper and crayons

Chart paper/chalk board

Picture of a horse/ donkey

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 if they had to list two of their favorite books, what would they select and why. Explain that in the story *The Danderfield Twins*, the children are asked to think of some books they like to read and the children have difficulty coming up with names of books that they enjoyed reading.

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. Some words may include: *occasional*, *grumble*, *snuggling*, *fedora* and *scrounged*. These vocabulary words can be added to a *Word Wall* for this 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.

2. On page 5, encourage students to give descriptive phrases to describe what they see in the picture of the chocolate factory tour. Ask students if they have ever been on a tour to see something made? Encourage *text-to-self connections* and explain that making such connections helps in reading comprehension.

3. Ask the students if they are noticing any book titles in the comments made by the Danderfield family. For example, on page 3, "Green Eggs and Ham" is mentioned. Ask the students if they know who wrote this book and whether anyone can tell what the book is about. Teachers might wish to go to the library prior to reading the story to have some of the 22 books mentioned in the story. Go to this site for a listing of the books: <http://www.cricketmag.com/spider.htm>

4. After reading the story, have the students turn to page 2 and do the following map practice.

Using maps.

A. The Danderfields left in their car for the Big Woods. Which wood did they take and in which direction did they go?(45/East)

B. The Danderfields left in their car heading to the Chocolate Factory. Which roads would they take?(45 to 22)

C. The Danderfields left in their car for Natural Prairie. In which direction did they head and which roads did they take?(South /45 to 220 to 78)

5. Have groups of students go back and skim the story to list as many book titles as they can find in the story. Return to a class group and have the students share the book titles they found.

Post Reading Activity

1. Have the students do a virtual tour of Hershey Chocolates at: <http://www.youtube.com/watch?v=wwXDbO5o5EE>

2. Have the students try this fun Chocolate Bar quiz at: <http://www.thinkingfountain.org/c/crosssection/namethatbar.html>

3. Make a book jacket of your favorite book title and write a paragraph explaining what the book is about and why you think someone should read the book.

Session 2:

Motivation:

1. Have the students close their eyes and visualize what comes to mind when they think of *fall*. Encourage the students to list as many sights, sounds, smells and perhaps, touch samples and write their responses on the chalkboard or chart paper.

2. Explain that the poem they are going to read, *Fall Fancy* by Patricia Toht is about fall.

Teacher Input:

1. Assign the students a partner and have the students open to *Fall Fancy* on page 7. Tell the students that as you read the poem, they are to follow along listening for rhyming patterns.

Guided Practice:

1. After reading the poem, encourage the students to read the poem orally again with you.

2. Ask the students to find rhyming patterns. For example gold and folds and best, nests and chests. Place the word patterns on the chalkboard or chart paper. Ask the students to brainstorm additional words which fit the rhyming patterns.

3. Have the students look at the illustration on page 7 and volunteer to give descriptive phrases of what they see. Encourage text-to-self connections of a time they played in fall leaves or helped to rack leaves or perhaps collected leaves.

Session 3:

Motivation:

1. Show the students a picture of a horse and a donkey.<http://www.minidonkeys.com/minidonkpics.htm> and <http://www.cowboyway.com/HorsePictures1.htm>

Ask the students if they can determine the differences/similarities between these two animals. Tell the students that the Spanish brought donkeys, called "burros" in Spanish, to North America beginning in the late fifteenth century and that people in the southwestern United States often use the word burro instead of donkey. Show a map of the United States and point out the region of the southwestern United States. Ask the students if they can identify a movie with a donkey as a main character.(Shriek will probably come to mind)

Some facts about the horse and donkey:

- Donkeys need less food than horses.
- Unlike horse fur, donkey fur is not waterproof, and so they must have shelter when it rains.
- Wild donkeys live separated from each other, unlike tight wild horse herds.
- Donkeys have developed very loud voices to keep in contact with other donkeys of their herd over the wide spaces of the desert.
- Donkeys have larger ears than horses to hear the distant calls of fellow donkey
- Donkeys can defend themselves with a powerful kick of their hind legs.

From: <http://en.wikipedia.org/wiki/Burro>

2. Tell the students that the story, *Victoria the Beautiful* by Kathleen M. Muldoon on pages 8-14, a donkey is certain she will win a contest(pageant) for the most beautiful burro. Discuss the terms vain and conceited and encourage students to share actions or comments of such a person.

Teacher Input:

1. Pass out copies of Spider Magazine to partners of students. Before reading, do a picture walk through of the story, *Victoria the Beautiful*. Have students skim the reading to find unfamiliar words that can be added to a word wall. Start by explaining that the people in the story may be of Spanish descent because instead of using Mr. and Mrs, the Spanish terms of *Senor* and *Senora* are used. Possible words might include: *sidled, squirmed, urgently, determined, feeble, bray, enhance, nudged, serape(another Spanish term for shawl),canopy, stunning and snickered.*

Encourage students to use the context of the sentence to try and determine the meaning of the words and to give sample sentences.

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. Remind the students that when they see quotes, a person is speaking. Encourage oral reading with feeling and accents.
3. Discuss action verbs with the students and after reading the story have partners of students list action verbs found on page 9. Return to a class grouping and have the students share their action verbs and encourage the students to demonstrate the verbs to the class.
4. Assign partners the following activity sheet:

How did Victoria Describe Herself?

Her Mane _____

Her Ears _____

Her Eyes _____

What did she do in her stall showing she felt she'd win _____

What things did Victoria add to herself in hopes of making her look better?

ITEMS:

How did they HURT her looks?

1. _____

2. _____

3. _____

Post Lesson Activity.

1. Draw/color a picture of Victoria and write a paragraph of 3-5 sentences describing her looks on page 13.
2. Have partners retell the story to one another.

Session 4:

Motivation:

1. Explain that the reading, *Nature's Cleanup Crew* by Andrea Vlahakis on pages 15-17 is a non-fiction reading selection. Ask the students how non-fiction differs from fiction such as the Danderfield Twins or Victoria's the Beautiful reading selection. Ask the students to think of non-fiction reading selections they remember reading. Tell the students that *Nature's Cleanup Crew* has a lot of factual information and that good listening skills are needed. Review good listening skills with the students and make a chart of a good listener.

- Pays attention to the speaker
- Looks at the speaker
- Thinks about what the speaker is saying
- Is ready to ask the speaker questions about what they hear
- Are ready to talk about what they have learned.

Teaching Input:

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

2. Introduce the following vocabulary words such as: *soaring*, *whiff*, *carcass*, *precision*, *talons*, *decaying*, *digestive system*, *bacteria*, *preening*, *thermal current*, and *grisly*. Have the students find the base word of words with endings 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* for the issue.

3. Explain that the author is writing in the first person and makes it seem like she is talking directly to you. Have the students look on page 15 and tell the students to be *pronoun detectives* and when they spot a pronoun showing FIRST person to raise their hand.(ie: I, we, my, etc.) .

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. Make sure to call attention to the cartoon captions at the bottom of the pages.

2. Give partners of students a chance to review the reading and complete the following activity sheet:

Describe a Vulture Turkey

Description:

Specific fact

Example: Eat Dead Animal

dead cows

1.

2.

3.

4.

Return to a class grouping and have the students share their activity sheet.

Post Reading Activity:

Pretend you are a vulture turkey and write a first person account of a day in your life. Include 3 specific facts learned about vulture turkeys in your writing.

Session 5:

Motivation:

1. Ask the students if they find a penny laying on the ground if they'd bother to pick it up. Encourage students to share their thoughts. Explain that in the story, *The Magic Pot* retold by Jamie A. Swenson, on pages 18-23, two people come upon an old dirty pot on the road. One picks it up and the other does not.

Teacher Input:

1. Pass out copies of Spider Magazine to pairs of students and have the students open to the story, *The Magic Pot* on pages 18-23. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.

2. Introduce the vocabulary words such as: *steed, glanced, determining, wobbled, scanned, trickery, clutching, grunted, relic, cloak, tangled, hearty, aroma, savory, rumbled, simmering, impatient, and idle*. Write the word **noun, verb, other** on chart paper or the chalk board. Review nouns and verbs with the students and have the students determine which of the vocabulary words are nouns, verbs or other. Ask the students to share creative sentences using the new vocabulary words and add the words to a *Word Wall*.

Guided Practice:

1. Have students take turns reading a section of the story. When the pot sings, stop and have the students read the section in unison to encourage. (pages 19,20 and 22). Stop after each page to discuss the contents of the story. Discuss whether the students would have picked up the pot if they didn't know if was a magic pot and how many would change their mind if they knew if was magical? Text-to-text connections might be encouraged as well with other stories the students may be able to identify with magical fish, bottles, etc.

2. Encourage fun with oral reading by having several students volunteer to read such quotes as on page 19, "A dented pot? A Treasure? Ha", " More likely this is the work of.....", etc. with lots of feeling and perhaps even a change of voice.

Post Lesson Activity:

Give students a piece of paper and divide the paper into 6-8 boxes. Have the students made a retelling of the story , *The Magic Pot*, with illustrations and captions.

Session 6:

Motivation:

1. Ask the students if they like magic shows and encourage the students to share a magician they may have gone to see. What are some of the magic acts that they really enjoy watching? Have the students every tried any magic? Ask the students to tell the class about what they may have tried doing.
2. Tell the students that the story, *The Disappearing Disaster*, by Polly Tillman, on pages 25-30, is about a girl that performs a magic show for a kindergarten class.

Teacher Input:

1. Assign the students a partner and have the students open to the story, *The Disappearing Disaster* on pages 25- 30. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.
2. Introduce the vocabulary words such as: *jammed, sauntered, stomped, supposed, miserrable, stern, and extraterrestrial*. Ask the students to share creative sentences using the new vocabulary words and add the words to a *Word Wall* for the issue.

Guided Practice:

1. Have students take turns reading a section of the story stopping after each page to discuss what is having and encouraging students to make connections,, etc.
2. Discuss adjectives and nouns and make a list on the chalkboard or chart paper.

ADJECTIVES

NOUN

Have the students be adjective detectives and after reading page 26 and 27, search for adjectives and the noun for which they are describing. Possible examples include: **best** friend, **tiny** creature, **blue** creature, **half-dozen** voices, etc. List the responses under the headings.

3. After reading that Jody has disappeared on pages 28, have students infer what happened to her. Do you think a child could actually make her disappear? Do you think that the magician will be in trouble? How do you think the magician felt when Jody wasn't found? Why doesn't the author give the magician a name? Discuss first person and review the other story in the issue that uses this writing technique. Discuss the writing technique of first person or third person and which the students like the best and why.

4. Give the following activity sheet to the students to complete:

Steps to problem solving: The Disappearing Disaster

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?

Return as a class grouping and share the responses to the problem solving activity sheet.

Post Reading Activity:

Have students try to do a magic trick from this site: <http://www.kidzone.ws/magic/>

With a partner read the *Dracula's To-Do List* by Jennifer C. Judd on page 31. Write a descriptive paragraph of what you see in the illustration that accompanies the poem.

Session 7:

Post Reading Activity:

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: "to move about and not able to sit still"(answer: *squirm*) 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. The group with the most points are the Bluff Champs.

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.