

# 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 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 reading, *The Magic Dreidels*, can be used as a social studies lesson to introduce students to the holiday of Hanukkah. The reading, *The Beavers That Struck it Rich*, could be used as a science lesson, to introduce children to beavers. 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](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 December 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 and of the country of France

Picture of a beaver

**Session 1:**

**Motivation:**

1. Have a jar of jellybeans and ask the students to guess the amount in the jar. This might be a good opportunity to discuss the concept of estimation bringing in a short math lesson.

Things to include:

define "estimate"

explain the difference between a guess and estimation

explain over-estimation and under-estimation

2. As the students if they have ever won a contest of some kind and encourage the students to share past experiences.

3. Explain that in *The Danderfield Twins, Good-Bye! Good-Bye!* by Polly Horvath, on pages 2-6, the Danderfields and friends win a contest which includes a holiday cruise.

**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: *jolt, violently, grim, bossa nova, gravely, postpone, abandon, collision, infested, mesmerizing, cozy, and twitched*. Have students use context clues to try and determine the meaning of the words and suggest creative sentences using the words.

**Guided Practice:**

1. Ask the students what they might pack for a holiday cruise.
2. Call students' attention to page 2 and ask them to describe some of the things which the illustrated has drawn on the page.
2. 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.
3. After reading the story, divided the students into small groups to do the following activity sheet:

**Can You Spot the Silliness in the story?**

**Write down the things which were silly or strange in the story.**

- A.
- B.
- C.
- D.
- E.

**Why do you think this is so?**

- A.
- B.
- C.
- D.
- E.

(possible things to include: swimming with sharks and sea snakes, tigers going down for a nap, the ship hitting an iceberg in the south seas, kids not upset they have to abandon ship, etc.)

4. Return to a class grouping and discuss the activity sheet.

**Post Lesson Activity:**

1. Read the note from the editors about the end of the monthly Danderfield Twins readings . Encourage students to share text- to-self connections about saying goodbye to something or someone they have known for a while.
2. Place the following words on the chalkboard or chart paper and have the students learn to say good-bye in different languages of the world. Locate the different countries for the languages below on a map of the world.

- Sayonara - Japanese
  
- Auf Wiedersehen - German
  
- Arrivederci - Italian
  
- Au Revoir - French
  
- Hejdo - Swedish
  
- Ciao - Italian
  
- Le'hitraot - Hebrew
  
- Sampai Jumpa - Indonesian
  
- Adios - Spanish

- Zai Jian - Chinese, Mandarin
- Farvel - Danish
- Namaste (same as hello) - Hindi

## **Session 2:**

### **Motivation:**

1. Ask the students to brainstorm holidays that occur during the month of December. Christmas, Hanukkah and Kwanza may be mentioned. Ask the students to share any specific information they may have on Hanukkah such as the symbols of the holiday, the group of people who celebrate Hanukkah, etc. Information on Hanukkah can be found at this site: <http://www.torah tots.com/holidays/chanuka/chanstr.htm>
2. Tell the students that in the story, *The Magic Dreidels*, a young man named Jacob receives dreidels with magic powers.

### **Teacher Input:**

1. Have partners turn to page 8, *The Magic Dreidels*, by Eric A. Kimmel, on pages 8-13. Review the pictures before reading. Encourage students to share their comments and predictions.
2. Have the students skim the reading for possible vocabulary words which need highlighting such as : *fetch, dreidel, goblin, latkes, busybody, drenched, tarnished, and ordinary*. For words with endings, ask the students to give you the base word and to give different suffix endings. Encourage students to determine the part of speech for the different vocabulary words and to make creative sentences for the new vocabulary words. Place words on cards to add to the Word Wall.

### **Guided Practice:**

1. Before reading, review proper punctuation and how punctuation aids the reader in the intonation and feeling that should be used.
2. Have students take turns reading a part of each page, 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 Jacob lost his dreidel, it reminded me of the time, I lost my favorite....") and perhaps, text to text (Making connections between the story and other stories you may have read that are similar in content).
3. After reading the story, have the students do the following activity:

#### **Steps to problem solving:**

**A. What is Jacob'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?**

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

4. Regroup as a class and discuss the students' activity sheet.

### **Post Lesson Activity:**

1. Have students make a dreidel and play the dreidel game. See this site for easy directions and for the rules for the dreidel game. <http://www.bry-backmanor.org/holidayfun/dreidel.html>
2. Write a story pretending to have a magic dreidel that grants the owner money for three different wants. Include in your story the following things: How did you find this magic dreidel? What would be three things you'd do with the money your dreidel spun out for you? What did you do with the dreidel after you got your three wants granted?



### **Session 5:**

1. Before the reading, make copies of the steps to making snowpeople on sticks. Cut up the directions and place in envelopes to give to groups of students. Have the students try and place the directions in proper sequence.
2. After completing the activity, pass out copies of the December issue of *Spider* and have the students open to pages 18-19. Review the directions with what the groups of students assembled prior to opening the pages.
3. Have the students turn to *Mom's Home* on page 24 and have groups of students brainstorm as many words as they can that rhyme with slide and fly.

### **Session 6:**

#### **Motivation:**

1. Ask the students if they have ever gone ice skating and encourage students to share their experiences with the class.
2. Tell the students that in the story, *Flying on Ice*, a young boy named Craig learns to skate.

#### **Teacher Input:**

1. Pass out the issue of *Spider Magazine* and have the class turn to *Flying on Ice* by Valerie Hunter, on pages 20-23. . Do a picture walk through of the story looking at the different illustrations and having the students react and make predictions.
2. 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: *crouched, pumping, feathery, and wobbly* . Ask the students to use the context of the reading to try and determine the meaning. Place the words **NOUN, VERB** and **OTHER** on the chalkboard or chart paper and have the students determine the part of speech of the vocabulary words. Have students find the base word of vocabulary words and suggest other suffix endings. Encourage students to share examples of creative sentences for the vocabulary words.

#### **Guided Practice:**

1. Before reading, have the students look at the illustration on pages 20-21 and 22-23 and give descriptive phrases for what they see.
2. Make text-to-self connections with the story. Ask the students if they are the oldest in their family. Do they have a younger brother or sister that tags along? How do you feel? Do you help your younger brother or sister do things? If, so, hat do you help them do? Ask the students if they are the youngest in the family. Do they tag along? Does your older brother or sister help you do things? If, so, what do they do for you?
3. Have students take turns reading a paragraph or two on each page and stop and discuss what is happening in the story and to share comments and predictions.
4. After reading the story, divide the students into small groups and give them strips of paper. Have the groups write five-seven story events. After writing the story events, have the groups mix the strips of papers up and have the group of students take turns putting the story events into proper sequencing.

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

Write a poem about ice skating using at least 2 similes.

### **Session 7:**

**Motivation:**

1. Ask the students to think of stories where animals talk. Little Red Riding Hood and the Three Pigs might be suggested.
2. Tell the students that the story, *The Great Diamond Robbery*, by Leon Harris, on pages 25- 31. is about a talking mouse, named Maurice, that goes to live in a huge department store and witnesses a robbery.

**Teacher Input:**

- 1 Have the students open their Spider Magazine to *The Great Diamond Robbery*, by Leon Harris, on pages 25- 31. Do a picture walk through and encourage students comment and predictions about the story.
2. Ask the students to skim the story pages and identify possible vocabulary words which should be highlighted. Possible words include: objects, absolutely regularly, chute, faulty, scorches, toboggans, beret, gossiping, sidle, nib, petrified, prospect, summons, cranny, panicky, sniffing, scowling, surveys, stealthily, horrifying, pursued, modestly, and extraordinary. Ask the students to use the context of the reading to try and determine the meaning. Encourage students to act out a particular vocabulary action verb and have the other students try and guess which word it is. Have students share creative sentences using the vocabulary words.

**Guided Practice:**

1. Have students take turns reading a section of the story, stopping after each page to discuss , make predictions and review content. Review similes and see if the students can identify any in the story(ie: eyes that followed maurice like blazing headlights, , looks like a mean manx cat, etc.)
2. After finishing the story, give students the following activity sheet to complete.

**Maurice at Neiman-Marcus  
four things which Maurice does at the department store.**

**Write**

- 1.
- 2.
- 3.
- 4.

**Describe the jewelry thieves:**

**Man**

**Woman**

- 1.
- 2.

- 1.
- 2.

Regroup as a class and review the activity sheet.

3. Place the following problem-solving chart on the chalk board or chart paper.

- A. What is Maurice’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?
- F. Who helped solve the problem?

Discuss the story problem solving chart.

### **Session 7:**

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

Throughout the reading, vocabulary word cards have been made and added to the Word Wall. Review the vocabulary from the issue with perhaps one of the activities mentioned in previous issues such as a Words I Know Sheet. With a Words I know Sheet, allow 10 minutes for a quick write. Students write down all the words they know about the topic in this month's issue. Play a game of Concentration. Have students in groups of 4 make TWO of each vocabulary word on a piece of oak tag. Mix up the cards and arrange on the desk. Have students take turns trying to match a pair of vocabulary words. In order to get credit, the students must be able to identify the meaning of the word or use it in a sentence. The student with the most cards is the winner.

#### **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.