

# Teacher's Guide for Spider Magazine

January 2008

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 January 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 new *Doodlebug and Dandelion* series provides a reading in problem solving as does the reading, *The King's Journey*. *In a Minute*, could provide reading in the content areas of social studies, geography and math. 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 January 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

**Session 1:****Motivation:**

1. Ask the students to brainstorm what they'd do if they had an hour of "free time" and encourage the students to share the different things they would do.
2. Show a previous issue of Spider and remind the students that the *Danderfield Twins* have ended their "time" as a monthly reading and a new series, *Doodlebug and Dandelion* have a "new beginning" in the magazine.
3. Tell the students that a number of the readings in this issue of Spider deal with time and new beginnings. January is a new year, a new start, discuss with the students about making New Year's Resolutions. Have the students make a resolution and place it on a piece of drawing paper. Color and decorate their New Year's Resolution and hang each in the classroom.

**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. Place the way to say Happy New Year in several different language on the chalkboard. Have the students try and learn to say Happy New Years in different languages from around the world. Use a world map and locate the different cultures for the languages used. This helps to foster geography with the students. Check out: <http://www.newyearfestival.com/new-year-in-different-languages.html> for information on New Year's traditions, languages, etc.
3. Have the students turn to "*Doodlebug and Dandelion*" by Pamela Dell on page 4. 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: *weird, belching, juttet, zillion, fantastic, scooped, humongous, hollered, shuddered, and bounded*. Encourage the students to make creative sentences using the vocabulary words and to try and determine the meaning from the context clues in the sentence.

**Guided Practice:**

1. Have students take turns reading the article on pages 4- 8 stopping after each page to review and discuss what is happening in the story. On page 4, have the students look at the illustration and suggest descriptive phrases of what they see.
2. As the students are reading the story, stop and ask the students if any of them have ever moved from one place to another. What types of feelings did they have about the move? This question encourages students to make text-to-self connections. Ask the students the different emotions the family may be feeling about moving into a new home? How do you think the characters might feel about how you may respond to them replacing the Danderfield Twins in Spider Magazine?
3. After reading the story, divided the students into small groups to do the following sheet:

**List all the members of the Pinkley household.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Review the household and encourage the students to share a thought about the different characters.

4. Return to the small groups and have the students do the following activity:

**Steps to problem solving: Doodlebug and Dandelion-Key to the Casa**

- A. What is the problem that Pinkley's have?
- 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.

**Post Lesson Activity:**

Have the small groups of students write five comprehension questions about the story. Return as a class grouping and have the different groups ask another group a question from the story. For example: What type of key did the Pinkley's own and what did they think of this key?(answer: skeleton key/ good luck charm) What was the favorite food of Dandelion?(answer: green-pea pie with codliver-cream crust) If the team answers the question correctly, they earn a point. The team with the most questions wins the comprehension review game.

Have the students do the art project using the magnets explained on page 9.

## Session 2:

### Motivation:

1. Have the students look at the classroom clock. Ask the students if they own a watch. Why is time recording important? Encourage students to share their thoughts on why we keep time. Show a map of the world. Explain that the sun rises in the east and sets in the west. When it is 8 AM on the east coast and students are in school, the children in California, on the west coast, are probably still sleeping since it is 3 hours earlier (the sun hasn't risen there). Show that when it is 8 AM on the east coast, it's almost the end of the school day in Great Britain, as they are about 5 hours ahead of us (the sun has already reached their country hours before it came to the east coast of the United States).
2. Explain that in the reading, *In a Minute*, by Sara Grant, on pages 10-15, different people around the world are doing things at the same "time" as others.

### Teacher Input:

1. Assign the students a partner and pass out the issue of Spider Magazine. Review the illustrations and scan the story for possible vocabulary words to add to the word list for this issue. Words may include: *trots*, *bonjour* (explain this is a French word), *tremble*, *paella*, *tropical*, *frustrated*, and *characters* (use in the reading, picture writing of the Chinese).
4. Give the students a handout on the US Time Zones. Ask the students if they can identify any states on a blank map of the United States. See this site: <http://www.enchantedlearning.com/usa/label/timezones/ans>  
Using a colored pencil, have students label the different states. You may need to have a map of the United States visible for the students depending on the grade level. Ask the students to locate different states that are in *Eastern Time*, *Mountain Time*, *Pacific Time* and *Central Time*. You may want to also show a world time zone map such as the one at this site: <http://www.worldtimezone.com/>
5. Divide the students into teams of 3-4 students. Have the students make a chart of NOUNS and VERBS. Have the students do a safari search of the different nouns and verbs they can locate on pages 12-13. Return as a class grouping and have the students review the words they placed in the two categories.

### Post Lesson Activity:

On pages 11, have the students do oral speaking by volunteering for a tongue twister challenge. Have interested students practice saying the tongue twister on the page that starts "*It has a pineapple patio placed....*" Have those students interested in being in the challenge stand. Place the tongue twister on the overhead or chalkboard. Give the students a chance to say the tongue twister two times. Have the students vote on the top four (least mistakes and speed) for a final round. Give the winner a certificate for "Tongue Twister Champ".

## Session 3:

1. Have the students make a list of the different things they do during the week by filling out a chart for each of the different days of the week. For example: Wednesday( go to school, go to ballet lessons, soccer practice, read a book, etc.)
2. Have the students share their weekly time schedule.
3. Have partners of students open Spider Magazine to page 16, *Nonsense Poem*, by Halfdan Rasmussen.
4. Encourage choral reading and read the poem together. Afterwards, have students suggest things they could demonstrate as they read the poem. For example, curtsy, hands at side of head for a nap, etc. Read the poem again with the students doing the different actions.

#### Session 4:

##### Motivation:

1. Ask the students to think about any stories they may have read that had to do with a king. This encourages students to make text-to-text connections. Possible stories could be: *The Emperor's New Clothes* or *King Midas and the Golden Touch*. Have students brainstorm about kings(or queens). Where do they live? Describe their lives, etc.
2. Tell the students that in the story, *The King's Journey* by Betsy Sterman, on pages 17-21, the students will read about a king that wants to find a way to speed along his journey's throughout his kingdom.

##### Teacher Input:

1. Assign a student a partner and pass out the issue of Spider having the class turn to " *The King's Journey*" on pages 17- 21.
2. Do a guided picture walk through the story, reading captions, and noting illustrations. Encourage students to make comments and predictions about the story.
3. Tell the students to follow along as the article 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: *jolted, weary, glittering, sire, vainest, vast, skimming, rutted, elegant, swiftest, swaying, slabs, planks scowling, shabby, lurched, and cunning*. Encourage students to create sentences for the vocabulary words and to find the base word for words with ending and to suggest additional suffix endings.

##### Guided Practice:

1. Have students take turns reading a couple of paragraphs in the story stopping after each page to review the content and share comments.
2. Discuss ADJECTIVES with the students and the role these words play in making more descriptive reading. On page 17, in the second paragraph, point out the word JOURNEY. Ask the students to find words that tell more about the word.(ie: *long, hard*). In the last paragraph, point out the word MEDAL. Ask the students to find words that tell more about the word(ie: *great, glittering*). After reading the story, have teams of students review pages 18-19 and identify words and their adjectives( ie: carriage, horses, carriage, men, coach, bridges, reward, etc.) Return as a class grouping and have the students share their nouns and adjectives that they listed.
3. Have the students do the following activity:

##### Steps to problem solving: The King has a Problem:

- A. What is the King'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?

When completed, discuss the activity sheet with the students.

**Post Lesson Activity:**

Have the students share some of the things they do in a car when they are on a trip to help pass the time? Have the students draw a picture of an automobile. Write a paragraph of 5-7 sentences on your picture explaining what you do inside the car to make the trip go faster.

**Session 5:**

**Motivation:**

1. If possible, bring in some popcorn to share with your students. Encourage the students to use the different senses to describe *popcorn*. Explain that the story they are going to read, "*The Huckabuck Family*, by Carl Sandburg, on pages 25- 32, is about a family that has a popcorn farm until something happens to change what they grow. These sites can provide some interesting activities to do with the theme of *popcorn*.

<http://www.popcorn.org/images/pdf/pi3.pdf>                      <http://www.popcorn.org/images/pdf/pi1.pdf>                      <http://www.popcorn.org/images/pdf/pi6.pdf>                      The

following sites provide some very interesting popcorn trivia to share with the students.                      [http://www.tooter4kids.com/Popcorn/fun\\_facts.htm](http://www.tooter4kids.com/Popcorn/fun_facts.htm) fun

popcorn facts                      <http://www.factmonster.com/spot/popcorn1.html> more popcorn facts

**Teacher Input:**

1. Assign the students a partner and have the students open to the story, *The Huckabuck Family*, by Carl Sandburg on pages 25-32. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.
2. Introduce the following vocabulary words such as: *corn crib*, *spanking*, *plunged*, and *pickling*. 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 the story aloud reminding the rest of the students to follow along with the reading. Stop 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.
2. You may want to bring in photographs or samples of the different vegetables mentioned in the story for those who may not have had squash, turnips, beets, or cabbage. Encourage students to share their personal tastes and whether they like these particular vegetables.
3. After reading the story, have the students search for examples of action verbs used by the author and list them on the chalk board or chart paper. Have the students think of the present tense for these past tense action verbs.
4. Discuss cause and effect chains and how one event can cause another event. Find

examples in the story and ask partners of students to find several examples of cause and effect. Give an example such as the following to get them started:

CAUSE	EFFECT
Because two names are easier to remember first	The Huckabuck family have two names
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Regroup as a class and have the different teams share their examples of cause and effect.

4. Discuss uses of commas. Rules include:

- A. to list things
- B. separate city and state
- C. after an introductory expression

\* See a list here:

[http://www.dvc.edu/english/Learning\\_Resources/CommasTheSixRules.htm](http://www.dvc.edu/english/Learning_Resources/CommasTheSixRules.htm)

Find different examples for the different rules in the story Huckabuck Family.

**Post Lesson Activity:**

1. Write a paragraph pretending you live next to the Huckabuck Family and heard and saw the popcorn popping from the fire. Use as many descriptive phrases as possible.
2. Have the students break up into groups and volunteer to retell the story in their own words.

**Session 6:**

1. With a partner, have the students read the poem, *Ring Out, Wild Bells*, by Alfred, Lord Tennyson, on page 33.
2. Have the teams of students make a list of different rhyming pairs for the words in the poem.
3. As a class share the different rhyming words.
4. Have the students draw a picture of a huge bell and write two happy memory that they enjoyed during the year that has just ended.

**Session 9:**

**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: He was very tired (*weary*). 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.