

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 March 2008 issue of Spider Magazine to foster listening, reading, writing and thinking skills with your students. 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. *Doodlebug and Dandelion* involve problem solving. *Mighty Vesuvius Erupts* provides reading in the area of social studies and science. *The Fairy Ring* could 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%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

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. read with appropriate expression and movement as they acted out a part.
9. created illustrations that creatively portray the topic or text.
10. 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 March 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(Ireland, Italy)

Websites of interest

Session 1:

Motivation:

1. Ask the students if they have a pet. Encourage students to share information on their pets. Ask the students if they have ever lost a pet and discuss with the students how they felt when their pet went missing and whether the pet was found.
2. Share with the students that in the story, *Doodlebug and Dandelion* by Pamela Dell, Doodlebug Pinkley can't find his cat, Choo-Choo.

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 "Doodlebug and Dandelion" on pages 4-8. 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: *brilliant, twittering, rhododendron, cherub, practically, puckered, suspicious, catnip and trilling*. 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 4-8 stopping after each page to review and discuss what is happening in the story. On page 5, have the students look at the illustration and off descriptions of things they see in the backyard.
2. Ask the students if to describe some of the items that might be in their backyard or common area of their apartment building, etc.
3. Discuss nouns and adjectives and how adjectives make nouns more vivid and descriptive. Have students search pages 4-5 to find nouns and adjectives that tell more about the words. For example: *overgrown garden, little cat, half-hidden stone sculptures, small bush head, round tortoise eyeglasses, etc.* Make a list of those found on the chalkboard or chart paper.
4. After reading the story, have small groups of students made a sheet with NOUN and ADJECTIVE on the top of the paper. Have the students go on an adjective safari on pages 6-8 and find as many pairs as possible. Encourage students to try and find examples of multiple adjective examples:

ADJECTIVE SAFARI ACTIVITY:

ADJECTIVE	ADJECTIVE	NOUN
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

5. Return as a class and review the activity sheet.

6. Have the students return to small groups and do the following activity sheet:

Steps to problem solving: Doodlebug and Dandelion

- A. What is Doodlebug Pinkley'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?

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. Give the students the following words. *elf, bicycle, clown, sock*. Have the students write three adjectives to place in front of the words. Encourage students to volunteer to share what they wrote down.
2. With a partner, have the students do the *Twisted Tales* on page 35.
3. Have the students write a paragraph of about 7 sentences describing the Doodlebug's backyard on page 5 using lots of adjectives.

Session 2:

Motivation:

1. Ask the students to brainstorm sights and sounds of spring.
2. Encourage students to list the different types of birds that they see where they live.
3. Tell the students that in the poem, *Spring's Way* by Sherri Stockdale on page 9, they will read about some signs of spring.

Guided Practice:

1. Assign the students a partner and read the poem with their partner. Have the student then make a list of words that rhyme with the rhyming words in the poem.
2. Regroup as a class and reread the poem out loud in unison.
3. Encourage the students to share their rhyming words.
4. Give the students a piece of drawing paper and have the students create a rebus for the poem. After they are done, have the students exchange their rebus poem with another classmate.

Session 3:

Motivation:

1. Show the students a map of the world and have the students identify the location of the country of Ireland. You may wish to do the following map activity from this site: <http://www.enchantedlearning.com/europe/ireland/activity.shtml>
2. Ask the students if they have any prior knowledge about the country of Ireland or the Irish and place comments on the chalkboard or chart paper.
3. Explain that the story, *The Fairy Ring*, by Mary Jean Hughes on pages 10-17, is an Irish fairy tale about a little boy that is a handful who is kidnapped by Irish fairies.

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, *The Fairy Ring*, on pages 10-17.
2. Review the pictures before reading. Encourage students to share their comments and predictions.

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 : *remarkable, tantrums, fierce, shriek, feast, midwife, trickery, bonnier, wail, cringed, frantic, torment, pleaded, scornfully, piercing, shriveled, tenor, and precious*. 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. Look at the illustration on page 12 and encourage students to give descriptive phrases for things they see.
3. Encourage students to make *text-to-self connections* with the story. Do they have a younger sibling that can be difficult and who has tantrums? Depending on the age of your

students, you might wish to make *text-to-text connections* with this story and the Ransom of Red Chief, a story where the boy who is kidnapped is so bad that the criminal can't get a ransom because the town doesn't want the boy back! See a copy of the short story by O. Henry at this site: http://fiction.eserver.org/short/ransom_of_red_chief.html

4. Do the following activity with your students:

Describe Dylan:

- 1.
- 2.
- 3.

Describe his behavior at home:

- 1.
- 2.
- 3.

Describe Dylan's behavior in the Fairy Ring:

- 1.
- 2.
- 3.

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

6. Do this activity with the students:

Steps to problem solving: The Fairy Ring

A. What is Kate'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?

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. In a journal, pretend you are a babysitter with Dylan. Write two things that Dylan is doing to misbehave. Write two suggestions to how you were able (if possible) to get him to change his behavior.

2. More activities for Ireland might include the following:

- Listen to some Irish music at this site: <http://www.liveireland.com/live.shtml> Try the first two samples- actually irish radio station

- Click to listen to the language being spoken. (click the loudspeaker on the upper right corner) [http:// www.smo.uhi.ac.uk/~oduibhin/sf/](http://www.smo.uhi.ac.uk/~oduibhin/sf/)

- Listen to some famous Irish music such as Irish Lullaby, When Irish Eyes are Smiling , etc. <http://www.pocketsongs.com/MainPages/details.asp?CatalogNum=9190&title=Sing+Irish+Favorites>

- Check out short Irish Folk Stories you can download at:

<http://www.apples4theteacher.com/holidays/st-patricks-day/short-stories/>

- Three page story on Gulliver's Travels by Irish writer Jonathan Swift
<http://www.india4u.com/kidsworld/gullivers.asp> 3

Session 4:

Motivation:

1. Give the students a piece of paper with the following headings:

Past Present Future

Have the students think of an event in their lives that took place in the past, something that just happened today and to think of something that will happen in their lives in the future. Encourage students to share their comments.

2. Ask the students if they have ever made a project for a science fair. Ask the students to volunteer to share what they made and how they felt at the fair when they showed their project. Did they make the project by themselves or did they have a relative or friend help them
3. Explain that in the story, *Time Travel in the Fourth Grade*, by Jenny Hogan on pages 19-24, a young boy meets his "future" self and together they make a science project for the school's science fair.

Teacher Input:

1. With a partner, have the students open their Spider Magazine to page 19. 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, "*How do you Know?*" on page 22. 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. Also, discuss that this story is in the FIRST person and encourage students to explain how this type of story differs from one that is THIRD person.
3. Introduce the following vocabulary words such as: *possibilities, theory, evolution, latte, absolutely, tectonic plates, spackle, vortex, despair, cross-dimensional cheating, exhausted, stomp, ancestor, and neanderthal*, . Ask the students to share creative sentences using the new vocabulary words and add the words to a possible *Word Wall* for this issue.

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. Ask the students to think about time travel. If they could go back in time to an event in history, what would it be that they'd like to see. Possible answers: be on one of Columbus' ships crossing the Atlantic in 1492. If they could ask someone they'd meet at that event in history a question or two, what would they ask. Possible answer: Weren't you scared to be going somewhere not knowing if you'd ever get home?

3. Have partners review the story and make up six comprehension questions to ask other teams of students. Possible questions: Where did his dad spill a latte on his mom? (coffee shop), What happens when the boy goes in a car more than 50 mph?(car sick), etc.

4. After the students have made up their questions, have the teams take turns asking another team a comprehension question. The team with the most correct at the end of the game, are the *Comprehension Wizards*.

5. Do the following activity:

Compare /contrast the readings *Fairy Rings* and *Time Travel in the Fourth Grade*

Similar:

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

Different:

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

(Possible similarities: both stories involve young people, both have a problem that needs solving, etc.)

(Possible differences: take place in different countries, takes place in different time periods, one story is a fairy tale, the other is science fiction(discuss the two genre), one is written in the first person, the other the third)

Post Lesson Activity

Write a journal entry pretending you have invented a time machine that will take you into the future. Describe your view of the future. What are three things that you see in the future that are different from today?

Session 5:

Motivation:

Post Lesson Activity:

1. Draw /color an artifact from Pompeii. Write three specific facts learned about Pompeii from the reading on your drawing.

2. Check out this site for additional pictures and information on the city of Pompeii. http://library.thinkquest.org/CRO210200/ancient_rome/pompeii.htm

3. 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.

Post Reading Vocabulary Survey:

Divide the students into small groups and place the twenty 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):

Words that are adjectives

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.