

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 September 2008 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 readings create such as *Doodlebug and Dandelion* can be used as a lesson to discuss problem solving, *Pizza History* could be used in the area of social studies and geography, *Night Lights* could be used with a science lesson on constellations and the poem, *Hens Have Gone to Bed* could be used as a science lesson to discuss instincts and learned behavior.

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](http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm#Other%20Activities%20for%20the%20Readin)

[e%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:

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 , an 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

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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 September issue of Spider

Word cards

Drawing paper and crayons

Chart paper/chalk board

Journals

Activity sheets

Websites of interest

Map of the world

Session 1:

Motivation:

1. Have students share memories of their pets. Ask students if they have ever entered their pet in a pet show. Ask the students the names of their pets. Explain in the story they will

be reading, the dog's name is "Don't". Ask the students to think of why the family might have named the dog with such an unusual name.

2. Tell the students that the story, *Doodlebug and Dandelion* by Pamela Dell, is about Doodlebug and Dandelion entering their dog, Don't, in the school's Pet Show.

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 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: *pandemonium, ambled, mischievous, cocked, feline, contraption, avian, surge, pursuit, bray, chaos, and nape*. Encourage students to think of creative sentences after finding the word in the reading and determining its meaning from the context of the sentence.

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. After reading the story, have the students turn to the illustration on page 4 and fostering descriptive phrase building by asking students to volunteer to share things they see in the picture. Encourage students to build onto phrases given. For example: *I see Doodlebug sitting on his bed. I see Doodlebug sitting on a viking ship bed, reading a book. I see Doodlebug sitting on a viking ship bed, reading a book while wearing striped socks.*

2. On page 5, have the students look at the illustration and *infer* the mood of those attending the school's pet show.

3. There are lots of comparisons made in the story such as Doodlebug's clothes are piled up like haystacks. Discuss similes and metaphors. Break the students into small groups and have them review the story to find examples of comparisons.

MAKING COMPARISONS:

OBJECT	COMPARISON
Doodlebug's clothes	piled up like haystacks

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

(Others to include: be/viking ship, nosedive/diving at rocket speed, dog braying/like a millionlegged beast,gymnasium/like a circus or zoo, etc.)

Make your own comparisons for the story

Doodlebug whistled like_____

Don't jump like_____

Hairs on back of Choo-Choo's neck rose like_____

The other dogs froze like_____

Regroup and discuss.

4. After reading the story, divided the students into small groups to do the following sheet:

Steps to problem solving: Doodlebug and Dandelion

A. What is the problem that Doodlebug and Dandelion 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:

1. Have the students make a list of their 5 favorite types of animals(or dogs). Have the students make a pet mobile.
2. Write a paragraph explaining how Don't was able to win a prize at the Pet show.

Session 2:

Motivation:

1. Make a copy of Rube Goldberg's **Simplified Pencil Sharpener** invention from this site: <http://rubegoldberg.com/> and share with the students. Ask students to look at the picture and write down the steps to getting the pencil sharpened. Return as a class and discuss the picture.
2. Explain that in the story, *Who Saved the Day?* by Marilyn Helmer on pages 10- 16, a chain reaction of things ,such as the one in the simplified Pencil Sharpener, help to put out a fire in the Brady's house.

Teacher Input:

1. Assign the students a partner and pass out the issue of Spider Magazine, turning to page 10. Tell the students to listen carefully as different students volunteer to read sections of the story. Stop after each page for the students to share predictions and review comprehension questions.

Guided Practice:

1. Encourage students to continue to find examples of comparisons to make more of a vivid picture for the readers. (For example, Billy's whistle could be heard over the screech of a runaway train, Ella's voice could crack a crystal bowl, Ma's shoes were the size of watermelons, Pa's voice was like a raging hurricane,etc.)
2. After reading the story, have students become ACTION verb detectives. Review action verbs and then with a partner, have the partners review the story and find 7 action words to pair with a noun.

Example: porch swing / sagged

- | NOUN | ACTION VERB |
|------|-------------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |

Return as a class group and have the students share their action verb. Next, have the students stand and call on a student to say one of the action verbs discussed. All the students are to demonstrate the action verb and continue doing so until the first student calls on an-

other student who then calls out another action verb to do. Repeat for several verbs discussed. 3. Call attention to the illustration on page 10. Have the students offer creative sentences for the different things they see in the illustration.

Post Lesson Activity.

1. Have the draw a picture of chain reaction that resulted in putting out the fire.

Session 3:

1. Have students turn to the poem, *To A Pizza*, by Jennifer Judd, on page 17 . Read the poem and then read it again having the students read along in unison. Have students find the rhyming patterns. Encourage partners to write a short poem on *Eating a Pizza*. Have students perform their poem for the class. Review oral speaking skills such as voice intonation, volume, posture, eye contact and have the students read their poems by standing in from of the class to get practice in oral speaking.

Session 4:

Motivation:

1. Show a picture of a slice of pizza. Ask the students to share any information they know about the food.
2. Share with the students that the story that they will be reading, *Pizza's Past*, by Devorah Gurwitz, is about the history of pizza.

Teacher Input:

1. Have students sit in small groups. Distribute the September issue of Spider Magazine and direct the students to turn to the story, "*Pizza's Past*", on pages 18-21. Review the article encouraging students comments and predictions.
2. Review any vocabulary words which might need highlighting such as *edible*, *neapolitans*, *tofu*, and *herring*.
3. Have the students read the article together in their group.

Guided Practice:

1. After reading, have the students take out a piece of paper and write 10 facts they learned about pizza from the story. Have the students list 4 vocabulary words from the story.
2. Regroup and discuss the story with the class.
3. Use a world map , and have students identify the location of the different world cultures mentioned in the reading such as Spain, Italy, Greece, Italy, Brazil, Russia, Australia, India and Egypt.
4. Return to the small groups and explain that they will play a comprehension game. Make little pizza pictures before doing the activity(or draw on the chalkboard). Have the groups take turns asking a question from the list of facts. The team that correctly answers the question gets a pizza for their team. Teams with correct answers can choose to receive another pizza slice OR take a slice from another team. The team with the most pizza slices at the end of the game, wins.

Post Lesson Activity

1. Draw/color a picture of a slice of pizza. Write 4 specific facts learned about pizza on the drawing.

2. Have students learn the history of another food such as the lollypop, jello, ketchup, taffy, marshmallows, etc., is site is very helpful:<http://www.foodtimeline.org/>

Session 5:

Motivation:

1. Have students make connections to the story that they will be reading by asking if they have ever gone to a farm, lived on a farm, gone to a state or county fair. Encourage students to share their memories, 2. This story is written in the first person instead of the third. Review with students the difference between the two and encourage students to give examples of words the author uses for first person readings. 3. Explain that the first person reading, *Princess*, by Maureen Ash, on pages 24- 29, is about a girl named Ann(who wrote the story), who was playing in the barn when a cow started having her baby.

Teacher Input:

1. Assign a student a partner and pass out the issue of Spider having the class turn to *Princess* by Maureen Ash on pages 24- 29. 2. Do a picture walk through of the story encouraging students to share their comments and predictions. 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 may include: *gleamed, dividers, twine, galloped, heifer, and tumor.*

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 text-to-self connections. Do you play make-believe activities such as Ann pretending to be riding a horse? 2. After reading the article, discuss sequencing and how this is important in remembering what happened in a story. Give the student the following chart to complete in pairs.

What happened first?

What happened next?

What happened after this?

What happened at the end?

After completing this chart have the students write a short summary of the story using these for parts of the chart.

3. Review the story elements such as setting, characters, problem, events to solve the problem and resolutions.

Post Reading Activity

In small groups, make a list of all the things you might see on a farm.

In small groups, make a list of all the different types of things they might see at a county fair.

Return as a class and review the lists.

Session 6:

Motivation:

*I look, but recognize no more.
Objects familiar to my view;
The very pathway to my door
Is an enchanted avenue.*

• From Henry Wadsworth Longfellow's Moonlight

1. Ask the students to share going outside at night in the moonlight. What do they "see", what do they "hear", what do they "smell"? Encourage students to share experiences if they have gone camping and spent the night in a tent.

2. Tell the students that the story, *Night Lights* by Eric Henderson, on pages 31-33, is about a boy and his dad that go camping and the things that they see during the night light

Teacher Input:

1. Have partners of students turn to *Night Lights* by Eric Henderson on pages 31-33. Review the story for possible vocabulary words needing to be highlighted. Those words might include: *disbelief, flexible, scowled, clusters, routine, and clutched*. Encourage students to give definition and sample sentences for these words.

Guided Practice:

1. Before reading the story, have students look at the illustration on page 31 and ask the students to share the different things they see in the illustration.

2. 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 make predictions.

3. Explain why you can't read in the moonlight. Moonlight takes the color from whatever it touches leaving those things into shades of gray. Your eyes may at first see a few words, but they will quickly fade away. The reason ... your eyeball, specifically your retina. The part of the eye called the retina has two kinds of light sensitive cells, called rods and cones. Cones help us see color but work best in bright light. Rods see best at night but are colorblind, turning what we see at night into shades of gray. The part of the retina the brain uses to read hasn't any rods causing a blind spot and preventing reading by moonlight. Show a diagram of the eye from this

site: <http://www.enchantedlearning.com/subjects/anatomy/eye/label/labelanswers.shtml>

Post Reading Activity:

1. Write a paragraph of staying in a tent at night. Describe what you see, hear, and smell. Try using comparisons as were discussed in previous readings in this issue.
2. Discuss constellations. Have the students draw a picture of a constellation. Some can be found at this site: <http://library.thinkquest.org/3645/telescope/Stars.html>
3. Try this find the constellation game at this site: http://www.kidsastronomy.com/astroskymap/constellation_hunt.htm

Session 7:

Guided Practice:

1. Have students individually read the poem, *The Hens Have Gone to Bed*, by Laurie O. Curtis, on pages 32-33. Write three fill in the blank questions to give to another student to answer. For example: Where did the hen tuck their beaks? _____ (soft reddish feathers)
2. Return to a class grouping and read the poem again in unison.
3. Ask the students what an instinct is? (something you do without having to learn it). What is the difference between an *instinct* and *learned behavior*? Have students suggest instincts (breathing, yawning, sneezing, etc.). Ask the students to think of animals that do things instinctively. For example, beavers building a dam, birds building a nest, bears knowing to hibernate for the winter, etc. Have students think of learned behaviors.

Do the following activity:

Instinct or Learned behavior?

1. brushing your teeth
2. breathing
3. hiccups
4. blinking
5. using a fork to eat lunch
6. brushing your hair
7. tying your shoes

Discuss the responses as a class.

4. Write a poem about the *Hens Getting Up for the Day*.

Session 8:

Post Reading Vocabulary Survey

Play a review game, **VOC**(short for vocabulary). Give a listing of the different vocabulary words from the issue. Have students make board game with nine boxes(like Tic, Tac, Toe). Students select a word to place in each of the nine boxes. To play the game, give a meaning of one of the words on the list. Students place a marker on the box with the word if they have it on their list. Students with three words across, down or diagonally, stand, saying VOC. To win the game, they must state the words and their definition. Place several rounds.

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.