

Teacher's Guide for Spider Magazine

November 2008

Teacher's Guide prepared by Gail Skroback Hennessey

Gail Hennessey taught social studies at Harpursville Central School in New York State for 33 years. She writes often for children's publications and is the author of six books for teachers and students. In 1988, she was named Outstanding Elementary Social Studies Classroom Teacher of the Year from the New York State Council for the Social Studies and also named Outstanding Elementary Social Studies Teacher of the Year by the National Council for the Social Studies. 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 November 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, comprehension, interactive writing or independent writing depending on the level of your students. Particular readings such as *The Oud Player of Sana's* can provide a reading in the content area of social studies. *The Tail of Turkey*, a fun read, can also provide a starting for a science lesson on turkeys. 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](http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm#Other%20Activities%20for%20the%20Readin)

[e%20Readin](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: 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:

Students will be able to:

1. Analyze word similarities and differences as reflected in their ability to find and frame words.
2. Appropriately participate in chorally reading activities.
3. Read with accuracy and increased fluency during partner reading and independent reading activities.
4. Increase their listening and speaking vocabulary as well as discourse skills.
5. Show evidence of listening and reading comprehension. This is demonstrated in their contributions to class discussions.
6. Demonstrate accurate story imaging or visualization skills.
7. Demonstrate an ability to sequence events in a story using the scene sketches that were produced.
8. Identify rhyming words in a poem.
9. Read with appropriate expression and movement as they acted out a part.
10. Create illustrations that creatively portray the topic or text.
11. Demonstrate 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 November issue of Spider include:

Map of the World

Word Cards

Acorn/picture of a squirrel

Drawing paper and crayons

Sheets to fill in the different activities such as webs, problem solving, making connections, etc.

Websites of interest

Session 1:

Motivation:

1. Have the students close their eyes and visualize what comes to mind when they think of a get together with relatives. When do such get together occur? Encourage the students to list as many sights, sounds, activities that take place when relatives gather together. This activity makes text-to-self connections with the story *Doodlebug and Dandelion, Pinkley Night*, that they will be reading. Explain that the Pinkley's are hosting their first annual holiday gathering at their new Casa Bizarro home.

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, Pinkley Night*, by Pamela Dell, on pages 4- 8. Tell the students as the story is read to search for words they think should be highlighted and discussed further. Some words may include: *behold, extended, muttered, fiasco, didgeridoo, hitch, mystified, sleight of hand, and snickering*. These vocabulary words can be added to a *Word Wall* for this issue. Encourage students to use context clues to arrive at the vocabulary words' meanings and to create additional sentences using the vocabulary words from the reading.

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 pages 4 and 5, encourage students to give descriptive phrases to describe what they see in the pictures. Encourage the students to *grow* a sentence. For example, If a student says, *I see two kids dancing on a table*. Next, might be, *I see Mo and Bo dancing a Highland jig on the table*. Next, might be, *I see Mo and Bo dancing a Highland jig on a round table, each with one hand on their hip and another hand above their head*. Continue with other starter sentences and *grow* descriptive additions.

3. After finishing the story, have partners write up three comprehension questions from the story. This encourages students to review the story for important information from the story. Next, have the students return to a class grouping and have the partners ask other partner groups questions. Each group that answers a question correctly gets a point. Possible questions could include:

A. How did Pinkley Night come about? (each family member favored a particular holiday so an end of year gathering was the solution)

B. Relatives came from all over to attend the party. From where did Aunt Pearl come? (Borneo)

C. What were some of the activities of Pinkley Night? (wild pig tricks, singing, magic tricks, dancing the jig, etc.)

The team with the most correct responses gets a reward.

4. This story has lots of vivid description. Discuss the purpose of adjectives and adverbs to help make words come alive. Have students in pairs review pages 4-8 for adjectives and adverbs. For each adjective, have the student list the noun for which it describes. For each adverb, have the students list the verb for which the adverbs give more description. Mention that many adverbs end in "ly" and answer the questions: "how," "when," "where," "how much".

NOUN/Adjective (example: N:holiday A: first)	VERB/ Adverb/ what question does it describe (example: V:muttered A:quietly Q:How)
---	---

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Regroup and discuss the activity on Adjectives and Adverbs.

Post Reading Activity:

Pretend you are one of the Pinkley relatives and write a paragraph of something that happened at the party. For example, you might Aunt Wisteria telling about how Charles the pig started to eat the false flowers on your hat.

Session 2:

Motivation:

1. Ask the students to think of famous magicians and to list some magic tricks they have seen performed. Possible names might include: Houdini, David Copperfield, Lance Burton, Penn and Teller, David Blaine and Chris Angel. Explain that they will be given a strip of paper and two paper clips and will be trying to learn a magic trick.

Teacher Input:

1. Pass out a copy of Spider Magazine and have partners turn *Abracadabra!* on page 9.

Guided Practice:

1. Have the partners read through the directions for the trick. Pass out the needed supplies and have the partners each try doing the magic trick.

Session 3:

Motivation:

1. Ask the students if they have any prior knowledge about turkeys. Here are some facts to share with the students.

- Ben Franklin, in a letter to his daughter, proposed the turkey as the official United States bird.
- The average weight of a turkey purchased at Thanksgiving is 15 pounds.
- The heaviest turkey ever raised was 86 pounds, about the size of a large dog.
- A 15 pound turkey usually has about 70 percent white meat and 30 percent dark meat.
- The wild turkey is native to Northern Mexico and the Eastern United States.
- The male turkey is called a tom.
- The female turkey is called a hen.
- The turkey was domesticated in Mexico and brought to Europe in the 16th century.
- Wild turkeys can fly for short distances up to 55 mph

From: <http://www.urbanext.uiuc.edu/turkey/facts.html> (lots more facts can be found here)

2. Explain that in the story, *The Tail of Turkey*, a turkey doesn't want to wind up as dinner and tries to find a way to save its life.

Teacher Input:

1. Assign the students a partner and have the students open to *The Tail of Turkey* on pages 10-15. Explain that the reading is a fiction reading selection. Ask the students how non-fiction differs from fiction. Ask the students to think of non-fiction reading selections they remember reading. In this fictional story, animals are given human characteristics. Brainstorm different characteristic which humans have which animals mostly do not. Also, brainstorm characteristics which animals share with humans.

2. Before reading, have the students skim the story for possible vocabulary words which might need highlighting. Possible words might include: *bleated, pesky, cooing, strutted, nestled, perch, shrill, paced, and wattle*. Encourage students to determine the meaning of the word by using content clues.

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. After reading the article, have partners of students do the following activity:
Make a chart of Nouns and Verbs.
Have students review pages 10-14 and jot down as many action verbs and nouns as they can identify. Return to a class group and review the words that the students have listed on their chart.
3. Give students a handout of a turkey such as the one at this site:
<http://www.enchantedlearning.com/subjects/birds/label/turkey/answers.shtml>. Have the students label the different parts of a turkey using the definitions provided.

Post Reading Activity:

1. Discuss the importance of sequencing and how it is helpful in doing a magic trick, art project, recipe, etc. Explain that sequencing is done all day long such as getting ready for school. Have students share the order of how they get ready for school with 5 events. Review some of the key words for sequencing such as *first*, *next*, *then*, and *finally*.
2. Have partners of students write five statements about events in the story and place each of them on different strips of paper. Exchange the strips of events with another group and have the students place the event strips in proper sequence.
3. Draw/ color a picture of a turkey and write a paragraph explaining how your family celebrates Thanksgiving.

Session 4:

Motivation:

1. Bring in an acorn or a picture of a squirrel. Explain that the poem, *Acorn Cake* by Casey Carlsen, on page 16-17, is about a squirrel and his acorns.

Teacher Input:

1. Pass out a copy of Spider Magazine and have partners open to the story, *Acorn Cake* on pages 16-17.

Guided Practice:

1. Assign students a partner and read the poem to the students. After completing the poem, encourage the students to join you to read the poem in unison.
2. Have the students find the rhyming patterns and encourage students to brainstorm additional words which would fit the rhyming patterns.
3. Discuss the different examples of human behavior which the squirrel does in the poem.

Session 5:

Motivation:

1. Ask the students if they play an instrument. Ask the students if they enjoy listening to music? Ask the students to imagine a world without music. This is what happens in the story, *The Oud Player of Sana'a*. In a story that happened long ago, the leaders of Sana'a, the capital and largest city of the country of Yemen, banned music.

Teacher Input:

1. Pass out copies of Spider Magazine to partners of students. Before reading, do a picture walk through of the story, *The Oud Player of Sana'a* by Carolyn Hann, on pages 18-24, Review the pictures and make predictions and comments.

2. Introduce the vocabulary words such as: *oud, banned, orange-hennaed, inspired, jam-biya, agate, embrace, solution, concentrated, and evidence*. Ask the students to share creative sentences using the new vocabulary words and add the words to a possible *Word Wall*.

Guided Practice:

1. On a world map, locate the country of Yemen. Wonderful site for kids on Yemen: <http://www.exploreandmore.org/world/default.htm> You can learn some basic words, play a memory game to learn about the culture and more! Click on Kids (Click here to explore the world), then click on Yemen.
2. Have the students take turns reading the story, stopping after each page to review comprehension and vocabulary.
3. After reading the story, have partners of students do the following activity:
Steps to problem solving: The Oud Player of Sana'a
 - 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?
 - F. Who helped solve the problem?

After students have had an opportunity to finish the activity, rejoin as a class and review their charts with the entire class.

4. The oud is one of the most popular instruments of the Arab world. In addition to the music clip mentioned on page 24, you can click here to get music clips for students to hear additional music of the oud. <http://www.ghassanabbasi.com/sounds.html> Have the students close their eyes and listen to the clips. What comes to mind as they hear the music? Is it sad? Happy? etc. Brainstorm different areas of the world for musical instruments associated with those areas. For example: Ireland- harp, Scotland/Ireland--bagpipe, Switzerland- alpine horn, United States- banjo, Hawaii-ukulele and Australia-didgeridoo.

Post Reading Activity:

Have students select one of the musical instruments mentioned above and research 3 facts about the history of the instrument. Draw/ color a picture of the instrument and write the facts on your drawing.

Session 6:

Motivation:

1. Bring in a copy of *Treasure Island, Frankenstein* and *Harry Potter* to class. Ask the students to think of how authors get their ideas for their stories. Explain to the students that in the reading *Stuck Inside...But Not Bored* by *Beth Wagner Brust*, on pages 29-31, they will be reading about how story ideas came to mind for some famous authors.

Teacher Input:

1. Pass out copies of Spider Magazine to partners of students. Review the illustrations and reading for possible vocabulary words that may come up along the reading of the story.

2. Introduce the vocabulary words which may include: *cryptic, mutinous, scalawags, skulduggery, and downtime*. Ask the students to share creative sentences using the new vocabulary words and add the words to a possible *Word Wall*.

Guided Practice:

1. In small groups, have students take turns reading parts of the story, stopping after each page to discuss comprehension and share comments and predictions.

2. Reinforce adjectives and adverbs by having the students be adjective and adverb detectives and after reading pages 29-31, search for adjectives and the noun for which they are describing and then do the same for adverbs.

ADJECTIVES

NOUN

ADVERBS

VERB

3. Review the story with the students encouraging comments about the different authors and their books.

Post Reading Activity:

Write a poem on the topic of imagination including some of the information from the article.

Session 7:

Motivation:

1. Ask the students to share some of the different career choices they think might be of interest to them when they are adults.

2. Explain that in the story, *Sometimes, on Monday Morning*, a young girl, Maxine day-dreams about careers, creatures and foods that she can become.

Teaching Input:

1. Have the students open to *Sometimes, on Monday Mornings* by Chuck Trapkus, on pages 30-33. Have students skim the reading to find unfamiliar words that can be added to a word wall such as the following: *foreman, skittres, marooned, and shrivels*. Ask the students to share creative sentences using the new vocabulary words and add the words to a possible *Word Wall* for the issue.

Guided Practice:

1. Have students take turns reading the story stopping after each page to discuss the student for comprehension, predictions, and making connections. Remind the students to use

punctuation clues to help them read with feeling.

2. Do the following activity:

A. If you could work in a job, which one would you choose?

Why?

What is something that you would do at your job?

B. If you could be a creature, which one would you choose?

Why?

What is something that you would do as this creature?

C. What is a food you might like to turn yourself into?

Why?

What is something you could describe about yourself as this food?

Post Reading Activity:

Write a story about your life doing the job you have mentioned, the creature you turned into or the food you might be for a day.

Post Reading Activity:

Choose nine students to be the "celebrities" and invite them to sit in front of the classroom. On the board, make a large board game with nine numbered boxes. Assign each child a number one through nine. Divide the rest of the class into two teams, Xs and Os. Have the teams take turns asking a question of one of the "celebrities." Encourage role-playing. For example, "Welcome, Johnny Depp. Tell us about your experience on Pirates of the Caribbean!" Then ask the celebrity to define the meaning of a vocabulary word, bluffing if they choose to do so. Call on one team member and ask if he or she "agrees" or "disagrees" with the celebrity's response. If the team member is correct, that team gets its "mark" by the box for that celebrity. Continue until one of the teams has "tic-tac-toe."

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.