

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 February 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 *Doodlebug and Dandelion* can provide a reading in the content area of social studies, (specifically, the history on the holiday of Valentine's Day) as can *Abe's Whiskers*. *True Blue* can be a starting point for a science lesson as can *The Owl's Breakfast*. 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%20Reading>

<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 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 February issue of Spider

Word cards

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 the month of February. Possible ideas may include: Valentine's Day, Groundhog Day, President's Day, Abraham Lincoln, etc.
2. Explain that in the story, Doodlebug and Dandelion, Dandelion is making Valentine cards. Have the students make *text-to-self* connections. Ask the students if they give out Valentine Day cards. Do they make their own or purchase them?

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*, 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: *smirked, scowl, peeved, countered, unique wafting, scarfed, and retreated*. These vocabulary words can be added to a possible *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 4-8 stopping after each page to review and discuss what is happening in the story .

2. On pages 4, 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 Dandelion sitting on the floor*. Next, might be, *I see Dandelion sitting on the floor and she is barefooted*. Next, might be, *I see Dandelion who has blood hair and is smiling sitting on the floor and she is barefooted*. 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. Why did Doodlebug originally want to make a Valentine card?(thought only girls did that)

B. What trick did Doodlebug and Dandelion play on the last babysitter?(jack-in the broom-closet trick)

C. Why were there two babysitters?(the girls insisted on coming together)

D. How did the babysitters comment on Doodlebug's drawing?(strange but that Doodlebug was a gifted artist)

E. Why did Doodlebug hid what he was doing at the end of the story?(embarrassed that he was making a Valentine card for Astrid)

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 adverb gives more description. Mention that many adverbs end in "ly" and answer the questions: "how," "when," "where," "how much".

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

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

Regroup and discuss the activity on Adjectives and Adverbs.

5. Use this story to discuss the history behind Valentine's Day. These sites have lots of information: http://www.pictureframes.co.uk/pages/saint_valentine.htm and <http://holidays.kaboose.com/valentines-day/history/val-history.html>

6. You can also use this reading to discuss the human heart. This link has information on the heart, a short webquest on the heart and links to a fun "test your candy IQ".

<http://www.gailhennessy.com/index.shtml?valentine.html>

Post Reading Activity:

Make a Valentine Card to give to a senior citizen's home in the area or to a child in a local hospital.

Have the students do a mini research project to learn more about the different holidays in February. Have the students make a poster advertising the holiday.

Session 2:

Motivation:

1. Ask the students to share any prior knowledge they may have on a rain forest and list the information given on the chalkboard. Show a picture of a satin bowerbird. Explain that the story is about the unique bird of Australia.

2. Using a world map, have students locate the country of Australia.

Teacher Input:

1. Pass out a copy of Spider Magazine and have partners turn *True Blue* by Marsha Getchell, on pages 10- 13.

Guided Practice:

1. Have the students open the issue of Spider Magazine and turn to *True Blue* on pages 10-13. Explain that the reading is a non 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.

2. Have students volunteer to read a part of the story, stopping after each page to review for comprehension, share comments and predictions.

3. After reading the article, have partners of students do the following activity:

Graphic Organizer on the rain forest:

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

(Possible answers: little sunlight gets to the ground, ground stays damp, moist ground absorbs sounds, tree tops are like a gigantic umbrella called a canopy)

Graphic Organizer on the male satin bowerbird:

- 1.
- 2.
- 3.

(Possible answers: likes shades of blue, collects things, size of a pigeon, home called a bower, nest built of twigs and leaves etc.)

Regroup and have the students discuss their completed graphic organizer.

4. Using this reading, students can also learn about the country of Australia. Ask the students to brainstorm any information they have on Australia. Possible answers might include: The Koala is from here as is the duckbill platypus, kangaroo, dingo, emu, echidna and kiwi.

Australia is a continent and a country. The Great Barrier Reef and Ayres Rock are found here. These two links have lots of information on the country:

<http://www.factmonster.com/ipka/A0107296.html> and

<http://www.timeforkids.com/TFK/specials/goplaces/0,12405,424866,00.html>

5. Lots of information on the satin bowerbirds (and photographs) can be found at this link: <http://www.birdsinbackyards.net/finder/display.cfm?id=28>

Post Reading Activity:

1. Write a story pretending you are a male or female satin bowerbird and tell about your trying to find a mate.

Session 3:

Teacher Input:

1. Pass out copies of Spider Magazine and have small groups read the poem , *Reasons Why* by Langston Hughes, on pages 14.

Guided Practice:

1. Have the students find the rhyming patterns and encourage students to brainstorm additional words which would fit the rhyming patterns.

2. Mention to the students that there are 37 common word families in our English language. These include: ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck ,ug. Give the groups of students 5 of the word families and tell them they have 3 minutes to think of as many words as possible they can create. Regroup and go over the lists. If a group has the same word, they are to cross it off their list, if they have a different word, they earn a point. The group with the most words wins the activity.

Session 4:

Motivation:

1. Ask the students if they have ever taken in a stray cat. Encourage students to share their experiences.

2. Explain that in the story , *The Owl's Breakfast*, by Susan Yoder Ackerman, on pages 15-19, a family takes in a kitten they find curled up in a pot of petunias on their front porch.

Teacher Input:

1. Pass out copies of Spider Magazine to partners of students. Before reading, do a picture walk through of the story , *The Owl's Breakfast*. Encourage students to share comments and predictions.

2. Introduce possible vocabulary words such as: *exchange, dainty, tabby, pacing, comforter, and tacked*. Ask the students to share creative sentences using the new vocabulary words and add the words to a possible *Word Wall*.

Guided Practice:

1. Have the students take turns reading the story , stopping after each page to review comprehension and vocabulary.

2. After reading the story , have partners of students do the following activity:

Sophie's Problem

- 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.

3. Discuss the importance of sequencing and how it is helpful in reading comprehension. 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* .

4. 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.

5. Have students do comprehension questions:

- A. What did the barn cats get in return for catching mice?(bowls of milk)**
- B. What foods didn't Sophie eat?(any chicken scraps or ham)**
- C. What was done to try and train Sophie to catch mice?(dangled a toy mouse in front of her)**
- D. What are two things the family did to try and get the owl to eat? (tried trapping a mouse, made hamburger in shape of a mouse)**
- E. How did the owl come to be inside the home?(broken wing)**

Post Reading Activity:

Have students learn facts about a snowy barn owl. Afterwards, have students draw a picture of a barn owl and write four facts learned about a snowy barn owl on their drawing. This link has information on the snowy barn owl:

<http://www.wildanimalsonline.com/birds/snowyowl.php>

Session 5:

Motivation:

1. Explain that in the story *Green Kitten*, by Eleanor Farjeon, on pages 22-29, a young boy gets a job as a cabin boy on a ship and gets into trouble when it finds a kitten in some seaweed.

Teacher Input:

1. Pass out copies of Spider Magazine and have the students turn to *Green Kitten* by Eleanor Farjeon, on pages 22- 29.

2. Before reading the story, have students review the story looking for possible vocabulary words which need highlighting. Possible words may include: *shrimping, plunged, fetched, smothered, becalmed, fidgets, nipper, anemones, vermilion, booby, vicious, and nipping*

Guided Practice:

1. Have students take turns reading a section of the story, stopping after each page to review comprehension, make comments and predictions.

2. Discuss cause and effect. This site has some helpful information: <http://www.literacymatters.org/content/text/cause.htm#lessons> Have groups of students review the story to find four examples of a cause and effect.

EXAMPLE:

CAUSE

EFFECT

Jim went shrimping for the captain. The captain said, "Well, done."

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

After students have finished the activity, regroup and review the examples of cause and effect.

3. Review sequencing once again. Have partners make 6 events in the story and place each on a strip of paper. Give the 6 strips to another group and have the students place the six strips in proper sequence. Have groups place the story in proper sequence and then regroup as a class and discuss the sequencing activity.

4. Have the students make *text-to-self* connections. In the story, the captain was a restless man and often got the fidgets. Do you ever fidget? What types of things make you feel this way? Have you ever been on a boat? etc.

5. Do another problem solving activity:

Jim has a problem:

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 complete the activity, regroup and discuss Jim and how he solved his problem.

6. This story could be considered an example of a fantasy. Ask the students to come up with a definition of a fantasy. Have students brainstorm other genre of stories (mysteries, science fiction, non fiction, etc.) Have students make *text-to-text* connections and list books (and movies) which might be considered a fantasy. For example: Harry Potter and Lord of the Rings would be considered fantasy. Have students find examples of things in the story which can't really happen.

Post Reading Activity:

1. Make a story box of 6-8 boxes of the story.
2. Write a diary entry pretending to be Jim, Capt'n Potts, or Queen of the Catfish. In your diary entry, state three things from the story and give your opinion of how you are feeling.

Session 6:

Motivation:

1. Ask the students to share information they know on President Abraham Lincoln. Write the information presented by the students onto the chalkboard. Share with the students that this year, 2009, is the 200th birthday of our 16th president.
2. Explain that in the story, *Abe's Whiskers*, by Maureen Straka, on pages 30-32, they will be learning how an eleven year old girl, named Grace Bedell, wrote a letter to the president suggesting he grow a beard.

Teaching Input:

1. Pass out copies of the February issue of Spider Magazine and have the students open to *Abe's Whiskers* on pages 30-32. Ask the students to pretend they are running to be our president. What are three issues which would important for you to work on if you were the president? Ask the students to think of famous people that have a beard. Share with the students that President Lincoln was the first president to wear a beard.

2. In small groups have the students read the story. Have the students make a list of possible vocabulary words to discuss. Possible words include: *proceeded, inquired, constitute, facial, urged, overwhelmed* and *emerged*.

Guided Practice:

1. Have students think of three comprehension questions to ask the rest of the class.

For example: What did Lincoln receive from Grace when he first met her? (roses) Why did Grace suggest he grow a beard? (said he'd get more votes and that his face was thin looking without a beard) Describe the statue built in the city of Westfield, NY (Lincoln and Grace) Regroup and discuss the reading. Have students think of sentences for the vocabulary words presented to the class group. Have students share their comprehension questions with the other groups of students.

2. What might be a suggestion you might have for our president? Write a letter to the White House with your suggestion. Here is the address:
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Post Reading Activity:

Have the students do the webquest on Abraham Lincoln found at this site: <http://www.gailhennessey.com/index.shtml?lincoln.html>

Post Reading Activity:

Divide the students into small groups and have them open to *Abe's Whiskers* on pages 30-32. 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: excitable has a four chin drops.*

Words of one syllable:

Words of two syllables:

Words of more than two syllables:

Which word has the most syllables in the reading?

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.