

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 April 2009 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* could be used to discuss the country of Borneo and problem solving. *Where Does the Wind Come From* provides reading in the area of science. 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%20t](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, 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

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 April issue of Spider

Word cards

Drawing paper and crayons

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

Map of the world(Borneo)

sites of interest

Web-

Session 1:

Motivation:

1. Ask the students if their parents make them write thank you notes for gifts that they receive from their relatives. Encourage the students to share specific examples of things that they may have had to say thank you for gifts that they might not have liked.
2. Share with the students that in the story, *Doodlebug and Dandelion* by Pamela Dell, Doodlebug receives an unwelcomed gift from his Aunt Pearl and procrastinates in thanking her as he can't think of something positive to say about the gift.

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: *scrumptious, uproariously, beanie, fumed, glaring, retorted, exquisitely*. 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 4, have the students look at the illustration and offer descriptions of things they see.
2. Ask the students if to describe some of the items that might be in the hallway of their house or common area of their apartment building, etc.
3. 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 4-7 and find as many pairs as possible. Encourage students to try and find examples of multiple adjective examples: For example: *wonderful, exotic gifts*.

ADJECTIVE SAFARI ACTIVITY:

ADJECTIVE

ADJECTIVE

NOUN

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Return as a class and review the activity sheet.

4. 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.

5. Show a world map of the world and locate the area of Borneo. These sites have lots of information on Borneo: <http://www.factmonster.com/ce6/world/A0808381.html> and <http://www.pbs.org/edens/borneo/>

6. Make *text-to-self* connections with the story. For example: When Doodlebug's friend wants the figurine, Doodlebug decides he doesn't want to part with it. Have you ever had this experience? Do you have a toy box? Do you agree that a toy box is a place where toys go to die? etc.

Post Lesson Activity:

1. Have the students think of someone in their school that they can thank for something that they have done for the student and have the students write a thank you note.

2. Explain to the students that there really is a National Peanut Butter and Jelly Day(April 2nd). Have the students make posters advertising this day and write a short poem or paragraph as to why the peanut butter and jelly sandwich deserves a special recognition day.

Session 2:

Motivation:

1. Ask the students to close their eyes and visualize a cowboy(cowgirl). What comes to mind? Encourage the students to share their visualizations writing the comments onto the chalkboard.
2. Tell the students that in *The Cowboy Wind* by Marian Dickinson on page 9, they will read a poem about a cowboy.

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. Ask the students if they have ever not been prepared for class. Encourage students to share some excuses they have given for not being prepared with their homework.
2. Explain that the story, *How Winston Lost his Math Homework* by Linda Rae Apolzon on pages 10-15, is about a boy that gives his teacher a very outlandish excuse for not being prepared with his math homework.

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, *How Winston Lost his Math Homework*, on pages 10-15.
2. Review the pictures before reading. Encourage students to share their comments and predictions.

Guided Practice:

1. Discuss with the students punctuation and especially quotation marks. Have students open Spider Magazine to *How Winston Lost His Math Homework* on pages 10 -15. Have the students turn to page 10 and have students take turns reading "I've heard a lot of excuses for not having homework, Winston, but this..." with lots of feeling. Remind the students that throughout the reading, they need to read as if they are talking whenever they see quotation marks.
2. 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 : *ecosystem, exaggerate, toupee, impressed, and logical*. Encourage students to give creative sentences for the new vocabulary words. Place words on cards to add to the possible *Word Wall*.
3. Encourage students to make *text-to-self connections* with the story. Have you had problems with a subject in school? If , so, which subject is your most difficult or the one you don't enjoy.
4. Do the following activity with your students:

Graphic Organizer:

What things did the giant bubble pick up along the way?

- 1.**
- 2.**
- 3.**

Describe the objects with at least one adjective:

- 1.
- 2.
- 3.

What happened to the giant bubble?

- 1.
- 2.

Use the information in the graphic organizer and write a paragraph.

5. Do the following activity:

Steps to problem solving:

- A. What is Winston'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. Pretend you are Winston, Mrs. Walker or Dr. Drinkwater and write a paragraph about that day.

Session 4:

Motivation:

1. Ask the students to share a time when they got a case of the giggles. What caused the laughter and where did it take place?

2. Explain that in *Grin and Giggles* by Iza Trapani on pages 16-17 a student gets a very severe case of the giggles in an inappropriate place. Ask the students to think of places that might be inappropriate places to break out in laughter.

Teacher Input:

1. With a partner, have the students open their Spider Magazine to page 16-17. 2. Explain that the poem, *Grins and Giggles*, is in the FIRST person and encourage students to explain how this type of story differs from one that is THIRD person. Review whether the previous stories in the issue were written in the FIRST or THIRD person.

Guided Practice:

1. Read the first paragraph to the students so they can hear the rhythm of the poem. Have the students read the poem, *Grins and Giggles*, in unison.

2. After reading the poem, encourage students to create descriptive sentences of things they see in the illustration.

3. Review some of the terms in the poem such as *hemisphere*, *squirmed*, *jostled*, *riotous*, *hilarious*, and *impressed*. Have students volunteer to make sentences using the words. Afterwards, have the students create a sentence using all the vocabulary words in one unique sentence.

4. Have partners of students make word chains of rhyming patterns and have students add additional words to the rhyming words. Regroup and have the students list all their rhyming words placing the words onto the chalkboard.

5. Have students make prediction for what will happen next. For example: What do you think the teacher will say to the student? What do you think the giggling student will do or say? What do you think the other students will do? etc.

Post Lesson Activity:

1. Have students go on a noun and verb safari on pages 16-17 and make a list of all the words that would fit under the two headings.

Session 5:

Motivation:

1. Have students visualize a very windy day. Encourage the students to think of different things that might go blowing in the wind.

2. Explain that in the article *Where in the World Does Wind Come From?* by Dan Nourie, on pages 18-21, students will read the cause of wind and be able to do an experiment to see how wind is created.

Teacher Input:

1. Pass out copies of Spider Magazine and have the students turn to *Where in the World Does Wind Come From?* on pages 18-21. Review the article illustrations and skim the reading for possible vocabulary words which need highlighting. Possible words include: *demonstrations, dense, merchants, trade winds, relied, expand, doldrums, predictable, and chinook*

2. Discuss sequencing and some of the words which signal sequence such as the following: *first, next, after, then, before, etc.* Ask students different ways that sequencing is important. Before doing the article, make several sets of strips of the four steps for Magic Powder and several sets of strips of the four steps for How-Air Balloon. In small groups, give the sets of strips and have the students place the 1-4 steps in proper sequence. Regroup and review the proper sequencing.

Guided Practice:

1. Have the students take turns reading sections of the article stopping to review for comprehension, predictions and comments.

2. After finishing the reading, have partners of students review the reading to find at least 4 facts learned about wind For example: Air expands and rises as it gets warmer.

3. Illustrate and color a picture of one of the facts learned about wind and write the fact on the top of the picture.

Post Reading Activity:

1. Brainstorm different ways that man uses wind.(possible answers: recreation-kites, sailboats, parasailing, energy such as windmills, etc.)

Session 6:

Motivation:

1. Ask the students if they have ever ridden a skateboard and encourage students to share their experiences.
2. Tell the students that in the story, *Willy Wriggler's Wheels* by Kathleen M. Muldoon, on pages 22-25, a snake wants very much to experience riding a skateboard.

Teaching Input:

1. Before reading this story, discuss *fiction* verse *non-fiction*. Ask the students to think of stories in this issue or others that demonstrate knowledge of these two types of readings. Ask the students which they prefer and why.
2. Pass out copies of Spider Magazine and have the students turn to *Willy Wriggler's Wheels* on pages 22-25. Do a picture walk through of the story encouraging students to make comments and predictions based on the illustrations. Have students skim the reading for possible vocabulary words which might need highlighting. Possible words may include: *slithering, cyclist, scurried, discarded, bobbed, and scampered*. Ask the students to suggest creative sentences uses the vocabulary words. Have students write a silly sentence including all six vocabulary words.

Guided Practice:

1. Have students take turns reading a section of the story stopping after each page to discuss comprehension, make predictions and comments. Have students stop reading in mid sentence and call on another student to read to change readers.
2. Give the students the following activity to complete:

Willy Wriggler's Wheels

Character(s):

Setting:

Plot:

Problem:

Solution:

After completing the graphic organizer, review and then have students write a summary of the story. Explain that a summary is a brief review of a television show or story. To do some practice on the concept of summary writing before writing their summary of *Willy Wriggler's Wheels*, ask students to give summaries of their favorite television shows.

3. Discuss Nouns and adjectives and have small groups of students review the story and go on a safari to find as many examples of nouns with adjectives. For example: hollow log(page 22) After the groups have completed the activity, regroup and review their lists.

Post Reading Activity:

Pretend you are Willy and describe your skateboard ride. What did you feel, hear, see?

Session 7:

Motivation:

1. Ask the students if they have surprised a parent or other relative with a gift. What did they purchase? How did they gather the needed money for their purchase? etc. Make text-to-self connections.

2. Explain in the story *Such Foolishness*, by Robin Pulver, on pages 26-32, a girl named Mimi surprises her mother with a gift for her birthday.

Teaching Input:

1. Pass out copies of Spider Magazine and have the students turn to *Such Foolishness!* on pages 26-32. Do a picture walk through prior to reading the story encouraging students to make predictions and comments. Skim the reading for possible vocabulary words which might need highlighting. Possible words might include: *mannequin, stunned, fuss* and *sensible*.

Guided Practice:

1. Have small groups of students read the story. After reading, have the students make up 5 comprehension questions which they can give to another group to answer. After each group has completed the comprehension questions, regroup and discuss the story.

2. Do the following graphic organizer:

STORY PYRAMID:

MAIN CHARACTER

TWO DESCRIPTIVE WORDS ABOUT THIS PERSON

THREE WORDS TO DESCRIBE THE PLACE OR SETTING OF THE STORY

FOUR WORDS TO DESCRIBING WHAT HAPPENED IN THE STORY

Regroup and discuss the information.

3. Reinforce summary writing by having students write a summary of *Such Foolishness*. Ask students to volunteer to read their summary of the story to the rest of the class.

4. Review action verbs. Have small groups of students review pages 27 and 29 for action verbs. Give the students five minutes to list as many as they can spot. Regroup and review the words listed as action words. Give an award to the group with the most correct examples of action verbs.

Post Reading Activity:

Gifts don't have to involve money. As Mimi's mother says, knowing that Mimi loves her is a very important gift. Think of three things you could do for someone's birthday that wouldn't involve spending money.

Post Reading Activity:

Using a list of vocabulary words for the issue, have groups of students make a definition of a word on a index card and the vocabulary word on a separate index. Give their cards to another group. Place the index cards face down on a desk. Have students take turns uncovering pairs of cards. If they find a match, they get the cards and get another turn. The student with the most pairs of words/definitions is the *Vocabulary Wizard*.

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.