

Teacher's Guide for Spider Magazine

May/June 2009

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 May/June 2009 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 poem, *The Weaver* could provide reading in the area of science. *Brother, Tiger and the Well* and *Mr. Ollie Odenhofer* could be used as a social studies lesson about the countries of Costa Rica and Germany. *Brother Tiger and the Well* could also be used as a lesson on problem-solving. 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

The Overall Plan

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 May/June issue of Spider
Websites of interest
Drawing paper and crayons
Journals
Sheets to fill in the different activities such as webs, problem solving, making connections, etc.

Session 1:

Motivation:

1. Have you ever tried to juggle? Have you seen someone juggle? What types of things did you juggle or see someone juggle? Make text-to-self connections with the story they will be reading. Show the video on juggling found at this child friendly link: <http://www.activitytv.com/52-juggling-tricks> Perhaps have some rubber balls and encourage students to try juggling.
2. Tell the students that the Danderfield Twins story is about juggling and a cousin whose personality isn't exactly positive to Doodlebug and Dandelion.

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 "The Danderfield Twins" by Polly Horvath on page 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: *panache*, *zillions*, *hesitation*, *clod*, *barged*, *banshee*, and *scoffed*. 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 7, have the students look at the illustration and *infer* the mood of children. What were the clues the illustrator used to convey the moods of the characters? Repeat this inference making with the illustration on page 8.
2. After finishing the story, ask the students to write down two of their "hidden talents" and afterwards, have the students volunteer to share these talents with the rest of the class.
3. On page 7, Punky uses examples of incorrect grammar. Ask the students if they can spot the errors in grammar. (For example: *Me and my new cowboy boots are back* should be *I'm back with my new cowboy boots* / *lemme show* should be *let me show*)
4. Ask the students to look at the pictures on page 4. Encourage students to give descriptive phrases to describe what they see in the picture. Encourage the students to *grow* a sentence. For example, if a student says, *Rudyard is juggling*. Ask what is Rudyard juggling? What color is Rudyard's shirt? What is on his shirt? Have students put all the information together to create a larger sentence. Continue with other starter sentences and *grow* descriptive additions.
5. Discuss pronouns with the students and how they are pinch hitters for nouns. Ask the students to brainstorm the different words they think are pronouns. Have the students refer back to pages 5-6 to identify words that are pronouns and the noun for which they are substituting.
6. Make a graphic organizer comparing and contrasting Rudyard and Punky.

Rudyard

Punky

SAME

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

Rudyard

Punky

DIFFERENT

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

Write a paragraph as to which boy you would rather have as a friend and give two specific reasons for you reason.

Post Lesson Activity:

Discuss summary writing. Ask the students to give a summary of a favorite television show. Have the students use the summary techniques discussed to write a summary of the Doodlebug and Dandelion story. Afterwards, encourage students to share their summary with the rest of the class.

Session 2:

Motivation:

1. Show a picture of a spider. Ask the students to share any prior knowledge they might have about spiders. You may wish to share the following information about spiders and webs:
 - **A folklore about spiders is that if you see one on a early summer morning, it will be a warm and sunny day for the spider is "hanging her laundry out to dry!"**
 - **Spiders shoot out a liquid from their body, which hardens when it meets the air. Each fiber is made of two strands of silk.**

- A spider web is 5x stronger than steel.
- Spider are predators (they eat insects, earthworms, other spiders) and most have a venom to paralyze their prey.
- Spiders have fangs
- Daddy long legs aren't spiders!

Lots of other information about spiders can be found at this link:

<http://www.kidskonnnect.com/content/view/51/27/>

2. Show a picture of a spider web and explain the poem, "The Weaver", by Elizabeth and Keeler Robinson on page 9 is about a spider and its web.

Guided Practice:

1. Assign the students a partner and read the poem "The Weaver" by Elizabeth and Keeler Robinson on page 9. Reread the poem and have the students read it along in unison with you.
2. Have students find the rhyming patterns in the poem.
3. Give the partners a couple of minutes to brainstorm as many additional words as they can for the different rhyming pairs.
4. Return to a class grouping and have the partners share their words.
5. Make text-to-text connection. Have the students think of stories that involve spiders such as *Charlotte's Web* or the *Itsy Bitsy Spider* (see the lyrics at this link: <http://www.dltk-teach.com/rhymes/spider/mlyrics.htm>)

Post Reading Activity:

1. Have students learn more about spiders at this link: <http://www.enchantedlearning.com/subjects/arachnids/spider/Spiderprintout.shtml>
2. Draw/color a picture of a spider(or go to this site to see how to make an egg carton spider: http://www.ehow.com/how_1393_make-scary-spiders.html) and write a paragraph pretending to be a spider. What do you do? What do you see? What did you eat? etc.

Session 3:

Motivation:

1. Show the country of Costa Rica on a world map. Explain that the story, *Brother Tiger and the Well* on pages 10-15, is a folk story from this country.
2. Share information on Costa Rica: <http://www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,1597311,00.html>

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, "Brother Tiger and the Well", on pages 10-15.
2. Review the pictures before reading. Encourage students to share their comments and predictions. Have students review the reading for possible vocabulary words which need highlighting. Possible words might include: *scurried*, *hurtling*, *whimpering*, *grimace*, *clamped*, and *scowl*.

Guided Practice:

1. Have students take turns reading paragraphs of the story stopping after each page to review comprehension and make predictions.
2. Have students break into small groups and make up five comprehension questions to give to another group to answer. For example: How did Brother Tiger fall into the well? (answer: trying to get a drink)
3. Divide the students into small groups to do the following chart:
Steps to problem solving:

- A. What is the Brother Tiger'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?**

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

4. Have students look on page 12-13 and make lists of as many action verbs as they can find.

5. With a partner, do the following activity:

- A. What is the Brother Monkey'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?**

Reassemble as a class and go over the chart.

Post Lesson Activity

Pretend to be the Anansi, Brother Tiger or Brother Monkey. Draw/color a picture of how you felt at the end of the day. Write three sentences to explain how you felt and why.

Session 4:

Motivation:.

1. Tell the students that in the story, "Daddy in a Jar" by Bradford H. Robie, on pages 16-17, a girl uses magic dust to make her dad very tiny so she can take him to school.

Teacher Input:

1. With a partner, have the students open their Spider Magazine to "Daddy in a Jar", on pages 16-17. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.

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. Have the students make a chart of the different things they do from the time they get up until the time they go to bed. Next, have the students make a chart of the different things that the little girl did with her dad during the day.

Daddy and Me:

What we did together:

What I did to help Daddy:

1.

2.

3.

4.

Regroup and discuss what the students wrote down.

3. Use this story to review pronouns once again and have students locate the different pronouns used by the author and for what noun the pronoun is substituting.

4. Ask the students if they can make any *text-to-text* connections by thinking of other stories/movies they may have read with someone that is very tiny. (*Honey, I Shrunk the Kids* and *Thumbelina* might come to mind)

Post Reading Activity:

If you could be small for the day, what would be five things you'd do as a miniature you? What would be some positive aspects of being tiny? What would you be able to do? What would be some negative aspects of being tiny? What would be some problems you'd face? etc.

Session 5:

Motivation:

1. Show the cover of the issue and discuss with students if they have ridden a carousel. Encourage students to share their memories. Ask the students if they have any prior knowledge about carousels.

2. In the article, "Ring of Horses" by Cindy Seiffert on pages 18-22, students will be learning the history of the carousel.

Teacher Input:

1. Assign a student a partner and pass out the issue of Spider having the class turn to "Ring of Horses", on pages 18-22. Remind students that this is a very informative article and listening skills are very important. Review good listening skills with the students and make a chart of a good listener.

- Pays attention to the speaker
- Looks at the speaker
- Thinks about what the speaker is saying
- Is ready to ask the speaker questions about what they hear
- Are ready to talk about what they have learned.

2. Review the story and have students skim the reading for possible vocabulary words needing highlighting. Possible words include: *steed, cadence, lance, contraption, straddle, disrepair, restore, preserve* and *enthusiast*. Encourage the students to suggest creative sentences for the vocabulary words.

Guided Practice:

1. Have students take turns reading paragraphs of the story, stopping after each page to review, discuss and infer things that are happening in the story.
2. After reading the article, have the pairs of students complete the following chart by referring back to the article just read for comprehension.

Carousels FACTS :(write five facts learned from the story about the history of carousels)

- 1.
- 2.
- 3.
- 4.
- 5.

THE FIRST CAROUSEL in the UNITED STATES (five facts)

- 1.
- 2.
- 3.
- 4.
- 5.

Regroup and discuss student responses.

3. Binghamton, New York, is called the Carousel Capital because of the less than 170 carousels left in the United States, 6 are found in this upstate New York city. Look at a map of the United States and locate Binghamton, NY. Go to this site to learn more: <http://www.binghamtoncvb.com/visitors/carousels.aspx>

4. Answer the following comprehension questions:

A. Why did people try to grab a brass ring as they rode a carousel? (free ride for grabbing one)
Why aren't brass rings found with carousels today?(fear of children getting hurt trying to grab the ring)

B. During which period in American history did carousels go into disrepair? (Great Depression.
Why?people didn't have the extra money to ride them)

C. What were some of the animals on Dentzel's carousels? (pigs, rabbits, kangaroo, lion, ostriches, cat, giraffe) **What is a "jumper" on a carousel? (animal with all four legs in the air)**
What is a "stander"? (all four feet of the animal is on the ground)

D. From what words does the carousel originate? (Italian- garosello and Spanish-carosella)

F. What was the first purpose of carousels? (to practice for war)

G. Which groups of people first used "carousels"? (Arabian and Turkish)

Post Lesson Activity:

Have the students draw a carousel animal and write a day in the life of that carousel character in paragraph form or in a poem. What do you see all day long? How do you feel when the music starts and a young person comes to sit atop you? What might you like to do if you had the chance? etc.

Session 6:

Motivation:

1. Do you have a best friend? What are some of the characteristics of a person that makes them a good friend? (Possible answers: fun to be with, trustworthy, good listener, etc.) Have you had a best friend move away? How did you feel?

2. Explain that the story "Best Friends Always" by Mary Kay Morel, on pages 24- 29, is about Kayla and Evie are best friends whose friendship changes when Kayla moves away.

Teacher Input:

1. Assign a student a partner and pass out the issue of Spider having the class turn to "Best Friends Always", on pages 24-29.

2. Have partners take turns reading the letters from Kayla.

Guided Practice:

1. After the partners of students have completed reading the letters. Ask the students to make up five questions to give to another group to answer. Exchange the questions.

2. Regroup as a class and discuss the story making text-to-self connections? How do you think Evie may have felt when Kayla first moved away? When she wrote she hated her new home and school? When Kayla made a new friend named Cordelia? etc. Do you agree with Kayla that you can have more than one best friend?

Post Lesson Activity:

Write a note back to Kayla from Evie to respond to her last letter.

Session 7:

Motivation:

1. Show a world map of Europe and point out the country of Germany. Ask the students if they have any prior knowledge of the country of Germany they can share with the class. This link has lots of information to share with the students on the country of Germany.

<http://www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,1147387,00.html>

2. Explain in the reading "Mr. Ollie Odenhofer" by Monica Gudlewski on pages 30-32, that Ollie gathers the ingredients to make his favorite sandwich.

Teaching Input:

1. Pass out the issue of Spider Magazine and have the students review the illustrations for "Mr. Ollie Odenhofer", on pages 30-32. Ask the students what things did the illustrator use to show that this might be another country and specifically, Germany. (Possible answers: clothing is different, cuckoo clock, hat with a feather)

2. Explain that there are several German words in the story. Skim the reading to identify these words (*Nein, Ja, eins, zwei, drei, danke, and Auf Wiedersehen*). Ask the students if they can figure out the meaning of these German words from the context of the sentences.

Guided Reading:

1. Read the first stanza of the reading so the students can see the pattern. Then read the story in unison stopping after each page to review the content, make connections, etc.

2. After reading the story, break into small groups and have the students make a list of the different rhyming patterns and then try and make a list of additional words that fit these patterns. Regroup and share the word lists.

3. Have students answer the following questions:

A. What kind of bread did Mr. Odenhofer use for his sandwich? (rye)

B. What kind of meat did he place on his sandwich? (liverwurst)

C. What did he spread the meat? (mustard)

D. What other ingredient did he want to put on his sandwich? (onions)

Post Reading Activity:

Draw/color a picture of Mr. Odenhofer holding a sandwich. Identify all the things that he specifically used in making his sandwich.

Post Reading Vocabulary Survey:

Review sequencing and have small groups of students make a 7 statements of events that took place in the story, "Best Friends, Always" on pages 24-29. Place the statements on strips of paper. Give them to another group to organize in proper sequence. Discuss the importance of sequencing in making cookies or an art project such as an origami spider. Give out paper and have the students first review the steps and then try and make the origami spider.

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.