

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 November/December 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 "A Tree in Nikolski" can provide a reading in the content area of social studies. "Doodlebug and Dandelion Pickle Gyoza", a fun read, can also provides a start for doing mini research to learn more about the *pickle*. 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%200Readin>

<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

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. 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 November/December issue of *Spider*

Map of the World

journals for writing

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. What are some of the foods that are served? What foods don't you like? This activity makes text-to-self connections with the story "Doodlebug and Dandelion Pickle Gyoza" that they will be reading. Explain that the Pinkley's are hosting their annual Thanksgiving dinner, which includes lots of pickle dishes.

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 Pickle Gyoza" 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: *bon appetite*, *furiously*, *scrumptious*, and *contraption*. 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 page 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 Mr. Tojmiko", someone else might add, "I see Mr. Tomiko, who has brown spiked hair". 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. List some uses of pickles: (pickle gyoza, making a battery with pickles, pickle dumplings)

B. What did Tokmiko bring to the table and why?(a small container to hold the foods she didn't like to take away and recycle later)

C. How was food served at the table?(on conveyer belt)

D. What invention was used to help turn the food remains into a green pulp? (All-Silent Compactor)

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

(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 a guest at this Thanksgiving dinner and write a paragraph of what you saw. Perhaps, it might be seeing Tomiko sneaking food into the small container, seeing the blue pot come up onto the conveyer belt, etc.

Fun facts about pickles:

- * According to a U.S. Supreme Court ruling, pickles are both a vegetable and a fruit.
- * Some people place a glass pickle ornament on a Christmas tree. The first to find it gets an extra gift or is said to have good luck. This is a German custom.
- * A good pickle crunch should be heard from 10 paces away.
- * The explorer for whom America was named, Amerigo Vespucci, was a pickle merchant!
- * Did you ever hear of Kool-Aid Pickles? Seems this treat began in the Mississippi Delta.
- * People have been eating pickles about 4400 years! People in Mesopotamia (present day Iraq) starting eating pickles.

More pickle sources:

<http://www.foodreference.com/html/fpickles.html>

<http://www.cnn.com/2009/LIVING/wayoflife/08/07/mf.funny.pickle.history/>

<http://www.pickleking.com/pps/0tidbits.shtml>

Session 2:

Motivation:

1. Ask the students if they have both a cat and dog in their home. Do the two pets get along? Explain in the story, "Boo Boo and Buddy", a cat who has the run of the house, must adjust to having a dog come to live there.

Teacher Input:

1. Assign the students a partner and have the students open to "Boo Boo and Buddy", by C. Bailey Sims, 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 characteristics 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 that might need highlighting. Possible words might include: *skulked*, *slobbered*, *flock*, and *demeaning*. 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 and 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. Have students complete the following comprehension activity or turn into a graphic organizer.

1. How was Boo Boo a spoiled cat?(Answers: Boo could eat her food on the kitchen counter, could sharpen her claws on living room chair, slept in Grandma's bed (had her own pillow), had lots of cat toys, own cupboard of kitty treats. Owner opened three cans for Boo Boo to choose which food to eat)

2. Describe Buddy the dog. (answers: burped, slobbered, snorted, white, afraid of Boo Boo, was a Great Pyrenees, grew to 165 pounds, saved Boo Boo's life from a coyote)

3. Why didn't Boo Boo like Buddy? (answers: drooling hit her face when he shook his head, bad breath, begging for food demeaning, got to go outside when ever he wanted)

4. Describe the things that Boo Boo did the first time he went outside. (answers: nibbled grass, chased bugs, snoozed in the sun.

5. How did Buddy help Boo Boo?(answers: gray coyote came upon Boo Boo and Buddy rushed up toward the coyote and barked until it ran away.

6. Why do you think Boo Boo still didn't like Buddy at the end of the story?(answers will vary)

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 the 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.

Session 3:

Motivation:

1. Show the students a world map and locate the island of Nikolski, part of the state of Alaska. Share with the students that the story, "A Tree In Nikolski", by Bette Killion, on pages 18-25, takes place here. Tell the students that there are less than 40 people living on the island, of which there are about 14 children. Do you think you'd like living on Nikolski, why, or why not?

Teacher Input:

1. Pass out a copy of *Spider* magazine and have partners open to the story, "A Tree In Nikolski", by Bette Killion, on pages 18-25. Review the pictures and make predictions and comments.
2. Introduce the vocabulary words such as: Words: *strewed*, *barabaras*, and *inhabitants*. 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:

Steps to problem solving: "The Tree of Nikolski"

- 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?
- I. Who helped solve the problem?

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

4. Ask the student to think of something (non living) that is important to them. Perhaps it's a favorite toy, stuffed animal, a favorite tree in their backyard. Have the students write a short paragraph as to what the favorite thing is, describing it and why it has importance to them.

Post Reading Activity:

Have small groups of students do the following comprehension activity:

A. What did Kauu and his cousins do at the tree? (answers: pulled grasses to thick around the roots, placed wildflowers, sat and listened as wind rustled the leaves, played by the tree)

B. What was the villagers' belief about the tree? (answer: Believed the tree held the souls of those who live on the island. If the tree is gone, so will the people of the island)

C. Explain what the villagers' clothes were made from. (answer: dried bird skins or seal-skins)

D. How did they get fuel for their lamps? (answer: burned fat of fish and other small animals)

E. Why did Kayuu gather driftwood? (answer: to burn in the homes for light and warmth)

F. What did villages think of Kayuu and his friends playing by the tree? (answer: feared they might harm it)

G. What did the two men who came to the island want? (answer: sea otters)

H. Why did the men cut the tree down?(answer: for wood to build a shelter)

I. What was left of the tree? What did the villagers do to protect it? (answers: stump/built a shelter to cover it)

Session 4:

Have the students turn to *Tongue Twisters* on page 26. Have a "Motor Mouth" contest. Students take turns trying to say the tongue twisters three times without stumbling. Student vote on the three best contestants and then have a run off to see who is the best tongue twister champ. You might tell the students this fact about tongue twisters: According to the Guinness World Records, the hardest tongue twister in the English language is the following: **"The sixth sick sheikh's sixth sheep's sick."** Students might also find it interesting to learn that there are tongue-twisters in every language.

Session 5:

Motivation:

1. If possible, bring in a candy cane and encourage students to share anything they might know about the candy cane. Although peppermint is the traditional flavor, today there are lots of other flavors. Ask the students to share which one is their favorite flavor. Ask the students if they place candy canes on their Christmas tree (if they celebrate the holiday). Ask those that do not celebrate Christmas, if they still like to eat candy canes and to share special treats that they might enjoy for their holiday seasons. Explain to the students that in the reading "The Candy Cane Man" ,by Sylvia Whitman, on pages 27-31 they will be reading about how candy canes are made.

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: *unique*, *spatula*, and *beaker*. 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 27-31, search for adjectives and the noun for which they are describing and then do the same for adverbs.

ADJECTIVES

NOUN

ADVERBS

VERB

3. Regroup and review the reading with the students and go over their lists of noun/adjectives and verbs/adverbs.
4. Share some candy cane trivia with the students:

Candy Cane Facts

- The original candy cane, made 350 years ago, had a shape different than today. It was straight, all white, and hard. Some say the shape of today's candy cane is an upside down J, for Jesus.
- The first candy cane in the United States dates back to 1847 when a German immigrant decorated his Christmas tree with candy canes.
- The red and white striped candy canes were first made around 1900.
- Over 1.76 billion candy canes are made each year.
- The biggest candy cane ever made was 36 feet 7 inches. Source:

http://www.candycanefacts.com/candy_cane_facts.html

Post Reading Activity:

Give small groups strips of paper. Have the students review the reading and list 7 facts about the making of a candy cane. After placing their facts on the different strips of paper, exchange the strips with another group to place in proper sequencing.

Session 6:

Have students read "Where do All the People Go?" on page 32, with a partner. After reading have the students list rhyming patterns and then brainstorm as many words as they can think of which would also rhyme with the words. Regroup and go over the lists of words.

Look at the illustration and pretend you are someone in the picture, the postman, the girl on the sled, someone in the car, etc. Write a paragraph about what you are doing and what you see. Remember to include lots of details.

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." Ask the celebrity a comprehension question about one of the readings in this month's issue of *Spider* or a vocabulary word. 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.