

# 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 March 2010 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.

Readings such as "Doodlebug and Dandelion" can be used as a lesson in problem solving and could also be used to do a short science lesson on raccoons. "Eyes in the Back of Your Head" provides reading in the area of science and "Basant Birthday" could provide reading in the content areas of social studies and geography. 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:** 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](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 March issue of *Spider*  
Drawing paper and crayons  
Journals  
Websites of interest

**Session 1:**

**Motivation:**

1. Ask the students if they have had a sibling take something of theirs without their permission. How did they feel? How did the situation get resolved? Continue with text-to-self connections with asking if they have ever wrongly accused someone of doing something. How did they feel afterwards?
2. Share with the students that in the story "Doodlebug and Dandelion" by Pamela Dell, Doodlebug accuses others of touching things in his two trunks located on the back deck.

**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, Bandits", 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 might include: *assured, tidbit, snorted, culprit, red-handed, trinkets, and skittered*. 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. Before reading, review punctuation clues and encourage the students to read the story with feeling. Have students try reading the following sentences with feeling, "*We wouldn't touch your super-silly stuff!*" Try reading another sentence and this time encourage the students to read it with an accent. "*I'm sure Rudyard and I don't need any balled-up string or smelly old bottle caps.*"
2. 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.
3. Discuss nouns and verbs. After reading the story, have small groups of students make a sheet with NOUN and VERBS on the top of the paper. Have the students go on a verb safari on pages 6-8 and find as many action verbs as possible.

**ACTION VERB SAFARI ACTIVITY:**

	NOUN	VERB
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

**Return as a class and review the activity sheet.**

3. Have the students return to small groups and do the following activity sheet:

**Steps to problem solving:**

- A. What is Doodlebug'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?
- F. 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.

**Post Lesson Activity:**

Have groups reviewed the following link:

<http://animals.nationalgeographic.com/animals/mammals/raccoon.html> Find 5 facts about raccoons.

Draw/color a picture of a raccoon and write 5 facts on the drawing.

**Session 2:**

**Motivation:**

1. Ask the students if they have gone to a park to feed the ducks. Ask the students if they have any prior knowledge about ducks.
2. Explain that in the story "No Ducks for Dinner" by Janna Matthies, on pages 10-15, they will be reading about a family of ducks that isn't happy with breadcrumbs and goes in search of a real meal.

**Teacher Input:**

1. With a partner, have the students open their *Spider Magazine* to "No Ducks for Dinner", on pages 10-15. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.

2. Remind the students that quotation marks are very important in making the reading come alive. Have the students find the following direct quotations, " *I like their shiny green heads.*" Encourage students to volunteer to read the selection with feeling reminding them of punctuation and its importance in giving clues to how a sentence should be read.

### **Guided Reading:**

1. 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 : *anticipation, waders, horde, and unison.* Encourage students to give creative sentences for the new vocabulary words.

2. Have students grow sentences. For example, on page 11, "Mother is carrying a pail". Grow the sentence with another student adding to the sentence. For example, "Mother, who has blond hair, is carrying a pail." or, "Mother, with blond hair, and wearing a green scarf, is carrying a pail. etc.

3. Have the students review this link to learn about mallard ducks.

<http://animals.nationalgeographic.com/animals/birds/mallard-duck.html> and

List 3 facts learned about ducks.

4. Discuss sequencing and then in small groups, give the students 5-7 strips of paper(or index cards) and have the students place an event on a strip of paper or index card. Exchange with another group to place in proper sequential order.

### **Post Lesson Activity**

Pretend you are one of the ducks and write a note to a relative explaining about your day.

### **Session 3:**

#### **Motivation:**

1. Ask the students if they know what an eyespot is and to brainstorm different creatures that have eyespots.

2. Explain that the story, "Eyes in the Back of Your Head", by Caroline Deppe, on pages 17-22, they will be reading about eyespots and how eyespots help those creatures that have them.

#### **Teacher Input:**

1. Assign a student a partner and pass out the issue of *Spider* and have them turn to "Eyes in the Back of Your Head", by Caroline Deppe, on pages 17-22.

2. Introduce the following vocabulary words such as: *resemblance, symmetrically, fabulous, erratic, forewings, hindwings, foolproof, incredible, predator, transforming, and morsel.* Ask the students to share creative sentences using the new vocabulary words.

**Guided Practice:**

1. Have the students take turns reading a paragraph in the article. Ask the students to share any prior knowledge they might have on the peacock, tiger, or butterfly.
2. Do the following graphic organizer:
  - A. What is an eyespot? (pattern or design on an creatures body)
  - B. How is the eyespot helpful? (attracts species, scares predators)
  - C. What is a female peacock called? (peahen)Does she have eyespots?(no)
  - D. Studies suggest that which type of male peacock has the most female interest? (those with the most eyespots)
  - E. How does a butterfly make a hissing sound? (rubbing its wings together)
  - F. What do the eyespots of the four eyed frog of South America secrete? (poison milky fluid)

**Post Lesson Activity:**

Learn more about the peacock. Write 5 facts learned from the reading and 4 additional facts from this link:

<http://animals.nationalgeographic.com/animals/birds/peacock.html>

Draw/color a peacock with it's fan open and write 5 facts in complete sentence form on the drawing. Encourage students to share their facts with the rest of the class.

**Session 4:****Motivation:**

1. Using a map of the world, and ask the students if they can locate the country of Pakistan. Ask the students if they have any prior knowledge about Pakistan and Europe. Ask the students if they have any knowledge about the history of kites and share the following information:

- Kites may have been invented by the Chinese around 800 BC.
- The first use of kites was probably as a form of communication, and in war, to carry explosives into cities under attack.
- Leaf kites have been used by Polynesia, Melanesia and Micronesia to help fish.
- Ben Franklin flew a kite during an electrical storm in 1752 with a brass key attached.

### Additional information on kites:

<http://www.gombergkites.com/nkm/hist1.html>

<http://www.letsflykite.com/HistoryFranklin.html>

[http://www.nyke.org/index.php?option=com\\_content&view=category&layout=blog&id=28&Itemid=68](http://www.nyke.org/index.php?option=com_content&view=category&layout=blog&id=28&Itemid=68)

2. Explain, that in the story "Basant Birthday" by Maya Kanwal, on pages 23-28, a young girl wants to participate in the sport of kite fighting.

### Teacher Input:

1. Pass out copies of *Spider Magazine*. Have students review the reading for possible vocabulary words which need highlighting. Words might include: *pungent, dingy, precarious, splints, sharla, rowdy, teetered,* and *maneuver*. Encourage students to think of creative sentences for the vocabulary words.

### Guided Practice:

1. Have students take turns reading sections of "Basant Birthday" on pages 23-28. Encourage text-to-self connections throughout the reading. For example, have you ever flown a kite? Have you wanted to do something that your parents were surprised at? etc.

2. Review adjectives and have small groups of students find 10 examples of nouns that have two or more adjectives. For example: **glittering yellow PASTE**. Regroup and discuss the adjectives and the nouns which they describe.

3. The reading doesn't define some terms but students can infer their meaning from the context. What do you think saag is? patang? sharla? manjha? gudda? Discuss.

4. Have the students go to this link to learn more about the country of Pakistan. Use the map at the site to answer the following questions:

<http://www.timeforkids.com/TFK/teachers/aw/wr/article/0,28138,1612069,00.html>

A. Name countries that border the country of Pakistan: \_\_\_\_\_ (Iran, Afghanistan, China, Tajikistan, India)

B. Name the mountains to the north of Pakistan and the 2nd highest peak found in these mountains. \_\_\_\_\_ (Himalayas/K2)

C. Name the desert shared with India. \_\_\_\_\_ (Thar)

D. Name the capital city of Pakistan (Islamabad)

E. What body of water is near the city of Karachi? \_\_\_\_\_ (Arabian Sea)

Learn more about the country of Pakistan: <http://www.factmonster.com/ipka/A0107861.html>

5. Make a graphic organizer of the sites and sounds of the kite festival. Include 4 specific things: (possible answers: kids chasing down the kits that fall to the streets, drums beating, reflective white kites at twilight, searchlights, flags flapping across streets and alleys, bugles, colorful kites) Write a paragraph pretending you are attending the festival including information you placed in your graphic organizer.

**Post Lesson Activity:**

1. Draw/color a kite to hang in the classroom.
2. Write a paragraph pretending to be a kite in a kite fight. Describe yourself and what you see as you soar into the sky above the city.

**Session 5:****Motivation:**

1. Ask the students if they have ever made something out of clay? Perhaps, some of the students have seen someone use a potter's wheel and shape clay.
2. Explain that archaeologists have found examples of pottery dating back thousands of years. These sites have some helpful information:

<http://www.pottery-magic.com/pottery/history/pottery.htm>

3. Explain that the story, "The Potter's Wheel", by Alva Moore Joyner, on pages 30-32, is about a boy who helps his father at the potter's wheel.

**Teacher Input:**

1. Pass out the issue of *Spider Magazine* to small groups of students and tell them to read the story, "The Potter's Wheel", on pages 30-32.

**Guided Practice**

1. After reading the story, have the students do the following graphic organizer:

**Steps to making pottery:**

- A.**
- B.**
- C.**
- D.**
- E.**

Possible answers:(get clay, place on wheel, drip water to keep the clay wet, keep the clay on center of wheel, use hands to shape, place in kiln to bake, etc.)

2. Have

each student write a response to the following: What did the father mean when he said, "The clay isn't interested in 'becoming' today" mean?

### **Post Reading Activity:**

Pretend you are a lump of clay. What do you hope to become when you "grow" up. Tell about your day on the potter's wheel.

### **Post Reading Vocabulary Survey:**

1. Divide the students into small groups and place the vocabulary words on the board. Review syllables and tell the students 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: **precarious** has a four chin drops or four syllables. Using the vocabulary words and have partners of students determine their syllable count.

2. With a partner, have the students do the activity "Animal Hide and Seek" on p. 9 and read both the poems, "I Love a Bean", on p. 16 and "Kite Fight" on p. 29.

### **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. 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.