

# 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 2010 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. 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. The sessions are a suggestion and the sequencing of the material can depend upon your individual preferences and students.

## 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:** 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](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
- 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 conversational skills.

5. shown evidence of listening and reading comprehension.
6. demonstrated accurate story imaging or visualization skills.
7. demonstrated an ability to sequence events in a story
8. identified rhyming words in a poem.
9. read with appropriate expression
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 issue of *Spider*  
 Map of the World  
 Websites of interest  
 journals

### **Session 1:**

1. Have the students close their eyes and visualize what comes to mind when they think of traveling someplace with relatives. When do such get-togethers occur? Ask the students if they have ever gone snow tubing or had a snowball fight. This conversation makes text-to-self connections with the story. Explain in the story, "Doodlebug and Dandelion, Snow Goat", the Pinkleys travel with relatives for their annual winter getaway.

### **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, Snow Goat" 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: **retorted**, **snorted**, **resigned**, **hurtled**, **proclaimed**, and **prevail**. 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- 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, "Mr. Pinkley is sitting in a chair." Someone might add, "Mr. Pinkley, wearing a blue scarf, is sitting in a brown chair." Etc. Continue with other starter sentences and *grow* descriptive additions.
3. After finishing the story, have small groups do a sequencing activity. Give each group seven strips of paper. Have the students write an event from the story on each strip of paper. Give another group the sequencing papers to place in proper order.
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: Adjective: gloved /Noun: hand (example: Verb: miserably/ Adverb: slow)

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

Regroup and discuss the activity on Adjectives and Adverbs.

**Post Reading Activity:**

Pretend you are one of the characters in the story and write a paragraph about what you are thinking about or doing with your relatives.

**Session 2:****Motivation:**

1. Show a picture of an African penguin. Ask the students to share any prior knowledge they may have on the penguin. Ask the students if they have ever gone to an aquarium and have seen a penguin. Ask the students if they have ever read any books on penguins, saw the movie, *Happy Feet*, etc.
2. Share with the students that in the reading, "A Penguin and His Wetsuit", by Cathy Jaynes, on pages 10-15, they will be reading about a penguin that has a problem.

**Teacher Input:**

1. Assign the students a partner and have the students open to "A Penguin and His Wetsuit," on pages 10-15. Have the students skim the story for possible vocabulary words that might need highlighting. Possible words might include: terms **prototypes**, **reclusive**, **diverse**, **prodded**, **captive**, and **socialize**. 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 graphic organizer.

**Describe African Penguins:**

- A.
- B.
- C.
- D.
- E.
- F.

(Possible answers: black head, white bellies with black upside down U, black chins, sounds like a donkey, excellent underwater vision, bury eggs in ground, etc.)

**What is the importance of a penguin's feathers?**

- A.
- B.
- C.

(possible answers: keep warm, recognition)

**How did Pierre act with feathers/ without feathers?**

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

(Possible answers: leader, chased others/ didn't swim, didn't socialize, shivered)

Regroup and discuss the answers.

4. Have

students make 5 comprehension questions to share with another group. Possible questions:

**A. African penguins make a sound similar to this animal. \_\_\_\_\_ (donkey)**

**B. How do penguins recognize one another? \_\_\_\_\_ (by their feathers)**

**C. What is the term for the losing of feathers? \_\_\_\_\_ (molting)**

**D. This term means to be taken out of the wild and placed in an aquarium or zoo to live \_\_\_\_\_ (captive)**

**1. Post Reading Activity:**

1. Draw a picture of a penguin and write 5 facts learned about the African Penguin. You might wish the students to learn about other penguins and do a compare/contrast chart.

Adelie Penguins ,Emperor Penguins, Gentoo Penguins, Macaroni Penguins, and Rockhopper Penguins.

These links have lots of information:[http://www.tooter4kids.com/Penguins/Types\\_of\\_Penguins.htm](http://www.tooter4kids.com/Penguins/Types_of_Penguins.htm),  
<http://www.kidzone.ws/animals/penguins/facts10.htm> and <http://penguins-world.com/types-of-penguins.html>

**Session 3:**

**Motivation:**

1. Ask the students if they have ever gotten a present from a friend or relative that they didn't like and to share why they didn't like the gift. Perhaps, they already had the gift, it was too childish, wrong colors, etc. Did they say anything or keep their thoughts to themselves? Encourage text-to-self connections with the story they will be reading.

2. Explain that in the story, "The Christmas Stick", by Tim Myers, pages 17-21, they will be reading about a young prince that gets a gift of a stick from his grandmother!

**Teacher Input:**

1. Pass out a copy of *Spider* magazine and have partners open to the story "The Christmas Stick" on pages 17-21. Review the pictures and make predictions and comments.

2. Introduce the vocabulary words that might need highlighting such as: **broadsword, lute, whittled, stern, fumed, lance, jousting, crook, and squall**. Ask the students to share creative sentences using the new vocabulary words.

**Guided Practice:**

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

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

**Steps to problem solving:**

**A. What is the problem the prince has with the gift?**

**B Who was involved?**

**C, Where did the problem occur?**

**D When did the problem occur?**

**E. What things did the Prince discover he could turn the stick into?**

**I. What did the Prince do with the stick at the end of the story?**

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

4. Do the following graphic organizer:

**Describe the personality of the young prince:**

**A.**

**B.**

**C.**

**D.**

**E.**

(Possible answers: ungrateful, never smiled, complained, no patience for his elderly grandmother)

**Do you think you would have wanted to be a friend to the prince in the beginning of the story? Why, why not? Did your opinion change of the prince by the end of the story? Why or why not?**

**What were some of things the stick could become?**

**A.**

**B.**

**C.**

**D.**

**E.**

**F.**

(Possible answers: sword, lance for jousting, holder for a flag, a lute, shepherd's crook, club, trumpet, bow, rug cleaner, removing icicles, drawing in the snow, hitting snowballs, and finally, a cane for his grandmother)

**What are some additional uses you can think of for the stick?**

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Regroup and discuss the graphic organizers.

### **Post Reading Activity:**

Pretend you are the parent of the prince and share your inner thoughts on your son's behavior either in the beginning of the story or at the end.

### **Session 4:**

#### **Motivation:**

1. Show a world map and ask the students if they can identify where the county of Hungary is located. Ask the students if they have any prior knowledge about the country of Hungary.
2. Explain that the story, "Plum Dumplings", by Andrea Cheng, on pages 24-29, talks about a girl's relatives who came to the United States from the country of Hungary. Use this link and have groups of students learn a few facts about Hungary to share with the rest of the class.  
<http://www.factmonster.com/ipka/A0107620.html>

#### **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. Possible vocabulary words needing highlighting might include: *rummaged*, *knead*, *pantry* and *nesting dolls*. Ask the students to share creative sentences using the new vocabulary words.

#### **Guided Practice:**

1. Have students take turns reading a selection of the reading, stopping to discuss for comprehension and to make text-to-self connections.
2. Reinforce adjectives and adverbs by having the students be adjective and adverb detectives and review the story, searching 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.

### **Post Reading Activity:**

Have the students write a paragraph about something they shared with a grandparent or relative, such as Annushka did with her Mommika. Ask the students to share terms they use to refer to their grandmother.

### **Session 5:**

Have students read the poem, "Breakfast in Winter" by Carol Samuelson-Woodson, on pages 22-23 and the poem "Thankful" by Heidi Porter, on page 32. List 7 things that they might see in winter. List 7 things for which they are thankful. Using one of the lists, make a poem and encourage the students to share their finished poem with the rest of the class.

**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.