

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 February 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.

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: 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:

Students will be able to :

1. analyze 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 February issue of Spider

Drawing paper and crayons

World Map

Websites of interest

Session 1:

Motivation:

1. Ask the children if they have lost a tooth and whether the tooth fairy has visited them.
2. Explain that in the story, "Doodlebug and Dandelion, the Missing Tooth", by Pamela Dell, on pages, Cousin Rudyard lost his tooth. Not only did he lose his tooth, he lost where he placed it!

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", 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: gigantic, triumphantly, heap, psychic, remedy, and rejoiced. 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 7, encourage students to give descriptive phrases to describe what they see in the pictures. Encourage the students to *grow* a sentence, adding on descriptive words to someone's sentence.
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.
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: N: dress A: purple sparkly (example: V: replied A: doubtfully Q: How)

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

Regroup and discuss the activity on Adjectives and Adverbs.

5. Encourage the students to make text-to-self connections. For example: Ask the students if they have ever lost something. How did they go about finding the lost item? Did they find it? Write a paragraph and encourage the students to share their paragraph with the rest of the class.

Post Reading Activity:

Have the students find some interesting facts about teeth. Draw/color a picture and write the fact on their drawing. Possible cool facts about teeth include:

- No two people have the same set of teeth. It is as unique as your fingerprint and even twins have different teeth.
- Before World War II, most Americans didn't brush their teeth!
- It is believed that the Chinese invented and used a type of toothbrush as early as the 1200's.
- Ancient Egyptians used a type of toothpaste 5000 years ago. Only wealthy ancient Egyptians could afford sweets so they had more cavities.

- Teeth are the hardest substance in the body.
- Twigs or roots were chewed by early cultures to clean their teeth.

Sources: http://www.associatedcontent.com/article/2741089/fun_facts_for_kids_about_teeth.html and <http://library.thinkquest.org/J0112820/facts.html>

Session 2:

Motivation:

1. Ask the students to share any prior knowledge they might have on George Washington. Explain that in the reading, "Say Cheese, George", by Amy Harper, on pages 12-14, they will be learning about the first president's teeth. Ask the students if they know anything about George Washington's teeth.

Guided Practice:

1. Have the students open the issue of Spider magazine and turn to "Say Cheese, George", by Amy Harper, on pages 12-14. Have students volunteer to read a part of the story, stopping after each page to review for comprehension, share comments and predictions.

2. After reading the story, have partners of students do the following graphic organizers:

Five Facts about George Washington's Teeth:

A.

B.

C.

D.

E.

(Some possible things to include: Started to lose teeth by 22, all gone by 64, strong metal springs hard to close mouth, the mouth would spring open, stern face from his teeth, etc.)

Dental hygiene in 1700s:

A.

B.

C.

(Possible answers: Only some used toothbrush, with animal hair bristles, no fluoride, used a rag and powered chalk to clean teeth)

Other interesting facts about George Washington:

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

(Possible answers: Hard to talk, face caved in at cheeks, portraits painter padded cheeks with cotton)

Regroup and discuss the graphic organizers.

3. Give the student a diagram of a tooth and do a tooth tour. These links are helpful:
<http://www.healthyteeth.org/toothGrowth/parts.html> diagram of the parts of a tooth and
<http://kidshealth.org/kid/htbw/teeth.html#> tooth tour . Have the students do their own diagram and label the parts of a tooth.

Post Reading Activity:

Write a story pretending to be a tooth. What's a day in your life like? What foods do you like chewing? Foods you don't like to chew? What do you think of the toothpaste or rinse that your owner uses? Does your owner have bad breath? If, so, describe. Etc.

Session 3:

Motivation:

1. Ask the students several things that bring a smile to their face. Draw a picture of one of these things. What might be some things that might make you sad. Draw a picture to illustrate one of these things.
2. In the reading, "D.J.", by Louis Sachar, on pages 16-18, a young man is asked why he has such a smile on his face.

Teacher Input:

1. Pass out copies of Spider magazine and have the students turn to "D.J." on pages 16-18. Do a picture walk through of the story and encourage students to make predictions and comments based on the illustrations.

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:

3. Discuss the importance of sequencing and how it is helpful in reading comprehension. Explain that sequencing is done all day long such as getting ready for school. Have students share the order of things they do from the time they get up and get to school. Review some of the key words for sequencing such as *first*, *next*, *then*, and *finally*. Have groups of students make 7 events in the story and place them each on a different index card. When done, exchange the index cards with events from the story and have another group sequence the cards.

4. Discuss pronouns and how they pinch-hit for nouns. Have partners review the reading doing a pronoun safari. Have the students identify pronouns and the noun for which they each represent.

Post Reading Activity:

Pretend to be D.J. and write a paragraph explaining just what caused you to have such a grin on your face during the day.

Session 4:

Motivation:

1. Give the students a piece of chocolate. Ask the students to share any prior knowledge they have on chocolate. Perhaps, take the chocolate quiz at this link: <http://www.chocolatesource.com/trivia/index.asp>
2. Explain that in the story, "The Seven Hills of Sweet", by Jane Yolen, on pages 19-25, they will be reading about a king who loves chocolate.

Teacher Input:

1. Pass out copies of Spider magazine and have the students turn to "The Seven Hills of Sweet", on pages 19-25.
2. Review the reading for possible vocabulary words that need highlighting. Possible words might include: noddy, sodden, dungeon, jostled, vat, sire, bloated and sludge. Encourage the students to create sentences using the words to share with the class.

Guided Practice:

1. Have students read the story stopping after each page to review for comprehension, for comments and for making text-to-self connections.
2. With a partner, do the following graphic organizer:

The King and Chocolate (list all the ways the king showed he loved chocolate:

A.

B.

C.

D.

(Possible answers: Castle was made to look like chocolate bars, his children were named after chocolate, he poured hot cocoa in the moat, ate chocolate burgers, cereal, etc.)

Regroup and discuss the graphic organizer.

3. Have the students write a summary to explain the attack on the castle. Where do the students think the "soldiers" came from? etc.

4. Make text-to-self connections. What is something the students really like to eat? How would they feel if they were named after a chocolate? Etc.

Post Reading Activity:

1. Learn some facts about chocolate. This link has some history on chocolate:

<http://www.candyusa.com/FunStuff/CandyType.cfm?ItemNumber=935> Make a poster of some of the facts learned.

2. Make a chocolate bar mobile.

3. Fun activity is to test your Candy bar IQ at this link:

<http://www.thinkingfountain.org/c/crosssection/namethatbar.html>

Session 5:

Motivation:

1. Explain the parts of a letter, including the greeting, body and closing. Check this

link: <http://www.teachervision.fen.com/writing/printable/45999.html> for a reproducible sheet on the parts of a letter. Have the students write a short letter to another student. Then have the student write back to the student. Tell the students that in the reading "Dear Tooth Fairy", by Janine Habersetzer, on pages 28-32, a boy writes a series of letters to the tooth fairy.

Teacher Input:

1. With a partner, read the letters between the boy and the tooth fairy in the reading, "Dear tooth Fairy", on pages 28-32.

2. When done, have the students write a summary of the reading. Regroup and discuss the reading.

Guided Practice:

1. Discuss facts and opinions. With a partner, review the letters and find 3 facts and 3 opinions expressed in the readings. Regroup as a class and review the facts and opinions.
2. Read as a class, the legend of the tooth fairy: <http://toothfairyland.com/TFLlegend.html>
3. Have small groups develop a picture book on the legend of the tooth fairy.

Post Reading Activity:

Discuss with students that there are 4 basic teeth: the incisor(the very front teeth and the sharpest), the canine (the corner teeth), premolars, and molars(found at the back of your mouth, flattest surfaces for chewing and grinding of food. With a partner, learn 5 facts about teeth. This site is helpful:

<http://www.enchantedlearning.com/subjects/anatomy/teeth/toothanatomy.shtml>

Session 6:

1. Have partners do the following articles: "And Behind this Door" by Allison La Pourt, on page 9, "Chocolate Max" by Hanne Turk, on pages 10-11 and "An Oyster Told His Mama" by Pat Lorraine Simons page 26.
2. Regroup and review the activities and readings. Have the students then read as a group, "George and the Cherry Tree" by Larry Weinberg, on page 15. Have the students find the rhyming patterns and then brainstorm as many additional words that fit the rhyming patterns.
3. Perhaps, have the students read the following poem about George Washington and the cherry tree at this link: <http://www.history-for-kids.com/george-washington.html>

Post Reading Activity:

Have the students create a list of syllables. The group with the most syllables will win the game. Use the story, "The Seven Hills of Sweet," on pages 19-25.

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: excitable has a four chin drops.

Words with three syllables:

Words with four syllables:

Words with five syllables:

Words with more than five syllables:

Regroup and review the lists. If more than one group has the same word in a category, they must cross it out. For each word, that no one else has listed, the team earns a point. If no other group has a word for the category,(i.e.: five syllable words) the team earns 3 points. The team with the most points wins the game.

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.