

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 April 2011 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. 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.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

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
- 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.
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. read with appropriate expression.
9. created illustrations that creatively portray the topic or text.
10. demonstrated the ability to evaluate a piece of writing.

Bloom's Taxonomy: Knowledge, Comprehension, Application, Analysis, and Synthesis

Materials:

Copies of the April issue of *Spider*
Drawing paper and crayons
Websites of interest

Session 1:**Motivation:**

1. Ask the students what comes to mind when they think of cowboys and cowgirls. Have the students draw a picture of what clothing comes to mind, animals, etc., and have the students share their drawings with the rest of the class. Encourage students to make connections such as whether they have ever gone horseback riding, gone to a dude ranch, or watch a movie about being on a ranch.
2. Share with the students that in the story, "Doodlebug and Dandelion, Punky's Last Stand," by Pamela Dell, on pages 4-8, Doodlebug, Dandelion and their cousin Punky are spending time at a dude ranch.

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" 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: *confidently, perked-up, pinto, retorted, translated, varmint, rowdy, stunned, chaps, boasted, thunderous, shuddered, and recite*. 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 5, have the students look at the illustration and offer descriptions of things they see.

2. Make text-to-self connections. Ask the students if they could go on a vacation, where would they go and why?
3. After reading the article, discuss syllables with the class and how breaking a word into its parts helps to identify a word and learn to spell the word. Give the students a piece of paper and with a partner have them find words in the article that have 3, 4, or more syllables. Remind the students that if they place their hand under their chin and say the words out loud, each time the chin drops is a syllable. For example: boisterous(3)
After about 10 minutes, have the students review their lists to see if they have accurately placed the words under the proper syllabic list.
4. Write a sentence using 7 of the vocabulary words from the reading.
5. Doodle and Dandelion stories contain lots of **adjectives** and **adverbs**. Review with the students how these words help give more description to words. Have the students review the reading and make a list of adjectives and adverbs. Remind the students to also list the noun for which the adjective is describing and the verb for which the adverb is describing. Regroup and review the lists.

Post Lesson Activity:

1. Write a paragraph pretending to be one of the horses on the Dude Ranch. How do you feel being ridden by one of the cousins? How do you like living on a dude ranch, etc.

Session 2:

Motivation:

1. Explain that in the reading, "Shoeshine Whittaker", by Helen Ketteman, on pages 10-15, a man comes to town hoping to make money shinning the dusty and muddy shoes of the town people.

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, "Shoeshine Whittaker", on pages 10-15.
2. Review the pictures before reading. Encourage students to share their comments and predictions.

Guided Practice:

1. Discuss with the students punctuation and especially quotation marks. Have the 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: strode, thunderation, demonstration, and guaranteed, Encourage students to give creative sentences for the new vocabulary words.
2. Discuss sequencing and words that are often used in sequencing such as first, next, then, after, last, etc. Have students do the following sequencing activity on the story, Cinderella, at this link: <http://www.teachingideas.co.uk/english/contents.htm> (click on Cinderella sequencing)
3. In small groups, review pages 10-15 for action verbs. Regroup. If another group has the same action verb, cross it off the list. The winning group is the one with the most action verbs still left on their paper.

4. Have partners do the following activity:

STORY PYRAMID:

MAIN CHARACTER

TWO DESCRIPTIVE WORDS ABOUT THIS PERSON

THREE WORDS TO DESCRIBE THE PLACE OR SETTING OF THE STORY

FOUR WORDS TO DESCRIBING WHAT HAPPENED IN THE STORY

Regroup and discuss the information.

Post Lesson Activity

1. Explain that a summary is a brief explanation of something such as a story, movie or television show. Ask the students to write a short summary of Little Red Riding Hood or The Three Little Pigs. Encourage students to share their summaries. Next, have the students write a summary of the story, "Shoeshine Whittaker".

Session 3:

Motivation:

1. Show a world map and ask the students if they can locate the Asian country of Thailand. Ask the students to share things that are done in the United States to celebrate New Year's.

2. Explain that the story, "Great Splashes", Joan Bone, on page 17-21, is about a young boy named Fa, from Thailand, who hopes that this is the year, he can lead the traditional activity for their New Year's celebration called Songkran.

Teacher Input:

1. With a partner, have the students open their *Spider Magazine* to "Great Splashes", Joan Bone, on page 17-21.

2. Review the article illustrations and skim the reading for possible vocabulary words which need highlighting. Possible words include: nestled, Songkran, lek, yaikhan, chant, and tuktuks.

Guided Practice:

1. Have the students take turns reading sections of the article stopping to review for comprehension, predictions and comments.

2. Discuss what a custom is and give some suggestions. Possible customs might include that the people in Japan use chopsticks or that people of China bow to greet, or that in Tibet, sticking your tongue at someone is a sign of respect. Ask the students to think of additional examples. Have students review the reading to find examples of customs of the people of Thailand that are mentioned in the reading that have to do with Songkran or general customs of Thailand. Possible answers include: throwing water on Songkran, folding hands as a greeting, respecting elderly on Songkran with a tribute ceremony, etc.

3. After finishing the reading, have partners of students review the reading and write 5 comprehension questions. Exchange with another group to answer. Regroup and discuss the comprehension questions.

Post Lesson Activity:

1. Have groups use the following link on Thailand to learn 4 historical facts, and three places to visit in Thailand: <http://www.timeforkids.com/TFK/kids/hh/goplaces/main/0,28375,1156558,00.html>. You might wish to share some customs of Thailand and have students draw/color an example of one of their customs:

1. Do not wear shoes inside a temple where images of Buddha are found. And, always take your shoes off before entering someone's home.
2. It is considered very rude to touch someone on their head (the temple of the body).
3. Never point your feet at someone in Thailand or the palms of your feet. The feet are considered dirty and it's an insult to do so. Always, turn your feet inward.
4. Instead of shaking hands or bowing, the traditional greeting is a wai (prayer-like gesture where you press your palms together and the fingers are held upward and thumbs almost touching the nose. Your head is also lowered toward those who are respected in society).
5. Always leave a little food left on your plate when done eating to show you had enough to eat. But, never leave any rice on your plate as it's considered wasteful.
6. Never stare at a Thai and when talking don't look directly at the other person. It is considered rude.

Session 4:

Motivation:

1. In the story, "Charlie Russell: Tall-Telling Cowboy Artist, by Lois V. Harris, on pages 27-32, the students will be reading about a famous artist of paintings and sculptures of western themes.

Teacher Input:

1. Pass out copies of *Spider* magazine and have the students turn to " Charlie Russell: Tall-Telling Cowboy Artist", on pages 27-32. Do a picture walk through prior to reading the story encouraging students to make predictions and comments. Skim the reading for possible vocabulary words that might need highlighting, such as savvy, bunkhouse, and yarns.

Guided Practice:

1. Have students take turns reading sections of the story, stopping to discuss after each page.
2. After reading the story, have students answer the following comprehension questions:

A. How did Charlie learn art? (self taught-studied pictures in books and magazines)

B. What was Charlie's first job when he got to Helena, Montana? Why did Charlie get fired from this job? (sheep ranch/drew pictures of them instead of watching over them)

C. Who was Jake Hoover and how was he helpful to Charlie? (a trapper/gave him a place to live)

D. For which picture, did Charlie earn the name "The Cowboy Artist"?(painting of a starving cow surrounded by wolves). Why did he draw this particular picture?(to show the effects of a cold winter on a cattleman's herd)

E. Who did Charlie say was his teacher?(nature)

3. Have students do the following graphic organizer:

State 3 Facts about Charlie's Childhood:

- 1.
- 2.
- 3.

(Possible answers: drew pictures instead of doing his homework, got others to do his homework, liked making animal figures from clay, liked copying people's accents, etc.)

Describe the world the Charlie saw when it got to Helena, Montana:

- 1.
- 2.
- 3.

(Possible answers: Indians wearing colorful blankets, cowboys on horseback, men with guns, spitting tobacco juice, playing cards, etc.)

Regroup and discuss the graphic organizer.

4. Have students write a poem about Charlie's first description of what he saw in Helena, Montana or a poem about his childhood.

5. Discuss traits such as funny, a good friend, responsible, trustworthy, honest, etc., and ask the students to brainstorm three characteristics about Charlie. Have the students find something in the reading as evidence for the character trait. Ask the students if they would have liked Charlie for a friend. Why or why not.

Post Lesson Activity:

Draw one of Charlie's pictures or sculptures.

Post Reading Activity:

1. Discuss adjectives. With a partner read, "Fred Says", by Lyndsay Wells, on pages 22-24. Afterwards, have the partners find examples of adjectives and the nouns for which they describe.

2. Using a list of vocabulary words for the issue, have groups of students make a definition of a word on an index card and the vocabulary word on a separate index. Give their cards to another group. Place the index cards face down on a desk. Have students take turns uncovering pairs of cards. If they find a match, they get the cards and get another turn. The student with the most pairs of words/definitions is the *Vocabulary Wizard*.

Overall Assessment:

The teacher will assess the students'

1. Ability to work together with a partner or in groups.

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.