

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 October 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.readingquest.org/strat/>
<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

Objectives:

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 discourse 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.

Bloom's Taxonomy:

Knowledge, Comprehension, Application, Analysis, and Synthesis

Materials:

Copies of the October of *Spider*
Websites of interest
Drawing paper and crayons

Session 1:

Motivation:

1. Ask the students to brainstorm all the things that come to mind when they think of Halloween. What are the sounds? Feelings? Sights? etc. that they can attribute to the holiday.
2. Explain that in the story, "Doodlebug and Dandelion, A Halloween Tale" by Pamela Dell, on pages 4-8, Doodlebug, Dandelion and Cousin Rudyard discover an interesting leather-bound book in the family's library. Ask the students to share some of their favorite books.
4. Share some information about the custom of Halloween. Check out this link:
<http://www.timeforkids.com/TFK/specials/story/0,6079,58038,00.html#history>
Another link with lots of information about Halloween:
<http://www.kidskonnnect.com/content/view/114/27/>

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, A Halloween Tale." Tell the students as the story is read to search for words they think should be highlighted and discussed further. Some words may include: *fungi, entangled, lumbered, bellowed, hideous, and fiends*. Encourage students to create sentences using the vocabulary words.

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 page 4, encourage students to give descriptive phrases to describe what they see in the illustration. Have students grow sentences. For example: "I see Dandelion". Another might add, "I see Dandelion reading a book." Another student might add, "I see Dandelion sitting on a green cushion, reading a book". Etc.
3. This story is very similar to another children's story, "Goldilocks and the Three Bears." In this case zombies go into a home, checking out the food and beds. Perhaps, get a copy to read to the students and have them compare and contrast the two stories.
4. This story uses lots of vivid words. Review **Adjectives** and **Adverbs**. Organize the students into small groups and have them look through the story to find examples of nouns/adjectives and verbs/ adverbs.

Nouns/Adjectives

Verbs/Adverbs

Example: hushed voice

turned happily

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Remember: For **adverbs**, ask yourself about the verb- which words help describe the action by answering how, when, to what extent or where about the verb.

For **adjectives**, ask yourself about a noun- which words help describe the person, place or thing with more information such as what kind? how many? which?

Regroup and review their answers.

Post Reading Activity

Pretend to be either Dandelion, Doodlebug or Cousin Rudyard. Write a short paragraph describing what the mushroom stew tasted like, smelled like, felt like as you ate it, and looked like. Draw a picture to go with the paragraph. Encourage students to share their paragraphs with the rest of the class.

Session 2:

Motivation:

1. Ask students to identify the country of Greece on a world map. Ask the students to share any prior knowledge they may have on the country of Greece. This site has lots of information on the country of Greece:

<http://www.timeforkids.com/TFK/kids/hh/goplaces/main/0,28375,588097,00.html>

Ask the students if they can define a myth and if they have any prior knowledge on mythology.

2. Explain that in the reading, "Theseus and the Minotaur," on pages 15-18, they will be reading a famous myth about King Minos and how a young prince named Theseus tries to end the King's harsh rule.

Teacher Input:

1. Pass out copies of *Spider* magazine to partners of students. Before reading, do a picture walk through of the story "Theseus and the Minotaur," on pages 15-18. Have students skim the reading to find unfamiliar

iar words that can be added to a possible word wall for the issue. Possible words might include: *labyrinth*, *minotaur*, *vowed*, *tribute*, and *revolting*. Encourage students to use the context of the sentence to try and determine the meaning of the words and to give sample sentences.

Guided Practice:

1. Assign students a partner and have students take turn reading a paragraph of the reading, stopping to discuss the content and encouraging students to share comments and predictions.
2. Have groups of students make 5 comprehension questions to exchange with another group to answer. Regroup and discuss the story.
3. In small groups, have the students do the following graphic organizer:

Steps to problem solving:

- A. What is the main 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?

Regroup and discuss the activity.
Learn about the ancient Greeks:

<http://www.gailhennessey.com/index.shtml?Greek.html> and
<http://www.gailhennessey.com/index.shtml?Greeks.html>

Post Reading Activity:

Review sequencing and words that help when writing a paragraph using sequencing. Words such as First, Then, Afterwards, Before, Later, Next, etc. Have small groups of students make a sequencing of the story with 5-7 statements, placing an event on a strip of paper or index card. Exchange the cards with another group to place in proper sequencing. Regroup and review their sequencing boards.

Session 3:

Motivation:

1. Give out drawing paper and have the students draw/color a picture of a witch. Encourage students to share their finished drawings with the rest of the class. Ask the students if they can think of any stories in which a witch was a character (such as the story, "The Wizard of Oz").
2. Explain that in the story, "The Very Wicked Witch" by Mark Gartside, on pages 20-26, they will be reading about a evil witch and a little boy who she meets.

Teacher Input:

1. Tell the students that you will start reading the story and will stop in mid-sentence and call on someone else to continue reading. They are then to read a part of the story and stop in mid-sentence and call on another student. Begin reading the story to the students.

Guided Practice:

1. Throughout the reading, stop after each page to review comprehension and to encourage students to make text-to-self connections.
2. With a partner do the following graphic organizer:

The Very Wicked Witch disliked children. What were things she did if she saw them?

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

(Possible answers: made them fall, made presents vanish, made clocks go slow during lessons and fast during recess, etc.)

Describe how Hector was a naughty boy:

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

(Possible answers: put the sauce in the witch's pocket, let the frogs go free, turned the witch into a mouse,

(Possible answers: swapped baby brother, threw papers into pond, gave papers to god, delivering papers at wrong times, etc.)

Regroup and discuss the Witch and Hector.

3. Write a paragraph of how Hector outwitted the Wicked Witch.

Post Lesson Activity.

Write 5 descriptions of the Very Wicked Witch and then draw/color a picture of the witch. (Possible answers: wart on chin, breath that smelled, green face, long nose, twisted toes, etc.)

Session 4:

Motivation:

1. Ask the kids to define the word, "hero". Ask the students to think of someone they consider a hero and why.
2. Explain that in the story, "Dad Battles the Bat", by Judy Cox, on pages 28- 32, they will be reading about a pet cat that brings an unwelcomed guest into the house.

Teaching Input:

1. Assign the students a partner and pass out a copy of the October issue of *Spider* magazine. Have the students turn to "Dad Battles the Bat", on pages 28-32.
2. Review the illustrations and encourage the students to make comments and predictions about the story they will be reading.

Guided Practice:

1. Before reading discuss proper punctuation and reading with feeling. Ask the students to read the following sentence, "Not in my bed!". Encourage students to read with enthusiasm. Try another sentence, "Dad! He's got something!" Remind the students as they read the story to watch for punctuation clues to help them read with enthusiasm.

2. Have students take turns reading a section of the story, stopping to discuss and make connections. For example, do they have a certain bedtime routine? Do they share a room with a sibling? Have they ever had an unwelcomed creature in their home? Etc.

3. What is a summary? Discuss with the students by asking them to retell a summary of their favorite book or television show. Have the students write a summary of the story. Remind the students to include at least 5 events. Encourage students to read their summary with the rest of the class.

4. Give the group the following chart and have the students classify the words. 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: "Sasquatch" has two chin drops.

Graphic Organizer:

Words of three syllables:

Words of four syllables:

Words of five syllables:

Words with more than five syllables:

In small groups have students review the story, searching for syllables for the graphic organizer. After doing the syllable search, regroup and do the following activity. If another group has the same word, cross it off the list. For each word for the different syllable list, students get 5 points. If only one group has a 4, 5, or more than 5 syllable example, the group that does gets 10 extra points. The group with the most points wins the game.

Post Reading Activity:

Learn about bats at these link.

<http://bats4kids.org/>

and

<http://kids.nationalgeographic.com/kids/animals/creaturefeature/vampire-bat/>

Draw/color a picture and write 4 facts learned about bats

Post Vocabulary Activity:

Continue with adjectives and adverb identification.

For **adjectives**, ask yourself about a noun- which words help describe the person, place or thing with more information such as what kind?, how many? which?

For **adverbs**, ask yourself about the verb- which words help describe the action by answering how, when, to what extent or where about the verb.

Have the students review "The Very Wicked Witch", on pages 20-26, to do the following graphic organizer:

ADJECTIVES	NOUNS	VERBS	ADVERBS
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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Regroup and discuss the activity.

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.