

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 January 2012 issue of *Spider* magazine. Common Core Standards are addressed in the guide including a focus on reading informational text ,vocabulary development, phonics, decoding skills, listening skills and fluency.

Students are introduced to a variety of materials on different topics and genres to build their knowledge, experience and joy of reading. Questions are scaffolded and a variety of writing opportunities are suggested throughout the teaching guide. Oral speaking and listening standards are also addressed in the guide as well as offering cross curricular activities to help you utilize the magazine in your classroom.

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.

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.

Materials:

Copies of the January issue of *Spider*

Map of the world
 Websites of interest
 Drawing paper

Session 1:

1. Ask the students to share what they do for New Year's. Do they watch the fireworks? Get together with relatives? Etc. Ask the students to define the term "resolution". Give the students a piece of paper and have them write something that they would like to change for the world in the new year. Ask the students to write what they'd like to change about themselves in the new year. Encourage students to share their New Year's Resolutions.
2. Teachers can review New Year's celebrations around the world at this link: <http://www.fathertimes.net/traditions.htm> and share some customs with the students (for example-Irish New Year is very interesting). Share with students Deepavali (Hindu New Year celebration) and Chinese New Year. You can also check out this link for information on Chinese New Year 2012. <http://www.gailhenessey.com/index.shtml?chinesenewyear.html>
3. Explain that the reading "Doodlebug and Dandelion, Out with the Old" is about how the family celebrates New Year's.
4. 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.
5. Have the students turn to "Doodlebug and Dandelion, Out with the Old" 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: **guffawed, funky, curlicue, transfixed, mellow, biology, adios, and proclaimed** 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.
6. 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.
7. On page 7, encourage students to give descriptive phrases to describe what they see in the pictures.
8. 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.
9. 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

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

7.
8.

Regroup and discuss the activity on Adjectives and Adverbs.

10. Pretend you are one of the characters in the story and write a paragraph about what you are thinking about during New Year's.

11. On a world map, show where the country of Ecuador is located. In small groups, learn 7 interesting facts to share with the class about Ecuador. These links have lots of information:

<http://www.timeforkids.com/destination/ecuador>

<http://www.factmonster.com/ipka/A0107479.html>

Have students use the map at the Factmonster link to answer the following questions:

- A. What is the capital city of Ecuador? _____ (Quito)
 B. What countries border Ecuador? _____ (Columbia/Peru)
 C. What body of water touches Ecuador? _____ (Pacific Ocean)
 D. Two rivers which empty into the ocean? _____ (Esmeraldas and Daule)

Session 2:

1. Ask the students to locate the country of Egypt on a world map. Encourage students to share any prior knowledge they may have on the country of Egypt. Have small groups of students gather 7 facts about the country of Egypt to share with the rest of the class. These links are very helpful:

<http://www.factmonster.com/ipka/A0107484.html>

<http://www.timeforkids.com/destination/egypt>

2. Explain that in the reading, "Ahmed, the Boah's Son, A Story from Egypt", by Andy Entwistle, on pages 10-14, they will be reading about a young boy whose father is a caretaker of a building in the capital city of Cairo. Explain that the term for caretaker or superintendent in Arabic, the language of Egyptians, is "boah".

3. In small groups, have the students take turns reading a section of the story.

4. After reading the article, have partners of students do the following activity:

Answer the following questions:

- A. What does "Sabah el full" mean? _____ (morning of flowers)**
B. What does "Sabah el kheer" mean? _____ (morning of goodness)
C. What were the tasks of a boab? _____) washing the floors of the building, collecting trash, sweeps sidewalks, protecting the building. Why do boabs often wash the cars of the tenants? _____ (for extra cash)
D. How many cars was Ahmed try to wash? _____ (8) What part of the cars was he unable to clean? _____ (roof).
E. Do you earn an allowance? If, so, what are some of your chores? _____
F. What might be something you'd like to save up money to purchase? _____

Regroup and discuss the comprehension questions.

5. Have small groups do the following graphic organizer:

Steps to problem solving Admed's problem

- A. What is the Admed'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?****I. Who helped solve the problem?**

Regroup and discuss the graphic organizer.

6. Continue with sequencing skills and 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.

Session 3:

1. Ask the students to share any prior knowledge they might have on gorillas.

<http://kids.nationalgeographic.com/kids/animals/creaturefeature/mountain-gorilla/http://www.sandiegozoo.org/animalbytes/t-gorilla.html>

Have students review the sites on gorillas and write 7 facts learned. Draw/color a picture of a gorilla and write the facts on their drawing. Encourage the students to share their drawing and information with the rest of the class.

2. Write a short paragraph pretending to be a gorilla that has come to your school. What are some of the things you see, hear, smell and feel as you walk around the building?

3. Explain that the story "Gorilla Blues" by Trinka Enell, on pages 17- 20, is about a young girl named Molly that befriends a very unhappy gorilla named Griff. Share with the students possible vocabulary words that might need highlighting such as: **pneumonia, frolicking, musty, billowed and freak**. Encourage students to define and create creative sentences using the words.

4. Have students take turns reading a section of the story, stopping after each page to discuss the story for comprehension and to make connections. After reading, have the students answer the following comprehension questions:

A. What was the gorilla sad? _____ (Sad because friends at circus in Florida).

B. Why wasn't the gorilla in Florida with his friends? _____ (Caught in blizzard)

C. What did Molly give him and said he could keep for his trip?(doll blanket)

D. What were the different items Molly tried to use as a coat for Griff? _____ (lace tablecloth, moldy old shower curtain, old wading pool) What finally worked as a coat? _____ (motorcycle cover)

E. What gift did Molly give the gorilla for his trip? _____ (her teddy bear named Alfred) What other item did she give him for the trip? _____ (oranges)

5. This story has excellent examples of adjectives, such as **old ripped wading pool**. Have students find the adjective used to describe the following nouns:

Adjectives:

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

Noun:

slicker

grounds

curtain

cover

hug

friend

F. _____

bear

G. _____

shelf

Rejoin as a class and review the answers with the entire group.

Session 4:

1. Show a photograph of the Great Wall of China and ask the students if they have any prior knowledge about this famous wall. Ask the students to locate the country of China on a world map and ask the students to share any prior knowledge they might have about the country of China. These links have lots of information on China: <http://www.gailhenessey.com/index.shtml?china.html> and <http://www.timeforkids.com/destination/china>

2. Explain that in the story, "The Singing Stones", by Renee Londner, on pages 22-27, they will be reading a legend about why the stones of the Great Wall sing. Ask the students to think of other stories they may have read that are considered legends. Have partners read a legend, such as "How the kangaroo got a tail" at this link and write a summary of the legend to share with the rest of the class.

<http://www.planetozkids.com/oban/legends.htm>

3. Pass out copies of the January issue of *Spider* magazine and have students take turns reading the story, "Singing Stones", on pages 22-27. Before reading review some possible vocabulary words which might need highlighting such as: **wager, meager, destination, determined, restore, toiled, and immortal.**

4. After reading, have students do the following comprehension questions.

A. How were the songbirds killed? _____ (guards made a wager)

B. How did the birds help the young girl? _____ (orphan, brought happiness to her)

C. Who did the young girl hope to see and why? _____ (Jade Emperor/return the birds to life)

D. How did peasant farmers befriend the young girl? _____ (gave her food)

E. What did the Jade Emperor request of the young girl if she wished his help? _____ (find three people to give testimony on how the birds were helpful)

F. Explain the testimony of the mother: _____ (helped child go to sleep with their melody) The young lovers: _____ (helped state his love) The old man: _____ (reduces stress to continue working on the great wall)

G. How did the Jade emperor allow the birds to return? _____ (those with true love in hearts will hear the singing of the birds in the stones)

Regroup and discuss the comprehension questions.

5. Write a postcard pretending to visit the Great Wall of China and write 3 facts about the wall in your postcard note to a friend back home. Draw /color a picture to go with your postcard.

Session 5:

1. Show a photograph of the Terra-Cotta soldiers of China.

<http://science.nationalgeographic.com/science/archaeology/emperor-qin/>

Using this additional link, to learn more about the soldiers.

<http://harcourtschool.com/newsbreak/terra.html>

2. Explain that the article "Terra Cotta Soldiers" by Corinne Bobb-Somers, on pages 28-32, shares information on the discovery of this famous discovery.

3. Have students take turns reading the article and then have the students answer the following questions:

A. How and when was discovery made? _____ (digging a well in 1974)

B. What did the workers find? _____ (an entire body of a soldier in uniform made of clay)

C. What else was found? _____ (clay horses, chariots, a complete army)

D. What was it like during the time called the Warring States Period? _____ (time of many different kingdoms in China with lots of fighting among them)

E. How did Qin Shi Huangdi change China? _____ (United the warring kingdoms, in 221 BC)

F. What were some things which Qin Shi Huangdi accomplished during his rule? _____ (connected the many walls making the Great Wall, built the Grand Canal, named China, made one currency and one written language the law of the land)

G. How was Qin Shi Huangdi very cruel? What did he believe about the less education? How did he continue to keep people less educated? _____ (killed people/believed less educated easier to control/burned books and killed scholars)

H. What is a necropolis? _____ (city of the dead)

I. Describe the terra cotta soldiers. _____ (no two alike, facial features, hair-style, different weapons and uniforms, once painted)

J. Two reasons why Qin Shi Huangdi's tomb hasn't been opened.
 _____ (respect for the dead, worry that artifacts could be destroyed)

Regroup and discuss the reading.

4. Draw/color a picture of a terra cotta soldier and write 5 facts in complete sentence form learned about the soldiers from the reading.

5. Pretend to be one of the terra cotta soldiers. Tell what you hear, see, smell and feel as you stand guard of the emperor's tomb. Encourage students to share their writing with the rest of the class.

6. Discuss syllables and how breaking a word into its parts can help to decode the pronunciation of a word and help to learn how to spell the word. Have students place their hand under their chin. Explain that every time their chin drops is a syllable. Give the following example: *emperor*. How many times does the chin drop? (3). Review the reading and do the following graphic organizer.

3 syllables 4 syllables More than 4 syllables

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

When completed, discuss the activity sheet with the students.

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. Ability to clearly express their ideas orally and in writing
4. Ability to read and understand vocabulary
5. Ability to write their own sentences , poems, etc.
6. Ability to make connections
7. Increased fluency as demonstrated in their independent oral reading, buddy reading, etc.