

Teacher's Guide for Spider Magazine

March 2012

Teacher's Guide prepared by Gail Skroback Hennessey

Gail Hennessey taught social studies at Harpursville Central School in New York State for 33 years. She writes often for children's publications and is the author of six books for teachers and students. In 1988, she was named Outstanding Elementary Social Studies Classroom Teacher of the Year from the New York State Council for the Social Studies and also named Outstanding Elementary Social Studies Teacher of the Year by the National Council for the Social Studies. Check out her helpful Web site for teachers at www.gailhennessey.com

The following teacher's guide is designed to assist the classroom teacher in using the March 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.

Lessons can be used in small group, partners, individuals or whole class instruction formats and the sessions are a suggestion and the sequencing of the material can depend upon your individual preferences and students.

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 March issue of *Spider*

Map of the World

Websites of interest

Drawing paper

Session 1:

1. To get ready for the March issue, have students close their eyes and visualize what comes to mind when they think of the month of March. Possible ideas may include: St. Patrick's Day and Women's History Month. Students might also be interested in some other days honored in the month of March including Johnny Appleseed Day (March 11), Girl Scouts Day (March 12), National Potato Chip Day (March 14) and Popcorn Lover's Day (second Thursday in March). Encourage students to share prior knowledge they might have on these different holidays.
2. Explain that in the story, "Doodlebug and Dandelion, Mr. Wonderful" by Pamela Dell, on pages 4-8, there is a dance marathon to benefit apes.
3. 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. Identify possible vocabulary words that might need defining such as: marathon, hideous, flail, churned, simian, distraction, lunges.
4. Have the students turn to "Doodlebug and Dandelion" by Pamela Dell, on pages 4- 8, have students take turns reading the story, stopping after each page to review and discuss what is happening in the story.
5. On pages 6, encourage students to give descriptive phrases to describe what they see in the pictures.
6. 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. Each group that answers a question correctly, gets a point.
7. Pamela Dell always uses 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

(example: N: couples A: last three)

VERB/ Adverb/ what question does it describe

(example: V: said A: apologetically Q: how)

2

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

Regroup and discuss the activity on Adjectives and Adverbs.

8. Encourage the students to make text-to-self connections such as whether or not they have volunteered to help an organization with a fundraiser? If so, which ones? Etc.

9. Give students 5 strips of paper and have them write an event in the story. Exchange with another group and have the students place the events in proper sequence.

10. Have students research some of the primates on the endangered list. Draw/color an awareness poster and include 5 facts learned about the primate to share with others.

Session 2:

1. Ask the students if they could have any extraordinary ability, what would they like it to be. Write a paragraph describing this ability and how you would use it. Ask the students to think of a negative that might be the result of such an ability. Encourage the students to share their paragraph with the rest of the class.

2. Explain that in the story "An Ordinary Boy" by Kate DiCamillo, on pages 10-15, Peter has an extraordinary ability that brings him world attention. It also brings him something that he'd very much like to have, a family.

3. With a partner, have the students open their *Spider* magazine to "An Ordinary Boy", on pages 10-15. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.

4. Remind the students that quotation marks are very important in making the reading come alive. Encourage students to volunteer to read the selection with feeling reminding them of punctuation and its importance in giving clues to how a sentence should be read.

5. Have 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: *meteorologist*, *psychology*, *confirmed*, and *drought*. Encourage students to give creative sentences for the new vocabulary words.

6. Discuss sequencing and then in small groups, give the students 5-7 strips of paper (or index cards) and have the students place an event on a strip of paper or index card. Exchange with another group to place in proper sequential order.

7. With a partner, have the students answer the following comprehension questions:

A. Describe Peter (3 things about him): _____ (wore glasses, brown hair and brown eyes, wanted to be adopted)

B. What made Peter extraordinary? _____ (when he stepped outside it would rain)

C. How did scientists study Peter? _____ (listened to what he said, watched what he ate)

D. How was Peter helpful to other countries? _____ (helped stop droughts)

E. How was Peter honored? _____ (knighted, picture in farmers' barns, met heads of state)

F. What nicknamed did Peter have? _____ (rain boy)

G. How did Miss Lafore try to discourage the Frawleys' from adopting Peter? _____ (she said he would rain out their house and home and flood their town)

H. How did Peter's life change when he was adopted? _____ (he lost the ability to make it rain) **What did he keep with him whenever he went outside?** _____ (umbrella)

Session 3:

1. Ask the students to locate the country of North and South Korea on a world map. Ask the students to define the term peninsula. Locate other peninsulas on the world map. Explain that the story, "The Shade Seller" is a Korean Folk Tale, retold by Marilyn Helmer, on pages 17-19.
2. Assign a student a partner and pass out the issue of *Spider* and have them turn to "The Shade Seller", on pages 17-19. Introduce the following vocabulary words such as: hoard, shrewdly, astonishment, tolerate, haggled and zithers. Ask the students to share creative sentences using the new vocabulary words.
3. Have the students take turns reading a paragraph in the article. As the story is read, stop after each page to discuss for comprehension and to encourage students to make comments.
4. After reading have partners do the following graphic organizer:

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 as a class and review the story pyramid information.

5. Review summary writing and have the students write a summary of the story. Encourage students to share their summary with the rest of the class.
6. Have groups of students learn 5 facts about the country of South Korea, where the story takes place. This link has lots of information on South Korea. <http://www.timeforkids.com/destination/south-korea>
7. Pretend to be either the greedy merchant or the young man and write a diary entry about the event from your point of view.

Session 4:

1. Pass out copies of *Spider* magazine and have them open to the story, "The Day the Sea Split", by Laura Boffa, on pages 21-25. Explain that the story takes place in the country of South Korea. Have students take turns reading sections of the story.

2. After reading, review adjectives and have small groups of students find 10 examples of nouns and the adjectives that describe them. Regroup and discuss the adjectives and the nouns, which they describe.

3. After reading, discuss similes and metaphors. The story uses the following: "the waves were starting to lick at our rubbery green ankles". This link is helpful on the topic of similes and metaphors:

<http://www.buzzle.com/articles/similes-and-metaphors-examples.html>

Have students make a list of 5 similes and 5 metaphors and draw/color pictures of their examples to share with the class.

4. Have the students do the following graphic organizer: Answer the following comprehension questions:

A. Find two examples of the culture of South Korea. _____ (eat kimchi and soup, eating dried squid, etc.)

B. Describe a Jindo dog _____ (big, tan)

C. What is the nickname of South Korea? _____ (Land of the Morning Calm)

D. What crop is grown by many farmers in South Korea? _____ (rice)

E. Explain the legend of Jindo. _____ (tigers were attacking, people escaped to Modo by raft but Grandma Ppong was left behind. Dragon King saved her by parting the ocean so she could walk to Modo.

F. What is the name for the sea splitting? _____ (Moses Miracle) How large is this sand bar? _____ (2 miles long 130 ft wide) How long does the sea splitting last? _____ (one hour)

G. Name the toy that was mentioned that is used in the United States. _____ (Frisbee)

Regroup and review the answers.

4. Have the students think of a place they'd like to visit. Write a paragraph of the trip, what they saw, heard, ate, and a souvenir they brought back from their trip.

Session 5:

1. Ask the students if they have a pet. Explain that in the story "Greyfriars Bobby" by Cathy Marks, on pages 28-32 they will read about a very loyal and loving dog.

2. Pass out the issue of *Spider* magazine and have the students open to "Greyfriars Bobby" on pages 28-32. Do a picture walk through of the illustrations and encourage students to share their thoughts. Have students take turns reading the story, stopping to discuss comprehension, and encouraging text-to-self connections.

3. After reading, have the students do the following graphic organizer:

A. What was "Auld Jock's" real name?(Officer John Gray)

B. Describe the officer's watchdog (3 things)_____ (small, Skye terrier, short legs, long shaggy hair, smart)

C. The officer and the dog were inseparable. Give two examples:_____ (local coffee-house for lunch, did beat together each night, etc.)

D. How did Bobby show his love for his master?_____ (continued to sit by his graveside. Why didn't anyone adopt the dog?_____ (the dog howled at night)

E. What was the fate of Bobby if no one adopted him?_____ (he'd be taken away). What did William Chambers do to help prevent this from happening?_____ (had his dog-license fee paid for the rest of Bobby's life)

F. How many years did Bobby stay by Officer Gray's graveside? _____ (14 years) Where was the dog buried when he died? _____ (next to Gray)

G. What can you find in the city of Edinburgh that was built to honor Bobby? _____ (a fountain with a trough for dogs)

Regroup and review the answers to the questions.

4. Write a summary of the story to share with the class.

5. Learn about Scotland at these links:

<http://www.factmonster.com/ipka/A0777806.html>

<http://www.woodlands-junior.kent.sch.uk/customs/questions/britain/scotland.htm>

<http://www.kidskonnnect.com/subject-index/26-countriesplaces/331-scotland.html>

6. Review syllables and tell the students 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: **suspicious** has a three chin drops or three syllables. Have students review the story, "Greyfriars Bobby" and find examples of words with 3 syllables, 4 syllables and more than 4 syllables. Regroup and make into a game. If another team has the same word, they receive no points for the word. If groups have different words for the heading of (3/4/More), they each earn 3 points. Any team that stumps the other teams with a word for a category, they earn 5 points. The team with the most words, wins.

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.