

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 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 April issue of *Spider*

Map of the World

Websites of interest

Drawing paper

Session 1:

1. To get ready for the April issue, have students close their eyes and visualize what comes to mind when they think of the month of April. Possible ideas may include: Easter, Passover, Arbor Day, April Fool's Day, Earth Day, etc. Encourage students to share prior knowledge they might have on these different holidays.

2. Explain that in the story, "Doodlebug and Dandelion: The Case of the Smelly Stink Bomb" by Pamela Dell, on pages 4-8, there is horrible smell in the Tomiko house. Doodlebug(AKA Detective Dark Matter)comes to investigate. Ask the students to think of "smelly" things. Possible answers may include: stink bugs, skunks, rotten eggs, rotten potatoes, broccoli and cauliflower, corpse flowers. You might wish to show students a picture of a corpse flower and explain how it is the smelliest of flowers. This link has information and a photograph.

http://www.huffingtonpost.com/2011/04/16/corpse-flower-bloom-ohio_n_850139.html

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: urgent, sleuth, rummaged, wafting and wading.

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 5, 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: stink A: terrible)

VERB/ Adverb/ what question does it describe

(example: V: reached A: cautiously Q: how)

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

Regroup and discuss the activity on Adjectives and Adverbs.

8. 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.

9. Draw/color something that smells (ie: skunk, stink bug, corpse flower) and write a poem about it.

Session 2:

1. Ask the students if they have ever heard about a *cascarone*, eggshells filled with confetti and topped with tissue paper. Show a map of the world and have students identify the locations where cascarone are used, including China, Italy, Mexico, Peru, Ecuador, and Colombia. Ask the students to share any prior knowledge about these countries. Explain that the students will be learning about cascarones in the reading "Cascarones-A Smash for Easter", by Lynn Brooks, on pages 9-11.

2. Pass out copies of the April issue of *Spider* magazine and have students take turns reading a section of the reading, stopping to ask students for comments, to make text-to-self connections and for comprehension.

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: gentlemen (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. Have students answer the following questions:

A. Which explorer may have brought the ideas of cascarones back from China? _____ (Marco Polo)

To which country did he bring the idea? _____ (Italy)

B. Cascarones in China were filled with _____ (talcum powder).

C. How were cascarones used in 19th and 20th century Europe? _____ (courtship rituals)

D. From which Spanish words does the word cascarones originate? _____ (cascara-shell) and cascar-to crack or burst)

E. During Lent, what did children from Latin America fill the cascarones? _____ (colored water) How were the eggs sealed? _____ (flour paste)

F. For those in Mexico, what two things do cascarones symbolize? _____ (new life and new season)

G. How did cascarones make their way to the United States and California? _____ (people of Mexican ancestry)

5. Write a paragraph explaining what a cascarone is, including 3 facts learned from the article. Encourage students to share their paragraph with the rest of the class.

Session 3:

1. Ask the students if they have ever had new neighbors or perhaps, they were the new people to a neighborhood. Did you do anything to help the new neighbors or did others do anything to welcome you and your family to the neighborhood? Encourage students to share their memories with the class. Explain that in the reading "Molly and the New Neighbors" by Mark Gartside on pages 15-21, a young girl is disappointed that new neighbors don't wish her to bother them.

2. With a partner, have students open "Molly and the New Neighbors" on pages 15-21. 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: *smudged*, *not insignificant*, *ghastly*, *impassioned*, *vigorous*, *injustice*, and *ornate*. Encourage students to give creative sentences for the new vocabulary words.

3. 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) Give small groups 5-7 strips of paper and have the groups write events that happened in the story. Exchange the strips with another group to place the story strips in proper sequence.

4. 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.

5. 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.

6. Write a summary of the story and encourage students to share their summary with the rest of the class.

Session 4:

1. Show a world map and ask the students if they can locate the European country of Greece. Ask the students to share prior knowledge they might have about the country of Greece. This link has lots of information on the country of Greece. <http://www.timeforkids.com/destination/greece>

2. Explain that the story "Pandora's Box" by Geraldine McCaughrean, on pages 28-32, is a Greek myth. Explain that a myth is a story told to explain things, often in nature, that people in the past didn't understand. Read the myth such as Persephone and Demeter at this link: <http://greece.mrdonn.org/myths.html>

3. Have students open Spider Magazine to "Pandora's Box" on pages 28-32 and have students take turns reading a section of the story.

4. After reading, have students answer the following questions:

A. Who was the king of the Greek gods? _____ (Zeus)

B. Where did the Greeks believe their gods lived? _____ (Mt. Olympus)

C. In which three ways were the Greek gods like humans? _____ (squabbled, fell in love, placed tricks)

D. What was the gift that Zeus gave as a wedding gift to Pandora and Eipmetheus?
_____ (wooden chest). Describe three ways the chest was sealed. _____ (bolted, padlocked, bound with bands of iron)

E. What were several things that escaped from the box? _____ (cruelty, disease, pain, disappointment, etc.)

F. Which was the last of the items to leave the box? _____(hope)

Regroup and discuss the comprehension questions.

5. Which do you think is the "worst" thing that escaped from the box? Write a paragraph explaining why you selected your choice.

6. Learn more about Greece and the Greeks: <http://www.gailhennessy.com/index.shtml?Greek.html>.

Session 5:

1. Have students list all the things that they can name that are the color grey. Discuss and then have partners read the story "Vernon's Questions" by Dan Crawford, on pages 24- 26.

2. After reading have the students write a summary of the story and encourage the groups to share their summary with the rest of the class.

3. Have the students turn to page 26 and review the illustrations.

A. What animal had been in the yard? _____

B. Looking at the illustrations, from where did the animal escape? _____ What three clues support this idea? _____ (ringmaster, truck with Big Top Circus written on its side, and peanut box)

C. How does the cat feel about the situation? _____ (frightened). What illustration clue supports this? _____ (fur on end).

D. What did the animal do as it trampled through the area? _____ (stepped on the police car) What illustration clue supports this? _____ (dented police car)

E. Who is the ringmaster yelling at and why? _____ (animal caregiver/elephant broke away from him).

4. Research elephants and draw/color a picture and write 5 facts learned about elephants. These links have lots of information on elephants.

<http://kids.nationalgeographic.com/kids/animals/creaturefeature/african-elephant/>

<http://animals.nationalgeographic.com/animals/mammals/african-elephant>

and <http://www.sandiegozoo.org/animalbytes/t-elephant.html>

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.