

# 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 May/June 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 May/June issue of *Spider*

Map of the World

Websites of interest

Drawing paper

## Session 1:

1. Explain that in the story, "Doodlebug and Dandelion, Treasure Hunting", by Pamela Dell, on pages 4-8, Doodlebug and Cousin Rudyard go off to camp.
2. 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: geocaching, archery, coordinates, hesitate and clutched.
3. 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.
4. On pages 5, encourage students to give descriptive phrases to describe what they see in the pictures.
5. 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.
6. 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**

### **VERB/ Adverb/ what question does it describe**

(example: N marbles A: five cool)      (example: V: said A: proudly Q: how)

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

Regroup and discuss the activity on Adjectives and Adverbs.

7. Encourage the students to make text-to-self connections such as whether or not they have tried geocaching, tried archery or gone camping, etc.
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. Perhaps, have groups hid something in the classroom or in the school. Have the groups make several questions for the geocaching hunt for another group to use to find their item.

## Session 2:

1. Ask the students if they have heard the word "abracadabra". Continue by asking the students to think of what they'd do if they had magical powers.
2. Explain that in the story "Zouk by the Sea" by Serge Bloch on pages 10-14, they will be reading another adventure of Zouk, the witch, and her buddies Pit and Mr. Pumpkin.

3. With a partner, have the students open their *Spider* magazine to "Zouk by the Sea", on pages 10-14. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions. Make connections by asking the students if they've gone to a beach, read a book about whales, gone fishing or have ridden on a subway.

4. Have partner's read the story together and then write a summary of what the story was about. Re-group and have students share their summaries.

5. 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.

6. Do the following graphic organizer:

Amusement Park	Sights	Sounds	Smells	Touch
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1.

2.

3.

After listing some of the things they might see, hear, smell and touch, have the students write a paragraph pretending to go on a trip to an amusement park.

7. Answer the following comprehension questions:

**A. What were two things Zouk pulled up on her fishing line before catching the whale? \_\_\_\_\_ (old shoe, alarm clock)**

**B. What part of the Whale did Zouk and her friends fall out of the whale? \_\_\_\_\_ (spout)**

**C. What does the word, "Zut" mean and from which language is it from? \_\_\_\_\_ (darn/French)**

**D. Which activity do Zouk's friends want to do at the seashore? \_\_\_\_\_ (amusement park). Why do you think, if the majority wanted to do this, that Zouk got her way and they all went fishing?**

8. Look at the illustrations on page 10. What are some of the things people are doing while riding the subway? (reading, sitting, talking on the phone, standing, etc.) Write a paragraph pretending to be one of the subway passengers. What are you thinking about or reading of saying to someone on the telephone. Share your paragraphs with the rest of the class.

### Session 3:

1. Assign a student a partner and pass out the issue of *Spider* and have them turn to "Beachcoming: A Window to the Past" by Katherine Collins, on pages 15- 20. Ask the students if they have wandered a

beach in search of seashells, etc. Have they found anything else of interest? Explain that in the story, they will be reading of some of the things that have washed ashore and been found by people.

2. 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.

3. Match the vocabulary word with its meaning:

- |                       |  |
|-----------------------|--|
| <b>A. waterlogged</b> | <b>well built</b>                      |
| <b>B. lucrative</b>   | <b>Spanish coin</b>                    |
| <b>C. fragment</b>    | <b>old</b>                             |
| <b>D. mudlarking</b>  | <b>valuable</b>                        |
| <b>E. cargo</b>       | <b>well made</b>                       |
| <b>F. doubloon</b>    | <b>a piece of something</b>            |
| <b>G. antique</b>     | <b>soaking wet</b>                     |
| <b>H. sturdy</b>      | <b>searching for items in shallows</b> |

4. Have the students answer the following comprehension questions:

**A. Along which river in Great Britain do people go mudlarking? (Thames)**

**B. What are some of the items found along this river? (thimble, pottery, clay pipes chips of woods, gold rings)**

**C. What did a woman in Alaska come across while walking the beach? (90 year old letter in a bottle)**

**D. During World War 2, what did a Japanese soldier use to sent a note out to sea? (coconut)**

**E. What is sea glass? (glass broken down from old bottles and smoothed by pounding waves.)**

**F. What 8 Ft. art was found along the beaches of Florida, England and Holland? (Lego man)**

**G. How did scientists use the 29,000 rubber ducks that toppled into the Pacific Ocean?(studied ocean currents). Looking at the map, what are some of the countries where the ducks arrived? (Australia, Indonesia, South America, Great Britain)**

5. Write a paragraph pretending to be one of the rubber ducks or Lego Man. Tell about your adventures as you bobbed along in the ocean. What did you see, hear and feel?

**Session 4:**

1. Pass out copies of *Spider* magazine and have them open to the story, "The Coin", by Alice Da Costa, on pages 21-25. Explain the story takes place in another country such as Mexico and a boy is at a marketplace with his mother where she has been selling colorful pots. Review some possible vocabulary words including: burro, serape, plaza, billowed, and gracias.
2. Have students take turns reading a section of the reading, stopping after each page to review for comprehension, to make connections and for students to share their opinions.
3. After reading the story, have the students do the following graphic organizer:

**Describe the marketplace:**

- 1.
- 2.
- 3.
- 4.

(Possible answers: baskets, pots, vegetables, lots of vendors, rotting food, animals, smoke from fires, lots of people) Write a paragraph describing a visit to a marketplace such as the one in the story. What do you see, hear, smell, feel?

4. Describe Carlos: What would be three characteristics you would give to him. Find evidence in the story to support these traits. Ask the students if they would want someone like Carlos as a friend. Why, why not?
5. 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 and discuss.**

**Session 5:**

1. Ask the students if they have any prior knowledge of Great Britain. Locate the country on a world map. Explain that in the story "The Pedlar of Swaffham" retold by Kendal A. Rautzhan, on pages 28-32, they will be reading a story of a poor man who hears a voice that tells him to go to the capital city of London to receive "happy news".

2. Have students open to "The Pedlar of Swaffham" on pages 28-32 and have students take turns reading a section of the story, stopping to discuss the story for comprehension, to make connections and to give their opinions of the story.

3. After reading have students answer the following comprehension questions:

**A. What were some of the things the pedlar sold? (pins needles, threads, necklaces, wooden spoons gloves, ribbons)**

**B. What two things did he always wish to have enough money to do? (food for his dog and coins for his church)**

**C. What was the name of the river in London where he stopped and sat? (Thames) What were three things he noticed in the river? (men rowing, swans, ships)**

**D. What does the word, haughty, mean? (rude or snobby)**

**E. What dream did the shopkeeper in London retell to the pedlar? (he was in Swaffham and dug under a big oak tree and found gold coins)**

**F. What has been done to honor the pedlar in this village? (town sign featuring the pedlar and his dog). Why was he so honored? (used the coins he actually found under the oak tree to help the village and the village church)**

4. Learn more about the country of Great Britain at these links:

<http://www.timeforkids.com/destination/england> and <http://www.projectbritain.com/>

Learn about the River Thames at this link:

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

Write 7 facts learned about Great Britain and the River Thames.

5. Draw/color a picture of the pedlar and write 5 facts learned about Great Britain.

### **Session 6:**

1. Review syllables and tell the students that 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 partners review the poem "Maggie and Milly and Molly" and May", by e.e. cummings on page 9. Find all the 2 syllable words and 3 syllable words in the poem. Regroup and review the lists.

**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.