

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 July/August 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 July/August issue of *Spider*

Map of the world

Websites of interest

Drawing paper

Session 1:

1. Explain that in the story, "Doodlebug and Dandelion, Smash Cookies" by Pamela Dell, on pages 4-8, is about having a parent who is "famous." In this case Dandelion's mom is a famous roller derby competitor. Ask the students if they know what a roller derby is. Ask the students how they might feel if they were the child of a famous singer, athlete or actor.
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 *dismayed, roller derby, insisted, jammer, scanned* and *reluctantly*.
3. Have the students turn to "Doodlebug and Dandelion" by Pamela Dell, on pages 4- 8, and have them take turns reading the story, stopping after each page to review and discuss what is happening in the story.
4. On pages 6-7, encourage students to use 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 their 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 give more description. Mention that many adverbs end in "ly" and answer the questions "how," "when," "where," "how much".

NOUN/Adjective

(example: N: morning A: next)

VERB/ Adverb/ what question does it describe

(example: V: pushed A: through Q: where)

- 2
- 3.
- 4.
- 5.

Regroup and discuss the activity on Adjectives and Adverbs.

7. 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.
8. 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.

Session 2:

1. Using a world map, have students identify the country of the Philippines. Ask the students if they have any prior knowledge about the island nation. This website has information you may find of interest:

<http://www.factmonster.com/ipka/A0107887.html>

2. Ask the students if they would share something that they might fear, for example, being in the dark, a closed area or a snake. Explain that the story "Firefly and Ape" retold by George Shannon, on pages 10-13, is about a giant ape that says that the firefly is a coward because it has a light at night. Ask the students if they have any prior knowledge about fireflies. Tell the students that a firefly isn't a fly but related to the beetle family. Here are other sites with lots of information on fireflies.

<http://www.firefly.org/facts-about-fireflies.html> and

<http://animals.nationalgeographic.com/animals/bugs/firefly>

3. With a partner, have the students open their *Spider* magazine to "Firefly and Ape" on pages 10-13. 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 for comprehension and discuss the story.

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.

Session 3:

1. Having used some of the information learned about fireflies from the last reading, have small groups read "Life Aglow" by Jodii WheelerToppen, on pages 15-18. After reading have the students do the following graphic organizer:

A. What are the stages of the firefly: _____
_____ (eggs to larvae to pupae to adults)

B. Why are fireflies also called "glow worms"? _____ (when they emerge from egg, the caterpillar shines near its tail)

C. What does the caterpillar eat? _____ (slugs, earthworms, snails)

D. An adult firefly lives for about how long? _____ (few weeks)

E. What is the purpose of the firefly flashing its light? _____ (to attract a mate)

F. True or false: Female fireflies like to fly a lot. _____ (F)

G. What letter does the most common firefly form as its flight pattern?_____ (J)

Regroup and discuss.

2. Pretend you are a firefly and write a day in the life of a firefly. What do you do? What do you see? What do you eat? Include 3 facts learned about fireflies in your story. Encourage students to share their story with the rest of the class.

Session 4:

1. Pass out copies of *Spider* magazine and have them open to the story, "The Last Bicycle" by Betty X. Davis, on pages 20-26. Explain that the story takes place in the country of France after World War 2 has ended. Ask the students if they have heard anything about this world war. Using a world map, locate the country of France on the map. Ask students to share any prior knowledge they can share about the country of France. This link has lots of great information on France.

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

2. Have students take turns reading a section of the story, stopping to discuss for comprehension, make comments and connections.

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

A. Give three descriptions of what it was like in the town of Uzair after the war.

_____ (food was scarce, no bikes or cars or fuel, few tools or clothing)

B. Why wasn't the bicycle taken by soldiers? _____ (family hid it in the old castle)

C. When Jacques saw the soldier walking along the road, what did he fear?

_____ (the soldier would take his bicycle)

D. What do you think "Bonjour" means in French? "Merci beaucoup"?

_____ (Hello/thank you very much)

E. Would you have given your bicycle to the soldier? Why, why not? _____

F. The doctor missed his boat back home because he stayed behind to help sick children with which illness? _____ (scarlet fever)

G. What did the doctor offer as a trade? _____ (his gun for the bike) Why did Jacques say no to the trade? _____

H. What did the soldier promise to send him? _____ (new bike)

I. When the other children teased him about giving away the only bike in town, how do you think Jacques felt? _____ How many bikes did the soldier send along to Jacques? _____ (100) Regroup and review the answers.

Session 5:

1. Ask the students to share activities they enjoy doing during the summer time. Ask the students if they ever do something special with grandparents. Explain that in the story "A Fish on a Bicycle" by Kim Rackham, on pages 28-32, a girl named Courtney loves going swimming with her Pop. Unfortunately, her Nana won't join them. She tells Courtney when a fish is riding a bicycle, she'll go into the swimming pool.

2. Pass out the issue of *Spider* magazine and have the students open to "A Fish on a Bicycle" 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:

Steps to problem solving:

A. What is Courtney's problem ?

B. Who was involved?

C. Where did the problem occur?

D. What steps were taken to solve the problem?

E. Who helped solve the problem?

Regroup and discuss the graphic organizer.

4. Answer the following comprehension questions.

A. What diving tips does Nana give to Courtney _____ (keep legs straight and toes pointed)

B. Which day of the week was swimming day with Pop and Nana? _____ (Saturday)

C. Nana helped Courtney with which other swimming activity? _____ (handstands)

D. What 3 things did Courtney's Nana do on the sidelines to show her involvement? _____ (clapped, cheered, laughed, gave suggestions)

E. Which business had a new logo of a fish on a bicycle? _____ fish and chip shop)

F. What does exhilarating mean? _____ (refreshing)

G. What did Nana do first when she was in the pool? _____ (handstand)

Regroup and discuss.

5. Have the students write a paragraph of something they like to do during the summer months.

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.