

## Teacher's Guide for Spider Magazine October 2006

The following teacher's guide is designed to assist the classroom teacher in using the October 2006 issue of Spider Magazine to foster listening, reading, writing and thinking skills with your students. Additional different genres such as fiction, poetry, song, and informational articles are included to help introduce young children to the variety of reading materials.

Lessons can be used in small group, partners, individuals or whole class instruction format.

The articles in the issue are used for read-alouds, shared reading, supportive guided reading, listening activities, guided reading, vocabulary and word recognition, buddy reading, modeled writing, comprehension, interactive writing or independent writing depending on the level of your students. Particular readings such as The Danderfield Twins and Train Time provide reading in problem solving and Greyfriars Bobby provides a reading in the content areas of social studies. The sessions are a suggestion and the sequencing of the material can depend upon your individual preferences and students.

Throughout the guide, skills in vocabulary building, reading, writing, listening and cross curricular activities are included to help you utilize the magazine in your classroom.

### Helpful websites with reading strategies

[http://www.greece.k12.ny.us/instruction/ela/6-](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm)

[12/Reading/Reading%20Strategies/reading%20strategies%20index.htm](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm)

<http://www.readingquest.org/strat/>

<http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm#Other%20Activities%20for%20the%20Readin>

<http://www.manning.k12.ia.us/HighSchool/teachers/ludwig/Reading%20Strategies.html>

<http://www.readingrockets.org/teaching/reading101>

<http://www.ed.gov/pubs/RoadtoRead/part3c.html>

### Helpful reminders:

**BEFORE-READING** activities should emphasize methods of merging reader, text, and content --enabling students to set appropriate reading purposes, recall related prior knowledge, preview and predict what the text will be about, and select reading methods to suit their purposes and the text. Included in these considerations may be readers' decisions to expand their background knowledge through related discussion, exploration of key concepts, or related reading.

**DURING-READING** activities should enable students to monitor their comprehension through a variety of strategies and experience and acquire diverse fix-up strategies to improve their understanding where necessary.

**AFTER-READING** activities should teach students to review their understanding of text, relate new ideas to their background knowledge, revisit the text to clarify and extend meanings, make responsible interpretations and criticisms of ideas from the text, revise their thinking, apply the information to other texts and disciplines, and remember crucial learnings for future application.

from: <http://www.howard.k12.md.us/langarts/Curriculum/strategies.htm>

## **The Overall Plan**

**Title: Solving problems**

**Time: Approximately 30-40 minutes each session with post activities completed later in the day.**

### **Objectives:**

Following instruction and teacher modeling, students will demonstrate through oral responses and artistic productions that they've:

1. analyzed word similarities and differences as reflected in their ability to find and frame words.
- 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 discourse skills.
5. shown evidence of listening and reading comprehension. This is demonstrated in their contributions to class discussions.
6. demonstrated accurate story imaging or visualization skills.
7. demonstrated an ability to sequence events in a story using the scene sketches that were produced.
8. identified rhyming words in a poem.
9. read with appropriate expression and movement as they acted out a part.
10. created illustrations that creatively portray the topic or text.
11. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.

**Bloom's Taxonomy:** Knowledge, Comprehension, Application, Analysis, and Synthesis

### **Materials:**

Copies of the October issue of Spider

Post-it notes

Map of the world

Word cards

Drawing paper and crayons

Chart paper/chalk board

Journals

Sheets to fill in the different activities such as webs, problem solving, making connections, etc.

## **Session 1:**

### **Motivation:**

1. Ask the students if they ever have problems to solve. Perhaps, they have a friend that they aren't getting along with or wonder how they can convince their parents to get them a pet. Have students share problems they have had and how they solved them.
2. Explain that several of the stories they will be reading will be about problem solving.

### **Teacher Input:**

1. 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.
2. Have the students turn to "The Danderfield Twins by Polly Horvath on page 2. Tell the students as the story is read to search for words they think should be highlighted and discussed further. These vocabulary words can be added to a *Word Wall* for this issue.

### **Guided Practice:**

3. Have students take turns reading the article on pages 2-6 stopping after each page to review and discuss what is happening in the story.
4. After reading the story, divided the students into small groups to do the following sheet:

Steps to problem solving: The Danderfield Twins

**A. What is the problem?**

**B Who was involved?**

**C, Where did the problem occur?**

**D When did the problem occur?**

**E. Why did the problem occur?**

**F How does the problem affect me?**

**G. What steps were taken to solve the problem?**

**H. Who helped solve the problem?**

**I. What is an acceptable solution?**

5. After the groups have had an opportunity to discuss the answers to the sheet, return to a class and go over the information placing the students' responses on chart paper or the chalkboard.

## **Session 2:**

### **Motivation:**

1. Place the word, "spider" on chart paper or the chalkboard. Have students brainstorm descriptive words about a spider.
2. Ask the students to use the descriptive words to create phrases.
3. Explain that poetry is another form of reading and writing and that they will read a poem called, "Slenderish Things".

### **Teacher Input:**

1. Ask the students to define the meaning of the genre, poetry. Use the overhead and show two examples of poetry(perhaps, Haiku, a limerick and a non rhyming poem). Explain to the students that poetry is a visual picture and doesn't always have to rhyme.

1. Students will read the poem on page 7, "Slenderish Things" by Lucinda Hynett in unison.

3. After reading the poem, have the students reread the poem.

4. Place on chart paper or the chalkboard the words, THINGS, LEAVES, DANDELIONS, BREEZE and ask the students to find descriptive words in the poem for these words. Explain that words that describe nouns are called adjectives.

### **Post Lesson Activity:**

Have the students write their name on a piece of drawing paper. Using each letter of their name, have the students write two words to describe themselves for each letter of their name.

### **Session 3:**

#### **Motivation:**

1. If possible, bring in a packet of Keebler cookies with the elves on the packet. Have the students share what they know about the Keebler elves(make cookies in trees, where pointed hats, have large ears, etc).

2. Have a picture of Peter Pan's Tinkerbell. Encourage the students to make text-to-text connections of other stories they may have heard about tiny imaginary creatures.

3. Explain to the students that they will be reading a story about fairies and gnomes. Do they know of other names(ie: leprechauns, pixies).

#### **Teacher Input:**

1. For a listing of different types of imaginary creatures check out this website:

<http://www.factmonster.com/ipka/A0768958.html>

2. Have the students sit with a partner. Distribute the October issue of Spider Magazine and direct the students to turn to the story, "Chugg and the Fairies" by Cheryl M. Reifsnyder on page 8.

3. Review the pictures before reading. What is happening? What appears to be the mood of the main characters? Encourage students to share their comments and predictions.

#### **Guided Practice:**

1. 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 : consort, glided, yanked, flinging, to sound "lame", cowcatcher, semicircle,muttering, confident, accompany, barbaric, protector, For words with endings, ask the students to give you the *base word* and to give different *suffix* endings. Encourage students to give creative sentences for the new vocabulary words. Place words on cards to add to the *Word Wall*.

2. Review the cartoons at the bottom of each page and discuss echo or sound words such as : toot, whir, zap, zoom, thud, sizzle, rattle, plop, quack.

3. Divide the students into small groups to do the following chart:

**Story Features:**

**Describe the Setting?**

**Why is the setting important?**

**Describe the main character story?**

**Why is this character important in the story?**

**Describe the other characters**

**Why are these characters important to the story?**

**What is the problem in the story?**

**How does the problem get solved?**

4. Reassembly as a class group and go over the chart that the groups of students have completed.

**Post Lesson Activity**

1. Have the students pretend to be Chugg, Gimmet or Penelope and write in their journal three to five sentences about what happened in the story from their the point of view of the character.

**Session 4:**

**Motivation:**

1. Ask the students if they like to get up early on a weekend and have the students share what they do in the morning if they get up before their parents do. Do their parents have rules about being quiet on these mornings? Can they put on the television?
2. Tell the students that the story they are going to read, "Train Time" is about a boy that is up early playing with his train set when the rest of his family is trying to sleep.

**Teacher Input:**

1. This story has so many echo or sound words which the students could loudly read in unison as you read the story to the class.
2. Assign a student a partner and pass out the issue of Spider having the class turn to "Train Time" b David Hill on page 15.
3. Do a picture walk through of the story looking at the different illustrations and having the students react and make predictions.
4. Tell the students to follow along as you read the story and remind them they are to look carefully for echo or sound words. When they come across such words or phrases, they are to say them aloud.

### **Guided Practice:**

1. Stop after each page in the story to have students share comments and encourage them to make connections. Tell the students that making connections helps to activate prior knowledge when reading and helps us comprehend and retain what we read. Find examples of *text to self* (“When the author said\_\_\_\_\_ it made me think of a time when\_\_\_\_\_”) and perhaps, *text to text* (Making connections between the story and other stories you may have read that are similar in content).

### **Post Lesson Activity:**

1. Have students and a partner reread the story later in the day.
2. Give the students a piece of drawing paper and have them draw /color a picture of their bedroom including a favorite toy or stuffed animal. On the drawing, write two sentences describing your room and two sentences describing their favorite toy or stuffed animal.

### **Session 5:**

#### **Motivation:**

1. Have you ever made cookies, pretzels or helped to make something else in the kitchen? Discuss the importance of sequencing when following directions.

#### **Teacher Input:**

1. If you wish to have the students make the dog biscuits, divide the class into small groups and give them the directions, reviewing the steps on page 19 before starting.
2. Make different strips of paper with the 8 steps to making the dog biscuits and place them on the chalkboard in a non-organized way.
3. With the Spider Magazine closed, have different students come up to the chalkboard and arrange the directions in proper sequence.

#### **Post Lesson Activity:**

Have the student write in their journal the steps involved to making a bed, making a peanut butter and jelly sandwich or directions to get from their bedroom out the front door of their home.

### **Session 6:**

**Motivation:**

1. Ask the students if they think of themselves as a good speller. Explain that not being able to express yourself in writing, can lead to misunderstandings.
2. Tell the students that the story, “D-O-G Spells Trouble” is about a boy that causes his sister’s dog to get sick because of his poor spelling.

**Teacher Input:**

1. Assign the students a partner and have the students open to the story, “D-O-G Spells Trouble” by Heather Lynne Banks on pages 20-25. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.
2. Introduce the following vocabulary words such as: announced, explaining, yipped , splashed, responsible, disappointed, veterinarian, frustrated. Have the students find the base word of the words and try to give different examples of suffix endings that can be added to these base words. Ask the students to share creative sentences using the new vocabulary words and add the words to a *Word Wall*.

**Guided Practice:**

1. Have the students read the story , stopping at appropriate places to discuss content and words or phrase they wish to have clarify. Review the story elements such as setting, characters, problem events to solve the problem and resolutions.
2. While reading, encourage the students to share *text to self* connections such as: “When Scott said he wanted to prove to his dad that he could take care of a pet, it reminded me of when I.....” or “When they took Senator to the vet it reminded me of when I....”
3. Divide the students into partners and ask them to write 3 questions they could ask about the story to show comprehension. Have the students return to the class group and have students take turns asking their questions to other members of the class.

**Post Lesson Activity:**

1. Have students write in their journal and write three ways they can show they are “responsible”.
2. Have a spelling bee using words from the story such as weak, week, fed, fed, spelling, correctly, birthday, voice, minutes, etc.

## **Session 7:**

### **Motivation:**

1. Provide a world map and ask the students if they know where Scotland is located. Ask students if they have any pre-knowledge about Scotland by asking what comes to mind when they hear the area. Some possible responses might include: bagpipes, kilts, Loch Ness Monster.
2. Tell the students that unlike the story, "Chugg and the Fairies", the story they will be reading, Greyfriars Bobby is a true story or *non-fiction* as opposed to *fiction*. Have the students explain the difference between the two types of genre and give examples showing prior understanding of stories that would be placed under the two categories.

### **Teacher Input:**

1. Have the students open up to "Greyfriars Bobby" by Cathy Marks on pages 26-2. Guide the students through a *picture walk* of the story inviting their comments, reactions, and predictions.
3. Teach the following new vocabulary words: dreariness, inseparable, fierce, "Bobby on trust, steadily, harsh, mangy, budge, feasting, ordinary unlicensed, unfamiliar, registered. Ask students to give base words where possible and to state other suffix endings for the vocabulary words. Encourage students to make creative sentences using the vocabulary and place the words on cards to add to the *Word Wall*.
4. Prepare a web to help students gather important ideas and details from this story.

### **Guided Practice:**

1. Have students take turns reading a paragraph in the story stopping after each page to discuss the information presented and place on the web.

### **Web:**

#### **Describe Bobby**

#### **How was Bobby helpful to Auld Jock**

#### **How do you know the story is not in the present time?**

#### **How did Bobby show his loyalty to Auld Jock after he died?**

## **How was Bobby helpful at the cemetery?**

2. After the web has been completed, discuss with the students how a summary can be created from the notes on the web. Have students suggest introductory sentences and then have the students suggest concluding sentences stressing that both the opening and closing sentences should tell the reader what the information will be in the body of the writing.

3. In groups of two, have the students write a summary of the story using the web that was completed.

## **Session 8:**

### **Post Reading Vocabulary Survey:**

Place the vocabulary words from the issue onto the chalkboard. Divide the students into two or three groups. Explain the directions to play a game called "*Bluff*". Explain to the students you will give a definition for one of the vocabulary words on the chalkboard. (for example: He "pulled" my hair. The vocabulary word is "yanked"). All those on the team that know the answer are to stand. Students are encouraged to "bluff" or pretend they know the answer. Explain you will call on one of the students standing. If they answer correctly, they earn the number of points for those standing. If the response is incorrect, the number of points lost will be the number of students standing.

### **Overall Assessment:**

The teacher will assess the students'

1. Ability to work together with a partner or in groups. Record the data in your notes
2. Oral responses to discussion and retelling for listening and comprehension competency.
3. Contributions to charts and other 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.

