

# Teacher's Guide for Spider Magazine

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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](http://www.gailhennessey.com)

The following teacher's guide is designed to assist the classroom teacher in using the January 2007 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 *Glove Family* provide readings in problem solving and *Kefjan and the Forest Troll* and "*The Amazing Paper Cuttings of Hans Christian Andersen* could provide 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%20t](http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm#Other%20Activities%20for%20the%20Readin)

[he%20Readin](http://www.manning.k12.ia.us/HighSchool/teachers/ludwig/Reading%20Strategies.html)

<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: Winter**

**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 January issue of Spider

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.

Map of the United States

Picture of a squirrel

Make a snowglobe: jam jar, toy or ornament,, water, glycerin, glitter and glue.

Map of the world

## **Session 1:**

### **Motivation:**

1. Ask the students to close their eyes and visualize what comes to mind when they think of "winter" and allow the students to share their thoughts.
2. Show the students a snow globe or go to this site to see examples: <http://www.intimatexpressiongifts.com/snowglobe.history.html> Ask the students if any have a snow globe and encourage volunteers to describe their snow globes.

3. Tell the students that a number of the readings in this issue of Spider deal with wintertime.

**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. Some words might include: *lame* as in the expression “That’s *lame*”, *newcomer*, *absolutely*, *loathe*, *despise*, *nasty*, *dopey*, *hastily*, *blushed*, and *disoriented*,

**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. On page 2, have the students look at the illustration and *infer* the mood of Kavita, Deidre, and Mrs. Banks. What were the clues the illustrator used to convey the moods of the characters. Repeat this inference making with the illustration on page 3.
4. Pass out a blank map of the United States and have the students identify the state of California. Ask the students to share any prior knowledge they might have on the state of California. Label the state. Have the students also identify the location of their home state as well as five others.<http://www.enchantedlearning.com/usa/outlinemaps/states50/>
5. Discuss with the students if they’ve had a friend that seems to spend time with a new student or another student instead of them. Discuss the emotions of how they felt? How did they deal with the situation?
6. 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 that Kavita and Deidre have?**  
**B Who was involved?**  
**C, Where did the problem occur?**  
**D When did the problem occur?**  
**E. What steps were taken to solve the problem?**  
**I. Who helped solve the problem?**

6. 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.

**Post Lesson Activity:**

Have the students write five sentences using the vocabulary words from the reading.

Make a snow globe(see this site for directions:

<http://atschool.eduweb.co.uk/southwold/project/xmas/snowglobes.htm> )or draw a picture of a snowglobe and write a paragraph of five sentences describing your snow globe to someone.

**Session 2:**

**Motivation:**

1. Have a picture of a squirrel.Go to this site for photographs.<http://www.northrup.org/photos/squirrel/> Have students brainstorm descriptive words about squirrels and write the comments on chart paper or the chalkboard. Have the students share thoughts about squirrels.
2. Explain that poetry is another form of reading and writing and that they will read a poem called, “*Backyard Acrobat* ” by Gretchen V. Hanson on page 7.

**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 or a non rhyming poem).

2. Assign the students a partner and pass out the issue of Spider Magazine. Tell the students to listen carefully as you read the poem so they can hear the rhyming pattern of the poem. Then, have the students will read the poem in unison with you as you reread the poem on page 7, "Backyard Acrobat".
4. Place on chart paper or the chalkboard the following:

**What was the treat made of?**

**What did the squirrel do?**

Have the students find what the treat was made of (ie: bagel, seed, peanut butter and string. )Have students find action verbs which the squirrel did.(For example: balanced, stuffed, ate, scurried, swinging). Encourage the students to "act" out the action verbs and then think of other sentences for these words.

5. Divide the students into small groups and ask them to list the different rhyming words(cling/ string, etc.) Have the students try and list 3 other words that rhyme with the poem words. After about 5 minutes, have the students come back together and share the rhyming words they listed.

**Post Lesson Activity:**

Have the students draw and color a picture of a bird or a squirrel. Encourage partners to try and come up with another verse for the poem for either how the squirrel felt as it scurried away or how the birds felt when they didn't get any of the tasty treat. Encourage students to volunteer to read their verse.

**Session 3:**

**Motivation:**

1. Ask the students if they have a grandmother. Have the students share the names they have for their grandparent and things that they might do with their grandparent.
2. Share with the students that the story that they will be reading, *The Glove Family* by Andrea Cheng on pages 8-13. Explain to the students that the story is about a young girl and her grandmother whom she calls, *Mommika*. Tell the students that the story takes place in a country in Europe called Hungary. Show the country's location on a world map.

**Teacher Input:**

1. Have the students sit with a partner. Distribute the January issue of Spider Magazine and direct the students to turn to the story, " *The Glove Family*" on page 8-13.
2. Review the pictures before reading. Encourage students to share their comments and predictions.
3. If possible, bring in a knitted scarf or knitting needles. Ask if they know someone who can knit. Explain that some older people develop a stiffness in their joints which makes moving painful. In the story, Mommika's hands have this disease called *arthritis* and she can't knit anymore. Ask the students what they like to do and how they'd feel if they weren't able to do the activity anymore. Encourage students to share their personal experiences.

**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 : *knobby, juggled, sorting, and nimble*. 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
3. Divide the students into small groups to do the following chart:

Steps to problem solving:

- A. What is the Mommika's problem ?
- B What other characters are involved in the story?
- C, Where did the problem occur?
- D When did the problem occur?
- E. What steps were taken to solve the problem?
- I. Who helped solve the problem?

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

5. Have the students review two memories Mommika shared with Annuska about her childhood and her siblings, Peti, Ferenc, and Olga. Encourage the students to make connections such as *text to self* and remind the students how making connections helps in the learning process. For example, “When I read that when Mommika was a girl that her brother..... I remember my brother doing.....” or “When Annuska helped her grandmother, it reminded me of when.....”

### **Post Lesson Activity**

With a partner, have the students make the following chart:

Mommika 's Verbs (Write the present tense)    Annuska's Verbs (Write the present tense)

Have the students find five action verbs from the story for each character and by each verb , have the students write the present tense.

### **Session 4:**

#### **Motivation:**

1. Ask the students if they have ever heard the story, “The Emperor’s New Clothes,” or “*The Ugly Duckling*” If, not, have a copy of one of these stories and read it to the class. Explain to the students, a famous fairy tale writer was Hans Christian Andersen, a man from the country of Denmark. Show the location of Denmark on a world map and have the students share any prior knowledge they might have on the country of Denmark. Share with the students that LEGOs come from Denmark and that the country has a park where amazing things are made from the toy blocks. See pictures to show your students at this site: <http://www.bamjam.net/Scandinavia/Lego.html> Andersen went on to write as many as 350 stories including *Thumbelina*, *The Red Shoes*, *The Little Mermaid*, *The Princess and the Pea* and *The Ugly Duckling*(which may have been about Andersen’s own life)

2. Depending on the age of the students, you might want to download a play that I wrote on Hans Christian Andersen. Go to this site for the free download:  
<http://www.gailhennessey.com/index.shtml?hcandersen.html>

3. Explain that the reading, “*The Amazing Paper Cuttings of Hans Christian Andersen*” by Beth Wagner Brust on pages 14-18 is different from the other stories in the issue. It is *non fiction* and contains a lot of details. Remind the students that they have to listen carefully and will need to make a web chart of important information learned from the reading.

#### **Teacher Input:**

1. Assign a student a partner and pass out the issue of Spider having the class turn to “*The Amazing Paper Cuttings of Hans Christian Andersen*” on page 14.

2. Do a picture walk through of the story looking at the different examples of Andersen’s paper cuttings and having the students react and make predictions.

3. Tell the students to follow along as the article is read and remind them they are to look carefully for words that are new to them or which they’d like to have discussed and placed on a Word Wall. Possible words include: *collages*, *formal*, *original*, *admired*, *impressed*, *dainty*, *enormous*, *illustrate*, *splendid*, *intriguing*, *startled*, *enchant*, and *extraordinary*.

### **Guided Practice:**

1. Have the students take turns reading a paragraph in the article. 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 mentioned about the story , The Little Mermaid,” it reminded me of .....”

2. After reading the article, have the pairs of students complete the following chart by referring back to the article just read.

### **HC Andersen**

#### **3 Examples of life in Andersen’s time**

#### **2 Examples of how did Andersen make his storytelling interesting?**

#### **3 Facts about his paper cuttings**

#### **3 Stories of Andersen**

3. After completing the chart , have the students resume as a class group and go over the different parts of the chart which they completed.

### **Post Lesson Activity:**

Have the students try and do a paper cutting using “ *Fold, Snip, Surprise*” by Beth Wagner Brust at the end of the Spider issue.

### **Session 5:**

#### **Motivation:**

1. Explain that the story they are going to read, “*Tucker’s Hill*” by Heather Lynne Banks on pages 20-24 is about a young boy who can’t use his sled because the weather isn’t cooperating. Encourage the students to share similar experiences with the rest of the class and remind them that they are making *text-to self* connections.

2. Tell the students that the author uses many words to make the nouns more descriptive. Ask if the students have any prior knowledge about such descriptive words and if they know what they are called. Encourage the students to become “*adjective hunters*” and to track down the descriptive words used in the story.

3. Assign the students a partner and have the students open to the story, "Tucker's Hill" on pages 20-24. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.

2. Introduce the following vocabulary words such as: *nubbly, prickly, tousled, plopped, smashed, miniature, convertible, gulped, crackly, shrugged, giggly, and swirling*. 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*.

### Teacher Input:

1. With a partner, have the students open their Spider Magazine to page 20. Remind the students that quotation marks are very important in making the reading come alive. Have the students find the following direct quotations, "It has to snow sometime, doesn't it, Dad?" 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. Have the students turn to page 21 and find, "Can you play knights with me, Dad?" Again, encourage the students to volunteer to read the selection with feeling.

2. Have the students take turns reading the story stopping after each page to discuss what is happening and to make predictions.

### Post Lesson Activity:

Adjective Hunters:

Review with the students nouns and adjectives. Break the students up into groups of 3-4 and have them review the story for 10 descriptive pairs. Encourage the groups to find nouns which might have two descriptors in front of it. With two color crayons, have the students write the noun in *blue* and the adjective(s) in *red*.

**ADJECTIVES:** \_\_\_\_\_ **NOUNS:**

nubbly yellow

**rope**

large

**pile**

small yellow

**convertible**

After completing the Adjective hunt, have the class resume as a group and go over their charts by writing the headings on the chalkboard or chart paper and discussing their answers and placing them on the class chart.

Post Lesson Activity:

Look at the illustration on page 20-23. Pretend you are either Paul or Tucker and write a paragraph about your sledding adventure.

## **Session 6:**

### **Motivation:**

1. Have you ever done a good deed for someone else? Did you expect to get a thank you or a gift in return for your good deed? Encourage students to share with the class responses to these questions.
2. Tell the students that the story, "*Kefjan and the Forest Troll*" by David Hill on pages 25-31 is about a boy that helps someone in need. As they read the story, encourage the students to try and make *text-to-text* connections thinking of other fairy tales they may have heard with a similar theme.

### **Teacher Input:**

1. Assign the students a partner and have the students open to the story, "*Kefjan and the Forest Troll*" on pages 25-31. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.
2. Introduce the following vocabulary words such as: *swirled, rustle, shivering, seeped, hesitated, donned, snatched, and thievery*. 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*.
3. Show where the country of Russia can be located on a world map. Ask students if they have any prior knowledge of the country of Russia (foods, inventions, writers, etc.)

### **Guided Practice:**

1. Have the students take turns reading the story aloud reminding the rest of the students to follow along with the reading. Stop 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. After reading the story, have the students search for examples of action verbs used by the author and list them on the chalk board or chart paper. Have the students think of the present tense for these past tense action verbs.
3. Discuss cause and effect chains and how one event can cause another event.

**Find examples in the story and ask the students to suggest the effect (or event that happened because of the first event). Examples include:**

1. **A tiny forest troll lay asleep and shivering. What did Kefjan do?**
2. **Kefjan returned home without his jacket. How did his mom react to this?**
3. **What did the troll notice about Kefjan's life. How did he repay Kefjan's kindness?**

4. Kefjan's mom owed the shopkeeper money. How did he treat Kefjan because of this?

5. Kefjan found money in his jacket pocket. How did the shop owner react?

6. The shop owner followed Kefjan into the woods. What did the shop owner do?

**Post Lesson Activity:**

Have the students break up into groups and volunteer to retell the story in their own words.

**Session 9:**

**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 "swallowed hard"(**gulped**). 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.