

# Teacher's Guide for Spider Magazine

March 2007

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 March 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* provide reading in problem solving and *Welcome Back, Sun* and *The Golden Rat* provides a reading in the content areas of science and 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%20Reading>

<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:** Spring changes

**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 March 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 world and of the country of Norway and India

### **Session 1:**

#### **Motivation:**

1. Ask the students if when they watch or listen to musical band if they dream of some day having a band and becoming famous. Share with the students that hard work and perseverance can make many dreams come through.

2 Explain that in *The Danderfield Twins, Making the Band*, by Polly Horvath, Marty is tired of doing the same thing for the talent show and wants to start a rock band.

**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: *comedian, promptly, landscape, interrupted, hooted, flourish, ukulele, voila, strummed, thumping, scrambled, scattered, and concentrate*. Have students use context clues to try and determine the meaning of the words and suggest creative sentences using the words.

**Guided Practice:**

1. Ask the students would you would need to organize a rock band and have the students share their thoughts.

2. Call students' attention to page 2 and ask them what the illustrator tells us about Marty from the picture.

2. 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 3, Mrs. Banks says it's nice to do lots of different things and that it makes life more interesting. Ask the students to share their comments on this. Ask the students to stand when you list different activities and then sit down before you say another activity. (ex: music lessons, chorus, sports, dance, martial arts, etc.).

3. Ask the students to look around the classroom or think about their homes and list different every day items that could be used to "make " music.

4. After reading the story, have students place their "finger to their nose and concentrate" as the kids in the story are doing to try and come up with a name for the band.

5. After reading the story, divided the students into small groups to do the following activity 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. 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:**

1. Use the following activity to have students make their own woodwind instruments( comb and paper and bottles are needed) <http://www.dsokids.com/2001/dso.asp?PageID=102>

**Session 2:**

### Motivation:

1. Have the students close their eyes and visualize a leprechaun. What is he wearing? What does he look like. Share their visualizations with the class.
2. Tell the students that they will be reading a poem entitled , *Laughing Leprechaun* .

### 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).
2. Have partners turn to page 7, "*Laughing Laprechaun*" and have the students follow along as you read the poem aloud.
3. After reading the poem, have the students reread the poem in unison.
4. Discuss the rhyming words in the poem(such as St. Ives and wives, sacks and cats, etc.). Have the students brainstorm other words that might rhyme with wives and cats and list them on the chalkboard or chart paper.
5. Have the students solve the riddle of how many were off to St. Ives.

### Post Lesson Activity:

Have the students draw and color a picture of a leprechaun. Pass the completed pictures around to another student who will then write three descriptive phrases on the finished picture pointing to the part being described. Repeat one more time having another student write descriptive comments. Return the picture to the owner and have each student use the phrases to write a paragraph in their journal giving a least three descriptive sentences about their leprechaun.

### **Session 3:**

#### Motivation:

1. Using a world map, show the students where the country of Norway is located. With a map of Norway, have students give geographic information they can learn by looking at the map including bodies of water that touch the country, neighboring countries, major lakes, mountains and rivers, etc. Possible map can be found at this site: <http://www.factmonster.com/atlas/country/norway.html>
2. Explain that in the story *Welcome Back, Sun* by Michael Emberley on pages 8- 14 is about how is parts of the world, when winter comes and the sun is lower in the sky than in the summer, the further north you go, the sun doesn't rise at all ! It's dark all day long.

#### Teacher Input:

1. Ask the students to think about the types of activities they'd miss most if the sun didn't come up at all during the day and encourage students to volunteer to share their comments.
2. Assign a partner and pass out the March issue of Spider Magazine and direct the students to turn to the story, "*Welcome Back, Sun* by Michael Emberley on pages 8- 14.
3. Review the pictures before reading. 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 : *murky, frigid, squalls crag, trek, glimpse, budded, crunch, craters, puffing, complaining, thumping, shield, squint, glitters, sparkles, pepper, splendor, gnarled and Norwegian*. For words with endings, ask the students to give you the *base word* and to give

different *suffix* endings. For action words, have students act out and pantomime the action words having other students try and guess which vocabulary word is being done. 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. Break the students into small groups and have them do the following web.

**Web:**

**Use the reading and illustrations to describe what people packed for the climb up Gausta**

- 1.
- 2.
- 3.
- 5.

**Describe the view from the top of Gausta**

- 1.
- 2.
- 3.

3. Return to a class grouping and have the groups share their information.

**Post Lesson Activity:**

Have the students write in their journals about their trip up Gausta , what they brought along and the view at the top of Gausta.

**Session 4 :**

**Motivation:**

1. Ask the students to brainstorm signs of spring and list their responses on the chalkboard or chart paper. Have students volunteer to describe some of the signs of spring using adjectives.
2. Tell the students they will be reading a poem about spring, *Hear Spring!* by Edith E. Cutting page 15.

**Guided Practice:**

1. Pass out copies of Spider Magazine and have the students look at the illustration on page. Encourage the students to share descriptions of what they see.
2. Have the students listen carefully as you read the poem aloud.
3. Reread the poem encouraging the students to follow along in unison.
4. Have students find the rhyming pairs and then brainstorm other words which rhyme with these words.

## Session 5:

### Motivation:

1. Show the students where the country of India is located on a map and pass out a map of India (site: <http://www.factmonster.com/atlas/country/india.html>). Have the students share geographic facts they can learn from the map of India such as countries that touch India, main rivers, mountains and bodies of water that touch India.

2. Another great source of information on India is: <http://www.timeforkids.com/TFK/hh/goplaces/main/0,20344,610558,00.html> Have the students place their hands together facing upwards and say "Namaste" (nuh-MUS-stay) which is hello and goodbye in Hindi, the main language of India. Mention the most famous landmark in India is the Taj Mahal, a tomb.

3. Tell the students, *The Golden Rat* on pages 16- 22 is a story from India.

### Teacher Input:

1. Pass out the issue of Spider Magazine and have the class turn to *The Golden Rat* on pages 16-12. . Do a picture walk through of the story looking at the different illustrations and having the students react and make predictions.

2. 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: *inheritance, abandoned, paisa, despair, generous, strolling, generosity, gazed, challenge, wisdom, rupees, delighted, faraway, encouraged, shortage, shrewd, exchanged, heartily, and guidance*. Ask the students to use the context of the reading to try and determine the meaning. Place the words NOUN, VERB and OTHER on the chalkboard or chart paper and have the students determine the part of speech of the vocabulary words. Have students find the base word of vocabulary words and suggest other suffix endings. Encourage students to share examples of creative sentences for the vocabulary words.

### Guided Practice:

1. Before reading, have the students look at the illustration on pages 16-18. Have the students share examples of how the illustration shows the reading takes place in a foreign country.

2. Have students take turns reading a part of each page, 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 Jaidutt's mother said, "Don't despair", it made me think of a time when my parent tried to keep up my spirits when I was feeling down by \_\_\_\_\_") and perhaps, *text to text* (Making connections between the story and other stories you may have read that are similar in content).

3. Ask the students if they think that a rat could possibly lead to being wealthy and to share their comments. Encourage students to share what they'd do with some of their money if they were rich.

4. Remind the students that when they see quotes, a person is speaking. Have the students take turns saying some of the quoted statements such as "A rat for sale! A rat for sale!" "I thank you, noble sir, for your wisdom and guidance."

3. Assign a partner to do the following activity after reading the story.

**What were all the trades that Jaidutt made?**

1. DEAD RAT for \_\_\_\_\_

2. \_\_\_\_\_ for \_\_\_\_\_

3. \_\_\_\_\_ for \_\_\_\_\_

4. \_\_\_\_\_ for \_\_\_\_\_

4. Return to a class group and share their chart activity.

5. Have the partners retell the story to one another.

**Post Lesson Activity:**

Draw/color a picture of a golden rat and write a paragraph on the drawing telling how a dead rat became a golden rat.

**Session 6:**

**Motivation:**

1. Shut the lights off and use the overhead projector to make a shadow puppet. Ask the students to volunteer to come up to the overhead to create a shadow creature of their own.

2. Tell the students that the story, *Small Mouse, Big Trouble* by George Anthony Kulz on pages 24- 29 is about a girl that has a problem with a talking mouse and uses shadow creatures to solve her problem.

**Teacher Input:**

1. Have the students open their Spider Magazine to *Small Mouse, Big Trouble* on pages 24- 29 . Do a picture walk through and encourage students comment and predictions about the story.

2. Tell the students to follow along as you read the story 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: *rummaged, scurried, drifted, attempted, clamped, scowled, cancel, clenched, flickered, snickered, muttered, pelted, pluge, stalked, and shrieked*. Ask the students to use the context of the reading to try and determine the meaning. Encourage students to act out a particular vocabulary action verb and have the other students try and guess which word it is. Have students share creative sentences using the vocabulary words.

### **Guided Practice:**

1. Pass out a copy of the issue of Spider Magazine and have the students open to *Small Mouse, Big Trouble* on pages 24- 29.

2. Have students take turns reading a paragraph or two on each page and stop and discuss what is happening in the story and to share comments and predictions.

3. After reading the story, divide the students into small groups and give them strips of paper. Have the groups write five-seven story events. After writing the story events, have the groups mix the strips of papers up and have the group of students take turns putting the story events into proper sequencing.

4. Have groups of students then complete the following activity:

#### **Steps to problem solving:**

A. What is Jodie's problem?

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?

After completing the activity, have the students regroup as a class and have the students share their problem solving sheet.

### **Post Lesson Activity:**

1. Organize several stations with an overhead project or lamps and have the students do the activity, *Shadow Play* on pages 30-31.

Session 7:

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

Throughout the reading, vocabulary word cards have been made and added to the Word Wall. Review the vocabulary from the issue with perhaps one of the activities mentioned in previous issues such as a Words I Know Sheet. With a Words I know Sheet, allow 10 minutes for a quick write. Students write down all the words they know about the topic in this month's issue. Play a game of Concentration. Have students in groups of 4 make TWO of each vocabulary word on a piece of oak tag. Mix up the cards and arrange on the desk. Have students take turns trying to match a pair of vocabulary words. In order to get credit, the students must be able to identify the meaning of the word or use it in a sentence. The student with the most cards is the winner.

#### **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.