

Teacher's Guide for Spider Magazine

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Teacher's Guide prepared by *Gail Skroback Hennessey*

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Check out her helpful Web site for teachers at www.gailhennessey.com

The following teacher's guide is designed to assist the classroom teacher in using the September 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.

The readings create a starting point for a mini unit on living in a desert. In addition to science in the content area, the reading such as *Red Wind Blowing* can be used to introduce students to the geographic area of Mauritania and the Sahara Desert. 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:

Pre-Reading: Pre-reading prepares students for learning by activating their prior knowledge about the topic featured in the text.

During-Reading During: 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.

from: http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/before_during_after_reading.htm

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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 September issue of Spider
Word cards
Drawing paper and crayons
Chart paper/chalk board
Journals
Activity sheets
Copies of websites activities
Map of the world to show the location of Japan and Nigeria

Session 1:

Motivation:

1. Ask the students to close their eyes and visualize what comes to mind when they think about their first day of school. Have students share memories on how they felt the night before and the first day. Encourage students to list as many emotions that they can think of to describe their first day of school
2. Tell the students that the story, *The Danderfield Twins* by Polly Horvath is about the first day of school and specifically how Deidre is in a class without any of her friends. This story is a good story to make different types of connections especially *text to self*.

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: *switcheroo*, *mature*,

miserably, horribly, no offense, hopeless and suspected. Encourage students to think of creative sentences after finding the word in the reading and determining its meaning from the context of the sentence.

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 Marcus, Deidre, and Great Uncle Horace. 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. Encourage *text to self* connections while reading the story. For example, ask the students how they felt if they found that their best friend wasn't in their classroom. Have you every done a "switcheroo"?, etc.
5. Discuss with the students different characteristics that people can have such as caring, helpful, funny, athletic. Write the names of Deidre, Maisie and Great Uncle Horace on chart paper or the chalkboard. Have the students list characteristics of Great Uncle Horace, Deidre and Maisie and place them under the headings. Encourage the students to find examples in the story to support the characteristics they have selected.
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 Deidre has?
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:

Deidre and Maisie got to experience what people say about them when they "aren't around". What did people say about Deidre? About Maisie? If you could have people say three positive things about you behind your back, what positive things would you hope they might say about you. Draw a self portrait and write the three things you hope people think about you. For example. Good listener, helpful to others, good at reading, etc.)

Session 2:

Motivation:

1. Show a picture of the Golden Gate Bridge in San Francisco, California.

http://en.wikipedia.org/wiki/Image:Golden_Gate_Bridge_2003.jpg

- There is enough steel wires in the cables of the Golden Gate Bridge to circle the earth three times!
- The bridge is the 2nd longest suspension bridge in the USA after the Verrazano-Narrows Bridge in New York City.

Facts : http://www.pbs.org/wgbh/buildingbig/wonder/structure/golden_gate.html.

2. Explain that the story, *Yoshi's Yucca* by Julia G. Krantz on pages 8-13 takes place in the city of San Francisco and that the characters are Japanese Americas . Yoshi has the task of bringing his Grandpa a Yucca cactus as a birthday present and something goes wrong.

Teacher Input:

1. Assign the students a partner and pass out the issue of Spider Magazine. Tell the students to listen carefully as different students volunteer to read sections of the story. Stop after each page for the students to share predictions and review comprehension questions.
2. Encourage students to make *text-to-self* connections and share how they would have felt if they ruined the birthday gift. What did Holly suggest that Yoshi do? Continue making connections. Would you have lied about how the yucca plant got broken? Why, why not? Do you think it takes courage to own up to

mistakes? Have you ever broken something that belonged to someone else? How did you feel? What did you do?, etc.

3. After reading the story, have students become ACTION verb detectives. Review action verbs and then with a partner, have the partners review the story and find 7 action words to pair with a noun.

Example: whitecaps CRASHED

 gulls SPUN

NOUN

ACTION VERB

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Return as a class group and have the students share their action verb. Next, have the students stand and call on a student to say one of the action verbs discussed. All the students are to demonstrate the action verb and continue doing so until the first student calls on another student who then calls out another action verb to do. Repeat for several verbs discussed.

5. Call attention to the illustration on page 13. Explain what a custom is and ask the students to find two customs which the Japanese America family do which are customs from the people of Japan.(shoes are removed in the home, bow to greet).

6. The story uses the Japanese words such as Ojisan(grandpa) and otosan(father). Show where Japan is located on a map.

Learn some additional Japanese words

Try the following:

Konnichiwa(Good afternoon)

Sayonara(Goodbye)

Sensai(teacher)

Ohio(hi)

Arigato(thank you)

Watakushi-wa(My name is....

Post Lesson Activity.

Have the students pretend to be Holly, Yoshi, Granpa or Mama. Write a paragraph about something that happened in the story.

Session 3:

1. Have students turn to the poem, *What Would you Be?* by Kathy R. Ison on page 9 . Read the poem and then read it again having the students read along in unison. Have students find the rhyming patterns. Have the students write their own *What Would You Be?* and encourage the students to share their poem with the rest of the class. Review oral speaking skills such as voice intonation, volume, posture, eye contact and have the students read their poems by standing in front of the class to get practice in oral speaking.

2. Have students close their eyes and visualize a city. What are the sights, sounds and smells. Use the chalkboard or chart paper and have the three categories. Encourage students to think of examples for the three heading. Have students turn to page 14 and read *The City* by Diane Z. Shore

Session 4:

Motivation:

1. Ask the students if they can name any creatures which come out at night and sleep during the day. Introduce the term “nocturnal” and encourage the students to share prior knowledge on such creatures such as owls and bats. Hand out a copy of nocturnal animals from the following site:

<http://www.enchantedlearning.com/coloring/nocturnal.shtml>

If you click on red fox, there is a coloring sheet and more information which might be helpful.

2. Share with the students that the story that they will be reading, *A Seldom-Seen Neighbor* by Dona Bergman on pages 15-18, is about a fox that hunts at night and sleeps during the day. Encourage the students to share prior knowledge on special adaptations that help such animals survive in the dark. For example, bats have “echolocation” which enables them to “hear” their way. Bat send out high-pitched sounds which bounce off objects helping them “see”. Other creatures have special eyes which help them see well in the dark to help catch their prey. Other creatures have very good hearing.

Teacher Input:

1. Have the students sit with a partner. Distribute the September issue of Spider Magazine and direct the students to turn to the story, “ *A Seldom-Seen Neighbor* on pages 15-18.

2. 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 : *adapt, rodent, pupils, occasionally, habitat, and clump*. Encourage students to use the context of the sentence to determine the meaning of the words and suggest 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. After reading the story, divide the students into small groups to do the following chart:

How is a fox like a dog?

- 1.
- 2.
- 3.

How is a fox like a cat?

- 1.
- 2.
- 3.

After finishing the chart, reassemble as a class and have the students review their chart information.

4. Discuss the word “habitat” with the students.

Ask the students to think of an animal and where its natural habitat would be found. For example, a raccoon's habitat would be the woods, a fish's habitat would be the water. Discuss how man can destroy their habitats.(ie: clearing woods for buildings or roads, polluting waters with trash). Discuss how the fox has to "adapt" to living in a city and the dangers it faces in its new habitat.

Post Lesson Activity

Students can do a creative writing pretending to be the fox and tell about one of their evenings out hunting encouraging students to use the different senses to make their writing more descriptive. What did they see? What did they hear? What did they smell or touch? Explain to the students to write descriptive phrases such as "*a rusty old car came squeeching down the street*" instead of saying "*an old car*"

Session 5:

Motivation:

1. If possible, bring in a donut for the students. Ask the students to share their favorite type of donut. Tell the students that in the poem, *My Doughnut* by David Slonim on page 19, a girl must make a choice as to the type of donut to select.

Guided Practice:

1. Read the poem to the students and then reread the poem asking the students to read along in unison.
2. Review some of the vocabulary words such as *frothy, savor, confound, humbler, glops* and *crunchies* encouraging students to volunteer the meaning of the words and giving additional sample sentences.
3. Have the students find rhyming patterns. Ask the students to brainstorm additional words that rhyme with those patterns used in the poem.
4. Divide the students into teams. Give each team a piece of paper. Tell the students they have 3 minutes to think of as many different varieties of donuts which they can think of and list them on the paper. After the allotted time, review the teams' list.
5. Ask the students which variety of donut is their favorite.

Session 6:

Motivation:

1. Explain to the students that the story, *Clever Dottie and the Talking Cat* by Linda Zuckerman on pages 20-26 is about a family that believes their daughter's cat can talk and a visitor that believes this to be the case,too.

Teacher Input:

1. Assign a student a partner and pass out the issue of Spider having the class turn to "*Clever Dottie and the Talking Cat* by Linda Zuckerman on pages 20-26.

2. Do a picture walk through of the story encouraging students to share their comments and predictions. Ask the students to find examples that the illustrator uses to show that this story took place in the past.(For example: the horse drawn carriage, the clothing and the structure of the house)

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 may include: *rapped, vanished, demonstrate, startled, sow, and mumble,*

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. This might be a great story to assign parts and have the students read in character to encourage reading for enjoyment and giving them the opportunity to use different voices and act out the roles. Students can also be assigned the narrator role for where there aren't any direct quotes used.

2. After reading the article, discuss sequencing and how this is important in remembering what happened in a story. Give the student the following chart to complete in pairs.

What happened first?

What happened next?

What happened after this?

What happened at the end?

After completing this chart have the students write a short summary of the story using these for parts of the chart.

3. Use this story to also review reading comprehension. With the magazine closed, as students the following questions:

A. Why did Mama and Papa think Dottie's cat could talk? (When asked when it wanted to it, it said "RR-OW" which sounded to them like "NOW")

B. What were the useless things which Mr. Mangrove Swamp tried to sell to the family? (wooden bucket with a hole, birdcage without a door and a wheelbarrow without a handle)

C. What did Mama offer Mr. Swamp?(a piece of pie)

D. Who did Mr. Swamp say he was?King of Hokey Pokey)

E. Which two answers did the cat give allowing Dottie to win her cat back?(sow and cow)

Post Reading Activity

Ask the students to think of additional questions for which the "talking" cat might answer. For example. What is the front of a boat?(the RR-OW -bow)

Ask the students to think of questions for which a talking cow(moo) might answer. For example: How much is one plus one?(Moo-two)

Encourage the students to think of other talking animals and think of a couple of questions they could answer fostering sound patterns.

Session 7:

Motivation:

1. Explain that the story they are going to read, “*Why the Sky is Far Away*” retold by Marci Stillerman on pages 28-31 is a folk tale. Share with the students that folk tales are stories passed down from generation to generation and often explain something that happens in nature or a lesson to be learned about life.

Many folk stories have these parts:

Folk tales often start with "Once upon a time" or "In the Beginning"

**There is some type of magic
characters
treated badly).
learned**

**There is often royalty
A wicked character or characters
A kind character (that is usually
Good is rewarded in the end or a lesson is
Ending usually says "they lived happily ever after".**

Encourage the students to try and make *text-to-text* connections thinking of other fairy tales they may have heard.

Teacher Input:

1. Assign the students a partner and have the students open to the story, “*Why the Sky is Far Away*” on pages 28-31. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.

2. Introduce the following vocabulary words such as: *appreciate, heap, ingratitude, terrified, greed, festival, magnificent, tempting, gorgeous, quantities, gobbled, and ominously*. Have the students find the base word of those words with endings 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. Before reading the story, have students look at the illustration on page 28 and ask the students if they can state any customs (behaviors of a group of people) of the Nigerian people. For example: They carry items on their heads, the people wear colorful clothing, the men and women wear cloth hats, etc.). Show where Nigeria is located on a map.

2. 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.

3. Discuss cause and effect chains and how one event can cause another event.

- A. Why didn't people have to work for their food?(sky was close to earth and they could eat it)
- B. Why did the sky become angry?(people were wasting their food)
- C. Why did King Boa send his messengers all over his kingdom?(to warn his people that the sky was angry at their wasted behavior)
- D. Why is the sky high in the sky?(out of reach for people to take food without working for it)
- E. Ask the students to In small groups, have the students do the following activity:

Many folk stories have these parts: Fill in the following statements for *Why the Sky is Far Away*.

<p>Folk tales often start with "Once upon a time" or "In the Beginning" _____</p> <p>There is some type of magic: _____</p> <p>_____</p> <p>acters: _____</p> <p>treated badly): _____</p> <p>learned: _____</p> <p>ter": _____</p>	<p>There is often royalty:</p> <p>A wicked character or character</p> <p>A kind character (that is usually rewarded in the end or a lesson is learned)</p> <p>Ending usually says "they lived happily ever after": _____</p>
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Post Lesson Activity:

Have the students learn about the country and people of Nigeria at this Time for Kids website:
<http://www.timeforkids.com/TFK/hh/goplaces/main/0,20344,1044380,00.html>

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:to show how to do something-**demonstrate**). 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.

