

Teacher's Guide for Spider Magazine

November 2007

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 November 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 a reading in the content area of science and *Ten Thousand Kratongs* 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

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 , an 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

The Overall Plan

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 November issue of Spider

Word cards

Map of the the world and Thailand

Drawing paper and crayons

Chart paper/chalk board

Pictures of loon and geese

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

Websites of interest

Session 1:

Motivation:

1. Have the students close their eyes and visualize what comes to mind when they think of *fall*. Encourage the students to list as many sights, sounds, smells and perhaps, touch samples and write their responses on the chalkboard or chart paper. Explain that in the story *The Danderfield Twins*, the children are are back on their grandparents farm and help

get things ready for fall and learn about some animals and how they behave when fall comes.

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. Some words may include: *gazillion, impatiently, mosey, hibernation, migrate, sleek*, and resistance. These vocabulary words can be added to a *Word Wall* for this issue.

Guided Practice:

1. 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.

2. On page 2, encourage students to give descriptive phrases to describe what they see in the picture of fall on the farm. Ask students if they have ever been to a farm and to share what they heard, saw and smelled. Encourage *text-to-self connections* and explain that making such connections helps in reading comprehension. Have the students list some of the chores needed to be done on the grandparents' farm.

3. 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 questions. Each group that answers a questions correctly, gets a point. Possible questions could include:

- A. What chore which grandma wanted grandpa to do for her?(fix rocking chair)
- B. What three chores did Maisie and Deidra help Granny Meyers do?(cut dead plants, put straw around others, planted daffodils)
- C. How do Fjord ponies get ready for winter?(grow thick coat)

The team with the most correct responses, gets a reward.

Post Reading Activity

Do the following activity:

Write four specific facts learned from the story that deal with science:

(Burr, Geese, Loon)

- 1.
- 2.
- 3.
- 4.

Go to this site:

<http://www.enchantedlearning.com/subjects/birds/printouts/Canadagooseprintout.shtml> Give the students an handout on a Canadian goose. Color it.

Information on loons for teach-

ers:<http://www.geocities.com/jjdox/Loons/loons.html>

http://www.birds.cornell.edu/AllAboutBirds/BirdGuide/Common_Loon.html

Session 2:

Motivation:

1. Ask the students to think about how they celebrate Thanksgiving at their home. Encourage students to volunteer to share their memories with the class.

Teacher Input:

2. Pass out a copy of Spider Magazine and have partners turn to the poem, *When It's Thanksgiving*, by Aileen Fisher on page 7.

Guided Practice:

3. Read the poem to the class and then have the students read the poem with you in unison.

4. Ask the students to find the rhyming patterns. Give the students a piece of paper and ask the students to try and use the poem patterns to write an additional verse. Perhaps, change the room to the living room and before having them write the verse, close their eyes and visualize what they see, hear, and smell as to what's going on in *the living room*. After completing their verse, encourage students to read their verse to the class.

Session 3:

Motivation:

1. Ask the students if they have watched the famous Macy's Thanksgiving Day Parade on television on Thanksgiving Day. If, so, what are some of the things that take place during this or any parade.

2. Explain to the students that in the story, *When Monsters Flew*, by Kristin O'Donnell Tubb, on pages 8-13, they will be reading about the 1932 Macy's Thanksgiving Day Parade.

Learn more about the history of the parade at this site:

<http://www1.macys.com/campaign/parade/history.jsp> There are also some games which children can play.

Teacher Input:

1. Assign the students a partner and have the students open to *When Monsters Flew* on page 8. Explain that the reading is a non-fiction reading selection. Ask the students how non-fiction differs from fiction such as the Danderfield Twins. Ask the students to think of non-fiction reading selections they remember reading. Tell the students that *When Monsters Flew* has a lot of factual information and that good listening skills are needed. Review good listening skills with the students and make a chart of a good listener.

- Pays attention to the speaker
- Looks at the speaker
- Thinks about what the speaker is saying
- Is ready to ask the speaker questions about what they hear
- Are ready to talk about what they have learned.

2. Have students skim the reading to find unfamiliar words that can be added to a word wall such as the following: *awe, looming, combination, inflated, yanked, fantastic, pursuit, resist, bob, and shreds*. Have the students find the base word of 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* for the issue.

Guided Practice:

1. Have students take turns reading a section of the story stopping after each page to discuss what is having and encouraging students to make connections, etc.

2. After reading the article, have partners of students do the following activity:
Make a chart of Nouns and Verbs. Have students review pages 9 and 10 and jot down as many action verbs and nouns as they can identify. Return to a class group and review the words that the students have listed on their chart.

3. Go on a fact safari.

What were some of the balloons in the 1928 parade?(humming bird, ghost, blue hippo).

- 1.
- 2.
- 3.

What was the problem with the 1928 balloons?

1.
(helium expanded and the balloons exploded)

How did parade officials solve the problem the next year, 1929?

1.
(balloons released into the air)

How did parade officials do to retrieve their balloons?

1.
(offered rewards)

What were three examples of problems this solution caused?

- 1.
- 2.
3.
(people fought over the balloons destroying them, bullet holes, tangled in telephone wires, almost caused plane crash)

What was done in the 1933 parade that has continued until now?

1.
(balloons not released into the air)

After students complete the safari, regroup and go over their chart.

Session 4:

Motivation:

1. Show the students a map of the world and locate the country of Thailand. Tell the students that the story, *Ten Thousand Krathongs*, by Marianne Zebrowski, on pages 14- 20, is a story about a holiday celebrated by the people of Thailand.

Learn some information about the people of Thailand at this site:

<http://www.factmonster.com/ipka/A0108034.html> or

<http://www.timeforkids.com/TFK/hh/goplaces/main/0,20344,1156558,00.html>

<http://www.timeforkids.com/TFK/hh/goplaces/main/0,20344,1156558,00.html>

Ask the students if they know what a custom is and encourage students to share prior knowledge by giving examples of customs from around the world or their homes.

For example:

Bowing to greet in China and Japan

Not pointing feet at someone in Thailand

Not touching someone's head in Thailand

Using chopsticks in China and Japan

2. Share with the students some basic Thai words.

Hello

Sawadee ka (sah-wah-dee kah)

Goodbye

Leaw phop kan mai (lay-oh pope kany my)

Yes

Ka (kah)

School

Rong rien (rong ree-en)

Friend

Puen (poo-en)

Thank you

Khob khun ka (kob koon kah)

Please

Garuna (gah-roon-ah)

* from the Time for Kids site listed above

Teacher Input:

1. Pass out a copy of Spider Magazine and have partners open to the story, *Ten Thousand Krathongs* on pages 14-20. Explain that there will be several unfamiliar terms from the Thai culture. Have the students do a search of the story for words which are unfamiliar such as: *tuk-tuks, Ya, jetty, baht, teetering, flickered, frangipanis, procession, lapping, and Loy Krathong.*

Guided Practice:

1. Assign students a partner and have students take turn reading a paragraph of the reading. When a vocabulary word, such as the above, come along, ask students to use the context of the sentence and try and determine the meaning of the word. Encourage the students to also think of a possible synonym for the vocabulary word.

Additionally information for the teacher on the holiday, Loy Krathong can be found at this site: <http://www.thailandlife.com/loykrathong.html>

2. Have the students find three customs of the people of Thailand which they learned from the story. (page 18 has several and encourage students to look at the pictures, too).

THREE customs of the people of Thailand:

1.

2.

3.

3. Have students volunteer to retell the story to another student or the class.

Answers:

1. People greet by holding hands together pointed at the top

2. people wear different clothing

2. Make a krathong for the holiday

Post Reading Activity:

1. Write a paragraph giving directions step by step on how to make a krathong.

Use the following for your plan:

How to make a Krathong:

First:

Next:

Then:

Finally:

Write the following into paragraph form.

3. Have the students share with the class if they have a nickname and how they got it. If they could select their own nickname to describe themselves, what would they select and why.

Session 5:

Motivation:

1. Ask the students to try and figure out the sound that can be created from the following things:

twisting cellophane(crackling fire)

squeezing a box of corn starch(walking in snow)

Blowing through a straw into water(boiling water)

Squeezing folded sandpaper(breaking eggs)

2. Explain that sound effects helped to record sounds that might not be loud enough for movies. In the story, *Matthias and the Dragons*, Matthias helps his father with his traveling puppet show creating sound effects until something happens and he winds up lost and in a cave with two dragons. Knowing about creating sounds, helps him get safely home.

Teacher Input:

1. Pass out copies of Spider Magazine to partners of students. Before reading, do a picture walk through of the story, *Matthias and the Dragons*, by Maggie Murphy, on pages 22- 27.
2. Introduce the vocabulary words such as: *swarmed, midges, livelier, clashed, forbidding, eerie, darted,, devoted spewing, gleaming, dangling, lumbered, swiveled, and scanning*. 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 take turns reading the story, stopping after each page to review comprehension and vocabulary.
2. Have students use descriptive phrases to describe the illustration on pages 22-23.
3. After reading the story, have partners of students do the following activity:

Steps to problem solving: Matthias has a problem!

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?

After students have had an opportunity to finish the activity, rejoin as a class and review their charts with the entire class.

Post Reading Activity:

Draw a picture/color the monstrous green dragon. On the drawing, use their imagination and write three descriptive phrases about the dragon's wing, mouth and body. Prior to doing the activity, discuss making **metaphors** "like or as" comparisons. For example: The cloud was like a white cottonball floating through the sky. Encourage students to give sample metaphors before doing the draw activity.

Session 6:

Motivation:

1. Have students brainstorm a list of good manners towards other people, at the dinner table, etc. This site lists 10 good manners for kids:

<http://www.drdaveanddee.com/manners1.html>

2. Tell the students that in the story, *Horribly Good May*, by Jeanne Modesitt , on pages 29-31, having good manners gets a young girl into trouble!

Teacher Input:

1. Pass out copies of Spider Magazine to partners of students. Review the illustrations and reading for possible vocabulary words that may come up along the reading of the story.
2. Introduce the vocabulary words which may include: *crabby, ailing, obliged, barreled, clamped, startled, gasped, and stomped*. Ask the students to share creative sentences using the new vocabulary words and add the words to a *Word Wall*.

Guided Practice:

1. Have students take turns reading parts of the story, stopping after each page to discuss comprehension and share comments and predictions.
2. This story could be used to make a text-to-text connection with the story , *Little Red Riding Hood*. Ask the students to compare and contrast the two stories.
3. Discuss adjectives and adverbs and make a list on the chalkboard or chart paper.

ADJECTIVES **NOUN**

ADVERBS **VERB**

Have the students be adjective and adverb detectives and after reading pages 29 and 30, search for adjectives and the noun for which they are describing and then do the same for adverbs.

Post Reading Activity:

Do the following activity:

Write the good manners of May: How did each get her into trouble with the rhino?

- | | |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

Write a paragraph on how May's good manner got her into trouble.

Did you like how the author ended this story? How would you have liked it to end? Explain your answer.

Session 7:

Have partners read the poem, *Me and My Lunch* by Phillip J. Tietbohl on page 28. Write a poem pretending to be the knight that meets up with the dragon.

Post Reading Activity:

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 pull hard"-yank) 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. The group with the most points are the Bluff Champs.

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.