

Teacher's Guide for Spider Magazine

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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 April 2008 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. Stories such as *A Brush with History* and *Ali's Olive Jar* can be used to provide reading in the content area 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%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

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 April 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

Session 1:

Motivation:

1. Ask the students to write a sentence describing to an alien what April Fool's Day is all about. After a couple of minutes, encourage students to share their sentences.
2. Ask the students what types of things they have done to others on April Fool's Day. Emphasis the pranks should be silly and not harmful or cruel.
3. Share with the students a bit of the history behind April Fool's Day. Thought to begun in France in the 1500s, it's a day to play tricks on people. This custom is thought to have started in France during the 16th century. New Years used to be celebrated on March 25th.

When the calendar was changed, those refusing to accept the new calendar, received silly gifts. Those who received the pranks were called "poisson d'avril" (April Fish).

4. Explain that in *Doodlebug and Dandelion* by Pamela Dell on pages 4- 8, it is April Fool's Day and things may not be as they seem.

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 "*Doodlebug and Dandelion*" on pages 4-8. 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 possible *Word Wall* for this issue. Some words might include: *frothy, glumly, precisely, muttered, motherly tone, furiously, smirked, and uncontrollable* Encourage students to think of creative sentences for the vocabulary words and to find the base words for those words with endings.

Guided Practice:

1. Have students take turns reading the article on pages 4-8 stopping after each page to review and discuss what is happening in the story.

2. Encourage making *text-to-self connections*. How do you think Doodlebug felt when he'd been April Fooled? How would you have felt? Have you ever had your teacher call your home or request a parent/teacher conference? Do you like to read comics? What types of comics are your favorite ones? etc.

3. Discuss nouns and adjectives and how adjectives make nouns more vivid and descriptive. Have students search pages 4-8 to find nouns and adjectives that tell more about the words. Encourage students to try for multi word adjectives. For example: *grouchy second grade teacher, fried mugwort root, expert monster tamer*, etc. Make a list on chart paper or the chalkboard , **ADJECTIVES** **NOUNS** and encourage students to share what they've found.

3. This story also has many examples of adverbs. Discuss with the students the purpose of adverbs including gives description to a verb as an adjective does to a noun. Share with the students that many adverbs end in *ly* and tell : how, when, where or to what extent about a verb. Example: *Bonny quickly ate her lunch*. The verb is ate and QUICKLY tells HOW she ate and is the adverb. Have the students use pages 4-8 and locate verbs and adverbs. For example: he noddled *glumly*, *hurried out back*, *shaking his head furiously*, etc.) Discuss the examples that the students have located in the story.

4. Have the students return to small groups and do the following activity sheet:

Steps to problem solving: Doodlebug and Dandelion

A. What is Doodlebug Pinkley'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 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. Pretend to be Doodlebug and write a *persuasive* note to your teacher asking her to consider returning the comic book before the end of the school year.

Session 2:

Motivation:

1. Continue making text-to-self connections by asking students if they have ever left a tooth under their pillow for the tooth fairy? How did they feel to have a missing front tooth? Encourage students to share their experiences.
2. Explain that in the story, *The Terrible Tooth Trick*, by Joette, on pages 12- 16, Jazmin and Seth come up with an idea to make more money from the tooth fairy by collecting teeth.

Teacher input:

1. Assign the students a partner and open the issue of Spider Magazine to *The Terrible Tooth Trick* on pages 12-16.
2. Review the pictures before reading the story and encourage the students to share their comments and predictions. Also, have the students skim the reading for possible vocabulary words which might need highlighting. Possible words might include: *chirped*, and *zillion*.
3. There is a typo on page 13. *Putting animal teeth underour pillows* should read *Putting animal teeth under our pillows*. It might be interesting to ask the students to see if they can spot a mistake on page 13!

Guided Practice:

1. Before reading the story, have students brainstorm what they think the tooth fairy might look like and write the suggestions onto the chalkboard. Encourage students to include the different senses (sight, hearing, smell, taste, touch). Pass out drawing paper and have the students draw/color a picture of what they think the tooth fairy might look like.
2. On the students' drawing, ask the students to list five things that the tooth fairy might do with all the teeth she collects. Return as a class grouping and encourage the students to share their drawing and list on the chalkboard the different ideas the students suggest for how the tooth fairy uses the teeth she collects.
3. Have students take turns reading a section of the reading and stop after each page to discuss, sharing comment and predictions and making connections.
4. Do the following activity:
WHAT'S THE PLAN?
 1. What is the idea to make more money?
 2. Who is involved in the plan?
 3. Where do the children go to get what they need?
 4. What are some of the different animals they think to use?
 5. What did the tooth fairy leave in the pouch?Regroup and discuss the activity sheet.

5. Although the story is fiction, discuss the difference between fiction and non-fiction, there are several facts that the students can learn from the story about elephants. With a partner, have the students review the story and find 3 facts about an elephant's teeth.

ELEPHANT TEETH

- 1.
- 2.
- 3.

Facts include: Elephants have only four teeth in their mouth, each tooth is about the size of a brick, an elephant will have six set of teeth in a lifetime

The side bar, Missing: Animal Teeth, is a non-fiction piece. Have the partners, find factual information for the reading.

FACTS ABOUT ANIMAL TEETH

COW:

- 1.
- 2.

RABBIT:

- 1.
- 2.

DOLPHIN:

- 1.
- 2.

Return as a class and review their facts.

6. Ask the students if they know how many teeth are in the mouth(32). Ask the students if they know the different types of teeth, why teeth are important and ways to keep your teeth healthy and write responses onto the chalkboard.

Possible facts to include:

- Brush at least twice a day - after breakfast and before bedtime. If you can, brush after lunch or after sweet snacks. Brushing properly breaks down plaque.
- Brush all of your teeth, not just the front ones. Spend some time on the teeth along the sides and in the back. Brush away from your gums.
- Take your time while brushing. Spend at least 3 minutes each time you brush. If you have trouble keeping track of the time, use a timer or play a recording of a song you like to help pass the time.
- Be sure your toothbrush has soft bristles (the package will tell you if they're soft). Ask your parent to help you get a new toothbrush every 3 months. Some toothbrushes come with bristles that change color when it's time to change them.
- Learn how to floss your teeth, which is a very important way to keep them healthy. It feels weird the first few times you do it, but pretty soon you'll be a pro. Slip the dental floss between each tooth and up along the gum line. The floss gets rid of food that's hidden where your toothbrush can't get it, no matter how well you brush.

from: from: http://www.kidshealth.org/kid/stay_healthy/body/teeth.html

7. Give the students a diagram of a tooth. See this site for a reproducible handout:

<http://www.enchantedlearning.com/subjects/anatomy/teeth/toothprintout.shtml>

Post Reading Activity:

1. Use this dental office cartoon at this site:

<http://www.healthyteeth.org/experiments/colouring.html>

Write a paragraph explaining in about 5 sentences all the things that are wrong in the cartoon.

2. Review the following website pages on teeth:

http://www.kidshealth.org/kid/body/teeth_noSW.html

<http://www.adha.org/kidstuff/>

Have the students draw/color a poster on teeth and write 7 facts on a poster to share with others about teeth which they learned from the information.

Session 3:

Motivation:

1. Bring in a toothbrush and some toothpaste. Share with the students that just like countries of the world have a history, so do objects such as the toothbrush and toothpaste.
2. Explain that in the story, *A Brush with History*, by Gary L. Blackwood, on pages 18-22, the students will be learning the long history of the toothbrush and toothpaste.

Teacher Input:

1. Have the students sit with a partner. Distribute the April issue of Spider Magazine and direct the students to turn to the story, *A Brush with History*, on pages 18-22.
2. Review the pictures before reading. Encourage students to share their comments and predictions. Have the students skim the reading for possibly vocabulary words which need highlighting and which could be placed on a possible Word Wall. Words might include: *frayed, neem, apparently, sodium bicarbonate, obviously, musk, Hindus, Muslims, and upper classes.*

Guided Practice:

1. Have the students take turns reading *A Brush with History*, stopping after each page to discuss and make connections.
2. Have a map of the world which you can ask the students to locate the different cultures, countries and continents mentioned.
3. Divide the students into small groups to do the following chart:

Earliest Toothbrushes Who used them?

- 1.
- 2.
- 3.

What was used as tooth powder? Who used these?

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

Find the following answers:

What was considered an insult by the people of the Congo?

What did the Hindu consider the mouth to be?

What was considered bad manners in the *Boke of Curtasy*(what also do you think this book would be called today?)

Responses: (You haven't cleaned your teeth, gateway to the body, using the edge of the tablecloth to clean your teeth, *Book of Courtesy*)

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

Post Lesson Activity

1. Draw/color a picture of a toothbrush and write four facts learned from the reading.

Session 4:

Motivation:

1. As the students where they may have seen a bear? Encourage students to share their responses with the class. Ask the students if they have ever been on a bus or waited at a bus stop for a bus to arrive.

2. Explain that the story, *Street Bears* by Janeen Brian, on pages 23- 25 is about a girl that spots a bear sitting on a street bench by a bus stop and wonders why he is there.

Teacher Input:

1. With a partner, have the students open their Spider Magazine to *Street Bears* on page 23-25. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.

2. Explain that this story is written in the first person and how this differs from the third person written account such as *The Terrible Tooth Trick*. Encourage students to find examples of Pronouns(which need to be reviewed) which would be used in a First Person reading and those for a third person reading, referring back to *The Terrible Tooth Trick* and reviewing *Street Bears*.

3. Introduce the following vocabulary word *hibernating*, encouraging students to share information on the term.

Guided Practice:

1. Have the students take read the story in small groups of 2-4, circulating around the room as they read the story.
2. Give the groups of students a guided reading sheet:

Guided Reading Activity:

- A. What did Mom tell the girl was considered to be rude?(to stare)
- B. Where did the girl go to watch the bear without being seen?(behind a tree)
- C. Why didn't the girl have much knowledge about buses? (mom uses a car to take her places)
- D. What are the ideas that the girl had for why the bear was sitting by the bus stop?

1.

2.

3.

4.

(sore paw, running away, he was lost, waiting for a bus, hibernating there on the bench)

E. What was the real reason the bear was waiting?(Mother bear told him to wait for her).

3. Return as a class and discuss the story and review the activity sheet.

Post Lesson Activity

Have the students read the riddles on page 26 and then try to create two of their own. Share the riddles with the class asking the students try to solve their created rhyming riddles.

Session 5:

Motivation:

1. What are some *things* that you own that you value? Ask the students to share some of their valued items and how do they protect them.
2. Bring in an olive jar and show the jar to the class. Explain in the story, *Ali's Olive Jar*, by T.V. Padma, on pages 27-33, is about a man that has some gold and needs to go away for awhile. Fearful that the gold might be stolen during his absence, he thinks of a way to protect it. Ask the students if they can think what he might do?

Teacher Input:

1. Assign a student a partner and pass out the issue of Spider having the class turn to *Ali's Olive Jar* on pages 27-33.
2. Do a picture walk through of the story looking at the different illustrations and encouraging the students to make predictions about the story.
3. Tell the students to follow along as the story 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 possible Word Wall for the issue. Possible words include: *pilgrimage, Mecca, compromise, dare, temptation, curious, bazaar, baklava, fez, shuffled, hastily, mosques, shrines, anxiously, probing, contents, marinated, solution, and dejectedly*. Encourage the students to suggest creative sentences for the vocabulary words.

Guided Practice:

1. Introduce the story by saying: *merhaba*(*mer-hah-ba*) which is *hello* in Turkish. Next say, *Nasilsiniz?* (*Nah-sul-suh-nuhz*) which is *How are you?* in Turkish. Before reading the story, show where the country of Turkey is on a map of the world. Explain that the story takes place in the country of Turkey. Ask the students to share any prior knowledge they might have on the country of Turkey.

Cool facts about Turkey:

- A. Turkey is only one of two countries on two continents(Asia and Europe). The other country is Russia.
- B. Some say that Noah's Ark rests atop Mt. Ararat in the country of Turkey

Kid friendly information on Turkey can be found here:

<http://www.timeforkids.com/TFK/teachers/aw/wr/article/0,28138,1554718,00.html>

http://www.turkishembassy.org/index.php?option=com_content&task=view&id=301&Itemid=318

2. Read the story spotting to discuss the story and make connections and predictions.
3. Discuss the Islamic faith and ask the students if they remember any facts about Muslims from the *Brush with History* reading. Refer back to page 19 if needed. (learned from the other story- Muslims pray 5 times a day, holy book is the Koran, cleaning by rinsing mouth 3 times)This site has information you might find helpful about the Islamic faith.//www.woodlands-junior.kent.sch.uk/Homework/religion/Islam.htm The Islamic faith asks that sometime in your lifetime you make a holy trip(called a pilgrimage) to the holiest Islamic city, Mecca(found in Saudi Arabia). Using a map, show the location of country of Saudi Arabia.
4. Ask the students to make *text-to-self* connections to the story. Have they ever had to make a compromise with someone? Perhaps, depending on the age of the students, you can make a text-to-text connection sharing the *Compromise of 1820*. Did they ever have someone they trusted, show in their actions that they couldn't be trusted with a secret or taking care of something you loaned to them?

5. Review adverbs done earlier in the issue. Have students find adverbs and the verbs for which they are given additional description:

VERB	ADVERB
------	--------

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Return to a class grouping and review the chart.

Post Lesson Activity:

1. Have the students pretend to be the judge, Ali or Farouck and write a paragraph explaining the court case to settle the matter.

Session 6:

Teacher Input:

1. Assign partners to read the poem *April Rain Song* by Langston Hughes, on page 9 and *Jungle Mouth* by Rolli on page 17. 2. Ask the students to compare and contrast the two poems. Which did they like the best? Why?

Guided Practice:

1. Have students return to a class and read the poems again in choral reading. First the poem on page 9 and then the poem on page 17. 2. Ask the students to look at the illustration on page 9 and offer descriptive phrases for things that they see. Encourage students to build onto phrases given. For example: *I see a frog. I see a frog wearing eyeglasses and a (color) jacket. I see a frog wearing eyeglasses and a (color) jacket with a red and black ladybug on its pants. etc.*

Post Reading Activity:

Draw /color a picture of a rainy scene. Have the students create a poem about rain.

Session 7:

Post Reading Vocabulary Survey:

Divide the students into small groups and place the vocabulary words from the issue onto the chalkboard.

Give the group the following chart and have the students classify the words. Review nouns, verbs and syllables prior to beginning the chart. *A good way to determine syllables is to have the students place their hand under their chin. Tell them for each time their chin*

drops as they say a word, that is a syllable. For example: hippopotamus has a five chin drops.

Classify the Vocabulary Words:

Words that have endings:

Words of one syllable:

Words of two syllables:

Words of more than two syllables:

Words that are nouns(person, place or things):

Words that are action words(verbs):

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.