

# 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 October 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 *Lulu Poole's School for Ghouls* provides reading in problem solving and *Majestic Flying* can provides a reading in the content areas of science. 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**

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[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%20Readin>

<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](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 October issue of Spider

Word cards

Drawing paper and crayons

Chart paper/chalk board

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

Websites of interest

### **Session 1:**

#### **Motivation:**

1. Ask the students to brainstorm all the things that come to mind when they think of Halloween. What are the sounds? Feelings? Sights? etc. that they can attribute to the holiday.
2. Explain that in the story, *Doodlebug and Dandelion*, *A Penguin's Halloween*, by Pamela Dell, on pages 4-8. the family has a Haunted House Tour for neighborhood kids.
3. Ask the students to share some of their favorite Halloween costumes.

#### **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, A Penguin's Halloween*. Tell the students as the story is read to search for words they think should be highlighted and discussed further. Some words may include: *dimly, declared, bulge, perched, casa bizarro, brittle, truffle, scurried, and humongous*. 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 5, encourage students to give descriptive phrases to describe what they see in the picture of the chocolate factory tour. Ask students if they have ever been on a tour to see something made? Encourage *text-to-self connections* and explain that making such connections helps in reading comprehension.

3. Cousin Rudyard Pinkley dresses as a penguin. Use this story to introduce a bit of a science lesson. Show a picture of a penguin. This website has photographs.

<http://www.kidzone.ws/animals/penguins/photos1.htm> Ask the students what they know about penguins. Share the following information:

#### Penguin Facts:

Unlike most birds, penguins are not able to fly.

Penguins spend as much as 75% of their time underwater

Penguins can swim at a speed of about 15 miles per hour.

Like whales, penguins have a layer of fat under their skin called blubber.

Penguin's use the hook at the end of their beak to help grab their dinner.

A penguin has backward facing bristles on their tongue that prevents slippery food from getting away.

Penguins only live in the Southern Hemisphere.

Penguins live in the southern areas of South America, Africa, Australia, New Zealand and the Galapagos Islands.

The male penguin takes care of the baby eggs while female penguins search for food.

Penguins use sign language to communicate with other penguins using their flippers and heads.

From: <http://www.penguinfacts.net/penguin-facts-for-kids.htm>

4. Have students describe the different things they see on page 5. Have the students grow the sentences. For example: *I see a pumpkin. I see a pumpkin that is orange. I see a pumpkin that is orange with triangle eyes and nose.* etc.

5. On page 6, have students write a couple of sentences describing what they see and then have the students share their writing passage with the rest of the class. Point out that the sign, Creepyness is actually spelled: *creepiness*.

6. After reading the story, have students do the following comprehension activity:

A. Describe the Monster Operating Room.\_\_\_\_\_

B. What did Dandelion do before the "guest" entered the Monster Operating Room?(blindfolded them)

C. What really were Monster EYES\_\_\_\_\_ (grapes)

D. What really were Monster BRAINS\_\_\_\_\_ (spaghetti)

E. How much money was earned from the Haunted House Tour?(\$21)

F. How did Mrs. Pinkley help make the tour more fun?(played organ music)

G. What did Rudyard plan to use the money to purchase?(new penguin egg) Why?(it dropped and broke in the Monster Operating Room)

H. What are three facts learned from the reading about penguins?(father penguins care for unhatched eggs/ don't eat for months while egg bakes/ hid eggs under their fat and feathers to keep it warm)

Return as a class and review the reading comprehension activity.

### Post Reading Activity

Draw and color a picture of a penguin and write four specific facts learned about penguins on your drawing.

Have students make mobiles of five different things associated with Halloween.

### Session 2:

#### Motivation:

1. Before reading the poem, *Whooo's There?* by Jean H. Marvin on page 9, ask the students to share what comes to mind when they think of a ghost.

#### Guided Practice:

1. Read the poem, *Whooo's There?* on page 9 to the class. Reread the poem asking the students to read in unison with you.

2. What are the rhyming patterns? Can you think of other words that rhyme with WHITE and HALL? Make a list of all the words that the students suggest.

3 .Have pairs of students write a short poem of their own on ghosts.

4. Have students turn to page 25 and read orally the poem , *Crossword with Dad* by Mary Quattlebaum on page 25.

#### Post Reading Activity:

Have students make a self crossword puzzle with 7-10 facts about themselves. Have students exchange puzzles and have them discuss things about themselves before the students attempt to do the other student's puzzle.

### Session 3:

#### Motivation:

1. Ask the students to think of why they go to school? Ask the students to think of other things that they might go someplace to learn about that activity?(for example: swim classes, music lessons, gymnastic class, sports, etc.).

2. Explain that in the story, *Lulu Poole's School for Ghouls*,by Joanne Lamond, on pages 10-16, a ghost named Culpepper needs to learn how to be a scary ghost.

#### Teacher Input:

1. Pass out copies of Spider Magazine to partners of students. Before reading, do a picture walk through of the story, *Lulu Poole's School for Ghouls*, on pages 10-16. Have students skim the reading to find unfamiliar words that can be added to a possible word wall

for the issue. Possible words might include: *ghouls, rickety, seeped, banished, shuddered, haggish, and refresher*. Encourage students to use the context of the sentence to try and determine the meaning of the words and to give sample sentences.

**Guided Practice:**

1. Assign students a partner and have students take turn reading a paragraph of the reading, stopping to discuss the content and encouraging students to share comments and predictions.
2. Have students use pages 14-15 and in small groups, have them use a piece of paper and find as many nouns and adjectives pairs that they can locate. For example: highest scream, deepest moan, etc.
3. Have the students work independently or with a partner to complete the following graphic organizer on problem solving.

**Culpepper's goes to School**  
**What is Culpepper's problem?**  
**Who are the main characters?**  
**What is the setting of the story?**  
**Events to solve the problem.**  
**Resolution(outcome of Culpepper's problem)**

Regroup as a class and discuss the problem solving graphic organizer.

4. Have partners of students do the following activities:

**A. Describe Poole's kitchen(be descriptive)**

- 1.
- 2.
- 3.

(possible answers: log fire burning in stone fireplace, something bubbling in pot, block pot hung on hook in the fire,gray-green cloud rose from the pot)

**What caused Culpepper to learn to moan?(the awful smell)**

**B. Describe Poole's Attic(be descriptive)**

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

(moonlight streamed through hole in the roof, basket of worn clothes, box of smelly shoes, bats, )

What helped Culpepper learn to make a scream?(bats)

C. Describe Poole's Cellar (be descriptive)

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

(poorly lit(dim), cobwebs, wet, drippy walls, smell of rot, dead flowers, chains hanging on wall nails, spiders)

What helped Culpepper learn to wail?(spiders scurrying around the cellar).

Regroup as a class and discuss the activity.

5. Have the students pretend to be Culpepper and in unison try practicing Culpepper's homework: OOOOOH, EEEEEAAK , and AAHHHH

**Post Lesson Activity.**

Have the students write a paragraph about one of the areas in which Culpepper went(the attic, basement or kitchen). Write four specific and descriptive sentences to describe the area based on information gathered in the above activity. Have the students draw and color a picture to go with the paragraph.

**Session 4:**

**Motivation:**

1. Ask the students if they know what a bird of prey is. A bird of prey, or raptors, are birds that are meat eaters and instead of their beaks, use their feet to capture their prey. They have sharp, hooked beaks, sharp talon on powerful feet and very good vision. This site has lots of information and photographs on birds of prey and a quiz for kids:

<http://birdsofpreynorthwest.org/recognize.html>

2. Explain in the story, *Majestic Flying*, by Danna Smith, on pages 18-24, a young boy gets a lesson in falconry from his dad, the training of birds of prey to hunt.

**Teaching Input:**

1. Assign the students a partner and pass out a copy of the October issue of Spider Magazine. Have the students turn to *Majestic Flying* on pages 18-24. Do a *picture walk* through before reading the story having students give comments and predictions as to the story.

2. Introduce the following vocabulary words such as: *bate, talons, falconry, lure and mew*. 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. Explain that the author is writing in the first person and makes it seem like he is talking directly to you. Have the students look on page 18-19 and tell the students to be *pronoun detectives* and when they spot a pronoun showing FIRST person to raise their hand. (ie: I, we, my, etc.).

2. Explain that the reading *Majestic Flying* is a non-fiction reading selection. Ask the students how non-fiction differs from fiction such as *Doodlebug and Dandelion, A Penguin's Halloween*. Ask the students to think of non-fiction reading selections they remember reading. Tell the students that *Majestic Flying* 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.

3. Start by reading the first two pages of the story. Ask the students to respond to comprehension questions after you finish reading to check on their listening skills such as: What does Dad wear so the falcon doesn't hurt him? At what time of day does the young girl get her first lesson? How much does Majestic weigh? etc. Have the students look at the picture on 18-19 and have the students describe the equipment needed for falconry. (Possible answers: strong leather gloves called a gauntlet, a hood slip for the bird, bells, vest with pockets, lures of feathers with meat pieces, a hat)

4. For the rest of the story, have students take turns reading parts of the story, stopping to review the comprehension, share comments and predictions. Encourage students to make connections such as *text-to-self*. Have they learned something from a parent, older sibling, grandparent, etc.?

5. What are several facts learned from the reading about falcons? (Possible answers: (can go 200 miles an hour when diving, eat meat, strong talons used to eat, weigh about two pounds).

6. Read together the *History of Falconry* on page 24. Have the students use an index card or piece of paper and after reading find 4 facts which they think are important to learn about the topic. Regroup and have the students share the facts they wrote down. Possible answers might include: has been done for 4000 years, started in China and the Middle East, Popular in Medieval Europe between 500-1500 AD, called the Sport of Kings, falconers were very respected, stealing a falcon could be punishable by death.

7. Review with the students word endings (*suffix endings*) and base words. Have small groups of students find as many words with suffix endings as they can on pages 19-23. Give the students about five minutes. Use the following headings:

**WORD WITH ENDING**

**BASE WORD**

Return to a class grouping and review the words that the students located.

Additional information on Falconry: <http://en.wikipedia.org/wiki/Falconry> Additional information and photographs on birds of prey:

[http://www.peregrinefund.org/explore\\_raptors/index.html](http://www.peregrinefund.org/explore_raptors/index.html)

**Post Reading Activity:**

Pretend you are Majestic the falcon. Write a paragraph about watching Dad teach his daughter about falconry. Draw/color a picture of Majestic and add your writing to the top or bottom of your paper.

On a piece of paper, write down five things you learned from the story. For example: The house of a falcon is called its \_\_\_\_\_. (mew) A falcon will always fly to the \_\_\_\_\_(highest) perch. Exchange the questions made with another student to answer.

### Session 5:

#### Motivation:

1. Do you know what a truffle is? Truffles are round, warty, and irregular in shape and can be as small as a walnut to the size of a man's fist. Show a picture of one which is one of the largest ever found at this site:

<http://news.nationalgeographic.com/news/2007/11/photogalleries/wip-week57/photo5.html>

Ask the students if they eat mushrooms? How would they describe to someone how a mushroom feels, looks and tastes?

2. Explain in the story, *The Truffle Hunter* by Inga Moore, on pages 26-32, a pig named Martine learns to be a truffle Hunter.

#### Teacher Input:

1. Pass out copies of Spider Magazine to pairs of students and have the students open to the story, on pages 26-32. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.

2. Introduce the vocabulary words such as: *thickets, ancestors, domestic, unimpressed, rubbish, retorted, amongst, haughtiest, inclined, gorging, dreary, draughty, and pate*. Ask the students to share creative sentences using the new vocabulary words and add the words to a possible *Word Wall*.

#### Guided Practice:

1. Before reading, explain that in the story, animals have the same characteristics as humans. What might be some of the things the pig will be able to do?(talk, own and drive a car, etc.)

2. Have students take turns reading a section of the story. Stop after each page to discuss the contents of the story. Do you think it was kind for Cesar to call Martine a dunce? Has anyone said unkind things to you? How did you feel? Cesar looked down on Martine. From the reading, how do you know this is true? How would you have felt? etc. Discuss with the students quality traits of people, both positive and negative, and make a chart on the chalkboard and encourage students to add to the list. For example, from the story, they might suggest: Hardworking, sensitive, helpful(Martine). Bully, anger mean(Cesar), etc.

3. Discuss adjectives and nouns and make a list on the chalkboard or chart paper.

**ADJECTIVES                      NOUNS              ACTION VERBS**

Have the students be Grammar detectives and search pages 26-29 for adjectives and the noun for which they are describing. Have students locate action verbs, too. Possible examples include: *twisting /miles / stretched* List the responses under the headings.

#### 4. Interesting facts about truffles to share with the students:

Truffles are round, warty, fungus found in the forests of Oregon and Washington states and in especially in the countries France and Italy.

Look for truffles about 10-14 days after a heavy rain. They are not found near maple trees but ARE found near pines, firs, birches, beeches, oaks and hickories.

Both dogs and female pigs are used to hunt for truffles. Dogs won't eat the truffles but pigs will!

#### Post Reading Activity:

Have the students ask their parents about their ancestors. From which countries do the students' families originate. Give the students a world map showing countries of the world and highlight the different countries mentioned.

Go to the library and find stories with talking animals and/or other human characteristics to make *text-to-text connections*.

#### Fun activities:

With a partner, have students read the jokes at *Frightening Funnies* on page 17 and also have students try the *Costume Confusion* on the back cover of the October issue of Spider Magazine. Have students also read the poem *Orange Shmorange* by Katherine Pebley O'Neal on page 33. Share with the students that the following words, like orange, do not have any rhyming words pairs: *silver, purple, month, monster, elbow, and chocolate*. Encourage students to try and write a poem and make up rhyming pairs about one of these words. For a larger list, see this link:

[http://en.wikipedia.org/wiki/List\\_of\\_English\\_words\\_without\\_rhymes](http://en.wikipedia.org/wiki/List_of_English_words_without_rhymes)

#### Session 6:

##### Post Reading Activity:

Divide the students into small groups and place twenty 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):**

**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.