

Teacher's Guide for Spider Magazine

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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

The following teacher's guide is designed to assist the classroom teacher in using the January 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 reading such as *King for a Day* makes a great social studies lesson to discuss customs of the world and specifically the country of France. *I Won't Sneeze* can also be used as a mini lesson in social studies to discuss the island nation of Indonesia. Stories such as *King for Day* and *I Won't Sneeze* can also be used to highlight the concept of problem solving. 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 January issue of Spider

Map of World

Drawing paper and crayons

Smartboard /chalk board

Journals

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

Session 1:

Motivation:

1. Ask what they like most about wintertime. For those students living in warm climates, ask if they have ever seen snow and what they'd like to do if they had a snow storm.
2. Explain that in the story, *Doodlebug and Dandelion*, the family sets out to make a big snow maze after a big snow storm.

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"* by Pamela Dell on page 4. Tell the students as the story is read to search for words they think should be highlighted and discussed further. Possible words might include: *labyrinth, revved, bravo, pedestal, gingerly, mused, clutched, proclaimed*, and mural. These vocabulary words can be added to a possible Word Wall. Encourage the students to make creative sentences using the vocabulary words and to try and determine the meaning from the context clues in the sentence.

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. On page 5, have the students look at the illustration and suggest descriptive phrases of what they see. Encourage students to "build sentences" and add on to a phrase of another student as has been done in prior issues.

2. Ask the students if they have ever made a snow maze. Ask the students if they have done a family project in the wintertime. These questions encourage students to make *text-to-self* connections. Ask the students the different emotions the family may be feeling as they construct the snow maze, etc.

3. After reading the story, divided the students into small groups to do the following sheet: Doodlebug and Dandelion stories are great for their descriptive nature. Review adjectives and how they add details to nouns. For example: *big front window*

In small groups or with a partner, give the students about 10 minutes to find examples of descriptive phrases in the story.

Find descriptive phrases:

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

Return as a class grouping and discuss the descriptive phrases that they have found in the reading.

4. Do the following comprehension questions:

- A. What did Mrs. Pinkley add to the mural?
(plastic flowers, toy beetles and other things from her Zanybag)
- B. What was the prize for the team that reached the center first?
(to pick the nightly board game)
- C. What did Mrs. Pinkley and Dandelion do in the center of the maze?
(spray-painted a mural)
- D. What did Uncle Henry show Rudyard and Doodlebug to do?
(freeze an egg on the snow)
- E. What did Mrs. Pickley place in the center of the maze?
(made a pedestal for the frozen egg)
- F. Because Rudyard and Doodlebug were busy doing what Uncle Henry showed them, what didn't they do?
(finish their end of the maze)
- G. Where was the cabin located where the snow maze was built?
(Lake Tattoo)

Post Lesson Activity:

Have the students discuss summaries by asking them to give a summary of their favorite television show or book. Have the students write a brief summary (about 4-5 sentences) of what the story *The Snow Maze* was about. Regroup and have the students share their summaries with the rest of the class.

Session 2:

1. With a partner, have the students read the poem, *Winter's Way* by Sherri Stockdale on page 9.
2. Find the rhyming word patterns. Brainstorm words which would rhyme with *aside*, *hail*, *ground* and *fight*.
3. Regroup as a class and make a large list of all the different suggested words that rhyme with *aside*, *hail*, *ground* and *fight*.
4. Have students write another poem continuing the story on the snowball fight.

Session 3:

Motivation:

1. Show a map of the world and highlight the country of France.
2. Ask the students if they know what a custom is. (Accepted behavior for a group of people)

Share some examples:

- Bowing to greet someone
- Sticking your tongue out as a sign of respect in the country of Tibet.
- Using chopsticks in China and Japan
- Celebrating Halloween

Encourage the students to think of additional examples of customs.

3. Explain that in the story *King for a Day* by Carolyn Han on pages 10-16, a custom, from the country of France, is the topic of the reading. Have the students turn to page 16 and read about the custom.

Teaching Input:

1. Ask the students to think about any stories they may have read that had to do with a king. This encourages students to make text-to-text connections. Possible stories could be: *The Emperor's New Clothes* or *King Midas and the Golden Touch*. Have students brainstorm about kings (or queens). Where do they live? Describe their lives, etc.
2. Distribute copies of Spider Magazine to the partners of students. Have the students open to *King for a Day* on pages 10-16 and do a picture walk through encouraging students to review the illustrations and make comments and predictions.
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 possible Word Wall. Possible words include: *oui*, *figurine*, *fancy*, *feve*, *confident*, *maman*, *bon appetit*, *nauseous*, and *Vive le Roi*. Explain that many of the unfamiliar words are French. Encourage students to create sentences for the vocabulary words and to find the base word for words with ending and to suggest additional suffix endings.

Guided Practice:

1. Have students take turns reading parts of the story stopping after each page to discuss and make text-to-text connections. For example, have they ever wanted something very much? Would they have "cheated" to get what they wanted? Would you have felt guilty as Max did for what he did? etc.

2. Learn some additional French words:

- Hello

Bonjour (bohn-zhoor)

- Goodbye

Au revoir (ohr-vwah)

- Please

S'il vous Plait (seel voo pleh)

- Thank you very much

Merci beaucoup (mair-see boh-koo)

3. Pass out a map of France. This site has a very helpful map:

<http://www.factmonster.com/atlas/country/france.html>

Mapwork questions:

A. Countries which touch France (Switzerland, Spain, Italy,, Germany, Luxembourg, Belgium)

B. What is the capital city of France? (Paris)

C. On which river is the capital of France located? (Seine)

D. Bodies of water which touch the country of France (Bay of Biscay, Mediterranean Sea, English Channel)

E. Country located across the English Channel from France (Great Britain)

This site has lots of information on the country of France:

<http://www.timeforkids.com/TFK/kids/hh/goplaces/main/0,28375,491045,00.html>

4. Do the following activity:

Steps to problem solving: Max has a problem

A. What is the Max'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?

F. Who helped solve the problem?

When completed, discuss the activity sheet with the students.

5. Have small groups of questions make 3-5 comprehension questions to exchange with other groups. Regroup as a class and discuss the comprehension questions.

Post Lesson Activity:

Pretend you are Max. Write a brief diary entry as to how you felt as you were helping Maman get ready for Le Jour des Rois and how you felt as you "won" the feve and the reaction by the rest of the family.

Session 5:

Motivation:

1. On a world map, show the country of Indonesia. Give the students a map of Indonesia or place on a smart board. <http://www.factmonster.com/atlas/country/indonesia.html> Ask the

students some geography questions about Indonesia. For example, what is the capital, largest islands, bodies of water which surround Indonesia, etc.

2. Share information on Indonesia:

- 13,667 islands of which about 6000 are inhabited.
- Capital city is Jakarta
- Komodo dragon is native to Indonesia-world's largest lizard.
- 400 volcanoes (100 are active)
- Main islands are Java, Sumatra,
- Indonesia has about 220 million people and is the 4th most populated country in the world.

3. Explain that the story, *I Won't Sneeze*, on pages 18-22 is a folk story from Indonesia.

Teacher Input:

1. Assign the students a partner and have the students open to the story, *I Won't Sneeze*, on pages 18-22. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.

2. Discuss punctuation and how punctuation helps the reader read with more feeling. Find examples to highlight such as "Haven't you heard?" Etc.

Guided practice:

1. 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.

2. After reading the story, have the students search for examples of action verbs used by the author and list them on the chalk board. Have the students think of the present tense for these past tense action verbs.

3. Discuss cause and effect chains and how one event can cause another event. Find examples in the story and ask partners of students to find several examples of cause and effect. Give an example such as the following to get them started:

CAUSE

EFFECT

Because a rice cake was on the ground

Mouse Deer fell in a pit

1. _____

2. _____

3. _____
4. _____
5. _____

Regroup as a class and have the different teams share their examples of cause and effect.

4. Steps to problem solving: Mouse Deer has a problem

- A. What is Mouse Deer'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?
- F. Who helped solve the problem?

When completed, discuss the activity sheet with the students.

Post Reading Activity

Write a summary about the story.

Session 6:

Motivation:

1. With a partner read the poem, *The Germ* by Ogen Nash on page 23.
2. Explain that in the article, *Boggers at Work* by Laura White, on pages 24- 29, the students will be reading about the body's defense system. Ask the students if they know what the first line of defense against invading germ is....answer SKIN.

Teacher Input:

1. Have partners of students review *Boggers at Work*, on pages 24-29, for possible vocabulary words which need highlighting. Possible words might include: *mucus, respiratory system, barrier, cilia, conveyor belt, essentially, sensation, excel, dander* and *irritants*. Encourage students to make creative sentences for the vocabulary words.
2. Explain there will be lots of factual information presented and that they might like to try taking some notes. Have the students draw a large picture of the human nose. Tell them they will add facts about our defense team in the nose.

Guided Practice:

1. Have students take turns reading sections of the story stopping to discuss the information for comprehension.
2. Have students add facts by a large nose drawn on the picture. For example: importance of mucus, the cilia in the nose, etc.
3. Ask the students to compare the reading with that found in a science textbook. What, if anything, made the article, *Boogers at Work*, more interesting to them?
4. Do the following graphic organizer:

Facts about mucus

- 1.
- 2.
- 3.

(Answers: traps germs, cupful produced each day, flushes out germs, helps swallowing)

How does cilia help protect us?

- 1.
- 2.

(Answers: traps germs, sweeps them away)

What actions help get rid of invading germs?

- 1.
- 2.
- 3.

(Answers: coughing, sneezing, blowing the nose)

Post Reading Activity

Review the reading for suffix endings. (ed, ing, s , es, ly) and make a list of 10 such words.

Session 9:

1. With a partner read the story, *Magic Pot* by Gavin Bishop, on pages 30-31.
2. Discuss sequencing. Make a cartoon of the story with six boxes sequencing the story. Write sentences for each box.

Post Reading Vocabulary Survey:

In small groups of 3-4, give students 10 vocabulary words on an index card. Have students give a definition for the words and place them on another index card. Shuffle the cards and place face down on a desk. Have students in the group take turn picking two cards to find a matching pair (word/definition). If they find a pair, they take the cards and have another turn to make a match. The winner is the student with the most index card pairs. Place two rounds if time permits.

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.