

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 March 2009 issue of Spider Magazine to foster listening, reading, writing and thinking skills with your students.

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. *Doodlebug and Dandelion* involves problem solving. *First Sweet Taste* provides reading in the area of science. *Jack and the Bean's Talk* could provide reading in the content areas of language arts and fairytales. 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%20t>

<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: 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

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. Read with appropriate expression and movement as they acted out a part.
9. Created illustrations that creatively portray the topic or text.
10. 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 March issue of Spider

Drawing paper and crayons

Journals

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

Session 1:

Motivation:

1. Ask the students what makes a best friend. Encourage students to share characteristics of someone they consider a best friend. Ask the students if they ever had a disagreement with their friend and how it was solved.
2. Share with the students that in the story, *Doodlebug and Dandelion* by Pamela Dell, a friendship may be in trouble between Dandelion and Tomiko.

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 *Word Wall* for this issue. Some words might include: *translucent, adorned, irritation, reveal, insist, mandolin, paisley*, and *gauzy*. 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. On page 6, have the students look at the illustration and offer descriptions of things they see in the burpmobile
2. Discuss nouns and verbs.
4. After reading the story, have small groups of students made a sheet with NOUN and VERBS on the top of the paper. Have the students go on a verb safari on pages 5-8 and find as many action verbs as possible.

ACTION VERB SAFARI ACTIVITY:

NOUN

VERB

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

5. Return as a class and review the activity sheet.

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

Steps to problem solving: Tomika and Dandelion's Problem

- A. What is Tomika and Dandelion'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. Draw a picture of the fortune that Dandelion had for Doodlebug. Write a short paragraph describing Doodlebug's "future" appearance.

Session 2:

Motivation:

1. Ask the students to what are some things that take place in springtime.
2. Perhaps, bring in a sample of maple sugar and have the students sample it. Ask the students for any prior knowledge they might have about maple syrup and how it is made.
3. Explain that in the story *First Taste Sweet* by Jennifer Riesmeyer Elgren, they will be reading about a young girl that wants to help her family with maple syrup making.

Teacher Input:

1. With a partner, have the students open their Spider Magazine to page *First Taste Sweet* on pages 10-16. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.
2. Remind the students that quotation marks are very important in making the reading come alive. Have the students find the following direct quotations, "*Alice, Time to tap the trees!*" on page 10. Encourage students to volunteer to read the selection with feeling reminding them of punctuation and its importance in giving clues to how a sentence should be read.

Guided Reading:

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: *trudged, spout, strained, frantically, whinnied, and twirled*. For words with endings, ask the students to give you the *base word* and to give different *suffix endings*. Encourage students to give creative sentences for the new vocabulary words. Place words on cards to add to the *Word Wall*
2. Encourage students to make *text-to-self connections* with the story. Did they ever want to do something but were told they were too young? How did they feel, especially if they have an older sibling that *WAS* able to participate.
3. Do the following activity with your students:

REASONS that Grace was too young to help make the sugar?

- 1.
- 2.
- 3.

(answers: would fall asleep, couldn't stir, could get burned)

THINGS Grace did that demonstrated she wasn't able to help with the sugar making:

- 1.
- 2.
- 3.

(made nails for spouts too far apart, dropped the spouts, spilled the bucket)

Regroup as a class and review the information.

4. Do the following comprehension questions:

- A. What did Grace and Alice use to cover their laps as they went off for the mountain?(blanket)
- B. How many holes were drilled into the maple trees?(three)
- C. What caused Grace to drop the spouts into the snow?(daydreaming about maple sugar)
- D. What did Mama do before pouring the sap into the kettle to boil?(strained the Bark and leaves out)
- E. What caused Grace to wake up?(heard the horse whinnying)
- F. What did Grace use to help stir the sap?(broken shovel handle)
- G. How did the family enjoy the first maple syrup?(pour the sugar over fresh snow)

Facts about maple syrup making:

<http://www.sciencenewsforkids.org/articles/20070314/Feature1.asp>

Some Facts about Maple Syrup making:

- takes 30-50 gallons of sap to make one gallon of maple syrup
- Usually a maple tree is at least 30 years old and 12 inches in diameter before it is tapped
- Each tap will yield an average of 10 gallons of sap per season, producing about one quart of syrup.
- The maple season may last eight to 10 weeks, but sap flow is heaviest for about 10-20 days in the early spring.

From: http://pittsburgh.about.com/cs/pennsylvania/a/maple_syrup_2.htm

Post Lesson Activity

1. Discuss *how* to writing. How would you make a peanut butter and jelly sandwich? What are the steps involved? Discuss sequencing and words to use such as first, next, then, after, finally, etc.
2. Have the students review the steps to making maple sugar and write a paragraph with at least 4 steps.

<http://teachersnetwork.org/dcs/techinclass/maplesyrup/maplesyrup.htm> lots of great information about maple syrup making and the history behind it.

Session 3:

Motivation:

1. Bring in some beans and ask the students to brainstorm as many things that can be done with beans.
2. Ask the students to describe a story which would be called a fairy-tale. Ask students to use prior knowledge and make text-to-text connections of other stories which they may have read which would be considered a fairy-tale.
3. Explain that the story *Jack and the Bean's Talk* by Mary Quattlebaum on pages 18- 23 is a fairy-tale about a boy that gets some very unusual beans.

Teacher Input:

1. Assign a student a partner and pass out the issue of Spider having the class turn to *Jack and the Bean's Talk* on pages 26-33.
2. Pass out Introduce the following vocabulary words such as: *fetched, scarce, miserable, potential, underestimate, greedy, pleaded, snorted, wafted, and compliment*. Ask the students to share creative sentences using the new vocabulary words and add the words to a possible *Word Wall* for this issue.

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.

2. Ask Text-to-Self connections such as the following: How would you feel if you had to give away your favorite pet? Would you be able to do so if it meant helping your family? etc.

3. Have partners review the story and make up six comprehension questions to ask other teams of students. Possible questions: What did most boys do with the beans? What was the talent of the green bean? the brown bean? etc.

4. After the students have made up their questions, have the teams take turns asking another team a comprehension question. The team with the most correct at the end of the game is the *Comprehension Wizards* team.

5. Do the following activity:

Compare /contrast the readings *Jack and the Bean's Talk* and *First Taste Sweet*.

Similar:

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

Different:

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

Regroup and discuss the chart.

Post Lesson Activity

1. Pretend you are the giant eating the flap acks made by Brown bean. Write a poem about how the flap acks looked and tasted. Draw a picture of the giant eating the flapacks.

2. Have the students read the original version of Jack and the Beanstalk and compare and contrast the two stories. <http://www.bygosh.com/Features/082000/jack.htm>

Session 4:

Motivation:

1. If possible, bring in a picture of a piggy bank OR a real piggy bank. Ask the students if they have a piggy bank. Encourage students to describe where they keep their money. Ask

the students to share some of the things they are saving up their money to purchase.

2. Explain in the story, *From Pygg Jars to Piggy Banks* by Marilyn Helmer on pages 24-25, is about the history of the piggy bank.

Teacher Input:

1. Using a map of the world, the region of Europe on a map. Ask the students if they know any countries located in Europe. Specifically, ask the students if they know where Rome is found.

2. Pass out copies of Spider Magazine. Have students review the reading for possible vocabulary words which need highlighting. Words might include: *thrifty, penchant, Middle Ages, stashed, influenced, prosperity, fragile, gradually, and accompanied*. Encourage students to think of creative sentences for the vocabulary words.

3. In small groups, have students read the article, *From Pygg Jars to Piggy Banks*. Have students make up 4 slotting questions to give to another group to answer. For example, The _____ of the piggy bank goes back to the _____. Exchange the slotting questions with another group to answer.

Guided Practice:

1. Have the students discuss the reading after finishing the slotting activity.

2. Make *text-to-self connections*. Where do you keep your piggy bank? What is it made of? What does it look like? etc.

3. Do the following cluster graphic organizer:

_____ Pygg Jars _____

(Factual information to place on the organizer might include: (dates back to Middle Ages, orange clay called pygg, metal too expensive, used to store pennies, pigs were valuable animals, etc.)

4. Have students review the reading for Nouns and Verbs. Review adjectives and adverbs and have students locate examples of all in the short reading.

Post Lesson Activity:

1. Draw /color a piggy bank and write a paragraph describing what your piggy bank looks like. Also add to your picture three facts learned about the first piggy bank.

2. Make a piggy bank. This link has directions to making one.
<http://www.enchantedlearning.com/crafts/Piggybank.shtml>

Session 5:

Motivation:

1. Ask the students if they have a grandparent. Encourage students to share things that they may have done with their grandparent. Ask the students if they remember anything they may have received from their grandparent.
2. Explain that in the story, *Hummer* by Claudia G. Remington, on pages 26- 31, they will be reading a story about a boy and his grandmother.

Teacher Input:

1. With a partner, have the students open their Spider Magazine to *Hummer* on pages 26-31. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.
2. Remind the students that quotation marks are very important in making the reading come alive. Have the students find the following direct quotations, " *This house is a looney bin, and it smells like a pigsty.*" Encourage students to volunteer to read the selection with feeling reminding them of punctuation and its importance in giving clues to how a sentence should be read.

Guided Practice

1. Have the students take turn reading a couple of paragraphs of the story, stopping after each page to discuss and make predictions.
2. Encourage *text-to-self* connections. Have you ever been in a home that was rather messy? Or a home that had lots of animals? etc.
3. Do the following activity:

What did people say about Grandma Cassy?

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

What did people say about Grandma Cassy's home?

1.

2.

3.

What did Grandma Cassy say about Harold?

1.

2.

3.

What were some of the pets which Grandma Cassy had?

1.

2.

3.

4.

Review the activity responses.

4. Have the students turn to page 27 and have the students make descriptive sentences for what they see in the illustration. Encourage the students to grow sentences. For example, *I see a horse. I see a brown horse. I see a brown horse looking through the window. etc.*

Post Reading Activity:

1. Find information about a llama and draw a picture. These sites have information to use: <http://www.enchantedlearning.com/subjects/mammals/camel/Llamaprintout.shtml> and <http://animals.nationalgeographic.com/animals/mammals/llama.html>. Write a diary entry about a day you had Hummer. Use three facts learned about the llama in your diary. Describe what Hummer looked like and what you did with him that day.

2. Have students read the poem *Herald* by Maureen Cannon on page 9. Write a poem about spring.

Post Reading Vocabulary Survey:

Divide the students into small groups and place the 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 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):

Words that are adjectives

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. 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.