

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 September 2009 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.

Many of the readings could be used in cross-curricular lessons. *Doodlebug and Dandelion* would be great for use with a lesson discussing creative writing and using descriptive language, *Stillwater's Story* could be used to connect the area of science and specifically, panda bears, and *Ants in their Pants* could also be used with a science lesson on birds' behavior. Another story, *Seek the Sun* could be used in the area of Social Studies to discuss the country of Japan.

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%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: 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

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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 September issue of Spider

Drawing paper and crayons

Websites of interest

Map of the world

Session 1:

Motivation:

1. Have students share memories of performing in front of others, perhaps, in a school play, a band or chorus recital, etc.
2. Tell the students that the story, *Doodlebug and Dandelion* by Pamela Dell, is about Doodlebug trying out for a role in the school play called "The Rats of Cheeseburg".

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 page 4. 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: *ravenous*, *thespian*, *nudge*, *feline*, *foe*, *bellowed*, *lurks*, *prickle*, and *skittered*. Encourage students to think of creative sentences after finding the word in the reading and determining its meaning from the context of the sentence.

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. Encourage students to make Text-to-self connections throughout the story. After reading the story, have the students turn to the illustration on page 6 and fostering descriptive phrase building by asking students to volunteer to share things they see in the picture. Encourage students to build onto phrases given. For example: *I see Doodlebug on stage. I see Doodlebug on stage reading lines from the play. I see Doodlebug on stage reading lines from the play with his right hand outstretched. Etc.*
2. On page 6, have the students look at the illustration and *infer* the mood of those in the auditorium waiting to try out for the play.
3. After reading the story, discuss how the author uses lots of descriptive words to make the words come alive. Discuss adjectives and adjectives. Have small groups of students search the reading for examples of descriptive words for both nouns and verbs.

	ADJECTIVES	NOUNS	VERBS	ADVERBS
Example:	two ravenous	cats	looked	down

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

Remember: For adverbs, ask yourself about the verb- which words help describe the action by answering how, when, to what extent or where about the verb.

For adjectives, ask yourself about a noun- which words help describe the person, place or thing with more information such as what kind?, how many? which?

Regroup and share what they wrote.

Post Lesson Activity:

1. Find tongue twisters and have students volunteer to enter the contest of trying to say a tongue twister three times without making an error. Have the students vote on 3-5 who they thought did the best job and have a final showdown and then select a Tongue Twister Champ. Ask the students what are some things goes into the decision making process in addition to the quality of an audition? Answers will vary. These sites have some fun tongue twisters:

<http://www.mrsmcgowan.com/projects/allitalphabet/index.html> and

<http://www.americanfolklore.net/tonguetwisters/funny-tonguetwisters.html>

2. Write a paragraph explaining how you might have felt being Doodlebug auditioning and having comments made by others in the audience or write a paragraph explaining how you might have felt seeing your design for scenery being used in a play.

Session 2:

Motivation:

1. Show a picture of a panda bear and ask students to share prior knowledge they might have about the panda. This site has lots of information and photographs:

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Panda> This site has activities and wonderful information on pandas:

<http://nationalzoo.si.edu/Animals/GiantPandas/PandasForKids/ActivityGuide/PandaGuide05.pdf>

Show a map of the world and have students identify the country of China. Tell the students that pandas are native to the country and ask the students to share any prior knowledge they might have on the country of China. Check out my website to have additional activities and information on China:

<http://www.gailhennessy.com/index.shtml?china.html>

2. Share with the students that the story that they will be reading, *Seek the Sun*, by Phillis Gershator, is based on a true story about a man that sued after a tall building was erected by his home in the city of Asakusa, Japan.

Teacher Input:

1. Have students sit in small groups. Distribute the September issue of Spider Magazine and direct the students to turn to the story, *Seek the Sun* on pages 15-21. Review the article encouraging students comments and predictions.
2. Review any vocabulary words which might need highlighting such as *tatami*, *tofu*, *bonsai trees*, *musty*, *prosper* and *koi*.

Guided Practice:

1. Have students take turns reading sections of the story stopping to discuss the story for comprehension, comments and making predictions. Try and make *text-to-self* connections throughout the reading.
2. Discuss sequencing. Have groups of students make a list of seven events that happened in the story. Pass out strips of paper and have students place an event on each of the strips. Exchange the strips with another group to place in proper sequence. Regroup and share the sequencing activity.
3. Use a world map, have students identify the location of the country of Japan. Encourage students to share prior knowledge about the country of Japan. Check out the reading and information on Japan at my website: <http://www.gailhennessey.com/index.shtml?Japan.html>

4. Do the following activity:

Steps to problem solving: *The Sandalmaker's Problem*:

- A. What is the Sandalmaker'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.

5. Answer the following comprehension questions:

- A. What happened to the sandalmaker's bonsai trees after the tall building was built?(stopped bearing fruit)
- B. What happened to the sandalmaker's wife's skirt or her umbrella because of the tall building? What else happened?(wind gusts turned skirt and umbrella inside out/wind blew dust and dirt)
- C.What comparison was made about the tall building?(it was like a dragon)
- D. What happened to the cloths, bed quilts and tatami mats? Why?(gathered mold from lack of sun)
- E.How did the judge rule at the court hearing brought by the sandalmaker?(people are entitled to sunlight/no tall buildings can be built/ builder had to pay the people for the loss of sunlight)
- F. How did the sandalmaker's fortune" Light will fill an empty space" come true?(park was built in the town)

Post Lesson Activity

1. Discuss customs from around the world and have students share prior knowledge of customs that they might know. Share customs of Japan.

Customs of Japan

1. No shoes are worn inside a house.
2. People bow to greet.
3. You wash before entering the tub.
4. Japanese people eat with chopsticks
5. Pointing or licking your chopsticks is considered rude.

6. Blowing your nose in public is considered rude.
 7. The number 4 is considered bad luck as it is the same word as death in Japanese.
 8. You should not point your feet at anyone when sitting as it is considered to be rude.
- Have students illustrate one of the customs.

Session 4: Monkey's Wedding

Motivation:

1. Show a map of the continent of Africa. Ask some geography questions that require the students to review the map to find the answers. For example, which countries touch the Red Sea? In which countries does the Nile River flow? etc.
2. Explain that the story, *The Monkey's Wedding* by Tish Farrell, on pages 24- 29, comes from South Africa, and is about a wedding where everyone is invited in the village but one, Rain. Encourage students to make text-to-self connections. Have they ever heard about a party for which they weren't invited? How did they feel? etc.

Teacher Input:

1. Assign a student a partner and pass out the issue of Spider having the class turn to *The Monkey's Wedding*, on pages 24- 29.
2. Do a picture walk through of the story encouraging students to share their 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. Possible words might include: *wretch*, *swirling*, *slimy*, *outcast*, *sarled*, *hoopoe*, and *rumba*,

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 make predictions.
2. After reading the article, discuss sequencing and how this is important in remembering what happened in a story. Give the student the following chart to complete in pairs.

What happened first?

What happened next?

What happened after this?

What happened at the end?

After completing this chart have the students write a short summary of the story using these for parts of the chart.

3. Review the story elements such as setting, characters, problem, events to solve the problem and resolutions.
4. This story has lots of descriptive words. Have the students review adjectives and adverbs and find examples of each from the reading.
5. Do another activity encouraging problem solving.

Steps to problem solving: *The Monkey's Wedding*

A. What is Chota'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?

Post Reading Activity

1. Make an animal mobile of the different animals that attended the Monkey's Wedding.

Session 5: Ants in their Pants

Motivation:

1. Show a picture of an ant. Then show a picture of a bird. Explain that in the reading, *Ants in their Pants*, by Patricia Nikolina Clark, on pages 30-31, they will learn how the two different things in nature have a partnership. Think of other examples of how different things in nature have a relationship to help one another. For example, humans exhale carbon dioxide. Trees use the carbon dioxide and release oxygen. Another example might be how Indians used fish to help fertilize their corn crops.

Teacher Input:

1. Have partners of students turn to *Ants in Their Pants* by on pages 31-33. Review the story for possible vocabulary words needing to be highlighted. Those words might include: *passive*, *formic acid*, *deliberately*, and *anting*. Encourage students to give definition and sample sentences for these words.

Guided Practice:

1. Pass out copies of Spider Magazine to partners and have them read *Ants in Their Pants*, on pages 30-31.
2. After reading the article, have students write five facts learned from the reading to share with the rest of the class. Discuss the facts learned with the class.
3. Have small groups of students then make a fill in the blank comprehension activity sheet with five statements to review the information discussed and have the students exchange the activity sheet with another group to answer.
4. Have students read the information about ants and make a graphic organizer in the shape of an ant with 5 facts learned. This site has lots of information about ants for kids to learn about them. http://www.worldalmanacforkids.com/WAKI-ViewArticle.aspx?pin=wak-102004&article_id=8 This site also has kid friendly information on ants. <http://animals.nationalgeographic.com/animals/bugs/ant.html> Perhaps, have the students use the one site and the other students the second site to obtain their information. After completing the graphic organizer, share the information with an oral presentation to the rest of the class.

Post Reading Activity:

1. Give the students some drawing paper and draw a picture of a bird and an ant. Have the students write a paragraph explaining anting.

Session 6:

Post Reading Vocabulary Survey

Have students do the 'What Am I?' puzzler on page 14. After doing so, have the students try and write two additional puzzlers for other students to solve.

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.