

Teacher's Guide for Spider Magazine

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Teacher's Guide prepared by Gail Skroback Hennessey

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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 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 "Beetles with Brawn" provides reading in the content of science and "Doodlebug and Dandelion" can provides a reading in the content areas of social studies (specifically culture and customs). "Pig-Pig and the Bowl of Rice" could also be used as a reading to introduce the country of China. 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%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

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*

Drawing paper and crayons

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, The Owl's Beak Ghost", by Pamela Dell, on pages 4-8, Dandelion and Doodlebug go to Owl's Beak Lighthouse(which is supposed to be haunted) for Halloween.
3. As the students to share some of their favorite Halloween costumes.
4. Share some information about the custom of Halloween. Check out this link: <http://www.timeforkids.com/TFK/specials/story/0,6079,58038,00.html#history> Another link with lots of information about Halloween: <http://www.kidsconnect.com/content/view/114/27/>

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, The Owl's Beak Ghost*. Tell the students as the story is read to search for words they think should be highlighted and discussed further. Some words may include: *ushering, bravissimo, greenery, cornered, massive, triumphantly, and groused*, 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 illustration. Have students grow sentences. For example: *I see Cousin Rudyard in a chair. I see Cousin Rudyard holding a cane sitting in a chair. I see Cousin Rudyard, holding a brown cane sitting in a (color) chair with his left hand on the armrest.*
3. Ask students if they have ever been to a lighthouse? Have they gone somewhere they thought was eerie and a bit scary? Encourage *text-to-self connections* and explain that making such connections helps in reading comprehension.
4. This story uses lots of vivid words. Review adjectives and adverbs. Organize the students into small groups and have them look through the story to find examples of nouns/adjectives and verbs/ adverbs.

	Nouns/Adjectives	Verbs/Adverbs
Example:	tower/old/ stone	whipped/ up

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

Regroup and review their answers.

5. Discuss the term *culture* and *customs* and have the students brainstorm examples of world customs. For example: Chinese bow to greet and use chopsticks. Eskimos rub noses to greet. Use a world map and share the locations of the cultures mentioned. Discuss *culture contact* and how when different cultures meet ideas are exchanged. For examples, the colonists learned from the Native Americans to plant a fish in the soil as a fertilizer. Another example, the Germans shared the idea of a Christmas tree. Read this story to learn of the many examples throughout history of culture contact:
<http://www.gailhennessy.com/index.shtml?pastpresent.html>

Have students illustrate an example of a custom or an example of culture contact.

Post Reading Activity

Have students make mobiles of five different things associated with Halloween. Write a poem about Halloween.

Session 2:**Motivation:**

1. Show a picture of a Hercules/rhinoceros beetle. Ask if the students have any prior knowledge of this creature. Show a map of the country of Brazil. Ask if they know anything about the South American country. Ask the students to share any prior knowledge they might have about the Brazilian rain forest. Explain that in the reading, "Beetles with Brawn", by Melissa Stewart, on pages 10-13, the students will be learning about the importance of the rhinoceros beetle.

Teacher Input:

1. Pass out copies of Spider Magazine to partners of students. Before reading, do a picture walk through of the story, *Beetles with Brawn*, on pages 10-13. 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 *hefty, intrigued, lurch, gorge, brawny, exhaustion, calculate, and fatigue*. 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 10-13 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: good nesting spot. Regroup and review their answers.

3. Use this link to share more information about the rhinoceros beetle.

<http://www.extremescience.com/StrongestCreature.htm> Have students draw a beetle and write five specific facts learned about the beetle on their paper.

Post Reading Activity:

Have groups of students make a crossword puzzle with 7-10 facts learned about the rhinoceros beetle and possible vocabulary words. Have students exchange puzzles for another group to complete. Regroup as a class and review the article.

Session 3:**Motivation:**

1. Ask the students if they have ever broken an arm or leg. Encourage students to share their experience of how they managed to do things with a cast or on crutches, etc. Explain that in the story, "Emma-Jean, Elevator Queen" by Jane Naliboff, on pages 16-20, a young girl has a broken foot and needs to use the school elevator and how she used her special privilege during the day.

Teacher Input:

1. Tell the students that you will start reading the story and will stop in mid sentence and call on someone else to continue reading. They are then to read a part of the story and stop in mid sentence and call on another student. Begin reading the story to the students.

Guided Practice:

1. 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.

2. Stop after each page to discuss the content and encouraging students to share comments and predictions. Encourage the students to make *text-to-self connections*.

3. Have groups of students do the following comprehension activity:

A. How did Emma-Jean break her foot? (missed a step in the dark)

B. What were some things Emma-Jean and her friends pretended about being in the elevator?(coal mine, bat cave)

C. Why did Emma-Jean get some kids angry with her?(not selected to ride in the elevator)

D. Describe how she first treated Vincent?(didn't talk with him, wouldn't give him the key)

E. How did Vincent change Emma-Jean's opinion of him?(made spooky noises in elevator, pretended with her, Emma felt sorry for his being unable to walk and ride a bike)

Post Lesson Activity.

Have the students write a paragraph pretending to be Vincent or Emma-Jean and tell about a day on the elevator. Remind students to use descriptive sentences.

Session 4:

Motivation:

1. Ask the students if they have any prior knowledge of the country of China. Show the country of China on a world map. Share some information about the country such as the following:

- **China has the world's largest population. (over 1.4 billion)**
- **China is the fourth largest country in the world.**
- **The Chinese invented the kite, firecrackers, yo-yo and the compass.**

These links have lots of information on China: <http://www.gailhenessey.com/index.shtml?china.html> and <http://www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,536982,00.html>

2. Explain that in the story, "Pig-Pig and the Bowl of Rice", by Marilyn Richardson, on pages 25- 31, is a story that takes place in China. A village is saved with the quick thinking of a young boy named Yung Soo and his pet pig, Pig-Pig.

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 "Pig-Pig and the Bowl of Rice", 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: *fetch, gruff, fluttering, peered, hesitate, roused, clutched, exhausted, sacrificed, starve, admirable, and feast*. 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. 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 did the villagers trade with other towns? How did Yung Soo get Pig, Pig? What did trick did Pig, Pig learn? etc.

2. 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*. Did they have a pet? What did they train the pet to do? etc.

3. Discuss proper sequencing and have groups of students make seven story events and place them on a strip of paper. Give the story events strips to another group to arrange in proper sequencing.

4. What is a summary? Discuss with the students by asking them to retell a summary of their favorite book or television show. Have the students write a summary of the story, "Pig, Pig and the Bowl of Rice". Remind the students to include at least 5 events. Encourage students to read their summary with the rest of the class.

5. With a partner, have the students make up 5 comprehension questions to give to another group to complete. Regroup and review the story.

Post Reading Activity:

Pass out a map of China such as the one at this link:

<http://www.enchantedlearning.com/asia/china/mapprintout.shtml> Have groups of students make up 5 geography questions to exchange with another group.

Session 5:

Teacher Input:

1. Pass out copies of *Spider* magazine to pairs of students and have the students open to "The Buggy Beauty Shop" on page 14 and "The Cupcake" on page 21. With a partner, have the students read the two poems. Which one did they like best and why? What were the rhyming patterns? Make a list of additional words that can be added to these rhyming patterns. Regroup and discuss the two poems and their rhyming patterns.

2. Discuss adjectives and nouns. Have the partners be grammar detectives and review the two poems (on page 14 and page 21) for adjectives, nouns and action verbs.

ADJECTIVES NOUNS ACTION VERBS

Regroup and review the grammar detective lists.

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.