

# Teacher's Guide for Spider Magazine

January 2010

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 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. The particular reading such as *Boston's Great Molasses Flood* makes a great social studies lesson. "Doodlebug and Dandelion" and "Coyote and Fire" are stories that can 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.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.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:**

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

websites

### **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 snowstorm.
2. If possible, bring in a few things of importance to you to share with your students, perhaps a photograph, a favorite book, a favorite sample of music. Give a piece of paper and ask the students to make a large box. Next, ask the students to think of five things that are important to them and draw them in the box. Encourage students to share their boxes.
3. Explain that in the story "Doodlebug and Dandelion", the siblings are discussing the making of a time capsule.

#### **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 4-8.

**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 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 a sibling and whether they have had disagreements with their sibling. Encourage students to share with the class personal experiences. These questions encourage students to make *text-to-self* connections.

3. After reading the story, divide 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: *shiny upright cylinder*

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. How did Honking Henry's spare glasses get broken?** (Bog sat on them)

**B. What was in the time capsule from Don't the dog?** (his puppy tooth)

**C. What did Doodlebug say to Dandelion before storming out of the bedroom?** (Go swim like a monkey)

**D. A prediction of the future suggested that this product would one day power cars.** (pickles)

**E. What did Doodlebug call the specific book he placed in the time capsule?** (Time-freeze book)

**F. How did the siblings resolve their two time capsules of things from their family?** (Dandelion attached her hatbox time capsule to Doodlebug's)

**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 Doodlebug and Dandelion was about. Regroup and have the students share their summaries with the rest of the class.

**Session 2:**

**Motivation:**

1. Show a map of the United States. Ask students to identify states that would be considered part of the Pacific Northwest.
2. Ask the students to suggest ways that fire came about to early humans. (lightning, friction between sticks, spark from flint stone, etc.). Ask the students what they think was the earliest use of fire. (protection from the animals) What were other early uses of fire? (warmth, light, cooking and to use to make pottery-probably in this order)
3. Explain in the story "Coyote and Fire" by D.M. Souza, on pages 10-14, is a folk tale about the origin of fire.

**Teaching Input:**

1. Ask the students to think about any stories they may have read that would be folk tales.[http://www.educationworld.com/a\\_tech/sites/sites062.shtml](http://www.educationworld.com/a_tech/sites/sites062.shtml) This encourages students to make text-to-text connections. Possible folk tales include: "Paul Bunyan and the Big Blue Ox", "Pecos Bill", "Johnny Appleseed" and "The Princess and the Golden Shoes."
2. Distribute copies of *Spider* magazine to the partners of students. Have the students open to "Coyote and Fire" on pages 10-14 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. Possible words include: *seize*, *raw*, and *trudged*. 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 comprehension and make predictions.
2. Give groups of students 7 strips of paper. Have the students discuss in their groups the main parts of the story and sequence the story by placing each part on one of the strips of paper. When done, have the group give their completed strips to another group to place in sequential order.
3. Do the following activity:

**Steps to problem-solving: Coyote's problem****A. What is the main 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.

4. This folk story suggests the reasons why certain creatures look the way they do.

**Do the following graphic organizer:**

- A. How did the squirrel get their back spot on the back of their neck?**
- B. How did the coyote get its black tail?**
- C. Why doesn't the frog have a tail?**

Answer the following comprehension questions:

- A. How did Coyote manage to steal fire from the Skookums?** (burning stick)
- B. When was the Coyote able to do this?** (when the sisters took their turns in front of the fire)
- C. Why do you think the sookums didn't wish to share fire?** (answers will vary)
- D. What was left of the burning stick by the time the frog spit it out?** (lump of coal)
- E. How did the people manage to get the fire back from the wood?** (rubbed two pieces of the wood together)

### **Post Lesson Activity:**

Write a folk story to explain to origin of fire.

### **Session 3:**

#### **Motivation:**

1. Ask the students if there was something that they wish they could do but feel for some reasons they are unable to accomplish. Perhaps they'd like to play basketball but think they are too short to do so. Explain that many obstacles that we think stand in our way are only because we don't think we can accomplish the goal. Perhaps mention Helen Keller, who was blind, deaf and mute, yet went on to go to college.
2. Explain that the story, "Ribburta and the Rootintootin' Highfalutin' Ballet Extravaganza", on pages 16-23, is about Ribburta the Frog that is different from the rest of her big family. They all can dance but because she has short legs, Ribburta cannot join in. But Ribburta comes to the family's rescue when the family is kidnapped.

#### **Teacher Input:**

1. Assign the students a partner and have the students open to the story, "Ribburta and the Rootintootin' Highfalutin' Ballet Extravaganza", on pages 16-23, . 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 "*He's stolen them to put on his own show!*" 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 make a list. 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**

The Fox stole the family of frogs.

Riburta and Dance Master went looking for them

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

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

**Post Reading Activity**

Write a poem about Ribburta the frog, using only words that start with the letter **R**.

**Session 4:**

1. With a partner read the poem, "My Zany Zoo Family" by Nicole Furfaro on pages 24-26.
2. Give the students some drawing paper and ask them to imagine that they are an animal. As in the poem, ask yourself what animal do you think you best represent? Draw and color a picture of the animal. Think of three examples of traits you feel you share with that creature. For example: Frog: always hopping from one task to another (can't sit still, like water, etc. Write a 4-line poem in the pattern of "My Zany Zoo Family". Encourage students to share their poems (and drawings) with the rest of the class.

**Session 5:**

**Motivation:**

1. If, possible, bring in a sample of molasses to show the students. Ask the students to list characteristic of molasses.
2. Explain in "Boston's Great Molasses Flood" by Beth Wagner Brust on pages 27-32, they will be reading about a tragedy that occurred in Boston, Massachusetts in 1919, when a storage tank with gallons of molasses flooded an entire neighborhood when the tank burst. 2,320,000 gallons of molasses rushed out of the tank, creating a 25-foot-high wall of syrup sweeping down the streets at 30 miles per hour.

**Teacher Input:**

1. Have students open to "Boston's Great Molasses Flood" on pages 27-32. What do you think was the main cause of the 21 deaths? (Possible answers: drowned, killed by falling objects when the molasses swept through the neighborhood)

**Guided Practice:**

1. Have students take turns reading the story stopping after each page to make connections, predictions and answer comprehension questions.
2. After reading have students brainstorm how life was different in 1919 Boston compared to 2010 Boston. What inventions had yet to be invented? How was life different back then? etc.
3. Answer the following comprehension questions:
  - A. What was the cause of the tank bursting? (weight of an over filled tank of molasses)
  - B. What is a tsunami? (a big type of wave)
  - C. How was a track of overhead train tracks damaged. (when a steel plate hit causing a gap in the track)
  - D. The stickiness of the molasses made rescue difficult. What was the comparison made of molasses and its stickiness? (it was like human flypaper)
  - E. What was found to dissolve the molasses AND how did the solution come about? (salt/ boy rescued in the harbor was clean of molasses)

A first person account of the Molasses Flood: <http://edp.org/molyank.htm>

**Post Reading Activity:**

Make a panel mural illustrating the story.

**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.