

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 February 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, comprehension, interactive writing or independent writing depending on the level of your students. Particular readings such as "How Gerda, Who Was Strong, Made Pretzels of All Kinds" can be a starting point for a social studies lesson on the country of Germany, the history of pretzels and a science lesson on how yeast helps make pretzels! "School of Freedom" is also a great read for a social studies lesson and "Black Capped Wonder" can be used as a science lesson on birds. 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:

Students will be able to :

1. analyze word similarities and differences as reflected in their ability to find and frame words.
- 2.. appropriately participate in chorally reading activities.
3. read with accuracy and increased fluency during partner reading and independent reading activities.
4. increase their listening and speaking vocabulary as well as discourse skills.
5. show evidence of listening and reading comprehension. This is demonstrated in their contributions to class discussions.
6. demonstrate accurate story imaging or visualization skills.
7. demonstrate an ability to sequence events in a story using the scene sketches that were produced.
8. identify rhyming words in a poem.
9. read with appropriate expression and movement as they acted out a part.
10. create illustrations that creatively portray the topic or text.
11. demonstrate 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 February issue of *Spider*
Drawing paper and crayons
World map
Websites of interest

Session 1:

Motivation:

1. Have the students close their eyes and visualize what comes to mind when they think of the month of February. Possible ideas may include: Valentine's Day, Groundhog Day, President's Day, Abraham Lincoln, etc.
2. Pass out Necco Candy Hearts. Ask the students to think of new comments that could be placed on the candy hearts. Go to this site to learn more about the history of Necco Candy Hearts:
<http://www.necco.com/SweetheartMiniSite/Default.asp?Section=history>
In 2010, these new flavors for candy hearts were added: strawberry, green apple, lemon, grape, orange, and blue raspberry. New sayings in 2010 were added to the candy hearts: "Tweet Me," "Text Me," "You Rock," "Soul Mate," "Love Bug," and "Me + You."
Draw a large Necco candy and place their favorite new comment on their "candy". Ask the students to share thoughts about Valentine's Day. This site has lots of background information on Valentine's Day:
<http://holidays.kaboose.com/valentines-day/history/val-history.html>
3. Explain that in the story, "Doodlebug and Dandelion, the Perfect Birthday", by Pamela Dell, on pages. 4-8, Dandelion has a birthday sleep-over for her friends (and one girl that isn't a friend-yet). Each girl learns that they all have something that makes them unique.

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 pages 4- 8. Tell the students as the story is read to search for words they think should be highlighted and discussed further. Some words may include: *reluctantly* and *muttered*. Encourage students to use context clues to arrive at the vocabulary words' meanings and to create additional sentences using the vocabulary words from the reading.

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.
2. On pages 5, encourage students to give descriptive phrases to describe what they see in the pictures. Encourage the students to *grow* a sentence. For example, if a student says, "I see Doodlebug", next might be, "I see Doodlebug wearing a black pirate's hat with a skull and cross bones." Continue with other starter sentences and *grow* descriptive additions.
3. After finishing the story, have partners write up three comprehension questions from the story. This encourages students to review the story for important information from the story. Next, have the students return to a class grouping and have the partners ask other partner groups questions. Each group that answers a question correctly gets a point.
4. This story has lots of vivid description. Discuss the purpose of adjectives and adverbs to help make words come alive. Have students in pairs review pages 4-8 for adjectives and adverbs. For each adjective, have the student list the noun for which it describes. For each adverb, have the students list the verb for which the adverb gives more description. Mention that many adverbs end in "ly" and answer the questions: "how," "when," "where," "how much".

NOUN/Adjective

(example: N: holiday A: first)

VERB/ Adverb/ what question does it describe

(example: V: muttered A: quietly Q: How)

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

Regroup and discuss the activity on Adjectives and Adverbs.

5. Encourage the students to make text-to-self connections. For example: ask the students if they have gone on a sleep-over or camp out. Is there something that they don't like about themselves? (their hair-curly/straight, a birthmark, etc.

Post Reading Activity:

Have the students draw/color a picture of themselves. Ask the students to share character traits of people that they choose for a friend (helpful, trustworthy, fun to be around, keeps secrets, caring, etc.). On their self-portrait, have the students write three characteristics that they have that they think is positive about them. Next to the trait, have the students give a specific example of the trait they have given to themselves.

Session 2:

Motivation:

1. Pass out a pretzel for the students to eat. Ask the students if they have any information about the history of pretzels. Here is some history about the pretzel:

<http://www.kitchenproject.com/history/Pretzel.htm>

2. Explain that in "How Gerda, Who Was Strong, Made Pretzels of All Kinds" by Rosalie Maggio, on pages 10-16, a pretzel maker in Germany helps her village. Using a world map, ask a student to locate Germany on the map. Encourage students to share prior knowledge that they have on the country of Germany.

Guided Practice:

1. Have the students open the issue of *Spider* magazine and turn to "How Gerda, Who Was Strong, Made Pretzels of All Kinds" by Rosalie Maggio, on pages 10-16. Have students volunteer to read a part of the story, stopping after each page to review for comprehension, share comments and predictions.
2. After reading the story, have partners of students do the following activity:

Steps to problem solving: How Gerda Helped her Village

A. What is the 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 students have had an opportunity to finish the activity, rejoin as a class and review their charts with the entire class.

3. Using this reading, students can also learn about the country of Germany. In small groups, have students review one of the following sites and learn 7 facts to share with the class about the country of Germany.

<http://www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,1147387,00.html>

<http://kids.nationalgeographic.com/Places/Find/Germany>

http://www.germany.info/Vertretung/usa/en/12_Kids_Teens/01_Kids/03/School.html

http://www.germany.info/Vertretung/usa/en/12_Kids_Teens/01_Kids/00/Kids.html

<http://www.kidskonnnect.com/subject-index/26-countriesplaces/312-germany.html>

4. Use a map of Germany and do the following geography activity:

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

A. What countries border Germany?(Poland, Czech Republic, Austria, Switzerland, France, Belgium, Denmark, Netherlands)

B. Which river flows from Austria to Germany?(Danube)

C. What is the capital city of Germany?(Berlin)

D. Which city is closest to the country of Denmark?(Hamburg)

E. Germany touches this body of water that also touches the country of Poland.(Baltic Sea)

F. Bonn, Cologne and Dusseldorf at some of the cities found along this river.(Rhine)

Post Reading Activity:

Bring in some yeast and place in an empty soda bottle. Add some warm water and a bit of sugar. Place a balloon over the top of the soda bottle. Allow some time so that the balloon starts to inflate. Have the students observe what you did and write a short paragraph to explain what they observed and the experiment. Afterwards, explain that yeast feed on the sugars in the dough and as they exhale gases they inflate (raise) the dough for such things as pretzels and bread.

Session 3:

Motivation:

1. What if it were against the law for you to go to school and learn to read and do math? How would you feel? In the story, "School of Freedom", by Beverly J. Letchworth, on pages 18-24, the time is 1861.

Black children are not allowed to go to school. Secret schools, held in barns, on steamboats, in basements and out in the fields, were set up to help young black children an education. The penalty for being caught was severe.

Teacher Input:

1. Pass out copies of *Spider* magazine and have the students turn to "School of Freedom" by Beverly J. Letchworth, on pages 18-24.
2. Introduce possible vocabulary words such as: *confidently, authorities, burly, and illegal*. Ask the students to share creative sentences using the new vocabulary words.

Guided Practice:

1. Have the students take turns reading the story, stopping after each page to review comprehension and vocabulary.

2. After reading the story, have partners of students do the following activity:

Aramay's Problem:

A. What is the 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 students have had an opportunity to finish the activity, rejoin as a class and review their charts with the entire class.

3. Discuss the importance of sequencing and how it is helpful in reading comprehension. Explain that sequencing is done all day long such as getting ready for school. Have students share the order of how they get ready for school with 5 events. Review some of the key words for sequencing such as *first, next, then, and finally*. Have groups of students make 7 events in the story and place them each on a different index card. When done, exchange the index cards with events from the story and have another group sequence the cards.

4. Have students do comprehension questions:

A. What was Aramay's favorite subject? (reading)

B. What did Aramay keep in her pocket? Why? (thimble/fabric/so if someone came, she could pretend she was learning to sew)

C. What did Leroy and the other boys pretend to be doing when the authorities came? (learning carpentry)

D. How could Aramay have gotten into lots of trouble with the authorities? (she came to the defense of Leroy and said they were "free")

Post Reading Activity:

How would you have felt if you were Aramay or Leroy. Write a diary entry pretending to be one of the children and explain that day at the secret school. Include the feelings that went through your head.

Session 4:

Motivation:

1. Show a picture of a chickadee. Ask the students if they have any prior knowledge they'd like to share about the chickadee. Ask the students if they like to watch birds and to name some of their favorite birds. Information on the chickadees: <http://www.wbu.com/education/chickadees.html>
2. Explain that in "The Black Capped Wonder", by Constance Brochet, on pages 26-29, they will be learning lots of interesting facts about the chickadee.

Teacher Input:

1. Pass out copies of *Spider* magazine and have the students turn to "The Black Capped Wonder" by Constance Brochet on pages 26-29.
2. Divide the reading into three sections. In small groups, have the students read their section and then make a graphic organizer to list facts learned about the chickadee. Sketch an outline of the bird and write 4-6 facts learned inside the bird.

Guided Practice:

1. Regroup and have the students review their graphic organizer with the rest of the class. Before the presentations of the information, have the students make the following graphic organizers:

What to Chickadees eat?

- 1.
- 2.
- 3.

Cool Facts about the Chickadees.

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

How does the Chickadee protect itself?

- 1.
- 2.
- 3.

What are the enemies of the Chickadees?

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

2. Pretend you are a chickadee and write a day in your life. Include 5 pieces of information from the graphic organizers.

Post Reading Activity:

Have students use the story "How Gerda, Who Was Strong, Made Pretzels of All Kinds" by Rosalie Maggio on pages 10-16, and in small groups, have the students create a list of syllables. The group with the most syllables will win the game.

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: *excitable* has a four chin drops.

Words with three syllables:

Words with four syllables:

Words with five syllables:

Words with more than five syllables:

Regroup and review the lists. If more than one group has the same word in a category, they must cross it out. For each word that no one else has listed, the team earns a point. If no other group has a word for the category, (ie: five syllable words) the team earns 3 points. The team with the most points wins the game.

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.