

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 April 2010 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. "Galileo's Starry Night" provides reading in the area of science and "Gatherin Up the Mountain" could provide reading in the area of social studies. 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, an 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 April issue of *Spider*

Drawing paper and crayons

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

Websites of interest

Session 1:

Motivation:

1. Place the following on the smartboard for students to read:

"According to research at Texas M&A University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be in the right place. The rest can be a total mess and you can still read it without a problem. This is because the human mind does not read every letter by itself, but the word as a whole." Ask the students if they can share any facts they know about the human brain. These links have information to share with the students:

<http://kids.nationalgeographic.com/Stories/SpaceScience/Brain>

<http://kidshealth.org/kid/htbw/brain.html>

2. Share with the students that in the story, "Doodlebug and Dandelion, Memory Test", by Pamela Dell on pages 4-8, Dandelion conducts the first annual Memory marathon.

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. Some words might include: *intently*, *tallied*, *coincidence*, *sheepishly*, *concentration*, and *marathon*. 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 7, have the students look at the illustration and offer descriptions of things they see.

2. Have the students do the following activity:

Place the following words on the overhead and ask the students to study the words for a minute. Next, remove the list from view and have the students write down as many words as they can remember on a piece of paper.

panda bear
sunset
butterfly
mountain
diamond
snow
lightning
doorknob
puppy
computer

Do the activity again, with the following words.

ski
number
deep
found
laugh
idea
group
yell
measure
slide

Ask the students if they found one of the lists easier to remember. Why do you think this was so? Most students will probably say they did better on the first list, being able to make connections easier.

More brain activities can be found at this link: <http://www.gailhennessey.com/index.shtml?brainfryer.html>

3. After reading the article, discuss syllables with the class and how breaking a word into its parts helps to identify a word and learn to spell the word. Give the students a piece of paper and with a partner have them find words in the article that have 3, 4, or more syllables. Remind the students that if they place their hand under their chin and say the words out loud, each time the chin drops is a syllable. For example: canines(2)

After about 10 minutes, have the students review their lists to see if they have accurately placed the words under the proper syllabic list.

Post Lesson Activity:

1. Have the students put their heads down onto their desks and remove something from the classroom. Ask the students to test their memory powers to see if they can spot what is different in the room.

2. This link has a fun activity to test memory of faces:

<http://faculty.washington.edu/chudler/java/facemem.html>

Session 2:

Motivation:

1. Ask the students to list some facts they might know about the moon. These links have some basic information to share with the students about the moon:

<http://www.woodlands-junior.kent.sch.uk/time/moon/facts.htm>

<http://www2.scholastic.com/browse/article.jsp?id=4850>

2. Share with the students that in the story "The Elephant Moon of Sir Herbert Spoon" by Kelly Terwilliger, on pages 11- 17, a man thinks he's spotted an elephant on the moon.

Teacher Input:

1. Have the students sit with a partner. Distribute the April issue of *Spider* magazine and direct the students to turn to the story, "The Elephant Moon of Sir Herbert Spoon", on pages 11-17.

2. Review the pictures before reading. Encourage students to share their comments and predictions.

Guided Practice:

1. Discuss with the students punctuation and especially quotation marks. Have the 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: *unhitched*, *whiz*, *celestial*, *keen*, *distracted*, *snagged*, *extraordinary*, *hoax*, and *perchance*. Encourage students to give creative sentences for the new vocabulary words.

2. Encourage students to make *text-to-self connections* with the story. Do you keep a tidy room? Do you brush your teeth before going to bed? Do you like looking up at the moon and stars? Etc.

3. Have partners do the following comprehension activity:

A. What often happened when Sir Herbert used the pole to get downstairs? (answer: got caught in the coat hook)

B. Why was house so tall? (answer: so Sir Herbert could study the stars up close to the sky)

C. Why didn't Sir Herbert allow cleaning of his workroom? (answer: felt cleanliness distracted the keen and busy mind)

D. What amazing discovery did Sir Herbert make on the moon? (answer: saw an elephant) **What did it turn out to be?**(answer: mouse on the lens)

E. How did the Queen explain the missing "elephant on the moon?" (answer: it ran to the other side as it was afraid of the mouse)

F. How did the Queen leave the observatory room? (answer: took the pole down)

4. In small groups, review pages 14-15 for action verbs. Regroup. If another group has the same action verb, cross it off the list. The winning group is the one with the most action verbs still left on their paper.

5. **Have partners do the following activity:**

STORY PYRAMID:

MAIN CHARACTER

TWO DESCRIPTIVE WORDS ABOUT THIS PERSON

THREE WORDS TO DESCRIBE THE PLACE OR SETTING OF THE STORY

FOUR WORDS TO DESCRIBING WHAT HAPPENED IN THE STORY

Regroup and discuss the information.

Post Lesson Activity

1. Pretend you are Sir Herbert, The Queen or Cecil Spout and write a journal entry for the day the queen came to the house.

2. Learn about elephants with these links:

<http://kids.nationalgeographic.com/Animals/CreatureFeature/African-elephant>
<http://www.sandiegozoo.org/animalbytes/t-elephant.html>

Draw a picture of an elephant and write 4 cool facts about elephants.

Session 4:

Motivation:

1. Ask the students if they thought the universe changed?(Encourage prior knowledge such as super novas). Ask the students if they thought the earth was the center of the universe. Explain that when Galileo found that the universe changed and that the sun didn't revolve around the earth and that it was the earth that revolved around the sun, he was "rewarded" for his observations by being placed under house arrest for the rest of his days!

2. Explain that the story, "Galileo's Starry Nights" by Kelloy Terwilliger, on pages 20-24, is about Galileo's new invention, the telescope and all he saw through its lenses.

Teacher Input:

1. With a partner, have the students open their *Spider* magazine to Galileo's Starry Nights on pages 20-24.

2. Review the article illustrations and skim the reading for possible vocabulary words which need highlighting. Possible words include: *spyglass, gusto, marveled, adjustments, astonished, fiddling* and *skeptics*.

3. Show where the country of Italy is located on a world map and point out the city of Venice. Ask the students to share any prior knowledge they might have on the country of Italy. This link might be helpful: <http://www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,726880,00.html>

Guided Practice:

1. Have the students take turns reading sections of the article stopping to review for comprehension, predictions and comments.
2. After finishing the reading, have partners of students review the reading to find at least 5 facts learned in the reading. For example: The word telescope means "far-looker". After the students have recorded their facts, regroup and have the students share their information learned from the reading.
3. Do the following comprehension questions:

A. What discoveries did Galileo make about the moon? (answers: bumpy not smooth, edges had ridges of darkness and pips of light, craters, mountains and valleys)

B. What discoveries did Galileo make about the Milky Way? (answer: it was made of millions of stars)

C. What did Galileo discover about the planet Jupiter? (answer: three moons which moved)

D. Why were people troubled by his discoveries? (answer: beliefs of the day were disproved-the universe changed and wasn't fixed, universe didn't revolve around the earth, etc.)

E. How was Galileo rewarded for his discoveries? (answer: arrested and put under house arrest, his books banned from reading.)

F. For which purpose did the rulers of Venice, Italy, think the early spyglass could be used? (answer: spotting distant enemies sneaking an attack)

*Share with the students that it wasn't until 1992 that the Catholic Church expressed regret for how Galileo had been treated, since his beliefs turned out to be correct.

Post Lesson Activity:

1. Illustrate a picture of the moon, the planet Jupiter, a telescope or Galileo. Write three sentences of facts learned on the picture.

Session 5:

Motivation:

1. In the story, "Gatherin' Up the Mountain" by Jennifer Riesmeyer Elvgren, on pages 26-31, a family is told they must move away because a national park has been established. Make connections to the story. How would they feel if they had to move away from where their family had called home for generations? Do the students understand why the government wanted to create the park? Etc.

2. Show a USA map and locate the state of Virginia on the map. Share information on Shenandoah National Park. <http://www.nps.gov/shen/historyculture/index.htm>

Teacher Input:

1. Pass out copies of *Spider Magazine* and have the students turn to "Gatherin' Up the Mountain", on pages 26-31. Do a picture walk through prior to reading the story encouraging students to make predictions and comments. Skim the reading for possible vocabulary words that might need highlighting. Possible words might include *lowlands*, *plopped*, *gurgling*, and *snatched*,

Guided Practice:

1. Have students take turns reading sections of the story, stopping to discuss after each page.
 2. After reading the story, have groups of students make 5 comprehension questions to exchange with another group. Questions might include: **What types of things did Mattie put into the burlap bag?** (answer: leaves from oak, hickory, red maple and dogwood trees, ferns, mountain laurel, blue-eyed grass, Virginia spiderwort, trillium, lady's-slippers, stones from the creek, hawk's feather) **How did Granny compare the hurt in her heart to having to move?**(as big as the mountain) **Why were they having to move?**(answer: Shenandoah National Park established) **Under which president was it established?**(answer: Calvin Coolidge) **Under which president did the evictions take place?**(answer: Franklin D. Roosevelt) **How many people were forced to leave?**(answer: 2800 residents)
 3. Discuss sequencing and some of the words that signal sequence such as the following: *first, next, after, then, before*, etc. Ask students different ways that sequencing is important. In small groups, give the 5-7 index cards and have them sequence the story by placing an event on each card. Give the sequencing cards to another group to place in proper order.
- . Give the students the following activity to complete:

Gatherin' Up the Mountain:

Character(s):

Setting:

Plot:

Problem:

Solution:

After completing the graphic organizer, review and then have students write a summary of the story. Explain that a summary is a brief review of a television show or story. To do some practice on the concept of summary writing before writing their summary of "Gatherin' Up the Mountain", ask students to give summaries of their favorite television shows.

Session 6:

1. Assign the students a partner and read the poems, "Spanish Stars" by Susan M. Schmeltz, on page 25, "Cicada Flight" on page 9 and "Night Rain" on page 32. Have the student then make a list of words that rhyme with the rhyming words in the poems.
2. Regroup as a class and reread the poem out loud in unison.
3. Encourage the students to share their rhyming words.
4. Have the students write a paragraph explaining which of the three poems they liked reading the best and why.

Post Reading Activity:

Using a list of vocabulary words for the issue, have groups of students make a definition of a word on a index card and the vocabulary word on a separate index. Give their cards to another group. Place the index cards face down on a desk. Have students take turns uncovering pairs of cards. If they find a match, they get the cards and get another turn. The student with the most pairs of words/definitions is the *Vocabulary Wizard*.

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.