

## 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](http://www.gailhennessey.com)

The following teacher's guide is designed to assist the classroom teacher in using the May/June 2010 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 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/6-12/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](http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/before_during_after_reading.htm)

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 May/June issue of *Spider*  
 Websites of interest  
 Drawing paper and crayons  
 Journals

Session 1:

Motivation:

1. Have you had a substitute teacher? What kinds of things did students try to get away with when the teacher was away? What if the substitute teacher was YOUR parent? How would you feel? Would you like your classmates giving your parent a difficult time? Would you worry that your parent might embarrass you in some way?
2. Tell the students that in the story, "Doodlebug and Dandelion, Substitute", by Pamela Dell on pages 4-8, Dandelion is shocked when the principal announces their substitute teacher is her mother!

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, Substitute" on pages 4-8. Review for possible vocabulary words which might need highlighting: *brogue*, *scowling*, *bravo*, *din*, and *hubbub*. Encourage students to think of creative sentences for the vocabulary words.

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 5, have the students look at the illustration and *infer* the mood of student, principal and substitute. What were the clues the illustrator used to convey the moods of the characters?
2. Encourage students to give descriptive phrases to describe what they see in the picture on page 5. Encourage the students to *grow* a sentence. For example, if a student says, *The principal is carrying a flyswatter*, ask another student to add to this sentence to create a larger descriptive sentence. For example, *The principal with a brown mustache, is carrying a blue flyswatter*. Continue with other starter sentences and *grow* descriptive additions.

3. Discuss pronouns with the students and how they are pinch hitters for nouns. Ask the students to brainstorm the different words they think are pronouns. Have the students refer back to pages 6-7 to identify words that are pronouns and the noun for which they are substituting.

4. Have the students make *text-to-self* connections. Have you gone to the front of the room to write something on the chalkboard/smartboard? What would you think if you had a substitute teacher like Mrs. Pinkley?

5. Do the following graphic organizer:  
Describe Mrs. Pinkley, the substitute:

- A.
- B.
- C.
- D.

(used a Scottish brogue, wore a Scottish glengarry, like playing the bagpipes for correct answers, wore glasses, had curly blond hair)

Describe Dandelion:

- A
- B.
- C.

(blond, straight hair, embarrassed by her mom's antics in the classroom, sat quietly at her seat, etc.)

Write a paragraph pretending to be Mrs. Pinkley substituting in Dandelion's class, using some of the descriptions from your graphic organizer, or write a paragraph pretending to be Dandelion.

6. Using a world map, ask if any of the students can locate Scotland on the map. Encourage students to share any prior knowledge they might have of Scotland.

These links have some information to share with the students:

<http://countries.pppst.com/scotland.html>

<http://www.factmonster.com/ipka/A0777806.html>

Post Lesson Activity:

Discuss summary writing. Ask the students to give a summary of a favorite television show. Have the students use the summary techniques discussed to write a summary of the Doodlebug and Dandelion story. Afterwards, encourage students to share their summary with the rest of the class.

Session 2:

Motivation:

1. Ask the students what can be found on their refrigerator. For example, are there magnets? Photographs? Samples of a good math paper? Calendar? etc. Explain that in the poem, "Notes Taped on a Refrigerator", by Ann R. Blakeslee, on page 9, a mom leaves a message for her son.

Guided Practice:

1. Assign the students a partner and read the poem, "Notes Taped on a Refrigerator", on page 9, to the class. Reread the poem and have the students read it along in unison with you.

2. Have students find the rhyming patterns in the poem.

3. Give the partners a couple of minutes to brainstorm as many additional words as they can for the different rhyming pairs.

4. Return to a class grouping and have the partners share their words.

5. Have the students make *text-to-self* connections. Do they have chores they are responsible for doing in their home? What happens if they don't do their chores? Etc.

Post Reading Activity:

1. Have the students draw a picture of a refrigerator door. Add 7 things they would place on their refrigerator door. Encourage the students to think of things that they value and would want others to learn about them (interests, favorite saying, foods, etc). Exchange the refrigerator doors and have the student write a paragraph about what they can learn about the student whose door they are reviewing.

### Session 3:

#### Motivation:

1. Ask the students if they know anything about lobsters. Show the students the following link on lobsters: <http://animals.nationalgeographic.com/animals/invertebrates/lobster.html>

Have the students skim the site for information on lobsters. Explain that in the story "Lobster Bait" by Tanya Seale, on pages 10-16, a boy and his dad go out on a lobster boat.

#### Teacher Input:

1. Have the students sit with a partner. Distribute the issue of *Spider* magazine and direct the students to turn to the story, "Lobster Bait", on pages 10-16.

2. Review the pictures before reading. Encourage students to share their comments and predictions. Have students review the reading for possible vocabulary words which need highlighting. Possible words might include: *bait bag*, *winch*, and *buoy*.

#### Guided Practice:

1. Have students take turns reading paragraphs of the story stopping after each page to review comprehension and make predictions.

2. Have students break into small groups and answer the following comprehension questions:

A. How can the captain tell if the lobster is a female? (tiny black, balls on inside of tail)

B. What type of fish were used as lobster bait? (smelly herring)

C. What did the lobster boat attract overhead? (sea gulls)

D. How does the captain locate his traps? (specially designed buoys)

E. How does the captain mark pregnant females for other fisherman? (V notched on tail fin)

Regroup and review the comprehension questions.

3. In small groups, have the students identify as many action verbs as they can find on pages 14-15 in 3 minutes. Regroup and discuss the verbs.

#### Post Lesson Activity

Draw/color a picture of a lobster. Write a day in the life of a lobster. What do you do all day? How do you feel being in a glass tank with people looking at you? Etc.

### Session 4:

#### Motivation:

1. Show a picture of the Grand Canyon. Ask the students if they have any prior knowledge of the massive canyon. These links have some information to share with the students.

<http://travel.nationalgeographic.com/travel/national-parks/grand-canyon-quiz/>

Take a quiz on your Grand Canyon IQ

<http://www.5min.com/Video/Learn-about-the-Grand-Canyon-38365147> 5 minute video (very good!)

2. Explain that the reading "Mariah and the Running Feet", by Jaqueline Adams on pages 20-24, is about a family who travel down into the canyon to visit the Tarahumara, a Native American tribe that live there.

#### Teacher Input:

1. With a partner, have the students open their *Spider* magazine to "Mariah and the Running Feet", on pages 20-24. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.

2. Review possible vocabulary words needing highlighting including: *drought*, *adobe*, *outlast* and *relief*. Explain that the Tarahumara still live in many ways as their ancestors have done. You might wish to read the following information to share with your students:

<http://ngm.nationalgeographic.com/2008/11/tarahumara-people/gorney-text>

#### 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 encourage them to make connections.



Post Lesson Activity:

Discuss adjective and have the students find examples of 10 adjectives and the noun they are describing on pages 28-31.

Post Reading Activity:

Have partners read the poem, "Millicent Mulder Loved Her Bugs" by E. Shan Correa on page 26-27. Review the illustrations and write 5 descriptive sentences of things seen. How many different bugs can be found in the illustration? List them. Next, have the students write a haiku about one of the bugs in the illustration: ladybug, bumblebee, grasshopper, butterfly, worm, spider, etc. There is a certain syllabic count in a three-lined Japanese haiku. The first line has only 5 syllables. The second line has 7 syllables and the last line has 5 syllables. Perhaps, show an example of a haiku before the students write one. This link has some haiku written by children: <http://www.abcteach.com/Contributions/HaikuContest.htm>

Overall Assessment:

1. Ability to work together with a partner or in groups.
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.