

# 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 July 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.

Cross Curricular activities can be including with many different readings in this issue. Readings such as "The Fable of the Three Cats" and Jenny's Obon Festival" could provides reading in the content areas of social studies and geography, specifically, the country of Japan and the religion of Buddhism. "The Case of the Alien Jewel Thief" could be used to discuss the steps involved in problem solving and to discuss factual science content about the cicada, ladybugs and cockroaches. The reading "Here there be Dragons" is a great reading to incorporate a science lesson. The sessions are a suggestion and the sequencing of the material can depend upon your individual preferences and students.

## 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>

[he%20Readin](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, 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](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 July issue of Spider  
Drawing paper and crayons  
Websites of interest

**Session 1:**

**Motivation:**

1. Ask the students if they have had to visit a family friend or relative when they would have preferred doing something else. Continue with *text-to-self* connections as to how they may have behaved having to do something they preferred not to do, etc. Ask the students if they have every wished they could use a magic word to change a situation from happening, etc.
2. Share with the students that in the story "Doodlebug and Dandelion" by Pamela Dell, on pages 4-7. Doodlebug is not thrilled about taking a trip to see Aunt Wisteria for her birthday and tries to use a "magic" word to get the Burpmobile to break down.

**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, Bandits", 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 might include: *warbling, peahens, lurch, dismay, and sitar*. 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. Before reading, review punctuation clues and encourage the students to read the story with feeling. Have students try reading the following sentences with feeling, "I've lost the blasted lug nut." Try reading another sentence and this time encourage the students to read it with an accent. "Shyrockets! Air pock-ets! Hollyhocks and ham hocks-Release!"
2. 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.
3. Discuss nouns and verbs. After reading the story, have small groups of students make a sheet with NOUN and VERBS on the top of the paper. Have the students go on a verb safari on pages 6-7 and find as many action verbs as possible.

**ACTION VERB SAFARI ACTIVITY:**

- |     | <b>NOUN</b> | <b>VERB</b> |
|-----|-------------|-------------|
| 1.  |             |             |
| 2.  |             |             |
| 3.  |             |             |
| 4.  |             |             |
| 5.  |             |             |
| 6.  |             |             |
| 7.  |             |             |
| 8.  |             |             |
| 9.  |             |             |
| 10. |             |             |

**Return as a class and review the activity sheet.**

3. Have the students return to small groups and do the following activity sheet:

**Steps to problem solving:**

- A. What is the problem with changing the tire?**
- 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?**

After the groups have had an opportunity to discuss the answers to the sheet, return to a class and go over the information placing the students' responses.

4. Ask the students what are some activities they do on a road trip. Do they sing songs? If, so, which ones are popular? Do they look for different state license plates or specific cars? Continue with text-to-self connections by asking students to share specific card games they might play or the comics they like to read.

**Post Lesson Activity:**

Divide the students into small groups and have them make 5 comprehension questions. For example: What changed Doodlebug's mind to help get car fixed so they could go to Aunt Wisteria? (His aunt gave him his first comic book) Exchange the comprehension questions with another group to answer. Regroup as a class and review the comprehension questions.

**Session 2:**

**Motivation:**

1. Ask the students if they have ever had a mouse in their home. How did they get rid of the mouse. Did they have a house cat that helped get the rodent?
2. Explain that in the story " The Fable of the Three Cats", adapted by J.W. Liotta on pages 10- 12, they will be reading about a man that has a problem with a rat and tries different cats to catch the rodent.

### **Teacher Input:**

**1.** With a partner, have the students open their *Spider* magazine to "The Fable of the Three Cats", on pages 10-12. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.

**2.** Using a world map, have the students locate the country of Japan. Ask the students if they have any prior knowledge about the country of Japan. These links has great information on Japan:

<http://www.gailhennessey.com/index.shtml?Japan.html>

<http://www.timeforkids.com/TFK/kids/hh/goplaces/main/0,28375,555016,00.html>

### **Guided Reading:**

**1.** Have 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 : *samurai, reputation, insist, alertness, feline ,and impression*. Encourage students to give creative sentences for the new vocabulary words.

**2.** Have students do a graphic organizer:

**What were things the rat did to anger the Samurai?**

- A.**
- B.**
- C.**

(Possible answers: ate food, gnawed the floorboards, shredded some of his clothes and belongings)

**How did Rat behave with cat 2?**

- A.**
- B.**

(Possible answers: paced back and forth around cat as it slept, sat near sleeping cat)

Regroup and discuss the story.

**3.** Discuss sequencing and then in small groups, give the students 5-7 strips of paper(or index cards) and have the students place events in the story on a different strip of paper or index card. Exchange the strips/cards with another group to place in proper sequential order.

**4.** Discuss the saying at the end of the story: "Muscles and speed are nothing without mental alertness". Draw/color a picture to illustrate the saying.

### **Post Lesson Activity**

Draw a picture of Cat Number 2. Pretend you are cat number 2 planning your way to get the rat. What are you thinking about as you notice the angry looks of the samurai warrior? Have the students write a paragraph and encourage the students to share their finished paragraph with the rest of the class.

### **Session 3:**

#### **Motivation:**

1. Ask the students what is their favorite holiday and discuss examples of customs or traditions they do to celebrate the holiday. Discuss what a **custom** is and share examples such as the following: In China, people bow to greet one another, In India, women wear a dot (called a bindi) on their foreheads and in the United States, kids go door to door asking for candy on Halloween. Find more examples and have the students illustrate a specific custom to hang in the room.

2. Explain that the story, "Jenny's Obon Festival, on pages 14-20, they will be reading about a young girl who is visiting Japan during the Obon Festival and learns the customs and traditions of this important holiday in the country of Japan.

#### **Teacher Input:**

1. Assign a student a partner and pass out the issue of *Spider* and have them turn "Jenny's Obon Festival, on pages 14-20.

2. Explain that this story has a number of Japanese words. Introduce the following vocabulary words such as: ancestors, kimono, yukata, tatami, taiko drums, Bon Odori, and toro Nagashi. Encourage the students to learn a few Japanese words:

#### **hello**

konnichi wa (kohn-nee-chee wah)

#### **excuse me**

sumimasen (soo-me-mah-sen)

#### **yes**

hai (hi)

#### **no**

ie (ee-ay)

#### **thank you**

arigato (ah-ree-gah-toh)

#### **goodbye**

sayonara (sah-yoh-nah-rah)

## **good night**

oyasumi nasai (oh-yah-soo-mee nah-sigh)

## **My name is...**

Watashi wa... (wa-ta-shee-wa-mee-ka-des)

### **Guided Practice:**

1. Have the students take turns reading a paragraph in the article. stopping after each page to discuss comprehension, make predictions and make text-to-self connections.

2. Do the following graphic organizer:

### **Customs of Japan and Obon Festival:**

**A.**

**B.**

**C.**

**D.**

**E.**

**F.**

**G.**

**H.**

(Possible answers: no shoes in home, kimono traditional clothing of women, catching fireflies, eating fried noodles, floating lanterns, food for ancestors, colorful paper lanterns to guide ancestors' spirits home, Cow shaped eggplant to carry spirits back and dancing the Bon Odori)

Regroup and discuss customs of the Japanese and for the Obon Festival.

**3. Use a map of Japan and do the following map skill activity.**

<http://web-japan.org/kidsweb/explore/map/map.html>

**A. What are the four name islands that make up Japan?(Honshu, Hokkaido, Shikoku and Kyushu)**

**B. In which ocean is the country of Japan? (Pacific)**

**C. What is the capital city of Japan and which island is it found? (Tokyo/Honshu)**

**D. Near which peninsula nation is Japan closest? (South Korea)**

**E. Which body of water is between the mainland of Asia and the island of Japan? (Sea of Japan)**

**F. Which island is the furthest north? (Hokkaido)**

**Post Lesson Activity:**

Make paper lanterns to hang in the classroom with 3 customs of Japan listed on the lantern.

**Session 4:**

**Motivation:**

1. Show a photograph of a Komodo Dragon.  
<http://animals.nationalgeographic.com/animals/reptiles/komodo-dragon.html>
2. Ask the students if they have any prior knowledge on the world's largest lizard.
3. 2. Explain, that in the story, " Here there be Dragons", by Linda Wirkner, on pages 21-25 , the students will be reading about this very unique lizard.

**Teacher Input:**

1. Pass out copies of *Spider* magazine and do a picture walk through of the article encouraging students to share comments.

**Guided Practice:**

1. In small groups, review the article and do the following graphic organizer. Remind the students they must review the entire reading to find facts.

**I am a Komodo Dragon: Describe Me: (10 facts)**

- 1.
- 2.
- 3.

- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

(Possible answers: weight 150-200 pounds, 6-10 ft., found in Indonesia, stumpy legs, drab brownish gray, cold blooded, amazing sense of smell, very sharp teeth, venom in teeth, forked tongue)

**Time to Eat-Hunting Time:**

- 1.
- 2.
- 3.
- 4.
- 5.

(Possible answers: ambush prey, camouflage into surroundings, single bite to leg or belly, tear victim's flesh with sharp teeth, poisonous venom in mouth)

Regroup and discuss the komodo dragon.

2. Review adjectives and have small groups of students find 10 examples of nouns that have adjectives. Regroup and discuss the adjectives and the nouns which they describe.

**Post Lesson Activity:**

Draw/color a picture of a komodo dragon and write four cool facts learned about the dragon. Write a paragraph about a day in the life of a komodo dragon.

**Session 5:**

**Motivation:**1. Explain that in the story, "The Case of the Disappearing Diamond", by Kristin O'Donnell Tubb, on pages 28-32, is about a ladybug that calls on detectives, Iggy and Sal, to catch the criminal who stole her jewelry.

**Teacher Input:**

1. Pass out the issue of *Spider Magazine* and have the students open to the story, "The Case of the Disappearing Diamond", on pages 28-32.

2. Have students review the story for possible vocabulary words needing to be highlighting such as : oyster, ornate, divine, upstaged, culprit, obnoxious, molting, and nymph. Encourage students to create sentences using the vocabulary words.

### **Guided Practice**

1. Review reading with emotion and perhaps, even accents. Have students volunteer to read the following with a different accent (as a boy-if a girl and as a girl-if a boy, with an English accent, southern accent, etc.) "Darlings. It was frightful. I'm still shaking in my spots thinking of those haunting red eyes." Have students take turns reading a section of the story, stopping after each page to discuss the story, make predictions and make text-to-self connections.

2. Do the following graphic organizer:

#### **Steps to problem solving: The Mystery!**

**A. What is 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?**

Regroup and discuss the graphic organizer.

3. Continue to find descriptive words, **adjectives**, in the reading. In small groups, give the students 5 minutes to search for descriptive words and the words for which they are modifying. Regroup and review the words they found in the reading.

#### **Post Reading Vocabulary Survey:**

1. Review syllables and tell the students 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: **precarious** has a four chin drops or four syllables. Using the story, "The Case of the Disappearing Diamond", have partners of students find words with 3 or more syllables. Regroup, share the words, if another group has the word, cross it off their lists. Give 3 points for 3 syllable words, and points for the number of other syllable words found. The group with the most points wins the game.

2. With a partner, have the students read, "Light Dragons" on page 13 and "Dragons, Lizards and Jokes, Oh My!" on page 27.

#### **Overall Assessment:**

The teacher will assess the students'

1. Ability to work together with a partner or in groups.
2. Oral responses to discussion and retelling for listening and comprehension competency.
3. 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.