

Teacher's Guide for Spider Magazine

September 2010

Teacher's Guide prepared by *Gail Skroback Hennessey*

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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 September 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, supportive guided reading, listening activities, vocabulary and word recognition, buddy reading, 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-](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: 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

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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. 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 September issue of *Spider*

Websites of interest

Drawing paper and crayons

Session 1:

Motivation:

1. Ask the students if they have ever had the responsibility of caring for a class pet, a friend's pet, etc. Encourage the students to share their experiences.
2. Tell the students that in the story "Doodlebug and Dandelion: Little Honey" by Pamela Dell, on pages 4-8, Dandelion is caring for a bearded dragon over the weekend.

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 page 4. Tell the students as the story is read to search for words they think should be highlighted and discussed further. These vocabulary might include: dryly, frisky, cue, chortled, glee, chattering, commotion, and gusty. Encourage students to think of creative sentences after finding the word in the reading and determining its meaning from the context of the sentence.

Guided Practice:

1. Explain that the bearded dragon is native to the country of Australia. Show the location of Australia on a world map and encourage students to share any prior knowledge they might have on Australia. You might also have the students learn more about Australia at this link:
<http://www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,486750,00.html>
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. Encourage students to make Text-to-self connections throughout the story.

3. After reading the story, have the students turn to the illustration on page 8 and fostering descriptive phrase building by asking students to volunteer to share things they see in the picture. Encourage students to build onto phrases given. For example: *I see Mr. Pinkley placing Little Honey into the terrarium. I see Mr. Pinkley, wearing a blue scarf, placing Little Honey into the terrarium. I see Mr. Pinkley, wearing a blue scarf, placing Little Horn from a brass horn into the terrarium. Etc.*

4. On page 6, have the students look at the illustration and *infer* the mood of those in the illustration (Rudyard, Dandelion, Little Honey, and Choo-Choo).

5. After reading the story, discuss how the author uses lots of descriptive words to make the words come alive. Discuss adjectives and adjectives. Have small groups of students search the reading for examples of descriptive words for both nouns and verbs.

	<u>ADJECTIVES</u>	<u>NOUNS</u>	<u>VERBS</u>	<u>ADVERBS</u>
Example:	SUNDAY	AFTERNOON	SHOWED	PROUDLY

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

Remember: For adverbs, ask yourself about the verb- which words help describe the action by answering how, when, to what extent or where about the verb.

For adjectives, ask yourself about a noun- which words help describe the person, place or thing with more information such as what kind?, how many? which?

Regroup and share what they wrote.

Post Lesson Activity:

1. Write a paragraph explaining how you might have felt being Dandelion and being responsible for a bearded dragon that isn't yours. What might you do with the lizard to show responsibility? What might you do to entertain the lizard during the weekend? Etc.

2. Draw/color a picture of a bearded dragon. Go to these sites to learn more about the bearded dragon:

<http://www.zoo.org/Page.aspx?pid=410>

<http://www.the-lizard-lounge.com/content/species/bearded-dragon.asp>

Have students learn facts about the bearded dragon and write 5 cool facts on their illustration to share with the rest of the class.

Session 2:

Motivation:

1. Ask the students to think of stories where genies, leprechauns, etc., are characters in the story.

2. Explain that in "The Pixie's Bag" by Maggie Murphy, on pages 10-13, the students will be reading a story about a poor man named Robin that comes across a pixie that tries to trick him into giving up his prized possession, his fiddle.

Teacher Input:

1. Assign the students a partner and pass out the issue of *Spider* magazine, turning to page 10. Tell the students to listen carefully as different students volunteer to read sections of the story. Stop after each page for the students to share predictions and review comprehension questions.
2. Review possible vocabulary words in the story such as: whisked, plucked, patchwork, gleaming, frantically, and intent. Encourage students to suggest creative sentences using the words.

Guided Practice:

1. After reading the story, have the groups of students do the following activity:

The Pixie's Bag:

Character(s):

Setting:

Plot:

Problem:

Regroup and discuss the graphic organizer.

2. Have small groups make 5 true or false questions to review comprehension of the story. Exchange the questions with another group to answer. Return as a class and review the comprehension questions.

3. Discuss sequencing. Have groups of students make a list of seven events that happened in the story. Pass out strips of paper and have students place an event on each of the strips. Exchange the strips with another group to place in proper sequence. Regroup and share the sequencing activity.

Post Lesson Activity.

1. Write a paragraph explaining how the Pixie tricked Robin and how Robin was able to win the gold coin in the end.

Session 3:

Motivation:

1. Show a picture of an acorn. Ask the students if they have any prior knowledge about the acorn.
2. Explain that in the reading "Amazing Acorns" on pages 16-19, they will be learning some interesting history of the acorn and its uses.

Teacher Input:

1. Have students sit in small groups. Distribute the September issue of *Spider* magazine and direct the students to turn to the story "Amazing Acorns" on pages 16-19. Review the article encouraging students' comments and predictions.

Guided Practice:

1. Have the students draw a picture of a large acorn. As they read the article, have them take notes (about 8 facts) and write them inside their acorn. After reading regroup and have the students discuss the reading.

2. Have the students answer the following comprehension questions:

A. What did ancient Romans do with acorns? (make bread)

B. Where did Native Americans keep acorns during the winter months? (in baskets buried in the ground)

C. How do acorns taste? (bitter) What causes this and why do acorns have it?(tannin-chemical to help protect acorns from insects.)

- D. How did early Americans make acorns taste better? (burying them in the mud of a swamp.
- E. How did Native Americans also use acorns? (medicines) In which ways? (for sore throat, skin infections, for cuts)
- F. How do some woodpeckers use acorns? (to help make holes in dead trees)
- G. How do insects use acorns? (as homes) Name two creatures that also use the acorn for this purpose. (acorn weevil, caterpillar, snails, fungus gnats, ants)

Post Lesson Activity

1. Have students make a poster showing 2-3 things associated with the different seasons of the year.

Session 4:

Motivation:

1. Ask the students who likes school? Why? Ask the students who don't like school. Why? Explain that in the story "Lion at School" by Philippa Pearce, on pages 25-31, a little girl who doesn't like school comes across a lion on her way to school.

Teacher Input:

1. Have partners of students turn to "Lion at School" by Philippa Pearce, on pages 25-31 Review the story for possible vocabulary words needing to be highlighted. Those words might include: skewer, register, and swish. Encourage students to give definition and sample sentences for these words.

Guided Practice:

1. Have students take turns reading selections of the story, stopping after each page to discuss for comprehension, make comments and predictions. Ask the students if they can think of a text-to-text story, where a young person comes across a lion in the story. Possible answer: Androcles and the Lion. If possible bring the story to class and read it to the students. Discuss comparing and contrasting and have the students find similarities and differences between the two stories.
2. On page 31, have students make descriptive sentences of what they see in the illustration.
3. Discuss pronouns and how they are pitch hitters for nouns. Have small groups of students review pages 26-27 and find examples of pronouns and the noun for which they are substituting. Regroup and discuss the lists.

Post Reading Activity:

Have groups of students make 5 comprehension questions about the story and exchange them with another group to answer.

Session 5:

Post Reading Vocabulary Survey

Have partners read "I Hope you Like Chocolate, Patty" by Marsha Winborn on page 9, and "Rhiocorecess" by Leslie Danford Perkins on page 24. Which poem did they like best and why? Find rhyming patterns for each poem and brainstorm a list of additional words that have the same rhyming patterns.

Learn more about crocodiles and rhinos at these links:

<http://animals.nationalgeographic.com/animals/reptiles/american-crocodile.html>

<http://animals.nationalgeographic.com/animals/reptiles/nile-crocodile.html?nav=A-Z>

<http://www.enchantedlearning.com/themes/alligator.shtml>

<http://www.savingrhinos.org/rhino-facts.html>

<http://www.kidsplanet.org/factsheets/rhinoceros.html>

<http://www.enchantedlearning.com/subjects/mammals/rhino/Rhinoprintout.shtml>

Have groups of students select either the crocodile or rhino and create a poster with 7 facts learned about their creature.

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.