

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

The following teacher's guide is designed to assist the classroom teacher in using the October 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-](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

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 October of *Spider*
Websites of interest
Drawing paper and crayons

Session 1:

Motivation:

1. Ask the students to brainstorm all the things that come to mind when they think of Halloween. What are the sounds? Feelings? Sights? etc. that they can attribute to the holiday.
 2. Explain that in the story, "Doodlebug and Dandelion, Double Trouble", by Pamela Dell, on pages 4-8, Doodlebug is excited about his Viking costume that he made for the school's best costume contest. Ask the students to share some of their favorite Halloween costumes.
 4. Share some information about the custom of Halloween. Check out this link:
<http://www.timeforkids.com/TFK/specials/story/0,6079,58038,00.html#history>
- Another link with lots of information about Halloween:
<http://www.kidskonnnect.com/content/view/114/27/>

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, Double Trouble". Tell the students as the story is read to search for words they think should be highlighted and discussed further. Some words may include: shabby, billowed, biology, troll, authentic, fiends, knockoff, and protest. Encourage students to create sentences using 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.

2. On page 7, encourage students to give descriptive phrases to describe what they see in the illustration. Have students grow sentences. For example: *I see a witch. I see a witch with a green face carrying a bat. I see a witch with a green face, carrying a black bat.* Etc.
3. Encourage *text-to-self* connections. Do they have Halloween costume contests at school? Have they ever worn the same costume as someone else? Etc.
4. This story uses lots of vivid words. Review Adjectives and Adverbs. Organize the students into small groups and have them look through the story to find examples of nouns/adjectives and verbs/ adverbs.

	Nouns/Adjectives	Verbs/Adverbs
Example:	tree-eyed troll	laughing hysterically

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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 review their answers.

5. You can use this story to bring in some social studies concepts. Show a world map of the country of Denmark and have students identify the country on the map. Ask the students if they have any prior knowledge about the country of Denmark. This link is helpful:

<http://www.kidskonnnect.com/subject-index/26-countriesplaces/309-denmark.html>

Additionally, ask the students if they know anything about the Vikings. This link is helpful:

<http://www.mrdowling.com/703-vikings.html><http://www.mnh.si.edu/vikings/start.html>

Discuss Runes, writing of the Vikings. Go to this link and write name in Rune.

<http://www.pbs.org/wgbh/nova/vikings/runes.html>

Have students write a message in runic symbols and exchange with another student to translate. This site has the runic symbols:<http://www.omniglot.com/writing/runic.htm>

Post Reading Activity

Draw/color a Halloween costume. Exchange the drawings with another students and have the student write descriptive phrases about the drawing. Have several students do this on the same piece of paper. Return the drawing/descriptive phrases back to the student and have the students write up a paragraph describing their costume using the descriptive phrases given by other students.

Session 2:

Motivation:

1. Perhaps, show a horoscope for a newspaper. Ask the students if they have ever checked their horoscope. Ask if they have perhaps seen a fortune-teller at a state fair, etc. Encourage students to share their thoughts on predicting the future. Ask the students if they could know something about their future, what would it be? Explain that in the reading "Ribburta and the Mighty Mysterious Squirrel Affair" by Joan Lennon, on pages 10-15, squirrels in the forest community where Ribburta lives, begin going to a fortune-teller with strange developments happening.

Teacher Input:

1. Pass out copies of *Spider* magazine to partners of students. Before reading, do a picture walk through of the story, "Ribburta and the Mighty Mysterious Squirrel Affair", on pages 10-13. Have students skim the reading to find unfamiliar words that can be added to a possible word wall for the issue. Possible words might include wonky and hypnotized. Encourage students to use the context of the sentence to try and determine the meaning of the words and to give sample sentences.

Guided Practice:

1. Assign students a partner and have students take turn reading a paragraph of the reading, stopping to discuss the content and encouraging students to share comments and predictions.

2. Have groups of students make 5 comprehension questions to exchange with another group to answer. Regroup and discuss the story.

3. In small groups, have the students do the following graphic organizer:

Steps to problem solving:

- A. What is the main 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 activity.

Post Reading Activity:

Review sequencing and words that help when writing a paragraph using sequencing. Words such as First, Then, Afterwards, Before, Later, Next, etc. Have small groups of students make a sequencing of the story with 5-7 statements, placing an event on a strip of paper or index card. Exchange the cards with another group to place in proper sequencing. Regroup and review their sequencing boards.

Session 3:

Motivation:

1. Ask the students to share facts about bears. Ask the students to share facts they know about honey and how it is made. These links are helpful: <http://www.kidzone.ws/lw/bears/facts.htm>
http://www.state.nj.us/dep/fgw/pdf/bear/bearfacts_kids_guide.pdf
<http://www.42explore.com/bees.htm>
<http://www.pbs.org/wqbh/nova/bees/buzz.html>

2. Explain that in the story "The Beekeeper" by Ayako Kadogawa Gladkov, on pages 18-22 , a bear goes to unusual lengths to get honey.

Teacher Input:

1. Tell the students that you will start reading the story and will stop in mid sentence and call on someone else to continue reading. They are then to read a part of the story and stop in mid sentence and call on another student. Begin reading the story to the students.
2. Review possible vocabulary words such as the following: lumbered, prior, meditation, chapel, and fetched.

Guided Practice:

1. Review good listening skills with the students and make a chart of a good listener.
 - Pays attention to the speaker
 - Looks at the speaker
 - Thinks about what the speaker is saying
 - Is ready to ask the speaker questions about what they hear
 - Are ready to talk about what they have learned.
2. Stop after each page to discuss the content and encouraging students to share comments and predictions.
3. After reading the story, continue with nouns, adjective, verbs and adverbs by having groups of students search pages 18-20 for descriptive words for both nouns and verbs.

ADJECTIVES	NOUNS	VERBS	ADVERBS
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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Regroup and discuss the activity.

4. Have the students write a short poem of about 5 lines on a bear or bee. Encourage the students to share the poem with the rest of the class.

Post Lesson Activity.

Have groups of students use the websites listed above to learn about bears, bees, or honey. Draw a poster and place 5 facts learned on the poster. Have the groups present their facts to the class to foster oral speaking.

Session 4:

Motivation:

1. Show the students photographs of flowers: <http://www.cmog.org/dynamic.aspx?id=7810> and ask the students what they think of the flowers. Tell the students that they are all made out of glass!

2. Explain that in the story, to "The Glass Flowers of Harvard University", by Jaclyn S. Miller, on pages 23-26, they will be reading about the history of how the famous glass flowers came to be.

Teaching Input:

1. Assign the students a partner and pass out a copy of the October issue of *Spider* magazine. Have the students turn to "The Glass Flowers of Harvard University" on pages 23-26.

2. Introduce the following vocabulary words such as: artisan, generosity, and hues. Ask the students to share creative sentences using the new vocabulary words.

Guided Practice:

1. Before reading about glass flowers, ask the students to give reasons why people might like artificial flowers instead of real flowers.

2. In small groups, have the students read the article. Have the students find 10 facts from the reading and write them down on a piece of paper. Regroup and discuss the facts recorded.

3. Have the groups make up 7 true or false questions for the information learned in the reading. Exchange their questions with another group to answer. For any false statements, have the students rework the statement to make it a true statement.

Post Reading Activity:

Have the students draw/color one of the glass flowers.

Session 5:

Motivation:

1. Explain that in the story "Arash and Babajun", by Sara Valafar, on pages 28-32, a young boy is asked to go to a frame shop with a special photograph to be framed.

Teacher Input:

1. Assign the students a partner and distribute a copy of *Spider* magazine. Have the students turn to "Arash and Babajun", on pages 28-32. Review the pages of the story and encourage the students to give examples of why they think the story takes place in a different culture. Possible examples: the names of the characters in the story, the clothing worn, the way the people look, the buildings and trees, etc.

2. Review possible vocabulary words which might need highlighting including: majestic, bazaar, boulevard, intricate, resist, etch, and mallet. Encourage the students to volunteer creative sentences using the terms.

Guided Practice:

1. Start by reading the first pages of the story. Ask the students to respond to comprehension questions after you finish reading to check on their listening skills.

2. For the rest of the story, have students take turns reading parts of the story, stopping to review the comprehension, share comments and predictions. Encourage students to make *text-to-self* connections. For example, have they gone on an errand for their parent? Do they play soccer? Etc.

3. What is a summary? Discuss with the students by asking them to retell a summary of their favorite book or television show. Have the students write a summary of the story. Remind the students to include at least 5 events. Encourage students to read their summary with the rest of the class.

4. Have the students turn to page 29. Discuss culture contact, the fact that when cultures meet, ideas are exchanged. For example, the idea of baseball started in the United States and skiing started with the country of Norway. Another example is that the Native Americans gave the sport of lacrosse to other cultures they met. Native Americans also gave the Pilgrims the idea of planting a dead fish with corn (as a fertilizer). Europeans visiting the Chinese came back with a new type of paper-making, eyeglasses, the yo-yo, kites, umbrellas, silk fabric and much more. The Germans gave the world the idea of having a Christmas tree, and had the earliest pencils. The famous Grimm Brother fairy tales started in the country of Germany. The first bicycle comes from Scotland. Ask the students what examples of culture contact they can see in the illustration. (western clothing and playing soccer). Have students brainstorm other examples of culture contact and draw/color a picture to illustrate one specific example. Use a world map and identify the location of cultures mentioned.

Post Lesson Activity:

At the end of the story, there is a tongue twister. As students to participate by trying to say "A Bizarre Bee Bazaar" three times. Find more tongue twisters and have students volunteer to enter the contest of trying to say a tongue twister three times without making an error. Have the students vote on 3-5 who they thought did the best job and have a final showdown and then select a Tongue Twister Champ.

These sites have some fun tongue twisters:

<http://www.mrsmcgowan.com/projects/allitalphabet/index.html> and

<http://www.americanfolklore.net/tonguetwisters/funny-tonguetwisters.html>

Session 6:

Post Reading Activity:

With a partner review "What Am I" on page 9 and the poem "Monster Zoo" on pages 16-17. You may first wish to discuss what a kraken and centaur are with the students. Have the students write a 4-lined poem about one of the creatures at the monster zoo.

Give the group the following chart and have the students classify the words. 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: hippopotamus has a five chin drops.

Words of three syllables:

Words of four syllables:

Words of five syllables:

Words with more than five syllables:

In small groups have students review the story, "The Glass Flowers of Harvard University" on pages 23-26. After doing the syllable search, regroup and do the following activity. If another group has the same word, cross it off the list. For each word for the different syllable list, students get 5 points. If only one group has a 4, 5, or more than 5 syllable example, the group that does gets 10 extra points. The group 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.