

Teacher's Guide for Spider Magazine ***December 2005***

The following teacher's guide is designed to support students as they read, discuss, compose written responses, and engage in word study activities related to selections in the December 2005 issue of *Spider* magazine.

Lessons are designed with multiple formats for instruction and learning. These include whole class, small group, partners, individual, and Center work.

Particular readings are used as a starting point for a discussion of hibernation and other winter preparations. Articles are used as content for read-alouds, listening activities, supported guided reading, interactive writing, or independent writing. Suggested activities integrate content with Language Arts instruction.

Throughout the guide, children's skills in vocabulary (meaning), word recognition (*distinguishing features* of words and context clues), expressive and receptive language, comprehension, and writing will be expanded and refined. With the expository selection, children will explore information on animals that hibernate.

Activities will offer differentiated levels of responding to accommodate children's diverse needs, interests, and competencies. The readings may not follow the order of presentation in the issue; issue selections are sequenced in a way that matches the flow of the concept presentation.

Benson, V. and C. Cummins. 2000. *The Power of Retelling: Developmental Steps for Building Comprehension*. Chicago, IL: Wright Group/ McGraw Hill

Fountas, I. and G. S. Pinnell. 1998. *Word Matters*. NH: Heinemann.

Kibby, M. March 18, 2004. *Researched-Based Strategies for Teaching Meaning Vocabulary*. Presentation for the Continuing Professional Education Series at the University of Buffalo.

Tompkins, G. 2003. *Literacy for the 21st Century* (3rd ed). Upper saddle River, NJ: Merrill Prentice Hall.

The Overall Plan

Title: Preparing For Winter

Time: approximately 40-45 minutes each session. *Independent Practice* is completed later in the day.

Objective:

Following instruction and teacher modeling, students will demonstrate through oral responses, group work, and written work that they've:

- 1.) analyzed similarities and differences as well as *distinguishing features* in words
- 2.) increased their speaking, reading, and writing vocabulary
- 3.) successfully sorted words into categories (number of syllables)
- 4.) actively participated in listening activities, shared reading, supported guided reading, and guided reading.

- 5.) grown in their ability to monitor their own comprehension, make personal connections (*text-to-text; text-to-self; text-to-world* — Tompkins, 2003) with the content, make inferences and support these with “evidence” from the text, make logical predictions, draw conclusions, and effectively discuss the content of their reading.
- 6.) used clues in each letter to distinguish its author. This is reflected in their explanation.
- 7.) gathered specific information from the reading, using a feature matrix to organize what they’ve recorded.
- 8.) researched further information related to animals that hibernate.
- 9.) contributed to the completion of a problem/solution chart with information that displays the relationship of story events to this framework.
- 9.) demonstrated creative thinking in their additions to the class poem.

Bloom’s Taxonomy: Knowledge, Comprehension, Application, Analysis, and Synthesis

Materials:

copies of the September issue of *Spider*
 post-it notes (sized to fill the spaces on the feature matrix)
 chart paper
 blank word cards
 feature matrix (*Stocking Up for Winter*) model (w/first part example of teacher’s addition)
 chart paper prepared with matrix, *Stocking Up For Winter*
 research matrix strips
 Problem/Solution Organizer
 chart paper prepared with *Problem/Solution Organizer*

Session 1

“The Danderfield Twins” by Polly Horvath will be read following supported guided reading procedures. This means that students have had an opportunity to preview and practice what they will read. They can read solo or in a duet (two children reading in unison) as their classmates follow along. The letters will initiate discussion of clues and review of stories in previous issues. Stop at appropriate places to discuss clues that identify the letter’s author. Assigned readers — who’ve previewed the material for this purpose — will allow their classmates to contribute ideas and will not give away information beforehand.

Motivation:

- 1.) Ask students to *think* of a time that they forgot to put their name on a paper. Ask them how the teacher figured out whose paper it was. Explain that Santa has a similar problem. The Danderfield Twins and their friends sent him letters and forgot to sign them. We’ll help Santa figure out who sent each letter by noticing clues the letter writer left.

- 2.) Say, “But, before we read the letters to Santa, let’s look over the whole issue to preview what we’ll be reading and talking about.”

Teacher Input:

- 1.) Have children sit with an assigned partner (use clock buddy system). Distribute a copy of the December issue of *Spider* magazine to each dyad. Introduce the issue; discuss the title page and table of contents (TOC). Ask for comments, reactions, and predictions. Have students take a guided picture walk with you through the issue, reading captions and noting illustrations. Call on students to share their thinking. This activates background knowledge, stimulates predictions on the content, builds expectation, and sets personal purposes for reading.
- 2.) Have students turn to page 2. Talk about the picture. Ask if anyone can tell something they remember about each character from a previous story. Record these on a chart under the character’s name. Review ideas on the chart.
- 3.) Some words that need to be discussed before students read and others listen include the following. Decide which words will be added to the Word Wall and write these on word cards.
cleats, Beckham (famous English soccer player), Hannukah, menorah, Harry Houdini (famous escape artist and magician), and schmaltz

Guided Practice:

- 1.) Tell students that they’ll be *word wizard* detectives as we read through the issue. Give each dyad a few post-its to flag words they think we should investigate. These are new and/or interesting words they want to know more about.
- 2.) Have assigned readers read aloud the letter they were assigned. Call on children to share clues they detected from the reading. Ask if anyone can identify the letter writer. Check to see if everyone agrees. Have the student point out the clues in the letter that helped him figure it out. Write these next to the character’s name on the chart.
- 3.) Continue in this manner. Letter three might need to be decided after reading letter # 8 (to discern which twin wrote which letter).
- 4.) After each letter is discussed, partners share the words they’ve flagged. These are discussed for structural elements (letter patterns, syllables, affixes, sounds, etc) and meanings as used in this context. (Multiple meanings for some words may also come up in the discussion.) The teacher records each on a word card. Add additional *key* terms that have not been flagged by the children. Words cards are added to the classroom Word Wall.

Session 2

Motivation:

- 1.) Ask students what they do when the snow is falling and the wind is howling outside. Record their ideas on the chart.

In the cold snowy weather,

Tommy likes to.....

Jenny like to

- 2.) Explain that animals too like a warm, safe and cozy place to stay when it's cold and snowy outside. But, animals have an added problem in snowy weather. It's harder for them to get food. In today's reading we'll find out what they do to solve that problem.
- 3.) See if anyone can predict that we'll be talking about the concept of *hibernation*. Ask, "Does anyone have any idea what some animals do when the weather is not favorable for them?" Introduce the words *hibernate* and *hibernation*. Have the words on word cards. Have sentences with these words prepared on sentence strips. Read over the sentences and talk about the terms.

Teacher Input:

- 1.) Have children open up to page 15. Guide them through a picture walk of this article (pages 15-19). Have students share comments, reactions and predictions.
- 2.) Introduce the following words and phrases following procedures previously introduced.

blankets the ground lodge drawing on their body fat
fell (as in cut down) jam (force into tight position)
stash (something accumulated)

Examine word structures and meanings for this context. Words are presented on word cards phrases on sentence strips. Use different colored markers to highlight word parts (*distinguishing features*) as each is introduced. (Note: Words added to the Word Wall are rewritten onto another card.)

- 3.) Introduce the Feature Matrix Form headings that have been prepared on a chart. (A model for the chart is provided — *Stocking Up For Winter*. This model also includes information for beavers as an example of the teacher's contribution.)

Guided Practice:

- 1.) Read page 15 and the first paragraph on page 16 aloud. Ask children to "download their thinking" by sharing what they learned and comments they have. Thoroughly discuss this section of the article.
- 2.) Show children how you would fill in the information they've just discussed on the chart matrix, specifically showing which details go in each part. (Refer to the model matrix provided; it's only offered as an example. The teacher's

wording of information on beavers should be adapted to children's responses in the discussion.)

- 3.) Divide the class into 4 groups. Each group reads about the animal they're assigned. Then, they collaborate to fill in large post-it squares sized to fit in sections of the matrix for that animal. When groups have completed their work, members of each group read their section aloud, explain what they wrote for the matrix, and place each post-it square on the chart matrix. Invite listeners to share their comments following the presentation of each animal.

Group 1: eastern chipmunks

Group 2: gray squirrels

Group 3: pikas

Group 4: owls

Post the matrix in the room when it's completed.

Independent practice:

Later in the day and into the next day, have children investigate other animals that store food and/or hibernate. They can use informational books, magazines, or Internet sources. Students can fill in information on the *research matrix strips*. These can be attached to the chart with the matrix.

Sessions 3

Motivation:

- 1.) Ask children to describe holidays they prepare for in the winter months (e.g. from November to March). The teacher will scribe these preparation steps on chart paper.
- 2.) Identify the preparations on the chart that have to do with December holidays.
- 3.) Explain that the story they'll listen to today is about preparing for Christmas in a new environment.

Teacher Input:

- 1.) Have partners turn to the story, "A Fishy Christmas" by Charlotte Blessing on pages 8-14. Guide a picture walk through these pages, inviting students' comments, reactions, and predictions.
- 2.) Explain that Walter, the main character, is living on the island of Zanzibar. Find this location on a globe. Explain that most of the people who live on this island are Muslim and don't celebrate Christmas. Have children predict the differences Walter noticed between the Christmas season in America and Zanzibar. Chart these. These predictions will be checked (confirmed or refuted) and more will be added during the reading.

Guided Practice:

- 1.) Introduce the following words, pointing out *distinguishing features*, structures, and phonetic elements. Words are written on word cards and added to the Word Wall.

tropical	Muslim	shutters
padded	search-and-rescue team	
scouted	ngalawe	steadily

- 2.) The reading will be done as a supported guided reading. Directions for this process have been introduced previously. Assign partners (using clock buddies procedure) to share a copy of the issue. Partners will follow along as students read. They'll also flag words they wish to have explained and any parts that are confusing. Stop the reading at appropriate points to discuss the story to that point, clarify confusions, and discuss words that children bring up.
- 3.) Confirm or refute predictions on the differences in Christmas season chart and add new ones identified in the reading.
- 4.) When the reading has concluded, introduce the *Problem/Solution Organizer*. Have it prepared on a chart (a model is provided). Collaboratively fill in the events that contributed to the conclusion.

Independent Practice:

Later in the day children will write independently in their journal responding to the following. Point out that the thinking they need to do involves making an inference — one they can support with “evidence” from the story and their own experiences or thinking.

How did the exciting and frightening events of Walter’s Christmas make him feel? Why?

Session 4

Motivation:

- 1.) Have children recall the climate in Zanzibar. Discuss why Zanzibar is warm while other parts of the world are very cold during those months. Talk about the earth’s rotation.
- 2.) Explain that in the Far North, people prepare for winter in ways that match the conditions of their environment. Tell children that today’s story is about a girl named Meqak who lives in the Far North. In her land children learn how to do jobs that help the family prepare for the harsh weather. Meqak learned many of these well, but had a difficult time with one job expected of girls. That job was difficult because she needed to do it differently.

Teacher Input:

- 1.) Have students open to the story, “The Magic Needle” by Betty Davis on pages 22-28. Guide students through a picture walk of the pages, inviting their predictions, comments, and reactions. Have students suggest how the people of the Far North prepare for winter.
- 2.) Introduce the following vocabulary and phrases.

generation	taboo	tendency	Inuit
sorcerer	kamiks	sinew	handle the dogs

parka unnaturalness humility
inferior downcast sturdy faltered

- 3.) Have children notice the clothing the characters are wearing. Explain that people in the Far North make most of their clothes because there aren't stores nearby to buy things. They use what's available to make what they wear; caribou skins are used to make many pieces of clothing. It's the job of sewing that creates the problem for Meqak. It's not because she can't do it; it's because she can't do it as others expect her to. She needs to do it differently.
- 4.) Ask if anyone has had such a dilemma. Have you even had a problem because you couldn't do something exactly the way others said it must be done? Maybe you threw a ball differently. Maybe you drew a picture differently. Discuss their responses. Ask, does it matter if you do a job differently but still get it done well? Why?"

Guided Practice:

- 1.) Have the children read the story, stopping at appropriate places to discuss content and words or phrases they wish to have clarified. It's assumed that children will identify story elements during their discussion of each part. If this doesn't occur, bring their attention to the elements introduced in that section of text.
- 2.) When the reading is completed, call on readers to:
 - **Recall** or remember details and what happened in the story
 - **Translate** or retell the story in their own words.
 - **Make inferences** or connect what's in the story to their own experiences and prior knowledge. (Are left-handers allowed to do things in their own way today? Does it make a difference?)
 - **Explain and verify.** They need to be able to fully describe their thinking in a way that helps others to understand it. They also need to point to "evidence" (details) in the story (or their experience) that supports their ideas. (Will bad magic happen if you use your left hand? Are any tools now designed especially for left-handed people?)
 - **Apply** the ideas to their own life. (How would you feel if you couldn't write or throw a ball with the hand you felt most comfortable using?)
 - **Evaluate** or think critically before forming personal judgments. (Did you like the story? Why? Did you like the way it was told?)
- 3.) Attach the above comprehension strategy terms (in step 2) to the board. (Cards with each were prepared for a previous issue.) As you discuss the overall content of the story and children's interpretations, refer to the comprehension strategy responders are using. Let children lead the discussion, but interject with questions related to these thinking areas when there's a lull in the discussion, children get off topic, or talk becomes fixed on trivial points. Identify the thinking area of your question.

Independent Practice:

Later in the day children will write independently in their journal responding to the following. Point out that the thinking they need to do involves application of the story's concept and theme to their own world.

Why might people expect others to do things in a similar way? Would finding ways to do a job differently, but well, be a good thing? Why?

Session 5

Poetry:

1.) Read the poem "My Winter Hat" by Julia Durango together, modeling appropriate phrasing and expression. Read it again. Discuss the images. Are the images the author uses effective? Why? Choral read (in unison) the poem several times with the children.

2.) Work collaboratively to write a poem about an article of clothing. It can be a hat or it might be "My Best Jeans". Brainstorm ideas and work together to revise and refine the expression of these ideas, creating an effective image for the chosen object.

Session 6

Word Study:

Throughout the reading word cards have been made and added to the classroom Word Wall. Devote a lesson (or more) to word study activity with these new words. You can mix in other words to round out the word cards needed for group work.

Model how to do a *word sort*. Assign children to four groups. Select 12 words for each group that can be sorted by number of syllables. There may be repetitions across groups as well as words only used by a particular group. Prepare charts for groups to record their words. Explain that this will be a *closed sort* because the categories are given. (An *open sort* is one where the sorters decide the categories.) The chart for each group will look like this.

words with one syllable	words with two syllables	words with three syllables

Give each group a bag of word cards and a prepared chart. Children sort their words as the teacher circulates to help. The teacher checks word placement before children write each word on the chart. All groups share their work with the class.

Word cards are replaced on the Word Wall when charts are completed. They can be used for another sorting or word study activity. Note: The cards will stand up better if they're laminated.

Session 7

Engage children in a reading of "Inuksuk" by Julienne Marlaire on page 20. As children read have them think about another structure Native People built that would be similar to the inuksuit. (This is the totem pole.) Discuss the purposes, similarities and differences of these two structures.

Overall Assessment:

The teacher will assess children's

- oral responses, noting the clarity of expression, depth of comprehension, and critical thinking revealed in them. Observations will be recorded as anecdotal notes.
- ability to work together with a partner or in groups. Observations will be recorded as anecdotal notes.
- written work for evidence of comprehension, development of message quality (clarity, sentence variety, organization, vocabulary, "voice"), and technical accuracy (spelling, grammar, punctuation).
- ability to analyze and sort words according to the number of syllables in each.
- transfer of new words to their speaking vocabulary. Observations will be recorded as anecdotal notes.
- ability to gather specific information called for by the graphic organizer, record that information, and organize it appropriately.
- ability to think creatively and contribute appropriate ideas to the class poetry writing.