

Teacher's Guide for Spider Magazine ***November 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 November 2005 issue of *Spider* magazine.

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

The readings are used as a starting point for a discussion of *wind*, specifically the power of wind and how it is harnessed to help us. Articles are used as content for read-alouds, listening activities, guided reading, buddy reading (with a partner), independent silent reading, interactive writing, or independent writing. Particular activities integrate science 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 windmills, specifically investigating how wind is harnessed as an alternative energy source in many different places.

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.

Wood, K. and D. B. Taylor. 2001. *Literacy Strategies Across the Subject Areas*. New York, NY: Pearson, Allyn and Bacon.

Ketch, A. 2005. "Conversation: The Comprehension Connection". *The Reading Teacher*. Newark, DE: IRA.

Reading Quest at www.currey.edschool.virginia.edu/go/readquest/strat/comparehtml

The Overall Plan

Title: The Wind: A Powerful Force

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, listening, reading, and writing vocabulary
3. learned word meanings and structural elements of words as reflected in their success with the Jeopardy game.
4. grown in their ability to effectively participate in listening activities, guided reading, buddy reading, and independent silent 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. This is reflected in students’ comments and contributions to class note taking (on charts).
6. developed skills with the language process of *viewing*, specifically the ability to gather additional information from pictures of windmills in the text and at a website.
7. followed the scientific method in making observations, recording data, analyzing data, and drawing logical conclusions as reflected in their wind observation sheets and comments.
8. represented key ideas and significant details succinctly on their own note taking form.
9. composed an alternative last stanza for the poem that maintains the its structure and theme.
10. correctly distinguished and identified elements for the story element chart.
11. discerned the multiple meanings for words that were the source of Tyl’s confusions. This is reflected in students’ contributions to the discussion and class chart.

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

Materials:

copies of the November issue of *Spider*

Internet access

blank word cards

chart paper

Wind Data sheet

www.kinderdijk.org/tour.shtml (tour of inside of a windmill)

www.kinderdijk.org/pic.shtml (pictures of a windmill inside and outside)

clock buddies chart

Windmill Table sheet

The Wind and _____ sheet

Session 1

Tell students that our November issue of *Spider* has stories with Amelia Bedelia confusions connected to the way words are misunderstood. Talk about what this means.

If students haven't previously been introduced to Amelia Bedelia stories, read one aloud before this session and talk about Amelia's confusions as well as multiple meanings for words and phrases.

Explain that another theme in the November issue of *Spider* is the wind, particularly how the wind can be free and uncontrolled and also harnessed to help us get things done. Prior to this first reading have children make observations about wind (3 days – 1 week). They will complete a **Wind Data sheet**.

Motivation:

- 1.) Have students share their **wind data**. Talk about differences in their data. Are the differences related to varying locations?
- 2.) Share a weather report from a newspaper or from the Internet that talks about weather and wind. Notice where in the world the wind may be calm, where it could cause small problems, and where it might create big problems.

Teacher Input:

- 1.) Discuss the following questions.
Ask, "When is wind a friend and when is wind an enemy?
Does the wind help us? How?
How can the wind feel?"
On which dates are your data showing the wind as a friend; which dates show the wind as an enemy?
Is the wind gentle or powerful?
- 2.) As students share responses, record their ideas on a chart with the following categories.

Friend Wind	Enemy Wind
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- 3.) Ask students, "Can we stop all the ways the wind acts like an enemy?"
Discuss how we prepare to protect our communities and ourselves from windstorms. The weatherman can tell us that windstorms are coming. That gives us time to find protection.
- 4.) Have children sit with an assigned partner. Partners are decided by using the partner clock. To establish an efficient partnering system, give each student a copy of the **Clock Buddies** from Reading Quest. Give children time to get together and sign up partners for each hour. For example, Billy asks Tommy to sign his name at 4:00. Tommy signs Billy's clock at 4:00 and Billy then, in return, signs Tommy's clock at 4:00. Now, both are committed to each other as partners at this hour. Children finish filling in their clocks following that procedure. When assigning partner, simply ask children to get with their 4:00 partner, 7:00 partner, or other hourly partner. New clocks can be made at any time. Have the children sign up people who were not previously on their clock.

Guided Practice:

- 1.) Distribute a copy of the November 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.) Tell students that they'll also be *word wizard* detectives as we read through the issue. Give each student 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.
- 3.) Have students share their thinking and predictions. Have students share the words they flagged. Write these on a chart. Discuss each briefly. They will be analyzed further and placed on cards that will go on the Word Wall when particular articles and stories are read.

Closure:

Tell students that we'll read a story from the issue in our next session. Say, "In the story we'll read tomorrow, the wind isn't actually an enemy, but it is a nuisance. Maybe, there were times when the wind was a nuisance to you."

Do a *think-pair-share*. Have students *think* about one way they experienced the wind as a friend and one way they experienced the wind as a nuisance. Students *pair* up to talk about their thinking. Have partners *share* ideas.

Session 2:

The story, "Making Plans" by Scottie Robinson will be read following a guided reading procedure. This means that students will be introduced to the story and selected new vocabulary before reading. They will collaboratively set predictions, establishing a purpose for reading. Then students will independently and silently read segments of the story, stopping at appropriate places to discuss the content and share understandings.

Motivation:

- 1.) Explain to students how you once tried to hang decorations around the patio at your home when getting ready for a party. You didn't have a lot of time to do it. But as quickly as you tried to hang streamers the wind was blowing them down or twisting them up. The wind was a real nuisance. You had to wait until the wind decided to calm down before trying to hang streamers again. Explain what nuisance means if necessary.
- 2.) Tell students that today's story is about Jed and his dog Digger. Lead them to make predictions by establishing a purpose for reading as follows.
Jed always turned his baseball cap sideways when he made plans for the way he wanted things to be. And things always worked the way he planned. Except, one day when he planned to control the wind, he got surprised. What do you think happened to his plan? Why?

Teacher Input:

- 1.) The teacher writes *nuisance* on a word card. Talk about the /ui/ having the same sound as /ui/ in *suit*. Point out the letter pattern /ance/.
- 2.) Ask students if the wind ever made them change their plans. Have children share comments.
- 3.) Direct students back to the TOC. Ask them to find the story that begins on page 13. Have someone read the title and the author's name.
- 4.) Introduce the following words in the manner previously described (September Teaching Guide). These words are reckoned, notion, critters, soggy, fancied, prey, reeling, hankered, wisp, strode, muttered snagged, weaseled, and feller. Examine word structures and meanings for this context. Words are presented on word cards. Use different color markers to highlight word parts (*distinguishing features*) as each is introduced. (Note: Words added to the Word Wall are rewritten onto another card.) Check for words students flagged as they *picture walked* through the issue. These were written on the chart. If there are additional words for this story that should be analyzed in detail included those as well.

Guided Practice:

- 1.) The teacher reads aloud, beginning on page 13 and continuing to the top of page 15 while students follow along in the text. After reading ask, "How do you think Jed feels about his ability to make things happen the way he wants them to?" The teacher records students' words on the chart. (I expect the word *confident* to come up.)
Ask, "Can you do what Jed does? How do you know? Do you think Jed can make everything behave the way he plans it? Why? Let's read on to see if he meets something that doesn't follow his plans."
- 2.) Direct students to read page 15 and half of the first column on page 16. They are to think about the sounds Jed heard and how his feelings might have changed. Tell students that they'll also be *word wizard* detectives as they read. Give each student a few post-its to flag words — ones not already examined— that they think we should investigate. When each segment of reading is completed, partners share the words they flagged. These are discussed for structural elements (letter patterns, syllables, affixes, sounds, etc) and meanings. The teacher records each on a word card. Word cards are added to the classroom *Word Wall*.
- 3.) Discuss how Jed feels in this part of the story. The teacher records students' words on a chart. (I expect the word *annoyed* to come up.) The teacher reads the next paragraph aloud. This begins "Come on Digger," said Jed. "I'm gonna trap the wind."
Ask, "Do you think that any plan Jed has for trapping the wind would work? Why?" Discuss
- 4.) Students continue to silently read page 16-18. Ask students, "Did Jed's plan work?" Why?" How do you think Jed felt in this part of the story? (I expect the words *frustrated* and *satisfied* to emerge from the discussion.) The teacher records students' words on the chart.
Ask, "What did Jed do about his plan for the wind?" Have you ever had to let a plan blow away? Explain"

5.) Ask, “What new plan did Jed make?” How well did that plan work?” Discuss students’ responses.

6.) Ask, “What kind of a person would you suspect Jed is? How do you know?” Explain that you’re asking them to decide on a character trait for Jed — that means they’re thinking about what kind of a person Jed is on the inside. Give examples of character traits such as honest, courageous, responsible, etc. List the traits students share about Jed on a prepared chart. Have them explain why they think it is appropriate. *Share the pen*, allowing children to record their own responses whenever appropriate.

Jed is	Because
confident	He’s sure his plans will work

Closure:

Read over the character traits and rationale for each that was recorded.

Session 3

Motivation:

- 1.) Ask students to *think* of ways we use wind to make things work. Record their answers on the chart. These might include using the wind with sailboats, kites, wind chimes and other things.
- 2.) Tell students that in today’s article we’ll learn about windmills and how they harness the power of the wind for many jobs.
- 3.) Have students turn to page 26. Have them skim the pictures on pages 26-30 and share predictions about the article titled, “Windmillers Old and New” by Gretchen Woelfle. Record these as *Wonderings* on a chart. Explain to students that we’ll check which of our wonderings are answered in the article and which might need further investigation.

Teacher Input:

- 1.) Direct students to the websites www.kinderdijk.org/tour.shtml (tour of inside of a windmill) and www.kinderdijk.org/pic.shtml (pictures of a windmill inside and outside). If it’s not possible to do this in the classroom, share printouts of the pictures and read-aloud selected parts of the information at the sites. Discuss the information and pictures.
- 2.) Have students do a *picture walk* through pages 26-30, viewing pictures and captions at the bottom of each page. Students also flag words they want to talk about. Follow the same procedure as described above for student-flagged words.
- 3.) Find Holland on the globe. The teacher will talk about the geographic features of this country. This information will be revisited during the reading when discussing why windmills are important to Holland.

- 4.) Explain that this article will be read as supported guided reading. 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 take turns reading and support each other through the segment) as their classmates follow along. Stop at appropriate places to discuss the content and carefully monitor children's comprehension. Assigned readers — who've previewed the material for this purpose — will allow their classmates to contribute predictions and will not give away information beforehand.
- 5.) Follow procedures previously explain for vocabulary development (before and after reading). Words to pre-teach include windmiller, windsmith, wetlands, canals, slosh, turbines, and generator.

Guided Practice:

- 1.) The assigned reader reads page 26, stopping at the end of a full paragraph in the second column. Discuss the information on this page. Have students work with their 6 o'clock partner to record information on their **Windmill Table — Harnessing Wind Power**. The teacher circulates to assist as needed. Have partners share what they recorded. Allow students to add or revise information in their table following the discussion of each part.
- 2.) Continue reading the article following the supported guided reading model. Discuss the information and have students continue to work on the table with the same partner.

Independent practice:

Later in the day have children complete the **Harnessing Wind Power table** and respond to the following question in their learning log. Responses will be evaluated for clarity of expression, organization, and logical reasoning.

What is the most interesting thing you learned today about windmills? Explain why that information is interesting to you.

Sessions 4

Have students turn to page 31 with the poem "A Winding Wind" by Janet Hayward Burnham. The teacher reads it aloud twice as students follow along with their 9:00 partner. Have students read it chorally. Have individual students read stanza by stanza. Ask, "What would the wind do to you if you were standing out in it?"

Introduce **The Wind and _____ sheets**. Students will create their own adapted last stanza for the poem and illustrate it. These will be posted in the room when completed.

Session 5:

Motivation:

- 1.) Ask, “What products do we get from live animals?” Students might think of milk. Suggest honey, silk, and wool if they are not mentioned. (If children suggest meat, explain that the animal is slaughtered for meat.)
- 2.) Have a picture of sheep available (e.g., from a book, from the Internet). Explain that the wool on sheep is removed by *shearing* them. It’s much like when hairy dogs get shaved in the summer to make them feel cooler. But the sheep’s wool is not thrown away. The wool is spun into yarn that’s used for sweaters, mittens, hats, blankets, and many other things.
- 3.) Tell the children that in today’s story, a cold front of weather — one that has chilly winds — comes to the farm where some sheep live. The problem is that this cold front comes right after their coats were shorn. (Explain shear, shorn). It’s as though these sheep were now standing outside in the winter without anything on! Imagine how they feel. Discuss.

Teacher Input:

- 1.) Introduce the following words in the manner previously described. The words to pre-teach are shearing pen, herd (as a verb), bleat, fleeces, carded (e.g. carding wool), quaking, philodendron, custom-made, and unravel. (If it appears when children are discussing the text that other words are unfamiliar, teach those words thoroughly at that point.)
- 2.) The teacher guides students through a preview of the story, “Wooly Weather Woes” by Monica Roe. Students examine pictures and captions on pages 19-23. Have students share predictions and comments. Record predictions on chart paper. These will be revisited during the reading.

Guided Practice:

- 1.) The teacher reads the story aloud as students follow along with an assigned partner.
- 2.) At appropriate points, discuss what’s happening and have students predict what might be coming next. The teacher records students’ comments on the story element frame prepared on the chart. The teacher can *share the pen*, allowing students to record their own responses.

Somebody (characters)	
Where (setting)	
When (setting)	
Wanted (problem)	
But (events leading to solution)	
Solution	

Closure:

Ask, “Has the weather ever suddenly surprised you. Did it turn hot or cold when you didn’t expect it to? How did you get warm or cooled off?” Have students share their responses.

Session 6**Motivation:**

- 1.) Ask, “Why did Amelia Bedelia get so mixed up?” Help students understand that words often have more than one meaning. Groups of words that go together (phrases) or common expressions may mean something very different from the words used separately.
- 2.) Tell students that in the story they’ll read today a character named Tyl gets confused just like Amelia. Tyl’s boss gets a bit frustrated with the problems Tyl’s confusion causes.

Teacher Input:

- 1.) Introduce the following words. The words to pre-teach are apprentice, muffled, crouching, casting, and wages.
- 2.) Have students open to the story, “The Tailor’s Apprentice” (p 8-11) retold by Josepha Sherman. Explain that a *folktale* is a story that has been told over and over in a culture (group of people with similar ways and traditions) for many generations. Parents told their children the story. When the children grew up, they told their children the story. It kept being told that way until someone eventually wrote the story down. Josepha Sherman didn’t think up this story. She’s retelling what she heard. Draw children’s attention to the box on page 11. Read and discuss the background for the Tyl character in German and Belgian folktales. Tell them that Tyl is like Anansi in trickster tales from Africa. (Read one of these stories if students are not familiar with the Anansi character — e.g. *Anansi Finds a Fool* by Verna Aardema.)
- 3.) Have students examine the pictures and captions throughout the story. Share predictions and comments. Point out that the setting for this story is the medieval period (when) in Germany (where). Explain what medieval means, associating it with a long ago time of kings, queens, and knights in shining armor. Talk about how Tyl’s dress looks different from what we wear today. Find Germany on the globe.

Guided Practice:

- 1.) The teacher begins reading aloud on page 8. Ask, “What does it mean when it says the tailor’s business was *too good*.” Help them understand that it means he had so many customers that it was hard to do all the work himself. That’s probably why he was willing to hire Tyl without checking up on him.

Ask, “If Tyl doesn’t really want to work, how well do you think he’ll do the jobs the tailor gives him? Do you do your chores (jobs) well at home or here in our classroom even when you don’t really feel like doing them? Have students’ fully explain their responses.

- 2.) Students will buddy read (read with an assigned partner) the rest of the story. After they read, partners should talk about three confusions Tyl had — ones that caused problems for the tailor and his customers.
- 3.) Have partners share their thinking. Record their ideas on a chart using the following categories.

Words that Confused	What Tyl Did	What it Really Meant
1. Sew where no one can see it	crouched under a basket to sew	sew seams on the inside of clothes
2.		
3.		

Closure:

Say, “The tailor was happy at the end because he got rid of his foolish apprentice and it only cost him a week’s wages. Was this really a good deal for the tailor? Why?”

Session 7

Have students buddy read “The Danderfield Twins Turkey Hunt” by Polly Horvath. Since there’s a lot of dialog in this story, have students do a readers’ theater. They can informally read and act out the story. They don’t need to create a new script. Minimal props would be fun to have, especially a turkey decoration for the finale!

Have actors highlight their parts with different color highlighters. The rereading will increase sight vocabulary, comprehension, and fluency and it should be lots of fun!

Session 8

Word Jeopardy:

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 (from other units of study) to round out the word cards needed for the game.

Have students write definitions for specific words as appropriate for a jeopardy category. Once checked by the teacher, definitions are attached to the back of the appropriate

words cards. Cards are grouped categorically. For example, a category might be “Words Associated With Windmills”.

Another category might be “Words that Have a Short Vowel Sound”. Another might be “Words that Have an Ending”. Place word cards in pockets worth different amounts of points. (A clear plastic hanging shoe bag is great for playing Jeopardy. Put categorical word cards in a vertical column of pockets. Indicate the point value for cards on the outside of each pocket. More difficult words are worth more points. The shoe bag allows you to have four vertical categorical columns.) Make teams and play the game.

Overall Assessment:

The teacher will:

- 1.) record observational notes on children’s oral responses, noting the clarity of expression, depth of comprehension, and critical thinking revealed in them.
- 2.) record observational notes on children’s ability to work together with a partner or in groups.
- 3.) analyze children’s essays for evidence of comprehension, development of message quality (clarity, sentence variety, organization, vocabulary, “voice”), and technical accuracy (spelling, grammar, punctuation).
- 4.) monitor children’s ability to complete the tasks required on the response sheets (The Wind and ___; Wind Data; Windmill Table).
- 5.) monitor children’s knowledge of word meanings and word structure elements during discussions as well as with the preparation and playing of Jeopardy.
- 6.) note children’s transfer of new words to their speaking and writing vocabulary.
- 7.) note children’s ability to smoothly read new words during oral readings.
- 8.) assess children’s level of efficiency with independent silent reading via their responses in discussion.
- 9.) assess children’s contributions to collaborative note taking via charts (character traits; story elements; multiple meanings of words/phrases)
- 10.) assess children’s listening comprehension via discussion that follows read-alouds.