

Teacher's Guide for Spider Magazine ***January 2006***

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 January 2006 issue of *Spider* magazine.

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

Particular readings are used as a starting point for a discussion of *Winter's Challenges and Cheer*. Articles are used as content for read-alouds, listening activities, supported guided reading, 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 cultural stories about frost, how it's formed, and types of frost.

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.

Raphael, T. and K. Au. 2005. "QAR: Enhancing Comprehension and Test Taking Across Grades and Content Areas". *The Reading Teacher*. 59, (3), 206-221.

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

The Overall Plan

Title: Winter's Challenges and Cheer

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 (meaning categories)
- 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.) identified types of question asked (from the QAR forms) and how the answer can be found or constructed.
- 7.) collaborated in creating a winter poem that evokes images of the season — contributing ideas, wording, and an illustration.

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

Materials:

copies of the January issue of *Spider*
 post-it notes (sized to fill the spaces on the feature matrix)
 chart paper
 sentence strips
 blank word cards
 Frost Crayons Web

Session 1

“The Danderfield Twins” by Polly Horvath will be read following a buddy reading procedures.

Motivation:

- 1.) Ask students if they’ve ever heard people speak of “cabin fever”. Explain that long ago pioneers had to board windows on their log homes to keep warm during the winter. In snowstorms there were no plows to clear roads; sometimes families were isolated for a long time. It was even difficult to get out to the barn to feed the animals. After months of isolation from neighbors and places beyond their homestead, people got bored and felt weary. They called this “winter sickness” *cabin fever*. It was a challenge to keep their spirits up throughout the winter season.
- 2.) Say, “But, before we read how the twins felt weary of winter, 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 January 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 “The Danderfield Twins — Too Much Snow” by Polly Horvath on page 2. Talk about the picture. What’s happening? What appears to be the mood of the characters? Take students on a *picture walk* through pages 2-6. Invite them to share their comments and predictions.
- 3.) Some words that need to be discussed before students read include the following. Decide which words will be added to the Word Wall and write these on word cards.

spokes Quebec prizeless counterattack

Examine word structures and meanings for this context. Words are presented in sentence context on sentence strips. Use a different colored marker to highlight the new word in the sentence. As each word is discussed note its *distinguishing features* (Kibby). (Note: Words added to the Word Wall are rewritten onto another card.)

- 4.) Introduce and explain the first kind of QAR (Question Answer Relationship — Raphael & Au, 2005).

Have the definitions written on a chart that will be kept in the classroom. Say, “ When we understand what kind of question we’re asked, we’re better prepared to find or construct an answer. We’ll be learning about different kinds of questions and how the answers for each are found. The process is called the *Question Answer Relationship or QAR*. It means that we will be examining how questions and their answers are related to each other. When we do this, we form a better answer that makes us look good and feel smart! And it’s not very hard. We just have to figure out what kind of question we’ve been asked before we start to answer it.”

Right There Question

The answer to this kind of question is in one place and is directly stated in the text.

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 partners read page 2. Say, “Here’s a Right There QAR. That means the answer is stated right there in the story.” Ask, “What two snow activities was Kavita tired of doing?” (Ans. Making snowmen and sledding). Have responder show where the answer was found.
- 3.) Say, “Here’s another Right There QAR.” Ask, “What was Marty’s suggestion for a new activity with snow?” (Ans. See who could catch the most

snowflakes on his tongue.) Have responder show where the answer was found.

- 4.) Ask students if they've ever felt bored because it seemed that they hadn't done anything new in a long time. (Relate the feeling to weary wintery feelings or other times of doldrums if you're in an area without snow.) Explain that this is a *text-to-self connection*. When we make connections to what we're reading it makes it more interesting to us; it's also easier to understand. Making connections is a good reader strategy. Record their text-to-self connections on a chart under that title.
- 5.) Continue through the story page by page — buddy reading, discussing content, finding answers to teacher posed Right There QARs, and making more connections. Have students generate Right There QARs if they seem ready to do so.
- 6.) Have partners share 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 how the “Danderfield Twins” story in this issue is like ones in previous issues. Discuss their responses. Write their responses on the connections chart created in session 1, but make a new list.
- 2.) Explain that they've just made *text-to-text connections* by thinking how this story was like previous stories with the same characters. We do that when we're reading books in a series like the Junie B. Jones books. Since we already know the character and the kinds of problems the character gets into, it's easier to predict and comprehend the new story. Good readers make these kinds of connections all the time. Add the title *text-to-text connections* to this new list of connections.

Teacher Input:

- 1.) Have children review the “Danderfield Twins” story. Partners can practice retelling the story events, while their partner checks they've covered all the importance events in correct sequence.
- 2.) Introduce a second kind of QAR — Think and Search QAR.

Think and Search Questions

The answer to this kind of question is in the text, but the reader has to think about what was read and search through the different sections of the text to find pieces that can be put together. The parts of the answer can be in different paragraphs.

- 3.) Ask, “What activities did the Danderfield Twins and their friends come up with to chase the doldrums away?” Explain that this is a Think and Search QAR because they have to skim through the whole story to find the parts that answer the question.

Guided Practice:

- 1.) Introduce the answer starter (Introductory sentence) for this Think and Search QAR.

The Danderfield Twins and their friends came up with a lot of ideas to chase the winter doldrums away. First

- 2.) Have partners work on completing the answer. They should conclude with a good closing sentence that connects back to the introduction. Circulate to assist as needed.
- 3.) Have partners share their Think and Search QAR answer.

Sessions 3

Motivation:

- 1.) Ask children if they’ve ever had to postpone a special event because of the weather. Maybe a snowstorm put a stop to their traveling. Maybe a windstorm or rainstorm put an outdoor activity they had planned on hold. Have students share examples of when this happened to them.
- 2.) Tell students that Mattias, a character in the story they’ll read today, finds out that he’ll miss an important game because of the weather. Where he lives, he must consider whether it’s been cold enough for solid ice to form on the river. Traveling to school can be a challenge and dangerous too.

Teacher Input:

- 1.) Have partners turn to the story, “Mattias’s Crossing” by Eva Apelqvist on pages 8-15. Guide a *picture walk* through these pages, inviting students’ comments, reactions, and predictions.
Explain that Mattias, the main character, lives in Sweden. His team is supposed to play the Norwegian team in floor hockey. Find Norway and Sweden on the globe.
- 2.) Explain that Mattias lives on a farm. In order to get to school he has to cross a river. In warm weather, he can use a boat to cross, but winter presents a challenge. He has to be sure the ice is strong enough to hold a snowmobile. When it is, he can cross the river safely in winter. When the ice is too thin, he must stay home.
- 3.) Introduce a third kind of QAR.

Author and Me QAR

To answer an Author and Me Question you have to read *between the lines* and make an inference. You have to think about the information in the text (what's on the page) and what you already know from your own experience (what's in your head) and put these two parts together. When you mix these parts — voila — you have an inference; you've read between the lines. The answer wasn't right in the text, but you figured it out by putting something in the text with something from your experience.

Explain that they'll be answering Author and Me QARs after reading.

- 4.) Introduce the following words using the method previously introduced. Point out *distinguishing features*, structures, and phonetic elements. Words are introduced in context and, then, written on word cards and added to the Word Wall.

Norwegian	knapsack	cider	thermos	shank
Hovercraft	Kirjaluokta	pelt	chisel	sledgehammer
yaktrax	prow	fatigue		despair
appendectomy	paramedic	surgery		shuttle
lever				

Guided Practice:

The reading will be done as a 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 reading in unison) as their classmates follow along. Stop at appropriate places to discuss content. Assigned readers — who've previewed the material for this purpose — will allow their classmates to contribute ideas and will not give away information beforehand.

- 1.) 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, clarify confusions, and discuss words that children bring up.
- 2.) At appropriate points in the story pose Author and Me QARs. Have students explain how they figured out the answer, anchoring their response with information from the story fused with their own experience. The following are suggested Author and Me QARs.

How do you think Mattias felt when he realized that he would miss this game?
(p 8)

What do you think is wrong with Mattias's mother? Why? (p 10)

Why would Mattias say he wasn't worried when he really was? (p 10)

Should Mattias be worried? Why?

Why would Mattias's father carry a chisel and sledgehammer when he went on the ice in the winter? (p 11)

Why did the boat slide easily on the water-covered ice? (p 11)

What character trait would you use to describe Mattias? Why? (p 12-13)

What character trait would you use to describe Johan's Pappa? Why? (p 14-15)

Independent Practice:

Later in the day, children will write independently in their journal responding to the following Author and Me QAR. 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.

How did Mattias show courage and good thinking in an emergency?

Session 4

Motivation:

- 1.) Say, “Sometimes, we forget to tell people how much we appreciate the things they do for us. We don't seem to realize how our forgetfulness might make them feel unappreciated.”
- 2.) Have students describe when they felt people didn't acknowledge what they had done or when they neglected to show their appreciation of others.
- 3.) Tell children that today's story is about a man named Mr. Breton who owns a little restaurant on the edge of the big woods. Mr. Breton is a good cook. People from town come regularly to his restaurant, but don't express much appreciation for the good food he's prepared.

Teacher Input:

- 1.) Have students open to the story, “Blue Moose” by Manus Pinkwater on pages 22-29. Guide students through a *picture walk* of the pages, inviting their predictions, comments, and reactions.
- 2.) Introduce the following vocabulary and phrases using procedures previously described.

galoshes wisps snuffled slurping snorted
clumped apple jacquette chaudiere de clam moody

- 3.) Review the characteristics of Author and Me QARs. Explain a fourth kind of QAR. This is an On Your Own QAR.

On Your Own Question

The answer to an On Your Own Question is not in the text; the reader is *on his own* to create a response. However, the information in the text has stimulated the reader's creative thinking. The reader combines that thinking with his prior knowledge to construct an answer that goes beyond the text he's just read while connecting loosely back to it like a spider's string back to his web. The reader reads *beyond the lines* to answer an On Your Own QAR.

Guided Practice:

This reading is done as *guided reading*. After the teacher prepares readers by building schema and teaching difficult new vocabulary, children read the text silently and independently. The teacher guides a discussion to clarify and expand children's understandings.

- 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. These include Characters, Setting, Problem, Events to Solve the Problem, and Resolution.
- 2.) Ask Author and Me QARs, having students explain how they made the inference.
- 3.) When the reading is completed, ask students to share *text-to-self connections* they've made with the story. Review their responses to the following questions posed in the first part of the lesson.
Was there a time when you felt that others didn't appreciate your hard work?
Was there a time when you forgot to show your appreciation for someone's work?
Ask, "Are Mr. Benton's feelings like your own? Have you acted like the people from town?" Allow students to discuss their experiences.
- 4.) Say, "Think about these On Your Own QARs."
How can we remember to show our appreciation of others day-by-day?
How can showing your appreciation of others make the world a better place?
Discuss ideas with the students.

Independent Practice:

Later in the day children will write independently in their journal responding to either of the On Your Own QARs discussed with classmates. Point out that the thinking they need to do involves application of the story's concept and theme to their own world. Explain that the thinking required for an On Your Own answer causes us to make *text-to-world* connections. Such connections help us understand and apply what we learn from our reading.

Session 5

Poetry:

- 1.) Read the poems "The Ice Skater" by Lillian B. Trotta and "Snowman Sniffles" by Jeff Mondak (p 30-31) together, modeling appropriate phrasing and expression. Read it again. Discuss the images. Ask, "Are the images the author uses effective? Why?"
- 2.) Choral read (in unison) the poem several times with the children.
- 3.) Work collaboratively to write a poem about a winter challenge or winter's cheer. Brainstorm ideas and work together to revise and refine the expression of these ideas, creating an effective image for the chosen subject/object. Post the class poem.

4.) Children can add illustrations to the chart. Invite them to write and illustrate their own poems. Post these with the class poem.

Session 6

Motivation:

- 1.) Ask students if they've ever heard of anyone speak of Jack Frost. Have them share their ideas about who this is. If they've never heard of Jack Frost, explain who he is and what some say he does in the winter.
- 2.) Ask children if they think Jack Frost is real or imaginary. Have them explain why. Ask, "Why do you think people created such a story?"
- 3.) Say, Today we'll read an article about how frost forms. The beauty of frosty creations really brings on winter's cheer."

Teacher Input:

- 1.) Have children open up to "Frost Crayons" by Ken Tapp on page 16. Guide them through a *picture walk* of pages 16-19, inviting their comments, reactions, and predictions.
- 2.) Teach the following new vocabulary using procedures previously introduced.

sprouts	glaze	Scandinavians	Russians	blacksmith
Germans	crystals	technically	water vapor	dew
meteorologist	rime frost	hoard frost	subfreezing	landscape
jagged	grainy	fern frost		

- 3.) Explain that this article describes what people believed about frost, how it's really made, and the different kinds of frost. When informational articles describe the characteristics of something, we learn a lot about that thing or topic.
- 4.) Introduce a prepared web on chart paper. Say, "This web will help us gather important ideas and details from this article. A web is a helpful way to take notes when the author writes in a descriptive form." (See Frost Crayons Web)

Guided Practice:

- 1.) Read the article as supported guided reading. After each reader finishes his/her part of the reading, discuss the information presented by the author.
- 2.) Have students paraphrase the information for the topical headings on the web as each are covered. They teacher scribes or *shares the pen*, allowing children to write down the notes. Continue in this manner to the conclusion of the article.
- 3.) Discuss how a summary can be formed from the notes on the web. An introduction sentence is written. Next, the notes are used to form sentences that convey the main ideas and significant details in the article. Finally, a concluding sentence that connects back to the introduction is constructed.
- 4.) Collaboratively, write a summary of the article under the web on the chart.

Session 7

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 meanings. 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 could have 2 of the following categories (or any others).

places
people
actions
describing words
things we wear or use in winter

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.

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 their meanings.
- transfer of new words to their speaking vocabulary. Observations will be recorded as anecdotal notes.
- ability to gather specific information called for by the categories of a web (graphic organizer), record that information, and rephrase it appropriately for a summary.
- ability to think creatively and contribute appropriate ideas to the class poetry writing.

- ability to identify different types of QARs and answer (orally and in writing) them appropriately.
- expression of text-to-self, text-to-text, and text-to-world connections for appropriateness and creativity.