

## ***Teacher's Guide for Spider Magazine*** ***February 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 February 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 *What's in Outer Space*. Articles are used as content for read-alouds, listening activities, guided reading, partner reading, interactive writing, or independent writing. Suggested 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 related to the Earth and its moon.

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.

Neufeld, P. 2005. "Comprehension Instruction in Content Area Classes". *The Reading Teacher*. 59, (4), 302-312.

Ogle, D. 1986. "K-W-L: A Teaching Model That Develops Active Reading of Expository Text." *The Reading Teacher*. 39. 564-570.

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

### **The Overall Plan**

**Title:** What's in Outer Space

**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 self-selected categories.
- 4.) actively participated in listening activities, partner reading, and guided reading.
- 5.) grown in their ability to identify the application of specific *before reading* and *during and after reading* strategies.
- 6.) creatively and appropriately contributed ideas to a K-W-L chart. This included sharing what they knew, wondered, and learned. Children also analyzed prior knowledge for accuracy, correcting and confirming as they read information in the text.
- 7.) composed written responses (personal narrative and story) that addressed the purpose with voice and clarity. The writing also reflected growing competence with writing conventions.
- 8.) drawn detailed illustrations that were creative and appropriate for the assigned task.

**Bloom's Taxonomy:** Knowledge, Comprehension, Application, Analysis, and Synthesis

**Materials:**

copies of the February issue of *Spider*  
post-it notes (for flagging words and confusing areas)  
chart paper  
sentence strips  
blank word cards  
1 pair of garden gloves  
Before Reading Chart  
While Reading/After Reading Chart  
Alien Information Sheet  
issue of a home magazine (e.g. Better Homes and Gardens, Simple Living)

Children have been introduced to and have applied the strategy of making connections with text. Continue to emphasize the importance of making text-to-self, text-to-text, and text-to-world connections when reading.

Such connections are imbedded in the following strategies used by *expert comprehenders* (Neufeld, 2005). Discuss each strategy described below as well as when it is particularly useful.

*Before reading*, expert readers do these things.

- 1.) They decide on their purpose for reading.
- 2.) They do a *picture walk* through the pages they'll read. This involves skimming through the pages. They examine the titles, subtitles, bold type, captions, labels, charts, and illustrations. A *picture walk* gives readers a sense of what the story or article will be about.

- 3.) They make predictions about what they'll learn. These predictions add more purpose for their reading. They read to find out if the selection followed what they predicted.
- 4.) They activate what they already know (or think they know) about the topic. What they know about the topic is called *schema*.
- 5.) They make a plan for how they'll successfully read and understand the text. They're ready to use fix-up strategies.

*While reading and after reading*, expect readers do these things.

- 1.) They pose good questions and try to answer them as they read along.
- 2.) They make connections. These include text-to-self connections (with personal experiences), text-to-text connections (with other sources), and text-to-world connections (with their experiences).
- 3.) They reread whenever they need to. It might be to clarify something that was confusing or figure out new words.
- 4.) They take notes. This helps them remember the main ideas and important details. Sometimes they use graphic organizers.
- 5.) They summarize key ideas. Sometimes they retell what they've read to others.

After reviewing these strategies, introduce the two charts that summarize them (five arrows point to the little girl's fingers on each). On the fingers of one garden glove, write the five *Before Reading* strategies; write *Before Reading* in the palm of this glove. Post the chart and this glove on the board. Similarly, write the *While and After Reading* strategies on the fingers of the other glove and write *While and After Reading* in the palm of the second glove. Post the second chart and glove.

The teacher will point out strategies being applied at different points during the readings and discussions. Children will also be called on to use these prompts (chart and glove) to identify the strategy being used.

### **Session 1**

"The Danderfield Twins" by Polly Horvath will be read following a partner reading procedures.

#### **Motivation:**

- 1.) Ask students, "Have you ever been fooled. Did you believe someone's make-believe story? Have students share their experiences.
- 2.) Say, "In today's story, the Danderfield Twin's are fooled by Marty because they're *gullible*. We'll find out what gullible means in the story. Has anyone heard that word before? If you have, don't tell what it means right now. After we read the story, you can see if you understand the word."
- 3.) Say, "Before we read how the twins were gullible, 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 February issue of *Spider* magazine to each dyad. Introduce the issue; discuss the title page and table of contents. Ask for comments, reactions, and predictions. Have students take a guided *picture walk* 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.) Some words that need to be discussed before students read “The Danderfield Twins — Valentines From Space” include the following. Decide which words will be added to the Word Wall and write these on word cards.

hutch	gullible	alien	outer space
cleats	clutching	tromping	hamantaschen
Purim			

Examine word structures and meanings for this context. Words are presented in 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.)

- 3.) Review the *Before Reading Strategies* and *While and After Reading Strategies* (refer to charts). Give a glove to two children. When asked to, the glove holder identifies the finger that displays the strategy being used at the moment. During the lesson, children pass the glove to someone; that person becomes the new strategy-namer.

### 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 other words they think we should investigate. These are new and/or interesting words they want to know more about.
- 2.) Have students turn to “The Danderfield Twins — Valentines From Space” 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.) Have the glove holders identify the strategies that were activated in the *picture walk* (e.g. set purpose, take a *picture walk*, make predictions).
- 4.) Have students read page 2. Say, “The Twins think their spelling words are hard; Marty says the words are not so hard. Why do you think they disagree? Allow students to respond. Have the glove holder identify strategies used (e.g. make connections, reread).
- 5.) Have students read page 3. Say, “Why does Marty tell Maise that she better study after she spells gullible?” Have the glove holder identify strategies used (e.g. reread to clarify).

- 6.) Ask, “Do you think aliens left the Valentine in Commander Lapin’s hutch? Why? Why not? What do you think the twins will do?” Have the glove holder identify strategies used.
- 7.) Continue reading, discussing, and identifying strategies used until the story is completed. Throughout, allow children to also ask questions, make new predictions, and summarize sections of the story. Have the glove holder pass the glove to someone else when it seems appropriate.
- 8.) Call on partners to retell the story as their classmates check for the inclusion of all story elements and correct sequence of events.
- 9.) 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.

### **Independent Practice:**

Have students write about a time that they were gullible. These personal narratives will be assessed for clarity of message as well as demonstration of growth in the use of writing conventions.

### **Session 2**

#### **Motivation:**

- 1.) Ask students how the dinner table at a special occasion (e.g. birthday or holiday, wedding, fancy restaurant) is set up to make the meal very special. Have students discuss their experiences.
- 2.) Tell students that Jenna, a character in today’s story, makes ordinary meals special by decorating the table in creative ways.

#### **Teacher Input:**

- 1.) Share an issue of a home decorating magazine (e.g. Home and Gardens, Simple Living, or Martha Stewart), pointing out how tables can be set in simple, but elegant ways.
- 2.) Have children open up to “What’s for Supper?” by Julie Douglas on page 8. Guide students in a *picture walk* through pages 8-12, inviting their comments, reactions, and predictions. Have the glove holder identify the *before reading* strategies used by students.
- 3.) Teach the following words following procedures previously introduced.

supper	checkered	plunked	mini-quiche
stomped	booming	bandanna	cowpokes
harmonica			

**Guided Reading:**

1.) Follow guided reading procedures with this story. Students read independently and silently. Stop at appropriate points in the story to discuss the content. Allow students to initiate the discussion. Guide them as necessary to bring out important points without controlling the discussion. Have students identify the theme of particular family meals and the creative decorating touches that Jenna adds to the table. Record students' ideas on a chart set up like the following. Have students predict what Roberto's Pizza Restaurant might have had on the table when the family ate out on Saturday. Ask students to predict what Jenna might add to the table for a supper that's *out of this world*.

**Making Supper Special — Setting the Table Creatively**

Jenna's special touches when, for supper, her family was having....

Fish	Mini-quiches	Chili	Green and Oniony Dish	Nachos	Feast for a King
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- 2.) Periodically, ask the glove holder to identify each *during and after reading* strategies students' demonstrated.
- 3.) Have students discuss why Jenna or other people add decorative touches to the table when food is served. How does it make everyone feel?

**Independent Practice:**

Have students draw and label touches they'd add to make a family supper a special event.

**Sessions 3**

**Motivation:**

- 1.) Ask children to share what they *think* they know about the moon. Record their ideas on a chart prepared with KWL categories (Ogle, 1986). Allow students to *respectfully* challenge statements with which they disagree. Mark a "c" (for challenge) next to that statement. As students read the article, they'll confirm or refute the statement, revising it when necessary. Some statements may not be affirmed in this article. The Independent Practice offers students an opportunity to check such statements.

K-W-L on the Moon		
What I Know	What I Want to Know	What I Learned

**Teacher Input:**

- 1.) Have partners turn to the story, “Moondance” by Stephen Whitt — pages 26-31. Guide a *picture walk* through these pages, inviting students’ comments, reactions, and predictions.  
Have students suggest what they hope or expect to learn in this article. Record their wonderings in the “Want to Know” category on the chart.
- 2.) Teach 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.

shimmering	loamy	disaster	harsh	stumbled
molten	collision	gaping	swirling	pulverized
collided	pirouette	density	mantle	molten

- 3.) Discuss *during reading* strategies that will be particularly useful as students listen to the article. Explain why each is important in this case.

**Guided Practice:**

The reading will be done as a teacher read-aloud. Stop at appropriate places to discuss content.

- 1.) Assign partners (using clock buddies procedure) to share a copy of the issue. Partners will follow along as the teacher reads. They’ll also flag words they wish to have explained and any parts that are confusing.
- 2.) The teacher reads the article aloud. Stop at appropriate points to discuss key ideas and words that children bring up. The teacher writes students’ responses in the L or “What I Learned” column. Have students identify statements in the “Know” category that are affirmed. Discuss statements that have been challenged, pointing to information that supports or contradicts them. Have students identify wonderings in the “Want to Know” category that are answered. Have the glove holder identify *after reading strategies* that are being used.

- 3.) Assign students to two groups. One group will complete a sequence organizer to represent the order of events in the theory of how “one became two — the Earth and Moon” (p 26-28). The other group will complete a list of evidence or “proof” that scientists give for the theory (p 29-31) described in the beginning of the article — Reasons/Proof for the Theory. The charts for each group will have the following titles.

Theory: One Becomes Two — Earth  
and Moon

Reasons/Proof for the Theory

- 4.) The teacher monitors students as they work and provides assistance when needed. After students finish their chart, a member of the group presents their work to the class.

### **Independent Practice:**

Later in the day and during following days, students are provided with resources to investigate challenged statements and wonderings that remain unanswered. They’ll be given time to present their findings.

### **Session 4**

#### **Motivation:**

- 1.) Say, “It seems that people have always been fascinated about what is beyond the earth. The article, Moondance, explained that ancient people made up stories about how the Moon and Earth were formed. The recent remake of the movie Star Wars is popular just like the original. There have been other popular movies and TV shows about space and space creatures.”
- 2.) Ask, “Why do you think people are so fascinated with space and the possibility of life on other planets?” Allow students to share their ideas.
- 3.) Explain that the next two stories we’ll read in the issue are about space creatures; one is imaginary and the other is in disguise.

#### **Teacher Input:**

- 1.) Have students open to the story, “Dinner at Blue’s” by Patrick Riley on pages 14-20. 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.

attendant  
glanced

sign language  
disposal

propped  
Unipods

crumpled  
hunched



teemed  
scuffed

krill  
nudged

grossed  
sculptures

cosmos

- 3.) Review the strategies efficient readers use *during and after reading*. Point out strategies that partner should use as they read this story.

### **Guided Practice:**

This reading is done as *partner reading*. After the teacher prepares readers by building schema and teaching difficult new vocabulary, children read the text with a partner. They take turns reading to each other, page-by-page. The teacher guides a discussion to clarify and expand children's understanding.

- 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. Have students identify the reading strategies they used.
- 2.) Ask, "How would you describe the lesson of this story? What is the author trying to teach us about friendship? About what makes us different?"

### **Independent Practice:**

Later in the day have children draw their imaginary space creature, completing the Alien Information Sheet.

## **Session 5**

### **Motivation:**

- 1.) Briefly review the previous discussion regarding people's interest in space creatures. Ask, "If you suddenly met a space creature, would you be frightened before you even talked to him or her? Why or Why not?"
- 2.) In today's story a space creature from the planet Zarnos doesn't seem to scare anyone when he appears to take a member of the human species back to his home.

### **Teacher Input:**

- 1.) Have students open up to "The Visitor" by Renee Duke on pages 21-24. Invite children to share their comments, reactions, and predictions.
- 2.) Introduce the following vocabulary and phrases using procedures previously described.

knobby

Commander Garg

primitive communication device

planetary council

dismay

tactics

bulging

species

Zarnosian

hurl

domed

ferocious

incomprehensible

shuffled

resort

obviously

doomed

appearance

translator

disguise

prodded

hostile

propel

- 3.) Review specific “good listener behaviors”. Say, “As you listen try to decide why no one is afraid of this alien.”

**Guided Practice:**

- 1.) The teacher reads the story aloud, stopping periodically to discuss the story content. Discuss Garg’s interaction with each character, considering the character’s response and Garg’s feelings.
- 2.) Ask, “ How did Molly, Commander Garg’s big sister, convince him that she couldn’t go to Zarnos with him? How did she convince Garg to go somewhere with her?”

**Independent Practice:**

Later in the day, children will begin a story about the alien that they created on the Alien Information Sheet. They will work on this story for several days, following the steps of the writing process.

**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. This will be an open sort. An *open sort* is one where the sorters decide the categories. Words can be categorized by sound, structure, or meaning.

Prepare charts for groups to record their words. Children can have as many categories as they deem appropriate. Leftover words are listed in a miscellaneous category. However, the miscellaneous category cannot be larger than any other list.

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. Open sorts usually have very interesting results.

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 (personal narrative and story) for message quality (clarity, sentence variety, organization, vocabulary, “voice”), and technical accuracy (spelling, grammar, punctuation).
- ability to infer a theme or lesson in a story as demonstrated in their responses during discussions.
- ability to analyze and sort words in self-selected categories.
- transfer of new words to their speaking vocabulary. Observations will be recorded as anecdotal notes.
- ability to identify the application of effective *before reading* as well as *during and after reading* strategies.
- ability to think creatively and contribute appropriate ideas to the class K-W-L chart, investigate unanswered areas, and present research findings.