

## Teacher Guide for CLICK: *October Issue*

October 2006

Teacher's Guide prepared by *Gail Hennessey*

The following teacher's guide is designed to assist the classroom teacher in using the October 2006 issue of Click Magazine to foster listening, reading, writing and thinking skills with your students. Additional different genres such as fiction, poetry, song, and informational articles are included to help introduce young children to the variety of reading materials.

Lessons can be used in small group, partners, individuals, or whole class instruction format.

The articles in the issue are used for read-alouds, shared reading, supportive guided reading, listening activities, guided reading, vocabulary and word recognition, buddy reading, modeled writing, comprehension, interactive writing or independent writing depending on the level of your students.

The readings create a starting point for a mini unit on hearing. Among other topics, how we hear, different sounds, different animals and their ears, and echo-location of bats are covered in the issue. The sessions are a suggestion and the sequencing of the material can depend upon your individual preferences and students.

Throughout the guide, skills in vocabulary building, reading, writing, listening and cross curricular activities are included to help you utilize the magazine in your classroom.

### **Helpful websites with reading strategies**

[http://www.greece.k12.ny.us/instruction/ela/6-](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm)

[12/Reading/Reading%20Strategies/reading%20strategies%20index.htm](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm)

<http://www.readingquest.org/strat/>

[http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm#Other%20Activities%20for%20t](http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm#Other%20Activities%20for%20the%20Readin)

[he%20Readin](http://www.manning.k12.ia.us/HighSchool/teachers/ludwig/Reading%20Strategies.html)

<http://www.manning.k12.ia.us/HighSchool/teachers/ludwig/Reading%20Strategies.html>

<http://www.readingrockets.org/teaching/reading101>

<http://www.ed.gov/pubs/RoadtoRead/part3c.html>

### **Helpful reminders:**

**BEFORE-READING** activities should emphasize methods of merging reader, text, and content --enabling students to set appropriate reading purposes, recall related prior knowledge, preview and predict what the text will be about, and select reading methods to suit their purposes and the text. Included in these considerations may be readers' decisions to expand their background knowledge through related discussion, exploration of key concepts, or related reading.

**DURING-READING** activities should enable students to monitor their comprehension through a variety of strategies and experience and acquire diverse fix-up strategies to improve their understanding where necessary.

**AFTER-READING** activities should teach students to review their understanding of text, relate new ideas to their background knowledge, revisit the text to clarify and extend meanings, make responsible interpretations and criticisms of ideas from the text, revise their thinking, apply the information to other texts and disciplines, and remember crucial learnings for future application.

from: <http://www.howard.k12.md.us/langarts/Curriculum/strategies.htm>

## **The Overall Plan**

**Title:**What do you hear?

**Time:** Approximately 30-40 minutes each session with post activities completed later in the day.

### **Objectives:**

Following instruction and teacher modeling, students will demonstrate through oral responses and artistic productions that they've:

1. analyzed word similarities and differences as reflected in their ability to find and frame words.
- 2.. appropriately participated in chorally reading activities.
3. read with accuracy and increased fluency during partner reading and independent reading activities.
4. increased their listening and speaking vocabulary as well as discourse skills.
5. shown evidence of listening and reading comprehension. This is demonstrated in their contributions to class discussions.
6. demonstrated accurate story imaging or visualization skills.
7. demonstrated an ability to sequence events in a story using the scene sketches that were produced.
8. identified rhyming words in a poem.
9. read with appropriate expression and movement as they acted out a part.
10. created illustrations that creatively portray the topic or text.
11. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.

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

### **Materials:**

copies of the October issue of Click  
chart paper  
drawing paper and crayons

### **Session 1:**

#### **Motivation:**

1. Hearing is a very important sense. What are some of the things that hearing helps you to do? If it is nice, go outside and have the students bring their journal with them.

Sit down for about 10 minutes and have the students jot down all the different sounds they hear. If you can't go outside, have the students think about the different types of things they hear in a classroom.

2. Explain that in this article issue of Click, the students will be reading about the sense of hearing.

### **Teacher Input:**

1. Assign the students a partner and pass out the issue of Click. Discuss the picture on the cover of the October issue of Click. Give each group some post-it note paper to record new or interesting words they notice during a *picture walk* though of the issue. When the activity is completed, have the partners share their words. Record these words on a chart and briefly explain each one and put the words onto a class word wall.
2. Have the students open to "Click and the Kids" by Betsy Page Brown on page 2. Review the illustrations and share their comments. This lets the students demonstrate their background knowledge.
3. Introduce the vocabulary words using methods introduced in previous issues. Words to be taught within context include: complicated, and orchestra. Use sentence strips. The new word is printed in a different color from the other words in the sentence that provide rich context for it. Words are also printed on word cards to be added to the *word wall*.
4. Discuss echoic or sound words, words that sound or try to sound like actual noises they imitate. Give the students a few examples such as : *zip, thump, beep, bang, hoot, grunt*. Encourage the students to give some examples of their own writing the list on chart paper or the chalkboard.

### **Guided Practice:**

1. Students follow along as the teacher reads the story aloud stopping after each page to have students give their comments about content, share experiences, and to monitor their comprehension.
2. Have the students find the echo or sound words in the story .
3. After reading the story, ask students if they play an instrument and if not, what instrument might they like to try.

### **Post Lesson Activity:**

1. Draw a picture and color one of the instruments mentioned in the story. Write two sentences describing the instrument.

### **Session 2:**

#### **Motivation:**

1. Review echo or sound words and pass out a diagram of the human ear. You can find a diagram of the ear at the following website:<http://www.enchantedlearning.com/subjects/anatomy/ear/label/label.shtml> and [http://www.kidshealth.org/kid/body/ear\\_SW.html](http://www.kidshealth.org/kid/body/ear_SW.html). Have the students label the parts of the ear.

2. Explain to the students that in the following article, they will be learning just how we hear. Also, tell the students that there is a lot of information and listen skills will be very important.

### **Teacher Input:**

1. Review good listening skills with the students and make a chart of a good listener.
  - Pays attention to the speaker
  - Looks at the speaker
  - Thinks about what the speaker is saying
  - Is ready to ask the speaker questions about what they hear
  - Are ready to talk about what they have learned.
2. Divide the students into small groups and give them the following sheet:

#### **Sounds:**

**Ocean Circus City Country**

- 1.
- 2.
- 3.
- 4.
- 5.

Have the students think of different sounds that each of the categories make. Return to a class group and have the students share their answers .

3. Introduce the new vocabulary for the article, “Just Listen” by Kathleen Weidner Zoehfeld on pages 7-12 using the methods described in previous issues. These words/terms include: rustling, vibration, vocal cords, collectors, astronaut. Ask the students to create sentences for these words. Add the words to the *word wall*.

4. Tell the students that they are to listen and follow along while classmates take turn reading the article, stopping after each page to discuss the content and to monitor the children’s comprehension.

### **Guided Practice:**

1. Have the students open to “Just Listen” by Kathleen Weidner Zoehfeld on page 7. Guide them through a *picture walk* through of the article encouraging comments, reactions and predictions.
2. Place a web on chart paper or the chalkboard:

#### **EAR**

**How do we hear**

**Where do sound waves travel?**

**Why isn’t there sound in space?**

**What causes an echo?**

3. Ask for students to volunteer to read different pages of the article but have the students read the bubble comments in unison. Stop at each page and have students discuss information learned from the article to place on the web.
4. Have the students work in small groups and draw an illustration to show the hearing process such as one of the pictures on page 10 and write a sentence to explain the process on their illustration.

**Post Lesson Activities:**

1. Divide the students into small groups and give each group the following:

- A. book
- B. paper
- C. stapler
- D. pencil
- E. coins

Have the students take turn being blindfolded and having the other students in the group make sounds such as tearing the paper, shaking the coins, shutting a book, stapling the paper, tapping a pencil.

3. Have students write in their journal three sentences about hearing encouraging them to include specific facts from the web.

**Session 3:**

1. Review with the students how sound is made. Explain that they will try two experiments to learn about sound and hearing.
2. Organize the students into small groups and have supplies so that you can do the activities in "Making Waves" by Shirley Beckes on pages 13-15.
3. Pass out a sheet to each group.

**What do you think will happen to the rice when you hit a pan above it?**

**What did happen?**

**What did this experiment show us about sound?**

**Write a sentence or two summary of the experiment.**

**What do you think will happen when you dip your finger into water and slide it around the rim of the glass?**

**What did happen?**

**What did this experiment show us about sound?**

**Write a sentence or two summary of the experiment**

4. Discuss the groups' finding and then pass out copies of Click and review by reading the article, "Making Waves," as the students follow along.

**Session 4:****Motivation:**

1. Ask the students to share any experience or information that they might have on bats. Share with the students that there are about 1000 species of bats and that bats are very helpful to man eating about 300 hundred bugs an hour!

2. Tell the students that the article they are going to read explains how bats use echoes to help them see. Tell students that it is not true that bats are blind but that seeing at night is difficult so using echoes is very helpful. A helpful site is :

<http://intergate.cccoe.k12.ca.us/bats/index.htm>

### **Teacher Input:**

1. Have a picture of a bat to show the students. At the following website there is a diagram which you could copy to give to your students:

<http://members.aol.com/bats4kids2/look.htm>

2. Review vocabulary such as the following swerving, avoid, swoop, and bursts. Place the words on cards to add to the *Word Wall*.

### **Guided Practice:**

1. Pass out the issue of Click and have the students do a picture walk through the article, "Seeing with Sound" on pages 16-17. Discuss their comments, reactions, and predictions.

2. Divide the students into small groups and give the students a KWL sheet (*What I know, What I'd like to know and what I learned*): Give them some time to fill in the chart.

**What I know about bats.**

**What I want to know about bats**

**What I learned about bats.**

3. Return to a class group and share some of the information they placed on their KWL sheet.

4. Pass out the issue of Click and have students turn to "Seeing with Sound" on pages 16-17. Tell the students they are to follow along while you read aloud and think about the information, particularly the facts about bats and how they hear using sound.

5. After reading, divide the students into small groups again to discuss what they've read and have them write three factual sentences to present back to the class.

### **Post Lesson Activity.**

1. Have the students make bat mobiles to hang in the classroom.

### **Session 5:**

#### **Motivation:**

1. In an earlier story, the students read about instruments. Snap your fingers and whistle. Can these be used to make music? Ask the students if they can make music without "instruments". Brainstorm examples

2. Explain that in the story "Yo Wants to Know", music is created with glasses of liquid.

#### **Teacher Input:**

1. Partner students up with copies of the issue of Click and ask the students to follow along as you read. Read "Yo Wants to Know" by Lea and Alan Daniel on pages 18-23 to emphasize the pleasure of reading and building listening comprehension skills.

2. Invite the students to chorally read (read in unison) with you.

3. Encourage students to respond and react during the after-reading discussion. Review echo or sound words used in the story.

4. Have the students reread the story later in the day with a partner.

### **Session 6:**

#### **Motivation:**

1. Bring in a picture of an elephant, rabbit, owl, polar bear. Ask the students to think about the theme of the issue of Click and what do they think will be the topic of the next article.
2. Explain to the students that unlike “You Wants to Know” and “Click and the Kids”, this genre of reading is more of a factual written piece. Ask if they can find another such article in the issue of Click.

#### **Teacher Input:**

1. Divide the students into small groups and assign each group three of the creatures in the article , “Animal Ears” by Melissa Stewart beginning on page 24.
2. Explain that they will not be reading the entire article, just the areas where the information on their assigned creatures can be found.
3. Pass out a sheet with three of the animals such as the following and have the students read their sections and fill in the sheet with information learned:

<b>Fact</b>	<b>Fact</b>	<b>Fact</b>
<b>1</b>	<b>2</b>	<b>3</b>

**Elephant**

**Owl**

**Rabbit**

4. Return to a class grouping and have the different groups share the information they learned and placed onto their sheet. Place the responses onto chalk paper or the chalkboard.
5. After the lesson has been completed, cover the responses and play a game called, “Bluff”. Divide the class into two or three teams. Explain to the students you will ask a team a question. (for example: Does a rabbit need to turn its head to hear a sound?” All those on the team that know the answer are to stand. Students are encouraged to “bluff” or pretend they know the answer. Explain you will call on one of the students standing. If they answer correctly, they earn the number of points for those standing. If the response is incorrect, the number of points lost will be the number of students standing. This is a good review activity for the information learned in the article.

#### **Post Lesson Activity:**

Have the students find a partner and read the entire article later in the day.

### **Session 7:**

#### **Motivation:**

1. Show a picture of a seeing eye dog. Ask the students if they know of other helpful animals for people with disabilities. For example, capuchin monkeys learn to operate DVD players, open and close doors, pick up things, turn lights on and off, for people that are in a wheelchair. There are also guide horses to help the blind using miniature ponies. Check out the following websites:

<http://www.dogsfortheblind.org>

<http://www.guidehorse.com>  
<http://www.helpinghandsmonkeys.org>

2. Explain that such service animals can be very helpful to people with disabilities and that the story they will be reading is about a woman that has a dog to help her hear.

### **Teacher Input:**

1. Have students open to “Happy the Hearing Ear Dog”, by Susan Yoder Ackerman on page 28. Guide students through a picture walk of pages 28-34 inviting their comments, reactions and predictions.
2. Introduce new vocabulary using the procedures from other issues. New words include: nudges, dumpster, burrito, alerting, nibbling, perky, curious, herbs, snuggle, precious. Encourage students to try and find the meaning of the words from the context of the sentence. Have students place the words into creative sentences of their own. Add the vocabulary words to the class *Word Wall*.

### **Guided Practice:**

1. Assign the students a partner and have them follow along as you read the story.
2. Stop and discuss the story encouraging making connections. Tell the students that making connections helps to activate prior knowledge when reading and helps us comprehend and retain what we read. Find examples of *text to self* (“When the author said \_\_\_\_\_ it made me think of a time when \_\_\_\_\_”) and perhaps, *text to text* (Making connections between the story and other stories you may have read that are similar in content).
3. Make a web on chart paper or the chalkboard and have the students review the story by supplying information for the web.

#### **Hearing Dog**

1. What does Happy help Grandma?
2. How did Happy become a “hearing dog”?
3. How does Happy communicate with Grandma?
4. How did Happy help Tyler?

### **Post Lesson Activity:**

1. Have the students write in their journal pretending to have a hearing dog and writing a few sentences about two ways their dog helps them.

## **Session 8**

### **Post Reading Vocabulary Survey:**

1. Have the students work in small groups. Give each group 10-15 of the vocabulary words discussed during the issue sessions. On chart paper or the chalk board, write the words VERB, NOUN, OTHER. Have a student in each group take turns trying to act out one of the vocabulary words without using any words. The group that can identify the most words demonstrated by the groups wins. After the word has been identified, have the students determine under which heading, VERB, NOUN, or OTHER, to place the words.



When done, have students share comments as to why some words were easier to act out than other words.

2. Have students return to their desks and give each student a piece of paper. Ask them to write down as many vocabulary words as they can remember from the activity above. Ask the students to then write a sentence for 6 of the words and to categorize the words as a verb or noun.

### **Overall Assessment:**

The teacher will assess the students'

1. Ability to work together with a partner or in groups. Record the data in your notes
2. Oral responses to discussion and retelling for listening and comprehension competency.
3. Contributions to charts and other activities done with this month's Click Magazine.
4. Ability to clearly express their ideas orally and in writing
5. Ability to read and understand vocabulary
6. Ability to write their own sentences , poems, etc.
7. Ability to make connections
8. Increased fluency as demonstrated in their independent oral reading, buddy reading, etc.