

Teacher's Guide for Click Magazine

November 2006

The following teacher's guide is designed to assist the classroom teacher in using the November 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 pets. Among the topics covered include different types of pets, the responsibilities of having a pet and the role of a veterinarian are discussed in this 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%20the%20Readin>

<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: Pets

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 November issue of Click
- chart paper
- drawing paper and crayons
- post-it note paper
- Map of the world(specifically Senegal, China and Japan to be highlighted this month)
- Picture of a hedgehog

Session 1:

Motivation:

1. Ask the students if they have a pet and list on the chalkboard or chart paper the different responses from the students in your class. Ask the students to list other types of pets people might have and whether where you might live has a factor in the type of pet you might have.
2. Explain that in this article issue of Click, the students will be reading about the pets and their care. Have the students share some of the responsibilities needed in the care of a pet and list them on the chalkboard or chart paper.

Teacher Input:

1. Assign the students a partner and pass out the issue of Click. Discuss the picture on the cover of the November 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 "*Whose Pet?*" on page 2. Ask students to volunteer to read each paragraph and call on someone to answer the riddle of the type of pet Sally, Richard and Jamal have. Call attention to the illustrations in the margin of the page. As the students to identify the different types of animals. Make two columns on the chalkboard or chart paper:

Would make a good pet

Why?

Would not make a good pet

Why?

Have the students share their thoughts. This lets the students demonstrate their background knowledge on animals and which would make good pets and which might not.

3. Have the students turn to "Click and the Kids" on pages 3-7 and have the students do a picture walk through of the article. Discuss their comments, reactions, and predictions.
4. Introduce the vocabulary words using methods introduced in previous issues. Words to be taught within context include: twitches, pounce, 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*.

Guided Practice:

1. Review with the students how punctuation helps to make oral reading sound more interesting. Read "See, Liz?" without any inflection suggested with a question mark at the end. Do the same for the following sentence, "We found a kitten right in the backyard!". Ask students to volunteer to reread the sentences using the question mark and exclamation point punctuation guidance to help make the sentence have more feeling.

Review the different pages in the story asking students to find sentences with question marks and exclamation points and to read these sentences with feeling.

2. Return to page 3 and have the 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.

3. Make connections of **Text to self**. How would you feel if you lost your pet and someone found it and wanted to keep it without trying to look for the owner? Have you ever found a lost animal? What did you do?

4. Review safety with animals the students may come into contact with and encourage students responses.

5. Discuss inference making, making an educated guess based on the facts presented. Ask the students to make an inference about the following things:

If you came to school with your hair wet, what might they infer is the reason?

If the school bus arrived late to pick you up for school, what might be a reason?

At the end of the story, who is the woman talking with Liz, the babysitter? How were you able to infer she was the kitten's owner?

5. After reading the story, give the students, still working with a partner, a chart to fill in:

Kitten

What did the kitten look like? What sounds did it make? What actions did it do?

Post Lesson Activity:

1. Using the completed chart, have each student write a complete sentence for each topic.

Session 2:

Motivation:

1. Have the students make *text to self connections*. When you went to the doctor, how did you feel about going into the office? How do you think a pet might feel if it has to go to the vet? Have students share experiences of taking their pet to the vet.

2. Explain to the students that in the following article, they will be reading about a veterinarian and how he/she helps pets to stay healthy. 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. Discuss "*clipped*" words. Words that are created from a larger word such as *vet* comes from *veterinarian*. Give the students a list of words and see if they can recognize the "*clipped word*" created from the larger word.

1. **gymnasium**

2. **automobile**

3. **telephone**

4. **television**

5. **bicycle**

6. **cafeteria**

7. hamburger

You can find more examples of clipped words at this site: <http://www.teachersdesk.org/vocabclip.html>

3. Introduce the new vocabulary for the article, "Fida Visits the Vet" beginning on page 8-13, using the methods described in previous issues. These words/terms may include: receptionist, nervous, infection, instrument, rabies, wriggly, and scanner, 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 "Fida Visits the Vet" and guide them through a *picture walk* through of the article encouraging comments, reactions and predictions.

2. Ask for students to volunteer to read different pages of the article. 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 complete the following chart information.

What does a Veterinarian do?

Things a vet checks in his/her exam of Fida:

How the vet checks these different things during his/her exam:

Advice the vet gives to Jiji to be a good pet owner:

How the vet protects Fida should she get lost:

5. After completing the chart, reassembly as a class group and have the different groups review what they have placed on their chart.

Post Lesson Activities:

Tell about your last visit to the doctor's office. Why did you go and what did the doctor do during your exam. Illustrate your story.

Session 3:

Motivation:

1. Bring in a picture of a hedgehog. Have a map of Africa to show the students where the country of Senegal can be located. Find additional background information on Senegal at these websites:

<http://www.factmonster.com/ipka/A0107951.html> and <http://www.kbears.com/senegal/pictures.html>

2. Tell the students that the article they are going to read takes place in the country of Senegal. Ask them if they can define what a country is and whether they can name any countries of the world.

Teacher Input:

1. Pass out the issue of Click and have the students do a picture walk through the article, "Can you Pet a Pine Cone?" by Susan Yoder Ackerman on pages 14-19. Discuss their comments, reactions, and predictions.

2. Explain to the students that people in different countries of the world have different customs, or behaviors that they all agree to do as a group. For example, in the countries of China and Japan (show their location on a world map), people agree to **bow** when they greet one another instead of shaking hands as we do in the United States. Place the word, "customs" on the chalkboard or chart paper and encourage students to volunteer examples of customs which they may know of from other lands or from our own country. Perhaps, students might know of how the Chinese and Japanese eat with chopsticks. Have the students find examples of customs in the story, "Can you Pet a Pine Cone?" (examples: men wearing robes, sitting on mats, women wearing brightly colored clothing and hats, etc.) **A custom in East Africa is that some people believe that seeds rubbed on a hedgehog before planting will produce abundant harvests.**

2. Review vocabulary such as the following survive, poky, huffy, prickly, snout, stroked, scuttling, and cozy. Encourage the students to create sentences for the vocabulary words. Place the words on cards to add to the *Word Wall*.

Guided Practice:

1. Tell the students they are to follow along while you read aloud the first page of the story. After finishing the first page, ask students to volunteer to orally read a paragraph or two until the story is finished.
2. After reading, divide the students into small groups to discuss what they've learned about **hedgehogs** and the country of **Senegal**. Have them write three factual sentences about each topic to present back to the class. Websites of interest on hedgehogs: <http://www.awf.org/wildlives/125> and http://www.nationalgeographic.com/kids/creature_feature/0202/
3. Have students share their sentences about hedgehogs and Senegal with the class.
4. Discuss with the students about describing things using **similes**. **This encourages students to make connections between two things that might not otherwise be connected. This activity encourages students to be creative and builds descriptive thinking and writing.** Similes make comparisons using "like" or "as" as a clue. Give examples such as : The snow was **like white feathers** falling from the sky. Have the students find comparisons used by the author in the story(examples: coat pulled together **like a drawstring purse**, petting Huffy was **like petting a hairbrush**.) Have students try and come up with more examples of similes(examples: busy as a bee, blind as a bat, and walks like a turtle)

Post Lesson Activity.

1. Have the students draw a picture of a hedgehog. Write on their picture the following words in a colored crayon: **snout, tummy, spines, face** . Have the students review the story to find descriptive words used for these parts of the hedgehog and write them in a different color crayon. Encourage students to try and write at least one simile.

Session 4:

Motivation:

1. Ask the students to give reasons why following directions is important.
2. Explain to the students that they will be using "Pet World" on pages 20-21 for a following direction activity.

Teacher Input:

1. Partner students up with copies of the issue of Click and ask the students to turn to "Pet World" on pages 20-21.
2. Tell the students they will first do a observation activity called "Just how observant are you?". Give each student a piece of paper. Explain that you will give the students 2 minutes to look over all the activity going on at the pet store and they are to concentrate on all that they see.
3. After the two minutes have expired, have the students close their issue of Click. Ask the students to write down as many things as they can remember going on in the store.(Examples: clown with balloons, a man giving a demonstration with his parrot, someone mopping the floor,a boy and his dog sleeping on a rug). After about 3 minutes, ask the students to share what they remember seeing in the observant activity.
4. Have the students open the issues of Click and return to pages 20-21. Explain that you will give directions to different areas of the store.
 1. **Enter the store and turn right. Go to the aisle where leashes and collars are found. What is someone doing by the "leads"?(mopping up a dog's accident)**
 2. **Enter the store and turn left. Past the "Pet of the Day", what can be found in the corner of the store?(books)**
 3. **Enter the store and go toward the Toy shelves. Make a right past the "Cash 2 ". What is someone giving to the children?"(balloons)**

Have students try giving directions to other members of the class.

Session 5:

1. Bring a picture of a rabbit to class. Have the students think of descriptive phrases to tell someone who has never seen a rabbit what they look like.
2. Divide the students into small groups and have them turn to "Yo Wants to Know" by Lea and Alan Daniel on pages 22-27. Read the story aloud to emphasize the pleasure of reading and to build listening and comprehension skills. Encourage the students to follow along with you as you read. Invite the students to read in unison with you.
3. Have the students share their comments about the story in a guided after-reading discussion.
4. Later in the day, have the students reread the story with another student.

Session 6:

Motivation:

1. Ask if any of the students if they have ever taken a class pet home for the weekend. What might be your concerns if you volunteered to do such a thing?
2. Show a picture of a snake. Ask the students whether they'd like or have a snake for a pet.
3. Explain that the story they are about to read, "Sid the Snake" by Charnan Simon on pages 28-34 is about a boy that takes the class pet, a snake, home over a holiday break.

Teacher Input:

1. Assign the students a partner and pass out a copy of Click asking the students to turn to "Sid the Snake" on page 28. Guide a picture walk through the story, drawing the students' attention to the illustrations and encourage the students to make predictions for content and connections with prior knowledge. Have students give characteristics of the type of person that Jaime is from the different illustrations (Examples: he's helpful to take the snake home over the holidays, he's responsible to remember to feed the snake, he likes dinosaurs (from the model in his room), etc.)
2. Introduce new vocabulary following ideas used in previous issues. Words may include: snorted, interrupted, docile, easygoing, splotches, peered, hurriedly, shuddered, disgusting, sheds, transparent, marveled, slither, shriek, gulped. Have the students find the base word for words with suffix endings. Find the sentence with the vocabulary words and have the students try to find the meaning using context clues. Encourage students to volunteer their own creative sentences using the different vocabulary words from the story.

Guided Practice:

1. Have the students follow along as you read the story stopping after each page to discuss what is going on in the story. Encourage the students to volunteer to read parts of story in quotation marks such as on page 32. You read the narrative, Jaime thought it might be time to distract Mom again. Students read in unison, "If you and Dad...."
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. After finishing the reading, have the students work with their partner to answer the following sheet of questions, for which they can refer back to the story for the answers.

1. **Why do snakes make good pets for kids?**
2. **What did the teacher put on top of Sid's cage to make sure he didn't get out?**
3. **How often does a snake eat?**
4. **When does a snake shed his skin?**
5. **Why did Jaime has his parents to save newspapers?**
6. **What was in the freezer which was Sid's food?**
7. **What two places might Jaime think to look first if Sid got out of his cage?**
8. **What don't snake have in their mouths?**
9. **Without a nose, how do snakes "smell"?**

Post Lesson Activity:

1. Draw and color a picture of Sid the snake. Write a story pretending to be either Jaime or his mom and tell about your day with Sid.

2. After the lesson has been completed, cover the responses and play the game called, “*Bluff*”. Divide the class into two or three teams. Explain to the students you will ask a team a question. (for example: What does “snorted” mean as in the story “Mom snorted”. Where did Jaime’s mom say snake do not belong?(kitchen) 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.

Session 7:

1. Review with your students the importance of listening skills and sequencing in the making of something
2. Explain that paper folding, called “origami” is a gift from the people of Japan. Show the country of Japan on map. Check out this site for some background information on origami:

<http://web-jpn.org/kidsweb/virtual/origami/origami.html>

3. Have the students share what they know about frogs and list the information presented by the students on the chalkboard or chart paper.

4. You may need to make copies of page 37 so that each student can make a frog. In groups of two, have partners open their copy of Click to “Making Pet Frogs “ on pages 35-36. Tell the students they can refer to the pages but that it would probably be easier to follow your demonstration. Stand in the front of the classroom when the students are ready to begin and has a paper to begin the activity. Go slowly, step by step, stopping to check that the students are with you as you make your pet frog.

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 on 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.

