

Teacher's Guide for Click Magazine

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Teacher's Guide prepared by *Gail Skroback Hennessey*

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The following teacher's guide is designed to assist the classroom teacher in using the January 2007 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 colors and artwork of some of the world's most famous artists. Among other topics, primary colors, how colors effect our lives, and how animals use colors 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%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: Colors

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. read with appropriate expression and movement as they acted out a part.
9. created illustrations that creatively portray the topic or text.
10. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.
11. identified rhyming words in a poem.

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

Materials:

copies of the January issue of Click

chart paper

drawing paper and crayons

Additional paintings of artists mentioned in the issue

Prism and/or rainbow photograph

Black and white photograph(perhaps a xerox of page 7 in the issue)

Materials for experiment in "Green Eggs and Sam": strip from a coffee filter, glass, scissors, stapler, pencil, green markers

Song, "Over the Rainbow"

Session 1:

Motivation:

1. Ask the students to list their favorite colors. Show a prism or a rainbow. <http://www.photovault.com/Link/Nature/zRainbows.html> Ask if the students know about primary colors and how these colors help to create others. Give each student two color crayons, Yellow and blue and red and blue. Have the students make a color swatch on a piece of paper and then add the other color. Have the students share their thoughts on what they see.
2. Explain that in this article issue of Click, the students will be reading about colors, how they are created and how they are used in our world.

Teacher Input:

1. Assign the students a partner and pass out the issue of Click. Discuss the picture on the cover of the January 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 2-6. 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 might include: "**seafoam**" **green and lavender**. Add the new words to a Word Wall for the vocabulary for this month's issue.

4. Review punctuation used in the story such as exclamation points and question marks and their purpose to help in reading and comprehension.

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 examples of words or phrases where exclamation points and question marks are used and have the students reread aloud these passages. (For Example: "Gosh!", "How do they make them all?", "Wow!", etc.)

Post Lesson Activity:

1. Have the students draw something in their favorite color on a piece of paper and then write three things that are their favorite color. (For example: green- grass, cucumber, favorite shirt)

2. Give the students a picture of a rainbow (ie: site mentioned above) and have them write a 2-3 sentences describing the photograph. Have a *peer review* having students find two other classmates to read their paragraph evaluating for proper sentence structure and spelling and then re-write a final draft.

Session 2:

Motivation:

1. Show the students a black and white of page 7 in the January issue of Click. Mentioned that a one time television and photographs only were in black and white. Ask the students to share some of the *colors* that they think would be in the photograph.

2. Explain to the students that in the following article, they will be learning how important colors are in our lives. Ask the students if they can think of ways we use colors to help us during the day. (For example: red stop sign, yellow signs mean caution, etc.)

3. Introduce the new vocabulary for the article, "*Our Colorful World*" on pages 7-10 using the methods described in previous issues. These words/terms may include: **blend, attention, mood, re-freshed, and relaxed**. 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 "*Our Colorful World*" on page 7-10. Guide them through a *picture walk* through of the article encouraging comments, reactions and predictions.

2. After reading the article, place the following onto the chalk board or chart paper.

Uses of Colors in our Lives:

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

3. Ask for students to volunteer to find sentences in the reading that give a use of colors in our lives and add these examples to the chart.

Post Lesson Activities:

1. Place on the chalkboard the list of colors and ask the students to raise their hand for their favorite color. When the results are done, have the students make a graph of the class's favorite colors.

Session 3:

Motivation:

1. Review with your students how color is created and ask the students to share any experiences or information that they might have about animals and colors.
2. Explain to the students that the article they are going to read explains the different way animals use colors and how some of the eyes of animals are different than humans.

Teacher Input:

1. These site might be helpful for additional information on the human eye and how it helps us see.
http://kidshealth.org/kid/body/eye_noSW.html
http://kidshealth.org/kid/body/eye_noSW_p2.html
<http://www.pantone.com/products/products.asp?idArticle=111&idArea=16>(In each eye , we have over 120 millions rods which are located around the edge of the retina. Each eye has over six million cones which help us see color!)
2. This site offers a reproducible picture of the eye which the students can label.
<http://www.enchantedlearning.com/subjects/anatomy/eye/label/labeleye.shtml>
3. Explain to the students that this article has a lot of factual information. 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.
4. Pass out the issue of Click and have the students do a picture walk through the article, "Brown Bats and Blue Frogs" on pages 11-15. 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 Animals and Colors

What I want to know

What I learned

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 "Brown Bats and Blue Frogs" on pages 11-15. Tell the students they are to follow along while you read aloud and think about the information, particularly the different animals mentioned and how they use colors.
5. Review vocabulary using methods discussed in previous issues. Some words might include: **rods, cones, hardly, recognize, squirt, yucky, neon, squishy, confuses, perches, dull, defend, and perfectly.** Review base words, suffix endings and syllables. *A good way to determine syllables is to have the students place their hand under their chin. Tell them for each time their chin drops as they say a word, that is a syllable. For example: ELEPHANT has a three chin drops.*

Guided Practice:

1. Assign the students a partner and have them follow along as you read the story.
2. Stop and discuss the sentence structure for *nouns* and *verbs*. For example: After reading the paragraph on the sea slugs, ask the students to find: *What does a sea slug do? (squirt)* and write the word under the heading of *action words* on the chalk board or chart paper. *What do the neon colors of its skin do to enemies? (warns)*. *What does a male cardinal use its feathers to do? (catch)* Have the students also review the reading for answers to questions asking for noun recognition. For example: *Which creature opens its wings when a bird flies near? (butterfly)*. *Where do honey-creeper live? (rainforest)*. *Which creature changes its colors with the seasons? (ermine)*
5. After reading, divide the students into small groups again to discuss what they've read and to complete the KWL chart. Return to a class grouping and discuss what they've written down on their chart.

Post Lesson Activity.

1. Have the students make mobile of one of the animals mentioned in the article to hang in the classroom.

Session 4:

1. Partner students up with copies of the issue of Click and ask the students to turn to “Red, Yellow, Blue, Green” on pages 16-17 and read the poem together.
2. Have the partners try and think of another verse for the poem and then list at least 10 things they can find in the illustration.
3. Return to a class group and have the students read the poem in unison. Ask the students which words rhyme for all the words in bold print as well as *nose* and *see*.
4. Have the students share the objects they found in the illustration.

Session 5:

1. On a piece of paper, have the students list a food for the different colors: red, yellow, green, orange. Have the students share what they wrote down.
2. Explain that in the story “*Yo Wants to Know*”, Yo shows how can colors influence our food choices.

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. Review quotation marks and their importance in reading with feeling.
3. After reading the story, encourage the students to try and think of additional explanatory tags instead of “says”. For example: Instead of “*Try the pineapples,*” SAYS Mom on page 19, what other words might you use?(**encouraged, suggested, whispered**). This fosters creative thinking and builds additional word vocabulary.
4. Have the students reread the story later in the day with a partner.

Session 6:

Motivation:

1. Ask the students if they know the name of any artists and have the students share any prior knowledge they may have.
2. Show a painting of one of the painters to be mentioned in the story. See the sites below for examples: Explain that in the article, Color in Art by John Grandits on pages 24-27, different artwork will be displayed.

<http://www.mcps.k12.md.us/schools/chevyCHASEES/matisse/index.html>

<http://www.kinderart.com/arthistory/dottodot.shtml>

<http://www.princetonol.com/groups/iad/lessons/middle/sp-picas.htm>

<http://search.famsf.org:8080/search.shtml?keywords=richard+estes>

Teacher Input:

1. Assign the students a partner and have them open up to the article , “Color in Art” on pages 24-27. Before reading do a *picture walk* through of the article, encouraging the students to share their thoughts on the different paintings.

2. Review vocabulary for the article such as the following words: **spiral, celebrating, imagination, complicated, reality, and mood**. Have the students offer sample sentences for the different vocabulary words and place them on a Word Wall for this issues vocabulary words.

Guided Practice

1. Have students volunteer to read each paragraph for the different paintings. Stop for each painting and ask what mood the painting creates for them.
2. Have the students select a painting such as one of the people in Georges Seurat's painting, the cow in Franz Marc's painting or the guitarist in Picasso's painting. Fill in the following chart:

Who am I?

1. Mood I am feeling?

2. What am I doing?

3. What are you thinking?

4. Why do you like the main color in the painting?

3. Write a paragraph using the information from the chart pretending to be one of the characters in the painting they have selected.

Post Lesson Activity:

Draw and color a picture of Franz Marc's , *The Yellow Cow* or the painting of Georges Seurat's, *Sunday Afternoon on the Island of La Grande Jatte*.

Session 7:

Motivation:

1. Play the song, "Over the Rainbow", or place the words on the overhead and have the students sing the song in unison. You can find the words to the song at this site:
<http://www.moonsunearth.com/Rainbows.html>

Explain that the story, "*Green Eggs and Sam*" continues the topic of colors. Since Sam will be making a rainbow, use this story to ask if they can make any *text to self* connections about rainbows or *text to text* connections(such as "*Green Eggs and Ham*" by Dr Seuss. You might want to share with the students the interesting fact that no two people see a rainbow in the same way as raindrops are constantly moving so the appearance changes and individual eyes see things differently. Another interesting fact is the more raindrops, the bigger the rainbow and the more colors. Still another fact about rainbows is that sometimes you will see a second rainbow next to the first one- the colors will be in reverse order! (Source: www.deltatech.com/rv/rainbows.html)

2. Ask the students if know any beliefs about rainbows such as they are considered a sign of good luck or the folktale about a pot of gold at the end of the rainbow.

Teacher Input:

1. Have students open to "Green Eggs and Sam" by Charnan Simmon on pages 28-34. Guide students through a picture walk of the story inviting their comments, reactions and predictions. Ask the students to describe what they see on page 29 encouraging descriptive phrases. Do the same

for the illustrations on pages 30 and 31. Encourage the students to make text to self with the illustrations. For example: *When I saw Sam making a rainbow with the water hose, it reminded me of.....*” Remind the students that making connections helps in the comprehension of the reading.

2. Introduce new vocabulary using the procedures from other issues. New words include: **primary, crumpled, scowled, confusing, fiddled, tousled, smeary, and triumphantly**, 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*.

* **Typo on page 31 (“THIS not “THI” time the rainbow”)**

Guided Reading:

1. Have students take turns reading a paragraph in the story, “Green Eggs and Sam” stopping after each page to discuss the story, vocabulary and factual information being presented.
2. Have the students go on a “*verb search*” and list the different action words used in the story and place the words the student find on the chalk board or chart paper.
3. After reading the story , have the students do a character sheet:

Mom

Characteristics or traits:

Evidence in the story

- 1.
- 2.

Sam

Characteristics or traits:

Evidence in the story

- 1.
- 2.

4. After completing the character chart, review what the students recorded and evidence for why they selected those traits for Mom and Sam and record the students’ responses onto the chalkboard or chart paper.

Post Lesson Activity:

1. Have the partners of students try the experiment which Sam did in the article. To have the students determine the experiment, they will need to look in the reading and complete the following chart.

Sam’s experiment:

Materials needed:

Directions:

Outcome of the experiment:

2. Divide the students into small groups and have them write a story about the origin of the very first rainbow. Illustrate the finished story into a comic book and then present the finished work to the rest of the class.

Session 8:**Post Reading Vocabulary Survey:**

Divide the students into small groups and place the vocabulary words from the issue onto the chalkboard.

Give the group the following chart and have the students classify the words. Review nouns, verbs and syllables prior to beginning the chart. *A good way to determine syllables is to have the students place their hand under their chin. Tell them for each time their chin drops as they say a word, that is a syllable. For example: ELEPHANT has a three chin drops.*

Classify the Vocabulary Words:**Words that have endings:****Words of one syllable:****Words of two syllables:****Words of more than two syllables:****Words that are nouns(person, place or things):****Words that are action words(verbs):****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.

