

# Teacher's Guide for Click Magazine

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Teacher's Guide prepared by *Gail Skroback Hennessey*

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Check out her helpful Web site for teachers at [www.gailhennessey.com](http://www.gailhennessey.com)

The following teacher's guide is designed to assist the classroom teacher in using the March 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 flight, specifically, kites, hot air balloons, helicopters, airplanes and a historical crossing of the English Channel in 1909. 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.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: Up, Up and Away....flying

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
8. identified the reading genre, poetry.
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 March issue of Click

chart paper

drawing paper and crayons

Map of France

Activity sheets

Directions for making a paper helicopter

#### Session 1:

##### Motivation:

1. Have students close their eyes for a minute and think about all the different things that fly in our sky. Ask students to volunteer to share some of their thoughts. Most students will probably suggest: birds, butterflies, bug and not man-made things. Encourage them to think about other things such as airplanes, helicopters, kites,etc.

2. Explain that in this issue of Click, the students will be reading about things that give flight.

#### Teacher Input:

1. Assign the students a partner and pass out the issue of Click. Discuss the picture on the cover of the March 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: *hurray, gust, and prepared*. 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 and to find examples in the reading.
5. Ask the students to share experiences where they flew a kite. Review with the students proper etiquette for kite flying such as: don't fly near roads where drivers could be distracted, be careful not to scare animals, Clean up after yourself, try not to fly where you might scare nesting birds, avoid other kites, lines and fliers. Review with students proper kite safety such as:

- \* Fly in an open field where there are no obstacles
- \* Never fly near trees(as Charlie Brown says, "They like to eat kites!")
- Never fly near a road
- \* Don't fly near a house
- \* Never fly near high tension wires.

See: <http://www.grc.nasa.gov/WWW/K-12/airplane/kitesafe.html>

#### 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. Share some history about kites: (see this site for information: [http://www.funattic.com/kite\\_history.htm](http://www.funattic.com/kite_history.htm))
  - \*Kites date back to ancient China and used about 2000 years ago
  - \* Kites were originally used for communication and fishing not a toy
  - \*Some countries have "kite fights" where the object is to "cut the string" of your opponent
  - \* Ben Franklin used a kite(with a key on the string) to prove that lightning and electricity had the same properties.
  - \* Alexander Graham Bell(inventor of the telephone) did experiments with kites
  - \* The Wright Brothers used kites in the experiments with flight
4. After reading the story, divide the students into small groups to do the following activity:  
Steps to problem solving: Click and the Kids
  - A. What is the problem?
  - B. Where did the problem occur?
  - C. Who was involved?
  - D. Why did the problem occur?
  - E. How was the problem solved?
  - F. Who helped solve the problem?

5. After the groups have had an opportunity to discuss the answers to the sheet, return to a class and go over the information placing the students' responses on chart paper or the chalkboard.

**Post Lesson Activity:**

1. Draw /color a kite. Write on the kite 2-3 detailed sentences describing a kite flying in the sky.

**Session 2:**

**Motivation:**

1. Assign students a partner and pass out a copy of the March issue of Click Magazine.
2. Have the students open to *Riding the Wind* on page 7 calling attention to the photograph of the hot air balloon.
3. Ask the students if they ever saw a hot air balloon and encourage students to share their comments.

**Teacher Input:**

1. Mention to the students that there are hot air balloon fiestas such as the very popular one in Albuquerque, New Mexico. This site has more information on this event: <http://www.balloonfiesta.com/> (lots of photographs at the "gallery" section)
2. Have the students review the *Riding the Wind* on pages 7-9 and look for vocabulary words they'd like to review such as: imagine, smudgy, blustery, exact, vary, envelops, burner system, whooshing, blasts, gradually, amazing, bird's eye view, wicker, stiff and breeze. Have the students find the base word of the words and try to give different examples of suffix endings that can be added to these base words (ie: whooshed, amazed, etc.). Ask the students to share creative sentences using the new vocabulary words and add the words to a Word Wall.

**Guided Practice:**

1. Assign the students a partner and have the students follow along as you read *Riding the Wind*, on page 7 to the students.
2. Reread the page encouraging students to read along with you this introduction to hot air balloons.
3. Have students take turns reading the rest of the article encouraging the rest of the students to follow along as the story is read and stopping at appropriate places to discuss content and words or phrase they wish to have clarify.
4. Encourage students to suggest things that they might see looking down from a hot air balloon.
5. Divide the students into partners and ask them to write 3 questions they could ask about the story to show comprehension. Have the students return to the class group and have students take turns asking their questions to other members of the class.
6. Give the students the complete following activity with facts from the reading.

**PARTS of a HOT AIR BALLOON**

Balloon envelope	Burner system	Basket
1.	1.	1.
2.	2.	2.
3.	3.	3.

**Post Reading Activity:**

1. Have the students turn to page 10-11. Have students take turns pretending to be in the hot air balloon and describe a specific scene they can see from above. Encourage the students to give directions to how to find the scene they are describing. For example: "I see a girl floating in a rubber tube in a swimming pool. (encourage descriptive words such as colors)". "You can find what I see from the hot air balloon by looking in the upper left hand corner of the picture near a truck parked along the street." This activity focuses on observations as well as following directions to find the particular scene.

### Session 3:

#### Motivation:

1. Ask the students if they have ever flown in an airplane. Encourage students to volunteer their flying experiences.
2. Explain that the story, *"First Flight for Phoebe"* by Susan Yoder Ackerman on pages 12-17 is about a girl that is taking her very first airplane ride.

#### Teacher Input:

1. Assign the students a partner and have the students open to the story, *"First Flight for Phoebe"* by Susan Yoder Ackerman on pages 12-17. Guide the students through a picture walk of the pages, inviting their predictions, comments and reactions.
2. Introduce the following vocabulary words such as: crew, board, imagining, excited, boarding pass, tags, escalator, security, giggle, tossing, dangerous, and carry-ons. Write the word noun, verb, other on chart paper or the chalk board. Review nouns and verbs with the students and have the students determine which of the vocabulary words are nouns, verbs or other. Ask the students to share creative sentences using the new vocabulary words and add the words to a Word Wall.

#### Guided Practice:

1. Partner students up with copies of the issue of Click and ask the students to volunteer to read a paragraph stopping after each page to review what is taking place and get students comments. While reading, encourage the students to share *text to self* connections such as: "When Phoebe stood by the window waiting to board her airplane, it reminded me of when I..." or "When Phoebe waited at the security area, it reminded me of when I..."
2. On page 12, ask the students what types of things do they think that Phoebe packed in her suitcase.
3. On page 13, ask the students to share an item that they would have "carried-on" as Phoebe did her stuffed pig, Charlotte.
4. Discuss pronouns and how they are "pinch-hitters" for nouns. Ask the students to be "pronoun detectives" and look on page 13 to find as many pronouns as possible. For each pronoun, ask the students to find the noun that the pronoun is replacing. Repeat this activity on page 14 and 15.
5. Have the students look at pages 14-15. Encourage students to look at the illustration and give a descriptive statement of something they notice about the people in line. For example, a girl is reading a book, a woman is talking on the cell phone, a boy is taking off his shoes, a man is checking his watch, etc.
6. After reading the story, have pairs of students do a retelling of the story to one another.

#### Post Reading Activity:

1. Have students write in a journal pretending to be going on a trip in an airplane. What do they see at the airport, what do they see on the airplane, what do they notice as they are taking off and how do they feel while on the ride.

2. Have students read the poem, *Taking Off* by Mary McB. Green on page 24 with a partner. After reading the poem, return to the class group and ask the students to respond in unison the answers to the following questions.

- \* Where does the airplane head?( into the breeze)
- \* Where does the airplane rise? (higher and higher)
- \* Where is the airplane heading? (toward the sun)
- \* How does the airplane look against the sky? (a speck)
- \* Where does the airplane taxi?(down the field)

#### Session 4:

##### Motivation:

1. Ask the students if they have ever seen a helicopter. Ask them to suggest ways that a helicopter is different from an airplane.
2. Explain that in *You Wants to Know* by Lea and Alan Daniel on pages 18-23, Yo is learning about helicopters and how they can fly without any "wings".

##### Guided Practice:

1. Partner students up with copies of the issue of Click and have them take turns reading a page of the story.
2. Have students locate different examples of punctuation in the reading and review how punctuation can help us better understand the reading as well as give more pleasure to oral reading. Have students take turns trying to read some of the quotes with feeling. For example, "Cool", says Yo. "This will be fun." and "Ready, guys?" asks Nick.
3. Have the students look at the illustration on page 21 and share what they see.
3. Encourage students to respond and react during the after-reading discussion.
4. Have the students reread the story later in the day with a partner.

##### Post Reading Activity:

1. Have the students make a paper helicopter . See this site for directions:  
[http://www.exploratorium.edu/science\\_explorer/roto-copter.html](http://www.exploratorium.edu/science_explorer/roto-copter.html)

#### Session 5

##### Motivation:

1. Pandas are native to only the country of China. There aren't any dolphin that normally live in Kansas. Ask the students how different creatures get to other areas around the world.
2. Explain that the story, *Flying Zoo* by Rachel Young on pages 24- 27 is about how airplanes transport different animal.

##### Teacher Input:

1. Have students open to *Flying Zoo* by Rachel Young on pages 24- 27 . 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: *crate, cargo, comfortable, handler, bamboo, hammocks, nervous, blowholes, tropical, jostled, and faraway*. 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 pass out the issue of Click Magazine. Read this story aloud to emphasize the pleasure of reading and building listening comprehension skills.

2. 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.
3. 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.
3. Have students comment, respond and react to after -reading discussion. Mention the QAR(Question Answer Relationship) with "*Right There Questions*"("What is it like in the cargo area of the airplane?"), Right there Questions are the kind in which the answer is directly stated in the reading material. Mention another type of QAR is "*Think and Search*" where the student must read and search through the article to find pieces that can be put together to answer the question. Another type of QAR is the "*Author and Me*". In this type of question, the student has to infer and read between the lines to answer the question .The last type of QAR question is the "*On your Own*" which the answer is not in the reading and the reader must use creative thinking and past knowledge to arrive at the response.("What might be a reason a dolphin might be on an airplane?" or "What do you think passenger might say if they say a panda in a first class section of an airplane?") Try finding one or two types of these questions to have the students

#### Post Lesson Activities:

1. Draw/color a picture of one of the animals that might be on a "Flying Zoo". Pretend to be an animal on the airplane and write 3-5 sentences and tell about your journey.

#### Session 6:

##### Motivation:

1. We take for granted flying and seeing airplanes and helicopters flying overhead but in the early 1900s, such sights were very unusual. Ask the students to think of exclamatory words to say if the were living in the 1900s and saw a "flying machine".
2. Explain that the story, *The Glorious Flight* by Alice and Martin Provensen on pages 28-34 is about a man named Louis Bleriot, who worked to develop a self-built airplane and made history being the first person to cross water by air when he went over the English Channel from France to Great Britain in 37 minutes!

##### Teacher Input:

1. Show the students a map of France. Ask the students to give facts about the country(ex: bodies of water it touch, neighboring countries, major rivers, mountains, etc.) Sites for a map of France: <http://www.factmonster.com/ipka/A0107517.html> Ask the students if they know anything about the country of France and contributions to the world(ie: Gave us the Statue of Liberty, invented the Metric System, Louis Pasteur from here, etc.) Tell the students about the English Channel(information at: [http://en.wikipedia.org/wiki/English\\_Channel](http://en.wikipedia.org/wiki/English_Channel))
2. Tell the students that there is a lot of information in this reading and that they need to concentrate and listen well as the story is read.

### Guided Practice:

1. Pass out the issue of Click and have the students do a picture walk through of the article, The Glorious Flight by Alice and Martin Provensen on pages 28-34. Discuss their comments, reactions and predictions.
2. Have students search for vocabulary words which might be unfamiliar such as: *bruised*, *hark*, *flap*, *tow*, *propeller*, *inevitable*, *prospect*, and *sputter*. Encourage the students to use the context from the reading to define the words. Ask students to volunteer creative sentences for the words and perhaps, place on a word wall for the issue.
3. Have students take turns reading the pages, stopping to check comprehension and asking students for the comments and predictions. On page 28, ask the students how the illustrator conveys the fact that the story isn't taking place in the present (clothing, type of automobile, etc.)
3. Explain that the author uses comparisons to make the reading more descriptive. A simile is making a comparison using the word "like" . For example, "The dog ate like a pig gobbling up his dinner" . Another type of comparison is a metaphor where something is compared to be something else. For example, " The dog was a clown the way it played with its ball." On page 29, ask the students what creature was used to describe a flying machine (a great white bird). Ask the students to find the comparison used for how people will fly (like swallows). On page 30, what was a glider compared to? (a great swan).
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. If you were a newspaper reporter covering Louis' flight, what would be three questions you'd ask of him? Role play a student being a reporter, another being Louis and have the students conduct an interview.

### 2. Activity:

Divide the students into small groups.

Discuss character traits with the students (ie: friendly, helpful, curious, etc.)

Chart: What kind of person was Louis?

Write three character traits and then write something from the story that proves this trait.

- |    |    |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

After completing the activity, have the students return to a class grouping and review the chart that they completed.

3. 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: What happened after Louis spotted the strange flying machine in the sky? (had an accident) What two pets did the Bleriot family have? (cat and cockatoo). How many miles separated Great Britain from France? (20 miles) 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.

### Session 8

#### Post Reading Vocabulary Survey:

1. Place vocabulary words from the issue on individual index cards, enough for half your class to each receive one. Place a definition for each of the vocabulary words on index cards for half your class. Pass out a card to each student. Explain to the class that they have to mingle around the room to find their matching "pair". Once the pairs have gotten together, have them each state a sentence for the word. Reshuffle the cards and play another round of the review activity.

#### 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.