

# Teacher's Guide for Click Magazine

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Teacher's Guide prepared by *Gail Skroback Hennessey*

Gail Hennessey taught social studies at Harpursville Central School in New York State for 33 years. She writes often for children's publications and is the author of six books for teachers and students. In 1988, she was named Outstanding Elementary Social Studies Classroom Teacher of the Year from the New York State Council for the Social Studies and also named Outstanding Elementary Social Studies Teacher of the Year by the National Council for the Social Studies.

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 April 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 animal babies. In addition to science in the content area, readings such as *How to Babysit an Orangutan* and *Koala Joey* can be used to introduce students to the geographic areas of Australia and Borneo. 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: Bringing up Baby(animals)**

**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. identified rhyming words in a poem.
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.

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

#### **Materials:**

copies of the April issue of Click  
chart paper  
drawing paper and crayons  
Map of Australia and Borneo  
Internet  
Activity sheets  
Picture of orangutan, koala bear, Beluga whale

#### **Session 1:**

##### **Motivation:**

1. Ask the students to think of things which their parents have done to help them as babies and young children. Encourage students to share comments of baby/parent animal observations that they may have.
2. Explain that in this article issue of Click, the students will be reading about a number of articles on animal babies and how they are cared for by their parents.

##### **Teacher Input:**

1. Assign the students a partner and pass out the issue of Click. Discuss the picture on the cover of the April issue of Click. Ask the students if they have any prior knowledge about giraffes. Share some of the following information:
  - A. A giraffe's tongue is purplish-black and can extend almost twenty inches! and a giraffe can clean its ears with its long tongue!
  - B. A giraffe can go longer without water than a camel!
  - C. Giraffes are the tallest mammal. They are often called the watchtowers of the Serengeti, keeping track of predators.
  - D. Each marking is different from another giraffe-like a human fingerprint.

Check this site for more information: giraffes: <http://www.seaworld.org/animal-info/animal-bytes/animalia/eumetazoa/coelomates/deuterostomes/chordata/craniata/mammalia/artiodactyla/giraffe.htm>

2. 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.
3. Have the students open to *What's My Name?* by Pam Munoz Ryan on page 2. Read the poem aloud and then encourage the students to read in unison with you as you reread the poem. Have the students find the rhyming pattern and give a fact learned from the poem. Place on a sheet of paper or the chalk board the following animals and ask the students to try and guess their "baby" name.  
For example: \*Note: I have arranged the pairs in their proper order.

1. **Baby gorilla- infant**
2. **Baby beaver- kitten**
3. **Baby bat- pup**
4. **Baby turtle hatchling**
5. **Baby llama- cria**

Check out this internet activity where students can try and guess the name of a baby animal: <http://biology.about.com/library/weekly/aa070303a.htm>

4. Open the Click issue to "Click and the Kids" by Betsy Page Brown on pages 3- 7. Review the illustrations and share their comments. This lets the students demonstrate their background knowledge. Ask the students whether they have a baby sister or brother and to tell a memory they have of them.
3. Introduce the vocabulary words using methods introduced in previous issues. Words to be taught within context include: *sippy cup, manage, enough, essential, toddlers* and *childproofing*. 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 a *Word Wall*.

#### **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. As you read the story, ask students to share memories of a time when they've had a babysitter. Who stayed with them? What did the person do to "entertain" you while your parents were away? Such text-to-text questions make connections and help with comprehension.
3. Have the students turn to page 5 and think about the term *childproofing*. What are some things in the illustration which Nick could get his hands on and cause problems?(Ex: small objects placed into his mouth, taking paints and painting on the wall, tripping on the ball, etc.)
4. What are some things that young children need to learn in order to get along with others?(Ex: sharing, proper manners, etc.)

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

1. Ask the students to pretend to be a babysitter and with a partner share your pretend experience. How old was the child you were sitting? What did you do with them? How did the child behave, etc. Afterwards, encourage students to volunteer to share their "pretend" experience as a babysitter with the rest of the class.

#### **Session 2:**

##### **Motivation:**

1. Explain to the students that in the following article, they will be learning about how baby animals are cared for by their parents.. 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.

3. Do a picture *walk-through* of the article i encouraging comments, reactions and predictions. Introduce the new vocabulary for the article, *Caring for Babies* by Sharon Katz Cooper on pages 8-11 using the methods described in previous issues. These words/terms include: *calves, aboard, wisest, fiercely, pride, eventually, and related*. 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 *Caring for Babies* by Sharon Katz Cooper on pages 8-11 and have students volunteer to read a section on a baby animal stopping at each page to discuss the information learned from the article.

2. After reading, have the students take out a piece of paper and tell them they are to list the following animals on their paper. **Butterfly, Sea Turtle, Swan, Giraffe, Elephant and Lion**. Check their comprehension by having them write yes or no to the following questions.

**1. Mom cares for young**

**2. Other adults babysit young**

Review the responses.

3. In small groups, have the students do the following activity:

**Find three facts from the reading about the following different animals:**

**Giraffe                      Lion              Swan      Giraffe**

- 1.
- 2.
- 3.

Have students share with another group the information they placed on their sheet.

#### **Post Lesson Activities:**

1. Have the students draw/color one of the animals from the article and write three facts learned about them on their drawing.

#### **Session 3:**

##### **Motivation:**

1. Show a picture of a beluga whale. See a photograph at: <http://bayimages.net/animals/beluga-2.html>

Ask the students if they know anything about whales and encourage students to share their comments.

Some facts to share might include:

A.. Beluga means "white one" in Russian.

B. Beluga whales are also called the white whale, the white porpoise , squid hound and sea canary(because of its songs).

C. Beluga whales live in the Arctic and sub-Arctic waters.

D. The Beluga whale's mouth is always upturned(like a smile)

More facts about Beluga whales can be found at:

<http://www.enchantedlearning.com/subjects/whales/species/Beluga.shtml>

2. Give the students the following diagram to learn about the beluga whale:

<http://www.enchantedlearning.com/subjects/whales/activities/whaletemplates/Belugatemplate.shtml>

3. Explain that the reading, "Baby Bella" by Rachel Young on pages 12- 17 is non fiction genre of writing versus fiction. Ask students to give examples of how fiction is different from non fiction. On the chalk board or chart paper, write the two topics and list the comments shared by the students. Ask students to categorize the previous stories read thus far in the issue of Click as non fiction or fiction.

### **Teacher Input:**

1. Partner students and pass out the issue of Click Magazine and have the students do a picture walk through the article, " Baby Bella" on pages 12-17. Discuss their comments, reactions, and predictions.  
2. Review vocabulary such as the following *nudge, survive, wobbly, steer, gently, pillars, comfortable ,spyhopping, toppled, hovered, accidentally, challenges, nervous, and naturally* . Place the words on cards to add to the *Word Wall*. Encourage students to share creative sentences for these vocabulary words.

### **Guided Practice:**

1. Have students take turns reading a part of each page and stop after each page to review comprehension and share comments.  
2. After reading the article, ask comprehension questions such as :  
A. Who was Naya?(Bella's auntie)  
B. How did Bella get her first taste of solid food?(accidently swallowed a fish she was playing with)  
C. What are Belugas naturally fearful of entering?(tunnels) Why?(can't surface for air).  
D. Why do scuba divers go into Bella's tank?(to clean it)  
E. What two things did Bella like human trainers to do to her(tickle her tongue or give her head a

pat).

3, With a partner, have students do the following activity: Categorizing information

#### **Directions:**

**Write the category for the following information**

**Eating**

**Playing**

**Humans**

**Parenting**

**1. Trainers used padded poles to gently nudge Bella way from pillars in the tank. \_\_\_\_\_**

**2. Bella bite at a Frisbee \_\_\_\_\_**

**3. Puigi swam up to divers to show Bella there was nothing to be scared of \_\_\_\_\_**

**4. Bella nursed from her mom \_\_\_\_\_**

After students have completed the activity, review their answers as a class and discussing how some statements could be listed with more than one response.

### **Post Lesson Activity.**

1. Have students write 5-7 sentences in their journal pretending to be Bella and telling about a day in her life at the aquarium using facts learned from the reading.

2.Students could do the dot to dot activity at this

site:<http://www.enchantedlearning.com/subjects/whales/activities/dots/Belugadots.shtml>

### **Session 4:**

#### **Motivation:**

1. Explain that in the story *Yo Wants to Know*, Yo is at a park with his mom and notices some of the wild-life. Ask the students to suggest different things that might be found in a park and list all the things that the students brainstorm on the chalkboard or chart paper.(IE: runners, birds, squirrels, people sunbathing, people riding bikes, etc.)

### **Teacher Input:**

1. Partner students up with copies of the issue of Click and have the students read with their partner *Yo Wants to Know* by Lea and Alan Daniel on pages 18-23. Walk around to the different groups listening to

how they are reading emphasizing reading with feeling and watching for clues such as question marks, exclamation marks and quotations.

2. Return to a class group and ask the students to share comments about the reading.

3. Have the students turn to page 22-23. Ask the students what they think is the main idea of the reading. (Care of young by parents). Call attention to the picnic blanket and see if any of the students can also see how Yo's mom is like the mother bird and mother squirrel.(food is on the picnic blanket)

4. Share some facts about squirrels:

A. If a squirrel's nest becomes infested with fleas or other things, it will move to, or build a new nest.

B. Adult squirrel eat about a pound of food a week.

C. A baby squirrel weighs about one ounce at birth, and is about one inch long. They have no teeth, hair and are basically blind for the first 6 -8 weeks.

From: <http://www.squirrels.org/facts.html>

### **Session 5:**

#### **Motivation:**

1. Ask the students if they know anything about the country of Australia(ie: home of koala, kangaroo , Great Barrier Reef, etc.) Show where Australia is on a world map. Have students use a world map and find geographical information on Australia such as main rivers, main mountains, name of the deserts in Australia,etc. The following site has information on Australia.

<http://www.factmonster.com/ipka/A0107296.html>

2. Tell the students that the reading "Koala Joey by Buffy Silverman on pages 24-31 is about a famous mammal of Australia, the koala bear. Encourage students to share any prior knowledge they may have on the Koala.

#### **Teacher Input:**

1. Pass out Click Magazine to partners of students and do a *picture walk through* of the article. Have students find vocabulary words that might be unfamiliar to them such as: *grips, bacteria, eucalyptus leaves, clings, nips, and rarely*. Encourage students to use context clues to determine the meaning of the new words and perhaps add the words to a Word Wall for April issue. Ask students to volunteer sentences using the words.

#### **Guided Practice:**

1. 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.

##### **KWL Chart**

**What do I know about Koala Bears**

**What do I want to learn about Koala Bears**

**What did I learn about Koala Bears**

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

3. Have students take turn reading a section of each page stopping to discuss the factual content and encouraging student comments.

4. After reading the article give groups time to complete their KWL Chart and then share with the class.

5. Give the same groups the following webbing activity and let them use the article to help fill in their web:

#### **Baby Koala Web**

**Describe a baby koala:**

1.

2.

3.

**Ways Mother Koala helps baby:**

1.

2.

3.

### **Food of the Koala:**

- 1.
- 2.
- 3.

After groups have completed the web activity, return to a class grouping and share their information.

Give the students the following activity sheet from this website:

### **Post Lesson Activity:**

1. This site might be helpful:

<http://www.enchantedlearning.com/subjects/mammals/marsupial/Koalaprintout.shtml>

2. Draw/color a picture of a koala. Write 4 specific facts learned about koala from the reading or make a koala mask and have students volunteer to stand in front of the class pretending to be a koala(wearing the mask) and share 4 facts about themselves with the class.

Mask idea:<http://www.enchantedlearning.com/crafts/Maskkoala.shtml>

- paper and a printer (colored card-stock works very well)
- markers or crayons
- scissors
- a stapler
- elastic - about 1 foot per mask(or yarn)

### **Session 6:**

#### **Motivation:**

1. Show a picture of an orangutan. See this site for a picture and information.

<http://www.sandiegozoo.org/animalbytes/t-orangutan.html>

Ask the students to share any prior knowledge they may have on orangutan.

2. Using a map of the world, locate the area of Borneo on a map and have students give geographic information about the island. Tell the students that Borneo is 3rd largest island in the world! This site has information on Borneo: <http://www.pbs.org/edens/borneo/awesome.html>

3. Explain that the reading, *How to Babysit an Orangutan* by Tara Darling and Kathy Darling on pages 28-34 is about a place in Borneo that cares for orangutans that don't have any parents.

#### **Teacher Input:**

1. Pass out copies of Click Magazine to partners of students. Do a picture walk-through of the article and encourage comments and predictions.

2. Have students find vocabulary words that might be unfamiliar to them such as: *orphans, rainforest, usually, prefer, slurp, clumps, manageable, snuggling, scooped, chuckling, behavior, coordination, necessary, canopy, judgment, swivel, and snatching*. Encourage students to use context clues to determine the meaning of the new words and perhaps add the words to a Word Wall for April issue. Ask students to volunteer sentences using the words.

#### **Guided Practice:**

1. Have students take turn reading a part of each page stopping to discuss comprehension and make comments.

2. After reading, discuss cause and effect with the students and how making such connections helps with comprehension.

3. Divide the students in small groups and have them do the following activity on cause and effect.

**Cause and Effect Activity Sheet**

**A. The orphaned orangutan live at the camp? Why don't they live in the wild with their mothers?(mother has been killed)**

**B. Orangutan don't like to get wet. What don't orangutan enjoy doing at the camp because of this?(taking a bath)**

**C. An orangutan's hair sticks up in spiky red clumps. What don't care givers have to do because of this?( comb their hair)**

**D. An orangutan's face will tell you when it's ready to go off on its own. Why is this so?(lips turn from pink to black)**

**E. Ape-sitters don't eat snacks until off duty. Why is this so?(they like to take things from your mouth)**

**F. Ape-sitters take their baby orangutans into the forest. What is the reason?(to teach them to climb trees)**

Regroup as a class and have the students go over their activity sheet.

4. Have students comment, respond and react to after -reading discussion.

Mention the QAR(Question Answer Relationship) with "*Right There Questions*"(for example Where is Camp Leakey?),

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 questions. 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. For example, what do you think would happen if humans didn't help the orphan orangutans?

Have students think of questions from the reading they can ask other students to review the material covered in the article.

**Post Lesson Activity:**

1. Take a virtual tour of Camp Leakey at this site:

<http://www.orangutan.org/slideshow/campleakey.php>

2. Have students pretend they work at Camp Leakey and tell about a day at the camp using at least 4 facts learned from the reading.

**Session 7**

1. Have groups of 3-4 students read *Forest Families Maze* and share one fact they learned about each of the four forest creatures with the rest of the class.

**Session 8**

**Post Reading Vocabulary Survey:**

Place the vocabulary words on the chalkboard or chart paper for all to see. Give the students a piece of paper and have them make a "bingo" card using 9 of the vocabulary words discussed in the issue. Ex-

plain that you will say a definition and if they have the word on their bingo card, to make a specific mark(game one- smiley face, game two -V for vocabulary, game three- C for Click, etc.). The first stu-

dent(student) to get three vocabulary words across, down or diagonally, stands and says "VOCO". To win the round, the students must define their three words.

**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.