

Teacher's Guide for Click Magazine

May 2007

The following teacher's guide is designed to assist the classroom teacher in using the May 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 play. Among the topics covered include the history of games, exercise, and animal play. 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: Play

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 May issue of Click
chart paper
drawing paper and crayons
post-it note paper
Map of the world(Greece)
Internet sites on Olympic Games
Activity charts/ Venn Diagram

Session 1:

Motivation:

1. Ask the students what are their favorite activities and list on the chalkboard or chart paper the different responses from the students in your class.

2. Explain that in this article issue of Click, the students will be reading about the what people do for play. People have been playing since ancient times. Have students think of reasons that play is good for people.

Teacher Input:

1. Assign the students a partner and pass out the issue of Click. Discuss the picture on the cover of the May 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 pages 2-6. 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: *athlete, gymnastics, balance, somersaults, specialty, whirl, twirl, and obstacle courses*. 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*. Encourage students to think of creative sentences using these words.

5. Show a map of the world and where Greece is found.

<http://www.factmonster.com/ipka/A0107588.html> Ask students to find geographic information about the country such as countries that touch Greece, bodies of water that touch Greece and the highest mountain peak in Greece. Explain that the ancient Greeks were the first to start the Olympic Games in 776BC with one event...a foot race. More information on the history of the Olympics can be found at this site: <http://www.factmonster.com/ipka/A0106400.html>.

Guided Practice:

1. Review with the students how punctuation helps to make oral reading sound more interesting. Read *Hey! Wait for me. I wasn't ready.*(p.4) without any inflection suggested with an exclamation point at the end. Do the same for the following sentence, Where's my medal? (p. 6) 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 2 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*. Have you ever won a medal or ribbon? Have you ever been on a balance beam? When you read about ice skaters whirling and twirling, have you gone ice skating? Have students share their experiences. Remind students that making connections helps in reading comprehension.

4. After reading the story, have partners list traits of a good athlete(such as hard work, positive thinking, good sportsmanship, etc.). Return to a class grouping and have the students share their traits. List the traits on the chalkboard or chart paper.

Post Lesson Activity:

1. Have partners of students learn three facts about a sport in the winter olympics and the summer olympics . Have them draw/color a picture of their sports and write the three facts on their drawing. This website has information that is “student friendly.”

<http://www2.lhric.org/pocantico/olympics/winterolympics2.htm>

<http://www2.lhric.org/pocantico/olympics/basketball.htm>

2. Have students write a journal entry pretending they were an athlete at either the summer or winter olympics. On winning a medal, who would they thank for helping them achieve their goal? How did you feel standing on the winner’s podium?

Session 2:

Motivation:

1. Ask the students to think of games they play outside. Inside? Ask the students to think of the difference between games and sports. What are some things you can do alone? Need others to do? Encourage students to share their thoughts and specific examples

Guided Practice:

1. Pass out copies of Click to partners of students. Have the students open to *Let’s Play* on pages 7-10. and guide them through a *picture walk* through of the story encouraging comments, reactions and predictions.

2. Read the story in unison.

3. Give the students a few moments to review the story and the pictures. Have the students close the magazine and pass out a piece of paper the partners. Tell the students that they are going to do a observation activity. Give them 2 minutes and have them brainstorm all the different activities that were pictured in the story and jot them down on the piece of paper.

4. Return to a class grouping and have the partners share their list.

5. Have the students turn to *Children’s Games* on pages 11-13.

Have the students find examples of games that children are doing in the painting that may be different/similar from today and fill in the following chart.

GAMES played 500 years ago.

DIFFERENT

- 1.**
- 2.**
- 3.**

SAME

- 1.**
- 2.**
- 3.**

6. Have the students share the information they placed on the chart.

7. Turn to page 13 and have students take turn sharing some of the activities they see being done. List some of the responses on the chalk board or chart paper.

8. Have the students write a paragraph on four things that children are doing in the picture for fun.

9. Another activity could involved students writing up the directions for a game , explaining it to someone from another country that may never have played tag, blind man’s bluff, hid and seek, etc.

Session 3:

Motivation:

1. Ask the students if they have played T-Ball or Little League. Encourage students to share their experiences. What are some suggestions to hitting a ball?

Teacher Input:

1. Pass out the issue of Click to partners of students and have the students do a picture walk through of the article, *Yo Wants to Know* by Lea and Alan Daniel on pages 16-21. Discuss their comments, reactions, and predictions.
2. Have the students read the story with their partner and then have the students retell the story to one another.

Guided Practice:

- 1.. While still with their partners, have the students turn to *Move, Stretch Balance* by Rachel Young on pages 14-15. Have the students read the article and then take turns testing their balance and doing the stretching activity.
2. Using the story *Yo Wants to Know* and *Move, Stretch , Balance*, have the students make up three to four comprehension questions that they could ask the other students in the class about these two readings. (ie: What were two suggestions Dad gave Yo in his attempts to hit the ball? Who was trying to catch the ball? Who caught the ball and wouldn't give it back? Name two athletes that need to have good balance while standing still. How many muscles help us move? What does flexible mean? etc.)
3. Return to a class grouping and have the students take turns asking their comprehension questions

Session 4:**Motivation:**

1. Ask the students if animals play. Encourage students to think of specific animals and examples of their play. Ask the students to brainstorm how play is helpful to wild animals.
2. Explain to the students that they will be reading *Why Do Animals Play* by Kathleen Weidner Zoehfeld on pages 22-26.

Teacher Input:

1. Partner students up with copies of the issue of Click and ask the students to turn to *Why do Animals Play* on pages 22-26. 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.
2. Review the reading for possible new vocabulary words such as the following: *pounce, survival, successful, frolic, zigzag, confuse, predators, curious, inspire, frisky, cooperates, straying, and confident*. 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 begin to read the story stopping after the first page to discuss what is going on in the story. Encourage the students to volunteer to read parts of story paragraphs on the following pages stopping to discuss the information.
2. . 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.

- A. How do deer learn to run so they confuse their enemies?(zigzag)
- B. What is the name for a family group of wolves?(packs)
- C. How can pay be dangerous to young mountain goats?(can bump each other off a mountain)
- D. What are some wolf pups' signal that they are playing(mouth open, stretches out front legs and bows, wiggles tail)
- E. What is a predator?(a creature trying to do harm)

3. Return to a class grouping and review the reading and answers to the questions.

Post Lesson Activity:

1. Do a Venn Diagram of the story:

Why Animal at Play **Similar** **Why Kids at Play**

2. Have the students read *Animal Athletes* on page 27 and write down four facts they learned from the reading.

Session 5:

Motivation:

1. Ask the students to state their favorite sport which they like to play or watch on television. Encourage students to share their comments with the class and give a reason why they enjoy the sport they named.
2. If you can walk on a curb without falling or do cartwheels in the yard, what type of sporting activity might you be good at doing? If you can throw your dog's toy a great distance for it to run and fetch, what sport might you be good at trying? Tell the students that the story *Triathlon Trina* by Charnan Simon on pages 28-34 is about a girl that doesn't think she has any sporting abilities.

Teacher Input:

1. Partner students up with copies of the issue of Click and ask the students to turn to *Triathlon Trina* by Charnan Simon on pages 28-34. 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. New vocabulary words may include: *hurled, routine, delicate, flexible, extract, errands, snatched, triumphantly, triathlon, combined, and personally*. Ask students to give the base word for those with ending. 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. Before reading, remind students what makes 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. Encourage volunteers to read a paragraph or two of the story stopping to discuss what is happening, making predictions, etc. Encourage 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 nature).

3. After reading the story, have partners do the following activity:

Problem solving:

Triathlon Trina

Character(s):

Setting:

Plot:

Problem:

Solution:

4. Return to a class grouping and review the story and the activity sheet.

Post Reading Activity:

1. Have students do the following chart:

TRINA’s SPORTING Abilities

Trina’s skills

Sport that she could use them

A.

B.

C.

2. Write a journal entry pretending to be Trina. How did you feel when you realized you had lots of skills needed to play a sport? Which of the sports, swimming, biking or running do you like the best and why. Include one of the things you do that helped to prepare for such a sport.

Session 6

Post Reading Activity:

Have 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. Explain 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 student(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.

2. Ask the students to then write a sentence for 6 of the words and to categorize the words as a verb or noun.

Overall Assessment:

The teacher will assess the students'

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