

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 September 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 science mini unit on the human body, specifically the mouth. You can use the readings to encourage dental hygiene awareness, too. *Stick Out Your Tongue* is also a great reading to introduce children to various creatures of the world and how their tongue is helpful. 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:

Pre-Reading: Pre-reading prepares students for learning by activating their prior knowledge about the topic featured in the text.

During-Reading During: Reading strategies teach comprehension by making connections, generating questions, and determining importance by guiding the reader to use proficient reader strategies.

After-reading: After activities connect the old and new knowledge and help students frame it in some way to their lives.

from: http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/before_during_after_reading.htm

The Overall Plan

Title: The Mouth: tongues, teeth and taste

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 September issue of Click
drawing paper and crayons
post it note paper
strips of paper
Map of the World
Internet
Handouts on the tongue, teeth, dental office, etc.

Session 1:

Motivation:

1. Have the students close their eyes and ask them to think about their very favorite food. What does it look like? What does it taste like? Are there smells which you can remember? Why it is your favorite food? Encourage students to volunteer to share their favorite foods answering the different questions.
2. Give the students a piece of paper and tell them to list things associated with the mouth. Students will probably respond with tongue, teeth and gums. Encourage other things that may not be as readily listed. Give them about a minute to make their lists. Other responses might include: whistling, kissing, smiling, chapped lips, yawning. Have students share their responses. Explain that in this article issue of Click, the students will be reading about the mouth and how we taste things.

Teacher Input:

1. Assign the students a partner and pass out the issue of Click. Discuss the picture on the cover of the September issue of Click. Ask the students if they have any prior knowledge of what they know about tasting foods and tongues of different creatures.
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 *This Tooth* by Lee Bennett Hopkins on page 2. Read the page aloud and then encourage the students to read in unison with you as you reread the page. Encourage students to share their experiences of teeth loss making text-self connections.

4. Perhaps, discuss the tooth fairy with the students. Check out this site: <http://www.toothfairy.org/> Discuss with the students good oral hygiene such as:

- Brush twice a day for at least 5 minutes
- Use a soft brush and replace it promptly when it's worn
- Floss every day. Floss only the teeth you want to keep !
- See your dental hygienist for a cleaning at least twice a year

Here is a coloring sheet of a tooth fairy which you might find helpful.

<http://www.toothfairyland.com/images/TFLcoloringpgg.pdf>

Have the students write 3-5 sentences about an experience about losing one of their teeth on the coloring sheet.

5. Check out some songs you can sing with your students about teeth!

<http://www.canteach.ca/elementary/songspoems38.html>

6. 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 to share a visit they may have made to a farm.

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. Ask the students to look at the picture on page 3. What are some of the clues the illustrator gives for you to realize that Amy and Martin are at a farm? Encourage students to make connections such as text to self. What are some of the different sounds you might hear on a farm? Write the responses onto the chalk board or chart paper. For example: cow(moo), chicks(peep), lamb(baa), etc. Discuss these sounds are often echo words (or sound words). Ask the students what words we have for the sounds of a snake, cat, and dog.

3. After reading the story, have students reread the story with a partner.

Post Lesson Activity:

1. Place a chart on the chalkboard or overhead:

Animals and their teeth

Animal	Fact learned about their teeth
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horse

cat

dog

mice

chicken

Return to a class grouping and have the partners share their activity sheet responses.

Session 2:

Motivation:

1. Explain to the students that in the following article, *Open Wide*, on pages 8-9, they will be learning about the teeth of a hippo.

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. 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 *Open Wide* on pages 8-9 and have students volunteer to read a paragraph stopping after each page to discuss the information learned from the article.

2. After reading, give the students a piece of paper and a few minutes to write three facts that they found interesting about hippos and share the facts with the rest of the class. Have the students stand up at their desk or come to the front of the room. Review oral speaking skills such as voice intonation, volume, posture, eye contact. Such activities help to build confidence in speaking to a group.

3. You may wish to give the students the following handout on a hippo from this site:

<http://www.enchantedlearning.com/subjects/mammals/hippo/Hippoprintout.shtml>

Post Lesson Activities:

1. After reading the article, discuss syllables with the class and how breaking a word into its parts helps to identify a word and learn to spell the word. Give the students a piece of paper and with a partner have them find words in the article that have 2, 3, or more syllables. Remind the students that if they place their hand under their chin and say the words out loud, each time the chin drops is a syllable. For example: canines(2)

After about 10 minutes, have the students review their lists to see if they have accurately placed the words under the proper syllabic list.

2. Discuss action verbs with the students, encouraging students to demonstrate the action verbs found in the reading. Possible action verbs to identify include: cut, stop, open, grind, chew, swallows, eat, and grab.

Session 3:

Motivation:

1. If possible, have the following foods for the students to sample. Pretzel, mint, piece of lemon. Explain that we taste with our tongue and that there are specific areas which recognize the different tastes, sweet, bitter, sour and salty. Perhaps, the following handout may be of help:

<http://www.enchantedlearning.com/subjects/anatomy/tongue/label/labeltongue.shtml><http://www.enchantedlearning.com/subjects/anatomy/tongue/label/labeltongueanswers.shtml>

2. Have a student volunteer to eat a jellybean with their eyes closed and holding their nose. Ask if their sense of taste is affected by their nose. Explain that our sense of smell helps us to identify tastes.

3. Explain that the reading, *Taste's Good* by Kathleen Weidner Zoehfeld on pages 10-14, is about how we taste different foods.

Teacher Input:

1. Partner students and pass out the issue of Click Magazine and have the students do a picture walk through the article, *Taste's Good* by Kathleen Weidner Zoehfeld on pages 10-14. Discuss their comments, reactions, and predictions.

2. Review vocabulary such as the following *signals, bitter, tinier, saliva, moistures, dissolves, detects, savory, combination, yucky and exactly*, 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. Have the students turn to the illustration on page 14. Encourage students to share descriptive phrases to describe what they see.

3. Review with the students that nouns are people, places and things. Use the chalk board or chart paper to list all the nouns which the students can spot on page 12-13.

4. If possible, bring in some jellybeans and have groups of students do the jellybean test.

5. Show on a world map where the country of Tibet is located and share some information on this country with information from this website:<http://www.factmonster.com/ipka/A0107771.html>

Ask the students how they feel if someone sticks their tongue out at them. As the reading says, in our culture, sticking out one's tongue at someone is considered rude. Explain that customs are behaviors of different groups of people and that in the country of Tibet, sticking out your tongue at someone is a sign of RESPECT. How might this cause a problem for someone from Tibet coming to our culture or us to theirs?

Post Lesson Activity.

1. Give the students drawing paper and have them draw/color a picture of an ice cream cone. Write a short poem describing their favorite flavor. Remind the students to try and use the different senses in their description. Encourage students to read their poem and share their drawings with the class.

Session 4:

Motivation:

1. Explain that in the story *Stick Out Your Tongue* by Melissa Stewart on page 15- 20 , they will be learning lots of interesting facts about tongues of different creatures of the world and how some use their tongues to help get food, stay cool and keep themselves clean. Before reading the article, ask the students if they have any prior knowledge about the tongues of different creatures.

Teacher Input:

1. Divide students into small groups of 3-4 and hand out copies of the issue of Click. 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: *groove, wiggling, floppy, prey, attached, snatch , particles, flicking spikes, barbs,*. Encourage students to use context clues to determine the meaning of the new words and perhaps add the words to a Word Wall for this issue. Ask students to volunteer sentences using the words.

Guided Practice:

1. Give the groups of students a chart with the 5 of the following creatures listed in a box. (Skink, archer fish, snapping turtle, giraffe, dog, penguin, chameleon, frog, snake, sphinx moth, anteater, woodpecker, snail, cat octopus, butterfly, and catfish)

2. Have the groups of students search the reading for their five creatures and list 2 facts about their creature and place the information into the information box.

3. Walk around the room to monitor that the students are on task and to provide assistance if needed.
4. When completed with the activity, return as a class and have the students share the information learned about their creatures' tongues with the rest of the class. Remind students proper oral speaking includes volume, eye contact and intonation.

Post Lesson Activity.

1. Play a game of Bluff. Divide the class into three teams. Explain that you will give a fact about a creature's tongue. If the team asked the question knows the answer, they are to stand up. If the team members don't know the answer but wish to *bluff*, they can stand as well. Call on one of those standing. If the answer is correct, the team gets the number of points for each student standing. If wrong, they lose that number of points.

For example: The suckers on their tentacles help them taste and smell food. Which creature is this?(Answer: Octopus).

The team with the most points wins.

Session 5:

Motivation:

1. Explain that in the story *Yo Wants to Know*, by Lea and Alan Daniel on pages 21- 26 , Yo has a friend with a loose tooth.

Teacher Input:

1. Partner students up with copies of the issue of Click and have the students open to *Yo Wants to Know* by Lea and Alan Daniel on pages 21-26. Discuss with the students how punctuation helps with reading encouraging students to explain what they know about such punctuation as periods, comma,s question marks , exclamation marks and quotation marks.

Guided Practice.

1. Have students volunteer to read the different sentences on pages 21 after reviewing punctuation marks.

2. Have students look at the illustration on page 21 and share descriptive phrases as to what they see.

3. On pages 232, have students suggest the meaning of "humongous" and share other possible adjectives . Review what an adjective is and how they help make our writing more descriptive. Have students find adjective used give more information on the words tooth or teeth. For example: baby, new, humongous.

4. On page 25, have students define the word , "exclaims", and try to suggest additional words that could be used. Do the same for the word, shouts on page 26. Explain to the students that synonyms are additional words that mean the same as the word being discussed.

5. Have students look at *Tongue Twisters* on page 27. Encourage the students to volunteer for a tongue twister challenge Have students practice for a minute on one of the twisters listed. Those wishing to enter the contest need to stand up. When called upon, the student must say the phrase three times without error. Students can judge which students did the best and have a run off with the 2-3 best to determine a Tongue Twister Champion.

Session 6:

Motivation:

1. Ask the students to share memories of going to the dentist. What are some words they'd use to describe their visit.

Explain that the story, “*The Shine on My Smile*, by Susan Yoder Ackerman on pages 28-34, is about a girl named Victoria’s trip to the dentist to get her teeth cleaned.

Teacher Input:

1. Partner students and pass out the issue of Click Magazine and have the students do a picture walk through the article, *The Shine on my Smile* on pages 28-34. Discuss their comments, reactions, and predictions.
2. Review vocabulary such as the following *hygienist, blurry, wiggle, fluoride, plaque, floss, enamel, squirts, and permanent*. Place the words on cards to add to the *Word Wall*. Encourage students to share creative sentences for these vocabulary words.
3. Explain that this story is written in the first person, as if Victoria is actually speaking to you. Explain what a pronoun is to the students and share pronouns that are used in the reading to make it a first person account.
4. This website has lots of helpful information you may wish to share with your students about teeth. http://kidshealth.org/kid/body/teeth_noSW.html

Guided Practice:

1. Have students take turn reading a part of each page stopping to discuss comprehension and make comments. Encourage text-to-self connections of personal experiences at the dentist office as the reading progresses.
2. Have the students turn to page 30 and encourage students to volunteer descriptive phrases of what they see.
3. Have students discuss the protective gear of a hygienist and a dentist.
4. After reading the story, have partners do the following activity sheet. Using the reading write down specific facts/ things done while Victoria was at the dentist.

Off to the Dentist

X Ray time	Teeth cleaning	Fluoride treatment
1.	1.	1.
2.	2.	2.
3.	3.	3.

Return to a group and have the students review their activity sheet.

Post Lesson Activity

1. Draw a picture of a tooth(see page 32 top left. Write a paragraph on a one of the topics above(getting an x ray, teeth cleaning or fluoride treatment. Include 2 specific facts from the reading.
2. This site has a fun picture of a dental office where students need to find all the out of place things.<http://www.healthyteeth.org/experiments/colouring.html>
Click on “Take the Challenge” at <http://www.healthyteeth.org/> for a fun test your healthy teeth quiz.

Session 7

1. Have groups of 3-4 students do the *What’s Wrong with this Picture* and have students read *The Longest Tooth* on page 35 about the narwhal.

Post Reading Activity:

Using a list of vocabulary words for the issue, have students make a definition of a word on a index card and the vocabulary word on a separate index. Place word cards and definition cards onto the chalkboard. Have students take turns uncovering pairs of cards. If they find a match, they get the cards and

get another turn. The student with the most pairs of words/definitions is the *Vocabulary Wizard*. Have the cards available to be used by groups of students again at a later time or separate the cards into two to three stacks for smaller groups to utilize.

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.