

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 December 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 can be 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 reading , *Life on the Ice* and *If You Go* can be used as a science lesson on the North and South Pole. Additionally, the story, *Finn's Just-Right World* is a fictional story explaining the concept of Global Warming and Climate Change. 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/6-12/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 , an 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

Objectives:

1. Increase speaking, sight reading and vocabulary
2. Increase listening skills
3. Display ability to work in groups
4. Contribute information for charts, webs, sequencing charts.
5. Create illustrations with accurate details based on the reading , information from prior knowledge, logical inferences that they could explain.
6. Express ideas orally as well as in written form
7. Show interest by asking questions, being attentive and making comments.
8. Accurately sorted new terms learned in this issue in assigned categories and were able to explain their decisions.
9. Increased their fluency in independent reading , oral and buddy reading as demonstrated in more word recognition and increased expression.
10. Displayed ability to make different connections -text to text, text to self, text to world

Bloom's taxonomy: Knowledge, Comprehension, Application, Analysis, Synthesis

Materials for the article:

Copies of the December issue of Click

Post-it notes

Word cards

access to Internet or copies of pages from informational sites

Drawing paper and crayons

Chart paper/chalk board

Journals

Sheets to fill in the different activities such as webs, problem solving, making connections, etc.

Map of the world

Session 1:

Motivation:

1. Using a map of the world, show students the location of the North Pole and the South Pole. Encourage the students to share any prior knowledge they may have about these regions of the world.
2. Explain that in this issue, students will be learning about the land, animals and people of these regions.

Teacher Input:

1. Pass out copies of Click Magazine and have the students' do a picture walk through finding vocabulary words which might be new and sharing comments and predictions as to what they will be reading about in this issue of Click.
2. Tell the students they are to listen and follow along while classmates read. Remind the students to look for punctuation such as exclamation points and question marks and how the punctuation clues help the reader to read with feeling.

Guided Practice:

1. Assign partners and have the students open to "Click and the Kid" by Meg McLean on pages 2-6. Ask the students if they can name any famous explorers. Brainstorm the types of characteristics an explorer need to have such as bravery, determination, patients, etc.
2. Have small groups of students take turns reading the different cartoon frame and after finishing the story, write three comprehension questions to ask other groups.
3. Return to a class group and have the different groups ask their comprehension questions.

Post Lesson Activity:

Have the students do the following activity:

What would you pack if you were going to the South Pole:

Clothing?

- 1.
- 2.
- 3.

Food:

- 1.
- 2.
- 3.

Other items:

- 1.
- 2.
- 3.

Regroup and have the students share their list.

2. Have students write a paragraph pretending to be on an expedition to the South Pole. What did you see along the way. What were you thinking? How did you feel if you were successful in your goal?or unsuccessful?

Session 2:

Motivation:

1. What would be difficult about living at the North or South Pole. Have students use prior knowledge and offer reasons which can be listed on the chalkboard or chart paper.
2. Tell the students that the story Life on the Ice by Susan E. Goodman on pages 7- 12, is about what it is like for scientists that live at the poles.

Teacher Input:

1. Pass out the issues of Click and have the students do a picture walk through of the reading encouraging comments and predictions.
2. Introduce new vocabulary following procedures introduced in previous issues. Words might include: explode, particles, region, adventure, meteorites, temporarily, extreme, surrounded, territory, and devoted You may wish to make sentence strips. Print the new words in a contrasting color from the other words in the sentence that provide context for its meaning. Words are also printed on word cards to add to a possible Word Wall after the lesson.

Guided Practice:

1. Remind the students that this article has a lot of factual information and that listening skills and comprehension skills will be important in remembering what they read. Discuss being a good listener 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. Have students take turns reading a paragraph stopping to discuss the contents.

3. Discuss Fact and Opinion. A fact is something that can be proven to be true where an opinion is someone's view, feeling or sentiment. Share with students the following information about fact/opinion.

- To see if something is a fact, ask yourself, "Can this statement be proved?"
- To check for opinions, ask yourself, "Does this tell a thought or feeling?" "Would the statement be true all of the time?"
- Look for clue words such as feel, believe, always, never, none, most, least, best, and worst

From: http://www.st.cr.k12.ia.us/reading/fact_and_opinion.htm

4. After reading the article, have students make a chart listing 5 facts from the article and 5 opinions about the information. Review Fact/Opinion by having the students determine if the statement is a fact or opinion.

5. With a partner, do the following activity:

Test your comprehension:

1. Why do planes landing at the poles have skis instead of wheels?(to help land on the ice)
2. The region of Antarctica is the _____, _____, and _____ place on Earth(coldest, driest, windiest)
3. At the North Pole the ice can be how thick?(two miles)
4. What can scientists learn from drilling into the ice(the history of the Earth's air and weather)
5. Although meteorites land anywhere on the earth, what makes them easier to find at the poles(the white snow).
6. Why shouldn't you wear metal at the poles(the metal will freeze on skin)
7. What is under the snow of Antarctica?(land) The Arctic?(water)
8. How many countries claim parts of Antarctica?(seven)
9. Why do the mittens worn at the poles have furry backs?(to wipe a runny nose)
10. Because the light is so strong, what should you wear?(goggles)

Post Lesson Activity

1. Show the students a picture of a polar bear. Test their knowledge on the polar bear by giving this quiz pre quiz found at: <http://www.enchantedlearning.com/subjects/animals/quiz/polarbear.shtml> to several partners of students.

(answers

here: <http://www.enchantedlearning.com/subjects/animals/quiz/polarbearanswers.shtml>

Show the students the picture of the penguin on the cover of Click Magazine. Give the remaining groups of students this activity:

<http://www.enchantedlearning.com/classroom/quiz/penguin.shtml>

(answers here: <http://www.enchantedlearning.com/classroom/K1/penguins.shtml>)

2. Have the different students share what they have learned with the rest of the class.
3. Draw and color a picture of either a polar bear or penguin and write 4 facts learned about them on the drawing.

Session 3:

Motivation:

1. Show the students a map of the world. Ask the students where the warmest countries are located. Ask if they know the name for the invisible line which cuts the earth in half. Share the terms hemisphere and equator.
2. Explain that in the story *Yo Wants to Know*, Yo learns why the poles are colder than the rest of the earth.
2. Have students read the story individually or with a partner.

Teacher Input:

1. Review with the students, the difference between a map and a globe and if possible, show the students a globe.
2. Pass out copies of Click Magazine and have partners of students open to *Yo Wants to Know* by Lea and Alan Daniel on pages 18-23.
3. Have the students read the story orally with a partner.

Guided Practice:

1. Remind the students of the importance of punctuation to give clues to the reader to help read with more feeling. Have the students find an example of a exclamatory sentence, a declarative sentence and an interrogative sentence. Depending on the age of the students, you may wish to avoid the terms and just have the students find sentences with the punctuation. Encourage students to read the passages with the proper feeling. Remind that quotation marks show the reader where the character is "speaking". Have students find an example and to read the passage with feeling.
2. Give the students time to read the story.
3. Regroup and ask the students to explain why the poles are colder.

Session 4:

Motivation:

1. Ask the students what they would wear if they were going to a very cold climate. Students can draw prior knowledge for previous stories in the Click Magazine issue. Have the students make *text-to-self connections* by listing as many activities they can do in a cold climate.
2. Explain that the short reading, *If You Go to Antarctica* and *How to Dress in Antarctica* on pages 13-17 discuss what it's like if you go to the South Pole.
3. Share some facts about Antarctica:

<http://www.msnbc.msn.com/id/21307606/> or

<http://www.timeforkids.com/TFK/specials/story/0,6079,48822,00.html> These sites has some interesting facts including:

- A. Fossils of plant and animal life have been found on Antarctica
- B. The world's coldest temperature was recorded in Antarctica in 1973(-128.6F)
- C. Larger than Europe and Australia, it is the 5th largest continent
- D. Less than two inches of rain falls in the interior of Antarctica each year, making it drier than the Sahara.

Teacher Input:

1. Assign the students a partner and have the students turn *If You Go to Antarctica* beginning on page 13.

2. Make a KWL chart before reading the article and finishing when the article has been read.

If you go to Antarctica

What do you know about what it's like to live and work in at Antarctica?

What do you want to know about living in Antarctica?

What are two things that you learned living in Antarctica?

Guided Practice:

1. Explain that you will start by reading the article and then will call on someone in mid-sentence to pick up where you left off. Explain that the reader will then do the same. This activity encourages students to focus on the story so that they will be prepared if and when they are called on to read.
2. After reading the story, ask the students to share something they found interesting which they learned from the reading.
3. Make a cluster map and place the word *McMurdo* in the center. Have the students write 4 facts they remember from the reading.

McMurdo

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

After finishing the cluster map, regroup and have the students share what they wrote down.

4. Complete the KWL chart the students created before reading the article.

Post Lesson Activity.

1. With the magazine closed, have students write the steps needed to make a snow house on a sheet of paper. Then, have the students make a stick figure and write 4 examples of necessary clothing for a trip to Antarctica.
2. Encourage students to orally state the necessary steps and/or to state 4 of the necessary clothing needed to dress in Antarctica. Prior to doing this, review oral speaking points including: volume, look at the audience, use intonation, posture, etc.

Session 5:

Motivation:

1. Ask the students if they know why polar bears don't eat penguins. The answer: The polar bear is found at the North Pole and penguins are found at the South Pole.
2. Explain to the students that in the reading, *Keeping Warm* on pages 24-27, they will be reading about some of the animals that call the North or South Pole their home.

Teacher Input:

1. Pass out copies of Click Magazine to partners of students.
2. Do a picture-walk through of the reading encouraging students to share comments about what they see.

Guided Practice:

1. Give each group the following activity sheet. Tell the students that as they read the article, they are to find 2-3 facts and place them on the chart

Animals of the North and South Poles:

<u>Penguins</u>	<u>Ptarmigans</u>	<u>Caribou</u>	<u>Arctic foxes</u>	<u>Polar Bears</u>
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.

After completing the reading and the chart, regroup as a class and discuss the reading and the information learned about animals of the North and South Poles.

Post Reading Activity:

Have the students illustrate one of the Antarctica jokes found at this site:
<http://www.zoomschool.com/school/Antarctica/>

Session 6:

Motivation:

1. Ask the students if they have heard the phrase, global warming, and if so, share what they know about the topic.
2. Explain that in the story, *Finn's Just-Right World* by Charnan Simon on pages 28-34, students will be reading how a girl named Finn, learns about global warming with a trip to the local zoo.
3. These kid-friendly sites are very helpful on the topic :
<http://epa.gov/climatechange/kids/index.html> covering the topics of global warming, the greenhouse effect, and suggestions on how people can make a difference ,
<http://globalwarmingkids.net/> and
<http://www.timeforkids.com/TFK/specials/articles/0,6709,1114036,00.html>

Teacher Input:

1. Assign students a partner and do a picture walk through of the article, *Finn's Just-Right World* on pages 28-33. Guide the students through the different pages drawing attention to illustrations, reading captions, etc. Each student should be given post-its or an index card to write down words that they encounter which are new and which should be investigated further during the readings.
2. Introduce new words for this article using the procedures previously described. Words may include: blizzardy, cranky, expedition, global warming, shepherded, greenhouse effect, conservatory tropical, trickling, fluttering, promptly, naturally, goldilocks planet, recycle, and waggled. Ask students to think of additional sentences uses for the new vocabulary words.
3. Tell the students they are to listen and follow along while classmates read. The reading is completed as supported guided reading. This means readers have had an opportunity to preview and practice what they will read. They can read individually or in groups as their classmates follow along. Stop periodically to discuss the material covered in the reading and ask questions to determine students' comprehension.

Guided Practice:

1. Read the story stopping after each page to discuss what is happening in the story.
2. After reading the story, have the students turn to the picture on pages 28-29. Discuss adjectives and how they make both oral and written language more interesting. Encourage the students to write descriptive phrases to describe things that they see in the picture. Have the students turn to page 31 and do the same. Have students share some of their descriptive phrases with the class.
3. Review the following concepts:
global warming
greenhouse effect
goldilock planet
4. Brainstorm ways to help take care of our planet:
Possible ideas:
Recycle newspapers, bottle, cans
Turn of lights and the TV when not being used
Wear a sweater instead of turning up the heater

Share information learned with others

Plant a tree to help reduce greenhouse gases

Post Lesson Activity:

Make posters on ways to help our environment.

Try the Climate Change Knowledge quiz at this site:

<http://epa.gov/climatechange/kids/games/index.html> from the EPA.

Session 7

Post Reading Activity:

Have groups of students create a crossword puzzle on information learned in the December issue of Click Magazine. Possible puzzle making sites include:

<http://www.puzzlemaker.com/>

More helpful resources:

Antarctica:

<http://www.antarcticconnection.com/antarctic/wildlife/index.shtml>

<http://www.zoomschool.com/school/Antarctica/>

Test your knowledge on the Arctic quiz:

<http://www.timeforkids.com/TFK/games/white/0,9970,1040327,00.html>

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.