

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 February 2008 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 the topic of economics. The article *Dollars and Cents, Mint-y Fresh Coins* and *It's a Deal* discuss the history of money and the American currency. The story *Very Interest-ing* is a fictional story that discusses the issue of saving and spending. 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: Living in a Desert

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 February issue of Click
drawing paper and crayons
advertisements from local stores
journals
items for bartering activity
Internet sites of interest for the issue

Session 1:

Motivation:

1. Ask the students to give a definition of money. Explain to the students after they give their definition that money can be ANYTHING that a group of people agree to accept for goods and services. Share with the students that people have used all sorts of things over the years as "money" including livestock, tobacco, seashells, salt, cheese, etc. Encourage the students to give reasons why some of these items wouldn't be good to use for money and why people moved to coins and paper money. Ask students to think of *money* which has replaced coins and paper money.
2. Explain that in this article issue of Click, the students will be reading about money, the history of money, how to earn and save money.

Teacher Input:

1. Assign the students a partner and pass out the issue of Click. Discuss the picture on the cover of the February issue of Click. Ask the students if they have a bank account and/or a piggy bank. Have the students share descriptions of their piggy banks or where they keep their money in the home.
2. Open the Click issue to "Click and the Kids" by Meg McLean on pages 2-6. Review the illustrations and share their comments. This lets the students demonstrate their background knowledge. Ask the students to share ways they earn money and things they'd like to buy with money they may have saved.

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. Older students could take turn reading the different character parts of the story.
2. Ask the students to look at the picture on page 5. Encourage students to share descriptive phrases for what they see in the illustration.
3. Have the students make a list of three things in their bedroom that they don't use much anymore and might be willing to give away. Ask the students reasons for why they might keep things that they don't use anymore. How might they feel if their parent got rid of some of their things without asking them? Do you think Amy and Martin's parents were angry at the kids for giving away the items in the house?

Post Lesson Activity:

1. Get advertisements from a local store and pass them out to the students. Tell them that they have \$50 dollars. They can *spend* the money, *save* the money or *donate* money to a charity. You can also explain to the students there is a fourth way to use money and that is to *invest*. This could be an option for older children. Using the computer, you could give them the stock price of a company in which they might wish to invest. Have the students cut out different items that they'd buy and glue onto a piece of construction paper. If they choose to save or donate some of the money, they are to list that on the paper as well. Have the students share their money decisions with the class. You can also have them look at *Spend or Save* on pages 14-5 as another option instead of the advertisements from a local store.
2. Draw/color a piggy bank (or a saving's container of some sort). Have the students write three things for which they'd like to save up money to have. and place these on their saving's container. Encourage students to share this activity with the class.

Session 2:

Motivation:

1. Copy two sides of a dollar bill and pass the papers out to pairs of students. Encourage the students to look at what is on the dollar bill and share what they see. For example, some may say there is a pyramid on the dollar bill (ask for prior knowledge as to if they know which ancient peoples built pyramids), they might see the eagle (ask why they think the eagle is on the dollar and share prior knowledge of the fact that the bald eagle is our national symbol), etc.
2. Explain that the reading, *Dollars and Cents* on pages 7-8 is about our money.

Teacher Input:

1. Do a picture *walk-through* of the article encouraging comments, reactions and predictions. Have the students identify vocabulary words which might need highlighting. These words/terms may include: *mint*, *e pluribus unum*, and *fierce*. Ask the students to create sentences for these words. Add the words to the *word wall*.

Guided Practice:

1. Have groups of 3 students open to *Dollars and Cents* on pages 7-8 and give each group a piece of paper. Have the students write 7 questions to ask about money.

2. Regroup and divide the chalkboard into the different groups. Have teams take turns asking questions of another group. If the group has the answer correct, draw a dollar sign by the section for that team. If wrong, draw a minus sign. Questions could include: How many arrows are in the eagle's claw? What are two of the three cities where coins are minted? What word is printed somewhere on every coin? Groups that answer correctly, can select to have another dollar sign or remove a minus symbol by giving it to another team. The group with the most dollar signs are the comprehension champs for the game.

Post Lesson Activity:

This site has the quarters from every

state: http://www.usmint.gov/mint_programs/index.cfm?flash=yes&action=50_state_quarters_program

Find the state for your class and show the students. Have them draw a picture of their state's coin and write three facts about the state coin learned from the information at this site.

Session 3:

1. Bring in a bag of different items: For example, a bar of soap, a toothbrush, a piece of candy, a tea bag, etc.

Explain to the students that they are going to receive a "gift". They then will walk around the room to look at the other gifts received and if they'd like to try and swap their item for another, they may do so. They can do multiple swaps and once they have a item they like, they are to sit back down at their seat. Discuss with the students the activity. Did anyone have something they didn't wish to swap? Did others want your item? Did anyone have something that they wanted to swap but could find anyone to take?

2. Explain that the story, *It's a Deal* by Catherine Ripley on pages 9-13, they will be reading about a time when people didn't use money, they swapped or bartered with someone else.

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

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.

3. Do a picture walk through of the story encouraging comments, reactions and predictions. Have the students find possible new vocabulary words which might need highlighting. Possible words might include: *ancient*, *barter*, *valuable*, *traders*, *solution*, *Lydia*, and *eventually*. Ask students to think of additional sentences using the vocabulary words.

Guided Practice:

1. Have the students open to It's a Deal on pages 8-11 and have students volunteer to read a paragraph stopping after each page to discuss the information learned from the article.

2. After reading, have the students do the following activity.

GOOD points about Bartering

- 1.
- 2.
- 3.

BAD points about Bartering

- 1.
- 2.
- 3.

Regroup as a class and discuss the chart. **Good points** could include: you get rid of things you don't want, you get something else without using money. **Bad points:** some items are worth more than others. People might not want what you have to trade. Takes time.

Return to a class group and have the groups share their chart findings.

3. I've written a story about bartering, called, "How to Buy a Dragon" which you might wish to read to your students. You can copy the story from my website:

<http://www.gailhennessy.com/index.shtml?barterlesson.html>

Post Lesson Activities:

Write a paragraph of a time you swapped or traded something with a friend. You can also write a creative paragraph making something up about items which you swapped with someone else.

Have students volunteer to read their writing paragraphs to the class.

Session 4:

Motivation:

1. Start by having students go to <http://www.factmonster.com/ipka/A0774850.html> Cool facts about U.S. Money or this site: <http://www.pennies.org/pennyfacts.html> Penny facts!

Encourage the students to share three interesting things they learned about money.

2. Explain that the article Mint-y Fresh Coins by James Hennelly on ages 16-19 explains how our coins are made.

Teacher Input:

1. If possible, copy pages 17-19 or type up the captions before you do this reading.

2. Give groups of 3-4 the captions which have been already cut up into 11 pieces. Have the groups try and put the captions into proper order as to the sequencing of the process of making coins.

Guided Practice:

1. Have the students then open the issue of Click to the reading Minty=Fresh Coins and read the article in their groups. Circulate around to the different groups to see how they are doing on reading the article.

2. Have the students review their pre sequencing of the process of making money.

3. Discuss with the students what might be clues to proper sequencing which the author has used or other techniques which they used to determine the order of the process.

Post Reading Activity:

Write a paragraph on the process of making coins.

Session 5:

Motivation:

1. Explain that in the story *Yo Wants to Know*, by Lea and Alan Daniel on pages 20-25, Yo goes to an ATM with his mom and learns how the machines work. Ask the students to share any prior information they may have on ATM machines (there is a toy bank that some may own which is an ATM machine model).

Teacher Input:

1. Partner students up with copies of the issue of Click and have the students read the story *Yo Wants to Know* by Lea and Alan Daniel, as a class. Emphasizing reading with feeling and watching for clues such as question marks, exclamation marks and quotations.

Guided Practice:

1. After reading the story, have student use sequencing skills again and write down the steps to withdrawing money from an ATM.

Session 6:

1. Have students review the story of *A Bill's Life* on pages 26-27. Remind the students to concentrate on the article and tell them there will be a memory activity following. After the students finish, have them play a memory game. On a sheet of paper, write down as many stops the dollar made along its way. Review with the students different techniques used to help them remember the different aspects of *A Bill's Life*.

2. <http://www.rd.com/content/artist-dean-bracy-tracks-the-life-of-a-dollar-bill/> A person had an interesting idea with a dollar. You might want to try a similar project. Write the school's email (and teacher's name) on a dollar bill asking people that come across the dollar to send along a note saying how the dollar came into their possession and where they live. It might make for a very interesting activity, one which you could map out on a class map of the United States.

Session 7:

Motivation:

1. Ask the students if they have a brother or sister and whether they have asked to borrow money. Or, perhaps, the student asked THEIR sibling for money.
2. Ask the students to share the different ways they earn money. Possible responses could include: birthday money, holiday money, chores (allowance), helping a neighbor, etc.)
3. Explain that the story, *Very Interest-ing* by Charnan Simon on pages 28- 34 is about two boys, one who saves his money and the other who spends his money. The story will also deal with the topic of interest. Ask the students if they understand this concept of money.

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: *flabbergasted, logic, allowance, shrugged, plopped, slots, privilege, snorted, loan, interest, hesitated, exclaimed, crumpled, and scowled*. 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 of Click Magazine. 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. As the story is read, encourage students to make *text-to-self connections* and share them with the class.

2. This reading could be used as a math lesson to explain interest rates on saving and credit cards. Explain to the students that if they have \$100 dollars in the bank and the bank gives them 3 % for using their money, how much will they have in a year? If they left the money under their mattress or in a piggy bank in their room, would they have the same amount at the end of the year as if they had it in the bank? etc. Explain about credit cards and if you don't pay the bill at the end of the month, you are charged interest(round it off to make it easier....say 20%.) If you don't pay off the IPOD bill of \$200, explain how the purchase will actually cost them a lot more!

This lesson on the concept of interest might be helpful:

<http://school.discoveryeducation.com/lessonplans/programs/kidsandcash/>

3. Have students comment, respond and react to after -reading discussion. Mention the QAR(Question Answer Relationship) with "*Right There Questions*"(Which brother is the saver?)

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, Do you think that Mac will ever learn to become a saver?Why or Why not?

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

Post Lesson Activity:

Have students play one of the money activities on a website below:

http://www.usmint.gov/mint_tours/?action=vtShell

Wonderful video tour or slide show of the making of our money

<http://www.usmint.gov/kids/> Lots of activities for kids on money

<http://library.thinkquest.org/3901/> Learn about different topics about money

<http://www.gailhennessey.com/index.shtml?moneyhomepage.html> Read stories about the concepts of scarcity, bartering, and competition.

Post Reading Activity:

Give each student two index card and have them review the issue of Click Magazine. Find a specific fact learned from the issue. On one card write a question about your fact and the second, write the answer. Have the students hang their question cards and answer cards around the room but NOT together. When done with this part of the activity, have the students search the room for questions and their answers and take them to their desks. Re-group as a class and discuss the facts learned.

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.