

Teacher's Guide for Click Magazine

Click March 2008

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

The following teacher's guide is designed to assist the classroom teacher in using the March 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 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 readings such as *Click and the Kids* and *Food at Work* can be used in a mini unit on the human body. Additional readings such as *Slurp*, *Swallow*, *Chew*, *Poop Detectives* and *Eating in Space* can be foster science lessons. 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%20Reading>

<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 March 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.

Session 1:

Motivation:

1. Before passing out the issue of Click Magazine, pass out a cracker for each of the students to eat. After the students have eaten the cracker, draw a picture of a person on the chalkboard or chart paper and have the students brainstorm how our body processes the cracker from the minute it enters our mouths on its trip through the body.
2. Show the cover of the November issue of Click Magazine. Encourage the students to share comments about the cover with the rest of the class.

3. Do a picture walk through and have students find vocabulary words which might be new vocabulary and sharing comments and predictions as to what they will be reading about in this issue of Click.
4. Explain that many of the stories in this month's issue will deal with the body, both human and animal, and how they process foods.

Teacher Input:

1. Assign partners and have the students open to "Click and the Kid" by Meg McLean on pages 2-6. Pass out a copy of the human digestive system from this website for the students to label after you have read the story.

<http://www.enchantedlearning.com/subjects/anatomy/digestive/labeleasy/index.shtml>

2. Review possible vocabulary words such as *spit(saliva)*, *weird*, *esophagus*, *mushy*, *swishes*, *intestine*, and *curled*. Encourage the students to develop creative sentences for the words.

Guided Practice:

1. Have the students take turns reading a cartoon frame. Encourage the students to read with feeling. Stop after each frame to discuss and make predictions.
2. After reading return to page 2 and encourage the students to share descriptive phrases of what they see in the illustration.
3. Discuss sequencing in reading and its importance in helping us remember information. Place the following sequencing activity on the story Goldilocks and the Three Bears on the overhead. <http://www.teachingideas.co.uk/english/files/goldilockssequencing.pdf>

Have groups place the story in proper sequence and then regroup as a class and discuss the sequencing activity.

4. Have partners or individual students do the following sequencing activity:

The Trip of a Cracker:

Place in proper sequence:

- A. The stomach juices make the food all mushy.
- B. Spit in the mouth helps to break down the cracker.
- C. While in the small intestine, the good things of the cracker are soaked up.
- D. The cracker travels down the esophagus.
- E. Whatever of the cracker not used by the body enters the large intestine to be released by the body.

After finishing the activity, go over the proper sequencing with the students.

Post Lesson Activity:

Have the students do a journal writing where they explain the trip of a cracker through the body including at least 4 steps learned in the reading.

Session 2:

Motivation:

1. Organize the students into small groups and pass out another cracker to the students. Tell the students that they are to watch others as they eat their cracker.

2. Discuss chewing with the students. Did some students chew with their mouths open? Did some students talk or giggle while eating their cracker? Ask the students if they have noticed their dog or cat or other pet eating or whether they have gone to a zoo and seen animals eating. Encourage students to share their comments.
3. Explain that the reading, *Slurp, Swallow, Chew* on page 7-9 discusses how different creatures digest their food.

Teacher Input:

1. Pass out the issues of Click and have the students open to *Slurp, Swallow, Chew* on pages 7-9.
2. Have the students search for vocabulary words which they may find unfamiliar and review their meaning. Words may include: *cub, undigested, gizzard, grind, and chunks*. Encourage students to try and determine the meaning of the words from the context of the sentences and to create additional sentences for the words.

Guided Practice:

1. Give the students an index card or posted note. Explain that they will be given a creature to read and that they are to write three facts to share from the reading selection with the rest of the students.
2. Give the students about 5-10 minutes to read their selection and do the activity.
3. Regroup as a class. Have the students take out a piece of notebook paper. Explain that they are to divide their paper into the different headings for the reading selections. After the group shares the information on their creature, you will give them a couple of minutes to write down the information they remembered from the different presentations.
4. 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.
5. Have the different partners come to the front of the room and share the information they wrote down on their index card or posted note. For example, those doing *Chew on This* might share that a cow has 4 stomachs, that it takes cows 8 hours to chew their food, and that cud is the food pushed back in the mouth to be chewed again. Then, have the students write 2-3 facts down that they remembered from the presentation. Repeat until all groups are done.

Post Lesson Activity:

Draw/color a picture of one of the animals. Use the information written down on their notebook paper and write three facts about how their creature eats and digests food.

Session 3:

Motivation:

1. Ask the students to brainstorm different foods which help make a strong body.
2. Explain that the reading selection, *Food at Work* on page 11, shows how our body is like a factory which uses the different foods we eat for building strong bones, giving us strength and keeping us healthy.

Teacher Input:

1. With a partner, have students turn to *Food at Work* on page 11.
2. Review possible vocabulary words such as: *nutrients, carbohydrates, proteins, fats, vitamins, and minerals*. Have the students discuss the meaning of the words and form addi-

tional sentences using the words. You may wish to post the vocabulary from the issue on a Word Wall.

Guided Practice:

1. Pass out a copy of the food pyramid such as the one found at this site:

<http://www.nutritionexplorations.org/kids/nutrition-pyramid.asp>

If possible, use the website to click on information at this kid friendly site to learn about how the different food groups help our bodies.

2. Give the students a piece of paper. Ask the students to divide the paper into breakfast, lunch, dinner and snacks. Give the students a few minutes to make a list of all the foods they had for breakfast, lunch and dinner the day before. Also have students list all the snacks they ate at other times during the day.

3. Discuss their lists. Encourage students to share which vegetables they like, which fruits they like to eat, which carbohydrates they like to eat and what fat/sugar foods they enjoy eating.

Post Lesson Activity:

1. Review nouns and have small groups of students go on a noun safari on page 11 and locate 15 nouns. Afterwards, regroup and have the students share the nouns they listed. Have students write 3 sentences using at least 3 nouns in each sentence.

Session 4:

Motivation:

1. Explain that the reading selection, *Poop Detectives*, by Nicola Davies on pages 12-16, shares information on the waste products of different creatures and how studying the waste of different creatures can be helpful to scientists.

Teacher Input:

1. Assign the students a partner and have the students turn to *Poop Detectives*, on pages 12-16. Do a *picture walk through* of the story having the students look at the different photographs sharing comments and predictions.

2. Introduce new words for this article using the procedures previously described. Words include: *feces*, *fragments*, *patience*, *endangered*, *laboratory*, *exceptionally*, *greedy*, *fossilized*, and *slashed*. Ask students to think of additional sentences uses for the new vocabulary words.

Guided Practice:

1. Tell the students they are to listen and follow along while classmates read. Stop periodically to discuss the material covered in the reading and ask questions to determine students' comprehension.

2. After reading the selection, discuss syllables and how breaking a word into its parts can help to decode the pronunciation of a word and help to learn how to spell the word. Have students place their hand under their chin. Explain that every time their chin drops is a syllable. Give the following example: detectives. How many times does the chin drop? (3). Have them try the following word: tyrannosaurus(5)

3. Have small groups of students share a piece of paper where they have made the headings:

2 syllables 3 syllables More than 3 syllables

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Have the students searched through the reading to find examples of words which would fit under the different headings. Words with more than 3 include: scientifically, mysterious, impossible laboratory, exceptionally
Discuss the activity as a class when completed.

Post Reading Activity:

Write a paragraph of 5-7 sentences explaining three things that scientists can learn by studying the waste of creatures. For example scientists can learn the following: what the animals eat, counting the number of endangered species and tracking their movement,

Session 5:

Motivation:

1. Ask the students if they have a pet? Ask them what foods they give their pets? Discuss if they know of foods which aren't good for them to eat.
2. Explain that in *Yo Wants to Know* by Lea and Alan Daniel on page 22-27, Yo learns the foods that he should give his dog, Lips.

Teacher Input:

1. Discuss nouns and have the students review the reading to identify as many nouns as they can find.

Guided Practice:

1. Before reading the story, review with students punctuation and how it helps made for more interesting oral reading. Read the story, *Yo Wants to Know*, on pages 22-27, in unison.

Post Reading Activity:

Discuss internet safety with the students: This site has some important tips to cover: <http://www.safekids.com/kidsrules.htm>

Session 6:

Motivation:

1. Ask the students what they might know about astronauts being at the space station or on the shuttle. What things are different for them as opposed to being on earth? Specifically, ask the students if they can think of any problems astronauts might have when eating in space.

2. Explain that the article, *Eating in Space* by Rachel Young, on pages 17-21, is about the differences when it comes to eating in space.

Teaching Input:

1. Pass out a copy of Click Magazine to partners of students. Have them do a picture walk through of the reading. Encourage students to make comments on what they see.

2. Ask the students why were aren't refrigerators or stoves like in their kitchens in their homes? Explain that many of the foods are *dehydrated* and ask if anyone knows what this means. (water removed) Why are foods packaged in this way?(to save space) Before reading, ask the students why astronauts have to attach their trays and silverware to their laps.(they would float away without gravity) Why do you think they use liquid salt and pepper?(they would float around the cabin and could clog machines or get into their eyes).

Guided Practice:

1. Have students take turn reading the article stopping after each page to discuss the comprehension and share their comments.

2. After reading the selection, ask the students if they think they'd be able to be an astronaut, why or why not?

3. This site has lots of interesting information for children about living in space:
http://magma.nationalgeographic.com/ngexplorer/0110/articles/iss_0110.html

Have students try "Which is Which" (living on earth or in space) at this site:https://members.ala.org/nasa/forkids/which_is_which/shower.html (one of the interesting facts to learn is that astronauts are a bit taller in space because there isn't any gravity to push down on our bones)

Post Reading Activity:

Discuss adjectives and how they give more information about nouns. Have students find nouns which have an adjective giving more information to the noun. For example: space FOODS. After reviewing the article to find examples of adjectives, regroup and share the pairs with the rest of the class.(Possible pairs might include: small closet, astronaut's nose, liquid form, fewer crumbs, and special tray.

Have the students look at the photograph of the earth from space. You can see a photograph at this site:
http://earthobservatory.nasa.gov/Newsroom/NewImages/images.php3?img_id=4573 Have the students write a poem of the earth as seen by astronauts in space.

Session 7: Motivation:

1. Explain that in the story, Elsa's mom says she can't have a pet. Ask the students if they'd like a pet but reasons why their parents may not like the idea. Encourage students to make *text-to-self connections*.

2. Tell the students that because of Elsa's allergies, she eventually finds a pet that she can have....an earthworm. Ask the students to state any information they may have on earthworms. Share with the students the following information:

- 4400 species of worms, 2700 kinds of earthworms!
- Earthworms have 5 hearts!
- Earthworms help to keep soil healthy.
- Earthworms were brought to NA in the 17th and 18th centuries by the early European settlers.
- Some scientists say there are 50,000 earthworms per acre of moist soil!
- You see more earthworms on the surface after a rainstorm because the wet surface allows them to move without drying out.

These site gives information on the earthworm:

<http://yucky.discovery.com/noflash/worm/> and

<http://www.urbanext.uiuc.edu/worms/anatomy/index.html>

Teacher Input:

1. Pass out partners of students the issue of Click Magazine and have them turn to *Elsa's Pet* by Maureen Ash on pages 28-34. Remind the students of the importance of punctuation to give clues to the reader to help read with more feeling. Discuss the importance of quotation marks and how they let the reader know that they are the spoken words of the characters in the story. 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.

2. Review the article for possible vocabulary words which might include: *organic, magnifying peering, fertilizer, gizzard, and setae*. Have the students use vocabulary decoding skills to try and determine their meaning and place the words in sentences.

Guided Practice:

1. Have students take turns reading a selection of the reading stopping to encourage text-to-self connection, predictions and foster comprehension skills.

2. After reading the story, have students make a list of the different words used after a quotation sentence to state how the person spoke. For example: calls, answers, exclaims, says ,and continues.

3. Divide the students into teams and have them search the reading for facts about an earthworm and complete the following cluster web. For example, earthworms don't have eyes, they don't have a nose, they have a pad of flesh that covers their mouth, their waste helps to fertilize soil, they don't have teeth, the dirt they eat helps to grind down the food(make a text-to-text connection with *Slurp, Swallow and Chew* and how birds use stones to help digest their food, too.

_____Facts about EARTHWORMS _____

Regroup and discuss the cluster map.

4. Have the students do the following activity:

Review the reading to find the following comprehension answers:

A. What is organic material?(material that was once alive)

B. What makes it difficult for a bird to grab an earthworm?(the setae, bristles that help a worm hold on tightly to the earth)

C. To see something up close, what did Elsa use?(magnifying glass)

D. What is the waste of an earthworm called?(earthworm castings)

E. How does a earthworm help plants as it moves?(loosens the soil so air and water can get to the roots of plants?)

F. What is the place where Elsa dumps food scraps called?(compost pile)

G. According to Elsa, what is the fun part about having pets?(you can hold and pet them)

Post Reading Activity:

1. After reading the story, have students write a paragraph pretending to be an earthworm. What do you do? What do you see?, etc. This site has a picture of an earthworm which you might find of use.

<http://www.enchantedlearning.com/subjects/invertebrates/earthworm/Earthwormcoloring.shtml>

Session 8

Post Reading Activity:

Using a list of vocabulary words for the issue, have groups of students make a definition of a word on a index card and the vocabulary word on a separate index. Mix the cards and place face down on a desk. 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*.

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.