

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 April 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 homes of different living things. Readings such as *Click and the Kids*, *Beneath Your Feet*, *Food Tube* and *A New Home for Hermit Crab*, can be used in the content area of science. 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: Bringing up Baby(animals)

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 April issue of Click
chart paper/chalkboard
drawing paper and crayons
Internet sites
Activity sheets

Session 1:

Motivation:

1. Ask the students to brainstorm the many different types of shelters that people have lived in throughout history. Next, encourage the students to brainstorm the different types of shelters for animals.
2. Explain that in this article issue of Click, the students will be reading a number of stories that have to do with different places people and animals call *home*.

Teacher Input:

1. Assign the students a partner and pass out the issue of Click. Discuss the picture on the cover of the April issue of Click. Ask the students if they have any prior knowledge about hermit crabs. Perhaps, some students might have even kept a hermit crab as a pet. Share some of the following information:

You might wish to copy the following printable materials on hermit crabs from this site: <http://www.enchantedlearning.com/subjects/invertebrates/crustacean/Hermitcrab.shtml>

Underline four facts learned about hermit crabs from this handout:

Encourage students to share the information they underlined and list the facts prevented onto the chalkboard. Possible facts include: a hermit crab is a crustacean, hermit crabs are omnivores(eating plants and animals),etc.

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 possible class Word Wall.

3. Have the students open to *Click and the Kids* by Meg McLean on page 2. Review the illustrations and share their comments. This lets the students demonstrate their background knowledge.

4. Introduce the vocabulary words using methods introduced in previous issues. Words to be taught within context include: *content, comfortable, perch, and excited*. Use sentence strips. 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 a possible *Word Wall*.

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. As you read the story, ask students to share memories of a time when they've had a babysitter. Who stayed with them? What did the person do to "entertain" you while your parents were away? Such *text-to-self questions* make connections and help with comprehension. Continue making connections to the story and the students by asking the students if they have ever seen a bluebird or built a birdhouse.

3. Have the students turn to page 4 and ask the students to give examples of how the illustrator lets the reader know that it is winter time.(gloves, hats, coats, scarves,boots)

4. After reading the story, discuss *compound words* and encourage students to think of such words, writing those suggested onto the chalkboard. Have the students review the story for possible compound words.(possible words: bluebirds, birdhouse, everyone)

5. After reading, discuss what a *habitat* is and why there are fewer bluebirds. Ask the students if they know other animals which are in trouble and if the students can list reasons other than habitat for why certain animals are in trouble.

5. Do the following cluster map:

What are facts you learned from the story about bluebirds?

BLUEBIRD FAVORITE BIRDHOUSES

Possible answers: (low to ground, tiny opening, found in open field or fence, like woodpecker holes to nest, not near houses, like privacy)

6. Photograph and information on the Blue bird:

<http://animals.nationalgeographic.com/animals/birds/bluebird.html>

Post Lesson Activity:

1. Give the students drawing paper and crayons, markers or paint. Have the students design an unusual birdhouse. When done, have the students pass their drawing around to two

or three other students. Have the students write a descriptive phrase about what they see in the drawing on a sheet of paper that is attached to the drawing. Return the drawing to the students and have them write three descriptive sentences about their birdhouse using the comments on the paper to get them started.

Session 2:

Motivation:

1. Ask the students if they have ever had to move. If , so, what was hard about moving to a new location? Did they have to leave anything behind, etc. This helps to make text-to-self connections about the story that they will be reading.
2. Explain to the students that in the following article, *A New Home for Hermit Crab* by Jeanne Bendick on pages 7-9, they will be learning about more about the hermit crab, a creature that needs to find different homes during its life.

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. Do a picture *walk-through* of the article encouraging comments, reactions and predictions.
3. Tell the students that they will read the story in small groups and need to follow along while classmates take turn reading the article, stopping after each page to discuss the content. Walk around the room to monitor the children's comprehension.

Guided Practice:

1. Organize the students into groups of 3-4 and have them open to *A New Home for Hermit Crab* on pages 7-9 and begin to read the story.
2. After reading, have the students complete the following activity sheet:
Find FOUR facts from the reading about the hermit crab:

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

Have students share with another group the information they placed on their sheet.

Post Lesson Activities:

1. Have the students draw/color a picture of a hermit crab. Write a paragraph of about 5 sentences including at least 3 facts learned about the hermit crab from the readings/activities done thus far.

Session 3:

Motivation:

1. Ask the students if they know where a tiger calls home? A duck? a bee? a snail? Do they live in a home? a mobile home? An apartment?
2. Explain that the reading, *Where We Live*, on pages 10-13, is non fiction genre of writing versus fiction. Ask students to give examples of how fiction is different from non fiction. On the chalk board or chart paper, write the two topics and list the comments shared by the students. Ask students to categorize the previous stories read thus far in the issue of Click as non fiction or fiction.

Teacher Input:

1. Pass out the issue of Click Magazine and have the students do a picture walk through the article, *Where We Live*. Discuss their comments, reactions, and predictions.
2. Explain to the students that they are to silently read the article.

Guided Practice:

1. After reading the article, have the students close the magazine.
2. Pass out a piece of paper and have the students write FOUR facts they remember from the reading.
3. After completing their facts, have the students share things they learned from the reading.

Session 4:

Motivation:

1. Ask the students to brainstorm as many creatures as they can think of that live underneath the ground and place responses onto the chalkboard.
2. Explain that *Beneath Your Feet* is about the different creatures that live under the ground.

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: *dens*, *snug*, *voles*, *burrows*, and *grubs*. Encourage students to use context clues to determine the meaning of the new words and perhaps add the words to a possible Word Wall for the April issue. Ask students to volunteer sentences using the words.

Guided Practice:

1. Pass out the following activity sheet:
Search the reading to find the following information:
WHAT is BENEATH YOUR FEET?
A. Who do turtles fear will eat their eggs?(raccoons and skunks)
B. Why do garter snakes sleep in groups?(to keep warm)
C. What do ground squirrels use to line their underground homes?(grass and leaves)
D. Where do salamanders like to live?(under rocks and rotting logs)
E. How do killdeers protect their nest from enemies?(pretend to be weak with a broken wing causing the enemies to fly after them)
F. How is an ant's home similar to a humans?(different rooms for different needs)
G. Which mammal moves into the homes that other creatures have left behind?(rabbits)
H. Which creature rarely leaves their underground home?(moles)

Post Lesson Activity:

1. Write a journal entry pretending to be one of the creatures mentioned in the reading and tell about a day in your life.

Session 5:

Motivation:

1. Ask the students if they have ever had a hamster for a pet and encourage students to share their comments.
2. Explain that in the story, *Yo Wants to Know*, by Lea and Alan Daniel, on pages 18-23, Yo goes to see Jennifer's pet Hamster.

Teacher Input:

1. Pass out copies of Click Magazine to partners of students. Do a picture walk-through of the article and encourage comments and predictions.
2. Review oral reading and punctuation clues with the students prior to reading the story.

Guided Practice:

1. Have students take turn reading a part of each page stopping to discuss comprehension and make comments.
2. After reading, you may wish to pass out a copy of this activity sheet on hamsters from this site:
<http://www.enchantedlearning.com/subjects/mammals/rodent/Hamsterprintout.shtml> Using a colored pencil or marker, have the students skim the page to find four facts about hamsters.
3. Regroup as a class and encourage students to volunteer to share the facts they highlighted on hamsters and place the information on the chalkboard.
4. What are the responsibilities that Jennifer has to keep a pet hamster?(possible responses include: feed, change the wood shavings and cotton in the cage, keep its water bottle filled, give it toys to play with)

Post Lesson Activity:

1. Have the students make a list of as many words(nouns) as they can think of that start with H. Regroup after about 3 minutes. Have students share a word. If another team has the same word on their list, they are to cross it out. The team with the most words starting with H that weren't listed by any other group wins the game!

Session 6:**Motivation:**

1. Ask the students about what they know about spiders and encourage the students to share their prior knowledge.
2. Explain that in the story, *Food Tube*, by Rachel Young, on pages 24- 26, they will be reading about a spider called the purse web spider. Ask the students why the spider has its name.(web looks like a purse).

Teacher Input:

1. This site has a photograph and some additional information on purse spiders.
<http://www.spiderzrule.com/purseweb.htm>
2. Have the students open to *Food Tube*, on pages 24-26. Do a picture-walk through of the story and encourage students to highlight words which they might find unfamiliar. Possible words include: *burrow*, *steady*, *spinnerets*, and *jiggle*. Ask the students how they might go about using the context of the sentence to determine the meaning of the words. Have students think of creative sentences for these particular words.

Guided Practice

1. Have the students take turns reading a section of the reading stopping in mid-sentence and calling on another student to continue the reading. Repeat until the students have completed the reading.

2. Do the following activity:

How does the Purse Spider built a nest?

- 1.
- 2.
- 3.

How does the Purse Spider catch its prey?

- 1.
- 2.
- 3.

Discuss the responses to the activity sheet

3. Discuss nouns and verbs. Make a chart on the chalkboard with NOUNS and VERBS and have the students search the reading for words for each category.

Post Reading Activity:

2. Here are some fun superstitions about spiders(from:

<http://www.spiderzrule.com/superstitions.htm>)

1. **An old saying about grass spiders: when there is dew on their webs in the lawn in the morning, it will be a beautiful day.**

If you see a spider climbing the wall you will have your dearest wish come true.

If you see a spider spinning a web you will have an increase in your income due to hard work.

If a spider crawls into you pocket, you will always have money.

If a spider hangs over your head, you will get a letter.

If a spider builds its web across your door, you can expect company.

If you walk into a spider web, you will meet a friend that day.

Seeing a spider run down a web in the afternoon means you'll take a trip.

Have the students illustrate/color a superstition about a spider and write the caption on their drawing.

Session 7:

Motivation:

1. As the students if they have seen or had a bird make a nest on their porch light or other place by their home.

2. Explain that in the story, *The Nest on the Mailbox*, by Charnan Simon, on pages 28- 34, Cody learns a lot about house finches by his dad allowing a nest to be build on their front porch mailbox.

Teacher Input:

1. Pass out copies of Click Magazine to partners of students. 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: *trooped, persistent, hesitated, ruins, reflected, fecal matter, exchanged, fledglings, and mournfully*, . Encourage students to use context clues to determine the meaning of the new words and perhaps add the words to a possible Word Wall for April issue. Ask students to volunteer sentences using the words.

Guided Practice:

1. Before reading, divide the students into small groups and give the students a KWL sheet(*What I know, What I'd like to know and what I learned*): Give them some time to fill in the chart.

KWL Chart
What do I know about Birds(specifically House Finch)
What do I want to learn about Birds
What did I learn about Birds

2. Show a photograph of a House Finch. This site has a photographs and information: http://www.birds.cornell.edu/AllAboutBirds/BirdGuide/House_Finch_dtl.html

Some interesting information on the house finch includes:

- originally a bird of the southwestern United States and Mexico. A small number of finches were turned loose on Long Island, New York in 1940, and they quickly grew in number. Within 50 years, they spread across the USA and southern Canada.
- The male House Finch gets its color from the food it eats. The more coloring(pigment) in the food, the reader the color.

3. Have students take turn reading a part of each page stopping to discuss comprehension and make comments.

4. After reading the story, have the students complete the KWL Chart and share with the rest of the class what they have written down.

5. Do the following story pyramid:

STORY PYRAMID:

MAIN CHARACTER

TWO DESCRIPTIVE WORDS ABOUT THIS PERSON

THREE WORDS TO DESCRIBE THE PLACE OR SETTING OF THE STORY

FOUR WORDS TO DESCRIBING WHAT HAPPENED IN THE STORY

Regroup as a class and review the story pyramid information.

6. Have students comment, respond and react to after -reading discussion.

Mention the QAR(Question Answer Relationship) with "*Right There Questions*"(for example, What was the type of bird which built the nest in the mailbox?) 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. Have students think of questions from the reading they can ask other students to review the material covered in the article and to try and determine the type of question.

Possible questions include: What does a house finch use to build its nest?(fur, ribbon, grass and twigs). Why do you think the female doesn't leave the eggs?(protection/nurturing of eggs). What does the female do after the baby birds have hatched?(cleans out the nest). Why do you think Cody's dad didn't want the birds to make a nest on the mailbox? Why did he change his mind?, etc.

Post Reading Activity:

Write a paragraph pretending to be either the mother House Finch, father House Finch or one of the baby fledglings. Tell something that happened during your day.

Post Reading Vocabulary Survey:

Divide the students into small groups and place twenty vocabulary words from the issue onto the chalkboard.

Give the group the following chart and have the students classify the words. Review nouns, verbs, adjectives, and syllables prior to beginning the chart. *A good way to determine syllables is to have the students place their hand under their chin. Tell them for each time their chin drops as they say a word, that is a syllable. For example: hippopotamus has a five chin drops.*

Classify the Vocabulary Words:

Words that have endings:

Words of one syllable:

Words of two syllables:

Words of more than two syllables:

Words that are nouns(person, place or things):

Words that are action words(verbs):

Words that are adjectives

Regroup and review the classifications with the entire class.

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.