

# 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 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 how things are constructed, from a pen for a giraffe, to building a sandbox or a building. One theme is stressed, to build anything, you need a plan and the proper tools. Young people can learn from this issue that their own personal decisions and future dreams need to also be built with proper planning and tools-educational tools. The readings also encourage career awareness including a career as an architect, crane operator, bulldozer operator, surveyors, excavator, and more. 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 , 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](http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/before_during_after_reading.htm)

## **The Overall Plan**

**Title:** Let's Build

**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 notes

Internet sites

Activity handouts

Pictures of famous buildings, tools and construction trucks

Items such as boxes, paper towel rolls, styrofoam balls, etc.

### **Session 1:**

#### **Motivation:**

1. Bring in some photographs of different buildings. For example: a photograph of the Taj

Mahal( <http://www.flickr.com/photos/58627294@N00/854055264/>),

Neuschwanstein Castle ( <http://www.neuschwanstein.de/english/>),

US Capital,[http://www.aoc.gov/cc/capitol/c\\_wf\\_1.cfm](http://www.aoc.gov/cc/capitol/c_wf_1.cfm),

Space Needle (<http://www.spaceneedle.com/>), etc.

Encourage the students to comment on the different structures shown.

2. Give the students a piece of paper and tell them to create a building. Afterwards, have the students share with the rest of the class their drawings.
3. Explain that in this issue, the students will be reading about building things, the tools and trucks required and the different skills needed to create a building.

#### 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 building a house.
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 *Click and the Kids* by Meg McLean on pages 2- 6. Review the illustrations and have the students share their comments. This lets the students demonstrate their background knowledge. Assign the students a particular character (depending on the size of the class, there could be multiple characters so they will be reading in unison).

#### Guided Practice:

1. Before reading, review possible vocabulary words including: *concentrate*, *interrupted*, *calculator*, *truce*, and *indescribable*. Ask students to suggest creative sentences for the words and share their sentences with the rest of the class.
2. Ask the students to look at the pictures on page 6. Encourage students to give descriptive phrases to describe what they see in the picture. Encourage the students to *grow* a sentence. For example. If a student says, *Liz is looking at her watch*. Ask what is Liz wearing? (possible answers: vest, boots, eyeglasses). What colors are the eyeglasses and what is Liz standing near? Then, have students put all the information together to create a larger sentence. Continue with other starter sentences and *grow* descriptive additions..
3. After reading the story, have students make *text to self connections* with the story. Have they ever made anything, a birdhouse, etc.? Did they make it with someone else? Were there problems as Amy and Martin? Encourage students to share these experiences with the class by coming up to the front of the room for an oral speaking activity.
4. Have the students review the story's pictures. How does the illustrator show that Amy and Martin were getting on each other's nerves? (Large type, mouths open to show they were yelling, a question mark over Martin's head, Amy pulling her hair, Amy's hands in the air, Martin and Amy sitting opposite each other with pouting faces, etc.)
5. With a partner, have the students do the following activity:

List the different tools needed to build the sandbox.

- 1.
  - 2.
  - 3.
- (paper, pencil for the plan, saw, nails, hammer, sand, wood, etc.)

List the different non tools needed to build a sandbox with someone:

- 1.
  - 2.
  - 3.
- (plan, cooperation-teamwork, sharing ideas, patients, communication, etc.)

Regroup as a class and discuss the activity responses.

### Post Lesson Activity:

1. Pretend you are Martin, Amy or Liz and write a couple of sentences about how you are feeling about the building of the sandbox.
2. Bring in an assortment of items such as foam balls, boxes, buttons, paper towel rolls, etc., and divide the students into small groups. Give the students a piece of paper and tell them they need to make a plan and determine what supplies they will need to create something from the materials. Share with the rest of the class their building experience after completion.

### Session 2:

#### Motivation:

1. Give each student (or small groups) a piece of paper and tell them they have 1 minute to list all the different tools they can think of. After the minute is done, record on the chalkboard or overhead all the different tools that are mentioned.
2. You may wish to give the students a handout of tools from this site:  
<http://www.enchantedlearning.com/dictionarysubjects/tools.shtml>

#### Teacher Input:

1. Have partners of students turn to *I Love Tools* by Philemon Sturges on pages 7- 9.
2. Before reading the story, have the students look on page 7 to see if they can find any clues to what the project might be. (There is a bird sitting on the table). If, the students still need another clue, have them turn to page 8. (There is another bird. Also, the shape of the roof might give a hint, too).

#### Guided Practice:

1. Have the students read the story in unison stopping after each page to discuss what they have read and make predictions.
2. After reading the story, give partners of students a piece of paper and tell them to divide the paper in half. Place the word **NOUN** on one side and **VERB** on the other. Discuss words that are people, places and things are nouns and that words that show actions are verbs. Have the students refer back to the story and find as many **NOUNS** and **VERBS** as they can and to place them in the proper column. After about 10 minutes, have the class regroup and have the students share their words. Have different students try and act out the different verbs such as plays, scats, conducts, pounds, shuffle, blows, etc., and have other students try and guess the action word.
3. Return to the story and have the students review pages 7-9 for rhyming pairs of words such as *square* and *there*, *line* and *pine*, etc.). Encourage students to think of additional words that rhyme with the rhyming pairs and place the responses on the chalkboard or overhead.

#### Post Lesson Activities:

1. Draw/color a picture of a birdhouse. Write a poem about the bird that moves into your new birdhouse.
2. Make a mobile of different tools to hang in the classroom.

### Session 3:

#### Motivation:

1. Ask the students to think of all the different jobs needed to build a new school building.
2. Explain that the story, *New School for Hopperville* is about the building of a new school and all the different jobs needed to build the school.

### Teacher Input:

1. Partner students and pass out the issue of Click Magazine and have the students do a picture walk through of the article, *New School for Hopperville* by Patrick Girouard, on pages 10-13. Discuss their comments, reactions, and predictions.
2. Review vocabulary such as the following: *surveyor, architect, excavator, trench, foundation, forklift, and wrecking ball*. 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 partners do the following activity:

Draw a shape of a school.

Inside the graphic organizer place the following:

People that work on building a school                      What they do:

- 1.
- 2.
- 3.
- 4.
- 5.

Regroup as a class and discuss the different careers and that their task is in building a school. For example: architect- draws up plans for what the school will look like, etc.

3. Discuss with the students the different skills needed to do some of the jobs discussed.

For example, if you are surveyor, you need to know math, have computer skills, like to work outdoors, etc. After discussing the needed skills, ask the students to think about the different jobs and which one(ones) they think would most interest them.

4. Have the students turn to the illustration on page 13. Encourage students to brainstorm all the different jobs that are found INSIDE the finished school.

### Post Lesson Activity.

1. Draw/color a picture of a person doing a job you might like to do and write three sentences explaining about what you did at the job site building the new school.

### Session 4:

#### Motivation:

1. Explain to the students that in the story *How Hannah Builds* by Nelle Davis, on page 14-16, Hannah has a cluttered room and thinks that building a bookcase might help her clean up her stuff.. Before reading the article, ask the students to share thoughts about their rooms. Are there lots of things all over their room? Where do they keep their things? On bookcases, in the closet, in toy chests, etc. This encourages students to make *text-to-self connections* with the reading.

#### 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.

#### Guided Practice:

1. Have the small groups read the story, *How Hannah Builds*, on pages 14- 16. Encourage the students to make *text-to-self connections* as they read the story.

2. Do the following activity:

**Steps to problem solving:**

- A. What is Hannah's problem?
- B Who was involved?
- C, Where did the problem occur?
- D When did the problem occur?
- E. What steps were taken to solve the problem?
- I. Who helped solve the problem?

Regroup as a class and review the activity sheet.

3. Have students skim the story to find examples of VERBS and place the words reviewed on the chalkboard or overhead. Encourage students to think of creative sentences using the verbs mentioned.

**Post Lesson Activity.**

1. Ask the students to share why measurement is important part in building things. Pass out rulers and have the students go around the room and measure a list of items which you have made. For example: measure your desk, measure the length of your textbook, measure the window, etc.)

**Session 5:**

**Motivation:**

1. Explain that in the story *Yo Wants to Know*, by Lea and Alan Daniel on pages 17-22 , Yo wants to build a roof for his stuffed giraffe.

**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 17-22. Discuss with the students how punctuation helps with reading encouraging students to explain what they know about such punctuation as periods, commas question marks , exclamation marks and quotation marks.

**Guided Practice.**

1. Have students volunteer to read the story and emphasizing reading for feeling using the punctuation clues.

2. Have students look at the illustration on page 19 and share descriptive phrases as to what they see.

3. Review the story with the following comprehension activity:

**COMPREHENSION REVIEW:**

- A. What does Yo's mom say is needed for any building?(a good foundation)
- B. Why caused Yo's block shelter for his giraffe to fall?(wind blew it down)
- C. What did Yo's mom say was the problem with his building?(big blocks should be at the bottom)
- D. What did Yo's mom use to compare a strong foundation for a building?(the roots of the tree)
- E. How did You use this information to build a better shelter?(put the stick posts in the ground)
- F. What two uses did Yo say his shelter gave to his giraffe?(keep dry from rain and to keep cool in the sun)

Regroup and review the comprehension questions.

### Post Reading Activity:

Get a copy of *The Three Pigs* and read the story to the students. What are the different types of materials used to build their houses? Which materials were better for building a house? etc.

### Session 6:

#### Motivation:

1. Ask the students if they have ever seen a construction site. Ask the students to share some of the types of trucks they would see at such a location.
2. Tell the students that in the article *Push, Lift, Dig, and Dump*, on pages 23-27, they will read about some of the trucks that are used in building.

#### Teacher Input:

1. Partner students and pass out the issue of Click Magazine and have the students do a picture walk through the article, *Push, Lift, Dig, Dump*, on pages 23-27. Discuss their comments, reactions, and predictions.
2. Review vocabulary such as the following *rubble, scoop, excavator, attached, backhoe loader, auger, trolley, and outriggers*. Place the words on cards to add to the *Word Wall*. Encourage students to share creative sentences for these vocabulary words.

#### Guided Practice:

1. Organize the students into small groups and do the following "safari activity":
  - A. What does a backhoe loader have to help it not sink into soft ground? (wide, tall tires)
  - B. What does a bucket have to help it tear into the ground? (teeth)
  - C. What is the back of a dump truck called? (bed)
  - D. Why is a dump truck V shaped? (so load slides to enter and doesn't shift going up steep hills)
  - E. What does a bulldozer have to help it move across rock and dirt? (special tracks)
  - F. What does an auger do? (twists around to dig a hole into the ground)
  - G. What is the name for what a crane's load hangs from? (trolley)
  - H. Why does the back of a concrete truck keep moving? (otherwise the concrete would harden)
  - I. Which side of a crane's lifting arm has the heavy load? (short side)

Return as a group and review the answers.

#### **NOTE:**

This site has additional information and pictures of construction equipment:

[http://www.kenkenikki.jp/zukan/e\\_index.html](http://www.kenkenikki.jp/zukan/e_index.html)

Coloring pictures of construction equipment: <http://www.coloring-pages-book-for-kids-boys.com/tractor-coloring-page.html>

### Post Reading Activity:

Draw a picture of a dump truck, crane, concrete truck or bulldozer. Write two facts learned from the article.

### Session 7

#### Motivation:

1. Tell the students that the article, *Planning a Mouse House* on pages 28-33, is a interview between Click and architect, John Thorpe. Ask the students to share examples of where they may have heard interviews done.

**Teacher Input:**

1. Have students open the September issue of Click Magazine to *Planning a Mouse House* on ages 28- 33. Do a brief picture walk through and encourage students comments and predictions.

**Guided Practice:**

1. Assign students the roles of Click and John Thorpe and read the story orally, stopping after each page to discuss and review for comprehension.
2. Review what are some of the things learned about Click with the interview with the architect. For example, Click likes to read, that he has a cousin Ralph, doesn't like to eat where there is a cooking mess, has a reading chair, etc.
3. Have partners review the story as they do this activity:

Give the students a large piece of drawing paper.

Draw a large picture of Click's closet and Click's bedroom.

A. What are the things which Click has in his closet?(lab coat, gardening clothes, overalls, jackets). Draw pictures of the different items and place in the closet.

B. What are the things which Click has in his bedroom?(reading chair, bed, toys, books, gardening things, wheelbarrow, tools) Draw pictures of the different items and place in the closet).

4. 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)

Have partners of students do the following activity sheet:

2 syllable words      3 syllable words

- |    |    |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |
| 7. | 7. |

Regroup and review the activity sheet.

3. Just like Click said he needed certain rooms in his house, encourage students to share what are the different rooms they'd place in their dream home?

**Post Reading Activity:**

Have students team with another student and conduct an interview. Prior to doing the interview, ask the students what must they do when conducting an interview. (Possible responses: write the answers down so you remember them, listen carefully, make eye contact, etc.) Have the students interview their team member with the following questions.

**INTERVIEW A CLASSMATE:**

What is something you have built and what materials did you make it out of?

What is the first structure that comes to your mind?

What is your favorite tool?



**What job mentioned in the issue interested you the most.**

**What are two facts you learned about building things from the issue.**

- Switch roles and conduct the interview again.

Regroup and have the teams share a few of the pieces of information they learned about their classmate with the rest of the class. Review oral speaking rules such as eye contact, volume, intonation, posture.

#### **Post Reading Activity:**

Using a list of vocabulary words for the issue, have students make a definition of a word on an 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.

