

# 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 October 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 night life. In addition to science in the content area, the reading such as *Bat Loves the Night* and *The Night Shift* can be used in the content area of science and *Apple Babka Night* can be used as a social studies lesson to discuss career awareness. 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/6-2/Reading/Reading%20Strategies/reading%20strategies%20index.htm)

[2/Reading/Reading%20Strategies/reading%20strategies%20index.htm](http://www.greece.k12.ny.us/instruction/ela/6-2/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](http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/before_during_after_reading.htm)

## **The Overall Plan**

**Title:** Night Life

**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 October issue of Click  
drawing paper and crayons  
index cards  
Photographs of night life creatures  
Internet sites of interest

## **Session 1:**

### **Motivation:**

1. Have the students close their eyes and ask them to think of being outside at night. Ask the students to volunteer to suggest the different sights and sounds of this time of day.
2. Explain that in this issue of Click, the students will be reading about night life.

### **Teacher Input:**

1. Assign the students a partner and pass out the issue of Click. Discuss the picture on the cover of the October issue of Click. Ask the students if they have any prior knowledge of bats.
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. 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. Encourage students to make *text-to-self connections*. Ask the students to share a time they may have gone to a sleep over? What did you bring along? What did you and your friends do at the sleep over? Etc.
4. Introduce the vocabulary words using methods introduced in previous issues. Encourage students to offer definitions and give sample sentences for the vocabulary words. Words to be taught within context might include: *fancier, swoop, and advantages*.

#### Guided Practice:

1. Assign the students a role of either Liz, Click , Martin or Amy.(there will be multiple readers for each part). In unison, have the different *characters* read their section of the story aloud stopping after each page to have students give their comments about content, share experiences, and to monitor their comprehension.
2. Ask the students to look at the picture on page 4. Encourage students to be specific and list the different things that they see. 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, Click is daydreaming. Ask what is Click daydreaming about? What colors are Click's pajamas? Etc. Then, have students put all the information together to create a larger sentence. Continue with other starter sentences and grow descriptive additions.
3. Click says that "Being a kid has its advantages". Ask the students to think of advantages that kids have over adults. What are some advantages that adults have over children.
4. Divide the students into small groups and have them make a lists with **NOUN** and **VERB**. Have the students look on page 5 and list as many nouns as they can find and as many action verbs they can identify on the page. Regroup as a class and have the groups share their word list.

#### Post Lesson Activity:

1. Have the students create a long sentence using at least 4 of the nouns and three of the verbs from the word list.

#### Session 2:

##### Motivation:

1. Explain to the students that in the following article, *Night City* they will be reading about different jobs that are doing while they may be sleeping. Have the students brainstorm different jobs that are done at night. For example: building cleaners, police, pilot and crew of an airplane, watchmen at a museum, bank, etc.,bakers getting ready with fresh breads, desserts, etc.

##### Teacher Input:

1. Do a picture *walk-through* of the article encouraging comments, reactions and predictions. Introduce the new vocabulary for the article, *Night City* by Monica Wellington and Andrew Kupfer, on pages 7-11, using the methods described in previous issues. These words/terms include: *soaring, performance, scramble, weary, fragrance, stalls, vendors,* and *bustling*. Ask the students to create sentences for these words. Add the words to a possible *word wall*.
4. 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.

#### Guided Practice:

1. Have the students open to *Night City* on pages 7-11 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 discuss which night job they might enjoy doing and why.
3. Have the students make three questions about the story to give to another student to answer. For example: Where does the watchman work?(art museum), What are two items the vendors are setting up to sell?(vegetables and fruits). What does the child do when awaking for the morning?(gets up, rubs eyes, stretches and yawns)

**Post Lesson Activities:**

1. Have the students write a paragraph (5-7 sentences) on one of the night jobs that were mentioned in the story. For example, pretend you are a hotel worker. Where did the travelers come from? What did they have to say about the hotel? Where is your hotel located and what might you suggest they go visit while visiting your city. Etc.

**Session 3:**

**Motivation:**

1. Show a picture of a raccoon. Ask the students what prior knowledge they might have on a raccoon. Show a picture of an owl. Ask the students what prior knowledge they might have on an owl. What do both the raccoon and owl share in common? They come out at night. Define the term *nocturnal*.
2. Explain in the story, *The Night Shift*, the students will be reading about different creatures which come out at night.

**Teacher Input:**

1. Partner students and pass out the issue of Click Magazine and have the students do a picture walk through the article, *The Night Shift* on pages 12- 15. Discuss their comments, reactions, and predictions.
2. Review vocabulary such as the following *scurrying, nimble, rustle, and reflected*. Place the words on cards to add to a possible *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. After reading the article, have partners review the reading and find five facts learned from the reading. Regroup as a class and have the partners share their facts.
3. Have the students do the following graphic organizer:

\_\_\_\_\_ **HOW DO NIGHT ANIMALS HUNT** \_\_\_\_\_

Possible answers: Kiwi uses nostrils to sniff out food, owls use their hearing to hunt, raccoons use their touch to hunt.

4. Have the students regroup as a class and discuss their graphic organizer.

**Post Lesson Activity.**

1. Draw /color a picture of one of the Night Shift animals(from the list below). Use the sites below to research additional information and write three facts about the creature on your drawing.

- \* <http://www.enchantedlearning.com/subjects/mammals/raccoon/Raccoonprintout.shtml>
- <http://www.enchantedlearning.com/subjects/birds/printouts/Hornedowlprintout.shtml>
- <http://www.enchantedlearning.com/subjects/birds/printouts/Kiwiprintout.shtml>

- <http://www.enchantedlearning.com/subjects/mammals/skunk/Skunkcoloring.shtml>
- <http://www.enchantedlearning.com/subjects/insects/beetles/Fireflyprintout.shtml>
- <http://www.enchantedlearning.com/subjects/mammals/rodent/Mouseprintout.shtml>

#### **Session 4:**

##### **Motivation:**

1. Ask the students if they have seen a bat. Encourage students to share their experiences.
2. 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 first part of the chart.

##### **KWL Chart**

**What do I know about Bats**

**What do I want to learn about Bats**

**What did I learn about Bats**

3. Explain that in the story *Bat Loves the Night* by Nicola Davies, on pages 16- 21, they will be reading about bats.

4. Share some additional facts about bats before reading the article:

##### **Bat Facts:**

There are about 4,500 different species of mammal in the world and 1,000 of these are bats.

Bats don't build nests - they live in roofs or creep into holes and cracks in trees, walls and buildings to avoid the light.

In winter, when there aren't many flying insects, bats hibernate in cold damp places inside buildings, caves and hollow trees. Their heart beat-drops to two beats per minute and they live off a special brown hibernation fat in their bodies.

Bats are not blind but they 'see' in the dark by listening to very high-pitched echoes of their calls bouncing off objects around them.

From: [http://www.bbc.co.uk/norfolk/kids/halloween/halloween\\_bats\\_10\\_things.shtml](http://www.bbc.co.uk/norfolk/kids/halloween/halloween_bats_10_things.shtml)

##### **Teacher Input:**

1. Partner students up with copies of the issue of Click and have the students skim the reading for possible vocabulary words. Words might include: *tangled, swoops, fluttering, plunges, and slithers*.

2. Have two partner groups read *Bat Loves the Night* on pages 16-21. Have Walk around to the different groups listening to how they are reading emphasizing reading with feeling and watching for clues such as question marks, exclamation marks and quotations.

3. After reading the article give groups time to complete their KWL Chart and then share with the class.

Lots of facts about bats at this site: <http://www.kidzone.ws/animals/bats/facts.htm>

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

Have the students write a poem pretending to be a bat. Tell about a night out searching for food. Make a bat mobile.

#### **Session 5:**

##### **Motivation:**

1. Close the window shades and shut off the lights. Ask the students if they have ever experienced a power outage. What are the things they miss most when they don't have electricity?
2. Explain that in *Yo Wants to Know* by Lea and Alan Daniel, on pages 22-27, Yo's neighborhood has a power failure.

#### Teacher Input:

1. Pass out Click Magazine to partners of students and have read the story in unison. Encourage students to use punctuation clues to read the story with feeling.

#### Guided Practice:

1. After reading the article, have students turn to pages 24-25 and encourage students to state descriptive phrases of what they see.
2. Have the students review the reading and make a list of NOUNS and VERBS and after having about 5 minutes, review the lists.

#### Post Lesson Activity:

Have the students write the rest of a story that was started by Yo's dad as they sat around the camp fire.

#### Session 6:

##### Motivation:

1. Ask the students if they have spent the night at the grandparents or aunts/uncles and encourage text-to-self connections by having the students share their experiences. Ask if they think that they grandparents/aunts/uncles allow them to do things which they might not be allowed to do at home. Again, encourage students to share their experiences.
2. Explain that in the story, *Apple Babka Night* by Charnan Simon, on pages 28-34, Sarah spends the night with her grandpa, who is a baker. She gets to see what it's like to be up during the night shift.

#### 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: *fudging*, *cozy*, *aafghans*, *globs*, *pumpnicklel*, *whirred*, and *whisks*. Encourage students to use context clues to determine the meaning of the new words and perhaps add the words to a possible Word Wall. 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

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

Mention the QAR(Question Answer Relationship) with "*Right There Questions*"(for example Where does Grandpa work?),

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, What do you think might happen if Sarah's mom learns that Sarah spent most of the night at the bakery?

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

3. Ask the students to look at the pictures on pages 30-31. 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, *A man is putting something in the oven.* Ask what is he wear wearing? (possible answers: gloves, apron, cap). What colors are the gloves and cap? Then, have students put all the information together to create a larger sentence. Continue with other starter sentences and *grow* descriptive additions.

4. Discuss syllables with the class and how breaking a word into its parts helps to identify a word and learn to spell the word. Give the students a piece of paper and with a partner have them find words in the article that have 2 , 3, or more syllables. Remind the students that if they place their hand under their chin and say the words out loud, each time the chin drops is a syllable. For example: decorated(4)

After about 10 minutes, have the students review their lists to see if they have accurately placed the words under the proper syllabic list.

### **Post Lesson Activity:**

#### **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 or a vocabulary word. 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. Regroup 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.

