

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 November 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.

This issue of Click can also be used for a number of cross curricular lessons. The readings such as *Click and the Kids* and *On the Road* can be used as a starting point for a lesson on maps. *Speed Racers* could be used to start a career awareness lesson and the reading, *How Cars Move*, can be used as a science lesson. 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: 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/befoe_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 November issue of Click

Word cards

Access to Internet or copies of pages from informational sites

Drawing paper and crayons

Journals

Sheets to fill in the different activities such as webs, problem solving, making connections, etc.

Session 1:

Motivation:

1. Ask the students to list ways that maps are helpful. Ask students to list different types of maps.

Climate maps

Give general information about the climate and precipitation (rain and snow) of a region.

Cartographers, or mapmakers, use colors to show different climate or precipitation zones.

Economic or resource maps

Feature the type of natural resources or economic activity that dominates an area. Cartographers use symbols to show the locations of natural resources or economic activities. For example, oranges on a map of Florida tell you that oranges are grown there.

Physical maps

Illustrate the physical features of an area, such as the mountains, rivers and lakes. The water is usually shown in blue. Colors are used to show relief—differences in land elevations. Green is typically used at lower elevations, and orange or brown indicate higher elevations.

Political maps

Do not show physical features. Instead, they indicate state and national boundaries and capital and major cities. A capital city is usually marked with a star within a circle.

Road maps

Show major—some minor highways—and roads, airports, railroad tracks, cities and other points of interest in an area. People use road maps to plan trips and for driving directions.

Topographic maps

Include contour lines to show the shape and elevation of an area. Lines that are close together indicate steep terrain, and lines that are far apart indicate flat terrain.

From: <http://www.factmonster.com/world/geography/types-maps.html>

2. Tell the students that in *Click and the Kids*, the family is going on a road trip and needs a map to help them find their destination.

Teacher Input:

1. Assign partners and have the students open to “*Click and the Kid*” by Meg McLean on pages 2-6. Do a picture walk through and ask students to look at the different illustrations to make predictions and comments. Encourage students to make text-to-self connections on road trips they may have gone on and whether a map was used to assist.
2. Review possible vocabulary words such as detour, obstacle and roadblock.

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. On page 6, encourage the students to share descriptive phrases of what they see in the illustrations on pages 2-3.
3. Ask the students to list different things they do in the car when they are going someplace.

ACTIVITIES for a car ride:

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

(Possible answers: listen to IPOD, watch a movie on a DVD player, count different license plates, etc.)

4. Play a make believe road game, called *I Spy*. Find different objects in the story to spell out your last name. For example, if you have an S in your name, you could write down, “sheep”. All of the items have to be spotted outside of the vehicle and only one person can use that object.

5. Make up a story for Click and the Kids one sentence at a Time. Call on a student to start the story by making up a sentence about the car ride. That student then calls upon another student to tell what happens next. Continue until each student has contributed to the story.

Post Reading Activity:

Have students map a road map from their house to school or from their house to the bank or their house to the grocery store. Tell the students they need to have at least 4 landmarks on their maps.

Session 2:

Motivation:

1. Ask the students to share any prior information they have on the history of the automobile.
2. Explain that the reading, *Cars*, on pages 7- 10, the students will be reading about different cars throughout the history of the automobile.

Teacher Input:

1. Have small groups of students read the article together. After reading, have the students make up 5 comprehension questions. Exchange the comprehension questions with another group of students to answer.

Guided Practice:

1. Regroup as a class and discuss the comprehension questions about cars.
2. Discuss with students that in the early days of the automobile In the early days of driving, cars didn't have roofs, windshields and even lights were something "extra". With few paved roads, driving was an adventure and people getting into an automobile made sure they wore their "automobile clothing"! Discuss some of the automobile clothing of the time:
 - A. Dusters (loose-fitting coat covering you from neck to ankles (cream colored linen or canvas) to keep the dust and mud off your clothing
 - B. Leather gloves- protected the hands from dirt and kept hands warm.
 - C. Hat and goggles- to keep hair in place and dust out of the hair. The goggles kept dust and bugs out of the eyes.
 - D. Blanket- to cover up when it was cold outside.
3. Have the students review state license plates. Notice that most states advertise something about their state or a motto on the license plates.
<http://c2.com/~ward/plates/table.cgi?width=100.columns=6> has license plates to view.
Have students create a new design for their state's license plate.

Post Lesson Activity:

Draw a picture of an early car and people inside wearing some of the automobile clothing. Write a paragraph of driving along and sounds, sights and smells you encountered along the way.

Session 3:

Motivation:

1. Ask the students if they have watched a NASCAR race or the Indy 500 race. Ask if they know the difference about the types of cars used in the two types of auto races. Discuss why they like auto racing and share any previous information they may have on car racing. Explain that in the story, *Speed Racers* on pages 11- 13, they will be reading a non-fiction story. Discuss how a fictional story is different from a non-fictional story.

Teacher Input:

1. Divide the students into small groups and have them turn to *Speed Races* on pages 11-13. Remind the students that as the different students in their group read aloud, they need to follow along silently.
2. Review possible vocabulary words such as: *pit crew, lollipop guy, and pit*. Have the students discuss the meaning of the words and form additional sentences using the words. You may wish to post the vocabulary from the issue on a possible Word Wall.

Guided Practice:

1. 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.
2. Have the small groups read the story together stopping to discuss what is happening after each page.
3. After reading, give the students the following activity to complete:

What is done at a pit stop: Give a fact about each

- | | |
|----|----|
| A. | A. |
| B. | B. |
| C. | C. |
| D. | D. |

(change tires, refuel, mechanics check car)

What kinds of emotions might you be feeling as you work on the car at the pit stop? WHY?

- A.
- B.
- C.

(possible answers: nervous, excited, worried, etc.)

4. Return as a class group and discuss the story and the activity.

Post Lesson Activity:

1. Review the reading and identify as many nouns and verbs as you can find.

Session 4:

Motivation:

1. Ask the students if they have any prior knowledge on what makes a car go.
2. Explain that the article, *How Cars Go* on pages 14- 20 explains the process that causes a car to move when you turn the key and put your foot on the gas pedal.

Teaching Input:

1. Assign the students a partner and have the students turn to *How Cars Go* on pages 14-20. Do a picture walk through of the story having the students look at the different photographs sharing comments and predictions
2. Review the article for possible automobile vocabulary words which need highlighting. Possible words may include: *gearshift leer, rod, crankshaft, dive shaft, rear axle, cylinders, piston, and vapor*.

Guided Practice:

1. Have students take turns reading a paragraph stopping after each page to review the information.

2. After reading the article, give the students the following vocabulary words to identify:

DEFINE:

gearshift lever _____

rod _____

crankshaft _____

drive shaft _____

rear axle _____

cylinders _____

piston _____

vapor _____

3. Discuss sequencing and have the students place in order the steps to making a car move: Review clue words for sequencing such as: *first, next, then, following, after, before* and *finally*.

PLACE IN PROPER ORDER:

The crankshaft turns the drive shaft _____

The rear axle turns the rear wheels _____

The drive shaft turns the rear axle _____

The engine turns the crankshaft _____

(Answer: 1. engine turns rod (crankshaft) 2. crankshaft turns the drive shaft 3. drive shaft turns the rear axle, 4. The rear axle turns the rear wheels)

4. Do the following comprehension questions:

1. In which part of the engine is the gasoline burned? (cylinders)
2. Usually, the more cylinders, what is true? (faster the car can go)
3. What is mixed with the gas to make it turn into a vapor? (air)
4. When does the piston inside the cylinder move up? (when the vapor fills the cylinder closing the valve)
5. How is an electrical spark caused? (piston goes up and hits a spark plug)
6. What is found in the cylinder after the explosion? (smoke) How is this released? (through the exhaust pipe)
7. What turns the crankshaft round and round? (the pistons going up and down with great force)
8. What does the crankshaft cause to move? (drive shaft) What does this cause to move? (axle). What moves after this? (wheels)
9. What is a hybrid car? (one which uses gasoline and electric batteries)
10. What power may be used in future cars to help them run? (solar)

Post Reading Activity:

Have the students write their opinion of this article. Be specific. Why did you like it/ dislike it?

Session 5:

Motivation:

1. Ask the student if they have ever played a game and had it interrupted by a pet walking across what you were doing. Encourage students to share their personal experiences.
2. Tell the students that in the story, *Yo Wants to Know*, Yo's dog Lip's walks over the board game and Yo thinks of a way to use the dog as part of the game.

Teacher Input:

1. Pass out copies of Click Magazine to partners of students and have them turn to *Yo Wants to Know* by Lea and Alan Daniel, on pages 22- 27.

Guided Practice:

1. Remind the students of the importance of punctuation to give clues to the reader to help read with more feeling. 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. Have the students read this story in unison encouraging proper feeling as the students read the selection.

3. Discuss suffix ending that are added to base words.

Find examples of words with suffix ending in the story.

Word: Suffix ending Base Word

A.

B.

C.

D.

E.

F.

(Possible words: taking(ing/take), going(ing/go), rooming(ing/room), knocked (ed/knock) allowed(ed/allow) and feelings (ings/feel)

Regroup and discuss suffix words found in the reading.

Review additional suffix endings

Session 6:**Motivation:**

1. Show a map of the United States and have the students locate their home state. Ask the students if they have taken a long car ride to another state. Encourage the students to make text-to-self connections sharing such a car ride. 2. Tell the students that in the story, *On the Road* by Maureen Ash, on pages 28-34, Bea and Dagny are going with their parents on a car ride to another state to be flower girls in their Uncle Bob's wedding.

Teacher Input:

1. Pass out copies of Click Magazine and have partners of students open up to *On the Road* on pages 28-34. Encourage the students to do a picture walk through of the story and to identify any vocabulary words that might need highlighting such as *revved*, *garment bag*, *interstate*, and *blurted*. Encourage students to determine the meaning of the words using context clues and creating additional creative sentences using the vocabulary words.

Guided Practice:

1. Have students take turns reading the story stopping to discuss the story and make connections. Have you ever been asked to be in a wedding? Have you been to Illinois? Minnesota? Have you been in a traffic jam? etc.

2. Pass out a map of the United States (<http://www.50states.com/us.htm>) Have students color the different states mentioned in the road journey of the family. Ask the students to think of questions to ask about the states mentioned. For example, what states touch Illinois? What country borders Minnesota? etc.

3. Discuss quotation marks and direct quotation marks. Have students review the reading to find 7 examples. Discuss types of sentences: declarative, exclamatory, interrogative and imperative. Have students find examples of these types of sentences.

4. Review road signs. This site has a lot of information to use with your students.
<http://www.nysgtsc.state.ny.us/Kids/kidssign.htm>

Post Reading Activity:

Have students use reference materials and find something to see in one of the states the family traveled to get to their uncle's home. Create a postcard stating 3 facts about the state and write a short note on your postcard to send to your friend back home.

Session 8

Post Reading Activity:

Discuss pronouns and how they are "pinch hitters for nouns. Have students try and find as many pronouns as they can on pages 28-29. Have the students write for which noun the pronoun is substituting. For example: her(mom), they(family) etc.

Make a list of 10 pronouns.

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.