

Teacher's Guide for Click Magazine

January 2009

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 January 2009 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 Our Stream Team* can be used in a mini unit on the topic of recycling. Additional readings such as *Sea Otter Inlet* can also be a science lesson and *Planting the Trees of Kenya* can also be used as a social studies lesson on the country of Kenya. 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/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 January issue of Click
Access to Internet or copies of pages from informational sites
Drawing paper and crayons
Chalkboard/Smart Board
Journals
Sheets to fill in the different activities such as webs, problem solving, making connections, etc.

Session 1:

Motivation:

1. Ask the students what comes to mind when they think of our earth. Have students brainstorm non-man made things which are on the earth. Have students brainstorm a list of man-made things which are on the earth.
2. Show a picture of trash. Ask the students how they feel when they see the earth covered in trash.
3. Explain that the issue of Click will cover the topic of caring for the earth and how we each, no matter our age, can make a difference by pitching in to help keep our earth clean.

Teacher Input:

1. Assign partners and have the students open to "*Click and the Kid*" by Meg McLean on pages 2-6. Before reading, ask the students to make text-to-self connections on if they have ever gone camping. What did they bring along on a camp-out? Did they leave any garbage behind or did they only leave behind, "footprints".

2. Review possible vocabulary words such as *littering*, *sort*, *recycling*, and *roughing*, 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 4 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 Camp Out

Place in proper sequence:

A. Listen to crickets

B. Stop to view the pretty birch trees

C. Carry your trash out with you.

D. Read sign that says to take picture and leave only footprints

E. Have a camp fire and eat hot dogs and marshmallows

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

Answers: D, B, E, A, C

5. Discuss with the students if they practice recycling at home. What are some of the items that they recycle? How is recycling helpful? Etc. This link has great information on trivia and recycling facts on glass, metal, paper, plastic, etc.

<http://www.ecy.wa.gov/programs/swfa/kidspage/trivia.html>

6. Make *Leave No Trace* posters explaining the concept to other students in the school.

Other examples: Don't move logs to sit on in the woods, walk THROUGH muddy area instead of around it, don't have a campfire-use gas-propane instead, don't take souvenirs from nature, etc. More ideas at this link: http://wikitravel.org/en/Leave-no-trace_camping

and <http://www.outdoorplaces.com/Features/Backcountry/leavenotrace/>

Post Lesson Activity:

Have the students do a journal writing where they pretend they went on a camping trip.

Encourage the students to use the senses to make a descriptive picture of what they heard, saw, felt and smelled during their camp out.

Session 2:

Motivation:

1. Ask the students if they think that they are too young to make a difference by doing something helpful for the earth. Tell the students that they will be reading about a five year old named Trevor that didn't think HE was too young to make a difference. Here is a website with links to websites where kids can help the environment.

http://www.eartheasy.com/article_enviro_sites_kids.htm

Teacher Input:

1. Pass out the issues of Click and have the students open to *Our Stream Team* by Rachel Young on pages 7-11.
2. Do a picture walk through of the article encouraging students' comments and predictions.

Guided Practice:

1. Have students take turns reading a section of the article stopping after each page to discuss.
2. After reading, have small groups of students review the reading and make up four specific comprehension questions. For example: What are some of examples of trash they have found? (candy wrappers, bottle caps, cans, tires)
About how much trash was picked up in one weekend? (6 tons),
3. Have the groups exchange their questions with another group. Regroup as a class and discuss the questions and answers.

Post Lesson Activity:

Write a poem about working to clean up the river .

Session 3:

Motivation:

1. Show a picture of a sea otter . Ask the students if they have any prior knowledge about the sea otter . Share some information on sea otters:

Some facts to share:

- Sea otters have been known to go as deep as 330 feet, and to remain underwater for up to five minutes.
- Sea otters have the world's densest fur – up to a million hairs per square inch in some places.
- A 50-pound otter must eat 11 to 16 pounds of food a day just to stay alive.
- Sea otters use rocks to crack open hard-shelled prey on the surface,
- Sea otters belong to the same family as freshwater otters, minks, weasels, skunks, and badgers.

From: http://www.mbayaq.org/aa/aa_pressroom/content/media/sorackit.pdf

Other good information:

http://www.defenders.org/wildlife_and_habitat/wildlife/sea_otter.php and

<http://www.seaotters.org/>

2. Explain to the students that the story *Sea Otter Inlet* will tell how the imbalance of life can have many negative results. In this case, how the sea otter caused the inlet to die without them living in it.

Teacher Input:

1. With a partner , have students turn to *Sea Otter Inlet* by Celia Godkin on pages 14- 19. 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
2. Review possible vocabulary words such as: *groomed, kelp, flexible, attachment, hold-fast, anemones, urchins, inlet, gradually, and anchored*. 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 Word Wall.

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 story, have the students do the following graphic organizer:

OTTERS

WHAT ARE SPECIFIC FACTS LEARNED ABOUT OTTERS?

(Possible answers: eat sea stars, crabs and shellfish/ favorite food is the sea urchin/ grooms themselves after eating/ wrap selves in kept to sleep/ hunted for their fur)

Regroup and review the graphic organizer

3. Write a paragraph explaining the negative chain reaction that happened to the inlet when the otters disappeared from the scene.

Post Lesson Activity:

Use the internet and do short research on one of the following sea creatures. Sea urchin, sea anemones, star fish, octopus, shrimp lobster, and crab.

Draw /color a picture and write four facts learned about the sea creature.

Some sources:

<http://animals.nationalgeographic.com/animals/invertebrates/sea-anemone.html?source=pincl>

<http://animals.nationalgeographic.com/animals/invertebrates/starfish.html?source=pincl>

<http://library.thinkquest.org/J001418/urchin.html>

Session 5:

Motivation:

1. Ask the students if they feed birds in the winter months. Encourage students to make text-to-self connections by explaining that in the story, *Yo Wants to Know*, he keeps the bird feeder filled in the winter time.
2. Ask the students to share their favorite birds. Make a list of the different birds that are mentioned.

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 20-25, in unison.

2. Have the students write a short diary entry pretending to be a bird. What is it like at the birdfeeder?

Post Reading Activity:

Draw a picture of their favorite bird. Using the internet, find three facts about their bird to place on their drawing.

Session 6:

Teacher Input:

1. Pass out partners of students the issue of Click Magazine and have them turn to *Planting the Trees of Kenya* by Claire A. Nivola, on pages 27- 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: *crotons, sacred, glistening, insert, haul, admired, and seedlings*. 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. Divide the students into teams and have them skim the reading for facts learned and make a list of five questions. Have the students exchange question sheets to complete. Regroup and review the story.

3. Do the following graphic organizer:

How are trees helpful:

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

(possible answers: holds the soil, no shade for animals and people, no blocking of wind, fewer animals)

4. COMPARE/CONTRAST the land of Kenya:

TREES in Kenya

NO TREES in Kenya

1. 1.
2. 2.
3. 3.

Regroup and discuss the graphic organizer .

5. Learn about the country of Kenya. These sites are very helpful:

<http://kids.nationalgeographic.com/Places/Find/Kenya?source=pincl> and
<http://www.timeforkids.com/TFK/kids/hh/goplaces/main/0,28375,635503,00.html> 6.

Learn some words of the people of Kenya. Swahili is Kenya's official language.

Hello

Jambo (JAHM-boh)

Thank you

Asante (ah-SAHN-teh)

Goodbye

Kwaheri (kwah-HAIR-ree)

Cool!

Poa! (POH-ah)

I'm fine

Nzuri (moo-ZOO-ree)

Post Reading Activity:

You can make a difference! Think of some way you can help your school and/or community .

Session 8

Post Reading Activity:

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: seaweedy. How many times does the chin drop? (3). Have them try the following word: glistening (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
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- 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. Discuss the activity as a class when completed.

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.