

# 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 February 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 our body's defense against disease. 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](http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm#Other%20Activities%20for%20the%20Readin)

[e%20Readin](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:** 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:** Germs

**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 February issue of Click  
drawing paper and crayons  
index cards  
strips of paper  
journals

**Session 1:**

**Motivation:**

1. Have the students share experiences when they have gotten sick. What did their parents do to try and help them get better?
2. Pass out a copy of the human body or draw one on the chalkboard, smart board or chart paper. Ask the students to think of different parts of the body that help to fight germs. For example, our skin is the first line of defense. Our nose has mucus which helps to trap invading germs. Another might be the fact our body coughs to try and expel germs.
3. Explain that in this issue of Click, the students will be reading about germs and how our body tries to protect us from such harmful germs which can make us sick.

**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.

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 pages 2-6. Assign different students the role of one of the characters and explain the story is about Martin comes down with chickenpox.

#### Guided Practice:

1. Have the students stop after each page and encourage students to give their comments about content, share experiences, and to monitor their comprehension. Encourage students to make text-to-self connections throughout the story.

2. After reading, ask the students to list symptoms of the chickenpox. Possible answers include: itchy spots, slight fever, and head buzzing) Ask the students if they have had the chickenpox. If no one has had them, mention that the illness is caused by a germ called a virus. The rash of spots develops into blisters which really can be itchy. Additional symptoms include a running nose and coughing. Ask the students how these symptoms are the body's way of fighting the virus.

3. Explain that the chickenpox is a contagious disease which means it can spread from the people with the illness to others who do not have it. That is why those with chickenpox are often quarantined (separated) from the healthy so the disease doesn't spread. Explain that coughing, sneezing and laughing cause the virus to be spread in the tiny droplets that come out of the mouth. Ask the students if they can think of how they can help prevent the spread of the disease?(covering your mouth when you sneeze, cough or laugh-if infected with the disease)

4. Discuss possible vocabulary words such as *remedy*, *queasy*, *slight*, and *droopy*. Ask the students to think of possible sentences for the vocabulary words.

#### Post Lesson Activity:

1. How did Amy try to help Martin while he was ill?

- A.
- B.
- C.

(Possible answers: gave him extra pillows, a quilt, snack, hot water bottle, bath of cold ice cubes)

2. How do you think Martin fell by Amy's help?

- A.
- B.
- C.

(Possible answers: he was trying to sleep and Amy woke him up, his stomach was upset and she offered him a peanut butter, marshmallow, maple syrup sandwich, started a bath with ice cubes)

Write a paragraph pretending to be either Amy or Martin. Include three facts from the story of how you tried to help if you were Amy or felt if you were Martin.

#### Session 2:

##### Motivation:

1. Explain to the students that in the following article, Germ Fighters, they will be learning about how our body tries to protect us from harmful germs.

##### 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.

3. Do a picture *walk-through* of the article encouraging comments, reactions and predictions. Introduce the new vocabulary for the article, *Germ Fighters on pages 7-11*, using the methods described in previous issues. These words/terms may include: *constantly, clump, acids, and mucus*, 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 *Germ Fighters* and have students volunteer to read a paragraph stopping after each page to discuss the information learned from the article.
  2. After reading, give the students a piece of paper and a few minutes to write three facts that they found interesting and share the facts with the rest of the class. Have the students stand up at their desk or come to the front of the room. Review oral speaking skills such as voice intonation, volume, posture, eye contact. Such activities help to build confidence in speaking to a group.
  3. Pass out some drawing paper and have the students draw a person's head. On the drawing, have the students draw arrows from 4 of the parts of the head which help fight germs. Have the students write one fact about how that body part helps fight germs. (For example: ears- earwax)
- Return to a class group and have the groups share their drawings and information.
4. Have students list symptoms of the body when the germs have succeeded in getting into our body, making us sick. Have the students explain how these symptoms are our body's way of trying to fight the germs. (for example: sneezing is the body's way of trying to expel the germs in the nose)
  5. Place on the board:

#### Testing your Germ Fighting IQ:

- A. sharing hats with your friend
- B. covering your mouth when you sneeze or cough
- C. Sharing your drink with a buddy
- D. Placing your pen/pencil in your mouth
- E. Washing hands before eating, after bathroom
- F. Washing fruits and veggies before eating them
- G. Using the *five second rule* when you drop something onto the floor.

Have students discuss which of these actions are helpful and which of these actions are harmful in fighting germs.

#### Post Lesson Activity:

Write a poem about 4 parts of our body that help us fight germs who want to get us sick.

This site has lots of helpful information:

[http://kidshealth.org/kid/htbw/htbw\\_main\\_page.html](http://kidshealth.org/kid/htbw/htbw_main_page.html)

#### Session 3:

**Motivation:**

1. Show a photograph of a germ. Ask the students if they have any idea what the photograph might be?
2. Explain that the story, *Meet the Germs* will share information about these tiny forms of life that can make us sick.

**Teacher Input:**

1. Partner students and pass out the issue of Click Magazine and have the students do a picture walk through the article, *Meet the Germs* on pages 12-14. Discuss their comments, reactions, and predictions.

**Guided Practice:**

1. Discuss nouns and verbs and have the students look at how small are germs. Ask the students to identify as many nouns and verbs as they can find in the paragraph.
2. In small groups, have the students read *Meet The Germs*.
3. Have the small groups of students review *Gulp*, *Achoo* and *Brush Your Teeth* and make a list of all the nouns and verbs they can find.
4. Return as a class and review the groups' lists on nouns and verbs.

**Session 4:****Motivation:**

1. Explain that in the story *Yo Wants to Know*, by Lea and Alan Daniel on pages 15-20, Yo cuts his finger and needs some first aid. Ask the students to share any prior experiences where they can relate to Yo.

**Teacher Input:**

1. Partner students up with copies of the issue of Click and have the students read with their partner *Yo Wants to Know* by Lea and Alan Daniel on pages 15-20. 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.

**Guided Practice:**

1. Return to a class group and ask the students to share comments about the reading.
2. Answer the following questions:
  - A. Why did Yo have his cut washed? (to clean the wound)
  - B. Why is a cut a possible danger? (germs can enter through the skin into the body)
  - C. Why is a bandage placed onto a cut? (to close up the stop possible germs from entering the body)
  - D. What does the body create by the wound as a defense? (a scab)
3. Have the students make text-to-self connections with Yo. What was Yo's favorite type of band-aid? Do you have a favorite band-aid design? Do you have a grandparent? Share a memory of something you have done with your grandparent, etc.

**Post Lesson Activity:**

Draw a picture of a first aid box. Write four items that would be found in a first aid box. Write a paragraph of your helping someone with your first aid box.

**Session 5:****Motivation:**

1. Continue talking about germs and review the issue thus far on how our body works to help fight germs from making us sick.
2. Tell the students that the reading *Got Germs? on pages 21- 23* has some activities to show the importance of washing hands to prevent germs from spreading.

**Teacher Input:**

1. Pass out Click Magazine to partners of students and do a *picture walk through* of the article. Ask the students what are the two activities discussed in the reading to help show the importance of washing hands and covering your mouth when you cough or sneeze.

**Guided Practice:**

1. Divide the students into small groups. If the weather is nice, try the activity with the glitter. Make a marking for each student's "achoo". Have the students observe which student's "achoo" goes the farthest.
2. Try the activity with the paint. What does the reading say you should sing as you wash your hands to insure you've spend sufficient time? (ABC song)

**Session 6:**

**Motivation:**

1. Have you had a shot? Maybe an allergy shot? A flu shot? Did you know that some shots contain living or dead germs? In this reading, *Ouch* by Rachel Young on page 24-27, explains that the reading is about shots, specifically vaccines.

**Teacher Input:**

1. Pass out copies of Click Magazine to partners of students. Do a picture walk-through of the article, *Ouch* by Rachel Young on pages 24- 27 and encourage comments and predictions.
2. Have students find vocabulary words that might be unfamiliar to them such as : *antibodies, recognize, vaccine, polio, mumps whooping cough, and measles*. Encourage students to use context clues to determine the meaning of the new words and perhaps add the words to a 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. Encourage the students to look at the different cartoons and explain what they think is being illustrated.
3. After reviewing the illustrations, have the students write a paragraph about one of the cartoons.

**Session 7**

**Motivation:**

1. Explain in the reading, *Germs Make Me Sick!* by Melvin Berger on pages 28-34, they will be reading more about germs, the names of specific types of germs and some interesting trivia facts about germs to share with their family.

**Teacher Input:**

1. Pass out Click Magazine to partners of students and do a *picture walk through* of the article. Encourage the students to look for possible vocabulary words which need highlighting. Possible words might include: *virus, bacteria, spiral, protein, and antibodies.*

**Guided Practice:**

1. Have students take turns reading a section of the reading, stopping after each page to review the content and share predictions and comments.

2. After reading, have the students answer the following questions:

**Comprehension activity:**

A. About one thousand germs could fit on this object found in a classroom. \_\_\_\_\_

B. What are the three shapes of the different bacteria? \_\_\_\_\_

C. What type of germ is smaller than bacteria? \_\_\_\_\_

D. The first defense of our body to fight germs is this. \_\_\_\_\_

E. What is found in the nose which helps to catch many germs entering the body? \_\_\_\_\_

F. What is found in the throat and mouth to fight invading germs? \_\_\_\_\_

G. Which blood cells help to fight infection? \_\_\_\_\_

(Answers: pencil/ rod, spiral and round/virus/ skin/tiny hairs/mucus and saliva/white)

**Post Reading Activity:**

Make a chart of **NEGATIVE** things that bacteria can do:

(Possible answers: make us sick, spoil our food)

Make a chart of **POSITIVE** things that bacteria can do:

(Possible answers: Some bacteria help keep our body in balance and use the nutrients in the food we make. Bacteria is needed in making some of our foods like pretzels and pizza dough (yeast). Help decompose dead plants and animals.

**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.