

Teacher's Guide for Click Magazine

March 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 March 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 Exploring the Ocean. You can also use the article, *Kids on the High Seas*, as a social studies lesson to learn more about the country of Iceland. 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: 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

The Overall Plan

Title: Exploring the Ocean

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 March issue of Click
chart paper/chalkboard
drawing paper and crayons
Internet sites
Activity sheets

Session 1:

Motivation:

1. Place the word *ocean* onto the chalkboard, smartboard or chart paper. Ask the students to brainstorm the many different things that come to mind when they think of the ocean.
2. Explain that in this issue of Click, the students will be reading a number of stories that have to do with the ocean and creatures who call the ocean home.

Teacher Input:

1. Assign the students a partner and pass out the 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 page 2-6. Review the illustrations and share their comments. This lets the students demonstrate their background knowledge.
4. Introduce the vocabulary words using methods introduced in previous issues. Words to be taught within context include: *binoculars*, *thermos*, and the expression "*thar she blows*". Encourage students to think of other uses for the words and create sentences to share with the class.

Guided Practice:

1. Students follow along as the teacher reads the story aloud stopping after each page to have students give their comments about content, share experiences, and to monitor their comprehension. After each page, ask a student to volunteer to reread a caption.
2. As you read the story, ask students to share memories of a time they may have gone on a boat trip. This stresses *text-to-self* connections. Ask the students if they have ever forgotten to pack along something when they were going some where as Amy had done. You can also make *text-to-text* connections encouraging students to think of other stories about going on a boat or asking the students if they have ever heard the name Pinocchio before, etc.
3. Have the students turn to page 2 and 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, Amy is sitting on the deck. What is Amy wearing? What color is her hat? etc. Then, have students put all the information together to create a larger sentence. Continue with other starter sentences and *grow* descriptive additions.
4. After reading the story, discuss *compound words* and encourage students to think of such words, writing those suggested onto the chalkboard. Have the students review the story for possible compound words. (Possible words: *flashlight*, *sunscreen*, *humpback*, *sometimes*)
5. Ask the students if they have any prior knowledge about humpback whales. This site has information you can resent to the students about the whales: http://www.nmfs.noaa.gov/pr/pdfs/education/kids_times_whale_humpback.pdf
Some information on Humpback whales to share:
 - The tail of a whale is called its fluke. It is the fluke which a humpback whale used to move.
 - Humpback whales like to travel in groups called pods.
 - Males can reach 45-50 ft. in length and weigh between 25-40 tons!
 - The humpback is known for its sounds such as moans, cries and howls which it makes which sounds like they are singing. Scientists think it is a form of communication with other whales.
 - The humpback whale is found in all of the world's oceans.

Post Lesson Activity:

1. Have the students write a couple of sentences pretending to be Liz, Amy, Martin or Click and what did they hear, smell and see while on the whale sightseeing boat ride.
 2. Have the students write from the prospective of being the humpback whale. As you breach out of the water, you see a sightseeing boat. What catches your attention? What do you hear, smell, and see.
- Encourage the students to share their writings with the rest of the class.

Session 2:

Motivation:

1. Ask the students if they have ever gone fishing and encourage students to share their experiences.

2. Explain to the students that in the following story, *Go Fish* on pages 7- 12 they will be learning about the different types of fish that live in the ocean and what classifies a fish. Ask the students if they think an octopus is a fish? Is a starfish a fish? Is a shark a fish? Is a flounder a fish? Encourage the students to come up with a definition of what would be a fish.

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.

2. Do a picture *walk-through* of the article encouraging comments, reactions and predictions.

3. Tell the students that they will read the story in small groups and need to follow along while classmates take turn reading the article, stopping after each page to discuss the content. Walk around the room to monitor the children's comprehension.

Guided Practice:

1. Organize the students into groups of 3-4 and have them open to *Go Fish* on pages 7-12 and begin to read the story.

2. After reading, have the students complete the following activity sheet:

Find FOUR interesting facts learned from the reading, *Go Fish*.

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

Possible answers: A flounder is flat as a pancake; a whale shark can be as long as a school bus, etc.)

WRITE a definition of a fish:

- 1.

Have students share with another group the information they placed on their sheet.

3. Regroup as a class and review the definition of fish and the creatures mentioned in the reading that are NOT fish by this definition by doing the *Is It a Fish* activity on page 13.

Post Lesson Activities:

1. Have the students draw/color a picture of one of the creatures in the reading. Write three sentences including at least 3 facts learned from the reading about the creature.

Session 4:

Motivation:

1. Explain that the reading, *Fish Wish* by Bob Barner on pages 14- 17, is both a poem and a non fiction selection about what lives in the oceans.

Teacher Input:

1. Pass out the issue of Click Magazine and have the students turn to *Fish Wish* on pages 14-17.

Guided Practice:

1. Review the poem section of the reading and have the students reading along in union, "If I were a fish".
2. Have pairs of students answer the following comprehension questions by reviewing the non fiction reading section:
 - A. How does an octopus and squid protect themselves when in danger?(release a black ink like fluid)
 - B. What must a dolphin do to survive?(to to the surface for air)
 - C. How do jellyfish protect themselves?(sting) How do jellyfish move from place to place?(float)
 - D. Where do clownfish always live?(near anemones) How does the clownfish protect itself?(poison in its tentacles).
3. After completing the reading of the poem and going over the comprehension information, ask the students to share what type of creature they might like to be and give a reason why. For example, a bird so you could fly over your home and school). Have the students do the following:

IF I were a _____

 - A. I would wake up and the first thing I would do is _____
 - B. I would spend my days _____
 - C. I would spend my nights _____
 - D. I'd make a wish that _____Using the information, write a poem.

Post Reading Activity:

Have the students draw a picture/color of a jellyfish, octopus, squid, dolphin, or sea horse. Have the students learn 2-3 facts about their sea creature and write the facts on their picture.

Possible sites for information:

<http://www.nationalgeographic.com/ngkids/9608/jellyfish/>

<http://seahorse.fisheries.ubc.ca/faq.html>

<http://www.nationalgeographic.com/ngkids/0410/octopus34.html>

<http://animals.nationalgeographic.com/animals/fish/sea-horse.html>

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Bottlenose-dolphin>

<http://animals.nationalgeographic.com/animals/invertebrates/giant-squid.html>

Session 5

Motivation:

1. Explain that the reading, *Dive*, on pages 18-21, will discuss people who go down in to the ocean and the problems that they face.

Teacher Input:

1. Ask the students what are the problems that people would have going down into the ocean. For example, dealing with the pressure, not being able to breathe, moving around, etc. Draw a stick figure on the chalkboard and ask the students to share different things which could be added to the figure to help in the ocean. For example, fins, snorkel, mask, etc.

Guided Practice:

1. Have the students turn to *Dive*, on pages 18-21. Have students take turns reading the information on each page, stopping to encourage students to make comments.
2. Review nouns and verbs and have small groups of students make a list of nouns and verbs found on pages 20-21. Give the groups about 5 minutes for the activity.

NOUNS

VERBS

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

Encourage the students to list as many words as possible.

Regroup as a class and have the students share their lists. If another group has the word, all groups must cross it out. The groups receive a point for every noun and verb they have listed which no other group has listed. The group with the most words wins the activity.

3. Have the groups make a cloze (or slotting activity) with at five facts from the reading. Have the groups exchange their slotting activity with another group to complete. For example: A _____ helps you see while under the water. (answer: helmet)

Post Reading Activity:

Make a mobile of five different creatures you might see if you went snorkeling.

Session 6:

Motivation:

1. Ask the students if they have ever gone to an aquarium. Encourage the students to share their experiences. If none of the students have gone to an aquarium, ask the students to suggest different things which they would find at an aquarium.
2. Explain that in the story, *Yo Wants to Know*, by Lea and Alan Daniel, on pages 22- 27, Yo goes to visit an aquarium and especially enjoys the touch tank area.

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. Review oral reading and punctuation clues with the students prior to reading the story.

Guided Practice:

1. Have students take turn reading a part of each page stopping to discuss comprehension and make comments.
2. After reading, share some information on stingrays. Some of the information comes from this link which also has a short video on the stingray:
<http://kids.nationalgeographic.com/Animals/CreatureFeature/Stingray>
 - * Its eyes are on top of its head, can't see what it is eating.
 - Its fins can extend over 6 ft across.

- Its sharp spine near its tail is a powerful weapon.
- * The stingray is related to the shark. It doesn't have any bone.

Post Lesson Activity:

1. Have the students make a list of as many words(nouns) as they can think of that start with F. Regroup after about 3 minutes. Have students share a word. If another team has the same word on their list, they are to cross it out. The team with the most words starting with F that weren't listed by any other group wins the game!

Session 7:

Motivation:

1. Most people live in houses, apartment or mobile homes. Ask the students to think of other places which people might call home.
2. Explain in the story, *Kids on the High Seas*, by Dave and Jaja Martin, on pages 28-34, the family lives on a sail boat. What might be the positive things about living on a sailboat? What might be the negatives?

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: *head, wedge, shrieking, cozier, glance, gliding, glimpse, bunk, crisscross, bewildering* and *vivid*. 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. Before reading, divide the students into small groups and 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 chart.

KWL Chart

**What do I know about living on a sailboat?
What do I want to learn about living on a sailboat?
What did I learn about living on a sailboat?**

2. Use a world map and show students the location of the country of Iceland. Ask the students if they have any prior knowledge about the country of Iceland. Share information on Iceland.
 - Iceland is about the size of the state of Kentucky
 - Iceland was once ruled by Norway and then Denmark
 - The word, Geysir, comes from Iceland.
 - The largest glacier in Iceland is named Vatnajokull
 Additional information on Iceland can be found at this site:
<http://www.timeforkids.com/TFK/kids/hh/goplaces/main/0,28375,1018498,00.html>
3. Have students take turns reading the article stopping after each page to discuss the content and make comments.
4. After reading the story, have the students complete the KWL Chart and share with the rest of the class what they have written down.
5. Have students comment, respond and react to after -reading discussion. Mention the QAR(Question Answer Relationship) with "*Right There Questions*"(for example, Where did the family sail?(to Iceland)

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. Have students think of questions from the reading they can ask other students to review the material covered in the article and to try and determine the type of question.

6. Ask the students their opinion on whether you would like to be Chris, Holly or Teiga and go on a sailboat journey. What would be the coolest things about such an adventure? What would be the hardest thing to give up for the adventure? Have the students give specific reasons why or why they would not want to go on such an adventure.

Post Reading Activity:

Write a diary pretending to be Chris, Holly or Teiga. What do you see on your sea adventure? How do you feel about not having a television? What do you do for fun? Do you have any fears? etc.

Encourage students to share their diary entry with the class.

Post Reading Vocabulary Survey:

Divide the students into small groups and place twenty vocabulary words from the issue onto the chalkboard.

Give the group the following chart and have the students classify the words. Review nouns, verbs, adjectives, and syllables prior to beginning the chart. *A good way to determine syllables is to have the students place their hand under their chin. Tell them for each time their chin drops as they say a word that is a syllable. For example: anemone has a five chin drops.*

Classify the Vocabulary Words:

Words that have endings:

Words of one syllable:

Words of two syllables:

Words of more than two syllables:

Words that are nouns(person, place or things):

Words that are action words(verbs):

Words that are adjectives

Regroup and review the classifications with the entire class.

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.