

# Teacher's Guide for Click Magazine

April 2009

Teacher's Guide prepared by *Gail Skroback Hennessey*

Gail Hennessey taught social studies at Harpursville Central School in New York State for 33 years. She writes often for children's publications and is the author of six books for teachers and students. In 1988, she was named Outstanding Elementary Social Studies Classroom Teacher of the Year from the New York State Council for the Social Studies and also named Outstanding Elementary Social Studies Teacher of the Year by the National Council for the Social Studies. Check out her helpful Web site for teachers at [www.gailhennessey.com](http://www.gailhennessey.com)

The following teacher's guide is designed to assist the classroom teacher in using the April 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 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 homes of different living things. Readings such as *Click and the Kids*, *What's the Difference*, *Name that Tree* and *Yo Wants to Know* can be used in the content area of science. 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](http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/before_during_after_reading.htm)

## The Overall Plan

Title: Look Again

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 April issue of Click

drawing paper and crayons

Internet sites

Activity sheets

Magnifying glasses

Pictures of frogs, toads, alligators, crocodiles, monkey, ape, moth, butterfly, rabbit and hare

Session 1:

Motivation:

1. Pass out magnifying glasses and have the students look at different things in the classroom. Have students share some of their observations.
2. Explain that in this article issue of Click, the students will be reading a number of stories that have to do with taking closer looks at things around them.

Teacher Input:

1. Assign the students a partner and pass out the issue of Click. Discuss the picture on the cover of the April issue of Click. You might like to do the following activity. Have the students put their heads down(no peeking). Remove several things that is usually in the room. Have the students lift up their heads and see if they can use their powers of observation to spot the items which are no longer in the room. Explain again that in this issue they will be taking a closer look at many things around them.
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: *magnifying*, *Velcro*, and *swirl*. Use sentence strips. The new word is printed in a

different color from the other words in the sentence that provide rich context for it. Words are also printed on word cards to be added to a possible *Word Wall*.

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. Remind students that punctuation helps the reader know in which way to read a sentence. Review types of punctuation.
2. After reading the story, discuss action verbs and encourage students to review the story to find examples.
3. Have the students to look at the pictures on page 2. 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, *Liz is sitting on a bench*, ask what is Liz wearing? (possible answers: scarf, boots, eyeglasses). What colors are the eyeglasses and what is Liz standing near? Then have students put all the information together to create a larger sentence. Continue with other starter sentences and *grow* descriptive additions.

Post Lesson Activity:

1. Use this website to do the activity of making a fingerprint.  
[http://www.ehow.com/how\\_2220780\\_fingerprint-dusting-kit.html?ref=fuel&utm\\_source=yahoo&utm\\_medium=ssp&utm\\_campaign=yssp\\_art](http://www.ehow.com/how_2220780_fingerprint-dusting-kit.html?ref=fuel&utm_source=yahoo&utm_medium=ssp&utm_campaign=yssp_art)  
After the students have completed their print, have students exchange fingerprints to see the different patterns of their classmates.
2. Have the students create a fingerprint figure art. Using paint, students dip their finger into the paint and then place their prints on manila paper to make their art creation. This site gives ideas of how students can make fingerprint animals, insects, etc. [http://www.dltk-kids.com/crafts/miscellaneous/fingerprint\\_characters.htm](http://www.dltk-kids.com/crafts/miscellaneous/fingerprint_characters.htm)

Session 2:

Motivation:

1. Ask the students to think of all the different things that call a backyard home. A street? Encourage students to share their responses.
2. Explain to the students that in the following article, *Nature Spy* on page 7-9, they will be searching a backyard for all the different life that can live in a backyard.

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. Encourage students to share prior knowledge about some of the animals found on pages 8-9.

Guided Practice:

1. Organize the students into groups of 3-4 and have them open to *Nature Spy* on 7-9 and read the article.

2. After reading, have the students complete the following activity sheet:  
Have the small groups make 5 questions to share with another group:

- 1.
- 2.
- 3.
- 4.
- 5.

Have students exchange their questions with another group to answer.

Post Lesson Activities:

1. Draw/color a picture of one of the creatures mentioned in the reading. Write a paragraph pretending to be that creature and tell about your day in the backyard. What do you see? What do you do? What do you hear? Encourage the students to read their finished paragraph to the rest of the class.

Session 3:

Motivation:

1. Ask the students if they know what the word, *camouflage* means. Have the students suggest animals that can camouflage themselves in their environment. Ask the students how being about to camouflage can be helpful. This site has some great examples:<http://www.bisbeemedia.com/2009/01/animal-camouflage-pictures/>
2. Explain that in the reading, *Can You See Me?* on pages 10- 14, students will be reading about different creatures that use camouflage.

Teacher Input:

1. Pass out the issue of Click Magazine and have the students do a picture walk through the article, *Can You See Me?* on pages 10-14. Discuss their comments, reactions, and predictions.
2. 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.

Guided Practice:

1. Have students take turns volunteering to read a section of the article stopping to discuss each section. Encourage students to give prior knowledge they might have on the tiger, deer, stick insect, zebra, etc.
2. Explain that some animals can change the way they look such as the octopus and arctic fox. Explain that some animals can change their colors depending on their mood. For example, chameleons can turn black, dark blue and yellow. Show students different colored crayons. Ask the students to write down what mood comes to mind when they first see the color. Afterwards, have the students review their thoughts on how different colors make them feel.
3. Have students look up a creature mentioned and write four facts learned. Draw/color a picture of their creature and write the information on their drawing.

Post Lesson Activity:

1. Write a journal entry pretending to be one of the creatures mentioned in the reading and tell about a day in your life.

Session 4:

Motivation:

1. Ask the students if they have ever gone to an aquarium. Draw a large box to look like an aquarium. Have students come up and draw different creatures that they might find in the aquarium tank. Explain that in *Yo Wants to Know*, by Lea and Alan Daniel, on pages 15- 20, Yo visits an aquarium and specifically enjoys seeing the dolphin.
2. Encourage the students to share prior knowledge they might have about dolphin. Share the following:
  - Dolphins are mammals; nursing their babies with milk from the mothers.
  - Dolphins can stay up to 15 minutes under water (but can't breathe underwater).
  - Dolphins use echolocation (think bats) to find food and navigate.
  - The largest dolphin is the Orca, also called the *killer whale*.
  - The most famous dolphin is the bottlenose dolphin.
  - Dolphins are warm-blooded.
  - Dolphins speak through whistles and sounds.

\*Fact list from: [http://www.dolphins-world.com/Dolphin\\_Facts\\_for\\_Kids.html](http://www.dolphins-world.com/Dolphin_Facts_for_Kids.html)

Lots more information on dolphin can be found at this kid friendly site:

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

Teacher Input:

1. Pass out copies of Click Magazine to partners of students and have the turn to *Yo Wants to Know*, by Lea and Alan Daniel, on pages 15- 20. 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, you may wish to pass out a copy of this activity sheet on dolphin from this site:<http://www.enchantedlearning.com/subjects/whales/label/labeldolphin.shtml> Have the students identify the different parts of a dolphin (dorsal fin is mentioned in the reading)
3. Discuss syllables and how breaking up words into their parts helps learn pronunciation and spelling. 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: hippopotamus has a five chin drops. Have pairs of students find examples of two/three and more syllable words. Regroup and have the students share their syllable lists.

Post Lesson Activity:

1. Have students make a dolphin mobile.

Session 5:

Motivation:

1. Show a picture of a toad and a frog. Ask the students if they can tell which is a frog and which is a toad. Show a picture of a crocodile and an alligator. Ask the students if they can tell which is which.
2. Explain that in the story, *What's the Difference*, on pages 21- 25 they will be reading about a how to tell a rabbit from a hare, a crocodile from an alligator, a toad from a frog, a butterfly from a moth, and a monkey from an ape.

Teacher Input:

1. Have the students open to *What's the Difference* on pages 21-25. Do a picture-walk through of the story and encourage students to highlight words that they might find unfamiliar. Possible words include: *chunky, antennae, plump, crocodilians, snout, and floppy*. Ask the students how they might go about using the context of the sentence to determine the meaning of the words. Have students think of creative sentences for these particular words.

Guided Practice

1. Have the students take turns reading a section of the reading stopping in mid-sentence and calling on another student to continue the reading. Repeat until the students have completed the reading.

2. Do the following activity:

Close the magazine and review with the students the characteristics of the different creatures. Have picture of each of the different creatures. Hold one picture up at a time. Give a few moments for the students to write down which, frog or toad, crocodile or alligator, etc. Review how the students did on the IQ Which is Which activity.

3. Have students find words that begin with the sound of **S**. Give a couple of minutes and then review the words which the students wrote down. Repeat with students find all the words that begin with the sound of **F**.

4. Discuss **adjectives** and how these words give more description about nouns. Have partners do the following activity:

Review the reading to find examples of adjectives for the following nouns:

NOUN:        ADJECTIVES

- A. SKIN        \_\_\_\_\_
- B. LEGS        \_\_\_\_\_
- C. BODY        \_\_\_\_\_
- D. EARS        \_\_\_\_\_
- E. ANTENNAE        \_\_\_\_\_
- F. WINGS        \_\_\_\_\_
- G. SNOUT        \_\_\_\_\_

Post Reading Activity:

Draw/color a picture of one of the pair of creatures and write two-three facts about it.

Session 6:

Motivation:

1. Ask the students what some of the project are done in the spring by their parent. Encourage students to share if they ever help with the spring clean up.

2. Explain in the story, *Name That Tree*, by Charnan Sijmon on pages 28- 34, a girl is helping with the spring clean up and she and her brother come across maple seeds and have fun making helicopters.

Teacher Input:

1. Pass out copies of Click Magazine to partners of students and have them open to *Name that Tree* on pages 28- 34. 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: *rustled, whirligigs, exclaimed, hesitated, clusters, fancy, gazillions, notches, practically, compost, and chortled*. Encourage students to use context clues to determine the meaning of the new words and perhaps add the words to a possible Word Wall for April issue. Ask students to volunteer sentences using the words.

Guided Practice

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

2. Encourage students to make text-to-self connections. For example: Have you raked leaves? Made Helicopters with maple seeds? Etc.

3. Have pairs of students do the following Story Pyramid:

STORY PYRAMID:

MAIN CHARACTER

TWO DESCRIPTIVE WORDS ABOUT THIS PERSON

THREE WORDS TO DESCRIBE THE PLACE OR SETTING OF THE STORY

FOUR WORDS TO DESCRIBING WHAT HAPPENED IN THE STORY

Regroup as a class and review the story pyramid information.

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

Mention the QAR(Question Answer Relationship) with "*Right There*

*Questions*"(for example, What season is taking place in the story?)

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.

Post Lesson Activity:

Go to <http://arborday.org/kids/teachingYouth.cfm> and have the students try the Leaf Miner activity.

There are lots of other fun and informative activities such as Treevial Pursuits and Who Wants to be a Treellionaire at this site.

Post Reading Activity:

Have students review *Look-Alikes* on page 26-27. Review adjectives and have the students write five sentences which have at least **TWO** adjectives to describe a noun (which they see in the picture) in the sentence they are highlighting.

Post Reading Vocabulary Survey:

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.