

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 September 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, guided reading, listening activities, vocabulary and word recognition, comprehension, interactive writing or independent writing depending on the level of your students.

The readings create a starting point for a mini unit on farm animals. In addition to learning about different animals that help on a farm, herding dogs and milk production, *Beatrice's Goat* could also be used to focus on world geography and specifically the African country of Uganda. 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: Let's Build

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 September issue of Click
drawing paper and crayons
Internet sites
Post-it notes

Session 1:

Motivation:

1. As the students to brainstorm all the different types of animals that could be found on a farm. Ask the students to think of the jobs each of the animals have on a farm. Possible answers include: pulling loads, providing foods, cultivating the soil, transporting people, rounding up sheep, and protection)
2. Explain that in this issue of Click, the students will be reading about about farm animals and the ways they contribute on a farm.

Teacher Input:

1. Assign the students a partner and pass out the issue of Click. Discuss the picture on the cover of the September issue of Click. Depending on the age of the students, ask the students to suggest the sounds of the different animals found on a farm.
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.
3. Have the students open to *Click and the Kids* by Meg McLean on pages 2- 6. Review the illustrations and have the students share their comments. This lets the students demonstrate their background knowledge. Assign the students a particular character (depending on the size of the class, there could be multiple characters so they will be reading in unison).

Guided Practice:

1. Remind the students that punctuation at the end of a sentence helps the words come across with more feeling. Also point out that quotation marks are used to let the reader know that someone is speaking. Explain that in the story, exclamation points are used a lot. Give an example. " *We want to find an alien!*" Encourage students to volunteer to read the statement with lots of feeling. Next, read the story aloud, stopping to discuss content.
2. Ask 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, "*There is a boat*", ask, "What is on the boat?" (possible answers: cloth sails, windows and a flag and anchor). Ask the students, "Where is the boat located?" (on the floor). Then, have students put all the information together to create a larger sentence. Continue with other starter sentences and *grow* descriptive additions.
3. After reading the story, have students make *text to self connections* with the story. Have they ever gone to a farm? Do they visit their aunts and uncles and if, so, where do they live? What do they do while visiting their aunt and uncles? Encourage students to share these experiences with the class by coming up to the front of the room for an oral speaking activity.
4. Have the students review the story's pictures. What are some of the different expressions expressed by the illustrator? (possible answers: *Martin looks pleased to see his uncle on page 3, Martin and Amy look startled when they hear the goose on page 5, etc.*)
5. With a partner, have the students do the following activity:

List the different animals found on Uncle Jim's farm:

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

(horse, collie, chickens, rooster, pig, etc.)

List the jobs of the different animals:

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

(horse pulls heavy loads, collie herds the sheep, chickens lay eggs, rooster wakes up people, pig turns the soil with snout, etc.)

Regroup as a class and discuss the activity responses.

6. Discuss contractions and have groups of students locate the different contractions in the story and write the two words represented by the '. (for example: *Here's=here is*) After about 5 minutes regroup and review the words found that would be contractions.

Post Lesson Activity:

1. Pretend you are Martin, Amy or Liz and write a couple of sentences about which animal on Uncle Jim's farm you like the best and why.

Session 2:

Motivation:

1. Show a picture of sheep and ask the students if they know how sheep are rounded up? Ask the students if they know some of the breeds of dogs that make great herding dogs. This site has photographs of the different breeding dogs: <http://animal.discovery.com/guides/dogs/selector/herding.html>
2. Explain that the story, *Sheep Dogs on the Job*, on pages 7- 10, shares how dogs help guard and herd sheep.

Teacher Input:

1. Have partners of students turn to *Sheep Dogs on the Job*, on pages 7- 10.

2. Review the story for the students to make comments and share prior knowledge and/or personal experiences.

Guided Practice:

1. Have groups of students read the story together.
2. After reading the story, give partners of students a piece of paper and tell them to divide the paper in half. Place the word **NOUN** on one side and **VERB** on the other. Discuss words that are people, places and things are nouns and that words that show actions are verbs. Have the students refer back to the story and find as many NOUNS and VERBS as they can and to place them in the proper column. After about 10 minutes, have the class regroup and have the students share their words. Have different students try and act out the different verbs such as plays, scats, conducts, pounds, shuffle, blows, etc., and have other students try and guess the action word.

3. Have the students make a graphic organizer:

Have the students sketch four dogs on a piece of paper. Make a heading over each of the dogs (herding/header/guard) Explain that they are to review the reading and find 3 facts to write down under each heading.

Herding dogs Header Dogs

- 1.
- 2.
- 3.

Guard Dogs

- 1.
- 2.
- 3.

Heeler Dogs

- 1.
- 2.
- 3.

Regroup and discuss the graphic organizers.

Post Lesson Activities:

1. Write a paragraph pretending to be one of the types of sheep dogs and tell about your day trying to care for the sheep in your flock.

Session 3:

Motivation:

1. Ask the students if they have ever seen a herding dog working. Encourage prior knowledge and sharing their experiences. If you didn't know what the dog was doing, might you think the dog was chasing the sheep to harm them?

2. Explain that the story, *Herding with Hannah* by Nelle Davis, on pages 11- 14, a young girl observes a herding dog in action and learns how the dog does its job.

Teacher Input:

1. Partner students and pass out the issue of Click Magazine and have the students do a picture walk through of the story, *Herding with Hannah*, on pages 11-14. Discuss their comments, reactions, and predictions.

Guided Practice:

1. Before reading the story, review punctuation. Have students to a quick safari to find as many different examples of punctuation used in the reading. Remind students that punctuation gives the readers clues to how to read the words on the paper. Have students read the short story in unison.

2. Have the students write a summary of how a dog gets the sheep inside the pen. Encourage students to share their paragraphs with the class.

3. Ask the students if they have a pet and whether they have tried to teach it to do a behavior as Hannah tried in the reading. How did they go about the steps to teach the pet the behavior? Did it work? Encourage students to share their experiences.

4. Explain that many behaviors are learned. Have students make a list of the different behaviors they learned (or are still learning to do). For example: eating with a fork, playing the guitar, playing baseball, chewing with your mouth closed. Ask the students how one learns a new behavior and whether *positive reinforcement* helps. (review what this is with the students) What are some examples of positive reinforcements? (ie: praise, reward, etc.)

Post Lesson Activity.

1. Have the students "teach" something to the rest of the class. Perhaps, someone knows a karate move, a yoga position, how to make a paper flower, etc.

Session 4:

Motivation:

1. Pass out a map of the world to the students. Ask the students to share any prior knowledge they might have on a country of the world.

2. Explain that there are hundreds of languages used by people of the world and that not everyone says a dog is barking. In some countries, they would say a dog is "wang-wanging" or "gatau-gauing" or "wau-wauing". In the short article, *What do Farm Animals Say?* on pages 15- 17, the students will be reviewing the different languages for common animal sounds.

Teacher Input:

1. Distribute copies of the issue of Click Magazine and have the students turn to pages 15-17. Review the pages with the class.

Guided Practice:

1. Have the small groups use the map of the world and locate and highlight the countries mentioned in the article.

2. Assign the groups of students two of the countries for which a language is mentioned. Research the country and find the following information:

Researching a country:

Capital City:

TWO geographic features of the country (major mountain, river, lake, etc):

THREE cool facts about the country to share with the class:

TWO famous people from the country:

TWO gifts (inventions, foods, sports) from the country:

DRAW a picture of a landmark of the country and write the information learned on your paper.

These sites are very helpful with information:

<http://www.factmonster.com/>

<http://www.timeforkids.com/TFK/teachers/aw/wr/0,28125,,00.html>

<http://kids.nationalgeographic.com/Places/Find>

Post Reading Activity:

1. Have students select a language mentioned in the reading and find out how to say *hello*, *thank you*, *please* and *goodbye* in the language. Post the words (with the English) on poster paper and place around the room. For a week or so, highlight one of the world languages and try and encourage students to use one of the "languages" when speaking that day.

Session 5:

Motivation:

1. Bring in a glass of milk (or photograph of a milk advertisement). Ask the students if they know the steps into how milk comes from a cow and gets to the glass.

2. Explain that in the reading, *Got Milk?* on pages 24- 26, they will be reading about life on a dairy farm.

Teacher Input:

1. Partner students and pass out the issue of Click Magazine and have the students do a picture walk through of the article, *Got Milk?*, on pages 24-26. Discuss their comments, reactions, and predictions.

Guided Practice:

1. Have students take turns reading a section of the reading, stopping to discuss comprehension, make comments and make *text-to-self* connections.
2. Have the students make up five true or false questions on the reading to exchange with another group of students. Regroup after they have had an opportunity to complete the true or false questions given to them from another group and review the comprehension questions.

Post Reading Activity:

1. Write a poem about milk. Encourage students to share their poem with the rest of the class.

Session 6

Motivation:

1. Show on a world map the location of the African country of Uganda. Explain that in the story, *Beatrice's Goat* by Page McBrier, on pages 28-34, a poor young girl named Beatrice gets a goat and the goat helps change her life for the better.

Teacher Input:

1. Have students open the September issue of Click Magazine to *Beatrice's Goat*, on pages 28-34. Do a brief picture walk through and encourage students' comments and predictions.

Guided Practice:

1. Have students take turns reading sections of the reading stopping to make comments and text-to-self connections. For example, explain that in some countries, school is not free and many children can't afford to go to school. How might you feel if you were Beatrice? Do your parents save money to purchase things that you'd like to have? etc.
2. Have small groups of students do the following activity:

Steps to problem solving:

A. What is Beatrice's problem?

B Who was involved?

C, Where did the problem occur?

D When did the problem occur?

E. What steps were taken to solve the problem?

I. Who helped solve the problem?

Regroup as a class and review the activity sheet.

3. Have students skim the story to find examples of action VERBS on pages 28-29 and make a list of these words. Discuss the words and make creative sentences using some of the action verbs.

4. After reading the selection, 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: detectives. How many times does the chin drop? (3). Have them try the following word: tyrannosaurus (5)

Have partners of students do the following activity sheet:

2 syllable words 3 syllable words

- | | |
|-----------|-----------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

- 4.
 - 5.
 - 6.
 - 7.
- 4.
 - 5.
 - 6.
 - 7.

Regroup and review the activity sheet.

5. Learn about the country of Uganda:

<http://www.timeforkids.com/TFK/teachers/aw/wr/article/0,28138,1877097,00.html> or <http://pbskids.org/africa/myworld/mengo.html>. Have small groups find 7 facts to share with the rest of the class about the country of Uganda.

Post Reading Activity:

1. Make a picture chain of the different ways the goat changed Beatrice's life starting with the arrival of Mugisa. Underneath the pictures, write a brief sentence explaining the picture. Possible things to include: Mugisa arrives, goat had a baby kid, the goat provided milk, Beatrice sold the milk for money, Beatrice's mom saved enough for Beatrice to go to school, extra milk money went to build a new house.

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.