

# Teacher's Guide for Click Magazine

October 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 October 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 science lesson on caves, how they are formed and creatures that call caves their homes. 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 During:** 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: Caves**

**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 October issue of *Click*  
drawing paper and crayons  
Photographs of bats and other cave creatures  
Internet sites of interest

## **Session 1:**

### **Motivation:**

1. Have the students close their eyes and ask them to think that they are inside a cave. Ask the students to volunteer to suggest the different sights and sounds they might see inside a cave.
2. Explain that in this issue of *Click*, the students will be reading about caves.

### **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*. Ask the students if they have any prior knowledge of famous caves and any prior knowledge about bats.
2. Give each group some post-it notepaper to record new or interesting words they notice during a *picture walk through* of the issue. When the activity is completed, have the partners share their words. Record these words on a possible word chart and briefly explain each one.
3. Open the *Click* issue to "Click and the Kids" by Meg McLean on pages 2- 6. Review the illustrations and share their comments. This lets the students demonstrate their background knowledge. Encourage students to make *text-to-self connections*. Ask the students to share a time they may have gone into a cave or pretended to make a cave.
4. Introduce the vocabulary words using methods introduced in previous issues. Encourage students to offer definitions and give sample sentences for the vocabulary words. Words to be taught within context might include: *seeping* and *troll*.

**Guided Practice:**

1. Assign the students a role of either Liz, Click, Martin or Amy. (there will be multiple readers for each part). In unison, have the different *characters* read their section of the story aloud stopping after each page to have students give their comments about content, share experiences, and to monitor their comprehension.
2. Ask the students to look at the picture on page 3. Encourage students to be specific and list the different things that they see. 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, "Click is holding a lamp", ask what else is he wearing? Then, have students put all the information together to create a larger sentence. Continue with other starter sentences and grow descriptive additions.
3. Review what type of clothing and equipment is needed if you go into a cave. Possible answers include: boots, pants, long-sleeved shirt, hat, lamp and, maybe rope. What are important rules when in a cave? (stay with your guide, don't touch anything)
4. Divide the students into small groups and have them make lists with **NOUN** and **VERB**. Have the students look on pages 3- 5 and list as many nouns as they can find and as many action verbs they can identify on the page. Regroup as a class and have the groups share their word list.

**Post Lesson Activity:**

1. Pretend you are Amy, Click, Martin or Liz. Write a paragraph describing at least three things you might see in the cave. Use the senses. What do you hear? See? Feel?

**Session 2:****Motivation:**

1. Explain to the students that in the following article, "Inside Caves" on pages 7-10, a bat creature will tell you about his "bedroom". As the students to share any prior knowledge they might have about bats.

- Bats sleep upside down.
- Bats can be found on all continents except Antarctica.
- Bats have thumbs and fingers.
- Bats sleep all day and hunt at night.

Have the students do the worksheet on bats found at this site:

<http://www.enchantedlearning.com/subjects/mammals/bat/Batcoloring.shtml>

**Teacher Input:**

1. Do a picture *walk-through* of the article encouraging comments, reactions and predictions. Introduce the new vocabulary for the article, "Inside Caves", on pages 7-10. Possible words might include: *seeps*, *glacier*, *erupts*, and *lava*. Ask the students to create sentences for these words. Add the words to a possible *word wall*.
2. 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 "Inside Caves", on pages 7-10, and have students volunteer to read a paragraph stopping after each page to discuss the information learned from the article.
2. Have the students make three questions about the story to give to another student to answer. For example: How is a cave made? (water seeping into cracks in the rock, dissolve the rock, eventually making a cave). What are huge sheets of ice called? (glaciers) What helps make a sea cave? (waves crashing against rock).

**Post Lesson Activities:**

1. Have groups of students find examples of action verbs on pages 7-10. Regroup and review the verbs listed.

**Session 3:**

1. Show a picture of Lascaux Cave. <http://www.culture.gouv.fr/culture/arcnat/lascaux/en/> Ask the students to think of reasons why early people draw cave drawings. For example: something to do, to tell a story, as a religious activity, for good luck, to brag, etc. Click on *Discovery*, then click arrow in right to continue to read about the discovery.
  - A. Who and when was the discovery of the French cave at Lascaux found?
  - B. What were THREE animals painted on the walls?
  - C. Return to the home page and click on closing of the cave. Why and when was the cave closed to the public?
2. Have students open to page 11, "Drawing on Walls" and read the article.
3. Have students see another famous cave. <http://www.iberianature.com/material/altamira.html> Have students draw /color a cave painting and write a paragraph pretending to be either one of the boys that found Lascaux Cave or the girl that found Altamira Cave. Tell about your discovery.

#### **Session 4:**

#### **Motivation:**

1. Ask the students if they have seen a bat. Encourage students to share their experiences.
2. Give the students a KWL sheetn(*What I know, What I'd like to know and what I learned*): Give them some time to fill in the first part of the chart.

#### **KWL Chart**

**What do I know about Bats**

**What do I want to learn about Bats**

**What did I learn about Bats**

3. Explain that in the article *To the Bat Cave*, , on pages 14-17, they will be reading about bats.
4. Share some additional facts about bats before reading the article:

#### **Bat Facts:**

There are about 4,500 different species of mammal in the world and 1,000 of these are bats.

Bats don't build nests - they live in roofs or creep into holes and cracks in trees, walls and buildings to avoid the light.

In winter, when there aren't many flying insects, bats hibernate in cold damp places inside buildings, caves and hollow trees. Their heart beat-drops to two beats per minute and they live off a special brown hibernation fat in their bodies.

Bats are not blind but they "see" in the dark by listening to very high-pitched echoes of their calls bouncing off objects around them.

From: [http://www.bbc.co.uk/norfolk/kids/halloween/halloween\\_bats\\_10\\_things.shtml](http://www.bbc.co.uk/norfolk/kids/halloween/halloween_bats_10_things.shtml)

#### **Teacher Input:**

1. Partner students up with copies of the issue of *Click* and have the partners read "To the Bat Cave" on pages 14-17. 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.
3. After reading the article give groups time to complete their KWL Chart and then share with the class.

**Lots of facts about bats at this site:** <http://www.kidzone.ws/animals/bats/facts.htm>

4. Have students do the following graphic organizers:

Baby Bats:

Mother Bats:

**1.**

- 2.
- 3.

**Hibernation:**

- 1.
- 2.
- 3.

Regroup and share information recorded.

**Post Reading Activity:**

Have the students write a poem pretending to be a bat. Tell about a night out searching for food. Make a bat mobile.

**Session 5:**

1. Show pictures of famous world caves. This site has information on famous caves of the world. <http://www.factmonster.com/ipka/A0001787.html> Ask the students if they have ever been to a cave. Show a picture of a stalactite and a stalagmite. Ask if the students have any prior knowledge about these two shapes found in caves.
2. Have students open the issue to "Drip by Drip" on pages 12-13 and discuss the photographs.
3. Have groups research a famous world cave and write 5 facts learned about their cave. One cave, Howe Caverns, has a website with its history: <http://www.howecaverns.com/history>

**Session 6:**

**Motivation:**

1. Explain that in "Yo Wants to Know" by Lea and Alan Daniel, on pages 18-23, Yo and his friend Jennifer talk about caves and decide to make their own cave.

**Teacher Input:**

1. Pass out *Click* magazine to partners of students and have read the story in unison. Encourage students to use punctuation clues to read the story with feeling.

**Guided Practice:**

1. After reading the article, have students turn to pages 20-21 and encourage students to state descriptive phrases of what they see.
2. Have the students review the reading and make a list of **NOUNS** and **VERBS** and after having about 5 minutes, review the lists.

**Session 7:**

**Motivation:**

1. Explain that in the story "Cave Life" on pages 27, talks about the different animals, other than bats, that call caves home.

**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.

**Guided Practice:**

1. Have students take turn reading a part of each page stopping to discuss comprehension and make comments

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

Mention the QAR (Question Answer Relationship) with "Right There Questions" (for example: Which animals live in caves?). 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.

3. Do the following graphic organizer.

**I live near the *entrance zone* of a cave and facts about me:**

- 1.
- 2.
- 3.

**I live in the *Twilight Zone* and facts about me:**

- 1.
- 2.
- 3.

**I live in the deepest part of a cave(*dark zone*) and facts about me:**

- 1.
- 2.
- 3.

Regroup and review the information.

### **Post Lesson Activity:**

This site shares information on creatures that live in caves. Have students draw a creature and learn three facts about them to place around their drawing.

<http://www.enchantedlearning.com/biomes/cave/terrestrial.shtml>.

### **Session 8:**

#### **Motivation:**

1. Explain that in the story, "The Hole in the Backyard", by Susan Yoder Ackerman, on pages 28-34, Bryce, his dad and his friend Cecilia, go into a cave right in his backyard.

#### **Teacher Input:**

1. Pass out copies of *Click* magazine and have the students do a picture walk through of the story, on pages 28-34. Review the reading for possible new vocabulary words such as the following: *sinkhole*, *limestone*, *stalactites*, *stalagmites*, *formation*, *brittle*, *burrowing*, and *swayed*.

Encourage students to make creative sentences using the different vocabulary words.

#### **Guided Practice:**

1. Have students take turns reading a selection of the story, stopping to review for comprehension, make predictions, etc.

2. Do the following comprehension activity:

A. How did Bryce's dad find the cave?(dog fell inside it)

B. What was its original size?(about the size of a rabbit hole)

C. In which area of the state of Virginia are many caves ? (Blue Ridge Mountains)

- D. What was used to help keep the group safe and act as a guide back to the entrance of the cave?(kite string)
  - E. Which formations hang from the ceiling? (Stalactites). Which formations grow from the floor of a cave? (Stalagmites)
  - F. How were the formations created?(drops of water with minerals grew into the shapes)
  - G. Near which marker in the yard was the sinkhole?(near a lilac tree)
3. Encourage the students to make text-to-self connections. For example: Ask the students if they have ever sat and looked up at the clouds in the sky? Ask the students how they might have felt going down into the cave?

**Post Lesson Activity:**

This story has lots of descriptive words. Have small groups of students review the reading for examples of adjectives and the nouns for which they give additional description. Have the students find at least 10 examples.

**NOUN    ADJECTIVE:**

**Example:**

*rock/dark, dripping*

Regroup and share their information.

**Post Reading Activity:**

Discuss syllables with the class and how breaking a word into its parts helps to identify a word and learn to spell the word. Give the students a piece of paper and with a partner have them find words in the article that have 2, 3, or more syllables. Remind the students that if they place their hand under their chin and say the words out loud, each time the chin drops is a syllable. For example: decorated (4) After about 10 minutes, have the students review their lists to see if they have accurately placed the words under the proper syllabic list.

**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.