

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 November/December 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 can be 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.

This issue of *Click* is a wonderful starting point for lessons on how animals move. 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/6-12/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

Objectives:

1. Increase speaking, sight-reading and vocabulary
2. Increase listening skills
3. Display ability to work in groups
4. Contribute information for charts, webs, sequencing charts.
5. Create illustrations with accurate details based on the reading, information from prior knowledge, logical inferences that they could explain.
6. Express ideas orally as well as in written form
7. Show interest by asking questions, being attentive and making comments.

8. Accurately sorted new terms learned in this issue in assigned categories and were able to explain their decisions.
9. Increased their fluency in independent reading, oral and buddy reading as demonstrated in more word recognition and increased expression.
10. Displayed ability to make different connections -text to text, text to self, text to world

Bloom's taxonomy: Knowledge, Comprehension, Application, Analysis, Synthesis

Materials for the article:

Copies of the November/December issue of *Click*

Internet sites

Drawing paper and crayons

Session 1:

Motivation:

1. Ask the students to brainstorm about all the different animals and how they move. For example: a frog hops, a horse gallops, etc. Tell the students that in this issue of *Click* they will be reading about lots of different animals and how they move.
2. Have the students draw a picture of a pond. What are the different things you would see in the pond? Hear in the pond? Touch in the pond? Smell in the pond? After the students have finished their drawings, encourage students to share with the class their finished work. Possible answers: snakes, frogs, lily pads, turtles, fish, cattails, algae.

Teacher Input:

1. Assign partners and have the students open to "Click and the Kids" by Meg McLean on pages 2-6. Do a picture walk through and ask students to look at the different illustrations to make predictions and comments. Encourage students to make text-to-self connections on being in a rowboat in a lake or pond.

Guided Practice:

1. Have the students take turns reading a cartoon frame. Encourage the students to read with feeling. Stop after each frame to discuss and make predictions.
2. On page 3, encourage the students to share descriptive phrases of what they see in the illustrations.
3. Have partners review the story to find examples of facts learned presented in the reading.

Facts learned from the reading:

- 1.
- 2.
- 3.

(possible answers: balancing a boat prevents it from tipping over, a frog's webbed feet help push through water, a turtle has webbed feet, too, oars help move a boat, some dogs like Labrador retrievers have webbed feet)

Regroup and review the answers.

4. Play a make believe road game, called *I Spy*. Find different objects in the story to spell out your last name. For example, if you have an S in your name, you could write down, "ship". All of the items have to be spotted outside of the vehicle and only one person can use that object.
5. Make up a story for "Click and the Kids" one sentence at a time. Call on a student to start the story by making up a sentence about being in a row-boat on the pond. That student then calls upon another student to tell what happens next. Continue until each student has contributed to the story.

Post Reading Activity:

Learn about frogs and draw/color a picture of a frog and write three facts learned on your drawing. These sites have lots of information about frogs:

<http://www.kiddyhouse.com/Themes/frogs/> and

<http://www.pca.state.mn.us/kids/frogsforkids.html#didyouknow>

This site has a diagram about the life cycle of a frog:

<http://www.enchantedlearning.com/subjects/amphibians/Frogprintout.shtm>

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Session 2:

Motivation:

1. Show students different animal tracks and see whether they can identify to which animals the feet belong. This website has lots of examples: <http://kids.nbii.gov/tracks.html>
2. Explain that in the reading "Whose Feet?" on pages 7-9, the students will be reading about different animal feet.

Teacher Input:

1. Have small groups of students read the article together. After reading, have the students make up 5 comprehension questions. Exchange the comprehension questions with another group of students to answer.

Guided Practice:

1. Regroup as a class and discuss the comprehension questions about different animal feet.

2. Do the following matching activity:

WHOSE FEET ARE THEY?

- | | |
|--|--------|
| A. hand and feet look the same | HORSE |
| B. toes are covered with millions of stiff hairs | TURTLE |
| C. pads help them sneak up on their prey | CHIMP |
| D. runs on its tiptoes | GECKO |
| E. uses the flippers to dig nests in the sand. | TIGER |

Post Reading Activity:

Write a paragraph pretending to be one of the creatures mentioned in "Whose Feet?" and tell how your feet helped you doing the day.

Session 3:

Motivation:

1. Brainstorm all the different action verbs that can be used to describe how animals move. Explain that in the readings, "Move! Hop, Climb, Slither, Slide and Cling, Climb, Leap!" on pages 10-26, the students will be reading about how different animals move.

Teacher Input:

1. Pass out the issue of *Click* Magazine to groups of students and have them read the articles on animal movement.

Guided Practice:

1. Regroup and discuss the article. Post the different action verbs on the smart board or chalkboard. With the magazine closed, have students categorize the different animals mentioned with their movement. Encourage students to add additional creatures to the list.
2. Discuss fact and opinion and have groups of students make 5-10 statements from the reading to exchange with another group to complete.
3. Have students select one of the animals mentioned in the reading and write a poem using the different letters in the word. For example: Squirrel, Stashes acorns, Quick on its feet, etc.

Post Reading Activity:

Make mobiles of different animals to hang in the classroom.

Session 4:

Motivation:

1. Ask the students to think of stories that involve rabbits. This encourages making *text-to-text* connections. Possible answers: *Peter Rabbit*, *The Velveteen Rabbit*, etc. Explain that in the reading, "Yo Wants to Know", by Lea and Alan Daniel on pages 18-23, Yo, his grandfather and Nip spot a rabbit in the yard.

Teacher Input:

1. Pass out copies of *Click* Magazine to partners of students and have them turn to "Yo Wants to Know" by Lea and Alan Daniel, on pages 18-23.

Guided Practice:

1. Remind the students of the importance of punctuation to give clues to the reader to help read with more feeling. Have the students find an example of an exclamatory sentence, a declarative sentence and an interrogative sentence. Depending on the age of the students, you may wish to avoid the terms and just have the students find sentences with the punctuation. Encourage students to read the passages with the proper feeling.
2. Have the students read this story in unison encouraging proper feeling as the students read the selection.
3. Discuss pronouns and how they are "pinch hitters for nouns. Have

students try and find as many pronouns as they can on pages 18-23. Have the students write for which noun the pronoun is substituting. For example:

her(mom), they(family) etc.

Make a list of 10 pronouns.

Regroup and the review pronoun lists.

4. Ask the students to share information about rabbits they learned from the reading and share additional knowledge they might have about rabbits.

This link has lots of interesting facts about rabbits:

http://www.hopperhome.com/rabbit_fact_sheet.htm

Session 5:

Motivation:

1. Show a picture of a duck and ask the students to share any prior knowledge they might have about a duck. This site has a beautiful picture and lots of information.

<http://animals.nationalgeographic.com/animals/birds/mallard-duck.html>

You may wish to start by having the students use the mallard duck diagram found at this link:

<http://www.enchantedlearning.com/subjects/birds/printouts/Mallardprintout.shtml>

2. Explain that in the story, "Audrey's Ducks", by Charnan Simon, on pages 27-34, a young girl and her and her mother watch mallard ducks at a nearby pond across the street from her home.

Teacher Input:

1. Pass out copies of Click Magazine and have partners of students open up to "Audrey's Ducks" by Charnan Simon, on pages 27-34. Encourage the students to do a picture walk through of the story and to identify any vocabulary words that might need highlighting such as *scarcely*, *awkward*, *nudged*, *brood*, *flash*, *effortlessly*, *sturdy*, *serenely*, *grit* and *drake*. Encourage students to determine the meaning of the words using context clues and creating additional creative sentences using the vocabulary words.

Guided Practice:

1. Have students take turns reading the story stopping to discuss the story and make connections.

2. Discuss quotation marks and direct quotation marks. Have students review the reading to find 7 examples. Discuss types of sentences: declarative, exclamatory, interrogative and imperative. Have students find exam-

ples of these types of sentences.

3. Do the following graphic organizers in small groups:

What are some of the actions of a duckling?

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

(possible answers: flick invisible droplets off their tail, dip beak into the pond, tilt back head, fluff neck feathers, follow mother, nip at grass, etc.)

Facts about ducks:

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

(possible answers: webbed feet, eat mud to help digest food, go upside down to eat, "dabbling ducks", eat bugs and plants, short legs far back from body, etc.)

Regroup and discuss the graphic organizer.

4. Have students write a paragraph pretending to be a mallard duck and include several facts from the graphic organizer.

Post Reading Activity:

Have partners learn a fact or two about mallard ducks to share with the rest of the class. This site has lots of information on mallard ducks.

<http://www.kiddyhouse.com/Farm/ducks.html>

Draw/ illustrate the mallard duck and place the information on their drawing. Present the information orally to the class encourages building public speaking skills. Remind students of voice intonation, voice level, eye contact, etc., when speaking to a group.

Session 6:

Post Reading Activity:

1. With a partner do the following activity. Use the story "Audrey's Ducks", on pages 27-34. Discuss syllables and how breaking words into parts helps learn the proper pronunciation and spelling of the words. Have the students put their hand under the chin. Say the word, encyclopedia. Each time the chin drops, is a syllable. Encyclopedia has 6 syllables. Try and

find 7 words with three, four syllables or more syllables in readings. Re-group and discuss the lists.

Three Syllables

Four Syllables

More (how many?)

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.