

# 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 March 2010 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 Growing Up. You can also use the article, "What do You Know?" as a science lesson to discuss instincts and reflexes and the article "What a Life!" to discuss monarch butterflies. 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, an 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)

**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*  
drawing paper and crayons  
Internet sites

**Session 1:****Motivation:**

1. Distribute the *Click* Magazine to the students and have them look at the cover. Ask the students if they have a growth chart in their homes and encourage students to make comments.
2. Explain that in this issue of *Click*, the students will be reading a number of stories that have to do with the **growing up**, both in the animal and insect world, and with humans. Have the students look at the back cover of *Click* Magazine and discuss the butterfly, frog, and elephant, encouraging students to share any prior knowledge they may have.

**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 with the rest of the group.
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.

**Guided Practice:**

1. Assign a character (Amy, Martin, Liz, Henrietta, Click) and have the students read in unison for their different character, stopping after each page to discuss the story and make *text-to-self* connections. For example: Do you have a baby brother or sister? Do you like being around them?(why or why not?) Do you like playing on swings? Etc.
2. Have the students turn to page 5 and encourage students to give descriptive phrases to describe what they see in the top picture. Encourage the students to *grow* a sentence. For example, if a student says, "Martin is pointing", what is Martin pointing at? What color is his shirt? 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, discuss *pronouns* and encourage students to review the reading to find examples of pronouns. After finding the pronouns, have students determine for which noun the pronouns are being used as a substitute.

4. With a partner, review the story and do the following graphic organizer:

What are some of the things that Baby Katie can do?

- A.
- B.
- C.

What are some of the things Baby Katie cannot do?

- A.
- B.
- C.

Discuss the graphic organizers.

### **Post Lesson Activity:**

1. Find all the words in the reading that start with the letter **W** and then write a paragraph using these words. W Words include: while, wouldn't, when, weeks, with, won't, would, and what.

### **Session 2:**

#### **Motivation:**

1. As the students to think of a memory they have as a young child and share the memory with the rest of the class. Explain that we are always learning something new. Perhaps, share some of the following quotes and ask the students to comment on them.

You learn something every day if you pay attention. ~Ray LeBlond

I don't think much of a man who is not wiser today than he was yesterday. ~Abraham Lincoln

Anyone who stops learning is old, whether at twenty or eighty. ~Henry Ford

Always walk through life as if you have something new to learn and you will. ~Vernon Howard

What is something new that the students especially are interested in learning and share this with the class.

2. Explain to the students that in the following story "I am Growing", by Mandy Suhr, on pages 7-11, the students will read about how as we grow, we are always able to learn new things.

#### **Teacher Input:**

1. Do a picture *walk-through* of the article encouraging comments, reactions and predictions.
2. 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 "I am Growing", on pages 7-11.
2. After reading, have the students discuss the different foods that are helpful to making our bodies grow strong and healthy. This link shows the nutritional food pyramid:  
<http://www.nutritionexplorations.org/kids/nutrition-pyramid.asp>  
Have the students write down what they ate for breakfast and lunch and exchange with another student. Have the student determine in which group the foods eaten belong.
3. Have students create a meal using the different food groups. This link is helpful:

<http://www.nutritionexplorations.org/kids/nutrition-howmuch.asp>

**Post Lesson Activities:**

1. Have the students draw/color foods from the different food groups and make mobiles to hang in the room.

**Session 4:**

**Motivation:**

1. Show the students the short video clip on monarch butterflies. Ask the students to write three facts learned from the video. <http://kids.nationalgeographic.com/Animals/CreatureFeature/Monarch-butterflies>

Additional facts about monarch butterflies:

<http://www.monarchbutterflyusa.com/Caterpillar.htm>

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Monarch-butterflies>

[http://www.kidzone.ws/animals/monarch\\_butterfly.htm](http://www.kidzone.ws/animals/monarch_butterfly.htm)

<http://www.monarchbutterflyusa.com/Links.htm>

<http://www.EnchantedLearning.com/subjects/butterfly/>

**Teacher Input:**

1. Pass out the issue of *Click* Magazine and have the students turn to "What a Life!" on pages 12-14.
2. Review the following terms: *metamorphosis* and *chrysalis*.

**Guided Practice:**

1. Have students take turns reading the article, "What a Life!" on pages 12-14.
2. With a partner, review the reading and write 5 facts learned about the monarch butterfly and develop a fill in the blank review. For example: A monarch butterfly egg is about the size of a(an)\_\_\_\_\_ (comma). Exchange the five review statements for another group to answer. Regroup and discuss the reading and comprehension questions.
3. After completing the reading, have students complete the following fill in the blanks:

**IF I were a Monarch Butterfly:**

**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 stop to notice** \_\_\_\_\_

Using the information, write a poem.

**Post Reading Activity:**

Have the students draw/color a picture of a monarch caterpillar and butterfly. Write three facts learned about the monarch butterfly as a caterpillar and three facts about the butterfly.

**Here are some fun facts:**

1. The monarch is also called the milkweed butterfly because that is the only thing the larvae can eat.
2. Adults females lay their eggs on the underside of the milkweed leaves and can lay up to 500 eggs!
3. Monarchs are poisonous so predators tend to stay away from them.
4. Butterflies can travel 5-30 miles in an hour.
5. Lepidopterists are people that study butterflies.

**More resources:**

[http://www.tooter4kids.com/LifeCycle/fun\\_facts.htm](http://www.tooter4kids.com/LifeCycle/fun_facts.htm)

<http://www2.scholastic.com/browse/article.jsp?id=4627>

**Session 5**

**Motivation:**

1. Show a picture of a robin's egg and ask the students if they can identify what bird would lay the egg. Ask the students if they know the name of the bird that lays the world's largest egg. (ostrich).
2. Have the students brainstorm a list of creatures that lay eggs. Explain that in the reading "Inside Eggs", on pages 15-17, they will be learning about different creatures that lay eggs.

**Teacher Input:**

1. Pass out the March issue of *Click* Magazine and have the students turn to Inside Eggs, on pages 15-17.

**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 that 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. Re-group 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 that people might call home.
2. Explain that 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.

3. 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: *anything,* )

4. 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.

**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.