

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 April 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 homes of different living things. Readings such as "Click and the Kids", "The Great Acorn Mystery" and "Counting Gorillas" 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, 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

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

Session 1:

Motivation:

1. Ask the students to brainstorm all the different types of creatures they might find in the woods near their homes. List the different responses and encourage the students to use any prior knowledge to share a fact or two about the creatures mentioned.
2. Explain that in this article issue of *Click* magazine, the students will be reading a number of stories that have to do with things in nature.

Teacher Input:

1. Assign the students a partner and pass out the issue of *Click*.
2. Give each group some post-it notepaper 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. Encourage students to think of creative sentences for the words they share.
3. Have the students open to "Click and the Kids" by Meg McLean, on page 2- 6. Review the illustrations and share their comments.

Guided Practice:

1. Remind students that punctuation helps the reader know in which way to read a sentence. Review types of punctuation. Assign different students a character to read and then have the students read in unison the different speaking parts.
2. After reading the story, **discuss action verbs** and **nouns** and in small groups, have students review the reading to find examples. Regroup and discuss the words they have found and whether they thought the words were nouns or action verbs.
3. Have the students look at the pictures on page 3. 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 standing by Click", ask "What is Liz wearing?" (possible answers: scarf, boots, eye-glasses). 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.

4. Depending on the age of the students, assign groups of students either a beaver or a squirrel and have them find 5 facts about their creature to share with the rest of the class. These two sites have lots of information:

<http://animals.nationalgeographic.com/animals/mammals/beaver.html>

<http://animals.nationalgeographic.com/animals/mammals/squirrel.html>

5. You might wish to use this reading to discuss why beavers build dams. This site has some helpful information to share with children:

<http://www.pitara.com/discover/5wh/online.asp?story=11>

Post Lesson Activity:

1. Have the students draw a picture of a squirrel or a beaver and write 3 specific facts about their creature.

2. Have partners of students review pages 15-17 and draw three tracks of different animals. Give the drawings to another group to try and identify.

Session 2:

Motivation:

1. Bring in some different types of leaves or show pictures of leaves and ask the students if they can identify them. Leaves to identify include: oak, maple, beech, etc.

2. Ask the students to think of ways that a tree can grow in a place that it wasn't planted. Possible answers: wind carries the seeds, animals carry the seeds, birds carry the seeds, etc. Explain that the story, "The Great Acorn Mystery" by Ellen Stoll Walsh, on pages 7- 11, is about a mystery of how an acorn tree came to grow in a place there wasn't a larger oak tree.

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.

Guided Practice:

1. Pass out the issue of *Click* magazine and have the students open to "The Great Acorn Mystery", on pages 7-11. Have students take turns reading parts of the article stopping after each page to review for comprehension and to make connections

2. After reading, have the students complete the following activity sheet:

Steps to problem solving: The Great Acorn Mystery:

A. What is the mystery?

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?

F. Who helped solve the problem?

Reassembly as a class group and go over the chart that the groups of students have completed.

3. Have partners review the reading for all the words that start with **M** and **W**. After sharing the lists have the students write a paragraph using the words.

Post Lesson Activities:

1. Make a leaf mobile.

Session 3:

1. Have students turn to "Look Alikes" on pages 12- 14. Have small groups learn more about the gorilla giraffe, elephant, humpback whale and zebra at these links:

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Mountain-gorilla>

<http://animals.nationalgeographic.com/animals/mammals/humpback-whale.html>

<http://animals.nationalgeographic.com/animals/mammals/zebra.html>

<http://kids.nationalgeographic.com/Animals/CreatureFeature/African-elephant>

<http://animals.nationalgeographic.com/animals/mammals/giraffe.html>

2. Have the students draw/color a picture of their creature and write 5 facts on their drawing learned from the website.

Session 4:

Motivation:

1. Show a picture of an ant. This site has a great photograph:

<http://ngm.nationalgeographic.com/2006/08/army-ants/moffett-photography>. Ask the students to share any information they might have about ants. Share some facts such as the following:

- An ant can lift 20 times its own body weight. If a second grader was as strong as an ant, she would be able to pick up a car!
- Ants don't have ears. Ants "hear" by feeling vibrations in the ground through their feet.
- Ants don't have lungs. Oxygen enters through tiny holes all over the body and carbon dioxide leaves through the same holes.

*From: <http://www.pestworldforkids.org/ants.html>

2. Ask the students to share text-to-self connections of encounters with ants. Explain that in the reading, "Yo Wants to Know " by Lea and Alan Daniel, on pages 20-25, Yo and Jennifer find some ants while having a picnic.

Teacher Input:

1. Pass out the issue of *Click* magazine and have the students do a picture walk through the article encouraging comments. Review punctuation and how punctuation gives the reader clues on how to read a sentence. Encourage the students to orally read a sentence with an exclamation point such as "And stay away from our cookies!" and a sentence with a question mark such as "Where are they going?"

Guided Practice:

1. Have students take turns volunteering to read a section of the article stopping to discuss each section.

Post Lesson Activity:

1. Write a journal entry pretending to be an ant coming across Yo and Jennifer's picnic.

Session 5:

Motivation:

1. Show a picture of a gorilla and ask the students to share any information they might know about the gorilla. This site has great photographs: http://www.sandiegozoo.org/kids/animal_profile_gorillas.html

2. Explain that this reading is an interview with someone that is a nature detective. Ask the students what type of traits does someone need to have to search for gorillas in the wild. Possible answers: a love of wildlife, patience, brave, doesn't mind sleeping out in a tent, etc.)

Teacher Input:

1. Pass out the *Click* issue to the students and have the students turn to "Counting Gorillas" by Rachel Young, on pages 28-34. Do a picture walk through of the reading encouraging students to make comments.
2. On a world map, show the location of the country of Congo. Ask the students if they have any prior knowledge about the continent of Africa, its geography, animals, etc.

Guided Practice:

1. Give the students a graphic organizer and as you read the article, have the students write information on their paper.

Where do gorillas live?

- A.
- B.
- C.

(answers: western lowlands, eastern Congo, thick rain-forest)

Facts learned about Gorillas from the reading:

- A.
- B.
- C.
- D.

(about 100,000 in the wild, see humans before they see gorillas, warning bark, bluff charge, move each night, etc.)

Other animals of the Gorilla forests:

- A.
- B.
- C.
- D.

(elephants, chimpanzees, forest buffalo, wild pigs)

Human Gorilla Detectives:

- A.
- B.
- C.
- D.

(sleep in tents, bring food, cook over fire, drink water from rivers, use canoes or hike, etc.)

After reading, discuss the information the students recorded from the reading of the article.

2. Depending on the age of the students, have groups learn about the countries of Congo and Cambodia. Write 5 facts learned to share with the rest of the class. These sites have lots of information:

<http://www.factmonster.com/ipka/A0107378.html>

<http://www.factmonster.com/ipka/A0198161.html>

3. Ask the students to write a short paragraph on how tigers and gorillas are different. Possible information to include: gorillas live in groups where tigers live alone, tigers are meat-eaters, gorillas are counted by their nests where tigers are counted by their killed prey and poop, etc.

These sites are helpful:

<http://kids.nationalgeographic.com/Animals/CreatureFeature/Mountain-gorilla>

http://www.sandiegozoo.org/kids/animal_profile_gorillas.html

http://www.defenders.org/wildlife_and_habitat/wildlife/tiger.php#

<http://projecttiger.nic.in/tigersworld.htm>

Post Reading Vocabulary Survey:

1. With a partner, do the activity on pages 26-27. Have the students review this link for some fun facts about insects. Draw a picture of an insect and write one of the facts learned. Regroup and have the stu-

dents sing the song, "The Ants Go Marching" found at this link:

<http://www.enchantedlearning.com/themes/insects.shtml>

<http://coolbugstuff.com/facts.php?osCsid=30b284c1eccf31062e53ec5399696c80>

2. Review 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 syllables in the reading "Counting Gorillas".

TWO Syllable Words:

THREE Syllable Words:

MORE than three Syllables Words:

Regroup and have the students share their syllable lists.

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.