

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 May/June 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 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.

The readings "Stone Bones", "Dino Sized" and "Talking with T. Rex" could all be used as a reading in the content area of science as they are about dinosaurs. 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 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 May issue of *Click*
access to Internet or copies of pages from informational sites
Drawing paper and crayons

Session 1:

Motivation:

- 1.If possible, bring in a rock fossil to show the students. Ask the students to brainstorm all prior knowledge they might have about fossils. Ask if the students know what a paleontologists studies and any information they might have about dinosaurs. Explain that some of the stories in this issue will be about dinosaurs.
2. Explain that in "Click and the Kids" by Meg McLean, on pages 2-6, they will be reading about Liz, Amy, Martin and Click going on a dinosaur dig.

Teacher Input:

1. Assign partners and have the students open to "Click and the Kids" by Meg McLean on pages 2-6.
2. Review punctuation and how it helps the reader know in what way they should read the sentences. Assign the students a role (Amy, Martin, and Liz). Have all the students who are Amy read in unison, etc.

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. After reading return to page 2 and encourage the students to share descriptive phrases of what they see in the illustration.
3. Discuss **pronouns** with the students, noun substitutes. Ask the students to list all the different words that would be called pronouns. Have students review the reading to find examples of pronouns and explain what word for which the pronoun is substituting.

Post Lesson Activity:

Have the students make their own fossils. This link has information:
http://www.creativekidsathome.com/activities/activity_26.html

Session 2:

Motivation:

1. Show a picture of a dinosaur. Ask the students to share any prior knowledge they have on dinosaurs. Explain that in the story, "Stone Bones" by Jacqui Bailey on pages 7-11, they will be reading how a dinosaur's remains became a fossil for the world to uncover.

Teacher Input:

1. Pass out the issues of *Click* and have the students open to "Stone Bones", by Jacqui Bailey on pages 7-11.
2. Have small groups of students read the article.

Guided Practice:

1. Have the groups of students draw a picture of a dinosaur's skeleton. Next, have the students write the sequencing of how a dinosaur became a fossil. Regroup and have the students review the steps with the class.
2. 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.

<http://www.EnchantedLearning.com/subjects/dinosaurs/> Lots of great information about dinosaurs.

Post Reading Activity:

1. Make a dinosaur: <http://printables.scholastic.com/browse/lessonplan.jsp?id=50>

• **More resources:**

<http://www.nationalgeographic.com/features/96/dinoeggs/intro.html>

<http://www.dinosaurfact.net/>

Session 3:

Motivation:

1. Find a picture of a dinosaur (bones) and cut into several pieces. Have the students assemble the dinosaur. These links have some possible skeletons to print off to use for this activity:

http://www.amnh.org/ology/features/stufftodo_paleo/youdrawdinos.php

<http://www.enchantedlearning.com/subjects/dinosaurs/anatomy/Skeleton.shtml>

2. Explain that in the reading, "Dana Daring, Dino Detective", on pages 12-15, explains how dinosaur bones arrive at a museum and are assembled to show in an exhibit.

Teacher Input:

1. Have small groups of students read "Dana Daring, Dino Detective".

Guided Practice:

1. After reading, have the groups discuss the story by doing the following graphic organizer.

Fossilized dinosaur bones arrive at museum: What is done?

- A.
- B.
- C.

(dig bones from rocks, clean them, study them as they are released from rocks)

How is the process done?

Tools used at the Museum:

- A.
- B.

- C.
- D.
- E.

(power saws, electric drills, chisels, hammers, special chemicals)

Creating the Exhibit: What is Needed?

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

(fiberglass bones, metal frame, wire, dino bones)

3. Pretend you are working at a museum. Using your graphic organizer, retell how you were involved in creating a dinosaur exhibit.

4. Discuss sequencing in reading and its importance in helping us remember information. Place the following sequencing activity on the story "Goldilocks and the Three Bears" on the overhead.

<http://www.teachingideas.co.uk/english/files/goldilockssequencing.pdf>

Have groups place the story in proper sequence and then regroup as a class and discuss the sequencing activity. Give small groups of students 5-7 index cards. Have the students review the story and place events on each of the cards. When done, have other groups of students place the index cards in proper sequence. Regroup and discuss the activity.

Post Reading Activity:

1. Have small groups review "Dino Sized" on pages 16-17. Have the students make up 5 comprehension questions (example: **The tallest mammal on the earth today is the _____.** Answer: giraffe) Have the students exchange their comprehension questions with another group to answer. Regroup and review the reading.

2. Select a dinosaur and draw a picture and write 4 facts learned about the dinosaur. This site has lots of information on dinosaurs: <http://www.kidsdigdinos.com/dinosaurfacts.htm>

3. Learn about Sue. The Field Museum unveiled Sue, the largest, most complete, and best-preserved *T. Rex* fossil yet discovered. <http://www.fieldmuseum.org/sue/about.asp> With a partner, pretend you are a newscaster interviewing someone at the Field Museum about Sue.

Session 4:

Motivation:

1. Explain that in "Yo Wants to Know" by Lea and Alan Daniel, on page 18- 23, Yo goes to a dinosaur exhibit at a museum with his grandfather.

Teacher Input:

1. Pass out copies of the May issue of *Click* to partners of students. Before reading the story, review with students punctuation and how it helps made for more interesting oral reading.

Guided Practice:

1. Read the story, "Yo Wants to Know", on pages 18-23, in unison.

2. Select sentences to highlight and encourage students to read again these passages with feeling such as "Oh, Boy! Dinosaurs right in the middle of a museum! But Grandpa, where's the dinosaurs' skin?"
3. Make text-to-self connections. Have you ever been to a museum? What is your most favorite exhibit? Have you a memory of something you've done with a grandparent? Etc.
4. As a class group, have students search the reading for examples of nouns and verbs from the story and make a list.
5. Have the students write creative sentences using one of the nouns and one of the verbs in a sentence.

Post Reading Activity:

Write a short poem about dinosaurs (4 lines) with all the words starting with the letter **D**.

Session 5:

Motivation

1. Explain that "Talking with T. Rex", by Rachel Young, on pages 24-27, is about a field trip to a museum where one of the students has a conversation with a T. Rex and learns all about its life.

Teaching Input:

1. Pass out a copy of *Click* Magazine to partners of students and have them turn to "Talking with T. Rex" by Rachel Young, on pages 24-27. Have them do a picture walk through of the reading. Encourage students to make comments on what they see.
2. Ask the students to highlight vocabulary words for which they might need further discussion. Possible words include: *scavenger*, *trackway*, *ancestor*, *recall*, *fossilized* and *paleontologist*. Encourage students to use context clues to help determine the meaning of the words and to think of creative sentences for the vocabulary words.

Guided Practice:

1. Have students take turns reading a selection of the reading stopping to encourage text-to-self connection, predictions and foster comprehension skills.
2. <http://www.ucmp.berkeley.edu/diapsids/saurischia/tyrannosauridae.html> This site has lots of interesting information about the T Rex.

Post Reading Activity:

Discuss *Fact and Opinion*. Ask the students to share facts about weather that they might know. Ask the students if they can give a definition of a fact. *A fact is something that can be proven to be true*. Ask the students what an opinion would be. *An opinion is someone's view, feeling or sentiment*. What are some words that help someone know that the statement is an opinion? (Possible answers: feel, believe, always, none, most, best, worst, never) Have students review the article to find 5 facts mentioned. Have students ask themselves, "To see if something is a fact, can this statement be proved?" To check if it is someone's opinion, ask yourself, "Is this someone's thought or feeling? Can you prove it to be true?" Next to each fact, have the students write one opinion sentence. As a class, review the facts they found and share the opinion sentences with the class.

More resources on Dinosaurs:

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

<http://www.kidsdigdinos.com/Dinosaurs/trex.htm>

Session 6:

Motivation:

1. Ask the students to discuss the character traits of being a paleontologist. Possible answer might include: patience, like working in the dirt, smart, etc.)
2. Explain that in the story, "Digging for Dinosaurs" by Charnan Simons, on pages 28-34 is about a young boy named Benny who went on a dinosaur dig for his vacation. Ask the students to share places they may have gone for a vacation with their family. Ask if they would want to go on a dinosaur dig, etc. to make *text-to-self* connections with the story they will be reading.

Teacher Input:

1. Pass out a copy of *Click Magazine* to partners of students. Have them do a picture walk through of the reading. "Digging for Dino" by Charnan Simons, on pages 28-34. Encourage students to make comments on what they see.
2. Ask the students to highlight vocabulary words for which they might need further discussion. Possible words include: *clunked*, *GPS devices*, *encouragingly*, *drowsy*, *whooped*, and *specimen*. Encourage students to use context clues to help determine the meaning of the words and to think of creative sentences for the vocabulary words.

Guided Practice:

1. Have students take turns reading sections of the article stopping after each page to make comments, check for comprehension and make *text-to-self* connections

2. Have students do the following graphic organizer:

- A. Why don't paleontologists use a shovel? (most bones are near the surface and could be broken with a shovel)**
- B. What are some of the tools used by a paleontologist? (paint brush, ice picks)**
- C. What are the steps for searching a site for dinosaur bones? (pick, chip, brush and sweep)**
- D. How is a sample protected for transporting back to a lab? (damp tissue paper, wrapped in protective jacket of plaster and cheesecloth)**

3. Discuss syllables and have partners of students review the article for examples of 3 or more syllable words. Remind the students how syllables help to break up a word to help learn to spell it and help learn how to pronounce a word. Each time your jaw drops when you slowly say a word, is a syllable. Example: sediment(3 syllables).

THREE SYLLABLE WORDS MORE THAN THREE(state how many)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Regroup as a class and go over the syllable lists.

Post Reading Activity:

1. Pretend you were the dinosaur who left behind the tooth for Benny to find. Write a diary entry about how you lost your tooth.

Post Reading Activity:

Give each student four index cards and have them review the issue of *Click* Magazine. Find a specific fact learned from the issue. On one card write a question about your fact and the second, write the answer. Have the students hang their question cards and answer cards around the room but NOT together. When done with this part of the activity, have the students search the room for questions and their answers and take them to their desks. Regroup as a class and discuss the facts learned.