

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 July 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. Throughout this issue, that focuses on plants, 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

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
World Map

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 garden at their home, a community garden, or whether they have planted sunflowers or beans as a class science project.
2. Have the students draw and color a garden. What would they have in it? Brainstorm the different flowers or veggies they might draw. Have the students write a paragraph pretending to be one of the sunflowers, beans, pumpkins, etc., and tell about a day in your life. What do you see in the garden? What do you feel? What do you smell? etc.
2. Explain that in this issue of *Click*, the students will be reading a number of stories that have to do with plants and gardening.

Teacher Input:

1. Assign the students a partner and pass out the issue of *Click*.
2. 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. Assign a character(Amy, Martin, Liz, 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. Do you like holding worms or working in the dirt? What is your favorite vegetable or flower? Etc.
2. Have the students turn to page 2 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, What is Amy holding? What color is her 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 Martin and Amy do to make planting a garden fun?

- A.
- B.
- C.

(Possible answers: use toys such as the dump truck to plant seeds and snowplow to cover the seeds, finding worms, help build a teepee, etc.)

Discuss the graphic organizers.

Post Lesson Activity:

Write a paragraph pretending to be Liz working in the community garden.

Session 2:

Motivation:

1. If possible, have students bring in a sample of a seed. You can also show pictures of different seeds. Ask the students if they have any prior knowledge about seeds.
2. Explain to the students that in the following story, "From Seed to Plant", on pages 7-10, the students will read about how a seed grows into a plant such as a pumpkin.

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. After reading the article, have the groups of students answer the following questions:

A. What softens the hard coating of a seed?(water)

B. What pushes through the seed coat?(root)

C. Why is the root helpful to a plant?(holds soil and plant into the ground)

D. What helps the plant grow?(water, air and sun)

E. What helps carry pollen from one plant to another?(insects and wind)

2. In groups, review the article for examples of pronouns. Have the students write the pronoun and the noun for which it is substituting.

3. Have the groups also review "Plant Food" on page 11 and answer these additional questions:

A. How does a plant make its food?(from carbon dioxide, water and sunlight)

B. What do the veins on a leaf do?(carry water to the leaf from their roots and stem and back)

Regroup and discuss the comprehension questions and examples of pronouns found.

Post Lesson Activities:

1. Have the students make a mobile of vegetables that could be grown in a garden or have the students draw a diagram of a plant and how it gets its food. Label the different things involved in the process.

Session 3:

Motivation:

1. Ask the students if their parents, grandparents or neighborhood has a garden. Have they helped work in the garden? Encourage students to share their experiences.

Teacher Input:

1. Pass out the issue of *Click* Magazine and have the students turn to "Hannah's Garden", by Nelle Davis, on pages 12-14.
2. Discuss quotation marks and how they help the reader know when someone is speaking. Discuss other punctuation that helps the reader know how to read the sentences with proper feeling.

Guided Practice:

1. Have the students open to "Hannah's Garden", on pages 12-14. Have the students volunteer to read with feeling, " Look, Daddy, the lettuce seeds I planted are growing." Remind the students to use the punctuation clues to read what is in quotation marks with the proper feeling.
2. Have students assigned either the role of Daddy or Hannah and read the story in unison.
3. Have groups of students review the reading for nouns and verbs and after about 5 minutes regroup to discuss the words and their classification.

Session 4

Guided Practice:

1. Show a picture of a carnivorous plant such as the Venus Fly Trap. These links have photographs of different carnivorous plants.

<http://www.botany.org/bsa/misc/carn.html>

http://www.botany.org/Carnivorous_Plants/

2. With a partner read the article , "Gotcha", on page 15. Have the students go to this link: <http://kids.nationalgeographic.com/kids/stories/animalsnature/meat-eating-plants/> Review the page and write additional facts learned about carnivorous plants.

3. Draw a picture of the Venus Fly Trap or other carnivorous plant and write 3 facts learned.

4. Write a short poem (**Haiku**) about the Venus Fly Trap. A Haiku is a short Japanese poem of three lines. There is a specific syllable count in these poems. Review syllables and that if they place their hand under their chin, each time the chin drops, is a syllable. How many syllables are in the word "*protected*"? Review the reading to find words that have 2 or three or more syllables. Explain that in a haiku poem, sentence structure is not usually done. Stress using descriptive words. In the first line, there are 5 syllables, the second line, 7 syllables and the last line 5 syllables. Encourage the students to share their haiku with the rest of the class.

Session 5:

Motivation:

1. Ask the students if they have ever done a school related project with their parent, grandparent or older sibling. Encourage the students to share their experience with the class.
2. Explain that in the story, "Yo Wants to Know", by Lea and Alan Daniel, on pages 18-23, Yo and his dad do an experiment to show how a plant "eats".

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. Have students try and read one of the sentences with lots of feeling using the punctuation clues such as the following: "Good question. Let's go find out."

Guided Practice:

1. Have students take turns reading a part of each page stopping to discuss comprehension and make comments.
2. Find all the words in the reading that start with the letter **C**. Write a sentence using all the words found that start with **C**. Encourage students to share their sentence with the rest of the class.

Post Lesson Activity:

1. Have the students make a list of as many words (nouns) as they can think of that start with **P**(for plant). Regroup 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 **P** that weren't listed by any other group wins the game!

Session 6:

Motivation:

1. Ask the students how they protect themselves from falling rain? Ask the students how they protect themselves from a fly buzzing around their head. Explain that humans can use their hands, shirt, or an umbrella to protect themselves from falling rain. Humans can use their hands to shoo away a fly. Humans can also escape creatures that might do them harm. Plants don't have the abilities to protect themselves in the way humans do but they can protect themselves. Brainstorm ways plants can protect themselves. This link has additional information:
http://wawa.com.sg/Development/kidsplants/kidsplants_dec.htm
2. Share with the students that in the reading, "Plants are Protected" on pages 24-27, they will be reading ways plants protect themselves.

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 turns reading the article stopping after each page to discuss the content and make comments.
2. Have partners do the following graphic organizer:

Graphic organizer: How do plants protect themselves?

- A.**

- B.**

- C.**

- D.**

E.

(Possible answers: hard shell, thorns, spikes, disguises, poisons or bad taste, rash). Regroup and discuss the graphic organizers to review the reading.

Session 7:

Motivation:

1. Ask the students if they have a baby brother or sister, or know of a relative that was going to have a baby. Encourage the students to share any prior knowledge about their mom or the relative before the baby was born.
2. Explain that in the story, "Our Neighborhood Garden" by Maureen Ash, on pages 28-34, the students will read about a community garden with people from different cultures of the world.

Teaching Input:

1. Pass out copies of *Click* Magazine and have the students turn to "Our Neighborhood Garden", on pages 28-34.
2. Skim the reading to identify the cultures of the people who work in the community garden. (Irish, Italian, Hidatsa Indians (originally from North and South Dakota). Using a world map, locate the area of the world for these cultures.

Guided Practice:

1. Have the students take turns reading a section of the article, stopping to discuss and review for comprehension after each page.
2. When done, ask small groups to review the reading and make five comprehension questions. For example: What did some grandmothers do in addition to watering their gardens? Exchange the questions with another group to answer. Regroup and discuss the story.
3. Have the students learn about the Hidatsa Indians, Irish and/or Italians. These links are helpful:

http://www.bigorrin.org/hidatsa_kids.htm

<http://kids.nationalgeographic.com/kids/places/find/ireland/>

<http://kids.nationalgeographic.com/kids/places/find/italy/hh>

Draw/color a picture that shows something from the culture and write 5 facts learned. Have the groups share their drawing and information with the rest of the class.

Post Reading Vocabulary Survey:

Discuss syllables and how breaking a word into its parts can help to decode the pronunciation of a word and help to learn how to spell the word. Have students place their hand under their chin. Explain that every time their chin drops is a syllable. Give the following example: *neighborhood*. How many times does the chin drop? (3).

Have small groups of students share a piece of paper where they have made the headings:

2 syllables

3 syllables

More than 3 syllables

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

Have the students searched through the reading, "Our Neighborhood Garden," to find examples of words that would fit under the different headings. Discuss the activity as a class when completed.

Overall Assessment:

The teacher will assess the students'

1. Ability to work together with a partner or in groups.
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.

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