

# 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 September 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, supportive guided reading, listening activities, vocabulary and word recognition, buddy reading, comprehension, interactive writing or independent writing depending on the level of your students. 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, 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](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 September issue of *Click*  
drawing paper and crayons  
Internet sites

**Session 1:**

**Motivation:**

1. Ask the students if they have ever gone for a hike in the woods or up a mountain. Encourage the students to share their experiences with the rest of the class.
2. Explain that in the reading, "Click and the Kids" by Meg McLean, on pages 2-6, the children will be reading about a hike up a mountain.

**Teacher Input:**

1. Assign the students a partner and pass out the issue of *Click* and turn to "Click and the Kids" on pages 2-6. Have the students do a picture walk-through and look for words which might need highlighting such as: maidenhair fern, summit, blazes, fairy stump, and exhausted. Encourage the students to create sentences using the words after they have been reviewed.
2. Assign the students a particular character (depending on the size of the class, there could be multiple characters so they will be reading in unison) and read the story.

**Guided Practice:**

1. Before reading, ask the students to look at the pictures on page 4. Encourage students to give descriptive phrases to describe what they see in the picture. Encourage the students to *grow* a sentence. For example. ask what is Liz wearing? (possible answers: jacket, boots, and backpack). What color is her backpack? Jacket?, etc. 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, have students make *text to self connections* with the story. Have they collected leaves? Have they found mushrooms in the woods? Have they ever gone on a piggyback ride or used the expression "rotten egg"? etc. Encourage students to share these experiences with the class by coming up to the front of the room for an oral speaking activity.
4. Ask the students what are some things they might put in a backpack when hiking. Have the students draw a backpack and draw the different items. Have the students write a paragraph on their drawing explaining why they would place the items in their backpack.

5. Give the students drawing paper. Have them close their eyes and visualize they are on top of a mountain. What do they see? What might they hear? What might they feel standing at the top? What might they smell? On a piece of paper, draw a simple mountain shape. Write the different senses that they'd experience on the top of the mountain. Use the graphic organizer to draw/color a picture to describe their mountain top experience. Encourage the students to share their drawing with the rest of the class.

**GRAPHIC ORGANIZER: On a mountain top:**

**What do I smell?**

- 1.
- 2.
- 3.

**What do I see?**

- 1.
- 2.
- 3.

**What do I hear?**

- 1.
- 2.
- 3.

**What might I feel?**

- 1.
- 2.
- 3.

Regroup as a class and discuss the activity responses.

**Post Lesson Activity:**

1. Pretend you are Martin, Amy or Liz and write a couple of sentences about how you are feeling about hiking the mountain and reaching the summit.

**Session 2:**

**Motivation:**

1. Show a photograph of a pika. Ask the students to identify the mammal and whether they have any prior knowledge. Ask the students to list all the characteristics of a mammal. This site has lots of interesting information:

<http://www.enchantedlearning.com/subjects/mammals/>

2. Have students draw a picture of one of the "Mammal Extremes" and write three facts learned about the mammal.

**Teacher Input:**

1. Have partners of students turn to "Pika Pete" on pages 7-9.

**Guided Practice:**

1. Have the students take turns reading a section, stopping after each page to discuss what they have read and make predictions.
2. After reading the story, 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 and have other students try and guess the action word.
3. With a partner, do the following graphic organizer:

**Description of the Pika:** \_\_\_\_\_ (ie: thick, soft fur, fur on the bottom of the feet, sharp teeth, barks)

**Where does it live?** \_\_\_\_\_ (ie: tunnels, under piles of rocks, high in mountains, gathers grasses and plants to make hay piles)

**Enemies of the Pika :** \_\_\_\_\_ (ie: coyote, hawk, weasel)

More information on the Pika:

<http://www.pikaworks.com> and <http://www.nhptv.org/natureworks/americanpika.htm>

In small groups learn more information about the pika. Write 7 facts learned and draw a picture of the pika, writing the information on your drawing to share with the rest of the class.

### **Post Lesson Activities:**

Write a poem about the pika using the information learned from the reading and mini-research.

### **Session 3:**

#### **Motivation:**

1. Ask the students to list famous mountains in the world. Possible answers might include: Mt. Everest, Denali, Mt. Kilimanjaro etc. With a world map, have the students locate the different countries where the famous mountains are found. This link has information on world mountains:

<http://primaryhomeworkhelp.co.uk/mountains/tallest.htm>

Mention the Seven Summits, the highest mountains on all continents.(Mt. Everest, Aconcagua, Mount McKinley(Denali), Mount Elbrus, Vinson Massif, Carstensz Pyramid and Mount Kosciuszko).

2. Explain that in the reading, "How Mountains are Made", the students will learn about the formation of mountains.

#### **Teacher Input:**

1. Partner students and pass out the issue of *Click* magazine and have the students do a picture walk through of the article, "How Mountains are Made", by Kathleen Weidner Zoehfeld, on pages 10-15. Discuss their comments, reactions, and predictions.

2. Review vocabulary such as the following: ***mantle, crust, brittle, plates, tremendous, folds, ridges, craggy, magma, and lava.*** Encourage students to use the vocabulary words in a sentence.

#### **Guided Practice:**

1. Have students take turns reading a part of each page and stop after each page to review comprehension and share comments.

2. After reading, discuss sequencing and have small groups of students sequence the formation of a mountain. Share their sequencing chart with the rest of the class.

3. Have the students make a comprehension quiz for another group to answer. Make 5 questions from the reading. After each group has completed their "quiz", regroup and discuss the reading.

#### **Post Lesson Activity.**

Have children draw a picture of the different layers of the earth. This link may be helpful:

<http://www.enchantedlearning.com/subjects/astronomy/activities/label/labelearth.shtml>

### **Session 4:**

#### **Motivation:**

1. Explain to the students that in the article "Volcano", on pages 16-17, they will learn more about volcanoes. Encourage students to share any prior knowledge they might have on volcanoes. Here are some facts to share:

- More than 80 percent of the earth's surface is volcanic in origin.

- A dormant volcano is one which is "sleeping". Mount St. Helens, Cascade Range in the state of Washington, erupted in 1980, after more than 100 years of being dormant.

- There are more than 500 active volcanoes in the world. More than half are part of the "Ring of Fire," a region around the Pacific Ocean.
- Crater Lake, Oregon, formed from a high volcano that lost its top about 6,600 years ago.

\* From: <http://www.fema.gov/kids/volfacts.htm>

**Teacher Input:**

1. With a partner, have the students turn to "Volcano", on pages 16-17. Review adjectives and how such words are give more description to nouns.

**Guided Practice:**

1. Have the small groups read the article with their partner. After reading, have the students do the following activity:
- 2.

**ADJECTIVE      NOUN**  
**Example: some      lava**

- A.
- B.
- C.
- D.
- E.
- F.

Regroup and review the adjectives found in the reading and the noun for which they describe.

3. These links have lots of information on volcanoes:

- <http://www.enchantedlearning.com/subjects/volcano/activities.shtml>
- <http://www.woodlands-junior.kent.sch.uk/Homework/mountains/volcanoes.htm>
- <http://www2.scholastic.com/browse/article.jsp?id=4886>

**Post Lesson Activity.**

Write the word **VOLCANO** on a piece of paper and use each of the first letters to describe a volcano.

**Session 5:**

**Motivation:**

1. Ask the students if they have ever gone skiing or watched skiing. Encourage students to share their experiences.
2. Explain that in the story "Yo Wants to Know", by Lea and Alan Daniel on pages 18-23 , Yo tries skiing.

**Teacher Input:**

1. Partner students up with copies of the issue of *Click* magazine and have the students open to "Yo Wants to Know " by Lea and Alan Daniel, on pages 18-23. Discuss with the students how punctuation helps with reading encouraging students to explain what they know about such punctuation as periods, commas question marks, exclamation marks and quotation marks.

**Guided Practice.**

1. Have students read the story with a partner emphasizing reading for feeling using the punctuation clues.
2. Regroup and discuss the story. Have students look at the illustration on page 20 and share descriptive phrases as to what they see.
3. Review the story with the following comprehension activity:

## COMPREHENSION REVIEW:

**A. What is the first goal of skiing? (ski in control)**

**B. In addition to skis, what do skiers wear? (helmet, goggles, coat, hat and gloves)**

**C. Describe the shape used to stop skis? (in a wedge shape, like a pizza)**

**D. Beginners often use this method to go up the hill. (magic carpet)**

Regroup and review the comprehension questions.

### Post Reading Activity:

Find all the words that start with the letter **C** and write a creative sentence using all of the words.

## Session 6:

### Motivation:

1. Show the picture of a mountain goat on the cover of the *Click* magazine issue. Ask the students if they have any knowledge about the mountain goat.
2. Tell the students that in the article "King of the Mountain", on pages 24-27, they will be learning about the mountain goat.

### Teacher Input:

1. Partner students and pass out the issue of *Click* magazine and have the students turn to "King of the Mountain, on pages 24-27.

### Guided Practice:

1. With a partner, have the students read the article, "King of the Mountain".
2. Answer the following slotting questions:

**A. The rubbery pad on the mountain goat's toe grips the ground like the bottom of a \_\_\_\_\_ does. (Gym shoe).**

**B. The toes of a mountain goat can \_\_\_\_\_ to help the goat \_\_\_\_\_ on rough, uneven ground. (spread wide/balance)**

**C. What is the name for the small, hard claws found above the hooves on a goat's leg? \_\_\_\_\_ (dewclaws)**

**D. An adult mountain goat can leap \_\_\_\_\_ in a single jump. (12 ft.)**

**E. A mountain goat has \_\_\_\_\_ coats to keep warm and dry. (two)**

Regroup and discuss the comprehension questions.

3. When done, make up 5 comprehension questions (true or false) based on the reading. Exchange the questions with another group to answer. If the statements are incorrect, make them into a correct statement.

4. Show the following website to the students:

[http://depts.washington.edu/natmap/facts/mountain\\_goat\\_k6.html](http://depts.washington.edu/natmap/facts/mountain_goat_k6.html)

Have groups of students skim the page and find 7 facts to share with the class about a mountain goat.

### Post Reading Activity:

Draw a picture of a mountain goat and write 5 facts learned. Write a poem using 5 facts about the mountain goat.

## Session 7

Motivation:

1. Tell the students that the article, "Everest", by Melissa Stewart, on pages 28-33, is all about climbing Mt. Everest, the highest mountain peak in the world. Have students locate Mt. Everest on a world map.
2. Why do you think people want to climb Mt. Everest? What would be things you'd need to bring along? If you could leave one souvenir at the summit, what would it be and why?

**Teacher Input:**

1. Have students open to Everest, by Melissa Stewart, on pages 28-34. Do a brief picture walk through and encourage students' comments and predictions.

**Guided Practice:**

1. Have students take turns reading a section of the article. When done, have partners do the following activity.

2. Have partners review the story as they do this activity:

Comprehension questions:

**A. What are people called who live in the mountains of Nepal and help as guides up the mountain?** (Sherpas)

**B. What illness can climbers get if they climb too quickly? (altitude sickness) What do climbers do to prevent this from happening?**(climb up and down between the different level camps until they have gotten used to less oxygen)

**C. What are other challenges that climbers face?** (strong sun's rays, wind, sunburn, blindness, lack of oxygen, slipping and falling)

**D. What are the deep cracks in the ground called?** (crevasses)

**E. What is nickname for Camp 4? (Death zone). Why?** (air is so thin, cold temps can cause frostbite)

Regroup and discuss the comprehension questions.

3. After reading the selection, 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: detectives. How many times does the chin drop? (3) Have them try the following word: crevasses (3)

**Have partners of students do the following activity sheet:**

**2 syllable words    3 syllable words    More than 3 syllable words**

- |           |           |           |
|-----------|-----------|-----------|
| <b>1.</b> | <b>1.</b> | <b>1.</b> |
| <b>2.</b> | <b>2.</b> | <b>2.</b> |
| <b>3.</b> | <b>3.</b> | <b>3.</b> |
| <b>4.</b> | <b>4.</b> | <b>4.</b> |
| <b>5.</b> | <b>5.</b> |           |
| <b>6.</b> | <b>6.</b> |           |

**Regroup and review the activity sheet.**

**Post Reading Activity:**

Write a diary entry pretending to climb Mt. Everest. Include 4 facts learned from the reading.

**Post Reading Activity:**

Have students team with another student and conduct an interview. Prior to doing the interview, ask the students what must they do when conducting an interview. (Possible responses: write the answers down so you remember them, listen carefully, make eye contact, etc. ) Have the students interview their team member with the following questions.

**INTERVIEW A CLASSMATE PRETENDING TO HAVE CLIMBED MT. EVEREST:**

**Why did you want to climb Mt. Everest?**

**What did you do to prepare for the climb?**

**What are some of the things you brought along?**

**What were some of the emotions you were feeling as you climbed the mountain?**

**What were some of the things you saw from the summit and how did you feel?**

- Switch roles and conduct the interview again.

**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.