

Teacher's Guide for Click Magazine

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Teacher's Guide prepared by Gail Skroback Hennessey

Gail Hennessey taught social studies at Harpursville Central School in New York State for 33 years. She writes often for children's publications and is the author of six books for teachers and students. In 1988, she was named Outstanding Elementary Social Studies Classroom Teacher of the Year from the New York State Council for the Social Studies and also named Outstanding Elementary Social Studies Teacher of the Year by the National Council for the Social Studies. Check out her helpful Web site for teachers at www.gailhennessey.com

The following teacher's guide is designed to assist the classroom teacher in using the October 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.

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

The Overall Plan

Title: The Zoo

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 October issue of *Click*
drawing paper and crayons
Internet sites of interest

Session 1:

Motivation:

1. Have the students close their eyes and ask them to think that they are at a zoo. Ask the students to volunteer to suggest the different sights and sounds they might see at a zoo.
2. Explain that in this issue of *Click*, the students will be reading about zoos.

Teacher Input:

1. Assign the students a partner and pass out the issue of *Click* magazine. Discuss the picture on the cover of the October issue of *Click*. Ask the students if they have any prior knowledge of zoos or the creatures on the cover.
2. Give each group some Post-It note paper to record new or interesting words they notice during a picture walk through of the issue. When the activity is completed, have the partners share their words. Record these words on a possible word chart and briefly explain each one.
3. Open the issue to "Click and the Kids" by Meg McLean on pages 2- 6. Review the illustrations and share their comments. This lets the students demonstrate their background knowledge. Encourage students to make text-to-self connections. Ask the students to share a time they may have gone to a zoo. What are they favorite exhibits? What type of souvenir do they buy when at the zoo? Etc.

Guided Practice:

1. Assign the students a role of either Liz, Click, Martin or Amy.(there will be multiple readers for each part). In unison, have the different characters read their section of the story aloud stopping after each page to have students give their comments about content, share experiences, and to monitor their comprehension.
2. Ask the students to look at the picture on page 5. Encourage students to be specific and list the different things that they see. Encourage students to give descriptive phrases to describe what they see in the picture. Encourage the students to *grow* a sentence. For example. If one student says, I see an okapi. Someone else might add, I see a brown okapi with white-striped legs. Etc. Continue with other starter sentences and grow descriptive additions.
3. Brainstorm all the different purposes of zoos. For example: they help people learn about different animals of the world, provide a home for endangered species, they are places to breed endangered species, and zoos are places where scientists learn more about the creatures.

4. Divide the students into small groups and have them make a list with **NOUN** and **VERB**. Have the students look on pages 3- 5 and list as many nouns as they can find and as many action verbs they can identify on the page. Regroup as a class and have the groups share their word list.

Post Lesson Activity:

1. Pretend you are Amy, Click, Martin or Liz. Write a paragraph describing at least three things you saw on the zoo safari. Use the senses. What do you hear? See? Feel?

These sites have some interesting activities and information:

<http://switchzoo.com/>

<http://nationalzoo.si.edu/Audiences/Kids/default.cfm>

<http://www.sandiegozoo.org/kids/index.html>

2. Make a mobile of different creatures you might find at a zoo.

Session 2:

Motivation:

1. Explain to the students that in the following article, "Saving the Takhi", on pages 7-9, students will learn how zoos helped save the rare Mongolian Takhi. Show a world map, and ask if the students can locate the country of Mongolia.

Teacher Input:

1. Do a picture walk-through of the article encouraging comments, reactions and predictions.

Guided Practice:

1. Have the students open to "Saving the Takhi", on pages 7-9. 2. Have partners read the article.

2. After reading have the students do the following graphic organizer:

FACTS about the TAKHI:

A.

B.

C.

D.

Possible answers:(originally from Mongolia, very rare, habitat taken by people, sturdy horses, couldn't be tamed, etc.)

Regroup as a class and discuss the Takhi.

3. Have the students make three questions about the story to give to another student to answer.

4. Have students learn more about the Takhi at this link:

<http://nationalzoo.si.edu/Publications/ZooGoer/1997/5/takhiwildhorse.cfm>

Copy the page and cut the reading into sections and give a section to partners of students to review.

Underline additional facts learned such as the word Takhi means "spirit" and that the horse is a symbol of Mongolia.

5. Learn something about the country of Mongolia:

<http://travel.nationalgeographic.com/travel/countries/mongolia-guide/> and

<http://www.factmonster.com/ipka/A0107796.html>

Post Lesson Activities:

1. Draw a map of Mongolia and write 5 facts learned about the country or draw a Takhi and write 5 facts learned about the horse. Encourage students to orally present their drawings and facts to the rest of the class.

Session 3:

Motivation:

1. Ask the students if they have ever cared for a baby animal and encourage the students to share their experiences. Explain that in the reading "Mother to Tigers" ,by George Ella Lyon, on pages 10-14, they

will be reading a true story about a woman named Helen Martini, the first woman keeper at the Bronx Zoo, and how her efforts helped save the lives of many infant creatures.

Teacher Input:

1. Before reading, give the students a piece of paper. Tell them that they will have two minutes to brainstorm as many creatures that they could see on a visit to a zoo. After the 2 minutes, have the students state their creatures. If someone says, "elephant" and others have it, the students are to cross it off their list. The student with the most remaining creatures on their list is the winner of the activity.
2. 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 first part of the chart.

KWL Chart

What do I know about zoos.
What do I want to learn about zoos.
What did I learn about zoos

Guided Practice:

1. Have the students take turns reading a section of the reading, stopping after each page to discuss for comprehension and for comments.
2. After reading, have the students do the following graphic organizer:

What are ways that Fred and Helen helped the cubs in their home:

- A.**
- B.**
- C.**
- D.**
- E.**

(possible answers: gave a heating pad to a cold tiger, given bottles, fed them, made a bed for the babies, gave them love and played with them)

3. Pretend to be Fred or Helen and write a paragraph about things you did to care for a baby tiger cub.

Post Reading Activity:

Show a picture of a tiger and have the students write a 3-5 line poem about a tiger. These sites have information and photographs:

<http://kids.nationalgeographic.com/kids/animals/creaturefeature/tiger/> and
<http://www.sandiegozoo.org/animalbytes/t-tiger.html>

Session 4:

Motivation:

1. Ask the students to share any prior knowledge they might have about polar bears. Explain in the reading "Caring for Knut", on pages 15-17, they will learn about a zookeeper that helped a baby polar bear whose mother wasn't able to raise the cub.

Teacher Input:

1. Have the students open to "Caring for Knut", on pages 15-17, and have the students take turns reading the article, stopping after each page to discuss for comprehension and to comment on the photographs.

Guided Practice:

1. After reading the article, have small groups of students do the following graphic organizer:

Facts about a baby polar bear:

- A.**

- B.**
- C.**
- D.**
- E.**

(Possible answers: don't have thick fur or layer of blubber, live in sheltered snow den to keep warm, at birth weigh about one pound, tummy can't hold much food so must nurse often,

How Zookeeper Thomas Dorflein helped baby Knut:

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

(Possible answers: slept with Knut, bathed Knut, fed Knut, played with him, taught him to swim, etc.)

Regroup and discuss the reading.

2. Knut has his own website: <http://knut.net/> Check it out to see pictures and learn more information.

Session 5:

Motivation:

1. Explain that in "Yo Wants to Know" by Lea and Alan Daniel, on pages 18-23, Yo learns about the naked mole rat with Dad and then goes to a zoo to see one.
2. Show a world map and ask the students to identify east Africa, the area that the naked mole rat is natively found. Find specifically, the countries of Kenya, Ethiopia, and Somalia, home of the naked mole rat.

Teacher Input:

1. Pass out *Click* magazine to partners of students and have read the story in unison. Encourage students to use punctuation clues to read the story with feeling.

Guided Practice:

1. After reading the article, have students review the story and encourage students to state descriptive phrases of what they see.
2. Have the students review the reading and make a list of **NOUNS** and **VERBS** and after having about 5 minutes, review the lists.

3. More information on the naked mole rat can be found at this link:
http://www.sandiegozoo.org/animalbytes/t-naked_mole-rat.html

Session 6:

Motivation:

1. Explain that in the story, "Wild Work" on pages 24-27, the students will be learning about the job of a zoo keeper. Ask the students to brainstorm the different jobs of a zookeeper.

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 partners read, "Wild Work", on pages 24-27.
2. Review again for **Nouns** and **Verbs** and regroup and discuss the reading and their nouns and verb lists.

Post Lesson Activity:

Pretend to be a zookeeper and write a 3-5 line poem describing your day.

Session 7:

Motivation:

1. Explain that in the story, "The Biggest Present in the World", by Charnan Simon, on pages 28-34, the students will be reading about a little girl named Lydia, whose uncle adopts a baby giraffe in her name.

Teacher Input:

1. Pass out copies of *Click* magazine and have the students do a picture walk through of the story, on pages 28-34. Review the reading for possible new vocabulary words such as the following: **nuzzle, awkward, assured, satisfyingly, spindly, marvel, and certificate.**
Encourage students to make creative sentences using the different vocabulary words.

Guided Practice:

1. Have students take turns reading a selection of the story, stopping to review for comprehension, make predictions, etc.
2. Do the following graphic organizer:

What are some things that someone who "Adopts-An-Animal" receives?

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

(Possible answers include: sticker, letters, pictures, visits, birthday party, pencil, etc.)

3. Do a giraffe fact safari. Ask the students to look on page 33 and ask the students to skim for the answer to questions such as: How much do giraffes weigh at birth? (150 pounds) How long is a giraffe's tongue?(18 inches)Etc.

4. 3. Have pairs of students do the following Story Pyramid:

STORY PYRAMID:

MAIN CHARACTER

TWO DESCRIPTIVE WORDS ABOUT THIS PERSON

THREE WORDS TO DESCRIBE THE PLACE OR SETTING OF THE STORY

FOUR WORDS TO DESCRIBING WHAT HAPPENED IN THE STORY

Regroup as a class and review the story pyramid information

Post Lesson Activity:

Draw a picture of a giraffe and write 5 facts learned about giraffes. More information can be found at these links: <http://www.sandiegozoo.org/animalbytes/t-giraffe.html> and <http://kids.nationalgeographic.com/kids/animals/creaturefeature/giraffe/>

Post Reading Activity:

Discuss syllables with the class and how breaking a word into its parts helps to identify a word and learn to spell the word. Give the students a piece of paper and with a partner have them find words in the reading, "The Biggest Present in the World" that have 2 , 3, or more syllables. Remind the students that if they place their hand under their chin and say the words out loud, each time the chin drops is a syllable. For example: decorated (4)

After about 10 minutes, have the students review their lists to see if they have accurately placed the words under the proper syllabic list.

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.