

Teacher's Guide for Click Magazine

Click November/December 2010

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 November/December 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 the guide, skills in vocabulary building, reading, writing, listening and cross curricular activities are included to help you utilize the magazine in your classroom. The sessions are a suggestion and the sequencing of the material can depend upon your individual preferences and students.

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/befoe_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 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 November/December issue of *Click*

Internet sites

Drawing paper and crayons

Session 1:

Motivation:

1. Ask the students to brainstorm all the different things they and their family might do to get ready for winter. Ask the students to think of what different animals do to get ready for winter. Ask the students if they know what the terms hibernation and migration mean and whether they have noticed birds flying south for winter, caterpillars crawling up building and on the sidewalks as winter approaches, etc.
2. Explain that many of the readings in this month's *Click* magazine will be on the topic of how different animals prepare for the winter months.

Teacher Input:

1. Assign partners and have the students open to "Click and the Kids" by Meg McLean on pages 2-6. Do a picture walk through and ask students to look at the different illustrations to make predictions and comments. Encourage students to make text-to-self connections with Martin and Amy's experiences in the reading.

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. On page 4, encourage the students to share descriptive phrases of what they see in the illustrations.
3. Have partners review the story to find examples of facts learned presented in the reading.

Facts learned from the reading:

- 1.
- 2.
- 3.

(possible answers: Plastic bags stuffed with fallen leaves are used to insulate the house, horses grow a thicker coat for winter, a root cellar is like an old-fashioned refrigerator made of stone walls and earthen floor, etc.) Regroup and review the answers.

4. How do the illustrations help to show that winter is "in the air". What types of things are being worn, what examples in nature are shown in the illustrations, etc.? Do the following graphic organizer.

List all the different things used by the illustrator to show that:

"Winter is in the Air"

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

Regroup and discuss.

5. Continue the "Click and the Kids" story. Call on a student to start the story by making up a sentence from the last page of the story with Martin and Amy with the animals. That student then calls upon another student to tell what happens next. Continue until each student has contributed to the story.

Post Reading Activity:

Find different objects in the story to spell out your last name. For example, if you have an H in your name, you could write down, "hay". After reviewing the reading for words to spell out your last name, use all the words to create a sentence.

Session 2:**Motivation:**

1. What types of things do you have to wear in the winter months, if you live in a region where the temperatures get colder?
2. Explain that in the reading "Waiting for Winter" on pages 7-9, a young girl named Hannah starts to get her winter clothes organized for the winter month.

Teacher Input:

1. Have small groups of students read the article together. After reading, have the group make a list from A-Z and brainstorm all the different activities one can do in the fall and winter season. You may wish to give the students an example to get started: A (apple picking).

Guided Practice:

1. Regroup as a class and discuss the activities.
2. Have the students draw/color a picture of their favorite winter past-time.
3. Have the students write a short paragraph explaining why they enjoy their favorite winter pastime.

Post Reading Activity:

Go on a noun safari and locate all the different nouns mentioned in the reading on pages 7-9.

Session 3:**Motivation:**

1. Ask the students if they can define the meaning of the word, migrate. Ask the students if they can list all the creatures that migrate for the winter months. Ask the students to explain why creatures migrate.
2. Explain that in the reading "Escaping Winter" on pages 10-13, the students will be learning about different animals that migrate for the winter months.

Teacher Input:

1. Pass out the issue of *Click* magazine to groups of students and have them read the article "Escaping Winter" on pages 10-13.

Guided Practice:

1. Have the groups do the following graphic organizer:

Specific Facts learned from the reading.

Example: The body gets colder and the heartbeat slows down during hibernation.

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

Regroup and review the facts learned from the reading.

2. Have the different groups review the reading and make a 7-question review of facts shared in the reading for another group to answer. For example: Why do animals like to curl up? (keeps them warmer) Regroup and review the information.

3. Have the students learn more about one of the creatures mentioned in the reading such as the dormice, woodchuck, chipmunk, frog, caterpillar, monarch butterflies, bobolinks, caribou and the orioles. Draw a picture of the creature and write 3 facts learned about the creature on your drawing. Encourage students to present their drawing and facts to the rest of the class.

Post Reading Activity:

Make mobiles of different animals that hibernate to hang in the classroom.

Session 4: "Winter Survivors" on pages 14-17

Motivation:

1. Can you think of creatures that don't hibernate or go south for the winter months? How do they cope with the winter months? Encourage students to share their thoughts.
2. Explain that in the reading "Winter Survivors", on pages 14-17, they will be reading about some animals that do not hibernate or migrate for winter.

Teacher Input:

1. Pass out the issue of *Click* magazine and have the students turn to "Winter Survivors", on pages 14-17. Review the reading and encourage students to share prior knowledge they may have on the animals mentioned in the reading.

Guided Practice:

1. Select a student to read page 14 and then, with a partner, do the activity on pages 15-16.
2. Have the partners, find 5 facts learned from the reading to share with the rest of the class.
3. Regroup and review the answers to the activity and have the students share their facts.
4. Have students brainstorm other words that fit the rhyming patterns for nose/clothes, freeze/trees, right/white, ice/nice, honey/sunny, and air/ share.

Post Reading Activity:

Review pages 14-16 for action verbs and make a list of all the verbs they can locate.

Session 5:

Motivation:

1. Ask the students if they have ever seen a flock of geese. Ask if they can share the flying pattern (V or U) in which geese always fly. This encourages making *text-to-text* connections with the story "Yo Wants to Know" by Lea and Alan Daniel on pages 18-23, where Yo and his grandpa see a flock of geese and Yo learns about their winter migration.

Teacher Input:

1. Pass out copies of *Click* magazine to partners of students and have them turn to "Yo Wants to Know" by Lea and Alan Daniel on pages 18-23.

Guided Practice:

1. Remind the students of the importance of punctuation to give clues to the reader to help read with more feeling. Have the students find an example of an exclamatory sentence, a declarative sentence and an interrogative sentence. Depending on the age of the students, you may wish to avoid the terms and just have the students find sentences with the punctuation. Encourage students to read the passages with the proper feeling.
2. Have the students read this story in unison encouraging proper feeling as the students read the selection.

3. Discuss pronouns and how they are "pinch hitters for nouns. Have students try and find as many pronouns as they can on pages 18-23. Have the students write for which noun the pronoun is substituting. For example:

her(mom), they(family) etc.

Make a list of 10 pronouns.

Regroup and the review pronoun lists.

4. Share some interesting facts about migrating geese.

A. The Bar-headed Geese (Asia) flies over the highest mountains in the world, Himalayan Mountains, and even Mt. Everest (30750 ft). Temps can be as cold as 60 below zero.

B. Snow geese(North America) regularly travel more than 5000 miles round trip in their migration, flying at speeds of 50 mph.

C. Flying in a V or U shape pattern, helps save energy by reducing drag.

D. When a goose gets sick or hurt, two other geese stay with the goose to help and protect it until the goose gets well enough to fly or dies.

Post Reading Activity:

Pretend you are a goose flying south for the winter. What do you hear, what do you smell, what do you see? How do you feel? Etc. Write a diary entry and describe your day.

Sources:

http://www.associatedcontent.com/article/354218/interesting_facts_about_canada_geese.html?cat=32

<http://www.wbu.com/chipperwoods/photos/geese.htm>

Session 6:

Motivation:

1. Would you like to hibernate all winter? What would be the different sights and sounds and smells that you might miss most during your hibernation? Ask the students to brainstorm different creatures that hibernate for the winter months. Explain that in the story, "Time to Sleep", by Denise Fleming, on pages 28-34, they will be reading about the different animals that are getting the message that winter is coming and they need to go to sleep.

Teacher Input:

1. Pass out copies of *Click Magazine* and have partners of students open up to "Time to Sleep", on pages 28-34. Encourage the students to do a picture walk through of the story and to identify any vocabulary words that might need highlighting such as *slithering*, *rumbled*, *muttered*, *trudged*, *burrow* and *perched*. Encourage students to determine the meaning of the words using context clues and creating additional creative sentences using the vocabulary words.

Guided Practice:

1. Have students take turns reading the story stopping to discuss the story and make connections.

2. Discuss quotation marks and direct quotation marks. Have students review the reading to find 7 examples. Discuss types of sentences: declarative, exclamatory, interrogative and imperative. Have students find examples of these types of sentences.

3. Do the following graphic organizers in small groups.

Where do I Sleep for the Winter? Match up the creature with what it does for its winter sleep:

Ladybug	sleeps in a cave
Bear	burrows a hole in the ground
Woodchuck	sleeps under a log
Skunk	burrows a hole deep in the ground
Turtle	sleeps in a den
Snail	sleeps in its shell

4. Regroup and ask the students to share any prior knowledge they might have on the creatures mentioned in the reading. Assign the students one of the creatures and find 5 cool facts to share.

Post Reading Activity:

Discuss the Japanese type of poetry called the Haiku. A three-lined poem, each line has a certain amount of syllables. The pattern is 5-7-5. Explain that the poems tend to be descriptive and that proper sentence structure is not necessary. Perhaps, use the technique of "Who am I" for their creature giving descriptions such as the example at this website: <http://www.kidzone.ws/poetry/haiku.htm>

Have the students write a Haiku about one of the creatures mentioned in the reading. Encourage the students to draw/color a picture of their poem and to share it with the rest of the class.

Session 7:

Post Reading Activity:

1. Have partners of students turn to the reading "Fall to Winter", on pages 26-27. Review the two illustrations and play, "I Spy", listing all the different things they see. Encourage the children to use descriptive phrases. For example, "I spy" a grey squirrel in a hole in a tree.

Fall

Winter

- A.**
- B.**
- C.**
- D.**
- E.**
- F.**
- G.**
- H.**

More examples can be used.

Regroup and share the different things spotted in the illustrations. Perhaps, make the activity into a game. If more than one group says they spotted a bat and ball, the groups must cross it off their list. The winning team is the one with the most "I Spy" examples.

2. With a partner do the following activity. Use the story "Time to Sleep" on pages 28-34. Discuss syllables and how breaking words into parts helps learn the proper pronunciation and spelling of the words. Have the students put their hand under the chin. Say the word, *encyclopedia*. Each time the chin drops, is a syllable. Encyclopedia has 6 syllables. Try to find 7 words with three, four syllables or more syllables in readings. Regroup and discuss the lists.

Three Syllables Four Syllables More (how many?)

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.