

# Teacher's Guide for Click Magazine

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Teacher's Guide prepared by Gail Skroback Hennessey

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Check out her helpful Web site for teachers at [www.gailhennessey.com](http://www.gailhennessey.com)

The following teacher's guide is designed to assist the classroom teacher in using the January 2011 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.

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)

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<http://www.readingquest.org/strat/>" <http://www.readingquest.org/strat/>

<http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm#Other%20Activities%20for%20the%20Readin>

<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.manning.k12.ia.us/HighSchool/teachers/ludwig/Reading%20Strategies.html)

<http://www.manning.k12.ia.us/HighSchool/teachers/ludwig/Reading%20Strategies.html>

<http://www.readingrockets.org/teaching/reading101> <http://www.readingrockets.org/teaching/reading101>

<http://www.ed.gov/pubs/RoadtoRead/part3c.html>

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## 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)

### **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 January issue of *Click*

Access to Internet or copies of pages from informational sites

Drawing paper and crayons

Journals

Sheets to fill in the different activities such as webs, problem solving, making connections, etc.

### **Session 1:**

#### **Motivation:**

1. Ask the students to brainstorm all the things that come to mind when they think of the "west". Possible ideas include: cowboys, lots of space, buffalo, mountains, etc. Show a picture of a prairie dog. Ask the students to share any prior knowledge they might have on prairie dogs.
2. Explain that in the "Click and the Kids" reading, the children are on a trip out west and are learning about prairie dogs.

#### **Teacher Input:**

1. Assign partners and have the students open to "Click and the Kids" by Meg McLean, on pages 2-6. Before reading, ask the students to make text-to-self connections if they have ever gone out west or have seen a cowboy movie. Encourage comments and to share experiences.

**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. Have the students learn about prairie dogs. With a partner, draw a picture of a prairie dog and then review the reading and find 5-7 facts about prairie dogs to write inside their drawing

**Prairie Dog:**

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

Regroup and share the information learned. Possible answers include:(not dogs, called dogs because they bark to communicate, live underground in tunnels, towns are called burrows, live on prairies, etc.)

4. Give the students a sheet on the prairie dog to learn additional information. See this link:<http://www.enchantedlearning.com/subjects/mammals/rodent/Prairedogprintout.shtml> This site also has lots of information on the prairie dog:<http://animals.nationalgeographic.com/animals/mammals/prairie-dog.html>

**Post Lesson Activity:**

Have the students do a journal writing pretending to be a prairie dog and tell about a day in your life. Include 4 facts learned about prairie dogs.

**Session 2:**

**Motivation:**

1. Show a photograph of a lion and encourage students to share any prior knowledge they might know about lions.
2. Explain that in the reading, " Lisa, the Lion", by Jan Latta, on pages 7-11,they will be learning many facts about lions.

**Teacher Input:**

1. Pass out the issues of *Click* and have the students open to Lisa the Lion, on pages 7-11
- 2.Before reading, have the students survey the reading and encourage comments on the photographs. Afterwards, in small groups, have the students, read the article.

**Guided Practice:**

1. After reading the story, have the students do the following graphic organizer:

**Lions: Where found**

- A.

**B.**

**(Africa, open grasses)**

**Facts about Lion Family**

**A.**

**B.**

**C.**

**D.**

**(called prides, females stay in prides, males leave by 3 years old), roar to communicate, etc.)**

**Facts about Hunting**

**A.**

**B.**

**C.**

**(done at night, work as team, charge/pounce prey, tear apart, smallest eat last, leaders eat first)**

Regroup and review the graphic organizer

**Post Lesson Activity:**

Write a paragraph pretending to be a lioness, male leader or cub. Write about a day in your life, including 3-4 facts. Or, write a poem about a lion including 2-3 facts.

**Session 3:**

**Motivation:**

1. Give small groups of students a piece of paper and have them list the letters A-Z. Have the students try and think of different things that might be found in the ocean that start with each of the different letters of the alphabet. Regroup and go over the list. This can be turned into a game. If more than one group has the same answer for a letter, they must cross it out. If there are different answers for a letter, the group gets one point. If only one team has a response for a particular letter, the group earns 3 points. The group with the most points wins the game.

2. Ask the students if they have seen coral or a coral reef, explain that in the reading, "Sharing the Coral Reef" on pages 16-17, they will be learning about coral reefs.

**Teacher Input:**

1. 1.

Pass out to partners of students the issue of *Click* magazine and have them turn to "Sharing the Coral Reef" on pages 16-17. Tell the students they will read the story and then create 4 comprehension questions on the reading.

**Guided Practice:**

1. After students have created their comprehension questions, exchange with another group to answer. Regroup and discuss the comprehension questions.

**Partnerships:****Name the partners: How do they help one another?**

- A.
- B.
- C.

(sea anemone and clownfish/tentacles of anemone sting prey, providing shelter for both and the clownfish brings food for both)

(grouper and shrimp/shrimp eats parasites on the fish's body)

(coral and algae/ shelter for algae and algae makes food for coral)

2. Learn about the most famous coral reef in the world, the Great Barrier Reef in Australia, with this interactive link:[http://www.nationalgeographic.com/features/00/earthpulse/reef/reef1\\_flash.html](http://www.nationalgeographic.com/features/00/earthpulse/reef/reef1_flash.html)

This site also has lots of information:<http://magma.nationalgeographic.com/ngexplorer/0304/adventures/>

**Post Reading Activity:**

Draw pictures of creatures that live in a coral reef and make a mobile.

**Session 4:****Motivation:**

1. Explain that in the reading, "Yo Wants to Know," Yo is learning about an ant community by watching them living in an ant farm. Ask the students to make *text-to-self* connections if they have seen an ant farm. Maybe, the students have seen ants on a picnic table or build hills before rain. Ask the students what they might know about ants.

**Teacher Input:**

1. Have students turn to "Yo Wants to Know" by Lea and Alan Daniel, on pages 18-21.
2. Do a *picture walk through* encouraging students to make predictions and comments on the illustrations.

**Guided Practice:**

1. Remind the students of the importance of punctuation to give clues to the reader to help read with more feeling. Discuss the importance of quotation marks and how they let the reader know that they are the spoken words of the characters in the story. 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. After reading, have students learn more about ants. This link has lots of information:

<http://www.enchantedlearning.com/subjects/insects/ant/Antcoloringpage.shtml>

3. Ask the students to vote on whether they think of an ant as helpful or a pest. Give a reason to support their answer. Discuss ways that ants are helpful and harmful:

### **Some ways ants are helpful:**

- Ant nests allow air to get into the soil.
- Some ants harmful insects.
- Some ants help the environment by consuming unwanted plants.
- Ants enrich the soil when they process their food.
- They can help recycle decomposing materials.
- Some ants help in the spreading of seeds.

(from this website:<http://www.bubblegum-productions.com/anthony/ants.htm>) This site has lots of information on ants.

### **Some ways ants are harmful:**

- Eating wood in houses
- Get into foods such as sugar and cereals.

### **Session 5:**

#### **Motivation:**

1. Show a photograph of a wolf. Ask the students to share any prior knowledge they might have about wolves. Ask the students to list any stories they might know that involves wolves. Perhaps read the story about "Little Red Riding Hood," or depending on the age, ask students to retell the story. Why do wolves have a bad reputation? Do they do anything beneficial? Discuss.

2. Explain in the reading, "A Wolf Finds His Place in the Pack" by Jim Brandenburg, on pages 22-26, they will learn that like humans, wolves have families and work as a team to survive.

#### **Teacher Input:**

1. Have students turn to "A Wolf Finds His Place in the Pack", on pages 22. Have the students do a *picture walk through* and skim the reading for possible vocabulary words that might need highlighting. Encourage students to make comments and predictions about the story they will be reading.

2. On a world map, have students locate the Arctic and perhaps, specifically Ellesmer Island, about 800 from the North Pole.

#### **Guided Practice:**

1. Have students take turns reading a section of the reading stopping to make text-to-self connections and review comprehension.

2. Draw a picture of a wolf. Use this as a graphic organizer and have the students list 5 facts learned about wolves, from the reading. Possible answers: mate for life, "family" of wolves work as a family hunting, watching for dangerous situations and raising pups, etc.

Afterwards, regroup and discuss wolves.

3. Ask the students if they felt sorry for Scruffy when he was unable to be a hunter and was last to eat.

Ask if they felt happy for Scruffy when he found a place in the family.

4. Have students write a paragraph explaining how Scruffy helped raise the pups (including 3 facts of things he did).

Regroup and discuss the comprehension activity.

#### **Post Reading Activity:**

1. Give a student a piece of paper with the word "wolf". Write a sentence. Pass the paper to the next student who must add to the sentence, continuing until each student has added to the sentence. Read the finished work to the class.

2. Learn more about wolves at this link:

<http://animals.nationalgeographic.com/animals/mammals/arctic-fox/>

## **Session 6**

### **Motivation:**

1. Perhaps, start by reading a short story about elephants such as "Horton Hears a Who" by Dr. Seuss, Show a photograph and encourage students to share any prior knowledge they might have on elephants.

2. Explain that in the reading "Grandma Elephant's In Charge" by Martin Jenkins, on pages 28-24, they will be learning about how elephants work together in their families.

### **Teacher Input:**

1. Have students open their issue of *Click* to "Grandma Elephant's In Charge" on page 28-34.

2. Have students do a picture walk through to review the story before reading, sharing comments and any additional prior knowledge they might have about elephants.

### **Guided Practice:**

1. Before reading, review for possible vocabulary words that might need highlighting such as the following: commotion, hullabaloo, boisterous, flick and investigate. Have students write a sentence for each of these words and encourage students to share their sentence with the rest of the class.

2. Have students take turns reading a section of the article, stopping 3. With a partner, do the following graphic organizer;

### **Five facts learned about elephants.**

**A.**

**B.**

**C.**

**D.**

**E.**

Regroup and discuss.

More information on elephants can be found at this link:

<http://kids.nationalgeographic.com/kids/animals/creaturefeature/african-elephant/>

### **Post Reading Activity:**

1. This link has a short story, the "Bling Men and the Elephant". Read the story and ask the students what is the lesson of the story.

Find India on a map of the world and perhaps, learn more about India at this site:

<http://www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,610558,00.html>

2. Do with a partner, "What's My Name", on pages 12-13 and read, "By Myself" on page 27.

### **Post Reading Activity:**

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: *boisterous*. 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, "A Wolf Finds His Place in the Pack," to find examples of words which 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. 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.