

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 February 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.

The readings create a starting point for a mini unit on machines. 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

The Overall Plan

Title: Simple Machines

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 February issue of *Click*
websites of interest
drawing paper

Session 1:**Motivation:**

1. Have the students brainstorm different machines. Afterwards, ask the students to think of the "simple machines" that go into the making of bigger machines. Explain that there are six simple machines: ram, screw, wedge, lever, wheel, and pulley. Have the students look around the room to find examples of machines that might have these machines in their make-up.
2. Explain that in this issue, most of the articles will be on these six simple machines and how they help us in our daily lives. Pass out the issue of *Click* and have the students review the cover to reinforce the six simple machines.

Teacher Input:

1. Assign the students a partner and pass out the issue of *Click*.
2. Give each group some Post-It Note paper to record new or interesting words they notice during a *picture walk* though of the issue. When the activity is completed, have the partners share their words.
3. Have the students open to "Click and the Kids" by Meg McLean, on pages 2-6. Assign different students the role of one of the characters and explain the story is about a giant pumpkin that Martin and Amy need to place into a wagon to bring to Liz for pumpkin pie making.

Guided Practice:

1. Have the students stop after each page and encourage students to give their comments about content, share experiences, and to monitor their comprehension. Encourage students to make *text-to-self* connections throughout the story. Have they ever seen a giant pumpkin? Grown a large pumpkin? Perhaps, share the following information on giant pumpkins:
In October 2010: Chris Stevens grew a new world's record sized pumpkin. The pumpkin weighed in at 1,810.5 pounds (the previous world record was 1,725 pounds).
3. Encourage students to review page 5 and create descriptive sentences for things they observe on the pages.
4. After reading, have partners create a graphic organizer:

Click and the Kids:**Character(s):****Setting:****Plot:****Problem:****Solution:****Regroup and review the graphic organizer.**

5. Write a paragraph of about 5 sentences describing the story, what the kids were trying to do, the problem and how they solved their problem. Encourage students to read their paragraphs to the rest of the class.

Post Lesson Activity:

1. Have groups of students learn about pumpkins at this link:<http://www.gailhennessey.com/index.shtml?pumpkinfacts.html>
2. Draw/color something that shows one or more simple machines, for example, a see-saw. Write on the drawing which simple machine the object illustrates.

Session 2:**Motivation:**

1. Just what is a machine? Ask the students to think of a definition for the term. A definition of a machine is any device that can change a force into a larger or smaller force, or changing the direction of the force.
2. Explain in the article, "Meet the Machine", on pages 7-12, they will be learning more about the six simple machines.

Teacher Input:

1. Review good listening skills with the students and make a chart of a good listener.
 - Pays attention to the speaker
 - Looks at the speaker
 - Thinks about what the speaker is saying
 - Is ready to ask the speaker questions about what they hear
 - Are ready to talk about what they have learned.
2. Do a picture *walk-through* of the article encouraging comments, reactions and predictions.
3. Tell the students that they are to listen and follow along while classmates take turn reading the article, stopping after each page to discuss the content and to monitor the children's comprehension.

Guided Practice:

1. Have the students open to the reading, "Meet the Machines" on pages 7-12, and have students volunteer to read a paragraph stopping after each page to discuss the information learned from the article.
2. Review **nouns** and **verbs** and then have small groups of students review pages 7-12, and list as many nouns and verbs as they can find. Regroup and have students share their lists with the rest of the class.

Post Lesson Activity:

1. Use this website and have the students click on "artwork gallery":<http://www.rubegoldberg.com/> Go to pencil sharpener. Ask the students to identify the different types of simple machines they see in the illustration. Have students write a paragraph describing how the invention works. (ie: pencil sharpener) Encourage students to try and draw their own Rube Goldberg machine.

2. These websites have some helpful information and/or interactive activities on the topic of machines:

<http://www.factmonster.com/dk/science/encyclopedia/machines.html>

<http://www.mikids.com/Smachines.htm>

<http://www.mos.org/sln/Leonardo/InventorsToolbox.html>

http://www.edheads.org/activities/odd_machine/index.htm

<http://www.edheads.org/activities/simple-machines/> "Click Here to Start " simple machines.

Session 3

Motivation:

1. Show a picture of a bicycle and ask the students to identify the different simple machines that help make up a bicycle.
2. Explain that in the reading, "Not So Simple", on pages 18-19, they will be reviewing how simple machines can be used to form more complex machines. Ask for a definition of "complex machine".

Teacher Input:

1. Have the students open the issue to "Not So Simple", on pages 18-19. Have the students review p.19 and identify the simple machines that make up a scissor, wheelbarrow and can opener.

Guided Practice:

1. Read the article to the students as they follow along with you.
2. Close the issue and ask the students to take out a piece of paper. Review the six simple machines. Ask the students which simple machine helps make up the gears? (wheel) Which simple machine helps to make the bicycle chain move?(pulleys) Which simple machine helps to raise and lower the seat?(screw) Which simple machine are handlebars?(levers) Which simple machine helps the bicycle to move?(wheel/axle) Review the comprehension activity with the students.

Post Lesson Activity:

1. Take this simple machine [quiz](http://www.neok12.com/quiz/SIMACH01):
<http://www.neok12.com/quiz/SIMACH01>
2. Take this simple machine [quiz](http://www.neok12.com/quiz/SIMACH02):
<http://www.neok12.com/quiz/SIMACH02>
3. Take this simple machine [quiz](http://atlantis.coe.uh.edu/archive/science/science_lessons/scienceles1/test.htm).
http://atlantis.coe.uh.edu/archive/science/science_lessons/scienceles1/test.htm

Session 4:

Motivation:

1. Explain that in the story "Yo Wants to Know" by Lea and Alan Daniel, on pages 20-25, Jennifer and Yo are racing a racing car and Jeep. They find that using a lever helps make the race more interesting.

Teacher Input:

1. Partner students up with copies of the issue of *Click* and have the students take turns reading a section of "Yo Wants to Know" by Lea and Alan Daniel, on pages 20-25.

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.

3. Have the students make *text-to-self* connections with Yo. Have they ever moved? Have they ever raced a vehicle with someone else? Did they use a lever of some sort? Etc.

Post Lesson Activity:

Write a paragraph describing the illustration on page 23 pretending to be either Jennifer, Yo, or the moving man.

Session 5:

Motivation:

1. Tell the students that in the reading "Operation: Rescue Possum" by Charnan Simon, on pages 30-34, Jakey and his brothers Artie and Danny find a trapped possum and try to use their knowledge of simple machines to help rescue the possum.

Teacher Input:

1. Pass out *Click* magazine to partners of students and do a *picture walk through* of the article, encouraging their comments about the illustrations they see.

Guided Practice:

1. Have students take turn reading a part of each page stopping to discuss comprehension and make comments.

2. Discuss sequencing in reading and its importance in helping us remember information. Place the following sequencing activity on the story "Goldilocks and the Three Bears" on the overhead.

<http://www.teachingideas.co.uk/english/files/goldilockssequencing.pdf>

In small groups, give the students 7 strips of paper. On each strip write some event in the story. Exchange the strips and have another group place the events of the story in proper sequence.

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

STORY PYRAMID:

MAIN CHARACTERS

TWO DESCRIPTIVE WORDS ABOUT EACH PERSON

THREE WORDS TO DESCRIBE THE PLACE OR SETTING OF THE STORY

FOUR WORDS TO DESCRIBING WHAT HAPPENED IN THE STORY

Regroup and discuss the graphic organizer.

4. Ask the students to brainstorm what they know about possums. These links have information on possums:

<http://www.enchantedlearning.com/subjects/mammals/marsupial/Ringtailedpossum.shtml>

<http://www.opossum.org/facts.htm>

<http://animals.nationalgeographic.com/animals/mammals/opossum.html>

Discuss how the boys were smart to not want to touch a wild animal.

Post Lesson Activity:

1. Draw a picture of a possum and write 4 facts learned about possums from the websites.

Session 6:

1. Have partners do the following activities: "What am I?" on pages 16-17 and "Kitchen Helpers" on pages 26-29. Regroup and discuss the activities on these pages.
2. Encourage students to give descriptive phrases to describe what they see in the picture on pages 26-27. Encourage the students to *grow* a sentence with other students adding information to create larger sentences.

Post Reading Activity:

1. Discuss syllables and have the groups of students review the "Operation: Rescue Possum", on pages 30-34, and find examples of words that are **three syllables** and **more than three syllables**. Regroup and discuss the chart of syllables.

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.