

Teacher's Guide for Click Magazine

March 2011

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 March 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 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%20Reading>

<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

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 March issue of *Click*
drawing paper and crayons
Internet sites

Session 1:

Motivation:

1. Distribute the *Click* Magazine to the students and have them look at the cover. Ask the students to give a definition of what is "art". Brainstorm different mediums of art. Possible show some famous works of art such as the *Mona Lisa*, a painting by Picasso, a sculpture by Michelangelo, etc. Have students share their opinions on the different works of art. Interesting quote to discuss. Pablo Picasso once said, **"Every child is an artist. The problem is how to remain an artist once he grows up."**
2. Explain that in this issue of *Click*, the students will be reading a number of stories that have to do with the art, what is it and different forms of art.

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 with the rest of the group.
3. Have the students open to "Click and the Kids" by Meg McLean on page 2-6. Review the illustrations and share their comments.

Guided Practice:

1. Assign a character (Amy, Martin, Click or Liz) and have the students read in unison for their different character, stopping after each page to discuss the story and make *text-to-self* connections. Ask the students if they have ever gone to a circus. What are the most exciting parts of a circus event, which animal do they like the best, what foods might they eat at the circus, etc.
2. Have the students turn to page 2 and encourage students to give descriptive phrases to describe what they see in the top picture. Encourage the students to *grow* a sentence. For example, if a student says, *Martin is holding a balloon*. What color is the balloon? What color is his shirt? 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, discuss **pronouns** and encourage students to review the reading to find examples of pronouns. After finding the pronouns, have students determine for which noun the pronouns are being used as a substitute.
4. With a partner, review the story and do the following graphic organizer:

What are some of the things they saw at the circus?

- A.
- B.
- C.

What were some of the sounds that could be heard at a circus?

- A.
- B.
- C.

Discuss the graphic organizers.

Post Lesson Activity:

1. Write a postcard pretending you went to the circus for your birthday. Include 3 things you saw and 3 sounds you might have heard at the circus. The paragraph should have between 5-7 sentences. Remind students they should have an opening sentence that states what the paragraph will be about and a closing sentence that restates the topic of the paragraph. Have students draw/color a "photograph" for their postcard. Encourage students to read their postcard to the class.

Session 2:

Motivation:

1. Show a picture of a structure such as Stonehenge. Ask students if a building can be a work of art? Show the students a quilt and ask the students if this can be considered art. Explain that in the article, "What's Art?" on pages 7-11, they will learn the many different things that can be considered art. As the saying states, "**Beauty is in the eyes of the beholder.**"

Teacher Input:

1. Do a picture *walk-through* of the article encouraging comments, reactions and predictions.
2. Organize the students into groups of 304 and have them open to "What's Art?" on pages 7-11.

Guided Practice:

1. After reading, have the students take out a sheet of paper and number from 1-10. Have the students review the different forms of art and make a comment about how they feel when they look at each of the examples of art. Then, have the students place an A (favorite), B (second best), or C (least favorite) by the work of art they like best, second best and which they liked the least. Tell the students they need to also write why they selected the work of art as their favorite or least favorite.

Post Lesson Activities:

1. Have the students draw/color a picture of their favorite work of art in the reading. Write a paragraph describing why you liked it the best.

Session 3:

Motivation:

1. Have the students look at the Taj Mahal photograph on page 9. Explain that art can create different emotions in the person viewing the art and, that art can share a story, if you look at it closely. You might wish to share that da Vinci's *Mona Lisa* was recently in the news. Someone looking at the eyes of Mona Lisa spotted numbers and letters, invisible to the naked eye. Seems that da Vinci may have left behind a puzzler in his work of art!

<http://www.cbc.ca/arts/artdesign/story/2010/12/13/mona-lisa.html?ref=rss>

Teacher Input:

1. If possible, display the painting, "The Gulf Stream", without them seeing the article. Explain to the students that a painting creates different emotions. What emotions does the painting create?

Guided Practice:

1. Explain to the students that the painting *The Gulf Stream* was painted by artist Winslow Homer. Ask the students to share things they notice in the painting.
2. Afterwards, have the students open to "The Gulf Stream," on pages 12-13. Review the information highlighted in the article.
3. **Graphic organizer:**

What are the dangers that the boat is facing?

- A.
- B.
- C.

(Possible answers: tornado approaching, damaged boat, sharks in the water, approaching storm).

What are some of the emotions the crew on the boat is facing?

- A.
- B.
- C.

(Possible answers: fear of the ship capsizing, etc. Hopefulness as there is another boat approaching, etc.)

4. Write a paragraph pretending to be on the boat. How are you feeling? What is your biggest fear? What are some of the dangers you are facing, etc. Encourage students to share their paragraph with the rest of the class.

Post Reading Activity:

Have the students review the paintings on page 10. What are some of the things they see? What is the mood that each of the painting creates? Etc.

Session 4:**Motivation:**

1. Explain that in the article "Meet Brian Floca" by Brian Floca , on pages 14-16, they will learn how Floca went about learning how to draw his illustrations for his book, "Moonshot: The Flight of Apollo 11".

Teacher Input:

1. Show illustrations of "Moonshot: The Flight of Apollo 11" to the class. Ask the students how they think Brian Floca gets his ideas for his drawings.

Guided Practice:

1. Pass out the March issue of *Click* magazine and have the students turn to "Meet Brian Floca" on pages 14-16. Have students take turns reading the article.
2. After reading, give groups of students several strips of paper and have them make a sequencing graphic organizer of how Brian Floca develops his illustrations. Exchange the strips of paper with another group to place in proper sequencing.

Post Reading Activity:

Have the students selection an animal to draw. Sketch a picture and then have them find a picture in a book or on the internet and draw the picture again to show how research helps to make the drawing more accurate.

Session 5:

Motivation:

1. Show some of the photographs of artist Jim Gary, who creates art from old automobile parts. <http://lostinjersey.wordpress.com/2009/03/12/jim-garys-dinosaurs/> Encourage the students to make comments about the dinosaur art.
2. Explain that in the story, "Yo Wants to Know" by Lea and Alan Daniel, on pages 17-22, Yo visits a welder who makes art from scrap metals.

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.
2. Review oral reading and punctuation clues with the students prior to reading the story.

Guided Practice:

1. Have students take turn reading a part of each page stopping to discuss comprehension and make comments.
2. After reading, in small groups have students review the reading to create a list of **Nouns and Verbs**. Regroup and discuss the classifications.
3. Review **pronouns** again and have students find pronouns and then write next to the pronoun the noun that it is representing.

Post Lesson Activity:

1. Have the students write a poem using all the first letters in the word **DINOSAUR** to describe a dinosaur. Encourage students to share their poem with the rest of the class.

Motivation:

1. Show some of Josef Albers posters using squares. This link has some examples: http://www.allposters.com/-st/Josef-Albers-Posters_c22134_.htm or have the students review page 34.
2. Give the students two sizes of squares of construction paper for them to create their own "art" square. Have the students share their two-square art. Discuss the colors and how some colors work better together than others.
3. Explain that in the reading, "An Eye for Color" by Natasha Wing, on pages 28- 34, the students will be learning about this artist who loved studying color combinations.

Teacher Input:

1. Have the students turn to the article "An Eye for Color" on pages 28-34.
2. Review the article for possible vocabulary words that might need highlighting such as: adobe, collages, geometrically, overlapping, determined, and interaction. Encourage students to determine the meaning of the vocabulary words from the context of the reading. Have students think of creative sentences using the vocabulary words.

Guided Practice:

1. Have students take turns reading a section of the reading. Encourage students to make text-to-self connections with the content of the article. Also show the country of Germany on a world map and encourage students to share any prior information they may know about the country.
2. After reading, have groups of students make 5 comprehension questions to exchange with another group to answer.

Post Lesson Activity:

Give the students a box of crayons. Have the students select 3 colors that make them happy and one color that makes them sad. Ask the students to give a reason for why they attribute the emotion to the colors

Post Reading Vocabulary Survey:

1. With a partner, do the activity "Visit to the Art Museum" by Rachel Young, on pages 23-25.
2. Using page 23, have the students classify the words.

Classify the Words:

Words that have endings:

Words of two syllables:

Words of three syllables:

Words of more than three syllables:

Words that are nouns (person, place or things):

Words that are action words (verbs):

Words that are adjectives:

Regroup and review the classifications with the entire class.

3. Have the students review "A Dog" on page 26-27. Write a paragraph pretending to be the girl sitting on the steps with the dog by her side. What is she thinking about?

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.