

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 April 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%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

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.
- 2.. appropriately participated in chorally reading activities.

3. read with accuracy and increased fluency.
4. increased their listening and speaking vocabulary.
5. shown evidence of listening and reading comprehension.
6. demonstrated accurate story imaging or visualization skills.
7. identified rhyming words in a poem.
8. read with appropriate expression.
9. created illustrations that creatively portray the topic or text.
10. demonstrated the ability to evaluate a piece of writing.

Bloom's Taxonomy: Knowledge, Comprehension, Application, Analysis, and Synthesis
Materials:

copies of the April issue of *Click*
drawing paper and crayons
Internet sites

Session 1:

Motivation:

1. Ask the students to brainstorm a list of different animals and how they can protect themselves from predators.
2. Explain that in this article issue of *Click* magazine, the students will be reading a number of stories that have to do with different creatures and the ways they protect themselves from danger.

Teacher Input:

1. Assign the students a partner and pass out the issue of *Click*. Review the cover and encourage students to share prior knowledge they might have about porcupines. This link has lots of information on porcupines:

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

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. Encourage students to think of creative sentences for the words they share.
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. Remind students that punctuation helps the reader know in which way to read a sentence. Review types of punctuation. Assign different students a character to read and then have the students read in unison the different speaking parts.
2. After reading the story, discuss action verbs and nouns and in small groups, have students review the reading to find examples. Regroup and discuss the words they have found and whether they thought the words were nouns or action verbs.
3. Have the students look at the pictures on page 1. Encourage students to give descriptive phrases to describe what they see in the picture. Encourage the students to grow a sentence. For example, if a student says, "Liz is petting a dog." Ask, what is Liz wearing? (possible answers: vest, jeans, boots). What color is the vest, the boots, the jeans? What does the dog look like? Etc. Then, have students put all the information together to create a larger sentence. Continue with other starter sentences and grow descriptive additions.
4. Have the students do the following graphic organizer:

How different animals protect themselves:

A. What do cats have for protection? (claws)

- B. What do some animals, such as dogs, do to look bigger and scarier?(puff up their fur)
- C. How do snakes protect themselves (color blends with their surroundings)
- D. How do deer protect themselves (color blends with their surroundings)
- E. What senses do many creatures have for protection?(good hearing, smelling and sight)
- F. Define the word, "camouflage": (ability to blend, disguise appearance)

Review and discuss the students' answers.

Post Lesson Activity:

1. Make a mobile of the different creatures discussed in the reading.

Session 2:

Motivation:

1. Mention the following creatures to the students: Frilled lizard, skink, hedgehog, ladybug, gray tree frog, meerkats, swallowtail caterpillar, flying fish and armadillo. Ask if they have any prior knowledge on the creatures.
2. Explain that in the story, "Don't Eat Me!" on pages 7- 10, the students will be reading about the animals mentioned and how they protect themselves from danger.

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.

Guided Practice:

1. Pass out the issue of *Click* magazine and have the students open to "Don't Eat Me!, on pages 7- 10. In small groups, have the students take turns reading parts of the article.
2. After reading, have the students complete the following activity sheet:

How do they Protect Themselves?

- A. Ladybug _____
- B. Basilisk Lizard _____
- C. Frilled Lizard _____
- D. Skink _____
- E. Hedgehog _____
- F. Gray Tree Frog _____
- G. Meerkats _____
- H. Swallowtail Caterpillar _____
- I. Armadillo _____
- J. Flying Fish _____

Regroup and discuss the activity sheet.

Post Lesson Activities:

1. Assign the small groups one of the creatures discussed in the reading and have them find 5 additional facts about the creature. Draw/color a picture of their creature and label the drawing with their facts. Encourage the students to share their drawings/ facts with the rest of the class.
2. Write a paragraph pretending to be one of the creatures and tell about a day in your life. What happened that you needed to protect yourself? Include 3 facts learned from the research and the protection facts learned from the reading.

Session 3:

Motivation:

1. Ask the students if they can think of any creatures that use poison as a defense against predators. Explain that in the reading "The Poisoners" by Rachel Young, on pages 12-15, they will be reading about creatures that use poison to protect themselves.

Teacher Input:

1. Pass out the issue of *Click* magazine and have the students do a picture walk through the article encouraging comments.

Guided Practice:

1. Have students take turns volunteering to read a section of the article stopping to discuss each section. Perhaps, after each section is read, have the students close the magazine and on a piece of paper, ask the students to write down 2 facts about the discussed creature that they can recall.

2. After reading, have small groups make up a comprehension review asking questions such as, "Where does the monarch butterfly lay its eggs?" (milkweed plant). Exchange the questions with another group to answer by recall. Then, after they complete the questions, allow them to refer back to the magazine article to find any questions they were unable to answer. Regroup and discuss the reading.

Post Lesson Activity:

1. The photographs in the article are just beautiful. Have the students describe one of the creatures encouraging them to use as many descriptive words, or adjectives, as they can. For example, make a comparison. What does it look like? Instead of saying the color is yellow, have the students suggest something that is the color. Etc.

2. Draw/color a picture of one of the "poisoners" and write 2-3 facts on the drawing learned from the reading about the creature.

Session 4:

Motivation:

1. Explain that in the story "Yo Wants to Know" by Lea and Alan Daniel, on pages 18-23, Yo and his dad are walking his dog, Lips, and they come upon a possum. Ask the students to share any prior experiences that they can relate to Yo where they may have come upon a wild animal. What did they do? Discuss proper safety when confronted with a wild animal such as never try to approach a wild animal.

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 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. 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. Discuss pronouns and how they help substitute for nouns. Try and read one of the paragraphs without the pronouns by substituting back the nouns. Have the students review back to the reading to identify the pronouns in the reading and to state the noun for which the pronoun stands.

Post Reading Activity:

Learn five facts about the possum at this link:

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

Session 5:

Motivation:

1. Bring in an octopus to show (or a photograph) and ask the students to share any prior knowledge they might have about the octopus. Explain that in the reading "8 Arms", on pages 24-27, they will be learning about the octopus.

Teacher Input:

1. With a partner, have the students sketch a picture of an octopus. Then, have the students review the reading, "8 Arms", on pages 24-27 and place 7 facts learned from skimming the reading.

Guided Practice:

1. After the students have compiled their information, regroup and have the students share their facts about the octopus.

2. Have the partners make 8 True or False questions from the information on the octopus to share with another group to answer. For any false statement, have the students rewrite the statement to make it correct. Regroup and review the information. These sites have additional information on octopus: <http://animals.nationalgeographic.com/animals/invertebrates/common-octopus.html> and <http://www.buzzle.com/articles/octopus-facts-for-kids.html>

Post Reading Activity:

1. Write a paragraph pretending to be an octopus. Tell about a day in your life and include 3 facts learned about an octopus.

2. Write a three-lined poem about the octopus. Perhaps, discuss the Japanese poem, Haiku (3 lines, with a syllable pattern of 5-7-5) and have the students make a Haiku on the octopus. Students could also make a tongue twister sentence with all the words starting with the letter O.

Session 6:

Motivation:

1. Show a picture of a coyote and ask the students if they have any prior knowledge about the animal. Explain that in the reading "Tata's Coyotes", by Betsy James, on pages 28-34, they will be reading a story that provides lots of information on the coyote.

Teacher's Input:

1. Have the students open the issue of Click Magazine, to "Tata's Coyotes", on pages 28-34. Encourage students to volunteer to read a section of the reading, stopping after each page to review for comprehension, make text-to-self connections and to encourage students to share their thoughts about that is happening.

Guided Practice:

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

Why do some people kill the coyote?

A.

B.

(possible answers: eat the fruits of the apricots, kill livestock such as sheep)

What do coyotes eat?

A.

B.

C.

(Possible answers: frogs, snakes, mice)

Animals that prey on coyote pups:

A.

B.

(owls and hawks)

Regroup and review the answers. Have partners make up 5 comprehension questions from the reading to exchange with another group to answer.

2. Review page 31 and have the students look for NOUNS and ACTION VERBS.

3. Review page 31 and also have the students review the reading for examples of pronouns. List the pronouns found as well as state the noun for which the pronoun is representing.

Post Reading Activity:

1. Learn more about the coyote at these

links: <http://animals.nationalgeographic.com/animals/mammals/coyote.html>

2. Have students read a Native America myth (Comanche) about the coyote at this link for children:
<http://nativeamericans.mrdonn.org/stories/clevercoyote.html>

Discuss writing a summary and then have the students write a summary of the myth. Encourage the students to share their summary or retelling of the story with the rest of the class.

Post Reading Activity:

1. With a partner, read "Io Moth", on pages 16-17. Continue using skimming skills to review the reading for factual information on the Io Moth. Sketch a picture of the moth to use as the graphic organizer and place 5-7 facts inside the moth learned from the reading. Regroup and discuss the facts learned with the rest of the class.

2. Review syllables and how breaking up words into their parts helps learn pronunciation and spelling. A good way to determine syllables is to have the students place their hand under their chin. Tell them for each time their chin drops as they say a word, that is a syllable. For example: "hippopotamus" has five chin drops. Have pairs of students find examples of syllables in the reading "Io Moth", on pages 16-17.

TWO Syllable Words:

THREE Syllable Words:

MORE than three Syllables Words:

Regroup and have the students share their syllable lists.

Overall Assessment:

The teacher will assess the students'

1. Ability to work together with a partner or in groups.
2. Oral responses to discussion and retelling for listening and comprehension competency.
3. Contributions to 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.