

# 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 May/June 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](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 for the article:**

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

**Session 1:**

**Motivation:**

1. Perhaps, bring in a sample of silk cloth and ask students to share prior knowledge as to where silk comes from. Show a sample of cotton and wool and also ask students if they know from what these cloths are made. Explain that in the issue, they will be reading of where things come from.

**Teacher Input:**

1. Assign partners and have the students open to "Click and the Kids" by Meg McLean, on pages 2-6.
2. Review punctuation and how it helps the reader know in what way they should read the sentences. Assign the students a role (Amy, Martin, and Liz). Have all the students who are Amy read in unison, etc.

**Guided Practice:**

1. Have the students take turns reading a cartoon frame as their character. Encourage the students to read with feeling. Stop after each frame to discuss and make predictions.
2. After reading return to page 3 and encourage the students to share descriptive phrases of what they see in the illustration.
3. Discuss **pronouns** with the students, noun substitutes. Ask the students to list all the different words that would be called pronouns. Have students review the reading to find examples of pronouns and explain what word for which the pronoun is substituting. For example: Page 2. "**I'm** -stands for Martin.
4. Have partners in small groups go on a noun and verb safari and find as many examples of each they can find in the reading. Regroup and review the group's lists.
5. Discuss sequencing and words that are often used in sequencing such as first, next, then, after, last, etc. Have students do the following sequencing activity.

**STEPS to SILK MAKING**

**Place in proper order:**

- A. The silk strands are unwound from the cocoons**
- B. Silkworms eat mulberry leaves**
- C. Threads are woven into cloth**
- D. A cocoon is spun by a silkworm.**
- E. Strands are twisted to make silk thread.**

**REGROUP AND DISCUSS THE SEQUENCING.**

(ANSWERS: B, D, A, E, C)

**Post Lesson Activity:**

Have students do the sequencing activity on the story, Cinderella, at this link:  
<http://www.teachingideas.co.uk/english/contents.htm> (click on Cinderella sequencing)

**Session 2:**

**Motivation:**

1. Ask the students if they can name the different parts of a plant (roots, stems, leaves, flowers, fruits, and seeds).
2. Explain that in the short reading, "Polly Pepper, Picked a Plate of Plants to Eat", on pages 7-9, they will be learning the important role the different parts of a plant play in its growth.

**Teacher Input:**

1. Pass out the issues of *Click* and have the students open to "Polly Pepper, Picked a Plate of Plants to Eat", on pages 7-9.
2. Have small groups of students read the article.

**Guided Practice:**

1. After reading the article, have students do the following matching activity:

- |                   |       |   |
|-------------------|-------|---|
| <b>A. leaves</b>  | _____ | <b>found inside pods such as peas.</b>                            |
| <b>B. roots</b>   | _____ | <b>the part of the plant that makes seeds to grow more plants</b> |
| <b>C. stems</b>   | _____ | <b>this part of the plant holds the seeds</b>                     |
| <b>D. flowers</b> | _____ | <b>this part of the plant holds the plant</b>                     |
| <b>E. fruits</b>  | _____ | <b>this part of the plant holds the plant into the ground</b>     |
| <b>F. seeds</b>   | _____ | <b>make food for plants</b>                                       |

Regroup as a class and discuss the activity and the story.

(Answers: F, D, E, C, B, A )

2. Select a fruit or vegetable and research 5 interesting facts on your fruit or vegetable. Draw/ color a picture and include the facts on the drawing.

**Post Reading Activity:**

Write a poem or a paragraph pretending to be a potato, carrot, asparagus, etc. What is a day in your life like? What do you smell? See? Hear? Etc., as you are growing in a garden.

**Session 3:**

**Motivation:**

1. Hold up a copy of the current issue of *Click* magazine. Ask the students to think of all the different people that are needed to make the magazine.
2. Explain that in the reading, "How Click is Made", on pages 10-15, they will be reading about all the different people that help put the magazine together.

**Teacher Input:**

1. Pass out the May/June issue of *Click* magazine and have the students open the magazine to "How Click is Made", on pages 10-15. Have students review the illustrations and encourage the students to share comments and make connections.

**Guided Practice:**

1. Have the students take turns reading a section of the reading.

2. Have groups make 5 comprehension questions to share with another group to answer such as what are the 4 colors used for printing the magazine? (yellow, red, blue and black)
3. Discuss with the students which particular job would interest them the most and why: Writer? Editor? Art Director, Printers, Etc.
4. Pretend to be an editor. Read the following paragraph and correct for spelling and grammar mistakes. These links have proofreading example: <http://prek-8.com/2ndgrade/proof2.html> and <http://prek-8.com/2ndgrade/proof3.html>

### **Post Reading Activity:**

Discuss *Fact and Opinion*. Ask the students to share facts about dinosaurs, or elephants or whales. Ask the students if they can give a definition of a fact. *A fact is something that can be proven to be true.* Ask the students what an opinion would be. *An opinion is someone's view, feeling or sentiment.* What are some words that help someone know that the statement is an opinion?(Possible answers: feel, believe, always, none, most, best, worst, never) Have students review the article to find 5 facts and 5 opinions mentioned in the reading. Have students ask themselves, "To see if something is a fact, can this statement be proved?" To check if it is someone's opinion, ask yourself, "Is this someone's thought or feeling? Can you prove it to be true?" Next to each fact, have the students write one opinion sentence. As a class, review the facts they found and share the opinion sentences with the class.

### **Session 4:**

#### **Motivation:**

1. Ask the students if they have ever made jam. Ask the students to share their favorite flavors of jam. What are some of the ways in which they use jam? Etc.
2. Explain that in "Yo Wants to Know" by Lea and Alan Daniel, on page 18- 23, Yo and his mom make homemade jam.

#### **Teacher Input:**

1. Pass out copies of the May/June issue of *Click* to partners of students. Before reading the story, review with students punctuation and how it helps made for more interesting oral reading.

#### **Guided Practice:**

1. Read the story, "Yo Wants to Know", on pages 18-23, in unison.
2. Select sentences to highlight and encourage students to read again these passages with feeling. Possible sentences might include: "This is the yummiest jam I the whole wide world."
3. Make text-to-self connections. What is something you may have made with your mom? Dad? Grandparent? Older sibling?
4. As a class group, have students search the reading for examples of nouns and verbs from the story and place the list onto the chalkboard.
5. Have the students write creative sentences using one of the nouns and one of the verbs.

### **Post Reading Activity:**

Write a short paragraph describing how Yo made jam including at least 4 steps discussed in the reading. For example: picked the berries, washed the berries, removed the leaves, crushed the berries, cook berries with sugar and lemon juice until thick, etc.

### **Session 5:**

#### **Motivation:**

1. Explain that the reading, "Butter Up", on pages 24-25, they will be reading how butter is made.

#### **Teaching Input:**

1. Pass out a copy of *Click* magazine to partners of students and have them turn to "Butter Up", on pages 24-25. Have them do a picture walk through of the reading. Encourage students to make comments on what they see.
2. Perhaps, have the students make butter using the experiment in the reading.

#### **Guided Practice:**

1. Have small groups of students using strips of paper make 5 sequencing steps on making butter.
2. Have students exchange their strips for another group to place in proper sequence.

### **Post Reading Activity:**

1. Write a poem describing butter to an alien from Mars that comes to Earth and wants to learn about butter.

### **Session 6:**

#### **Motivation:**

1. Give the students a small piece of chocolate. Ask the students to brainstorm any facts they might have about chocolate and where it comes from.
2. Show a map of Central America and share with the students that chocolate originated in this area of the world. Explain that in the reading, "Story of Chocolate", by Katie Daynes, on pages 28-34, they will be reading how chocolate came into our lives.

#### **Teacher Input:**

1. Pass out a copy of *Click* magazine to partners of students. Have them do a picture walk through of the reading, "Story of Chocolate", on pages 28-34. Encourage students to make comments on what they see.
2. Ask the students to highlight vocabulary words for which they might need further discussion. Possible words include: scrumptious, whiff, cacao, fierce, conquered and tropical. Encourage students to use context clues to help determine the meaning of the words and to think of creative sentences for the vocabulary words.

#### **Guided Practice:**

1. Have students take turns reading sections of the article stopping after each page to make comments, check for comprehension and make *text-to-self* connections.
2. Have small groups of students learn more about the history of chocolate.

- \*<http://www.chocolatesource.com/trivia/index.asp>
- <http://www.fieldmuseum.org/chocolate/kids.html>
- <http://www.candyusa.com/FunStuff/CandyType.cfm?ItemNumber=935>
- [http://www.mce.k12tn.net/chocolate/history/history\\_of\\_chocolate6.htm](http://www.mce.k12tn.net/chocolate/history/history_of_chocolate6.htm)

Have the students find 7 interesting facts about chocolate. Draw/color a poster and place the facts learned on their poster. Encourage the groups to present their posters to the rest of the class.

3. Discuss syllables and have partners of students review the article for examples of 3 or more syllable words. Remind the students how syllables help to break up a word to help learn to spell it and help learn how to pronounce a word. Each time your jaw drops when you slowly say a word, is a syllable. Example: sediment( 3 syllables).

### **THREE SYLLABLE WORDS MORE THAN THREE(state how many)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Regroup as a class and go over the syllable lists.

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

1. Have partners read the article, "Stuck", on pages 26-27.

Write a paragraph explaining the history of Velcro and encourage students to share their paragraphs with the rest of the class.

2. Have partners read "Perfect Pearls", on pages 16-17, and make 5 fill in the blank questions for another group of partners to answer.

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

Have groups of students do the activity "Where Things Come From" on page 38.

#### **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.