

# 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 July 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. Throughout this issue, that focuses on plants, skills in vocabulary building, reading, writing, listening and cross-curricular activities are included to help you utilize the magazine in your classroom.

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### Helpful websites with reading strategies

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

<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:

**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 July 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. Write a sentence to describe the cover photograph. Ask the students to list all the different types of boats. Possible answers may include: sailboat, motorboat, ferry, canoe, kayak, barge, tugboat, cruise ship, paddleboat, etc. Have the students draw an example of one of the boats mentioned. Afterwards, have the students write a paragraph pretending to be on their boat. What are they doing? What do they see? etc. Encourage the students to share their drawing and paragraph with the rest of the class.
2. Explain that in this issue of *Click*, the students will be reading a number of stories that have to do with boats.

**Teacher Input:**

1. Assign the students a partner and pass out the issue of *Click*.
2. 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, Liz, Click) 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.
2. Have the students turn to page 3 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, I see a man in a ticket booth. What color is the booth? What does the man 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.
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 things found on a ferry boat?**

- A.
- B.
- C.

(Possible answers: cars, people, snack bar, viewing deck, etc.)

Discuss the graphic organizers.

5. Discuss how Martin and Amy mistake the words, fairy and ferry. Discuss homophones/also called homonyms-words that have the same sound but have different meanings. Make a list of possible examples such as flour and flower. Other words might include: bare/bear, there/their, be/bee, by/buy. Check

out this link: <http://www.enchantedlearning.com/english/homonyms/> which has a large list of examples. Have students draw/color a picture of two pairs of homonyms.

### **Post Lesson Activity:**

Write a paragraph pretending to be on a ferry. What are some of the sounds, sights and smells you experience while on the ferry?

### **Session 2:**

#### **Motivation:**

1. Have a bowl of water and ask the students if they can determine what might be some things that would float or sink. Possible items to try: sponge, paperclip, piece of candy, cork stopper, crayon, tennis ball, ping pong ball, raisin, button, etc. Explain that in the reading, "Sink or Float" on pages 7- 12, they will be reading just what causes some items to float and others to sink. This website has an experiment to show additional information on buoyancy. [http://www.ehow.com/how\\_8159938\\_teach-buoyancy-grade-school-children.html](http://www.ehow.com/how_8159938_teach-buoyancy-grade-school-children.html) Mention the term **buoyancy**.

#### **Teacher Input:**

1. Do a picture *walk-through* of the article encouraging comments, reactions and predictions.
2. Tell the students that they will read the story in small groups and need to follow along while classmates take turn reading the article, stopping after each page to discuss the content.

#### **Guided Practice:**

1. After reading the article, have the groups of students answer the following questions:

**A. True or False: Big items will always sink and small items will always float.**

**B. True or False: A peeled orange will continue to float.**

**C. True or False: Metal is denser than water so a metal item will sink.**

**D. True or False: Items placed in water, push the water away.**

**E. True or False: Items that weigh more than the amount of water it pushes away, will float.**

(Answers: F, F, T, T, F) Review and discuss the reading.

2. Have students review the article for nouns and action verbs. Make a list of at least 10 of each. Re-group and review the lists.

#### **Post Lesson Activities:**

Have the students write a poem using each letter of the word **buoyancy**.

### **Session 3:**

**Motivation:**

1. Show a picture of a tugboat. Ask the students if they have any prior knowledge on the job of a tugboat. Perhaps, have the students read the following poem about a tugboat found at this link: <http://www.kingpoetry.com/tugboat.htm>

**Teacher Input:**

1. Pass out the issue of *Click* magazine and have the students turn to "Tiny Boat, Big Job", by Rachel Young, on pages 13-15. Have students review the pictures sharing their comments.

**Guided Practice:**

1. Have the students open to "Tiny Boat, Big Job", on pages 13-15. Have students take turns reading a paragraph, stopping after each page to review for comprehension, to make connections and to share comments.
2. After reading, have partners do the following graphic organizer.

**What are some things found on a tugboat? How are they used?**

- |           |           |
|-----------|-----------|
| <b>A.</b> | <b>A.</b> |
| <b>B.</b> | <b>B.</b> |
| <b>C.</b> | <b>C.</b> |
| <b>D.</b> | <b>D.</b> |

(Possible answers: old tires to protect from bumping into bigger boats, thick rope to help tow a boat, whistles to signal.

**Write 4 facts learned from the reading.**

- A.**
- B.**
- C.**
- D.**

Regroup and discuss the graphic organizers.

3. Have groups of students review the reading for nouns and verbs and after about 5 minutes regroup to discuss the words and their classification.

**Post Reading Activity.**

Write a journal entry pretending to be a tugboat captain. Tell about your day. What did you help push into the harbor? What did you see and hear? Try and include 3 facts learned from the reading in the journal entry.

**Session 4:**

**Motivation:**

1. Ask the students if they have ever done anything with a grandparent. Encourage students to share their experiences.
2. Explain that in the story "Yo Wants to Know" by Lea and Alan Daniel, on pages 18-23, Yo and his grandmother go for a ride in a motor boat.

**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. Have students try and read one of the sentences with lots of feeling using the punctuation clues such as the following: "Hey! Why are we stopping?"

**Guided Practice:**

1. Have students take turns reading a part of each page stopping to discuss comprehension and make comments.
2. After reading the story, have the students write a short poem (**Haiku**) about being on the water in a boat. A Haiku is a short Japanese poem of three lines. There is a specific syllable count in these poems. Review syllables and that if they place their hand under their chin, each time the chin drops, is a syllable. How many syllables are in the word "*buoyancy*"? Review the reading to find words that have 2 or three or more syllables. Explain that in a haiku poem, sentence structure is not usually done. Stress using descriptive words. In the first line, there are 5 syllables, the second line, 7 syllables and the last line 5 syllables. Encourage the students to share their haiku with the rest of the class.

**Post Lesson Activity:**

1. Have the students make a list of as many words (nouns) as they can think of that start with **B** (for boat). Regroup after about 3 minutes. Have students share a word. If another team has the same word on their list, they are to cross it out. The team with the most words starting with **B** that weren't listed by any other group wins the game!

**Session 5:****Motivation:**

1. Ask the students to share what might be an occupation that they'd like to do when they grow up. Explain that there was a time when certain occupations were only for men, such as being a steamboat captain. Blanche Leathers always wanted to be a steamboat captain but was told women couldn't do such a job. She showed perseverance (didn't give up) and worked very hard to accomplish her goal.
2. Share with the students that in the reading "Steamboat!" by Judith Heide Gilliland, on pages 27-34, they will be reading about Blanche Leathers and steamboats.

**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. Draw and color a picture of a steamboat.
2. Ask students to brainstorm different character traits- such as being a hard worker, helpful, caring, etc. Explain that in the story about Blanche Leathers, they will be asked to list all the different character traits that would be associated with her. Ask the students to draw a picture of themselves and write three character traits they would think could describe themselves. Ask the students to give a specific example to show this character trait.

**Guided Practice:**

1. Have students take turns reading the article stopping after each page to discuss the content and make comments.
2. Have partners do the following graphic organizer:

**Graphic organizer: Describe a Steamboat****A.****B.****C.****D.**

**E.**

(Possible answers: paddlewheel, flames glow in furnace stacks, several levels, usually white in color, etc.)

**Learn the River: What to look for as a steamboat captain.**

**A.**

**B.**

**C.**

(Possible answers: dark spot(lost island beneath the surface), faint shadow(sandbar), dimple in the water(sunken wreck)

**Three Traits about Blanche Douglas Leathers/ Example in the reading)**

**A.**

**B.**

**C.**

**D.**

(Hard worker/ studied the river, stick-to-it-ness/ didn't give up on her goal, brave/ piloted Natchez in the dark, etc.)

Regroup and discuss the responses.

3. . 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>

Have groups place the story in proper sequence and then regroup as a class and discuss the sequencing activity. Give partners of students 7 strips of paper. Have the write seven events that took place in the story. Next, have the students exchange their sequences strips with another group to place in proper order.

4. Have pairs of students do the following Story Pyramid:

**STORY PYRAMID:**

## MAIN CHARACTER

## TWO DESCRIPTIVE WORDS ABOUT THIS PERSON

## THREE WORDS TO DESCRIBE THE PLACE OR SETTING OF THE STORY

## FOUR WORDS TO DESCRIBING WHAT HAPPENED IN THE STORY

Regroup as a class and review the story pyramid information

### Post Reading Activity:

Have small groups review the history of the steamboat at these links:

<http://library.thinkquest.org/J0110200/steamboathistory.html>

<http://pbskids.org/bigapplehistory/early/topic17.html>

Have the students write 5 facts learned about the steamboat.

### Post Reading Vocabulary Survey:

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: *neighborhood*. How many times does the chin drop? (3). Have the students searched through the reading, "Steamboat!," to find examples of words which would fit under the different headings. Discuss the activity as a class when completed.

#### 2 syllables

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

#### 3 syllables

#### More than 3 syllables

### 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 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.