

# Teacher's Guide for Click Magazine

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*Teacher's Guide prepared by Gail Skroback Hennessey*

Gail Hennessey taught social studies at Harpursville Central School in New York State for 33 years. She writes often for children's publications and is the author of six books for teachers and students. In 1988, she was named Outstanding Elementary Social Studies Classroom Teacher of the Year from the New York State Council for the Social Studies and also named Outstanding Elementary Social Studies Teacher of the Year by the National Council for the Social Studies. Check out her helpful Web site for teachers at [www.gailhennessey.com](http://www.gailhennessey.com)

The following teacher's guide is designed to assist the classroom teacher in using the October 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.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>

**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 October issue of *Click*  
drawing paper and crayons  
Internet sites of interest

### **Session 1:**

#### **Motivation:**

1. Assign the students a partner and pass out the issue of *Click* magazine. Discuss the picture on the cover of the October issue of *Click*. Ask the students if they have any prior knowledge on penguins. The title says "Animal Journeys". Ask the students if they know what migrate means? Ask the students to think of other animals that migrate during the change of seasons
2. Explain that in this issue of *Click*, the students will be reading about the migration of different animals.

#### **Teacher Input:**

1. Open the issue to "Click and the Kids" by Meg McLean on pages 2- 6. Review the illustrations and share their comments. Encourage students to make text-to-self connections. For example, have the students ever seen geese flying south for the winter? Have the ever raked or played in fallen leaves? Etc.

#### **Guided Practice:**

1. Assign the students a role of either Liz, Click, Martin or Amy.(there will be multiple readers for each part). In unison, have the different characters read their section of the story aloud stopping after each page to have students give their comments about content, share experiences, and to monitor their comprehension. Ask students if they know what "rare" means or what the word "vegetarian" means.
2. Ask the students to look at the picture on page 5. Encourage students to be specific and list the different things that they see. Encourage students to give descriptive phrases to describe what they see in the picture. Encourage the students to grow a sentence.
3. Divide the students into small groups and have them make lists with **NOUN** and **VERB**. Have the students look on pages 3- 5 and list as many nouns as they can find and as many action verbs they can identify on the page. Regroup as a class and have the groups share their word list.

#### **Post Lesson Activity:**

- 1.This website has additional information on migrating animals:

<http://www.brainpopjr.com/science/animals/migration/grownups.weml>

Have students select a migrating animal such as the hummingbird, crane or grey whale. Write a paragraph explaining your trip including why you are going and things you see along the way to your destination. Watch the short video on migrating geese at this link:

<http://spaceplace.nasa.gov/migration/redirected/>

### **Session 2:**

#### **Motivation:**

1. Explain to the students that in the following article, "Animals on the Move" , on pages 7-10, continues with the theme of animal migration.

#### **Teacher Input:**

1. Pass out the issue of *Click* magazine and do a picture walk-through of the article, encouraging comments, reactions and predictions. Ask the students to share any knowledge they might have on the animals mentioned in the article.

#### **Guided Practice:**

1. Have groups of students review the article to complete the following graphic organizer.

#### **Why do animals migrate?**

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

Possible answers:(to find a breeding area, for better weather, to follow a food supply)

Regroup as a class and discuss the reasons for migration.

2. Have students answer the following questions from the article:

- A. Which animal can smell storms 30 miles away? \_\_\_\_\_ (wildebeest)
- B. Where does the Arctic tern migrate? \_\_\_\_\_ (North to South Pole)
- C. Ever fall, to which areas do monarch butterflies fly? \_\_\_\_\_ (California and Mexico)
- D. What don't Elephant seals do for the month they are on land with their pups? \_\_\_\_\_ (don't eat)
- E. Which elephant leads the way as elephants migrate looking for food, water and shade? \_\_\_\_\_ (grandmother)
- F. Why have some Canada geese stopped migrating during the winter? \_\_\_\_\_ (stay where people feed them)

Regroup and discuss.

### Post Lesson Activities:

1. Draw/color a picture of one of the migrating animals in the article and find 5 facts about the creature to write on their picture. Encourage the students to share their drawing and facts with the rest of the class. This website has lots of information on the different animals:

<http://www.enchantedlearning.com/coloring/w.shtml>

### Session 3:

#### Motivation:

1. Show a picture of a gray whale. Ask the students if they have any prior knowledge about the gray whale. Explain that in the reading "Giants on a Journey" on pages 11-13, they will be learning more about the migration of the gray whale.

#### Teacher Input:

- 1. Before reading, give the students a piece of paper. Tell them that they will have two minutes to write down as many facts as they might know about whales. Regroup and discuss.
- 2. Give the students a **KWL** sheet(What I know, What I'd like to know and what I learned): Give them some time to fill in the first part of the chart.

#### KWL Chart

**What do I know about gray whales**  
**What do I want to learn about gray whales**  
**What did I learn about gray whales**

#### Guided Practice:

1. Have the students take turns reading a section of the reading, stopping after each page to discuss for comprehension and for comments.

2. After reading, have the students do the following graphic organizer:

**Draw an outline of a whale. Inside the whale, write 5 facts in the reading about the gray whale.**

- A.
- B.
- C.
- D.
- E.

(possible answers: can swim 10,000 miles during migration, one of the longest of mammal migrations, suck up muck to get the tiny shrimp, from Alaska to Mexico is their migration, babies are born in the winter months down in Mexico, etc.) Regroup and discuss. Give students this handout to learn additional information on the gray whale:

<http://www.enchantedlearning.com/subjects/whales/activities/whaletemplates/Graytemplate.shtml>

**Post Reading Activity:**

Complete the KWL Chart. Pretend to be a gray whale and write a paragraph about your migration. What do you see? What do you do? Etc. Encourage students to share their writing with the rest of the class.

**Session 4:****Motivation:**

1. Explain in the reading "Tracking Animal Travels, on pages 14-17, the students will be reading about technology that scientists use to help us keep track of migrating creatures.

**Teacher Input:**

1. Pass out copies of *Click* magazine and have students read the article "Tracking Animal Travels" on pages 14-17 with a partner.

**Guided Practice:**

1. After reading the article, have the students make up 4-5 questions that they can exchange with another group to review the reading for comprehension. Regroup and discuss the article.

**Post Reading Activity:**

1. Review syllables. Share Japanese Haiku poetry, three lined, syllable pattern of 5-7-5 and French syllable pattern poems, called *cinquains*, five lined, 2-4-6-8-2. Have students write a migratory poem about one of the tagged creatures mentioned in the reading using both Haiku and Cinquain syllable pattern poems.

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

1. Explain that in "Yo Wants to Know", by Lea and Alan Daniel, on pages 18-23, Yo learns about about a bat and why it migrates south. Ask the students if they have any prior knowledge about bats.

**Teacher Input:**

1. Pass out *Click* magazine to partners of students and have read the story in unison. Encourage students to use punctuation clues to read the story with feeling.

**Guided Practice:**

1. After reading the article, have students review the story and encourage students to state descriptive phrases of what they see.

2. Have the students review the reading and make a list of **NOUNS** and **VERBS** and after having about 5 minutes, review the lists.

3. Pass out the printout of a bat at this website:

<http://www.enchantedlearning.com/subjects/mammals/bat/Batcoloring.shtml>

Have students write 5 facts about bats learned from the reading and the printout. This website also has lots of information on bats: <http://bats4kids.org/>

**Post Reading Activity:**

1. Discuss adjectives and how they give additional information about nouns. Review the illustration on page 8 and have the students write 4 descriptive sentences. Encourage the students to share their sentences with the rest of the class.

2. Many people don't like bats. Draw/ color a poster stating a reason why bats are helpful to us. Write a diary entry pretending to be a bat, wondering why many humans don't like you.

### **Session 6:**

#### **Motivation:**

1. Explain that in the story "Which Way?" by Meg McLean on pages 24-27, the students will be learning how migrating creatures find their way to their destination.

#### **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.

#### **Guided Practice:**

1. Have students take turns reading a section of the article "Which Way?" on pages 24-27, stopping after each page to check for comprehension, vocabulary and for the students to make comments.

2. Review again for **Nouns** and **Verbs** and regroup and discuss the reading and their nouns and verb lists.

#### **Post Lesson Activity:**

Have students make a map to get to their home from school. Include 3-4 landmarks along the way to help another student find the location.

### **Session 7:**

#### **Motivation:**

1. Show a photograph of a hummingbird. Ask the students if they have any prior knowledge about the bird. Explain that in the story "Jewel on a Journey" by Susan Yoder Ackerman, on pages 28-34, the students will be reading about the hummingbird, the only bird able to fly backwards!

#### **Teacher Input:**

1. Give the students the printout of the hummingbird from this website:

<http://www.enchantedlearning.com/subjects/birds/printouts/Hummerprintout.shtml> Review the printout and then pass out copies of *Click* and have the students do a picture walk through of the story, on pages 28-34. Encourage the students to make comments and perhaps, make text-to-self connections. Have they seen a hummingbird? Do they have a nectar feeder? Etc.

#### **Guided Practice:**

1. Have students take turns reading a selection of the story, stopping to review for comprehension, make predictions, etc.

2. Do the following graphic organizer:

**Draw a picture of a hummingbird. With a partner, review the reading and list 7 facts about the hummingbird and place the facts inside the drawing.**

- A.**
- B.**
- C.**
- D.**
- E.**
- F.**
- G.**

Regroup as a class and review the information learned in the reading.

3. Discuss pronouns and how they are pinch-hitters for nouns. Have students review pages 31-32 and find pronouns and the noun for which they are substituting.

#### **Post Lesson Activity:**

Make hummingbird mobiles to hang in the room. Share fun facts about hummingbirds from this link: <http://www.worldofhummingbirds.com/facts.php> Have students draw/color a picture of a hummingbird to illustrate one of the fun facts.

**Post Reading Activity:**

Discuss Fact and Opinion. A fact is something that can be proven to be true where an opinion is someone's view, feeling or sentiment. Share with students the following information about fact/opinion.

- To see if something is a fact, ask yourself, "Can this statement be proved?"
- To check for opinions, ask yourself, "Does this tell a thought or feeling? Would the statement be true all of the time?"
- Look for clue words such as feel, believe, always, never, none, most, least, best, and worst

From: [http://www.st.cr.k12.ia.us/reading/fact\\_and\\_opinion.htm](http://www.st.cr.k12.ia.us/reading/fact_and_opinion.htm)

Have students write 5 factual sentences and 5 opinion sentences about the topics in this issue. Exchange with another group to determine whether the statements are facts or opinions. Regroup and discuss the answers.

**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.