

# 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 November/December 2011 issue of *Click Magazine*. Common Core Standards are addressed in the guide including a focus on reading informational text, vocabulary development, phonics, decoding skills, listening skills and fluency.

Students are introduced to a variety of materials on different topics and genres to build their knowledge, experience and joy of reading. Questions are scaffolded and a variety of writing opportunities are suggested throughout the teaching guide. Oral speaking and listening standards are also addressed in the guide as well as offering cross curricular activities to help you utilize the magazine in your classroom.

Lessons can be used in small group, partners, individuals or whole class instruction formats and the sessions are a suggestion and the sequencing of the material can depend upon your individual preferences and students.

## **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.

## **Objectives:**

1. analyzed word similarities and differences
2. read with accuracy and increased fluency during partner reading and independent reading activities.
3. increased their listening and speaking vocabulary as well as conversational skills.
4. shown evidence of listening and reading comprehension.
5. demonstrated accurate story imaging or visualization skills.
6. demonstrated an ability to sequence events in a story.
7. identified rhyming words in a poem.
8. read with appropriate expression and movement as they acted out a part.
10. demonstrated the ability to write on task.

## **Materials:**

copies of the November/December issue of *Click*  
crayons  
drawing paper  
websites of interest  
world map

flashlight

### **Session 1:**

1. Show the students a photograph of the moon and have the students share any prior knowledge they might have about the moon. Ask the students to think of what different animals might come out during the night and whether they have heard the term nocturnal.
2. Explain that many of the readings in this month's *Click* magazine will be on the topic of the night sky. Continue asking students to share prior knowledge of the night sky by asking them to list other things that can be seen in the night sky. (Possible answers might include: constellations, comets, clouds, airplanes, etc.)
3. Assign partners and have the students open to "Click and the Kid" by Meg McLean on pages 2-6. Do a picture walk through and ask students to look at the different illustrations to make predictions and comments. Encourage students to make text-to-self connections with Martin and Amy's experiences being outside during the moonlight.
4. Have the students take turns reading a cartoon frame. Encourage the students to read with feeling. Stop after each frame to discuss and make predictions.
5. On page 2, encourage the students to share descriptive phrases of what they see in the illustrations.
6. Have partners review the story to find examples of facts learned presented in the reading.

### **Facts learned from the reading:**

- 1.
- 2.
- 3.
- 4.

(possible answers: Moon is a rock and can't shine, moonlight doesn't come from the moon, moonlight comes from the sun, define the word "reflect", etc.)

Regroup and discuss.

7. Have students continue what Click is doing and make a list of all the words which rhyme with the word *moon*.

8. Write a poem about the moon. Perhaps, share a haiku type poem. Show the country of Japan on a world map. Ask students if they have any prior knowledge on the country and people of Japan. Explain that a haiku, a poem, from Japan, is a three lined poem with the following syllable structure(5-7-5). Poems should be descriptive and not use usual sentence structure. Before having the students write their haiku, review syllables by reviewing the reading for examples of words with 2 or more syllables. Remind the students to put their hand under their chin, each time the chin drops while slowly saying the word is a syllable. Example: moonlight (2 syllables)

9. Have students learn about the country of Japan. These links are helpful

<http://www.timeforkids.com/destination/japan> and

<http://www.gailhennessey.com/index.shtml?Japan.html>

Learn 7 interesting facts about Japan. Have small groups create a poster of Japan and include their facts to share with the rest of the class.

### **Session 2:**

1. Ask the students to explain what the job of an astronomer is. What might be some of the objects in space that an astronomer might study? Explain that they will be reading about a woman that is an astronomer. Ask the students to list some of the positive things about being an astronomer and also the negatives. What kinds of things can the students do now to help them become an astronomer as an adult?

2. Pass out a copy of *Click* magazine and have the students turn to the reading, "Meet Angela Speck, Astronomer," by Rachel Young, on pages 7-11. Have students take turns reading a section of the reading, stopping to discuss after each page.

3. After reading the article, have the students answer the following questions.

**A. What are three things that an astronomer might study?**

**B. What is space dust?**

**C. What is a nebulae?**

**D. Why are most space telescopes located on mountains and not on flat land?**

**E. Where is the best place to place a telescope? Why?**

**F. With 1000 planets found outside our solar system, astronomers hope to find a planet like Earth. Do you think there might be life on other planets?**

4. Discuss character traits such as responsible, caring, inquisitive, hardworking, etc. Make a list of the different character traits needed to being an astronomer. Have the students draw/color a self portrait. Afterwards, have the students write 3 character traits to describe themselves with examples to state why they have that trait. For example: helpful to others (I help walk an elderly neighbor's dog), etc.

5. Have the students write a letter to an alien. What might be 4 questions you'd like to ask them if you could meet an alien? Draw/color a picture of what your alien might look like.

### **Session 3:**

1. Bring in a flashlight and have two students stand up. Have one shine the flashlight on the student as they slowly turn around. Explain that this shows how we experience sun and night. When it is daylight, or about 8 AM, in NYC, it is nighttime, or 8 PM, in China.

2. Have the students open *Click* magazine to "Night and Day", on pages 12-14. Have students take turns reading the article, stopping to discuss vocabulary and facts after each page.

3. After reading, have students do the following slotting activity.

**A. Night and Day is caused by the earth \_\_\_\_\_ around the sun.(spinning)**

**B. The earth also \_\_\_\_\_ on its axis.(tilts)**

**C. When the Earth leans away from the sun, those places have \_\_\_\_\_ days and \_\_\_\_\_ nights(shorter / longer)**

**D. The \_\_\_\_\_ Pole always points away from the sun, while the \_\_\_\_\_ stays facing the sun(North/South)**

**E. When the top half of Earth leans toward the sun, the North Pole never gets \_\_\_\_\_(dark)**

4. Those people living nearest the Arctic Circle have something called the "Midnight Sun" in the summer months where the sun is out most of the 24-hour period. However, during the winter months, it is dark most of the 24-hour period. Write a poem or paragraph describing what it would be like having so many hours of daylight or so many hours of darkness. Which would you prefer and why?

### **Session 4:**

1. Show a picture of a constellation such as the Big Dipper. What does it look like? Explain that people once made stories to explain the patterns of stars in the sky called "constellations". The Big Dipper is actually called Ursa Major(or Great Bear)
2. In small groups, have the students read the article, "Seeing Stars", on pages 15-19. After reading the article, have the groups do a graphic organizer where they list all the Nouns and Verbs they can find in the reading on pages 15-19.
3. Have the groups make up five questions to share with another group to answer after reading the article. Regroup and discuss the reading questions, graphic organizer and share comments about the night sky.

### **Session 5:**

1. Ask the students if they have ever been on a camp-out. With whom did they go and what were some of the activities they did at night. Did they roast marshmallows? Tell stories around the campfire? This encourages making *text-to-text* connections with the story, *Yo Wants to Know*, by Lea and Alan Daniel on pages 18-23, where Yo and his Dad have a camp-out.
2. Pass out copies of *Click* magazine to partners of students and have them turn to "Yo Wants to Know" by Lea and Alan Daniel, on pages 20-25
3. Remind the students of the importance of punctuation to give clues to the reader to help read with more feeling. Have the students find an example of a 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.
4. Have the students read this story in unison encouraging proper feeling as the students read the selection.
5. Discuss pronouns and how they are "pinch hitters for nouns. Have students try and find as many pronouns as they can on pages 20-25. Have the students write for which noun the pronoun is substituting. For example: her (mom), they (family) etc.

#### **Make a list of 10 pronouns.**

Regroup and the review pronoun lists.

6. Look at pages 25, what is a safety precaution that Yo's dad is taking before going into the tent for the night.
7. Make a graphic organizer of the different sights, smells and sounds you might hear during a camp-out.
8. Perhaps, have the students learn more about a favorite candy treat, the marshmallow.
  - Marshmallows date back to 2000 BC and were first enjoyed by which ancient people?
  - Which groups were able to eat marshmallows in this cultures?
  - The candy treat was made from which plant and what was added to it?
  - More than 90 million pounds of marshmallows are eaten each year by this country, the largest consumer of marshmallows.
  - Find the answers at this link <http://mallowmaster.com/Marshmallow%20facts.htm>

Find 5 more facts about the marshmallow at the site to share with the rest of the class.

9. Draw/color a picture of sitting around a campfire toasting marshmallows. Using the information from the graphic organizer on the sights, smells and sounds, write a paragraph about being at a camp-out.

### **Session 6:**

Dozens of Cousins by Charnan Simon, on pages 28-34

1. Ask the students if they ever get together with their cousins? What are some of the things they do together? This makes connections with the story, "Dozens of Cousins", by Charnan Simon, on pages 28-34.

2. Pass out Click Magazine and have the students open to "Dozens of Cousins", on pages 28-34. Have the students take turns reading a section of the story, stopping to discuss after each page.

3. Have small groups answer the following questions after reading the story.

**A. How to tell if the object in the night sky is a star or planet?(if it shines more than sparkles, it's a planet)**

**B. What are some of the things which satellites do in space? (communication, spy,weather,etc.)**

**C. What is a "shooting star"? (not really a star, but space dust burning in the earth's atmosphere)**

**D. Two facts about the planet Saturn.(30 moons, and large ring around it, yellowish and tan in coloring)**

**E. Why do stargazers not like to see the moon out during their observing the night sky?(makes sky brighter and harder to see the stars)**

**F. Define the following terms from the reading: bellowed, snorted, star, Milky Way Galaxy, constellations, atmosphere, and satellite.**

**Regroup and discuss.**

4. Take a character from the story, and write a paragraph as to how you are feeling being on the cousin camp-out.

5. Discuss summary writing. Ask the students to give a short summary of one of their favorite television shows. Have the students write a short 5-sentence summary of the story.

6. Draw/color a constellation. Find out some information about the history of the constellation and write a story to go with your drawing. This link has information for children on constellations:

<http://www.enchantedlearning.com/subjects/astronomy/stars/constellations.shtml>

• Check at this virtual telescope at this link:

<http://library.thinkquest.org/3645/constellations.html>

**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. 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.