

# 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 February 2012 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.
9. demonstrated the ability to write on task.

Materials:

copies of the February issue of *Click*  
crayons  
drawing paper  
websites of interest

## Session 1: Island Life

Motivation:

1. Ask the students to define the term geography. Ask students to look at a world map and think of the different examples of geographic features. Possible answers might include: island, peninsula, ocean, continent, mountains, lake, bay, etc. Explain that in much of the readings, they will be reading about islands. Ask students to make a definition of an island. Ask students if they can locate the names of some famous world islands by looking at a world map. Mention that Greenland is a very famous island as is the state of Hawaii. Also, Australia is both a continent AND an island. This link has a great glossary of geographic features:

<http://www.enchantedlearning.com/geography/landforms/glossary.shtml>

Have small groups try a Test Your Noodle : Geographic Facts, at this link:

<http://kids.nationalgeographic.com/kids/games/geographygames/quizyournoodle-geography-facts/>

2. Have the students open to "Click and the Kids" by Meg McLean, on pages 2-6. Explain that the story is about a trip to an island. Assign different students the role of one of the characters and have students take turns reading the story, stopping after each page to discuss content, comprehension, and to make connections. For example, have the students ever been to an island? Have they ever gone to a lighthouse? Etc.

5. Encourage students to review the top illustration on page 5 and create descriptive sentences for things they observe on the pages.

6. After reading, have partners create a graphic organizer:

STORY PYRAMID:

MAIN CHARACTER (select one)

TWO DESCRIPTIVE WORDS ABOUT THIS PERSON

THREE WORDS TO DESCRIBE THE PLACE OR SETTING OF THE STORY

FOUR WORDS TO DESCRIBE WHAT HAPPENED IN THE STORY

Regroup and review the graphic organizer.

7. Write a paragraph of about 5 sentences describing the story, what the kids were trying to do, the problem and how they solved their problem. Encourage students to read their paragraphs to the rest of the class.

## Session 2:

1. In small groups, have the students review, " An Island Grows" by Lola M. Schaefer, on pages 7-11.

2. Review **nouns** and **verbs** and then have small groups of students review the reading, and list as many nouns and verbs as they can find. Regroup and have students share their lists with the rest of the class.

3. Write a poem about an island.

## Session 3

1. Mention the formation of an island such as Surtsey, Iceland. Locate Iceland on a world map. Just how did the plants that grew on the island get there? How did the animals found on the island get there? Have the students open the issue to "Only on an Island", on pages 12-15 and explain they will be reading about animals that call an island home. How might animals thrive? How might animals suffer by living on an island? You might wish to share with the students the large bugs found on the Little Barrier Island, New Zealand. Killed off by animals on the mainland, the wetabunga bug found it had no natural enemies on the island and continued to grow and grow. Today, they are the heaviest of the entire bug world. See a picture at this link:

[http://www.bbc.co.uk/nature/life/Giant\\_weta](http://www.bbc.co.uk/nature/life/Giant_weta)

Another island is being created. Check this link to learn more to share with the children:

<http://news.nationalgeographic.com/news/2010/02/photogalleries/100210-undersea-volcano-island-japan-pictures/>

2. Have small groups of students review the reading and write down 7 facts learned from the reading. Regroup and have the students share their facts with the rest of the class.

3. Have students volunteer to read the article stopping after each page to discuss for comments and for comprehension.

4. Have partners do the following graphic organizer:

A. How can animals change over thousands of years living in new surroundings? \_\_\_\_\_ (animals get smaller due to less food)

B. What is a predator? (a creature that eats another creature)

C. How do smaller creatures often change after being on an island? (they grow larger as they are able to hid from predators and there are usually less predators)

D. What is the world's largest lizard and where is it found? (Komodo dragon/Indonesia)

E. How has the kakapos, a kind of \_\_\_\_\_ found in \_\_\_\_\_ changed? (became nighttime birds, grew larger due to less predators)

F. What is the name of one of the world's largest islands, found near the continent of Africa? (Madagascar)

G. Name a creature that once lived in Africa and now lives only on this island? (lemur)

Regroup and discuss the graphic organizer.

5. Research one of the creatures mentioned in the reading. Draw/color a picture and write 5 facts learned about the creature. Write a short poem about the creature or write a "Day in the Life" story pretending to be your creature. What is a day like? What do you do? What do you hear? Smell? Etc. Encourage students to share their poem or creative writing.

#### **Session 4:**

1. Explain that in the story "Yo Wants to Know" by Lea and Alan Daniel, on pages 18-23, Yo and his mom go for a paddleboat ride and investigate a nearby island.

2. Partner students up with copies of the issue of *Click* and have the students take turns reading a section of "Yo Wants to Know", 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. 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.

4. Have the students make *text-to-self* connections with Yo. Have they ever gone on a paddleboat? What might be something fun they have done with their mom or other parent (or grandparent)? Etc.

#### **Session 5:**

1. Perhaps, share the story, "Misty of Chincoteague", by Marguerite Henry. Explain to the students that in the reading "Wild Island Ponies", on pages 24-27, they will be learning about the wild horse that call the island of Chincoteague and Assateague, home. Show on a map where these islands are located.

2. Pass out Click Magazine to partners of students and do a *picture walk through* of the article, encouraging their comments about the illustrations they see.

3. Have students take turns reading a part of each page stopping to discuss comprehension and make comments.

4. After reading, have the students answer the following questions:

A. Other than horses, name 5 of the creatures that call the island of Assateague home. (deer, otters, opossums, egrets, pelicans, snow geese)

B. What is the legend of how the horses probably came to be on the island (Spanish shipwreck 300 years ago) Have students locate the country of Spain on a world map. Encourage students to share any prior

knowledge on the country. This link has lots of information on Spain:

<http://www.timeforkids.com/destination/spain>

C. How is life on the island hard for the horses? (little food- grasses are tough and salty and little nutrition)

D. How do humans help the horses of Assateague?(each summer they round up the ponies) Why? To help keep their numbers down to make sure there is enough food and space on the island for them to live, to check their health)

E. What is the term for the people that round up the ponies? (saltwater cowboys)

F. What happens to those ponies in the round up? (checked for health, some adopted, some returned to the island)

Regroup and discuss the answers to the questions.

### **Session 6:**

1. Ask the students to define the term, "volcano". Ask the students if they can name any famous volcanoes in the world. This link has a list:

<http://www.time.com/time/specials/packages/completelist/0,29569,2014572,00.html>

Pass out a diagram of the parts of a volcano. This site has a good diagram and information:

<http://www.enchantedlearning.com/subjects/volcano/>

Explain that in the reading, "Into the Volcano" by Charnan Simon, on pages 28-34, they will be reading about a family trip to see a volcano in Hawaii. Locate the islands of Hawaii on a world map. Encourage students to share prior knowledge they might have about the islands of Hawaii. This link has lots of information on Hawaii:

<http://www.timeforkids.com/destination/hawaii>

2. Before reading the story, have students do a vocabulary search to find terms that might need defining. Words might include: lava, erupting, toppled, condominium, molten, sulphur dioxide, cauldron, and macadamia nuts.

3. Have students take turns reading a passage of the story, stopping to discuss for content, comprehension and to make connections.

4. After reading, have the students answer the following comprehension questions:

A. How were the Hawaiian islands formed?(by volcanoes built up from the ocean floor)

B. How is Hawaii growing in size?(the lava flowing cools and gradually builds up the land.

C. Describe the smells and landscape of Volcanoes National Park.(ground is steaming, few trees, grasses or plants) Why?(Ground is too hot for roots to survive. , deep gullies, lava flows,etc.)

D. What is the name of the Hawaiian goddess of volcanoes?(Pele) Where is it said she can be found?(Halema'uma'u)

E. Describe the smell of the gas called sulphur dioxide?(rotten eggs)

F. What is the biggest mountain in the world?(Mauna Loa Volcano if measured from ocean floor, otherwise, it is Mt. Everest)Locate Mt. Everest on a world map.

G. What causes the steam that you can see near the park? (the hot lava hitting the ocean water)

Regroup and discuss the questions.

5. Have the students do the following graphic organizer:

STORY PYRAMID:

MAIN CHARACTERS

TWO DESCRIPTIVE WORDS ABOUT EACH PERSON

THREE WORDS TO DESCRIBE THE PLACE OR SETTING OF THE STORY

FOUR WORDS TO DESCRIBE WHAT HAPPENED IN THE STORY

6. Discuss syllables and have the groups of students review the "Inside the Volcano", on pages 28-34, and find examples of words that are three syllables and more than three syllables. Regroup and discuss the chart of syllables.

7. Draw/color a picture of a volcano. Learn some fun facts about volcanoes at this link:

<http://www.sciencekids.co.nz/sciencefacts/earth/volcano.html>

Write 6 facts about volcanoes on your drawing. Encourage students to share their drawing and facts with the rest of the class.

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.