

## 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 March 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 March issue of *Click*  
crayons  
drawing paper  
websites of interest

### **Session 1:**

1. Distribute the *Click* magazine to the students and have them look at the cover. Ask the students if they have ever gone to the beach. Make connections by asking questions such as what are some things you like to do at the beach, what are some things you can hear or see at the beach. Have students write some thoughts down to answer these questions and then have them draw/color a picture and write a short paragraph about going to the beach. Encourage students to share their writing and pictures 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 wind. Ask small groups of students to complete the following graphic organizer:

**Positive things wind can do   Negative things wind can do   Things I like to do in the wind**

Regroup and discuss the graphic organizers.

3. Assign the students a partner and pass out the issue of *Click*. Give each group some Post-it note paper to record new or interesting words they notice during a *picture walk* though of the issue. When the activity is completed, have the partners share their words with the rest of the group.
4. Have the students open to "Click and the Kids" by Meg McLean on page 2-6. Review the illustrations and share their comments.
5. Assign a character (Amy, Martin, Click or Liz) 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. Ask the students if they have ever ridden a bike again/with the wind. Ask the students if they have sailed a boat in a pond or if they have flown a kite. Etc.
6. Have the students turn to page 2 and encourage students to give descriptive phrases to describe what they see in the top picture.
7. 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.
8. With a partner, review the story and find examples of nouns and action verbs. Regroup and discuss their lists.
9. Turn to page 6 and pretend to be Click. Write a short paragraph of soaring up, up and away with the kite. What are three things you might see from high above the ground? Encourage students to share their writing with the rest of the class.
10. Learn about kites. These sites have lots of interesting facts about kites.  
<http://www.kitekids.co.uk/facts.html>  
<http://www.kiteman.co.uk/DidYouKnow.html>
11. Give the students drawing paper, string, and construction paper and have them create their own kite to hang in the classroom. Perhaps, have the students list three facts on their kites.

**Session 2:**

1. Ask the students to think of a time when they had to move against the wind. Perhaps they were walking or biking. Explain that in the reading "I Face the Wind" by Vicki Cobb, on pages 8-14, they will be reading about the power of wind.
2. With a partner, have the students read "I Face the Wind", on pages 8-14. After reading regroup and discuss the reading.
3. Turn to page 15 and have the students determine which way the wind is blowing.
4. Write a poem about wind. Encourage students to read their poem in front of the class.

**Session 3:**

1. Explain that in the story "Yo Wants to Know" by Lea and Alan Daniel, on pages 16-21, Yo helps his mom clean up the yard after a wind storm.

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 16-21.
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 raked leaves? Done anything else to help their parent?
5. Have the students answer the following comprehension questions:

**A. Name four things that the wind blew away? \_\_\_\_\_ (nest, shirt, garbage can lid, birdhouse)**

**B. How did the dog pitch in to help? \_\_\_\_\_ (branches in its mouth)**

**C. How did the tree limb break? \_\_\_\_\_ (wind)**

**D. Where did Yo's mom say the wind went? \_\_\_\_\_ (out to sea)**

**E. Where did the shirt wind up after the storm? \_\_\_\_\_ (in the tree)**

**F. What were two items which Jennifer picked up? \_\_\_\_\_ (garbage lid and birdhouse)**

**G. How did Yo help during the clean up? \_\_\_\_\_ (raked)**

6. Review pronouns, nouns and verbs. Have small groups review the story for pronouns and the nouns for which they are substituting. Make a list of all the nouns and action verbs that they can find in the story. Regroup and discuss.

7. Pretend to be Yo and write a poem about what you might see after the windstorm. Encourage students to read their poem with the rest of the class.

#### **Session 4 :**

1. Have the small groups of students read, "What Makes Wind" on pages 22-24 and "Wind at Work", on pages 28-29.
2. Make a list of the different things which "wind" does such as the following: helps a kite fly, pushes a sailboat, spreads seeds, makes birds flying easier, helps move spiders.
3. Draw a picture of something which wind does from the list made in 2. Write a paragraph pretending to be a kite, sailboat, see, bird or spider and describe how the wind moved you and where you went.
4. Fill in the graphic organizer:
  - A. The sun \_\_\_\_\_ heat places equally (doesn't)**
  - B. A warm air \_\_\_\_\_ . cooler heavier air \_\_\_\_\_ in. (rises/rushes)**
  - C. Warm air is \_\_\_\_\_ than cold air.(lighter)**

**D. Sand warms up \_\_\_\_\_ than water.(faster)**

**E. As warm air over the beach rises, \_\_\_\_\_winds blow in from the \_\_\_\_\_(cooler/sea)**

### **Session 5:**

1. Ask the students which force they feel is the most powerful, wind or sun. Have them write a few sentences to support the one they feel has more of an effect. Encourage students to share their decision with the rest of the class. 2. Have students open to "The Wind, the Sun and the Floppy Hat", by Susan Yoder Ackerman, on pages 30-34 and have students take turns reading a section of the story.

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

**A. Why did the boy named Jack begin to cry?\_\_\_\_\_ (Sand blowing into his eyes)**

**B. What happened to the seagulls as the wind continued to blow?\_\_\_\_\_ (had to fly backwards)**

**C. How did the author compare the sun?\_\_\_\_\_ (It sizzled like firecracker ready to pop)**

**D. What did Jack's mom suggest might cool him?\_\_\_\_\_ (ice cream)**

**E. Why did Jack call this day the worst beach day I ever had?\_\_\_\_\_ (wind and sun had melted his ice cream before having one lick)**

**F. What positive things did the wind and sun help to make the rest of Jack's day the bet beach day ever?\_\_\_\_\_ (soft winds made waves for jumping, sun dried him off, dug holes in warm sand, toasted marshmallows)** Regroup and review the comprehension questions.

4. Review syllables and have small groups of students find words in the story that have 2 , 3, or more than 3 syllables. Regroup and discuss the lists.

### **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.