

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 April 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 April 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 to define the term recycling. Ask the students to share different things that can be recycled.
2. Explain that in this issue of *Click*, the students will be reading a number of stories that have to do with recycling.
3. Assign the students a partner and pass out the issue of *Click Magazine* and have the students open to "Click and the Kids" by Meg McLean, on page 2-6. Review the illustrations and share their comments.
4. 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 encourage the children to make *text-to-self* connections.
5. Have the students turn to page 2 and encourage students to give descriptive phrases to describe what they see in illustration.
6. 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.
7. With a partner, review the story and find examples of nouns and action verbs. Regroup and discuss their lists.
8. Make a list of the different things that can be used as compost. (grass, apple cores, peanut shells, egg shells, vegetables, etc.). Write a poem about composting.
9. Share with the students that plastic bottles can be used to make yo-yos, fleece pullovers and mittens, kayaks and even school lunch trays. You might also tell the students that the first recycled plastic bridge (which can even hold automobiles) is 30 feet long and found in New Baltimore, NY. It was made from 68,000 recycled milk jugs mixed with fiberglass!

From: <http://www.csmonitor.com/2005/0913/p18s02-hfks.html> You might also share with the students about a boat made from 12,000 plastic soda bottles that sailed the Pacific Ocean, in 2010. See this link: <http://news.bbc.co.uk/2/hi/americas/8578587.stm> Another example of recycling is a school in Guatemala that was made from plastic bottles: See this link: http://www.oregonlive.com/environment/index.ssf/2010/01/portlander_uses_plastic_bottle.html

Session 2:

1. Have students think of all the different things they use that need electricity. Explain that the reading, "The Shocking Truth about Energy" by Loreen Leedy on pages 7-13, will explain how energy helps make things run and where we get energy to run things.
2. Have groups of students take turns reading the article and then answer the following questions:
 - A. According to the article, what can be energy? _____ (Heat, light, sound, fuel, motion, electricity).
 - B. What energy source was created from trees and plants that decomposed? _____ (coal)
 - C. What energy source was created from algae and plankton that decomposed in the ocean? _____ (oil and natural gas)
 - D. What is the term for forms of energy created from prehistoric plants and animals? _____ (fossil fuels)
 - E. What are two negatives about using fossil fuels? _____ (cause pollution and are not renewable)
 - F. What is the chemical released from burning fossil fuels? _____ (carbon dioxide)
 - G. What are three negative effects from global warming? _____ (less ice for polar bears, flooding due to ice melting, more wildfires, stronger storms).
 - H. What are three forms of renewable energy? _____ (wind, solar, water, plant power)

Regroup and discuss the article.

4. Draw a picture of the six steps on how a power plant generates electricity.
5. Read the article "Oil Spill" on pages 25-27 and answer the following questions:
 - A. How much crude oil does the USA use every minutes? _____ (1/2 a million gallons)
 - B. Two ways an oil spill negatively effects us? _____ (kills fish and water fowl, ruins the beaches)
 - C. How are oil spills harmful to birds? _____ (oil sticks to their feathers and skin. Swallowing the oil while they clean their feathers can kill the birds)

- D. Why do rescued birds need to wear sweaters? _____ (to keep warm until feathers recover)
6. Draw/color a picture and write three facts about how oil spills negatively effect our world.
7. Have the students do the Polar Bear Webquest at this link:
<http://www.gailhennessey.com/index.shtml?polarbears.html> Afterwards, have students draw/ color a picture of a polar bear and write 4 facts learned about them from the webquest. Write a poem or a day in the life story about being a polar bear.

Session 3:

1. Explain that in the story "Yo Wants to Know" by Lea and Alan Daniel, on pages 16-21, Yo helps his grandpa make a composting box. Ask the students if they know what a composting box is and how it helps recycle scraps of foods into soil.
2. Partner students up with copies of the issue of *Click Magazine* 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 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 make *text-to-self* connections with Yo. Ask the children what is something they have wanted to learn more about and how they went about getting the information. Perhaps, they went to the library and took out a book, looked online or asked an adult for information.
5. Have the students answer the following comprehension questions:

- A. What type of worms were used to help make the composting bin? _____ (Red Wiggler worms)
- B. What were two things that Grandpa did to get the box ready for the worms? _____ (cut cardboard to go in the bottom and drilled holes in the bin)
- C. What did Yo learn from the book that the bin needed to have? _____ (lots of shredded paper and some dirt)
- D. What other item was placed into the bin before adding the worms? _____ (water)
- E. What do the worms do to help the process? _____ (eat the food scraps and turn it into fertilizer).
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. Learn more about composting at this link: <http://meetthegreens.pbskids.org/episode4/kitchen-composting.html>

Learn about earthworms at this site: <http://www.wormbincomposting.com/earthwormfacts.html> Draw a picture of an earthworm and write 4 facts learned about them and how they help composting.

Session 4:

1. Have the small groups of students read "Nature's Recyclers" on pages 22-24.
2. Do the following graphic organizer: Write two facts learned about each category.

Turkey vultures Earthworms dung beetles mushrooms bacteria

- 1.
- 2.

Regroup and discuss the article and the facts listed for the different nature's recyclers.

3. Do the following comprehension activity:

- A. By eating rotting meat, how do turkey vultures help us? _____(keep diseases from spreading)
- B. Why don't turkey vultures get sick from eating rotting meat? _____(strong acids in their stomachs kill the bad parts)
- C. How does a turkey vulture's bald head protect it? _____(keeps messy food and germs from getting stuck in feathers)
- D. An earthworm eats _____ in dead leaves every day(their weight).What don't earthworms have to help them eat? _____(teeth)
- E. What is dung? _____(poop)
- F. How do mushrooms eat? _____(soak up plants' nutrients by breaking them down) Mushrooms belong to which group? _____(fungi)
- G. How do some bacteria help man? _____(break down food and other living things)

Regroup and discuss. Have students draw/color a picture of one of the nature's recyclers mentioned in the article. Write a short poem about what it does to help the environment.

Session 5:

1. Ask the students if they recycle anything in their home and if so, what specific things are recycled. Explain that in the story "The Use-It-Again Girl" by Charnan Simon, on pages 28-34, they will be reading about a girl that tries to recycle all sorts of things.
2. Have students open to "The Use-It-Again Girl" on pages 28-34 and have students take turns reading a section of the story.
3. Have some groups of students answer the following questions:
 - A. What were some of the uses Kathryn found for her "old sheets"? _____(rags to help dust her room, bedding her cat's basket and for her doll's bed, fabric to make a small pillow for her doll)
 - B. What use did Kathryn find for her dad's empty oatmeal box? _____(to hold her beads)
 - C. What use did Kathryn find for the old magazines? _____(cut out the pictures)
 - D. How did Kathryn reuse old socks? _____(stuffed socks with catnip to make cat toys)
 - E. Name several other things Kathryn "recycled". _____(piggy bank from coffee can, old clothes to make a quilt).

F. What food item did Kathryn put into the family compost bucket? _____(orange)

Regroup and discuss the story.

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.

5. Have students do the following 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 and review the graphic organizer.

6. Review sequencing with the students. In small groups, give the student 5 strips of paper and have the students place something that happened in the story on each of the strips of paper. Exchange with another group and have students place the events in proper sequencing.

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.