

Teacher's Guide for Click Magazine

Click May/June 2012

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 May/June 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 May/June 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 list as many different types of animals on a piece of paper in 1 minute. Regroup and discuss.
2. Explain that in this issue of *Click*, the students will be reading a number of stories that have to do with animal families. Ask small groups of students to complete the following graphic organizer:

Adult name	Baby name:	
goat	_____	(kid)
swan	_____	(cygnet)
horse	_____	(foal)
rabbit	_____	(kitten or kit)
kangaroo	_____	(joey)
sheep	_____	(lamb)
deer	_____	(fawn)

Regroup and discuss

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. Find 3 facts about hamsters from the reading. (babies are smaller than erasers, mom carries babies in her mouth, pink in color without any fur, nurses babies). Draw a picture and write the three facts learned on the drawing.

Session 2:

1. Ask the students what are some of the "jobs" of an adult to his/her young. Possible answers include: feeding, protection, teaching, playing, cleaning, carrying, and loving.
2. Have students open to "Mother, Mama, Mommy, Mom", on pages 7-10 and review the photographs with the different jobs of an adult (in this case, mom)
3. Have students review three of the photographs and write a caption of what might be said by the mom to the baby or baby to its' mom. Encourage students to share their captions for the photographs with the rest of the class.

Session 3:

1. Have students open the issue of *Click magazine* to "Superdad" on pages 11-14. Have small groups of students read the article and afterwards regroup and discuss **FACT** and **OPINION**. Ask the students to share facts about dogs, cats or elephants. Ask the students to give an opinion about these creatures. Ask the students if they can give a definition of a fact- A fact is something that can be proven to be true. Ask the students what an opinion would be- An opinion is someone's view, feeling or sentiment. What are some words that help someone know that the statement is an opinion? (Possible answers: feel, believe, always, none, most, best, worst, never)
2. Have students review the article "Superdad" on pages 11-14, to find 5 facts. For example: The male seahorse gives birth to baby seahorses. Have students ask themselves, "To see if something is a fact, can this statement be proved?" To check if it is someone's opinion, ask yourself, "Is this someone's thought or feeling? Can you prove it to be true?" Next to each fact, have the students write one opinion sentence, such as "I think it is really cool that the male seahorse has the babies." As a class, review the facts they found and share the opinion sentences.

3. Have students draw/color a picture of one of the creatures mentioned in the reading and write a paragraph with 2-3 facts learned from the reading on the creature.

Session 4: Family Tree by Rachel Young, on pages 15-17

1. Have the students take out a piece of paper and pencil. Explain that they are to listen carefully as you read the short article, "Family Tree", by Rachel Young, on pages 15-17, and write down 4 facts that they learned about the Titi monkey.
2. After reading the article, encourage students to share the facts they wrote down on their paper. Some facts might be: Titi monkeys live in the rainforest canopy, babies ride piggyback on the dad's fur, eat fruits and insects, families have own territory, dad cleans fur of baby, sleep on tree branch, stay on branch by twisting tails together.
3. Draw/color a picture of a titi monkey. Write a poem about the titi monkey and encourage students to share their poem with the rest of the class.

Session 5:

1. Explain that in the story "Yo Wants to Know" by Lea and Alan Daniel, on pages 18-23, Jennifer is sharing with Yo her scrapbook on her new kittens. Make text-to-self connections with the students and the story by asking if any of the students have a pet. What kind of pet do they have? What do they do to care for their pet? What do they like to do to have fun with their pet? Etc.
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 18-23.
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. 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.

Session 6:

1. In small groups, have the children read the article, "Are You My Mother?" on pages 24- 27.
2. Write a paragraph pretending to be a whooping crane or the "scientist mother" and tell about your adventure of learning to fly.

Session: 7

1. Show a map of the world and have the students identify the continent of Antarctica. Ask the students to share any prior knowledge they might have on the continent. Share with the students the following: 98% of Antarctica is covered by ice. There are no countries on the continent of Antarctica. It is the coldest and driest continent on Earth. Antarctica is the 5th largest of the continents. Animals that call Antarctica home include, seals, snow petrel (bird) and penguins. Ask the students to share any prior knowledge they might have about seas, snow petrels and penguins. These links have lots of information on Antarctica: <http://www.buzzle.com/articles/facts-about-antarctica-for-kids.html> and <http://continents.mrdonn.org/powerpoints/antarctica.html>
2. Share with the students that "The Emperor's Egg" on pages 28-34 is about the emperor penguin, the largest of the 17 species of penguins. You might wish to share the following information: Scientists recently used satellite imaging to count the number of emperor penguins in Antarctica. It was the first such census of a species ever done from outer space. Using VHR (Very High Resolution) images, scientists estimate there are close to 600,000 of these black/white birds waddling Antarctica home, living in 44 different colonies along the shorelines of the continent. That's twice the number as previously thought. It is hoped that having an accurate count of the number of Emperor penguins, scientists can now better

monitor the species and how climate change may impact their future numbers. The emperor penguin is about 45 inches tall. The Emperor penguins can dive to depths of 1800 feet and hold their breath for up to 22 minutes? Here is a great link for more information on the emperor penguin:
<http://kids.nationalgeographic.com/kids/animals/creaturefeature/emperor-penguin/>

3. Have students take turns reading a section of the article, stopping after each page to make comments and review the article for comprehension.

4. After reading, have partners do the following graphic organizer:

A. Who takes care of the baby penguin egg?_____ (male)

B. What does the female penguin do after she lays her egg?_____ (goes to sea)

C. What are some of the foods a penguin eats?_____ (squid, fish, tiny krill)

D. Where does the adult penguin keep the egg so it stay warm?_____ (tucked right under the tummy) How long does the adult stand while it waits for the egg to hatch?_____ (two months) Does the adult eat?_____ (no)

E. How does the community of adults keep warm, each with their egg waiting to hatch?_____ (huddle together)

F. What does the adult feed the baby penguin when it hatches?_____ (milk substance from in its throat)

G. What is unique about every penguin?_____ (has their own special sound)

H. When the female returns, what does the adult male penguin do?_____ (leaves for sea)

Regroup and discuss the comprehension questions.

5. Write a day in the life story pretending to be a penguin, including at least 4 specific facts learned about the emperor penguin.

6. Discuss syllables and have partners of students review the article for examples of 3 or more syllable words. Remind the students how syllables help to break up a word to help learn to spell it and help learn how to pronounce a word. Each time your jaw drops when you slowly say a word, is a syllable. Example: sediment (3 syllables).

2 SYLLABLE WORDS 3 SYLLABLE WORDS MORE THAN 3 SYLLABLES

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**
- 6.**
- 7.**
- 8.**
- 9.**
- 10.**

Regroup as a class and go over the syllable 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.