

Teacher's Guide for Click Magazine

July/August 2012

Teacher's Guide prepared by Gail Skroback Hennessey

Gail Hennessey taught social studies at Harpursville Central School in New York State for 33 years. She writes often for children's publications and is the author of six books for teachers and students. In 1988, she was named Outstanding Elementary Social Studies Classroom Teacher of the Year from the New York State Council for the Social Studies and also named Outstanding Elementary Social Studies Teacher of the Year by the National Council for the Social Studies. Check out her helpful Web site for teachers at www.gailhennessey.com

The following teacher's guide is designed to assist the classroom teacher in using the July/August 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. Have students write a sentence about what the sock puppet might be saying. Share the comments with the rest of the class. Encourage students to make connects to the issue by asking the students if they have ever made a paper, sock or other type of puppet.
2. Explain that in this issue of *Click*, the students will be reading a number of stories that have to do with entertaining. Ask the students to think of different ways people can perform and entertain others. For example, playing an instrument, singing, doing juggling, acting, etc. Ask the students whether they would like to entertain in front of others, why or why not.
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. Have students answer the following comprehension questions:
 - A. What do the kids use for their play's curtain? _____ (shower curtain)
 - B. By slaying the dragon in the beginning, what two traits does Amy (the princess) wish the audience to learn about her? _____ (strong and fearless)
 - C. According to Amy, what was the dragon about to eat? _____ (her dwarf friends)
 - D. Who was going to be the dwarf? _____ (Martin's hamster)
 - E. What other character was Martin going to be in the play? _____ (evil stepmother) How did Amy suggest changing this character? _____ (making her NOT evil)
 - F. What is a steed? _____ (a horse)
 - G. Who did the prince look like? _____ (Peter Pan) Who did he come to rescue? _____ (the dwarf)
 - H. List three ways that Amy tried to change the play.
 - I. Does this sound like a play you'd like to watch, why or why not?

Session 2:

1. Have students open to "The Click Theater", on pages 9-11 and have students review the illustrations and learn the following vocabulary terms by matching the term with the definition:

backstage	where the musicians sit
apron	where the audience sits
house	seats very close to the stage
box seats	painted cloth that hangs in back of stage
wings	part of stage showing when curtain is closed
proscenium arch	area behind the backdrop
orchestra pit	arch that frames the stage
backdrop	sides of the stage hidden from audience view

2. Pretend you are working in the play and describe one of these aspects of the theater.

Session 3:

1. Have students open the issue of *Click* magazine to "The Tortoise and the Hare" by Michael Martinez, on pages 12-16. Ask the students if they know the Greek Aesop fable about the Tortoise and the Hare. Explain the form of literature called a fable.

2. Assign students a role in the play and have the students read the play aloud stopping after each page to review for comprehension, to make comments and to make connections.
3. Ask the students what the lesson of the first part of the story was where the turtle wins the race. What do you think is the lesson of the second part of the story?
4. Have small groups read another Aesop fable and afterwards, write the lesson being shared with the story. This link has additional fables: <http://childclassics.com/>

Session 4:

1. Explain that in the story "Yo Wants to Know", by Lea and Alan Daniel, on pages 20-25, Yo and his mom go to see a play. Ask the students if they have attended a play. What might be some good manners to discuss when going to a play, movie or any other performance? Encourage students to think of a list of good manners.
2. Pass out copies of the issue of *Click* magazine 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. 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 5:

1. Have students open to the issue of *Click* magazine to "Beverly Billingsly Takes a Bow" by Alexander Stadler, on pages 28-34. Ask the students to think of a famous person and career they like to pretend to be. Explain that Beverly loves to think of being different people and loves to act.
2. Have students take turns reading a section of the story, stopping after each page to review for comprehension, to make comments and to make connections with the characters in the story.
3. Ask the students if they know what a paleontologist is. On a world map, show that ancient Mesopotamia is today the country of Iraq. You may like to share some of the webquest on Mesopotamia found at this link: <http://gailhennessy.com/index.shtml?mesopotamia.html>
4. After reading have the students answer the following questions:
 - A. What happened at auditions that caused Beverly to not get a speaking role? _____ (froze)
 - B. What two roles did Beverly get for the play? _____ (shrub and wall)
 - C. What did Beverly's mom say about her parts in the play? _____ (no small parts, only small actors)
 - D. What did Beverly do as she prepared for the play that would prove very helpful? _____ (learned the lines for the entire play)
 - E. How did Beverly help Lois during the play? _____ (whispered the words of the song to her)

5. 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.

6. Have pairs of students do the following Story Pyramid:

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 as a class and review the story pyramid information

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.