

Teacher's Guide for Click Magazine November/December 2005

The following teacher's guide is designed to support students as they listen, read and compose written responses to selections in the November/December 2005 issue of *Click* magazine. Narrative selections are referred to as stories, but expository pieces are referred to as informational articles.

Lessons are designed with multiple formats for instruction and learning. These include whole class, small group, partners, individual, and center work.

The readings create a starting point for a mini unit on faraway places, specifically the people, cultures, traditions, and places that comprise our world.

Articles are used as content for read-alouds, shared reading, modeled writing, interactive writing, or independent writing, depending on children's developmental literacy level (Tompkins & Collom, 2004). Suggested activities integrate social studies content with Language Arts instruction.

Throughout the guide, skills in phonemic awareness, phonics, vocabulary (word meaning), word recognition, listening, beginning reading, comprehension, and writing will be refined as children build conceptual understandings related to the topic. Activities will offer differentiated levels of responding to accommodate children's diverse needs, interests, and competencies.

Miller, W. 2000. *Strategies for Developing Emergent Literacy*. New York, NY: McGraw Hill.

Tompkins, G. 2003. *Literacy for the 21st Century* (3rd ed). Upper saddle River, NJ: Merrill Prentice Hall.

Tompkins, G. and S. Collom. 2004. *Sharing the Pen*. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.

The Overall Plan

Title: Faraway Places

Time: approximately 30-40 minutes each session. *Independent Practice* is completed later in the day.

Objective:

Following instruction and teacher modeling, students will demonstrate through oral responses, artistic productions, and/or written work that they've:

1. increased their speaking, sight, reading, and writing vocabulary.
2. grown in listening skills.
3. grown in comprehension as noted during discussions that follow teacher read-alouds and shared reading. Students express their ideas with clarity and confidence.
4. begun to clearly and completely retell what was read, adding interpretations and details. They were able to explain the grounds (rationale) for their thinking.

5. contributed appropriate statements for the note taking scribed by the teacher on charts. Students were increasingly able to *share the pen*, writing their idea on the chart.
6. created illustrations with accurate details based on the reading, information from prior knowledge, or logical inferences that they could explain.
7. constructed an essay that clearly expresses their thinking and also reflects developing skills in the use of language conventions.
8. displayed interest in knowing about unusual words from faraway places.

Bloom's Taxonomy: Knowledge, Comprehension, Application, Analysis, and Synthesis

Materials:

copies of the November/December issue of *Click*
chart paper
word cards
copies of the letterbox grid or sentence cards
drawing paper and crayons

Session 1

Motivation:

- 1.) On a globe, point out the United States. Then, find the approximate location where you are in the U.S. On a flat map of the United States, find the location of your state and town or city.
- 2.) Explain to student that although we might live in the same place, our families have some special ways of doing things. Many of these ways or *traditions* are different as well as special. We see some of these traditions in holiday celebrations. Traditions or customs are an important part of people's culture.
- 3.) Write traditions, customs, and culture on word cards. Post these. Discuss each.
- 4.) Tell students that family traditions are often associated with the far away places where family members once lived. America is fortunate to have people with different cultures and traditions as citizens. We make a beautiful rainbow of the world's people.
- 5.) Share an example of a family tradition in your own experience. Ask students to *think* about something special they do in their family at a holiday time. Students *pair* up and talk about their family tradition. Partners *share* their ideas.
- 6.) Explain that our November/December issue of *Click* will be a window that allows us to look at different cultures around the world and the customs and traditions that are a part of each. Some of these might sound familiar to us. We'll talk about that whenever it happens.

Teacher Input:

- 1.) Assign each student a partner. Partners change with different readings. Read the title of this issue. Discuss the picture on the cover, emphasizing the idea that “it’s a small, small world”. Go briefly through the issue, looking at pictures, reading captions, and making predictions for content and connections with prior knowledge. This is the *picture walk*.
- 2.) Tell students that they’ll be *word wizard* detectives as we take a picture walk (skim through) through the issue. Give each dyad a few post-its to flag or record words they think we should investigate. These are new and/or interesting words they want to know more about. When the picture walk is completed, partners share their words. The teacher records these words on a chart and *briefly* explains each one. Add additional key terms that may not have been identified. Tell students that we’ll learn more about these words as we come to the article where they were found.
- 3.) Give a copy of *Click* to each dyad. Have students open up to page 3. Identify the characters in the pictures under the title. Have students skim through pages 3-7. Have students share their comments and predictions. If students don’t bring up the word piñata, ask if anyone has ever seen, heard about, or had a chance to whack at a piñata. Ask, “What kind of event is going on in this story? How do you know?” Ask, “Does your family have any special traditions for birthday celebrations?” Discuss responses.
- 4.) Find the Philippines on the globe. Explain that Emilio’s grandmother came from the Philippines to celebrate his birthday. Say, “As you listen think about what’s the same and what’s different in the way Emilio celebrates his birthday.”

Guided Practice:

- 1.) Have students read this story with their partner (buddy reading). They can take turns reading aloud and talking about the story and illustrations. The teacher circulates to assist as needed. Have students stop at the end of each page to discuss what’s the same or different from the way they celebrate birthdays.
- 2.) If students are not ready to read with a partner, the teacher reads the story aloud as partners follow along. Partners take turns tracking the print by running a finger under the words the teacher is reading. The teacher tries to read *slightly* slower, helping children accurately track the print. But, keep the reading fluent with appropriate flow.
- 3.) Have a chart ready to record their ideas — what’s the same and what’s different. When something only pertains to a few children put their initials with that item (as shown).

At Emilio’s Party	At Emilio’s and My Birthday	At My Birthday Party
There’s a piñata. They eat pancit and jackfruit.	There’s a piñata (RD; MT). Friends come. People sing Happy Birthday There’s birthday cake to eat.	We’re at a party place, not at home (DK; LC). Lots of relatives come.

- 4.) Review the chart. Ask, “Have you ever noticed different way of celebrating birthdays when you were at someone’s party?” Discuss responses.

Session 2

Motivation:

- 1.) Have children open to the article, “Ogbo” by Ifeoma Onyefulu on pages 17-21. Tell students that this is an informational article. Ask someone to explain how an informational article is different from a story. Guide a *picture walk* through the article, directing children’s attention to the illustrations and captions.
- 2.) Explain that our class is a kind of group. Students might tell someone, “I’m in Ms. ___ class.” Ask, “Do you belong to any other groups with children your age?” Discuss their responses.
- 3.) Tell students that we’ll read about a special kind of group that people who live in a village in Nigeria belong to. They belong to this group throughout their life. Find Nigeria on the globe.

Teacher Input:

- 1.) Introduce *new* vocabulary. Several of the words are specific to this article and are unlikely to appear in other readings. I would record them on the chart and discuss them, but I would not expect children to master the words.
- 2.) The following words are introduced. Use the phonetic spellings in the margins for pronunciations. Introduce the proper nouns, including Obioma, Ifeanyi, Mama Ifeanyi, Obinwanne, Papa Ifeanyi, Igwebike, Asammanuboko, Awkuzu, and Nigeria.
- 3.) Introduce and explain other Nigerian words, including ogbo, ilo, and ogene, Write each on a word card with its meaning. These could be added to the Word Wall.
- 4.) Introduce the word *festivals* and any other words unfamiliar to children. Return to words children flagged when doing the initial picture walk through the whole issue. (These were recorded on a chart.) Write each word in letterboxes and discuss the sounded parts. This builds fluency in word identification and word writing. Write words on word cards, highlighting sounded parts by writing them with different colors. These cards are eventually added to the Word Wall and used in word sorts.
- 5.) Tell children that they are to listen and follow along while you read the article.

Guided Practice:

- 1.) The teacher reads pages 17-21 as students follow along. Stop at the end of each page for discussion. Have the following table prepared on a piece of chart paper and begin to fill it in as children discuss the content after reading each page. As appropriate, *share the pen* by inviting children to write their statement on the chart (Tompkins & Collom, 2004)

Belonging to an Ogbo	
Advantages	Disadvantages
You always have friends to be with.	Someone in your ogbo might be bossy.

- 2.) Review the chart of ideas. Have student read their contribution. Ask children to *find and frame* (place their left pointer finger next to the beginning of the word and their right pointer finger next to the end of the word) specific words. Provide assistance as needed. Add additional points students wish to make. Ask, “What might be done to resolve the disadvantages you’ve identified.”

Independent practice:

Later in the day students will write in their journals in response to the following question.

Would you like to belong to an ogbo? Explain why.

Sessions 3

Motivation:

- 1.) Ask students if they’ve ever traveled to a place that was very different from home. Have children share with a partner. Then have several share their experiences with the group.
- 2.) The teacher could also share an experience of visiting a place that was very different. It may have been somewhere in this country. Describe this place with a different landscape, weather, and whatever else might have been observed.
- 3.) Tell students that we’ll find out about a new home for a little girl named Eliza. Her family moved all the way from New Haven, Connecticut to Malaysia when her Mother had to go to that country for her work.
- 4.) Find Connecticut and Malaysia on the globe.

Teacher Input:

- 1.) Review “What Good Listening Do” on a chart that’s posted in the room

Good listeners

Pay attention to the speaker.

Look at the speaker.

Think about what the speaker is saying.

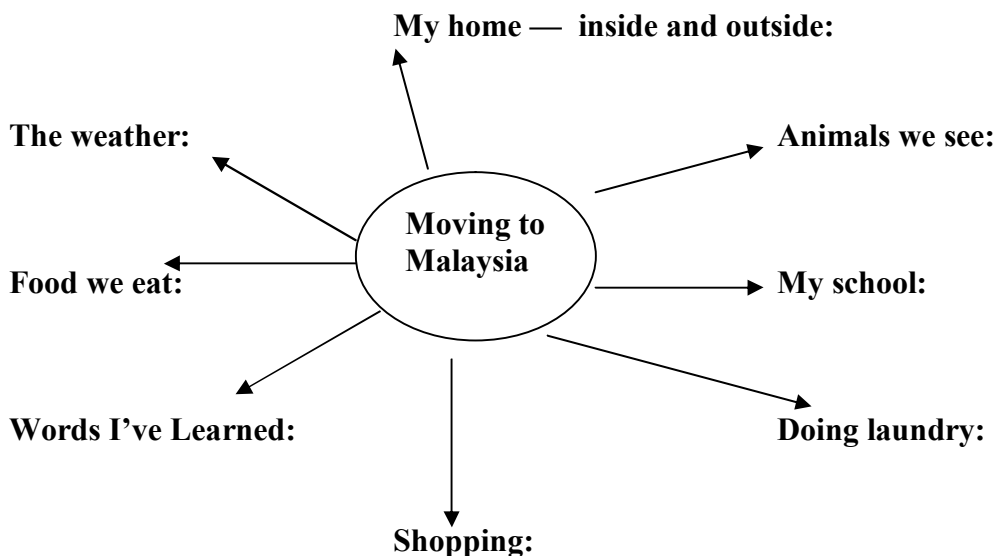
Are ready to ask the speaker questions about what they heard.

Are ready to talk about what they heard.

2.) Say, “Today you need to listen for information. I want you to listen for details that tell what Eliza’s new home is like. This is *purposeful listening* because now you have a special reason for listening” (Miller, 2000).

Guided Practice:

- 1.) Have students turn to the article, “Chopsticks for my Noodle Soup” by Susan Goodman on page 28. Introduce the title and author. Have students picture walk through pages 28-33. Discuss students’ comments, reactions, and predictions based on the illustrations.
- 2.) Tell students that their job is to follow along in the issue with a partner while you read aloud. They need to think about the information Eliza shares. What is her life like in Malaysia? Point to the categories on the chart. Read each and explain what kind of information would go there. Explain that they’ll talk to their partner at the end of each page to see what they remember after listening. Then, partners will share their thinking so we can list information on the chart.
- 3.) Follow the described procedure page-by-page. Fill in the chart as students share the thinking discussed with a partner. *Share the pen* as appropriate.



- 4.) Call on students to reread information on the chart. Provide assistance with word recognition as needed. Have students *find and frame* specific words.

Independent Practice:

Later in the day students will illustrate a point of information on the chart. They can initial the point they’ll illustrate to lessen duplications and be sure all points are covered. Children will label their illustrations and write a caption for it. The chart will be a resource for words.

These illustrations will be added to the chart. The illustrated chart will be posted in the room.

Session 4

Motivation:

- 1.) Ask, “How do you feel as Christmas approaches? Is it your favorite holiday? Are you excited? What do you see people doing to prepare for the celebrations? What do you do?” Discuss children’s comments.
- 2.) Tell students that the story you’ll be reading aloud to them today is about a very special celebration in northern India. Find India on the globe. Sanjay, the character who is telling the story of this holiday, lives there. He tells us how much fun he has. He tells us why this celebration is so special.

Teacher Input:

Tell students that today they’ll be using their good listening skills to enjoy the story you’ll be reading aloud. You want them to think about whether they’d like to experience the traditional celebration described in the story.

Guided Practice:

- 1.) Have students turn to the article “Holi Hai!” by Susan Yoder Ackerman that begins on page 12. Discuss the illustration on pages 12-13. Invite comments and reactions. Continue examining and discussing the illustrations on pages 14-16.
- 2.) Introduce *new* vocabulary. This includes the proper nouns Holi Hai, Sanjay, and Viku. Write these words on the board and refer to them as the story is discussed.
- 3.) Introduce and explain other new words — bonfire, cuckoo, gulal, pichkari, gujiya, and drenched. Write gulal, pichkari, and gujiya on word cards with their meaning. These cards may be added to the Word Wall. Write *bonfire*, *cuckoo*, and *drenched* in letterboxes, explaining the sounded parts for each. Write words on word cards, highlighting sounded parts by writing them with different colors. These words are added to the Word Wall and used in word sorts. Follow the same procedure for any words students flagged in the initial picture walk.
- 3.) Read the story aloud, stopping at the end of each page. Students share their comments and reactions.
- 4.) Ask, “Would you like to celebrate Holi Hai? Why? Do we have any holidays where we play tricks?” Discuss their responses.

Independent Practice:

Over several weeks, have community members share cultural traditions with the class. A schedule of visits can be established. Pictures of these events can be placed in a scrapbook with captions and labels prepared by or with children. This is left in the classroom library for free reading time.

A culminating activity to follow these visits would be a class festival with food and activities replicating those described in this issue or shared by visitors.

Session 5

Motivation:

- 1.) Ask students, “What does an artist do?” Discuss their responses.
- 2.) Tell students, “Today we’ll find out how people create art in many ways. Creating pictures is just one of these ways.”

Guided Practice:

- 1.) Have students turn to the article, “Kids Are Artists Everywhere” by Maya Ajmera and John Ivananko. Read the first sentence aloud. Discuss what “expressing yourself” means. This includes ways that you use to share your thinking, your feelings, or your visions of beauty.
- 3.) Have students picture walk through the article on pages 8-11. List the ways these *artists* are expressing themselves on a chart.
- 4.) Have students think about how they most like to express themselves as artists. Have them sign up in one or two categories.

Independent Practice:

Students will work on an artistic presentation. They can perform solo or with others. Over several weeks students will share these performances. The teacher will take pictures. These will be added to the chart. The illustrated chart will be hung in the hallway outside of the room. “Artists in Room ____”

Session 6

“Yo Wants to Know” by Lea and Alan Daniel (pages 22-27)

- 1.) Before reading this story, find Taiwan on the globe. Trace the flight path that Grandma’s sister Mei will take — over the Pacific Ocean and over North America.
- 2.) Read this selection aloud to emphasize the pleasure of reading and build listening comprehension skills. Children can partner up with copies of the issue and follow along as the teacher reads. Invite children to *choral read* (read in unison) with you if they can and/or want to try. Choral read the selection, “Yo Wants to Know”. It may turn out to be *echo reading* — children are reading a nanosecond behind you.
- 3.) Children’s comments, responses, and reactions guide the after-reading discussion. The teacher also interjects or shares ideas, but doesn’t attempt to control the direction or flow of the discussion.

Overall Assessment:

The teacher will assess children’s:

- 1.) ability to work together with a partner or in groups. This data will be recorded in the form of anecdotal notes
- 2.) oral responses in discussions and retelling for listening and comprehension competency.
- 3.) ability to clearly express their ideas orally and in writing.
- 4.) work samples for message quality. The developmental level of word construction is also assessed when children write their own labels or captions.
- 5.) essay (for session 2) for message quality and the developmental level of technical skills (grammar, punctuation, and spelling).

- 6.) illustrations for the number and accuracy of details represented, connections made, and logical inferences included.
- 7.) transfer of new words to their speaking and writing vocabulary.
- 8.) ability to *find and frame* specific words.
- 9.) ability to *share the pen* and write their own idea on the chart.