

Teacher's Guide for Click Magazine ***January 2006***

The following teacher's guide is designed to support students as they listen, read and compose written responses to selections in the January 2006 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 Going to the Doctor. Among other topics, investigations on protocols at the doctor's office, sequence of events in medical emergencies (such as a broken limb), and how blood clots engage students in a study of medical terminology and procedures.

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

Throughout the guide, skills in phonemic awareness, phonics, vocabulary (word meaning), word recognition, listening, 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.

Blanchowicz, C. and C. Obrochta. 2005. "Vocabulary Visits: Virtual Field Trips for Content Vocabulary Development". *Reading Teacher*. 59, (3), 262-268.

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: Going to the Doctor

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. increased their fluency in independent oral reading and buddy reading as demonstrated in more automatic word recognition and increased expression.
3. grown in listening skills.

4. grown in comprehension as noted during discussions that follow teacher read-alouds, shared reading, buddy reading, and supported guided reading. Students express their ideas with clarity and confidence.
5. begun to clearly and completely retell what was read, adding interpretations and details. They were able to explain the grounds (rationale) for their thinking.
6. contributed appropriate information for charts, a web, and a sequence chart scribed by the teacher. Students were increasingly able to *share the pen* (writing their idea on the chart).
7. created illustrations with accurate details based on the reading, information from prior knowledge, or logical inferences that they could explain.
8. constructed a personal narrative that clearly expresses their thinking and also reflects developing skills in the use of language conventions.
9. displayed interest (w/ attention, questions, comments) in knowing about unusual words related to medical concepts.
10. accurately sorted new terms learned in this issue in assigned categories and were able to explain their decisions.

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

Materials:

copies of the January issue of *Click*

chart paper

word cards

copies of the letterbox grid

sentence strips

drawing paper and crayons

Circle Chart

Words I Know sheet

Pre Reading Vocabulary Survey:

- 1.) Introduce the topics "Our Bodies and How they Work", "Healthy Living" (Taking Care of Our Bodies), and "Going to the Doctor's Office". Have students share what they know or think they know.
- 2.) Have students do a *jump start - quick write* (Blanchowicz & Obrochta. 2005), creating a list of words they know that connect to the topics just discussed. Use the "Words I Know" sheet. Give students 10 minutes.
- 3.) Tell students that after we read and talk about our new issue of *Click*, they'll have a chance to create another list. Then, they'll be able to measure all the new words they learned.

Session 1

Motivation:

- 1.) Ask children if they've recently visited the doctor. Have them share what happened. Record their experiences on chart paper.

We Went to See a Doctor

- 1.) Andy saw the doctor when he had a bad cough.
- 2.) Missy went to see the allergy doctor.
- 3.) Josh hurt his ankle when he fell and saw the doctor in the emergency room.

2. Ask the children to describe the medical procedures the doctor used when he saw them — What did s/he do? Write these on a chart in the “What doctors do” column. It would be prepared as follows.

What doctor’s do	What we are wondering about	New things we learned

- 2.) Ask students what they might be wondering about in regards to what doctors do in other situations. Record their wonderings in the middle column.
- 3.) Read over the created lists in the two columns.
- 4.) Tell students that in the January issue of *Click* we’ll be learning about the work doctors do and how the body also works to heal itself.

Teacher Input:

- 1.) Assign each student a partner (use the clock buddy system). Partners change with different readings. Read the title of this issue. Discuss the picture on the cover, emphasizing the idea that we go to the doctor when we’re sick, but also when we’re well and just need a check-up. Guide a *picture walk* through the issue, drawing children’s attention to illustrations, reading captions, and making predictions for content and connections with prior knowledge.
- 2.) Tell students that they’ll be *word wizard* detectives as we take a *picture walk* 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. Return to these words as articles are read. Along with new words selected for instruction, discuss words students have identified from that article.
- 3.) Give a copy of *Click* to each dyad. Have students open up to “It’s Your Body” by Paul Meisel. Have students look over the illustrations and share their comments. (This demonstration of their background knowledge and/or confusions is helpful in guiding further instruction and discussions.)
- 4.) Introduce new vocabulary following procedures introduced in previous issues. Words to be taught within context include esophagus, intestine, scrunched,

tendons, ligaments, joint, hinge, socket, oxygen, carbon dioxide, pulse, artery, and veins. Use sentence strips. The new word is printed in a contrasting color from the other words in the sentence that provide rich context for it. Words are also printed on word cards. Word cards are added to the Word Wall after the lesson.

Guided Practice:

- 1.) Students follow along with the labels in each of the four sections as the teacher reads aloud. Discuss these areas of information with students.
- 2.) Refer to the previously created chart with “wonderings” (middle column). Determine if information presented on this page addresses any particular wondering.
- 3.) Ask students if they have something they wish to have recorded in the “New things I learned” column. Discuss these. Record them.

Independent practice:

Students will assemble the “It’s Your Body” mobile following the directions provided. Mobiles are hung in the room. They will be used as a reference when reading and discussing other articles.

Session 2

Motivation:

- 1.) Review the reasons why children went to the doctor (first column on chart). Note situations where someone went for a check-up rather than a time when they were sick. If there aren’t any, the teacher describes a time s/he went to the doctor’s office for a check-up.
- 2.) Tell students that the article they’ll read today is about a boy who is having a check-up with the doctor. Have students explain why check-up visits are important. Discuss.

Teacher Input:

- 1.) Introduce *new* vocabulary for this article using the procedure described previously described. These words/terms include healthy foods, blood pressure, stethoscope, tongue depressor, otoscope, tonsils, infection, embarrassing, pneumonia, and disease.
- 4.) 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 classmates read. The reading is completed as *supported guided reading*. This means readers have had an opportunity to preview and practice what they will read. They can read solo or in a duet (two children reading in unison) as their classmates follow along.

Stop at appropriate places to discuss the content and carefully monitor children's comprehension.

Guided Practice:

- 1.) Have children open to "When I See My Doctor" by Charnan Simon on page 7. Guide them through a *picture walk* of pages 7-11, inviting their comments, reactions, and predictions.
- 2.) Pre-assigned readers read the bubble on each page. Stop to discuss the information after bubbles are read.
- 3.) Check the "Wondering" column on the chart to see if anything was answered. Add information to the "New things I learned" column.
- 4.) Compare what the doctor checked with the information on the "It's Your Body" mobiles. Discuss.

Independent practice:

Later in the day students will write in their journals in response to the following prompt. These will be posted with the 3-column chart.

Tell about your last visit to the doctor's office. Illustrate your story.

Sessions 3

Motivation:

- 1.) Tell students about a time when you had a cut that bled for a while. I might say something like the following.

"One time when I was walking my dog, I fell in the road when he suddenly pulled forward very hard. He was trying to get to a pile of leaves. My chin hit the road and was cut. It started bleeding and wouldn't stop. I had to hold a cloth on it and go for stitches to close the cut. Smaller cuts stop bleeding quickly and don't need stitches, but this cut needed to be held together with stitches so the skin could close over the hole."

- 2.) Tell students that we'll find out about how blood *clots*. That means it forms a kind of net to stop more blood from flowing out of your body.

Teacher Input:

- 1.) Review "What Good Listeners 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 explain just how the blood works when a cut opens up your skin. This is *purposeful*

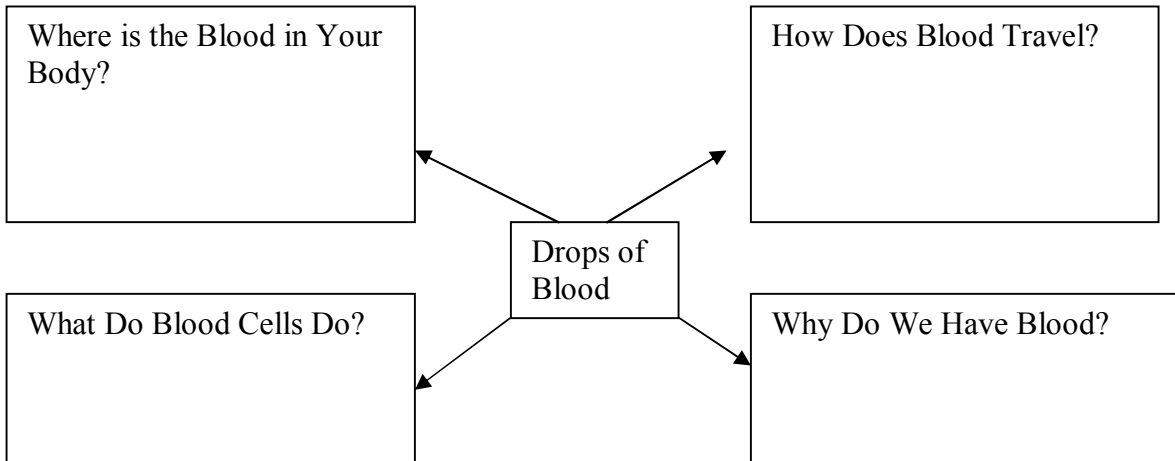
listening because now you have a special reason for listening (Miller, 2000). But before you listen to this information I want to talk to you about some new words that you'll meet."

3.) Introduce the following words in sentence context. Have each written on a sentence strip with the new word written in a contrasting color. Follow procedures previously described. Words to be taught include plasma, blood cells, platelets, and fibrin. Later, new words are added to the Word Wall.

Guided Practice:

- 1.) Have students turn to the article, "A Drop of Blood" by Paul Showers on page 12. Guide students in a *picture walk* through pages 12-17. Discuss their comments, reactions, and predictions.
- 2.) Tell students that their job is to follow along with a partner while you read aloud. They need to think about the information, particularly the facts about blood and the sequence of events for blood clotting.
- 3.) Read page 12. Follow suggested activity with a flashlight. Have students share their reactions. Discuss these. Relate this information to the information on their mobiles ("It's Your Body").
- 4.) Explain that they'll talk to their partner at the end of each next page to see what they remember after listening. Then, partners will share their thinking so we can web what we learned about blood and list the steps for blood clotting.
- 5.) 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. (Have a chart prepared with a web and another with sequence boxes. They would look like the following.)

Web



Sequence Boxes

Steps for Blood Clotting
1. Blood runs out of a cut.

2. Platelets in the blood make a plug to stop the bleeding.

6.) 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 can reread the article with a buddy. If it's recorded, children could follow along while listening to it again at a Listening Center. Headphones could be used so that others are not distracted.

Session 4

Motivation:

- 1.) Ask children if they've ever pretended to be a doctor. Discuss their experiences.
- 2.) Tell students that the "Click and the Kids" story in this issue is about pretending to be a doctor.

Teacher Input:

- 1.) For younger students: Tell students that today they'll be *echo reading* with you (repeating after you read, sentence-by sentence).
For more fluent readers: Tell students that they will buddy read the story with a partner.
- 2.) Have students open to "Click and the Kids" by Betsy Page Brown on page 2. Guide children through a *picture walk* of pages 2-6, inviting their comments, reactions, and predictions.
- 3.) Review how the sequence goes in reading the word balloons.

Guided Practice:

- 1.) The story is read with echo reading or buddy reading.
- 2.) Ask students if they feel Bunnikin was "doctored too much" as Martin suggested. Have them explain why they think so.
- 3.) Ask, "Some of the procedures Dr. Amy used on Bunnikin match ones in the article about visiting the doctor. Which are they?"

Independent Practice:

Over several weeks, have medical personnel who are available and willing to come share information with the class. These people could include the school nurse, the school doctor, or any parents who work in the medical or related fields. 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.

Session 5

Motivation:

- 1.) Ask students if there are times when people do not go to the doctor when they get hurt or sick. Discuss why and how in some cases we take care of the situation ourselves — or with the help of adults in their case.
- 2.) Tell students, “Today we’ll find out how a doctor explained to his patient that his body would heal itself if he just followed the doctor’s directions.

Teacher Input:

- 1.) Have students turn to the article, “Mr. Spuffington Calls the Doctor” by John Grandits on page 24. Guide them through a *picture walk* of pages 24-27, inviting their comments, reactions, and predictions.
- 2.) Introduce new vocabulary, including Pablo, bass fiddle, bruise, swelling, and fever. Use sentence strips. Have the new words written in a color that contrasts with the rest of the sentence. Later, add new words to the Word Wall.

Guided Reading:

- 1.) Children follow along as the teacher reads aloud. Discuss each problem and the doctor’s advice for healing.
- 2.) Ask children if they have advice for healing from their own experiences. Discuss their responses.

Session 6

Motivation:

- 1.) Ask students if they know anyone who has broken a bone. Discuss their responses, including a discussion of which body bones were broken in their example. Refer to the Skeleton section of their “It’s Your Body” mobile to find where the broken bones they describe are found on the body.
- 2.) Tell students that today they’ll listen to a story about a little girl named Ella who broke a bone.

Teacher Input:

- 1.) Have students open to “Butterfly With a Broken Wing” by Susan Yoder Ackerman on page 28. Guide students through a *picture walk* of pages 28-34 inviting their comments, reactions, and predictions.
- 2.) Introduce new vocabulary using the usual procedure. New words include Daphne, ache, sling, orthopedist, fracture, radius, ulna (find these two bones on the mobile picture), minerals, calcium, callus, yogurt, fiberglass, chemical, propping, and chrysalis. These words will later be added to the Word Wall.

Guided Reading:

- 1.) Assign students a partner (use clock buddy process). Partners will follow along as the teacher reads the story.
- 2.) Stop and discuss the story events as they unfold. Students collaborate in completing the circle map, showing the sequence of events in the story. The teacher scribes ideas or *shares the pen* (allowing students to fill in the areas).

Session 7

“Yo Wants to Know” by Lea and Alan Daniel (pages 18-23)

- 1.) Before reading this story, allow children to handle a stethoscope. A toy one could be used if a real one is not available.
- 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 *chorally read* (read in unison) with you if they can and/or want to try. Chorally 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.
- 4.) Later in the day children can reread the story with a partner.

Session 8

Word Study:

Throughout the reading word cards have been made and added to the classroom Word Wall. Devote a lesson (or more) to word study activity with these new words. You can mix in other words to round out the word cards needed for group work.

Review how to do a *word sort*. Assign children to four groups. Select 12 words for each group that can be sorted by meaning. There may be repetitions across groups as well as words only used by a particular group. Prepare charts for groups to record their words. Explain that this will be a *closed sort* because the categories are given. (An *open sort* is one where the sorters decide the categories.) The chart for each group will look like this.

Words associated with blood	Words associated with injuries	Words associated with illness

Give each group a bag of word cards and a prepared chart. Children sort their words as the teacher circulates to help. The teacher checks word placement before children write each word on the chart. All groups share their work with the class.

Word cards are replaced on the Word Wall when charts are completed. They can be used for another sorting or word study activity. Note: The cards will stand up better if they're laminated.

Post Reading Vocabulary Survey:

- 1.) Give students a Words I Know sheet. Allow 10 minutes for a *quick write*. Students write down the words they know about the topic. Discourage copying from lists and charts in the room because that slows them down. They should write down words that they know automatically — on their own. Lists and charts can be covered or temporarily taken down.
- 2.) After analyzing the pre/post list for each student, let students review their lists to observe the word learning they've done.

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. Children's contributions to charts created collaboratively reflect understanding, ability to distinguish main ideas, and recognition of the sequence of events.
- 3.) ability to clearly express their ideas orally and in writing.
- 4.) personal narrative (for session 2) for message quality and the developmental level of technical skills (grammar, punctuation, and spelling).
- 5.) illustrations for the number and accuracy of details represented, connections made, and logical inferences included.
- 6.) transfer of new words to their speaking and writing vocabulary.
- 7.) ability to *share the pen* and write their own idea on the chart.
- 8.) ability to read and sort words by meaning.
- 9.) increasing fluency as demonstrated in their independent oral reading and buddy reading.