Teacher's Guide for Click Magazine
February 2006

The following teacher's guide is designed to support students as they listen, read and compose written responses to selections in the February 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 Measuring/Counting. Students investigate numbers all around them in their daily lives as well as when and why we calculate these numbers to make decisions and understand phenomena.

Articles are used as content for read-alouds, supportive guided reading, buddy reading, interactive writing, or independent writing, depending on children's developmental literacy level (Tompkins & Collom, 2004). Suggested activities integrate mathematics 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. In particular, a modification for the implementation of the component strategies in *reciprocal teaching* (Palincsar & Brown, 1984) is introduced to children. Children apply reciprocal teaching strategies in dramatic play with puppets. Activities 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.
Myers, P. 2005. "The Princess Storyteller, Clara Clarifier, Qunicy Questioner, and the Wizard: Reciprocal Teaching Adapted for Kindergarten Students". *The Reading Teacher*. 59, (4), 314-324.
Palincsar, A. and A. Brown 1984. "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities." *Cognition and Instruction*. 2: 117-175.
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: Measuring and Counting
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 and 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, buddy reading, and supported guided reading. Students express their ideas with clarity and confidence.
5. demonstrated an ability to apply the steps of *reciprocal teaching* as they model a component strategy for their peers.
6. worked successfully with a partner to complete tasks as directed. These include measuring with a string, conducting experiments with containers, and filling in the Better Measure Me sheet.
7. constructed a persuasive essay that clearly expresses their thinking and also reflects developing skills in the use of language conventions.
8. 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 February issue of *Click*
chart paper
word cards
copies of the letterbox grid
sentence strips (for introducing new words in sentence context)
puppet for each reciprocal teaching role
Better Measure Me sheet
containers of various sizes
water tub
string
roll of newsprint
a simple recipe
growth chart for healthy babies
sewing pattern

Reciprocal Teaching
(Palincsar & Brown, 1984; Meyers, 2005)

The procedure of reciprocal teaching incorporates a number of effective comprehension strategies. The most important component strategy — the one that provides a foundation for all other strategies — is the creation of appropriate questions. Readers who continuously ask and answer their own questions self-monitor comprehension; they read with greater understanding and satisfaction.

The following presentation of reciprocal teaching elements is not meant to designate a hierarchical order; the steps are carried out in a recursive manner. Sometimes, readers use component steps simultaneously. The teacher repeatedly and explicitly models each component, using texts that have been read aloud. Gradually, the steps are turned over to students who perform their role through the puppet character.

The following steps can be written on a chart and posted in the classroom. Four puppets are used to take over each strategy. These include the summarizer — Princess/Prince Storyteller (with story) or Princess/Prince Summarizer (with expository text), the clarifier — Clara/Clem Clarifier, the questioner — Qunicy Questioner, and the predictor — Wizard.

Reciprocal Teaching Components

Summarizing: The Storyteller/Summarizer summarizes what was read. For story, the Storyteller relates story elements in a concise, sequential, and complete manner. With expository texts, the Summarizer identifies key ideas and significant details, noting the structural format used in the text (e.g. description, sequence, comparison, cause/effect, etc.).

Clarifying: The Clarifier rereads and explains confusing sections of the text. The explanation may involve information explicitly presented in the text or what is implicit. The clarifier verifies the explanation with wording in the text, prior knowledge, and personal experiences.

Questioning: The Questioner asks a question that call for more information in the summary, clarification of confusing parts, or a prediction of what's to come. In this way the questioner plays a central role in stimulating other strategic thinking and responding.

Predicting: The Wizard makes a logical prediction and supports it with "evidence" from the text, charts, or illustrations.

Meyers (2005) provides a rubric for evaluating storytelling (summarizing) and questioning. An adaptation can be created using a 3 or 4 point rubric scale. Children can be guided in evaluating their performance.

Pre Reading Schema Building Activity:

1.) Introduce the topic of measuring and counting. Say, "Today, when I got up I estimated how many minutes earlier I had to leave for school so that I'd have enough time to stop for gas. I had to think how many minutes it would take to pump gas and pay for it. I wanted to be sure to be at school on time."
2.) Ask, "What have you counted or measured today?" Discuss what children share.
3.) Have students do a *jump start - quick write* (Blanchowicz & Obrochta. 2005), creating a list of things they counted or measured so far today. Give students 10 minutes. Have children share their list. The list might include the following.

I counted the number of:
• stops the school bus made.
• empty seats on the bus.
• students absent today.
• people buying lunch.
• pennies in my change.
I measured:
• the temperature outside.
• whose pencil was longer.
• who was taller.

4.) 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 see how many other things we count and measure during our day.

5.) Repeat the *jump-start-quick write* after finishing the issue and compare lists.

Session 1

Motivation:

1.) Say to students,
"We tell how much someone weighs by measuring them in _____ (allow children to fill in the word pounds).
We tell how tall we are by measuring in _____ (allow children to fill in inches or feet/inches).
We measure how cold it is outside by measuring in _____ (allow children to fill in degrees or temperatures)."
2.) Tell students that in the February issue of *Click* we'll be learning about measuring and counting, particularly counting the number of units something has in a particular form of measurement.

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 of counting units in a form of measurement. Say, "We count the number of pounds, the number of inches, the number of degrees, or the number of days. Guide a *picture walk* through the issue, drawing children's attention to illustrations, captions, and charts. Have them make predictions for content and connections with their prior knowledge.
2.) Assign reciprocal teaching roles after reviewing each one's job; appoint a Storyteller/Summarizer, Clarifier, Questioner, and Wizard. (Partners can be assigned roles if it seems that children would be more comfortable with support. Partners would share the puppet and take turns speaking for it.)
3.) Tell students that they'll also 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.

4.) Give each dyad a copy of *Click*. Have students open up to "Click and the Kids" by Betsy Page Brown on p 3. Have students look over the illustrations and share their comments. Have them skim through the cartoon story (p 3-7). Have the Questioner pose wondering questions. Have the Wizard make predictions.

5.) On a chart prepared with the role titles, record the Questioner's questions, and the Wizard's predictions under their title.

6.) Introduce new vocabulary following procedures introduced in previous issues. Words to be taught within context include the following.

errands pedometer stopwatch parking meter
carrier rumbling

Use sentence strips. The new word is printed in a contrasting color from the other words in the sentence that provide rich context. Explain how the context conveys the word's meaning. Words are also printed on word cards. Word cards are added to the Word Wall after the lesson.

Guided Practice:

1.) The cartoon story is read as supported guided reading. This means that students have had an opportunity to preview and practice what they will read. They can read solo or in a duet (partners reading in unison) as their classmates follow along.

2.) An assigned reader reads speech balloons on page 3. The Questioner asks a question that calls for a clarification. For example,

How will the pedometer work?

How will Martin figure out how long they were gone? How will the stopwatch help him?

3.) The Clarifier answers the questions, clearing up confusions. Other children can also pose questions they want answered.

4.) Have the Wizard predict what Liz, Martin, and Amy might measure as they go about their errands. After reading page 4, have the Storyteller summarize what happened so far. Follow story grammar sequence. Children will listen to be sure all story elements introduced have been included and the sequence is correct.

5.) Continue reading the article with children (or partners) performing their reciprocal teaching roles. The Storyteller summarizes at the end.

6.) Collaboratively, make a list of what Liz, Martin, and Amy measured and counted, indicating the units used in the measurement.

time	hours, minutes, seconds with a watch
steps	pedometer counting number of steps taken
temperature	thermometer with degrees
speed limit	sign indicating acceptable mph (miles per hour a car can go)

gas pump indicates number of gallons pumped in and cost in dollars/cents

Independent practice:

Students can reread the cartoon story with a partner later in the day. They can practice being a Storyteller (summarizing the story).

Session 2

Motivation:

1.) Ask, "Have you ever watched someone cook? Do they follow a recipe or just work from what they remember?" Have children share experiences.
2.) Show a simple recipe and drawn students' attention to the structure for writing a recipe. Say, " Here's a recipe. (It would be a good idea to enlarge the recipe and make it into a transparency.) A recipe has the directions for making something to eat. Let's see how a writer sets up a recipe. People expect a recipe to follow a certain order. First, the writer lists all the ingredients. Ingredients are the things you need to make the food creation. Then, the recipe writer lists the steps for making it, one-by-one. Finally, the writer suggests how to serve the food.
3.) Tell students that the article they'll read today is about a boy who wants to know how his Grandma makes her special dessert. The problem is she doesn't use a recipe; she just makes it from memory. The story will tell us how he solves the problem.

Teacher Input:

1.) Introduce *new* vocabulary for this story using the procedure previously described. The words to be taught include the following.

budge preheat triumphantly

2.) 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 draws attention to the word's distinguishing features; it also 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.
3.) Tell children that they will listen and follow along while you read. Have children open to "The Best Apple Crisp in the World" by Charnan Simon on page 8. Have an assigned Wizard make predictions about what might need to be measured in the picture and how it could be measured. Guide children through a *picture walk* of pages 8-13, inviting their comments and reactions.
4.) Have an assigned Questioner pose wondering questions. Have the Wizard contribute further predictions.

Guided Practice:

1.) The teacher reads the story aloud, stopping at appropriate places for children to perform their reciprocal teaching roles.
2.) At the stopping places, have children recall what's been measured so far for the recipe and the unit used to measure that item. List these items.

    pan: measured with ruler as an 8-inch square.
    oven temperature: measured with oven thermometer in degrees (350)
    cut up apples: measured in measuring cup — 5 full cups
    etc.
3.) Have the children compare the structure of the recipe Uncle Eddie wrote down to the recipe introduced in the beginning of the lesson. Ask, "Did Uncle Eddie follow the structure for writing a recipe? How do you know?"
4.) Make apple crisp with the children following the recipe. Bring it to the school kitchen to cook. (It will be served later in the day.)

Independent practice:

Students will bring in a favorite family recipe. These can be compiled for a class recipe book. Periodically during the year, the class can prepare a food item from this book.

Sessions 3

Motivation:

1.) Tell students that when they were a baby, the doctor checked their weight and height regularly to be sure they were gaining and growing as they should.
2.) Share a chart of normal growth rates for babies from birth to one year. The school nurse or a local pediatrician could provide this. Explain why it would be important to monitor this growth.
3.) Explain that veterinarians check animal babies in the same way to see if they're growing, as they should. Tell them that today's article is about a baby tiger whose growth was monitored by zookeepers.

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 how the zookeepers checked T.J. and how they helped him stay healthy. This is *purposeful listening* because now you have a special reason for listening (Miller, 2000). But, before you listen for 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 the following

Denver (Find Denver on a US map. Note its relationship to where you are.)
Siberian (Find Siberia on a world map. Note its relationship to where you are.)
nursery line graph downward

Guided Practice:

1.) Have students turn to the article, "How TJ Grew" on page 17. Guide students in a *picture walk* through pages 17-19. 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 the tiger's growth, how it was measured, and how it was checked. Explain that they can ask questions when they're wondering something or when they don't understand. Anyone can be a Questioner and anyone can be a Clarifier.
3.) Read page 17. Discuss the content. Compare an adult Siberian tiger's size to that of an adult cat. (A veterinarian can be a source of information for an adult cat's expected weight.) Talk about big, bigger, biggest, explaining the significance of /er/ and /est/. Talk about why appropriate weights for animals differ just as appropriate weights for people at different ages differ (e.g. babies and adults).
4.) Explain that they'll talk to their partner at the end of each page to check understanding after listening. Children will be called on to summarize information page-by-page.
5.) The teacher reads page 18 and allows children to apply reciprocal teaching strategies. Discuss the chart on page 18, reviewing how it was constructed and how to read it.
6.) The teacher reads page 18 and asks a question that calls for clarification. "Why were the zookeepers worried when T.J. lost weight? Why do you think T.J. wasn't eating?"
7.) Create a line graph that measures how many minutes the class reads each day. Say, "Watching this line go up will show how we're growing as readers." Over a week, calculate the number of minutes for D.E.A.R. time, reading during LA instruction, and reading in content areas. Discuss downward slants in the line that might be due to interruptions (e.g. assemblies or special classes).

Session 4

Motivation:

1.) Ask children what they've measured and how they measured it. Have children share what they've observed others measure. Ask them how that person measured the item.

2.) Tell students that today we'll measure lots of things in the classroom and we'll measure them in an unusual way.

Teacher Input:

1.) Have students open up to "Better Measure!" on pages 14-16. Guide children in a *picture walk* through these pages, inviting their comments, reactions, and predictions.
2.) Go over the items on the Better Measure Me Sheet. Explain that students will work with a partner. First, they'll read pages 14-16. Then, they'll work on items 1-6 on the sheet.

Guided Practice:

1.) Children read and work on completing # 1-6 on the sheet. The teacher circulates to assist as needed.
2.) The teacher calls the group together. Have several different size containers, a water tub, and jelly beans. Have children make predictions as indicated on page 16. Then, they experiment to check for correct answers.

Independent Practice:

Later in the day, children will complete # 8 on the sheet with a partner. After manipulating containers at a center with the water tub and jellybeans, children will write a paragraph to answer # 9 on the sheet.

Session 5

Motivation:

1.) Ask children what double means. Ask, "If I got **a** scoop of ice cream on my cone one day, how many scoops would that be? If the next day, I asked for double that many, how many scoops would I have?" If I asked for double that many on the third day, how many scoops would I have?" If I asked for double that many on the fourth day, how many would I have?"
2.) Point out the pattern:

Day 1	Day 2	Day 3	Day 4
1 scoop	(1 + 1) 2 scoops	(2 + 2) 4 scoops	(4 + 4) 8 scoops

If I kept doubling what I got the day before, I'd have a huge ice cream cone to eat. It would surely melt before I finished it.
3.) Explain that in today's story a little girl fools a selfish raja (like a king). The raja didn't realize that doubling day-by-day quickly creates a large amount.

Teacher Input:

1.) Have the children open up to "One Grain of Rice" by Demi on page 28. Guide children through a *picture walk* of pages 28-34, inviting their comments, reactions, and predictions.
2.) Introduce the following new words following procedures previously introduced.

India (Find India on a world map. Discuss where it is in relationship to where you are.)

raja	famine	royal	storehouses
ministers	implore	clever	good deed
deserve	plentiful	Your Highness	
modest	wise		

3.) Remind students of the good listener behaviors. They are to listen carefully as the story is read.

Guided Reading:

1.) The teacher reads the story aloud. Discuss the content, doing a *close reading* (Tompkins, 2003) whenever it's needed. This means that the teacher asks questions to check for understanding within sentences and paragraphs. The teacher will model meaning-linking across sentences by using *think-alouds*. Think-alouds allow the teacher (or students) to model the kind of micro and macro thinking readers do *as* they read. Explain that you (the teacher) are acting like the Questioner; Students can be the Clarifier (with help when needed) and the Predictor. When we finish the story, everyone will work together to be the Storyteller (summarizing the story).

2.) As the amount of rice is doubled create the number pattern (with amounts) on a chart (similar to the scoops of ice cream). This makes the exponentially increasing amount more visible.

3.) Have children work together to summarize the story. They should follow story grammar order in their summarizing.

" This is a story about selfishness and cleverness. In the story, a little girl named……..

Independent Practice:

Later in the day, children will respond to either of the following prompts in their journal. Answers will be evaluated for how well a point of view is presented with an opening sentence, supported with "evidence' from the story, and concluded with a summative sentence. Children's developing attention to writing conventions will also be assessed.

What lesson did the raja learn?

Was Rani really a clever girl? Why do you think so?

Session 6

"Yo Wants to Know" by Lea and Alan Daniel (pages 20-25)

1.) Before reading this story, allow children to handle and analyze a pattern for sewing. This includes the directions as well as pattern pieces.

2.) Children can partner up with copies of the issue and buddy read.
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.) Make a list of what needed to be measured in order to make a coat that would fit Lips. Show how a pattern indicates that different amounts of fabric are needed for different sizes. Have children tell when they've been measured for something to wear (e.g. measured for new shoes).
5.) Later in the day, children can reread the story with a partner.

Session 7

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 numbers of syllables. 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.

One syllable	Two syllables	Three syllables

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 Survey:

1.) Allow10 minutes for a *quick write*. Students list the things they might measure or count during any given day. Discourage copying from lists and charts in the room because that slows them down. They should write down things they think of

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 how much they actually use measurement and counting in their day-to-day lives.

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.) ability to work with a partner to follow directions in completing measuring tasks, conducting experiments with containers, and filling in the response sheet.
5.) persuasive essay (for session 5) for message quality and the developmental level of technical skills (grammar, punctuation, and spelling).
6.) ability to effectively "perform" the *reciprocal teaching* roles, including Storyteller/Summarizer, Clarifier, Questioner, and Wizard.
7.) transfer of new words to their speaking and writing vocabulary.
8.) ability to read and sort words by number of syllables.
9.) increasing fluency as demonstrated in their independent oral reading and buddy reading.
10.) ability to identify and larger number of day-to-day instances of measuring and counting.