

## ***Teacher's Guide for Click Magazine*** ***March 2006***

The following teacher's guide is designed to support students as they listen, read and compose written responses to selections in the March 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 Feathered Friends. Students investigate the bird group of animals, including species found in their own environment as well as those found in other areas of the world.

Articles are used as content for read-alouds, supportive guided reading, guided reading, partner reading, 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. In particular, a modification for the implementation of the component strategies in *reciprocal teaching* (Palincsar & Brown, 1984) is introduced to children. Activities offer differentiated levels of responding to accommodate children's diverse needs, interests, and competencies.

Myers, P. 2005. "The Princess Storyteller, Clara Clarifier, Quinicy 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.

Silver, R. 2003. *First Graphic Organizers: Reading*. New York, NY: Scholastic.

Tompkins, G. 2003. *Literacy for the 21<sup>st</sup> Century* (3<sup>rd</sup> 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:** Feathered Friends

**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 reading and partner (buddy) reading as demonstrated in more automatic word recognition and increased expression.

3. grown in listening and reading comprehension as noted during discussions that follow teacher read-alouds, partner reading, guided reading, and supported guided reading. Students express their ideas with clarity and confidence.
4. demonstrated an ability to apply the steps of *reciprocal teaching* when they assume roles during readings and complete the RTRS handout.
5. worked effectively with a partner to read and glean facts from an article, rephrase them in their own words, visually represent each, and express their findings clearly in forming a group summary.
6. successfully constructed a written Storytelling on the RTRS handout, including key elements of the story.
7. successfully researched for specific and choice information on a species of birds.
8. constructed a research report that clearly and accurately communicates information about the topic in words and visuals.
9. appropriately sorted new terms into categories of their choice and were able to explain their decisions.

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

**Materials:**

copies of the March 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  
 prepared fact strips on flamingos  
 pink flamingo cutout shapes  
 large pond scene prepared on newsprint (flamingo habitat)  
 index cards  
 RTRS handout  
 Feather Facts sheet  
 Research Notes sheet

**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 calls 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 feathered friends by visiting a website. Go to <http://yalooligans.yahoo.com/content/animals/birds/>. Read the definition, “What is a bird?” Allow children to select a topic from “Learn more about birds”. Read the information together. (If there is not classroom access to the Internet, the teacher prints out these pages from a computer beforehand. This reading establishes essential background information about the animal group.
- 2.) Tell students that after we read and talk about our new issue of *Click*, they'll have a chance to research a bird of their choice. They'll use books, encyclopedia, and Internet sources.

### **Session 1**

**Motivation:**

- 1.) Say to students, many people make watching birds a hobby. They study birds in their neighborhood and even travel to faraway places to see exotic birds in natural habitats. Birdwatchers usually keep a journal, reporting on the birds they've observed. Scientists who study birds are called *ornithologists*, but not all bird watchers are ornithologists. We can be bird watchers and engage in *ornithology*. That's the study of birds. Let's find out more about birds and bird watchers.
- 2.) Go to the following website and read the information there together.  
<http://www.enchantedlearning.com/subjects/birds/Birdwatching.html>
- 3.) Tell students that in the March issue of *Click* we'll be learning about birds in our neighborhood as well as ones found in far away places.

**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, identifying the kind of bird shown. Ask, "Where would we find these birds naturally?" Locate their habitat on the globe. Ask, "What does this mean for people who have these birds or other species from this part of the world as a pet? What is their responsibility in regards to that animal's care?"
- 2.) 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.
- 3.) Review the elements of *reciprocal teaching* introduced with the previous issue. 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 2. Have students look over the illustrations and share their comments. Have them skim through the cartoon story (p 2-6). Have the Questioner pose wondering questions. Have the Wizard make predictions. 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 used in previous issues. Words to be taught within context include the following.  
mourning      jiggly      bird book      binoculars      coincidence  
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.) Assigned readers read speech balloons on page 2, acting out the role of their character. The Questioner asks a question that calls for a clarification. For example,  
Why is everything blurry for Martin? What does he need to do?
- 3.) The Clarifier answers the questions, clearing up confusions. Other children can also pose questions they want answered.
- 4.) Have the Wizard predict the birds Liz, Martin, and Amy might see as they go bird watching. After reading page 3, the Storyteller summarizes what happened so far. He should follow story grammar sequence in his retelling. Listeners check that all introduced story elements have been included and the sequence is correct.
- 5.) Collaboratively, make a list (on chart paper) of the birds seen and particular characteristics observed (e.g. their song) by Liz, Martin, and Amy as pages are read and discussed.

Crows — noisy flying and diving, making a CAW, CAW sound

Chickadees — perched in a tree singing their name, chick-a-dee-dee-dee

- 6.) Continue through the story following the procedure described. The Storyteller retells the whole story at the end.

### **Independent practice:**

- 1.) Students can reread the cartoon story with a partner. They can also practice being a Storyteller (summarizing the story).
- 2.) Students can find out more about the bird species Liz, Martin and Amy observed at the Internet site used in the opening lesson. Children explore the site with a partner.

## **Session 2**

### **Motivation:**

- 1.) Ask students to name water birds they know. Make a list on chart paper. Identify those that are nearby and those that would live far away.

- 2.) Tell students that the article they'll read today is about flamingos. Ask if they've ever seen these birds (in the wild or in a zoo). If these are birds that live far away, locate where they're found on a map.
- 3.) Give each child a strip of paper with a fact about flamingos written on it. (Strips are prepared by the teacher ahead of time.) An example would look like the following.

The flamingo egg incubates for 30 days before it hatches.

- 4.) Have each child share his fact with three other children; each, in return, shares his fact. When this is completed, have children say one thing they learned about flamingos, trying not to repeat what has already been said.
- 5.) Tell children that the article they'll be reading will have a lot of information about flamingos. Ask them what questions they have — ones they hope will be answered by the author. List these on chart paper. Explain that unanswered questions can be researched using alternate sources.

**Teacher Input:**

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

crumble	wades	shallow	chirp
dribble	stomach	webbed	crop milk
comb their feathers	bristles	gland	
- 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 "New Chick in the Lake" by Susan Yoder Ackerman on page 7. Have an assigned Wizard make predictions about what we might learn about flamingos. Guide children through a *picture walk* of pages 7-11, inviting their comments and reactions.
- 4.) Have an assigned Questioner pose wondering questions. Have the Wizard contribute further predictions. These are recorded.

**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 the Summarizer retell what's been learned thus far. As information on fact strips (used in the motivation part of the lesson) are met in print and retold by the Summarizer, students holding the strip restate their fact, attach it to a flamingo cut-out, and place the flamingo on the pond scene. Additional facts, identified by the Summarizer and not included

on fact strips, are recorded on a flamingo cutout by the teacher and attached to the pond scene.

**Independent practice:**

- 1.) Later in the day, students can read the information on the pond scene with a partner.
- 2.) Children can use alternate resources to research unanswered questions. Answers are recorded on index cards and attached to the chart with the questions. Allow time for children to report their answers.

**Sessions 3**

**Motivation:**

- 1.) Read together information on the Barn Owl at [www.birds.cornell.edu/programs/AllAboutBirds/BirdGuide/Barn\\_Owl.html](http://www.birds.cornell.edu/programs/AllAboutBirds/BirdGuide/Barn_Owl.html)  
Discuss the content and bird sound found at this link to build children's background knowledge about the species.
- 2.) Ask children if they've ever seen an owl in the wild or in the zoo. Have them share their experiences and reactions.
- 3.) Explain that in today's story a young girl begins to appreciate how special barn owls are after learning about them. She finds out that owls do more than sit in trees and hoot.

**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. Everyone will follow the reciprocal teaching roles as they complete the RTRS (reciprocal teaching recording sheet). We'll do an example for each part together before you add your own." Introduce the RTRS handout.

3. Tell students that they need to practice *purposeful listening*; they have a specific reason for listening (Miller, 2000). Say, "But, before you listen for this information, I want to talk to you about some new words that you'll hear."

- 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. You may find that some of these are already familiar to some students.

wildlife	pageant	costume	clutch of eggs
peak of the roof		loft	stable
stalls	horse blanket	saddle pads	dribble
tack room	fish for a book	cluttered	guide to birds

apricot colored

flapping

bridle

bale of hay

paddock

flecks

stiffened

fringe

weird

### **Guided Practice:**

- 1.) Have students turn to the story, “Abby’s Owl” on page 28. Guide students in a *picture walk* through pages 28-34. Discuss their comments, questions, and predictions. Model how to record a prediction or question on the RTRS handout. Allow children to record a personal question or prediction. Have them share what they wrote with a partner. Share a few with the whole group.
- 2.) Model how to record an “I know” clarification on the RTRS. Have children record an “I know” relevant to their prediction or question. Share these in the same way.
- 3.) Tell students that their job is to follow along with a partner while you read aloud. They need to think about the story events and how information about barn owls is important to the story. Explain that as the story unfolds, they can ask questions when they’re wondering something new or when they don’t understand. We’ll stop for discussion, recording and sharing.
- 4.) Read page 28. Discuss the content. Suggest, “I’m wondering what Rachel will show Abby after the ride. Will it be a Barn Owl? I think I’ll record that question on my sheet. They’re at a horse farm so there must be a barn there. A barn owl might be nearby. I’ll record that clarification on my sheet. What questions or predictions do you have? Talk to your partner. Record one question or prediction your paper. Record any clarification that’s needed”
- 5.) Say, “We’ll discuss the story events at the end of each page. You can also share new questions or predictions you have. You’ll record these on the RTRS. As you or classmates share clarifications, write them in the “I Know” section of the RTRS.
- 6.) After the story is finished, call on students to be a Storyteller.

### **Independent Practice:**

- 1.) Students write a story summary in the “This story was about..” section of the RTRS.
- 2.) Have partners go to the yahooligans website (listed in pre-reading activity). They can click on links to read about other species of owls.

## **Session 4**

### **Motivation:**

- 1.) Ask children what animals wear as body protection in the way we wear clothes. It’s assumed they’ll come up with fur, scales, shells, and feathers (for birds).
- 2.) Tell students that today we’ll discover some interesting facts about bird feathers.

### **Teacher Input:**

- 1.) Have students open up to “Feathers” on pages 23-25. Guide children in a *picture walk* through these pages, inviting their comments, reactions, and predictions.



- 2.) Explain how to use the Feather Facts sheet. Children record important information about feathers — information that will help them remember the purpose and function of a bird’s feathers. After recording these facts, children make a sketch that represents each fact.

**Guided Practice:**

- 1.) Direct children to *partner read* pages 23-25. Then, they’ll work on recording information on the sheet. The teacher circulates to assist as needed.
- 2.) The teacher calls the class together. Partners share what they’ve recorded. Discuss children’s facts.

**Session 5**

**Motivation:**

- 1.) Say, “We’ve looked at many pictures of birds at Internet sites, in reference books, and in this issue. What have you noticed about how birds differ in their appearance?” Record children’s responses on chart paper. It’s assumed they’ll include a statement about birds’ beaks

Some birds..... 1.) 2.) 3.)
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- 2.) Tell students that the article we’ll read today tells us about birds’ beaks — what they look like and how they work. As they read, children should think about how each beak is appropriate for the bird’s environment and needs.

**Teacher Input:**

- 1.) Have the children open up to “Beaks Eat” by Diane Blasius on page 12. Guide children through a *picture walk* of pages 12-15, inviting their comments, reactions, and predictions. Have children read and discuss the captions. Remind them that readers “read around the page”, reading captions, labels, charts, and other information provided by the author when they survey during a *picture walk*.
- 2.) Introduce the following new words using procedures previously introduced.  
sensitive      pouchy      nectar      blossom

**Guided Reading:**

- 1.) Follow a *guided reading* procedure. Students read silently and independently. 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 article, everyone will work together to be the Summarizer. Have children identify the categories of information presented in the article. Record their ideas on chart paper. These include the following.

Characteristics of beaks:  
sensitive, can feel things  
tough and strong  
come in all shapes and sizes

How beaks are used:  
to pick up things  
to build nests  
to clean feathers  
to carry food to their babies  
eating

- 2.) Have children work together to summarize the article. It might go something like this. The Summarizer starts with an opening statement, incorporates the charted information, concludes with a closing that sums up.

*This article tells a lot about birds' beaks, especially what they look like and how they're used.*

*Birds' beaks are sensitive to feeling.....etc., etc., etc.*

*Beaks are used to pick up things .....etc., etc., etc, but they're most importantly used in eating.*

*Beaks are designed to help birds get the kind of food they like. For example, .....etc., etc., etc.*

*Birds' beaks are very different. Some are beautiful; some are ugly. But each works well for that bird.*

## **Session 6**

“Yo Wants to Know” by Lea and Alan Daniel (pages 16-21)

- 1.) Before reading this story, ask children if they've ever set out a bird feeder in their yard. Have them share their experiences. If children haven't had a bird feeder, explain how they work, why people set them out, and the problems that arise. For example, you have to make the feeder “squirrel proof” or squirrels get into them and little is left for the birds. If possible, set-up a feeder outside a classroom window and observe visitors.
- 2.) Introduce the story. Have children *picture walk* through the pages. Invite their comments, predictions, and questions.
- 3.) Follow a *guided reading* procedure. Children read the story silently and independently.
- 4.) Children's reactions provide the grist for after-reading discussion. The teacher also interjects or shares ideas, but doesn't attempt to control the direction or flow of the discussion.
- 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 as they choose. This is an *open sort*. An *open sort* is one where the sorters decide the categories. When children determine the categories, there will usually be words left over — ones that don't fit into any of their categories. These are placed in a miscellaneous category. However, the miscellaneous category cannot have more words than any other category.

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 under a category title. All groups share their work with the class. Open sorts have interesting results.

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.

## **Session 8**

Over several days, children will research a bird of their choice. They will use multiple types of text resources to complete the note-taking sheet (Research Notes sheet). Children will use their completed notes to write a report that includes illustrations. Reports will be compiled into a class bird guide.

### **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 competency in listening and reading comprehension.
- 3.) ability to clearly express their ideas orally and in writing.
- 4.) ability to read, take notes, and orally integrate their findings into a group summary.
- 5.) written Storytelling (on RTRS) for application of discussion model, information accuracy, clarity of communication, and the developmental level of technical skills (grammar, punctuation, and spelling).
- 6.) research for use of notes, information accuracy, clarity of communication, and the developmental level of technical skills (grammar, punctuation, and spelling). This includes work on the index cards (researching unanswered questions) and the research report.
- 7.) ability to effectively “perform” and write out their thinking (on RTRS) for the *reciprocal teaching* roles, including Storyteller/Summarizer, Clarifier, Questioner, and Wizard.

- 8.) transfer new words to their speaking and writing vocabulary.
- 9.) ability to read and sort words into logical categories of their choice and explain the reasoning for each.
- 10.) level of fluency as demonstrated in their independent and partner reading.