

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

The following teacher's guide is designed to support students as they listen, read and compose written responses to selections in the April 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 Getting Around. Students investigate means of transportation 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 content area topics 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. Children practice components of *reciprocal teaching* (Palincsar & Brown, 1984) in a less formal way, applying each as they read for meaning and discuss their understanding with peers. It's assumed that the process has become somewhat internalized after instruction and practice with previous issues. Students will be applying the components in a natural way during these lessons. Activities offer differentiated levels of responding to accommodate children's diverse needs, interests, and competencies.

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 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: Getting Around

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 construct a summary that includes a main idea opening, significant details, and a strong closing. This is reflected in children's contribution to a collaboratively formed summary.
5. constructed a poem about a different means of transportation, applying the pattern of the poem in the issue with voice, clarity, and creativity.
6. presented a group report that clearly and accurately communicates information about the method of transportation they researched.
7. 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 April issue of *Click*

chart paper

word cards

copies of the letterbox grid

sentence strips (for introducing new words in sentence context)

additional books on methods of transportation

rubric for presentation

toy car with wheel mechanisms as described in the story, "Sam's Wheels"

Session 1

Motivation:

- 1.) Ask students, "How do you get around? How do you travel from one place to another?" List their responses on chart paper. Record the number of students that have used that method.
- 2.) Make a chart of the methods and frequency of use by members of the class. These can range from walking to car, air, and boat travel.
- 3.) Tell students that in the April issue of *Click* we'll be learning about different methods of transportation — some familiar and some new.

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 method of transportation being used. Talk about when and how people might use a scooter to get around.
- 2.) Guide children in a *picture walk* through the issue, drawing their attention to illustrations, captions, and charts. Have children make predictions for content and connections with their prior knowledge.
- 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). Invite students to share their comments, reactions, and predictions. Ask students who have traveled on a train to share experiences. Ask children to share what they know about trains. Discuss their ideas.

5.) Introduce new vocabulary following procedures used in previous issues.

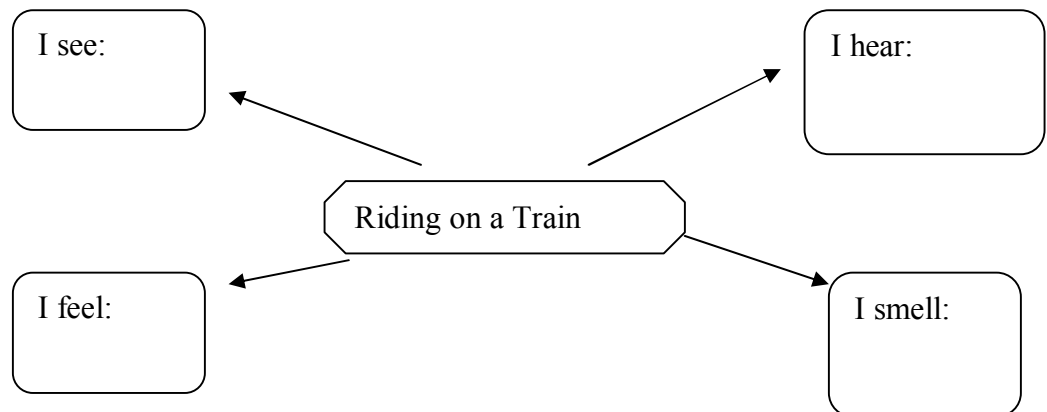
Words to be taught within context include the following.

conductor scenery caboose couplers lounge
crick compartment

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 3-4, acting out the role of their character. Discuss story events at the end of these pages and have students set new predictions. Repeat for page 5 and pages 6-7. Have students imagine what the characters saw, heard, smelled, and felt while riding the train. Make a web on chart paper to guide and record students' responses. The teacher can also *share the pen*, allowing students to record their response.



Independent practice:

- 1.) Students can reread the cartoon story with a partner.
- 2.) Students can find out more about trains using additional literature (books) that is made available.

Session 2**Motivation:**

- 1.) Ask students to name things that use a wheel. Help them come up with things that are not as obvious (e.g. machinery with wheels inside). Make a list of their responses. Point out how many things in our daily life need a wheel to work.
- 2.) Tell students that the article they'll read today tells how the wheel was invented. Explain that when people have a need, they often get creative. They think of ways to meet that need. Someone thinks of a better way to do something. Then, an invention is created.

Teacher Input:

- 1.) Say, "As you read, consider the need that started people thinking about a better way to do something. Notice the solutions that were tried before someone thought of a wheel. How did these solutions work? What were the problems with them? What did the inventor of the wheel have to use to make the wheel work? (ans: axle) What means of transportation used today need a wheel to work?" Have these questions listed on chart paper with space for an answer after each.
- 3.) Say, You'll read today's article by yourself to find answers to these questions. Have children open to "Wheels" by Byron Barton on page 8. Guide children through a *picture walk* of pages 8-11, inviting their comments, reactions, and predictions.

Guided Practice:

- 1.) Students read the story as *guided reading* (independently and silently), stopping at appropriate places to discuss the content and check for answers to the questions posed.
- 2.) Discuss children's answers to questions, emphasizing the sequence of trials before the wheel was invented. Talk about persistence and patience in solving problems and meeting needs. Record their answers after each question. *Share the pen* as appropriate, allowing children to write their own response.

Sessions 3**Motivation:**

- 1.) Ask, "Are there places where wheels might get stuck?" Discuss children's responses. Say, "If we wanted to travel in some of these places we'd need a way of getting around that didn't have wheels."

- 2.) Say, “ Today’s article tells us where wheels won’t work; it explains what people use to get around in these situations. Let’s see if places you named are included.”

Teacher Input:

1.) 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.

cable car Venice, Italy canals

Guided Practice:

- 1.) Have students turn to the story, “Off the Road” on page 13. Guide students in a *picture walk* through pages 13-15. Discuss their comments, questions, and predictions.
- 2.) Say, “ As you read think about places where wheels cannot easily go. What’s used to get around in these places?” Students *partner read* the article.
- 3.) Discuss the content of the article. Have students identify the places named in the article. These include *sandy places, muddy places, on snow, on mountains, and in water*. Record each of these places on chart paper.
- 4.) Have children explain how people get around in each of the places listed on the chart. List their responses under the appropriate category heading (#3 above) or have children record their answer.
- 5.) Ask, “Are there other ways of getting around in these places? Are there other places where wheels wouldn’t work very well?” Discuss children’s ideas and add them to the chart.

Independent Practice:

Have children draw pictures showing how they’d get around without wheels. Post these pictures on the chart.

Session 4

Motivation:

- 1.) Ask children where their parents have the family car(s) repaired. Ask, “What kind of maintenance or repair does a car need?” Discuss children’s experiences.
- 2.) Tell children that today we’ll find out how Mrs. Carpenter repaired Sam’s wheels.

Teacher Input:

- 1.) Have students open up to “Sam’s Wheels” by Charnan Simon on pages 28-34. Guide children in a *picture walk* through these pages, inviting their comments, reactions, and predictions.
- 2.) 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.

3.) Say, "Today you need to listen for information. 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."

4.) 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.

siren	fort	Goliath	practically
nifty	garage	cotter pin	axle
drive shaft	notch	voila	hubcap
mechanic	lube job		

5.) Say, "In this story you'll find out how to fix a broken wheel. Listen for the steps." Have a toy car available to demonstrate the working parts described in the story. Say, "As we find out how to fix a wheel we'll look for the parts on this toy car."

Guided Practice:

- 1.) Read the story aloud, stopping to discuss the events.
- 2.) Have students find the wheel parts named in the story on the toy car.
- 3.) Have children make connections with problems or maintenance their family car has needed. Ask them to share what went wrong or what service was required. Ask, "Who fixed your car? What did that person need to know?" Ask, "What can Sam do to keep his fire truck running well? Why would that be important?" Discuss their ideas.
- 4.) Have children brainstorm a list of questions they'd like to ask a car repairman. The teacher will scribe these on chart paper.

After the lesson:

The questions can be posed to a repairman who's willing to answer them. The interview can be tape or audio recorded. Videotaping could include a tour of the repair shop. If that's not possible, the teacher interviewer can record the repairman's answers. These answers are shared with the class when they're ready.

Session 5

Motivation:

- 1.) Ask, "What kinds of *big rigs* have you seen on the highway? What were these trucks carrying?" Have children share their experiences.
- 2.) Tell children that the article we'll read today tells all about the big rigs we see every day on our roads. We'll learn about inside and outside parts on them.

Teacher Input:

- 1.) Have the children open up to "Big Rig" on pages 16-19. Guide them through a *picture walk* of these pages, inviting their comments, reactions, and predictions.

- 2.) Introduce the following new words using procedures previously introduced.
- | | | | |
|-------|-------------|-------------|-----|
| cargo | CB radio | traffic jam | cab |
| tilt | diesel fuel | disk | |

Guided Reading:

- 1.) Children read following a *guided reading* (silently and independently) procedure. Discuss the content, doing a *close reading* (Tompkins, 2003) whenever it's needed. This means that the teacher asks questions to check children's understanding of the numerous details in the article. The teacher models comprehension and connection building by using *think-alouds*.
- 2.) After reading the article, children work together to summarize it. The teacher guides this effort. It might go something like this. (The summary starts with an opening statement, incorporates significant details, and concludes with a closing that sums up.)

Big rigs are specially designed to do very important work. Big rigs take food from farms to stores. They take things made in factories to stores. They take lots of things from place to place so people can buy them.

Big rigs have parts that are like cars, but they also have special equipment. They have 18 wheels because they're so long.

Big rigs have CB radios.....

Big rigs have large mirrors.....

The cab in a big rig is high above the road and

Big rigs use diesel fuel that's stored.....

The tractor holding cargo is attached by.....

Cargo is loaded through.....

There are many kinds big rigs. They carry all kinds of products that we use every day. Big rigs perform an important service.

Session 6

- 1.) Have children open to "Yo Wants to Know" by Lea and Alan Daniel on pages 20-25.
- 2.) Guide children in a *picture walk* through the pages. Invite their comments and predictions. Based on the illustrations, children predict the problem and events.
- 3.) Children read the story following a *guided reading* (silently and independently) procedure.
- 4.) Children's reactions provide the grist for after-reading discussion. Draw children's attention to how the car is secured and ways that safety precautions are used. Discuss this information. The teacher shares ideas, but doesn't attempt to control the conversation.
- 5.) Later in the day, children can reread the story with a partner.

Session 7

- 1.) Provide books on various methods of transportation for the class to read (e.g. travel by plane, boat, car, truck, etc). Devote several days of Silent Reading Time to reading these books.

- 2.) Have children who read books on the same method get together. Give them time to discuss what they learn, organize information on a large web (e.g. on chart paper), and plan a presentation for the class. They can use illustrations in these books during their presentation and create their own.
- 3.) Present the Rubric for Transportation Presentation and discuss each area. Stress that all members need to understand the topic since it will be a group presentation and group score. Schedule time for presentations. Groups present their information. Peers question group members for clarification and additional information.
- 4.) Score group presentation using the rubric. Children can assist in assessing their peers. Discuss scores given, offering compliments first and, then, comments to the presenters. Allow group members to challenge any score they feel is inappropriate. Challengers need to give evidence for their disagreement.

Session 8

- 1.) Have students turn to “A Modern Dragon” by Rowena Bastin Bennett on page 2. The teacher reads the title of the poem. Ask, “How is a train like a dragon?” Discuss children’s ideas.
- 2.) Say, “As I read the poem listen for the ways the author says they are alike. The teacher reads the poem aloud. Discuss the author’s comparisons.
- 3.) The class chorally reads the poem. Reread the poem, assigning each group one line to read.
- 4.) Use the *I noticed* procedure to discuss style and structural elements in the poem.
- 5.) Ask, “What comparisons could be made with other methods of transportation? (The transportation presentations should provide the grist for ideas.) What is an airplane like? What is a ship like?”
- 6.) Have children work with a partner to brainstorm comparisons for a particular method of transportation. Partners select one thing as the focus of their comparison and list ways the transportation method can be compared to it. The teacher assists partners as needed.
- 7.) Partners create a short poem using their notes on the comparison. Poems are revised, edited, and posted in the classroom.

Session 9

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. Categories can be related to meaning, structure, or sound elements. 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.

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.) transfer of new words to their speaking and writing vocabulary.
- 5.) level of fluency as demonstrated in their independent and partner reading.
- 6.) ability to construct a summary with a main idea opening, significant details, and a strong closing. This is reflected in children's contribution to a collaboratively formed summary.
- 7.) poem to determine how well it follows the pattern of "A Modern Dragon" in building a comparison for a different means of transportation. Poems are assessed for voice, clarity and creativity.
- 8.) ability to read, take notes, integrate information, clearly present information, and respond effectively to audience questions. A rubric is used to score presentations.
- 9.) ability to read and sort words into logical categories of their choice and explain the reasoning for each.