

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

The following teacher's guide is designed to support students as they listen, read and compose written responses to selections in the May 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 *Summer*. Students examine the season of summer, including the cause for summer's warmth, longer days, and other characteristics.

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. 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: Summer

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. worked efficiently with a partner to read for information, reviewed an assigned section for a fact, wrote it clearly on a post-it, and shared it with peers before adding it to the class web.
5. participated in the class experiment to represent the earth's rotation and revolution, observing, discussing, and drawing conclusions.
6. clearly and expressively shared a favorite summer poem in the Summer Poetry Reading.
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 May issue of *Click*
chart paper
word cards
copies of the letterbox grid
sentence strips (for introducing new words in sentence context)
additional books related to the seasons of the year
model earth and sun
string or masking tape for marking the earth's rotational path
ingredients for making lemonade
post-its
"Animals in Summer" web prepared on chart paper

Session 1

Motivation:

- 1.) Ask students, "What do you have planned for this summer? What will you do at home? Are you taking any short or long trips?" List their responses on chart paper. Have students search for similarities in their answers. How many people are ...?
- 2.) Make a chart showing frequency of classmates involved in different summer activities. For example, the number of children who will be swimming in a pool, going to a theme park, or camping would be represented on a bar graph. (Creating personally relevant graphs provides practice with this visual; children will more likely be successful at reading graphs and charts found in texts after such experiences.)
- 3.) Tell students that in the May issue of *Click* we'll learn about the causes for seasonal changes associated with summer. We'll also learn how people and animals adjust to the season.

Teacher Input:

- 1.) Assign each student a partner. Read the title of this issue. Discuss the picture on the cover, identifying how the children are adjusting to seasonal weather conditions (e.g. cooling off from effects of the summer sun by running through the sprinkler). Talk about other types of sprinkler/water fun (e.g. slip and slide, water slides).
- 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 2-6). Invite students to share their comments, reactions, and predictions. Ask students if they've ever had a lemonade stand or if anyone in their neighborhood set one up. Discuss their responses.
- 5.) Review the action words used in the cartoon (e.g. glug, ka-plink, clink). Assign a narrator to read these words.

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 for their character, acting out the role. Discuss story events at the end. Ask, "Why do you think there wasn't much traffic that day? Would offering free refills get customers to come? Why? Why would a wasp be attracted to lemonade? What would have been a better place for a lemonade stand?"

Independent practice:

Students can reread the cartoon story with a partner. Later in the day, prepare lemonade from concentrate or from fresh lemons. Have a lemonade break!

Session 2

Motivation:

- 1.) Ask, "Why do you think it's hot in the summer?" Record the question on chart paper. Make a list of students' responses under the question. Point out that

we'll return to these ideas to see which match what scientists have discovered as the reason for summer's warmth.

- 2.) Tell students that the article they'll read today tells why summer is hot. Scientists have studied how our earth spins and moves around the sun. They studied how this movement causes night and day as well as seasonal changes.

Teacher Input:

- 1.) Say, "As you listen, think about the explanations the author gives to the question, Why is summer hot?"
- 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.) Have children open to "Why is Summer Hot?" by Kathleen Weidner Zoehfeld on page 7. Guide children through a *picture walk* of pages 7-11, inviting their comments, reactions, and predictions.

Guided Practice:

- 1.) Ask, "What are some words we could use to describe summer?" Write "Words That Describe Summer" on chart paper. Record children's responses under the title. Categorize these words/phrases. For example, words that describe summer weather, words that describe what I do in the summer, or words that describe foods I eat in the summer.
- 2.) Read the article aloud (teacher read-aloud), stopping at appropriate places to discuss the content. Go back to students' answers to the initial question (Why is it hot in summer?) that were recorded on chart paper. Note the responses that are verified by the information in the article.
- 3.) Before setting up an experiment to show the concepts of the earth's rotation and revolution around the sun, go to the following websites (or have the pages printed). Review the information at these sites with children. The movement of the model at one site helps to clarify the concepts and serves as a model for the experiment they'll conduct.

<http://vortex.plymouth.edu/sun/sun3a.html> The earth's rotation is described at this site.

<http://vortex.plymouth.edu/sun/sun3d.html> A visual shows a moving model of the earth rotating and revolving.

<http://vortex.plymouth.edu/sun/sun4b.html> There's an explanation of the sun's light/energy spreading and the earth's seasonal temperatures at this site.

<http://oncampus.richmond.edu/academics/education/projects/webunits/cycles/index.html> There's an explanation of cycles in nature (day and night and seasons) on links from this site. (There's also an experiment to do as an addition to the one that follows.)

4.) Move desks to make a large space in the center of the room. Mark out an orbit for the earth revolution around the sun, using string or masking tape. Place a lamp in the center of the orbit. Darken the room as much as possible by closing the shades. Have a child hold a representation of the earth (a large styrofoam ball with a dowel through it). Attach a small cube at a point on the earth that represents the school's location. The earth should be held in its tilted position (as in the illustration shown on page 10). The earth moves in its orbit around the sun as the child holding it slowly walks on the marked orbit. The child simultaneously spins the earth on its axis while walking along the orbit; this represents the earth's rotation every 24 hours. Students observe how the light from the "sun" (lamp) affects (is reflected on) the earth. They also observe that their location (at the point of the cube) sometimes tilts toward the sun and sometimes tilts away.

Independent Practice:

Divide the class into three groups. Children respond to one of the following question in their journal based on their group number. When all have independently completed their response, children get together with group members to share. Groups then present their answer to the class.

- 1.) What causes periods of daylight and darkness on earth? Explain your answer.
- 2.) Why do parts of the earth have seasonal changes? Explain your answer.
- 3.) Why do some parts of the earth have fewer changes in weather from season to season? Explain your answer.

Sessions 3

- 1.) Have children turn to "Fireflies" by Patrick Lewis on page 19. Ask children if they've ever seen or tried to catch fireflies. Discuss their experiences.
- 2.) Before the lesson, record facts about fireflies from <http://iris.biosci.ohio-state.edu/projects/FFiles/frfact.html> on strips of paper. At this point in the lesson give each child a strip with a recorded fact. Children partner up to share their facts. Repeat this three times so that each child has shared his fact three times and has also been introduced to three other facts. This establishes background knowledge on the topic.
- 3.) Read the poem aloud as children track the print. Talk about the words that help the listener paint a mental picture. The teacher reads the poem again.
- 4.) Have a copy of the poem on chart paper. The class reads the poem chorally. Reread the poem assigning different groups a line to read.
- 5.) Use the "I noticed" procedure. Say, "I noticed rhyming words. What did you notice?" Can anyone come up to *find and frame* what s/he noticed?"
- 5.) Post the chart poem in the room. Encourage children to reread it during free time.
- 6.) Make books with other summer poems available for children. Each child selects a poem, copies it on art paper, and illustrates it. Schedule time for a Summer Poetry Reading. Children share their favorite summer poem. Post poems in the classroom.

Session 4

- 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 precautions Yo and his Mom take to be safe in the sun. Discuss these.
- 5.) Later in the day, children can reread the story with a partner.

Session 5

- 1.) Have sunflower seeds for children to taste. Share information on their nutritional value. Tell students that the article they'll read tells us about the giant flower that grows from these seeds.
- 2.) Children open to "Sunflowers" on pages 26-27. Have children do a guided reading of these pages, stopping at appropriate places to discuss content.
- 3.) If possible, plant a sunflower house (or just a few plants) on school grounds. Children can watch the sunflowers grow over the summer.

Session 6

Motivation:

- 1.) Have children reread the last paragraph on page 10. Replicate this fact with the lamp and earth model to illustrate how the earth is lighted as it spins and leans into the sun. (This is a review of concepts developed with the earlier experiment.)
- 2.) Say, "In today's story, Sam visits a friend in Anchorage, Alaska. Let's find that city on the globe. (Find Anchorage and point it out to the children.) During its summer, this part of the earth is tilting toward the sun. The farther north you go at that time the more sunlight you catch (point out the illustration on page 10). There's one day in Anchorage, Alaska when it never gets dark — all night through. Why do you think that is? What does the illustration on page 10 show? What would it be like to have daylight all night long?" Discuss children's responses.

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.

horizon

summer solstice

bonfire

Guided Practice:

- 1.) Have students turn to the story, "The Day That Lasted All Night" by Susan Yoder Ackerman on page 28. Guide students in a *picture walk* through pages 28-34. Discuss their comments, questions, and predictions.
- 2.) Say, "Listen for how people in Anchorage, Alaska celebrate the longest day — a day that lasts all night."

- 3.) Read the story aloud, stopping at appropriate places for discussion. Make a list of what people in Anchorage do to enjoy the longest day.

Independent Practice:

Have children draw pictures showing what they'd do on a day that lasted all night. Children write a paragraph that describes the activity they've illustrated. When they're completed, children post their pictures for others to view.

Session 7

Motivation:

- 1.) Ask, "What do animals do in the summer?" Discuss children's responses.
- 2.) Tell children that today we'll find out what different animals do during the summer season.

Teacher Input:

- 1.) Have students open up to "Summer Feast" by Buffy Silverman on pages 15-18. Guide children in a *picture walk* through these pages, inviting their comments, reactions, and predictions.
- 2.) 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.
wade flit pounces scraggly nectar opossums grubs

Guided Practice:

- 1.) Students *partner read* the article.
- 2.) The class works collaboratively to complete the web. Partners are assigned to write a statement about one kind of animal on a post-it after rereading that part. Each dyad comes up to share what they wrote and add their post-it fact to the web.

Animals in Summer

In summer, animals are busy teaching their young to find food. They also teach their young how to take care of themselves.

Animals feast and grow fat in time for the cold, snowy winter when food is hard to find.

Independent Practice:

Have books on animals available. During independent reading time children research what other animals do during the summer season. They record information on post-its and add new animal categories to the chart.

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 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.) written answer for accuracy and clarity of expression.
- 7.) ability to participate in a group, sharing their answer and presenting it to peers.
- 8.) level of participation in a class experiment, considering the accuracy of their observations and their ability to draw meaningful conclusions.
- 9.) ability to clearly and expressively read their favorite summer poem in the Summer Poetry Reading.
- 10.) ability to read and sort words into logical categories of their choice and explain the reasoning for each.