

# Teacher Guide for CLICK

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Teacher's Guide prepared by *Gail Skroback Hennessey*

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The following teacher's guide is designed to assist the classroom teacher in using the September 2006 issue of *Click* magazine to foster listening, reading, writing, and thinking skills with your students.

Lessons can be used in small group, partners, individuals, or whole class instruction format.

The lessons center around a mini unit on *Life on a Farm* including topics of planting, harvesting, and raising goats. Other articles share other aspects of farm life include apple and potato farming as well as honey farming.

The articles in the issue can be used as content for read-alouds, shared reading, supportive guided reading, buddy reading, modeled writing, interactive writing, or independent writing depending on the level of your students.

Throughout the guide, skills in vocabulary building, reading, writing, listening, and cross curricular activities are included to help you utilize the magazine in your classroom.

### Helpful Web sites with reading strategies:

[http://www.greece.k12.ny.us/instruction/ela/6-](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm)

[12/Reading/Reading%20Strategies/reading%20strategies%20index.htm](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm)

<http://www.readingquest.org/strat/>

<http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm#Other%20Activities%20for%20the%20Readin>

<http://www.manning.k12.ia.us/HighSchool/teachers/ludwig/Reading%20Strategies.html>

<http://www.readingrockets.org/teaching/reading101>

<http://www.ed.gov/pubs/RoadtoRead/part3c.html>

### Helpful reminders:

**BEFORE-READING** activities should emphasize methods of merging reader, text, and content---enabling students to set appropriate reading purposes, recall related prior knowledge, preview and predict what the text will be about, and select reading methods to suit their purposes and the text. Included in these considerations may be readers' decisions to expand their background knowledge through related discussion, exploration of key concepts, or related reading.

**DURING-READING** activities should enable students to monitor their comprehension through a variety of strategies and experience and acquire diverse fix-up strategies to improve their understanding where necessary.

**AFTER-READING** activities should teach students to review their understanding of text, relate new ideas to their background knowledge, revisit the text to clarify and extend meanings, make responsible interpretations and criticisms of ideas from the text, revise their thinking, apply the information to other texts and disciplines, and remember crucial learning for future application.

The above comes from: <http://www.howard.k12.md.us/langarts/Curriculum/strategies.htm>

## **The Overall Plan**

**Title:** Life on a Farm

**Time:** approximately 30-40 minutes a session with follow up activities that can be done later in class

### **Objectives:**

1. Increase speaking, sight reading, and vocabulary
2. Increase listening skills
3. Display ability to work in groups
4. Contribute information for charts, webs, sequencing charts
5. Create illustrations with accurate details based on the reading, information from prior knowledge, logical inferences that students could explain
6. Express ideas orally as well as in written form
7. Show interest by asking questions, being attentive and making comments on the issue of Living on a Farm
8. Accurately sorted new terms learned in this issue in assigned categories and were able to explain their decisions.
9. Increased their fluency in independent reading, oral and buddy reading as demonstrated in more word recognition and increased expression.
10. Displayed ability to make different connections---text to text, text to self, text to world
11. Identify SAR type questions and how the answers can be found or constructed

**Bloom's taxonomy:** Knowledge, Comprehension, Application, Analysis, Synthesis

### **Materials:**

copies of the September issue of *Click*

Post-it notes

word cards

sentence strips

drawing paper and crayons

chart paper/chalk board

plastic cup/corn (or other seed), potting soil

journals

sheets to fill in the different activities such as webs, problem solving, making connections, etc.

## **Session 1**

### **Motivation:**

In this issue students will be learning about farming, life on a farm, including honey, potato, and apple production. As an introduction to the magazine, start with a picture walk through and develop vocabulary words. Have students use their prior knowledge to discuss what they know about life on a farm.

### **Teacher Input:**

1. In small groups, have students make a list of all the different words that have to do with farming. Have students form groups and have each group share the different words they've compiled. Then have students write them onto the chalk board or a word list. Have the students come up with sentences using the words from the list.
2. Ask the students if they have ever been on a farm or read about a farm? Give the students a sheet with category headings listing the senses of Sight, Hearing, Taste, Touch, and Smell. Have the students think of two or three things about a farm that they could place under the different headings. (For example: Under Touch: feel the fur or milk a cow.)

3. Pass out the issues of *Click*. Have the students look at the cover and write a sentence about what first comes to mind when they see the image with the rooster and chicken. Have students share their sentences with the class.
4. Tell the students that they will do a picture walk through of the *Click* issue. Guide the students through the different pages drawing attention to illustrations, reading captions, etc. Each student should be given Post-its or an index card to write down words that are new to them and which should be investigated further during the readings.
5. Have the students turn to page 2 and read "The Gentle Cow" by May Morris Duane. Have the students find the words that rhymes (kind, mind and grass, glass). Ask the students to think of additional words that rhyme with kind and grass. Have students find action verbs. Have the students think of additional sentences with use these verbs.
6. Have the students turn to "Click and the Kids" beginning on page 3. Introduce new vocabulary following procedures introduced in previous issues. Words might include: sprinkle, provide, hoeing, tilling, harvest, canning, squawk. Use sentence strips. Print the new words in a contrasting color from the other words in the sentence that provide context for its meaning. Words can also printed on word cards to add to the word wall after the lesson.
7. Make a KWL chart. Fill it out before reading the articles and then again once the article has been read.  
 LIFE on a FARM:  
 What do you know about a farm?  
 What do you want to know about living on a farm?  
 What is something that you learned about living on a farm?

## Session 2

### Motivation:

Tell students they will read an article today about life on a farm and how everyone can have a chore to do. Ask students if they have any chores they are responsible for at home and have a brief discuss before reading the article.

### Teacher Input:

1. Review what was covered in previous lesson and the KWL chart about life on a farm.
2. Review vocabulary words that have been discussed from the initial picture walk and discussion from the previous session.
3. Tell students they are to listen and follow along while their classmates read in their small groups. Have students jot down any additional words that can be discussed and placed on the word wall.
4. Have a sheet for the students to identify and chart the different categories of content. Discuss each category with the students. Categories to discuss include:  
 Setting  
 Plot Characters  
 What is taking place?  
 Outcomes of actions

### Guided Practice:

1. Have the students divide into small groups and read the story orally in unison or taking turns to read the story.
2. Return to a class group and tell the students they are to listen and follow along while classmates take turn volunteering to read the story.
3. Have the students chart the above mentioned sheet.

### Post Lesson Activities:

Draw one of the characters (Amy, Martin, Uncle Jim, or Aunt Mabel). Write a sentence stating one of the tasks which the character did in the story.

## Session 3

### Motivation:

Tell the students they will read a story about a boy that lives on a goat farm. Ask the students if any have ever seen a goat or read a story about a goat such as the "Three Billy Goats Gruff." Explain that during the story, you'd like the students to try and make connections with Pete using a Text to Self process. In this type of connection, students are asked to think of how the story makes them think of their own life. For example, when Pete talks about how he helps with the baby goat, have students answer "It makes me think of a time when...."

### Teacher Input:

1. Help students with a picture walk through of the article "Goatsbeard Farm" on page 8. Guide the students through the different pages drawing attention to illustrations, reading captions, etc. Each student should be given Post-its or an index card to write down words that are new to them and which should be investigated further during the readings.
2. Introduce new words for this article using the procedures previously described. Words include: squirming, bundle, pasture, trapeze, curious, kids, teat. Use sentence strips. Print the new words in a contrasting color from the other words in the sentence that provide context for its meaning. Words should also be placed on word cards to add to the word wall. Ask students to think of additional sentences using the new words.
3. Tell the students they are to listen and follow along while classmates read. The reading is completed as supported guided reading. This means readers have had an opportunity to preview and practice what they will read. They can read individually or in groups as their classmates follow along. Stop periodically to discuss the material covered in the reading and ask questions to determine students' comprehension.
4. Point out the section about tree climbing and discuss safety issues about tree climbing.

### Guided Practice:

1. Have students open to "Goatsbeard" Farm on page 8. Guide the students through a picture walk of the article inviting comments, reactions, and predictions.
2. Review comprehension by having students answer the following questions: When are baby goats born? What do baby goats have in common with Pete? What task does Pete do to help with the baby goats? How do the baby kids drink?
3. Either in small groups or as a class group, have the students make Text to Self connections. How are baby goats similar to human babies? Do you have chores around your house? Do you have a pet? What are the responsibilities in caring for a young pet?

### Post Lesson Activity:

Pretend you are Pete and write in your journal a response to the following question: What was the best part of my day living at Goatsbeard Farm?

## Session 4

### Motivation:

1. Tell students that they will learn about the steps to growing corn in the article "Corn All Year," by Kathleen Weidner Zoehfeld, pages 14--18.
2. Ask the students if they have ever grown any vegetables or flowers. If so, ask the students what steps were involved.

### Teacher Input:

1. Before reading the article, have the students do a picture walk through of the article. Ask the students to find vocabulary words to add to the word chart. Words to include: fertilizer, clods, sprout, cultivator, prongs, harvest, combine, chute, silo. Ask students to give a synonym (you may need to review the term "synonym") for the different words and also come up with sentences using the words.

2. Discuss the components of being a good listener. Place these items on a chart defining a good listener. Items to include: Pays attention to the speaker. Looks at the speaker. Thinks about what the speaker is saying. Is ready to ask the speaker questions about what is heard. Is ready to talk about what is learned.

**Guided Practice:**

1. Tell students that they are to follow along with a partner while you read aloud the article. They need to think about facts about growing corn and the jobs that the different machinery performs.
2. Break the students into groups and have them fill in a chart for the different machines mentioned in the article and their job in the growing of corn.
3. Return as a group and review the article and the information placed on the charts.

**Post Activity Practice:**

1. To incorporate science, give each students a seed (corn) to plant in a plastic cup with some potting soil. Have each student make a chart titled "Corn Plant Chart." Have students record information about their plant using the following categories: Date, What Was Done, Observation, Measure Growth.
2. Have students draw a picture of a tractor, combine, cultivator, and planter on oak tag paper. Color and cut out. Find words from the reading to describe what a tractor does (pulls, plows, pushes). Write a sentence using each word and attach it to the picture. Repeat the process for each machine. Hang up the pictures as a mobile.

## Session 5

1. Bring in an apple to class. Have the student try and describe what an apple looks like to an alien from outer space who has never seen such a fruit.
2. Ask the students to discuss the different uses of apples (eating as a fruit, making pies/cakes, making apple sauce, jelly, butter, candy apples). Ask if the students know any of the different types of apples.
3. Mention Johnny Appleseed. Born John Chapman, he spent 49 years of his life planting apple seeds in the American wilderness in Illinois, Indiana, Kentucky, Pennsylvania, and Ohio. For more information, see the Web site: [www.applejuice.org/johnnyappleseed.html](http://www.applejuice.org/johnnyappleseed.html) .
4. Tell the students that they will read about apples in the article "Yo Wants to Know," by Lea and Alan Daniel, pages 19--24.
5. Read this story aloud to emphasize the pleasure of reading and building listening comprehension skills. Have students follow along with the story in *Click* as you read the article. Encourage the students to read in unison with you if they'd like to do so.
6. Have students comment, respond, and react in an after-reading discussion. Mention the QAR (Question Answer Relationship) with "Right There Questions" (for example, name the types of apples mentioned in the story). "Right There Questions" are those where the answer is directly stated in the story. Mention the "Think and Search" QAR, where a student must read and search through the article to find pieces that can be put together to answer the questions. Another type of QAR is the "Author and Me," where a student has to infer and read between the lines to answer the question. The "On Your Own" QAR ask students for an answer not in the reading. A student must use creative thinking and past knowledge to arrive at a response. Try finding one or two types of these questions to have the students answer.

## Session 6

**Motivation:**

1. Bring in a jar of honey and a box of crackers. Allow the students to sample the honey and ask if they know where honey comes from. Note: Make sure that the students have no allergies to honey before sampling.
2. Tell the students they will be reading a story about honey making: "Making Honey," pages 25--27.

**Teacher Input:**

1. Have students do a brief picture walk through the story "Making Honey." Ask them for predictions, comments, and reactions.
2. Explain the article describes how honey is made and removed from bee hives.
3. Have students study and describe a beekeepers outfit. Ask them why beekeepers dress that way.
4. If possible, locate a bee keeper to visit the class. Or locate an informative Web site about honey bees.

**Guided Practice:**

1. Read the article as a supported, guided reading. After each reader finishes his or her part of the story, discuss the information presented by the author.
2. Using a web, have students gather information on making honey. Use the following criteria: Steps to gathering the honey; Tools a beekeeper uses in honey making; Clothing of a beekeeper.
3. Collaboratively or individually, have students write a summary on the making of honey from the notes made using the web.

## **Session 7**

**Motivation:**

Bring in a potato and discuss with the students the different uses of potatoes. Discuss the corn seed article and ask the students if they know where you get "potato seeds." Tell the students that the article they are going to read is about potato farming.

**Teacher Input:**

1. Have partners turn to the article "Pink Potatoes," by Maureen Ash, pages 28--34. Guide the students through a picture walk of the story, inviting students' comments.
2. Introduce vocabulary words such as: sprouts, organic, eyes of a potato, harnessed, exclaimed, and furrow. Place the words on word cards and add them to the word wall. Ask students to give use context clues to help determine the word meaning and to offer additional sentences for each word.
3. Review sequencing and explain to the students that they will need to list the order of how a potato seed gets to the dinner table.

**Guided Reading:**

1. Have students turn to the article "Pink Potatoes" and read the story with echo reading or buddy reading.
2. Give each group strips of paper. Ask each group to list what Nicola's and Marianna's family did on page 32 to get the potato eyes into the fields.
3. Have the students make Text to Self connections on the story, such as the family having to deal with the problem of beetles eating the potato plants.

**Post Learning Activity**

Close the magazine and mix up the information cards made from page 32 onto the desk. Have the groups of students take turns trying to place the cards in proper sequence order.

## **Session 8**

**Motivation:**

Bring in pictures of a scarecrow or a scarecrow you've made or purchased. Ask the students what is the purpose of placing a scarecrow in a garden. Can they think of other names for a scarecrow?

**Teacher Input:**

1. Have the students turn to page 35 and read "Shoo!"
2. Give the students a piece of drawing paper and have them draw and color their own scarecrow.

**Guided Practice:**

Have the students work in small groups and list some of the different things a scarecrow might See, Hear, Taste, Touch, and Smell as it watches over a garden. Explain to the students that even though a scarecrow does really have these senses, they can use their imaginations to complete the activity.

#### **Post Lesson Activity:**

Have students use the charts they created about a scarecrow senses and write a short poem about being a scarecrow watching over a garden.

#### **Post Reading Vocabulary Survey**

1. Have the students work in small groups. Give each group 10-15 of the vocabulary words discussed during the issue sessions. On chart paper or the chalk board, write the words VERB or NOUN. Have a student in each group take turns trying to act out one of the vocabulary words without using any words. The group that can identify the most words demonstrated by the groups wins. After the word has been identified, have the students determine under which heading, VERB or NOUN, it should be placed and why. When done, have students share comments as to why some words were easier to act out than other words.
2. Have students return to their desks and give each student a piece of paper. Ask them to write down as many vocabulary words as they can remember from the activity above. Ask the students to then write a sentence for 8 of the words and to categorize the words as a verb or noun.

#### **Overall Assessment**

You should be to assess the following for each student:

1. Ability to work together with a partner or in groups. Record the data in your notes.
2. Oral responses to discussion and retelling for listening and comprehension competency.
3. Contributions to charts and other activities done with this month's <I>Click<P>.
4. Ability to clearly express their ideas orally and in writing.
5. Ability to read and understand vocabulary.
6. Ability to write their own sentences, poems, etc.
7. Ability to make connections.
8. Increased fluency as demonstrated in their independent oral reading, buddy reading, etc.