

# Teacher's Guide for Click Magazine

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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 October 2007 issue of Click Magazine to foster listening, reading, writing and thinking skills with your students. Additional different genres such as fiction, poetry, song, and informational articles are included to help introduce young children to the variety of reading materials.

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

The articles in the issue are used for read-alouds, shared reading, supportive guided reading, listening activities, guided reading, vocabulary and word recognition, buddy reading, modeled writing, comprehension, interactive writing or independent writing depending on the level of your students.

The readings create a starting point for a mini unit on living in a desert. In addition to science in the content area, the reading such as *Red Wind Blowing* can be used to introduce students to the geographic area of Mauritania and the Sahara Desert. The sessions are a suggestion and the sequencing of the material can depend upon your individual preferences and 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 websites 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:

**Pre-Reading:** Pre-reading prepares students for learning by activating their prior knowledge about the topic featured in the text.

**During-Reading During:** Reading strategies teach comprehension by making connections, generating questions, and determining importance by guiding the reader to use proficient reader strategies.

**After-reading:** After activities connect the old and new knowledge and help students frame it in some way to their lives.

from:

[http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/before\\_during\\_after\\_reading.htm](http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/before_during_after_reading.htm)

### **The Overall Plan**

**Title:** Living in a Desert

**Time:** Approximately 30-40 minutes each session with post activities completed later in the day.

#### **Objectives:**

Following instruction and teacher modeling, students will demonstrate through oral responses and artistic productions that they've:

1. analyzed word similarities and differences as reflected in their ability to find and frame words.
2. appropriately participated in chorally reading activities.
3. read with accuracy and increased fluency during partner reading and independent reading activities.
4. increased their listening and speaking vocabulary as well as discourse skills.
5. shown evidence of listening and reading comprehension. This is demonstrated in their contributions to class discussions.
6. demonstrated accurate story imaging or visualization skills.
7. identified rhyming words in a poem.
8. read with appropriate expression and movement as they acted out a part.
9. created illustrations that creatively portray the topic or text.
10. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.

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

#### **Materials:**

copies of the October issue of Click

drawing paper and crayons

index cards

strips of paper

Map of Africa(Sahara Desert) and the country of Mauritania

Internet

Activity sheets on deserts of the world

Pictures of camel, cacti, spadefoot toad

#### **Session 1:**

##### **Motivation:**

1. Have the students close their eyes and ask them to think of a desert. Ask the students to volunteer to give a definition of a desert. Show a picture of the Sahara Desert or other desert of the world. Give the students a handout on the deserts and where they are found on the Earth from this site: <http://www.enchantedlearning.com/biomes/label/desert/> . Have the students label the map coloring the Sahara Desert yellow since it is mentioned in one of the articles in the issue of Click. The key can be found at this site:

<http://www.enchantedlearning.com/biomes/label/desert/labelanswers.shtml> Key

2. Explain that in this article issue of Click, the students will be reading about things that live in a desert.

### Teacher Input:

1. Assign the students a partner and pass out the issue of Click. Discuss the picture on the cover of the October issue of Click. Ask the students if they have any prior knowledge of what might live in a desert and facts about a desert.
2. Give each group some post-it note paper to record new or interesting words they notice during a *picture walk* though of the issue. When the activity is completed, have the partners share their words. Record these words on a chart and briefly explain each one and put the words onto a class Word Wall.
3. Have the students open to Super Squirter on page 2. Read the page aloud and then encourage the students to read in unison with you as you reread the page. Have students find facts about the horned lizard to share from the reading such as : long as your hand, eats hundreds of ants a day, its big belly makes it hard to run, etc.
4. Open the Click issue to "Click and the Kids" by Meg McLean on pages 3- 7. Review the illustrations and share their comments. This lets the students demonstrate their background knowledge. Ask the students to share a trip to a park which they may have gone to at some time.
5. Introduce the vocabulary words using methods introduced in previous issues. Encourage students to offer definitions and give sample sentences for the vocabulary words. Words to be taught within context include: *mentioned, prickles, cactus, and nifty*. Use sentence strips. The new word is printed in a different color from the other words in the sentence that provide rich context for it. Words are also printed on word cards to be added to a *Word Wall*.

### Guided Practice:

1. Students follow along as the teacher reads the story aloud stopping after each page to have students give their comments about content, share experiences, and to monitor their comprehension.
2. Ask the students to look at the picture on page 3. What type of clothing should you wear in the desert? Why is Amy sitting on the roof of the car? Do you think you'd do what Amy has done? Encourage students to make connections such as text to self.
3. Have the students turn to page 7 and look at the different ways Amy, Martin, Liz and Click are trying to keep cool. Encourage students to give descriptive phrases for their examples.

### Post Lesson Activity:

1. Place a chart on the chalkboard or overhead:

<u>Animals of the Desert</u>	<u>How they keep cool</u>
tarantula	
snakes	
jackrabbit	
owl	
squirrel	

Have partners of students use the reading to refer back to find how the different animals stay cool in the desert.

### Session 2:

#### Motivation:

1. Explain to the students that in the following article, *Built for the Desert*, they will be learning about the camels and how their bodies help them live in a harsh desert.

**Teacher Input:**

1. Review good listening skills with the students and make a chart of a good listener.

- 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 they hear
- Are ready to talk about what they have learned.

3. Do a picture *walk-through* of the article encouraging comments, reactions and predictions. Introduce the new vocabulary for the article, *Built for the Desert* on pages 8-11, using the methods described in previous issues. These words/terms include: *plump, harsh, sheds, shaggier, broiling, clumps, and flop*. Ask the students to create sentences for these words. Add the words to the *word wall*.

4. Tell the students that they are to listen and follow along while classmates take turn reading the article, stopping after each page to discuss the content and to monitor the children's comprehension.

**Guided Practice:**

1. Have the students open to *Built for the Desert* on pages 8-11 and have students volunteer to read a paragraph stopping after each page to discuss the information learned from the article.

2. After reading, give the students a piece of paper and a few minutes to write three facts that they found interesting about camels and share the facts with the rest of the class. Have the students stand up at their desk or come to the front of the room. Review oral speaking skills such as voice intonation, volume, posture, eye contact. Such activities help to build confidence in speaking to a group.

3. In small groups, have the students do the following activity:

**How a Camel is Built for the Desert**

<u>Body</u>	<u>How it helps a camel live in the desert</u>
-------------	--

- |                      |  |
|----------------------|--|
| 1. Lips              |  |
| 2. Hump              |  |
| 3. nostrils          |  |
| 4. eyebrow/eyelashes |  |
| 5. foot              |  |

Return to a class group and have the groups share their chart findings.

4. Review the similarities/ differences between an Arabian camel and a Bactrian camel. Give out the drawing of each camel from this site:

<http://www.enchantedlearning.com/subjects/mammals/camel/Camelcoloring.shtml>

and <http://www.enchantedlearning.com/subjects/mammals/camel/Bactrian.shtml>

**Post Lesson Activities:**

1. Have the students write a paragraph (5-7 sentences) on one of the types of camels and include three facts learned about the camel.

2. Try this fun camel craft: <http://www.dltk-kids.com/animals/mcamel.htm>

**Session 3:**

**Motivation:**

1. Show a picture of the Sahara Desert. Share some facts on the Sahara Desert such as the following:

- The Sahara is the world's largest desert.
- It covers about 1/3 of Africa (about an area the size of the United States)
- There are two mountain ranges in the Sahara, the Ahaggar Mountains and the Atlas Mountains.
- 1/4 of the Sahara Desert is sand dunes with some as high as 500 ft.
- About 2.5 million people live in the Sahara Desert!

#### Facts on the Sahara Desert:

<http://www.calacademy.org/exhibits/africa/exhibit/sahara/> and

<http://www.socialstudiesforkids.com/articles/geography/saharadesert.htm>

2. Explain that the reading, *Red Wind Blowing* by Susan Yoder Ackerman on pages 12- 17 is about people that live in the Sahara Desert. Explain the difference between the non fiction genre of writing versus fiction. Ask students to give examples of how fiction is different from non fiction. On the chalk board or chart paper, write the two topics and list the comments shared by the students. Ask the students to give their opinion as to which genre they prefer and why. Ask students to categorize the previous stories read thus far in the issue of Click as non fiction or fiction.

#### Teacher Input:

1. Partner students and pass out the issue of Click Magazine and have the students do a picture walk through the article, *Red Wind Blowing* on pages 12-17 Discuss their comments, reactions, and predictions.
2. Review vocabulary such as the following *sputted, gritty, shutters, dominoes, groaned, howli, and hissing*, Place the words on cards to add to the *Word Wall*. Encourage students to share creative sentences for these vocabulary words.

#### Guided Practice:

1. Have students take turns reading a part of each page and stop after each page to review comprehension and share comments.
2. After reading the article, ask comprehension questions such as :
  - A. What was mother doing as the wind began to blow?( pulling on a rope to tie the sides of her tent down.
  - B. Why did Mother pull the loose end of her blue dress across her face?(to keep from breathing the gritty dust)
  - C. Why did Father have a red mustache?(from the dust)
  - D. Why didn't the camera work?(dust had gotten inside)
  - E. What safety tip had Ibrahim learned from his parents when in a wind storm?(sit and stay still)
3. Show on a world map where the country of Mauritania is located and share some information on this country with information from this website:  
<http://www.factmonster.com/ipka/A0107771.html>
4. With a partner, have the students complete the following chart:  
From the reading, in which ways is Mauritania different from the United States?

- 1.
- 2.
- 3.

From the reading, in which ways is Mauritania similar to the United States

- 1,
- 2.
- 3.

Have the students regroup as a class and discuss their charts.

(difference may include: Architecture of homes, clothing, foods)

(similarities may include: electricity, computers, similar activities-reading/dominoes)

#### **Post Lesson Activity.**

1. Have students write 5-7 sentences in their journal pretending to be Ibrahim , Mark, Mother or Father and tell about the wind storm and what you saw and did.

#### **Session 4:**

##### **Motivation:**

1. Explain that in the story *Yo Wants to Know*, by Lea and Alan Daniel on pages 18-23 , Yo is at a place that sells cactus plants. Ask the students to share any prior information they may have on cacti and if they have ever had one in the home.

##### **Teacher Input:**

1. Partner students up with copies of the issue of Click and have the students read with their partner *Yo Wants to Know* by Lea and Alan Daniel on pages 18-23. Walk around to the different groups listening to how they are reading emphasizing reading with feeling and watching for clues such as question marks, exclamation marks and quotations.

2. Return to a class group and ask the students to share comments about the reading.

3. Share some facts about cacti with information from these websites:

<http://www.factmonster.com/ce6/sci/A0809750.html> and or

<http://www.enchantedlearning.com/subjects/plants/types/cactus/index.shtml>

4. Find some photographs of cacti such as those at this site: Pictures of cactus flowers:

<http://phoenix.about.com/library/blcactusflower03.htm>

Have the students select a cactus to draw and write a poem about the cactus including the different senses (how does it feel to touch?, what does it smell like?, look like?, etc.)

#### **Session 5:**

##### **Motivation:**

1. Have the students refer back to the map of the world's desert given earlier. Have students color the North American Desert , orange. Share with the students that the Great Basin is the largest desert in the United States. [http://www.desertusa.com/du\\_basin.html](http://www.desertusa.com/du_basin.html)

2. Tell the students that the reading *A Long Wait* by Charnan Simon on pages 24- 27, is about the Great Basin and specifically the spadefoot toad which calls this area, home. Have the students look at the photograph of the spadefoot toad on pages 24-25 and encourage students to share descriptive phrases about the frog.

##### **Teacher Input:**

1. Pass out Click Magazine to partners of students and do a *picture walk through* of the article. Have students find vocabulary words that might be unfamiliar to them such as: *hiber-*

*nating, blazing, and burrow.* Encourage students to use context clues to determine the meaning of the new words and perhaps add the words to a Word Wall for this issue of Click Magazine. Ask students to volunteer sentences using the words.

**Guided Practice:**

1. Divide the students into small groups and give the students a KWL sheet (*What I know, What I'd like to know and what I learned*): Give them some time to fill in the chart.

**KWL Chart**

**What do I know about Spadefoot toad**

**What do I want to learn about Spadefoot toad**

**What did I learn about Spadefoot toad**

2. Return to a class group and share some of the information they placed on their KWL sheet.

3. Have students take turn reading a section of each page stopping to discuss the factual content and encouraging student comments.

4. After reading the article give groups time to complete their KWL Chart and then share with the class.

5. Give the same groups the following webbing activity and let them use the article to help fill in their web:

**Spadefoot Toad**

**Describe a Spadefoot Toad:**

- 1.
- 2.
- 3.

**What activities does a Spadefoot Toad do in spring?**

- 1.
- 2.
- 3.

After groups have completed the web activity, return to a class grouping and share their information.

**Post Lesson Activity:**

1. In small groups, students could create a poem or a song to share with the rest of the class on the Spadefoot Toad. In small groups or with a partner, students could reread the selection later in the day.

**Session 6:**

**Motivation:**

1. Show a picture of a saguaro cactus such as the one found at this site: [http://www.nps.gov/archive/sagu/Saguaros/pages/07%20Arm%20Growth\\_jpg.htm](http://www.nps.gov/archive/sagu/Saguaros/pages/07%20Arm%20Growth_jpg.htm) Ask the students to try of a humorous reason that this particular cactus has arms and encourage the students to share their thoughts.

2. As the students to think of what the story might be about with the title of *Cactus Hotel*. Make connections, asking the students if they have gone to a hotel and encouraging them to share their memories of a hotel stay.

3. Explain that the article is a non fiction article explaining the life of a saguaro cactus and the many creatures of the desert that call the cactus their home. This site has information on the different creatures of a desert:

<http://www.enchantedlearning.com/biomes/desert/desert.shtml>

### **Teacher Input:**

1. Pass out copies of Click Magazine to partners of students. Do a picture walk-through of the article and encourage comments and predictions.

2. Have students find vocabulary words that might be unfamiliar to them such as: *skitters, clinging, pulp, beckon, bores, scab, prickly, nectar and toppled*. Encourage students to use context clues to determine the meaning of the new words and perhaps add the words to a Word Wall for April issue. Ask students to volunteer sentences using the words.

### **Guided Practice:**

1. Have students take turn reading a part of each page stopping to discuss comprehension and make comments.

2. After reading, discuss cause and effect with the students and how making such connections helps with comprehension.

3. Divide the students in small groups and have them do the following activity on cause and effect.

### **Cause and Effect Activity Sheet**

A. Rainstorm occurs in the desert. What effect does this have on the saguaro?(cactus stores water inside)

B. A seed from a saguaro cactus gets stop on the whiskers of a rat. What is the effect?(he spreads the seed which falls off under a paloerde tree)

C. A saguaro cactus is fifty years old. What is the effect?(it has white and yellow flowers for the first time)

D. What is the cause for a saguaro cactus growing a tough scab? (to protect itself from drying out from a hole created by a woodpecker)

E. What is the cause for a cactus adding more arms?(to have more space to grow).

Regroup as a class and have the students go over their activity sheet.

4. Have students comment, respond and react to after -reading discussion.

Mention the QAR(Question Answer Relationship) with "*Right There Questions*"(for example Where color flowers does the saguaro cactus grow?), Right there Questions are the kind in which the answer is directly stated in the reading material.

Mention another type of QAR is "*Think and Search*" where the 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*". In this type of question, the student has to infer and read between the lines to answer the question. The last type of QAR question is the "*On your Own*" which the answer is not in the reading and the reader must use creative thinking and past knowledge to arrive at the response. For example, What do you think happens to all the creatures that lived in the saguaro cactus when it dies?

Have students think of questions from the reading they can ask other students to review the material covered in the article.

**Post Lesson Activity:**

**Draw a picture of a saguaro tree and write a short story about what it's like being a saguaro tree in the desert including things you hear, feel and smell.**

**Session 7**

1. Have groups of 3-4 students play the activity game, Desert Crossing and read *Beatrice Black Bear* in their groups.

**Post Reading Activity:**

Give each student two index card and have them review the issue of Click Magazine. Find a specific fact learned from the issue. On one card write a question about your fact and the second, write the answer. Have the students hang their question cards and answer cards around the room but NOT together. When done with this part of the activity, have the students search the room for questions and their answers and take them to their desks. Re-group as a class and discuss the facts learned.

**Overall Assessment:**

The teacher will assess the students'

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 Click Magazine.
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.

