

Teacher's Guide for Click Magazine

November 2007

Teacher's Guide prepared by *Gail Skroback Hennessey*

Gail Hennessey taught social studies at Harpursville Central School in New York State for 33 years. She writes often for children's publications and is the author of six books for teachers and students. In 1988, she was named Outstanding Elementary Social Studies Classroom Teacher of the Year from the New York State Council for the Social Studies and also named Outstanding Elementary Social Studies Teacher of the Year by the National Council for the Social Studies. Check out her helpful Web site for teachers at www.gailhennessey.com

The following teacher's guide is designed to assist the classroom teacher in using the November 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 can be 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 such as *Meet Fireman Tom* can be used as a starting point for a unit on fire safety. The reading , *Galapagos Islands*, can be used as a science lesson encouraging students to learn additional information on the different creatures of the island. 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

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 they could explain.
6. Express ideas orally as well as in written form
7. Show interest by asking questions, being attentive and making comments.
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

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

Materials for the article:

Copies of the November issue of Click

Post-it notes

Word cards

access to Internet or copies of pages from informational sites

Drawing paper and crayons

Chart paper/chalk board

Journals

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

Map of the world

Session 1:

Motivation:

1. Show the cover of the November issue of Click Magazine. Explain that the issue is celebrating the 10th birthday of the magazine. Ask students to make text-to-self connections sharing memories of their birthday. Ask the students whether they celebrate birthdays of their pets and, if so, share these memories as well.

2. Do a picture walk through and have students find vocabulary words which might be new vocabulary and sharing comments and predictions as to what they will be reading about in this issue of Click.

Teacher Input:

1. Assign partners and have the students open to "Click and the Kid" by Meg McLean on pages 3-6. Do a picture walk through and ask students to look at the different illustrations to find examples of things that show a party is being planned.
2. Review possible vocabulary words such as *pinata*. If possible , bring a picture of a pinata and explain to students the history of this party item.
See this site for information and how to make a simple pinata.
www.kidzworld.com/article/5590-how-to-make-a-piata

Guided Practice:

1. Have the students take turns reading a cartoon frame. Encourage the students to read with feeling. Stop after each frame to discuss and make predictions.
2. On page 6, encourage the students to share descriptive phrases of what they see in the illustrations.

3. Have partners do the following activity:

Things to do before having a birthday party

- A.
- B.
- C.

(clean the house, hang decorations, have a cake and candles, send out invitations , etc.).

Activities to do during the party:

- A.
- B.
- C.

(specific games to play, etc.)

Things to do after the party.

- A.
- B.
- C.

(Clean up, send thank you notes, etc.)

Go over the different charts with the entire class.

4. Ask the students to share what mistakes Amy and Martin made as they got ready for their party:

Pinata game:_____

Clothespin game_____

Lemonade drink:_____

(didn't measure string,using the wrong type of jar for the clothespin activity, didn't measure the water for the lemonade mix).

WHAT did Amy and Martin do that was important as they got ready for the party?(checked whether things were ok)

Post Lesson Activity:

Explain the importance of writing a *thank you note*. Have students pretend they have just received a gift for their birthday and write a note to another classmate (pick names prior to this activity). In the thank you note, include what the gift was and something specific about what you plan to do with the gift. The *thank you note* should have an opening (state what you are doing), the body (the specific information), and a closing (restate the purpose of the writing). This would be a good opportunity to also discuss proper thank you letter writing form (date, greeting, salutation, etc.)

The following site gives information on thank you note writing:

http://www.themorningnews.org/archives/how_to/how_to_write_a_thankyou_note.php

Session 2:

Motivation:

1. Ask the students to share if they have any pets and to also share stories of how they may have tried to train their pet to do something such as come, shake, stay, etc.
2. Explain that the reading, *Mary Had a Little Lamb* by John Grandits on page 7 is a form of literature called a poem. Ask students to explain the difference between a poem and the story they just read, *Click and the Kids*.

Teacher Input:

1. Before passing out the magazine, ask the students if they know the song, *Mary had a Little Lamb*. See this site for the lyrics: <http://www.kididdles.com/lyrics/m003.html> Perhaps, make copies and pass out to sing with the students. At this site: <http://www.enchantedlearning.com/rhymes/Mary.shtml> you can share a rebus with the class on this song.
2. Pass out the issues of *Click* and have the students open to *Mary Had a Little Lamb* on page 7. Have the students review the first stanza. What do they see different? (The poem is a bit different from the song)
3. Have the students search for vocabulary words which they may find unfamiliar and review their meaning. Words may include: *stubborn, mule, axles, lever, and screws*.

Guided Practice:

1. Read the poem orally to the students reminding the students to listen as you read the poem along to get the rhyming pattern.
2. Reread the poem encouraging the students to read along with you.
3. Use chart paper or the chalkboard and have students find the different rhyming words. Ask the students to think of additional words that have similar rhyming patterns.

Post Lesson Activity:

Do the following chart:

- A. What was Mary's problem?
- B. Who were involved with her problem?
- C. What did she do to try and solve her problem?
- D. How did this solve her problem?

After finishing the chart, have the students write a paragraph using the information they placed in their chart.

Session 3:

Motivation:

Explain that in the story, "Galapagos Island by Charnan Simon on pages 8- 11, they will be reading a non-fiction story, about the Galapagos Islands. Ask the students to list ways that non-fiction is different from fiction. Use a map to locate the islands.

The Galapagos islands are located about 600 miles off the coast of the continent of South America, in the Pacific Ocean. Most of the islands are near or on the equator.

Information on the islands can be found at these websites:

<http://www.darwinfoundation.org/en/library/children/kids>

<http://www.galapagos.org/>

Teacher Input:

1. Divide the students into small groups and have them turn to Galapagos Island on pages 8-11. Remind the students that as the different students in their group read aloud, they need to follow along silently.
2. Review possible vocabulary words such as: *undisturbed, thrived, environments, suited, adapting, and raging*. Have the students discuss the meaning of the words and form additional sentences using the words. You may wish to post the vocabulary from the issue on a Word Wall.

Guided Practice:

1. Discuss being a good listener 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.
2. Have the small groups read the story together stopping to discuss what is happening after each page.

2. After reading, give the students the following activity to complete:

Facts about the Galapagos Island:

- A.
- B.
- C.
- D.

(such as not much fresh water, formed by underwater volcanoes, word means "tortoise", discovered by the Spanish)

Facts about the Galapagos Tortoise:

- A.
- B.
- C.
- D.

(can grow up to 5 ft. tall, 600 pounds, 10 kinds, saddle shaped shells, long necks, eat leaves, branches and fruit of prickly pear cactus)

Other creatures (and a fact) that live on the islands

- A.
- B.
- C.

3. Return as a class group and discuss the story and the activity.

Post Lesson Activity:

1. Draw /color a picture a tortoise, cormorant, swallow-tailed gulls or the marine lizzard. Write three specific facts about the creature from the reading.

Session 4:

Motivation:

1. Show the students some common traffic signs and ask the students what they mean. The following website may be helpful:

<http://www.enchantedlearning.com/crafts/books/cartravelbook/Roadsigns.shtml>

2. Explain that the activity, *Signs for Everyone*, on pages 12-13 shows lots of common signs in our lives which tell us things without using many words.

Guided Practice:

1. Assign the students a partner and have the students turn to *Signs for Everyone* on pages 12-13. Do a *picture walk through* of the story having the students look at the different photographs sharing comments and predictions.

2. Give the students a piece of paper and have them jot down as many signs as they can find and explain what the sign is explaining.

3. Return as a class and have the students share what they have found.

Post Reading Activity:

Have the partners made a sign to represent something in the school or classroom.

Session 5:

Motivation:

1. Read aloud the brief story [The Cow That Destroyed Chicago](#) (or "Why We Celebrate National Fire Prevention Week"). When finished, ask the questions the following listening comprehension questions.

- In which city did this story take place? (Chicago)
- In which month of the year did the Great Chicago Fire happen? (October)
- What was the O'Leary's house made of? (wood)
- When Mrs. O'Leary went out to the barn, what did she carry with her? (a lantern)
- How do many people think the fire started? (They think Mrs. O'Leary's cow kicked over the lantern.)
- Why did the fire spread so quickly? (Everything was very dry because it hadn't rained much.)
- How long did it take to stop the fire? (more than 24 hours; from about 9:00 p.m. Sunday until almost midnight Monday)
- How much of the city of Chicago was destroyed by fire? (more than 2,000 acres, or about 3-1/2 square miles)
- What finally happened to help firefighters get the fire under control? (It started to rain.)
- Why is Fire Prevention Week held in October? (to remember one of the most destructive fires of all time)

from: http://www.educationworld.com/a_lesson/lesson/lesson026.shtml

2. Explain that in the reading, *Meet Fireman Tom* by on pages 14- 17, the students will be learn about a *firefighter*(explain why this word is used more than *fireman*). Encourage the students to think of good fire safety tips. The following website has fire safety pictures for young people:

<http://www.dos.state.ny.us/kidsroom/firesafe/escape.html>

Teacher Input:

1. Assign students a partner and do a picture walk through of the article, "*Meet Fireman Tom on pages 14-17*. 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 they encounter which are new and which should be investigated further during the readings.
2. Introduce new words for this article using the procedures previously described. Words include: *breathe, downtown, dispatchers, announce, and hydrant*, Ask students to think of additional sentences uses for the new vocabulary words.
3. Tell the students they are to listen and follow along while classmates read. Stop periodically to discuss the material covered in the reading and ask questions to determine students' comprehension.

Guided Practice:

1. Remind the students of the importance of punctuation to give clues to the reader to help read with more feeling. Have the students find an example of a exclamatory sentence , a declarative sentence and an interrogative sentence. Depending on the age of the students, you may wish to avoid the terms and just have the students find sentences with the punctuation. Encourage students to read the passages with the proper feeling.
2. Make a KWL chart to begin to fill out before reading the article and finishing when the article has been read.

FireFighter

What do you know about a firefighter and his/her equipment?

What do you want to know about a firefighter and his/her equipment?

What are two things that you learned about a firefighter's equipment?

3. Have the students finish the KWL on a Firefighter's equipment.
4. Review with the students the following:
What does a firefighter do?
How do they learn of a fire?
What do they wear for protection?
In addition to fires, what other tasks to they do?

5. Discuss making an Edith for their home:

Draw a floor plan of your home and mark 2 ways out of every room, especially the bedrooms. Go over these escape routes with every member of your household.

Agree on a meeting place outside your house where every member of the household will meet after escaping a fire and wait there for the fire department to arrive. This lets you count heads to make sure everyone is there, and to tell the fire department if anyone is missing.

Practice your escape plan at least a couple times a year. Hold a fire drill in your home. Appoint someone to be a monitor and have everyone take part in the drill. A fire drill is not a race, but practice to get out quickly ... remember to be careful.

Make your fire drill realistic ... pretend that some exits are blocked by fire and practice getting out different escape routes. Pretend that the lights are out and that some escape routes are getting smoke in them.

Be Prepared ... make sure everyone in the house can unlock all the doors and windows quickly, even in the dark. Windows or doors with security bars on them need to be equipped with quick-release devices and everyone in the house should know how to use them.

From: <http://www.jcfd.org/edith.html>

Post Lesson Activity.

Have the students make a fire truck. This site gives directions to do such an art project.

<http://www.enchantedlearning.com/crafts/box/firetruck/index.shtml>

This site has a fire safety song you may wish to use with the students:

<http://www.dos.state.ny.us/kidsroom/firesafe/song3.html> fire

Session 6:

Motivation:

1. Ask the students if they have do any gardening and if they have come across a worm while digging in the dirt. Encourage the students to share their experiences. Explain that the story, "*You Wants to Know*" by Lea and Alan Daniel on pages 20-25, is about Yo helping his Grandpa in the garden.

Ask the students to state any information they may have on earthworms. Share with the students the following information:

- 4400 species of worms, 2700 kinds of earthworms!
- Earthworms have 5 hearts!
- Earthworms help to keep out soil healthy.
- Earthworms were brought to NA in the 17th and 18th centuries by the early European settlers.
- Some scientists say there are 50,000 earthworms per acre of moist soil!
- You see more earthworms on the surface after a rainstorm because the wet surface allows them to move without drying out.

These site gives information on the earthworm:

<http://yucky.discovery.com/noflash/worm/> and

<http://www.urbanext.uiuc.edu/worms/anatomy/index.html>

Teacher Input:

1. Pass out partners of students the issue of Click Magazine and have them turn to Yo Wants to Know by LEa and Alan Daniel on pages 20-25. Remind the students of the importance of punctuation to give clues to the reader to help read with more feeling. Have the students find an example of a exclamatory sentence , a declarative sentence and an interrogative sentence. Depending on the age of the students, you may wish to avoid the terms and just have the students find sentences with the punctuation. Encourage students to read the passages with the proper feeling.

Guided Practice:

1. After reading the story, have students make a list of the different words used after a quotation sentence to state how the person spoke. For example: calls, answers, exclaims, says, and continues.
2. Put the words **NOUN** and **VERB** on the chalkboard. Review what a noun and verb are and have students review the story and list words under the two headings

Post Reading Activity:

1. After reading the story, have students write a paragraph pretending to be an earthworm. What do you do? What do you see?, etc. This site has a picture of an earthworm which you might find of use.

<http://www.enchantedlearning.com/subjects/invertebrates/earthworm/Earthwormcoloring.shtml>

Session 7:

Have the students read *Bow-Wow-Wow* with a partner or by themselves and write a story about a dog using one of the examples of how dogs communicate with us. Students can write from the point of view of their interaction with a dog or pretending to be the dog interacting with them.

Session 8

Post Reading Activity:

Use the article, *Galapagos Islands*, on pages 8-11. Review **NOUNS** and **VERBS** with the students and then in small groups have the students find 10 nouns and 10 verbs that the author used in the article. Return as a class and have the students share their chart responses.

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.

