

# 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 May 2009 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 focus on dirt, digging, and animals that dig. The reading *Dig It!* and *Getting Dirty* and *Dig Hole*, *Soft Mole* could all be used as a reading in the content area of science. 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 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)

**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 May issue of Click  
access to Internet or copies of pages from informational sites  
Drawing paper and crayons  
Journals  
Sheets to fill in the different activities such as webs, problem solving, making connections, etc.

**Session 1:****Motivation:**

1. If possible, bring in some soil to pass around for the students to see. Encourage the students to brainstorm all the things that live in the soil. Next, encourage students to think of how man uses dirt. (Possible answers: make pottery from clay, plant crops, make barriers to keep water out, etc.) This site has lots of information for kids on soil: <http://www.sidney.ars.usda.gov/sidebar/justforkids6.html>
2. Explain to students that soil is like the icing on a birthday cake (the cake being the planet earth) Ask the students if they know where soil comes from? (possible answer: roots, twigs, leaves, rocks, dead plants, animals and bugs, that break down over time) Do the experiment on pages 12-13, *Sand, Silt and Clay*.
3. Explain that in this issue of Click, they will be reading about what lives in the soil and how man uses the earth.

**Teacher Input:**

1. Assign partners and have the students open to "Click and the Kids" by Meg McLean on pages 2-6. Ask the students if they have ever used clay to make pottery. Perhaps they have used modeling clay, Play-Doh, or hardening clay.
2. Review punctuation and how it helps the reader know in what way they should read the sentences. Assign the students a role (Amy, Martin, and Liz). Have all the students who are Amy read in unison, etc.

**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. After reading return to page 4 and encourage the students to share descriptive phrases of what they see in the illustration.
3. Discuss **pronouns** with the students, noun substitutes. Ask the students to list all the different words that would be called pronouns. Have students review the reading to find examples of pronouns and explain what word for which the pronoun is substituting. For example;; Page 2. THEIR (other people by the river), I(Martin)
4. Have partners brainstorm other "buried treasures" in the earth. Possible answers might be diamonds, gold, iron, etc.) Regroup and review the lists.
5. Discuss sequencing and in what ways it is important to a reader and in doing a task. Do the following sequencing activity:

### **STEPS to MAKING POTTERY**

**Place in proper order:**

- A. Eat from your pottery bowl.**
- B. Get clay from a riverbed.**
- C. Add water to powdery clay**
- D. Grind up the clay by placing through a screen.**
- E. Let dry for a while.**
- F. Knead the clay (might need to explain the term "knead")**
- G. Let pottery dry.**

### **REGROUP AND DISCUSS THE SEQUENCING.**

(ANSWERS: B, E, D, C, F, G, A)

### **Post Lesson Activity:**

Bring in some modeling clay, Play dough, hardening clay and have students create their own pottery. Here is a site with easy recipes for homemade dough:<http://www.easy-kids-recipes.com/play-dough-recipes.html>

### **Session 2:**

#### **Motivation:**

1. Ask the students if they can think of animals that dig in the dirt or burrow holes. Encourage students to share any prior knowledge they may have on the animals mentioned.
2. Explain that in the reading, *Dig It*, on pages 7-11, they will be learning how animals without hands or tools dig in the ground and the reasons for which they do it.

#### **Teacher Input:**

1. Pass out the issues of Click and have the students open to *Dig It*, on pages 7-11.
2. Have small groups of students read the article.

#### **Guided Practice:**

1. After reading the article, have students do the following matching activity:

- |                          |  |
|--------------------------|--|
| <b>A. Puffin</b>         | _____ <b>short, strong legs and sharp claws</b>    |
| <b>B. pig</b>            | _____ <b>powerful nose</b>                         |
| <b>C. wombat</b>         | _____ <b>hard, sharp scrapers on back foot</b>     |
| <b>D. badger</b>         | _____ <b>lips can close behind its front teeth</b> |
| <b>E. spadefoot frog</b> | _____ <b>strong beak</b>                           |
| <b>F. pocket gopher</b>  | _____ <b>pouch faces backwards</b>                 |
| <b>G. prairie dog</b>    | _____ <b>webbed from feet like a frog</b>          |
| <b>F. earthworm</b>      | _____ <b>pushes through cracks in earth</b>        |

Regroup as a class and discuss the activity and the story.

(Answers: G, B, E, F, A, C, D, F)

2. Give partners of students a piece of paper and tell them to divide the paper in half. Place the word **NOUN** on one side and **VERB** on the other. Discuss words that are people, places and things are nouns and that words that show actions are verbs. Have the students refer back to the story and find as many NOUNS and VERBS as they can and to place them in the proper column. After about 10 minutes, have the class regroup and have the students share their words. Have different students try and act out the different verbs such as plays, scats, conducts, pounds, shuffle, blows, etc., and have other students try and guess the action word.

### **Post Reading Activity:**

Have students find additional information on one of the creatures highlighted in the article. Draw /color a picture of the creature and write four facts learned about it on the drawing. This site has lots of information on digging and burrowing animals for students to learn more information:

<http://www.enchantedlearning.com/coloring/Underground.shtml>

Pretend you are this creature and write a diary entry about a day you went digging. Why were you digging? Where? How did you feel? etc.

### **Session 3:**

#### **Motivation:**

1. Ask the students what animals come to mind that like to roll around in mud. Have students share prior knowledge or make predictions as to why such animals do this.
2. Explain that in the reading, *Getting Dirty*, on pages 14- 16, they will be reading about animals that like hanging around in the mud and why they do.

#### **Teacher Input:**

1. Have small groups of students turn to *Getting Dirty* on pages 14-16 and read the article.

#### **Guided Practice:**

1. After reading, have the groups discuss the story by doing the following graphic organizer.

##### **A. WHY DO ANIMALS PLAY IN THE MUD?**

- 1.
- 2.
- 3.
- 4.
- 5.

(protection from sunburn, to cool down, to protect from insect bites, to get clean, to hide their scent)

##### **B. WHICH ANIMALS PLAY IN THE MUD?**

- 1.
- 2.
- 3.
- 4.

(rhino, zebra, birds, cheetah, elephant, water buffalo)

##### **C. PAIR UP THE ANIMAL WITH THEIR REASON:**

- |    |    |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |

(zebra/ clean, elephant/sunburn/protect from insect bites, cheetah/mask scent, water buffalo/stay cool, rhino/stay cool/protect from insect bites)

2. Have students write up a short paragraph on the topic of how different animals use mud using the completed graphic organizer. Include at least three examples.

**Post Reading Activity:**

Discuss *Fact and Opinion*. Ask the students to share facts about weather that they might know. Ask the students if they can give a definition of a fact. *A fact is something that can be proven to be true.* Ask the students what an opinion would be. *An opinion is someone's view, feeling or sentiment.* What are some words that help someone know that the statement is an opinion?(Possible answers: feel, believe, always, none, most, best, worst, never) Have students review the article to find 5 facts mentioned. Have students ask themselves, "To see if something is a fact, can this statement be proved?" To check if it is someone's opinion, ask yourself, "Is this someone's thought or feeling? Can you prove it to be true?" Next to each fact, have the students write one opinion sentence. As a class, review the facts they found and share the opinion sentences with the class.

**Session 4:**

**Motivation:**

1. Ask the students if they have ever heard of composting? What are some of the things that would be placed into a composting pile?

2. Explain that in *Yo Wants to Know* by Lea and Alan Daniel, on page 17- 22, Yo, Jennifer and Mom decide to grow "dirt".

**Teacher Input:**

1. Pass out copies of the May issue of Click to partners of students. Before reading the story, review with students punctuation and how it helps made for more interesting oral reading.

**Guided Practice:**

1. Read the story, *Yo Wants to Know*, on pages 17-22, in unison.

2. Select sentences to highlight and encourage students to read again these passages with feeling. Possible sentences might include: "You can't grow dirt!"

3. Make text-to-self connections. Have you ever tried growing dirt? Would you like the smell of rotting banana peels, cabbage? etc. Brainstorm other things that could be used to turn into dirt. What are some things that wouldn't be able to make "dirt".

4. As a class group, have students search the reading for examples of nouns and verbs from the story and place the list onto the chalkboard. 5. Have the students write creative sentences using one of the nouns and one of the verbs.

**Post Reading Activity:**

Write a short poem using specific things that Yo used to make *dirt*.

**Session 5:**

**Motivation:**

1. Explain that the poem, *Dig Hole, Soft Mole*, by Carolyn Lesser, on pages 23- 27, is about the Star - nosed Mole.

**Teaching Input:**

1. Pass out a copy of Click Magazine to partners of students and have them turn to *Dig Hole, Soft Mole*, on pages 23-27, Have them do a picture walk through of the reading. Encourage students to make comments on what they see.

2. Ask the students too highlight vocabulary words for which they might need further discussion. Possible words include: |*woody*, *centipedes*, *slink*, *sculling*, and *prowling*. Encourage students to use context clues to help determine the meaning of the words and to think of creative sentences for the vocabulary words.

**Guided Practice:**

1. Have students take turns reading a selection of the reading stopping to encourage text-to-self connection, predictions and foster comprehension skills.

2. Have students compare/contrast a star-nosed mole with a naked mole rat(on page 36)

**NAKED MOLE:            STAR-NOSED MOLE:**

**SIMILAR**

- 1.
- 2.
- 3.

**NAKE MOLE:            STAR-NOSED MOLE:**

**DIFFERENT:**

- 1.
- 2.
- 3.

3. Have students draw/color one of the types of moles and write three facts learned about it.

**Session 6:**

**Motivation:**

1. Start by asking the students how the jeans they may be wearing of the leather sneakers they might have on are connected to the earth's soil. Have the students take a virtual tour of under the soil at this link:[http://www.fieldmuseum.org/undergroundadventure/virtual\\_tour/index.shtml#](http://www.fieldmuseum.org/undergroundadventure/virtual_tour/index.shtml#)

2. Have students do this fun slotting activity: My day as a worm: <http://can-do.com/uci/ssi2001/myday5.html>

3. Explain that they will be reading of the importance of soil and creatures such as the earthworm in the article, *Down in the Dirt*, by Steve Tomecek, on pages 29-34.

**Teacher Input:**

1. Pass out a copy of Click Magazine to partners of students. Have them do a picture walk through of the reading. *Down in the Dirt*, by Steve Tomecek, on pages 29-34. Encourage students to make comments on what they see.

2. Ask the students too highlight vocabulary words for which they might need further discussion. Possible words include: *sediment*, *nutrients*, *minerals*, and *microbes*. Encourage students to use context clues to help determine the meaning of the words and to think of creative sentences for the vocabulary words.

**Guided Practice:**

1. Have students take turns reading sections of the article stopping after each page to make comments, check for comprehension and make *text-to-self* connections. Share some fun facts about soil:

- A cup of soil can be home to as many as 6 billion microbes (the population of people on the earth)
- Two cows is the weight of all the bacteria living in one acre of soil.

From: <http://www.blm.gov/nstc/soil/Kids/facts.html>

**2. Have students do the following graphic organizer:****A. What are the different types of sediment?**

- 1.
- 2.
- 3.
- 4.

**B. How is sediment in the soil important?**

- 1.
- 2.

**C. What are some of the creatures that live in the soil?**

- 1.
- 2.
- 3.

Review the graphic organizer.

**3. Ask the students to list ways that earthworms help soil**

- A.
- B.
- C.

(Possible answers: help to break down sediment, create tunnels to supply water and air to the soil, give areas for roots to grow, fertilize the soil)

More information on earthworms can be found here:

<http://yucky.discovery.com/noflash/worm/pg000102.html>

<http://animals.nationalgeographic.com/animals/invertebrates/earthworm.html>

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

5. Discuss syllables and have partners of students review the article for examples of 3 or more syllable words. Remind the students how syllables help to break up a word to help learn to spell it and help learn how to pronounce a word. Each time your jaw drops when you slowly say a word, is a syllable. Example: sediment( 3 syllables).

**THREE SYLLABLE WORDS MORE THAN THREE(state how many)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

- 7.
- 8.
- 9.
- 10.

Regroup as a class and go over the syllable lists.

**Post Reading Activity:**

Draw/color a picture of an earthworm in the ground. Write a paragraph telling about how an earthworm is helpful to our soil, using at least three facts from the reading)

**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. Regroup as a class and discuss the facts learned.

Place vocabulary words from the issue on individual index cards, enough for half your class to each receive one. Place a definition for each of the vocabulary words on index cards for half you class. Pass out a card to each student. Explain to the class that they have to mingle around the room to find their matching "pair". Once the pairs have gotten together, have them each state a sentence for the word. Reshuffle the cards and play another round of the review activity.

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