

# 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 November/December 2011 issue of *Click* magazine. Common Core Standards are addressed in the guide including a focus on reading informational text, vocabulary development, phonics, decoding skills, listening skills and fluency.

Students are introduced to a variety of materials on different topics and genres to build their knowledge, experience and joy of reading. Questions are scaffolded and a variety of writing opportunities are suggested throughout the teaching guide. Oral speaking and listening standards are also addressed in the guide as well as offering cross curricular activities to help you utilize the magazine in your classroom.

Lessons can be used in small group, partners, individuals or whole class instruction formats and the sessions are a suggestion and the sequencing of the material can depend upon your individual preferences and students.

## **Helpful reminders:**

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

**During-Reading:** 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.

## **Objectives:**

1. analyzed word similarities and differences
2. read with accuracy and increased fluency during partner reading and independent reading activities.
3. increased their listening and speaking vocabulary as well as conversational skills.
4. shown evidence of listening and reading comprehension.
5. demonstrated accurate story imaging or visualization skills.
6. demonstrated an ability to sequence events in a story.
7. identified rhyming words in a poem.
8. read with appropriate expression and movement as they acted out a part.
9. demonstrated the ability to write on task.

## **Materials:**

copies of the November/December issue of *Click*  
crayons  
drawing paper  
websites of interest

### Session 1:

1. Have the students think of all the different kinds of animals that might be found in a barn. Encourage students to share prior knowledge about each of the animals named. Have the students pick an animal and draw a picture of that animal. Afterwards, have the students write a paragraph about the animal including at least 2 facts about that animal. Ask the students to think of "uninvited guests" that might also call a barn, home.
2. Explain that many of the readings in this month's *Click* magazine will be on the topic where different animals call home.
3. Assign partners and have the students open to "Click and the Kids" by Meg McLean on pages 2-6. Do a picture walk through and ask students to look at the different illustrations to make predictions and comments. Encourage students to make text-to-self connections
4. Have the students take a role of Amy, Martin, Liz, and Uncle Jim and have students take turns reading a cartoon frame for that character. Encourage the students to read with feeling. Stop after each frame to discuss and make predictions.
5. On page 4, encourage the students to share descriptive phrases of what they see in the illustrations.
6. Have partners review the story and list the different "uninvited guests" of Uncle Jim's barn:

### Uninvited Guests of Uncle Jim's Barn:

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

(possible answers: wasps, pigeons, bats, moles, ice, skunk, squirrels)

7. Perhaps share a haiku type poem. Show the country of Japan on a world map. Ask students if they have any prior knowledge on the country and people of Japan. Explain that a haiku, a poem, from Japan, is a three lined poem with the following syllable structure (5-7-5). Poems should be descriptive and not use usual sentence structure. Before having the students write their haiku, review syllables by reviewing the reading for examples of words with 2 or more syllables. Remind the students to put their hand under their chin, each time the chin drops while slowly saying the word is a syllable. Example: moonlight (2 syllables) Write a haiku on one of the uninvited guests living in Uncle Jim's barn.
8. With a partner, have students review the reading for **Nouns** and **action Verbs**. Make a list of each. Regroup and have the students share their words. If another group has the word, cross it out. The winning group is the one with the most remaining nouns and verbs on their list.

### Session 2:

1. Show a photograph of a beaver. Ask the students to share any prior knowledge they might have on the beaver. Give the students this print out from Enchanted Learning: <http://www.enchantedlearning.com/subjects/mammals/rodent/Beavprintout.shtml> to learn more about the beaver. Ask the students if they have heard the expression "busy beaver" and if, so, what does it mean. Explain that in the article, "Busy Beavers", by Kathleen Weidner Zoehfeld on pages 7- 11, they will be learning more about the beaver.
2. Pass out a copy of *Click* magazine and have the students turn to the reading, "Busy Beavers," on pages 7-11. Have students take turns reading a section of the reading, stopping to discuss after each page.
3. After reading the article, have the students answer the following questions.

**A. What are items that a beaver uses to make its home? (twigs, bark, leaves) Where do they build their home? (in a stream)**

**B. Why do beavers cut down trees? (to help dam up the water to make a deep pond)**

**C. Give 4 facts about beavers. (good swimmers, slow and clumsy on land, enemies include mountain lions, bears and wolves, 4 chisel-like front teeth)**

**D. What do beavers use to plug up any leaks in their dam? (grass, roots, mud)**

**E. How do they enter their home? (tunnel in from underwater) What is their home called?(lodge)**

4. Draw/color a picture of a beaver. Write a story pretending to be a beaver and tell about a day in your life. Include 4 facts about beavers in the story.

5. You may wish to share with the students the world's largest beaver dam in the world, found in Canada's Wood Buffalo National Park, spans about 2,800 feet, and can be seen from space. It was discovered in 2010. Read the article at this link:

<http://news.discovery.com/animals/beaver-dam-canada-space.html>

**Session 3:**

1. Ask the students if they can define what a Tide Pool is and to list different creatures that might call this area home.

2. Have the students open *Click* magazine to "Who Lives in the Tide Pool", by Rachel Young, on pages 12-15. In small groups, have the students read the short article.

3. After reading, have students select two of the creatures that live in a tide pool, and find 3 facts about their creatures to share with the rest of the class.

4. Write a poem about one of the creatures.

**Session 4:**

1. With a partner, review the article, "Home Sweet Home", on pages 16-19 and find 2 facts for each creature listed:

**Red fox** \_\_\_\_\_ **and** \_\_\_\_\_

**Koala** \_\_\_\_\_ **and** \_\_\_\_\_

**honeybees** \_\_\_\_\_ **and** \_\_\_\_\_

**chipmunk** \_\_\_\_\_ **and** \_\_\_\_\_

**prairie dog** \_\_\_\_\_ **and** \_\_\_\_\_

**termites** \_\_\_\_\_ **and** \_\_\_\_\_

**Panda** \_\_\_\_\_ **and** \_\_\_\_\_

**Elephant** \_\_\_\_\_ **and** \_\_\_\_\_

2. Regroup and discuss the reading.
3. Have students review the article for **Nouns** and **Action Verbs** and make a list as was done in a prior activity.
4. Select one of the animals and write a short story about a day in your life. What did you do? What did you see? What did you hear and what did you smell? Encourage students to share their story with the rest of the class.

### Session 5:

1. Ask the students if they have ever found a bird's nest. This encourages making *text-to-text* connections with the story, "You Wants to Know", by Lea and Alan Daniel, on pages 20-25.
2. Pass out copies of *Click* magazine to partners of students and have them turn to "Yo Wants to Know", by Lea and Alan Daniel on pages 20-25
3. 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.
4. Have the students read this story in unison encouraging proper feeling as the students read the selection.
5. Discuss pronouns and how they are "pinch hitters for nouns. Have students try and find as many pronouns as they can on pages 20-25. Have the students write for which noun the pronoun is substituting. For example:  
I (Dad), me (Dad) etc. Regroup and the review pronoun lists. Ask volunteers to stand up and try and speak without using any pronouns. It's almost impossible to do!
6. Look at page 22 and make a list of all the different items Yo uses to try and make a "nest".
7. Review the word, " humongous." Brainstorm as many words as the students can think of that mean the same thing. Make a word mobile using the different words for "large".
8. Learn about robins with this links:  
<http://animals.nationalgeographic.com/animals/birding/american-robin/> and  
<http://www.kidzone.ws/animals/birds/american-robin.htm>  
Have students draw/color a picture of a robin and write 4 facts learned about a robin on their drawing. Encourage students to share their information with the rest of the class.

### Session 6:

1. Show a picture of a hermit crab. Encourage students to share any prior knowledge they might have about the hermit crab. Share with the students that they will be reading a story, "Is This A House for Hermit Crab? by Megan McDonald on pages 28-34 , they will be reading about a hermit crab's search for a new home.
2. Have students open to the reading, "Is This a House for Hermit Crab?" on pages 28-34, and have the students take turns reading a section of the reading, stopping after each page to review the story and to make possible connections.
3. After reading, have students answer the following questions after reading the story.

**A. What is an enemy of the hermit crab? (pricklepine fish)**

**B. What were some of the things the hermit crab tried to use for his new "home"? (rock, tin can, driftwood, plastic pail, hole in sand, fishing net) What was wrong with each of these items? (too heavy, too noisy, too dark too deep, too crowded, too many holes)**

**C. Where did the crab find a "home"?(Inside an empty sea snail's shell)**

4. Discuss summary writing. Ask the students to give a short summary of one of their favorite television shows. Have the student write a summary of the story.
5. Review syllables and have the students go on a syllable safari on pages 28-34. Use the chart and afterwards regroup and review their answers.

**2 syllable words    3 syllable words    4 syllable words**

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

6. These links have lots of interesting facts about hermit crabs which you might like to share with your students.

<http://www.buzzle.com/articles/hermit-crabs-facts.html> and

[http://www.ih.k12.oh.us/pseberle/fabulous\\_facts.htm](http://www.ih.k12.oh.us/pseberle/fabulous_facts.htm)

Draw and color a picture of a hermit crab and write 3 facts learned about the hermit crab. Do a word poem about the hermit crab using all its letters: **HERMIT CRAB**. Encourage the students to share their work with the rest of the class.

**Overall Assessment:**

The teacher will assess the students'

1. Ability to work together with a partner or in groups.
2. Oral responses to discussion and retelling for listening and comprehension competency.
3. 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.