Click® Teacher Guide: May/June 2019

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Get Well Soon

Achoo! Germs are everywhere, but the human body is designed to fight these intruders and to keep us healthy. This issue of *Click* will arm young readers with information about the body's many amazing defenses that work together to keep us thriving.

CONVERSATION QUESTION

How do germs affect our body?

TEACHING OBJECTIVES

- **Students will learn how the body fights germs.**
- **Students will learn about the common infection, strep throat.**
- **Students will learn how Elizabeth Blackwell became the first female doctor.**
- **Students will record the structure and function of human features designed to keep us healthy.**
- **Students will collect evidence from a nonfiction text.**
- **Students will compare/contrast the occupations available to women in the past with the opportunities accessible to women today.**
- **Students will present factual information in graphic format.**
- **Students will conduct a survey and create a tally chart.**
- **Students will rewrite standard numbers using expanded form.**

In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Germ Fighters**

Expository Nonfiction, ~550L

- **Your Sore Throat**

Expository Nonfiction, ~650L

- **Who Says Women Can't Be Doctors?**

Expository Nonfiction, ~750L

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Germ Fighters

pp. 7–11, Expository Nonfiction

Get ready to rumble! Young readers will feel a sense of power learning about the body's many defenses against illness. This article details the features of the human body that help to keep us healthy and thriving.

Lexile Score: ~550

RESOURCES

- Germs, Germs, Go Away!

OBJECTIVES

- Students will learn how the body fights germs.
- Students will record the structure and function of human features designed to keep us healthy.
- Students will present factual information in graphic format.

KEY VOCABULARY

- ***fever* (p. 11)** an abnormally high body temperature
- ***germ* (p. 7)** a microorganism that causes disease
- ***mucus* (p. 9)** a slimy substance secreted by membranes

ENGAGE

Conversation Question: How do germs affect our body?

Create a K-W-L (know–want to know–learned) chart on the board titled "Germs," and record student responses. Upon finishing the reading and the provided activities, refer back to the chart and amend the last column.

INTRODUCE VOCABULARY

List the key words on the board and have students share their ideas about the meanings. Inform the class that they will encounter these words in their reading, and challenge them to predict the content of the article. Then post the definitions and distribute the article, "Germ Fighters." Read aloud and revisit predictions.

READ & DISCUSS

Post and discuss the questions prior to reading. Read the article aloud, pausing when answers to the questions are revealed.

- How can bad germs get inside your body?
- Why do people sneeze? Cough?
- How do white blood cells help to fight sickness?
- What is the role of stomach acid in keeping you healthy?
- Since germs are everywhere, why aren't you sick all the time?

CONCEPT/SKILL FOCUS: Structure and Function

INSTRUCT: Elicit from students that the main idea of the article is to provide a detailed description of how the body protects itself from germs. Present the graphic organizer, *Germs, Germs, Go Away!*, and tell students that they will be using information from the article to record the special function of each body part listed.

ASSESS: Circulate and have mini-conversations with students as they work on their graphic organizer. Remind students to include specific details. Collect and review their work to further assess understanding.

EXTEND

Language Arts Distribute a three-paneled blank comic strip template to the students. Instruct them to illustrate some of the important information from the "Concept/Skill Focus" activity. Demonstrate how to explain facts in cartoon/graphic format using drawings and simple captions.

Germs, Germs, Go Away!

Refer to the article, "Germ Fighters," to study how certain physical structures of the human body help to protect us against harmful germs.

Structure	Function
skin	
lips	
eyelids/eyelashes	
ear/nose hairs	
mucus	
blood	

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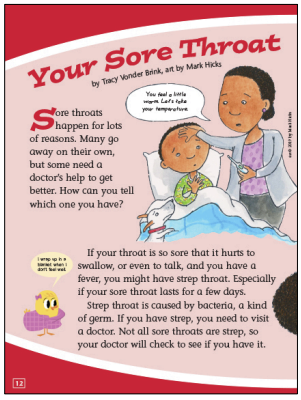
Your Sore Throat

pp. 12–14, Expository Nonfiction

Open your mouth and say "Ahhhh!" Undoubtedly children will equate this sentence with a visit to the doctor's office. This article will help young readers understand how strep throat is diagnosed, why it is so painful, and how medicine helps you to become well.

Lexile Score: ~650



RESOURCES

- **Say "Ahhhh!"**

OBJECTIVES

- Students will learn about the common infection, strep throat.
- Students will collect evidence from a nonfiction text.
- Students will conduct a survey and create a tally chart.

KEY VOCABULARY

- ***lymph nodes* (p. 15)** small organs that help the body fight germs in your body
- ***strep throat* (p. 12)** a sore throat with fever that is caused by a specific bacterium
- ***tonsils* (p. 13)** a pair of soft tissue masses located at the back of the throat

ENGAGE

Conversation Question: How do germs affect our body?

Ask students to raise their hand if they've been absent from school this year for health reasons. Inquire as to what types of illnesses kept them out of school. List responses on the board. Use the answers from this brainstorming activity to aid with the extension activity at the bottom of this guide.

INTRODUCE VOCABULARY

Post and discuss the vocabulary key words and definitions with the class. Guide students to notice that all of the words are nouns. Challenge students to supply appropriate adjectives for each noun. (Ex: *swollen* lymph nodes, *painful* strep throat, *infected* tonsils)

READ & DISCUSS

Reinforce the facts presented in the article by using the following prompts to direct discussion.

- When do you need to see a doctor if you have a sore throat?
- How does a doctor check for strep throat?
- What are the symptoms of strep throat?
- How does strep throat get cured?

CONCEPT/SKILL FOCUS: Collect Evidence

INSTRUCT: Review how the various physical symptoms discussed in the article lead to a diagnosis of strep throat. Distribute the graphic organizer, *Say "Ahhhh!,"* and explain to the students that they will "show & tell" how each ailment contributes to this diagnosis using words and pictures. Encourage the children to revisit the text to obtain the required information.

ASSESS: Circulate and guide conversations toward locating relevant information in the article. Foster peer assistance. Collect and review graphic organizers to further evaluate understanding.

EXTEND

Mathematics Use information gathered during the prereading brainstorming activity. Select five of the common ailments (ex: earache, flu, strep throat, etc.) and tell the class that they will be conducting a survey to determine which illness occurred most/least often. Demonstrate for the class how to construct a tally chart, specifically how to bundle "fives." Allow the children time during recess, lunch, and/or for homework to ask at least 15 people if they've suffered any of these illnesses this year and to properly add it to their tally chart. Combine class results to see the "big picture" of relevant health issues.

Say "Ahhhh!"

Reread the article, "Your Sore Throat." Use words and pictures (show & tell) to explain how each symptom leads to a diagnosis of a strep throat infection.

Symptom	SHOW (Use pictures) & TELL (Use words)
Sore throat and fever	
Swollen lymph nodes	
White spots on tonsils	

*Remember, the doctor must also rub a cotton swab over your tonsils to formally test for a strep infection!

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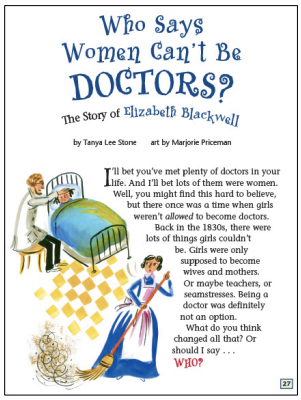
Who Says Women Can't Be Doctors?

pp. 27–33, Expository Nonfiction

Paging Dr. Blackwell! Although female doctors are commonplace today, students will be intrigued by the fact that women were once banned from the profession. This article will introduce young readers to the fascinating woman who changed history.

Lexile Score: ~750



RESOURCES

- Girl Power

OBJECTIVES

- Students will learn how Elizabeth Blackwell became the first female doctor.
- Students will compare/contrast the occupations available to women in the past with the opportunities accessible to women today.
- Students will rewrite standard numbers using expanded form.

KEY VOCABULARY

- ***fussing* (p. 29)** showing excessive concern about something
- ***queasy* (p. 28)** nauseated, feeling sick
- ***seamstress* (p. 27)** a woman who sews; especially one who earns her living by sewing

ENGAGE

Conversation Question: How do germs affect our body?

Have students fold their paper into quarters. Instruct them to draw the following people in the boxes: a police officer, a preschool teacher, a doctor and a nurse. Allow the children some time to embellish their drawings and then gather the class to share the artwork. Have students notice which people were drawn as females and which were drawn as males. Discuss why this is the case and if it is accurate. Take this opportunity to expand their knowledge about these occupations.

INTRODUCE VOCABULARY

Post and discuss the vocabulary terms with the class. Remind them that these words will appear in the article. Reveal the title, "Who Says Women Can't Be Doctors?," and ask students which key word could best describe the feeling you get from eating too much candy (queasy), the person a bride might need to make her dress (seamstress), and what grandmothers are seen doing when there's a new baby (fussing).

READ & DISCUSS

After reading the article as a whole class, divide the class into small groups to discuss the questions below. Reconvene the class and have groups share their responses.

- List some of Elizabeth Blackwell's personality traits. How were they helpful?
- Why did Elizabeth Blackwell decide to become the first woman doctor?
- What was the reaction to Elizabeth's announcement that she wanted to become a doctor? Why?
- How was Elizabeth Blackwell an inspiration?

CONCEPT/SKILL FOCUS: Compare and Contrast

INSTRUCT: Elicit from the students that the main idea of the article is to recognize the historical importance of the first female doctor, Elizabeth Blackwell. Allow students to remain with their small groups from the "Read & Discuss" activity to complete the graphic organizer, *Girl Power,* recording how times have changed. Encourage the groups to share their finished work, instructing them to amend their own charts if necessary.

ASSESS: Collect and review *Girl Power* organizers.

EXTEND

Mathematics Have the children circle all of the numbers in the article (23, 24, 28, 1830, and 1849). Review place value and have the students rewrite the numbers from standard form into expanded form. (Ex: 28 = 20+8, 1830 = 1,000+800+30+0)

Compare & Contrast

Girl Power

Use information from the article, "Who Says Women Can't Be Doctors?," to record the occupations available to women in the past compared with today's opportunities.

Then . . .	Now . . .

What jobs would **you** like to explore in the future?

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