

click®

Meet the Marsupials

Jump into this month's issue of CLICK and learn fun facts about the habitats, features, and diet of marsupials. From kangaroos to sugar gliders, this magazine is packed with simple text and astonishing photographs that will leave young readers "bouncing" from page to page!

CONVERSATION QUESTION

What is a marsupial?

TEACHING OBJECTIVES

- Students will learn about the attributes of a marsupial.
- Students will learn the distinguishing characteristics of a sugar glider and a flying squirrel.
- Students will learn how kangaroos use various physical features to move their bodies.
- Students will obtain and classify specific information from a nonfiction text.
- Students will compare and contrast different animal attributes.
- Students will identify the structure and function of a kangaroo's physical features.
- Students will plot geographical locations of marsupial habitats on a world map.
- Students will conduct research on baby animals and contribute to a class book.
- Students will create a theme-based acrostic poem.



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.

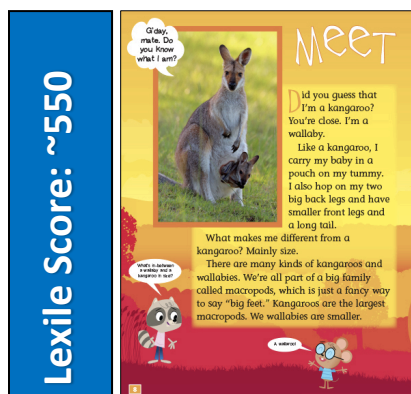
SELECTIONS

- **Meet the Marsupials**
Expository Nonfiction, ~550L
- **Who's Who**
Expository Nonfiction, ~650L
- **Kangaroo Hop**
Expository Nonfiction, ~550L

Meet the Marsupials

pp. 8–12, Expository Nonfiction

Boing . . . boing! Young readers will enjoy perusing the colorful photographs of a variety of marsupials that accompany this fact-filled text. Hop into this article and examine the characteristics of these interesting animals.



RESOURCES

- Marsupial Madness

OBJECTIVES

- Students will learn about the attributes of a marsupial.
- Students will obtain and classify specific information from a nonfiction text.
- Students will plot geographical locations of marsupial habitats on a world map.

KEY VOCABULARY

- **macropods (p. 9)** a category of marsupials named for their very large hind legs
- **marsupial (p. 10)** a plant-eating mammal that is not completely developed when it is born and is carried in a pocket on the mother's body
- **pouch (p. 8)** a pocket of skin on the lower part of a female marsupial's body in which they carry their young

ENGAGE

Conversation Question: What is a marsupial?

Write all the students' names on a piece of paper and distribute one to each child. Pose the question, "What's so special about (child's name)?" Allow time for sharing during this esteem-building, prereading activity. Transition into the uniqueness of animals by asking the same question about an elephant (trunk), giraffe (neck), cheetah (speed), and finally a kangaroo (pouch). Announce the title of the article and proceed to the reading.

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. Briefly review the major parts of speech. Have students compile a list of marsupial-related nouns from the article. Challenge them to find at least ten.

READ & DISCUSS

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

- What does the word *macropod* mean? Where do macropods live?
- List three animals in the macropod family.
- Why do mother kangaroos make two different kinds of milk?
- Describe what a marsupial baby looks like when it is born.

CONCEPT/SKILL FOCUS: Classifying Information

INSTRUCT: Guide students to obtain information from the text, captions, and photos in the article. Remind students that the article was written to teach readers about a variety of marsupials. Introduce the *Marsupial Madness* graphic organizer and instruct students to record their findings. Lead the activity and demonstrate how to mark the correct column. The entire activity can be done orally with young students and/or remedial readers.

ASSESS: Review the information that the students recorded on their charts. If any errors are noted, redirect the students to the text to make corrections. Encourage peer remediation.

EXTEND

Geography Have students use the text to alphabetically list all of the geographical locations mentioned in the article. Help students classify each place as a country or continent. Display a world map and assist students in plotting each location.

Marsupial Madness

Use information from the article, "Meet the Marsupials," to classify the facts below. Place an **X** in the correct column to show which animal the statement refers to. The first one is done for you.

Fact	Honey Possum	Red Kangaroo	Tree Kangaroo	Mulgaras
This marsupial is about as long as your finger.	X			
This marsupial can weigh as much as a grown man.				
These marsupials live in underground burrows.				
These marsupials can weigh less than two quarters.				
These marsupials have longer front legs than other macropods.				
These marsupials can stand as tall as a grown man.				
These marsupials live in dry deserts and grasslands.				
These marsupials can jump from tree to tree.				

Create a sentence using a fact from the article and have a friend fill in the answer.

These marsupials _____

Answer: _____

Who's Who?

pp. 13–15, Expository Nonfiction

Glide into this article that examines the characteristics of sugar gliders and flying squirrels. Photographs clearly depicting the animal's features coincide with descriptive text.



RESOURCES

- Graceful Gliders

OBJECTIVES

- Students will learn the distinguishing characteristics of a sugar glider and a flying squirrel.
- Students will compare and contrast different animal attributes.
- Students will conduct research on baby animals and contribute to a class book.

KEY VOCABULARY

- convergence** (p. 15) the tendency of unrelated animals to evolve superficially similar characteristics under similar environmental conditions
- features** (p. 15) the appearance or characteristics of something
- related** (p. 15) belonging to the same family or group
- similar** (p. 15) resembling without being exactly the same

ENGAGE

Conversation Question: What is a marsupial?

Create a web on the board with the subject, *Flying Animals*, in the center. Have students brainstorm a list of animals that can be properly placed on the web. Pose the following questions: What do all the animals have in common? Do they all have wings? Is it possible for an animal to “fly” without wings? How? Introduce the theme of the article.

INTRODUCE VOCABULARY

Review the key terms and definitions with the class. Guide students to notice that two of the words belong in the beginning (A–M) of the alphabet and two of the words belong in the end (N–Z) of the alphabet. Have them write these headings at the top of their paper and put each word in the correct category. As a post-reading activity, have students add other animal-related words from the article to their list in the correct columns.

READ & DISCUSS

Reinforce the concepts presented in this article by using the following questions to facilitate meaningful conversation.

- How do a sugar glider and flying squirrel “fly” without wings?
- Which one of the animals is a marsupial? How do you know?
- How do the babies get nourishment?
- What is the closest animal relative of the sugar glider? What is the closest animal relative of the flying squirrel?

CONCEPT/SKILL FOCUS: Compare and Contrast

INSTRUCT: Students will compare and contrast the features of a sugar glider with the features of a flying squirrel. Instruct pairs of students to reread the text and to underline relevant information. Introduce the graphic organizer, *Graceful Gliders*, and have the partners record similarities and differences on their chart.

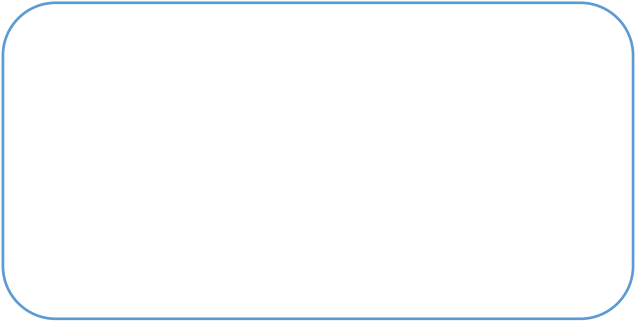

ASSESS: Collect the *Graceful Gliders* worksheet and review. Be sure that the students met the objective of correctly comparing/contrasting the animals listed. Meet with a small group to remediate, if necessary.

EXTEND

Science On page 14 of this article, the growth, features, and habits of a baby sugar glider and baby flying squirrel are examined. Use books and/or the internet to look more closely at other animal babies. Have students write a short informational text, including an illustration that studies a newborn animal of their choice. Bind finished pages into a book for your Science center.

Graceful Gliders

Use information from the article "Who's Who?" to compare/contrast the animals listed. Include a small sketch of each animal in the boxes provided.

ANIMALS	COMPARE (How are they alike?)	CONTRAST (How are they different?)
Sugar Glider 	1. 2.	1. 2.
Flying Squirrel 	3.	3.

Kangaroo Hop

pp. 20–23, Expository Nonfiction

Hop to it! This article teaches young readers about the physical characteristics of a kangaroo. Learn why they are the largest and most powerful animals in the marsupial family.



RESOURCES

- Kanga-who??

OBJECTIVES

- Students will learn how kangaroos use various physical features to move their bodies.
- Students will identify the structure and function of a kangaroo's physical features.
- Students will create a theme-based acrostic poem.

KEY VOCABULARY

- **bouncy** (p. 20) springy, tending to bounce
- **grazing** (p. 23) feeding on plants and grasses
- **hunches** (p. 22) assumes a humped position

ENGAGE

Conversation Question: What is a marsupial?

Arrange for the students to play hopscotch, leapfrog, do a sack race, or do the bunny hop. Ask children to notice how they are making their bodies move during these games. What different parts did they use to make their bodies jump faster and further? Use these questions to transition into the activities in this guide and the reading of the article.

INTRODUCE VOCABULARY

Post and analyze the key terms and their definitions. Reveal the title of the article, "Kangaroo Hop," and discuss the theme of the article. Ask students which key word could best describe a trampoline (bouncy), a student working at a computer (hunched), and how cows eat a meal (grazing). Can you think of other examples using these words?

READ & DISCUSS

Read aloud the following questions prior to reading the text. Advise students to note where in the article those answers are found. Discuss responses to the questions as a post-reading activity.

- What body parts help a kangaroo hop?
- Explain why kangaroos hop on their tiptoes.
- How does a kangaroo travel faster?
- What does a kangaroo eat?

CONCEPT/SKILL FOCUS: Structure and Function

INSTRUCT: Distribute the graphic organizer, *Kanga-who??*. Tell the students that they are going to record how different body parts help a kangaroo to jump by using specific information from the text. Direct the class to reread the article with a partner and to highlight relevant information before they begin working on their chart.

ASSESS: Examine the information listed on the students' organizers. Evaluate the accuracy of their statements. If errors are noted, guide students to return to the text to make corrections.

EXTEND

Language Arts Review the strategies for creating an acrostic poem. (An acrostic poem is one in which the first letter of each line spells out a word or a message.) Instruct the students to use the word MARSUPIALS to create an acrostic poem that includes words, ideas, and facts studied in this month's issue of *Click* magazine.

Kanga-who??

Refer to the article, "Kangaroo Hop," to study how each body part helps a kangaroo to hop.

Structure (Body Part)	Function (How does it help the kangaroo move?)
Back feet	
Toes	
Tail	
Muscles	

Unscramble the words below. Look back to the article if you need clues!

lapamisur: _____

gankoroo: _____

ucyobn: _____

calaben: _____