

# click®

## Look at My Collection

This issue of CLICK is an exciting “collection” of creative and expository nonfiction articles that will teach young readers about the value of collections. Students will learn to appreciate how an inspired gathering of objects and ideas can be assembled with focus, as well as beauty.



## CONVERSATION QUESTION

How do collections help us learn about our world?

## TEACHING OBJECTIVES

- Students will learn how to assemble a simple collection.
- Students will learn how a team of animal care experts care for the sea creatures at an aquarium.
- Students will learn how a gathering of like objects can become a collection.
- Students will use deductive reasoning to categorize objects in a collection.
- Students will demonstrate the ability to properly sequence a studied process.
- Students will obtain and record relevant information.
- Students will learn how rainbows form in the sky.
- Students will learn how to perform the ASL signs for some of the sea animals discussed in this article.
- Students will practice the literary device of rhyme.

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

- **Click and Jane**  
Graphic Nonfiction
- **A Visit to the Aquarium**  
Expository Nonfiction, ~950L
- **Hector the Collector**  
Creative Nonfiction, ~350L

# Click® Teacher Guide: September 2019

## Click and Jane

### pp. 3–7, Graphic Nonfiction

Young students will be delighted to join CeCe on an adventure to start her own unique collection. Readers will learn how the focus of a collection can be general or quite specific.



## ENGAGE

**Conversation Question:** How do collections help us learn about our world?

Take students on a walk around the classroom to notice different collections of things (books, supplies, displayed artwork, etc.). Guide students to notice that collections have a theme or a particular focus. Introduce the article and begin reading aloud. Encourage students to point to each frame of the comic as you read it.

## INTRODUCE VOCABULARY

Review the key vocabulary with the class. Then help students notice that these words all have two syllables. Have students write the following heading on a piece of paper: “Two-Syllable Words.” Instruct the class to tap out the syllables in each word as they say it aloud and then write the word under the heading. Remind students to listen for these words as you read. As a post-reading activity, have students search the article for other two-syllable words to add to their lists.

## RESOURCES

- Crazy About Collections

## OBJECTIVES

- Students will learn how to assemble a simple collection.
- Students will use deductive reasoning to categorize objects in a collection.
- Students will learn how rainbows form in the sky.

## KEY VOCABULARY

- **sorting (p. 3)** arranging things by different characteristics, such as color, size, or shape
- **fossil (p. 3)** something from a plant or animal that lived long ago and that you can see in some rocks
- **random (p. 5)** made or chosen without a plan or pattern

## READ & DISCUSS

Pose these questions to the students to facilitate meaningful discussion following the reading of the article.

1. What types of collections are mentioned in this article?
2. How does Click advise CeCe to begin her own collection?
3. Explain how collections help Jane to learn new things.
4. Why did Click think that CeCe misunderstood the definition of a collection?

## CONCEPT/SKILL FOCUS: Deductive Reasoning

**INSTRUCT:** Review the reasons why certain objects would belong in particular collections. Have students complete the graphic organizer, *Crazy About Collections*, using information from the text in addition to their own reasoning skills. Encourage them to share their work aloud and revise or correct their charts as necessary.

**ASSESS:** Circulate and encourage relevant conversation. Foster peer assistance. Collect and review graphic organizers to further evaluate understanding.

## EXTEND

**Science** On page 7 of the article, the colors of the rainbow (ROYGBIV) are discussed. Read a simple book or show an informational video clip that explains how rainbows appear in the sky. Challenge students to name one object of each color of the rainbow that could belong in CeCe’s color collection.

## Crazy About Collections

Use information from “Click and Jane” as well as your own knowledge to complete the chart below. Use words and pictures (Show & Tell) to list items that would belong in each collection.

<b>COLLECTION</b>	<b>SHOW (Use pictures)</b>	<b>TELL (Use words)</b>
Musical Instruments		
Action Figures		
Art Supplies		

## A Visit to the Aquarium

pp. 8–13, Expository Nonfiction

Dive into this article with your students to discover how a team of animal care experts keep aquarium animals safe and healthy.



## RESOURCES

- “Sea”-quence of Care

## OBJECTIVES

- Students will learn how a team of animal care experts care for the sea creatures at an aquarium.
- Students will demonstrate the ability to properly sequence a studied process.
- Students will learn how to perform the ASL signs for some of the sea animals discussed in this article.

## KEY VOCABULARY

- **engineer (p. 9)** a person who builds and takes care of equipment and machines
- **exhibit (p. 9)** a public display
- **algae (p. 11)** simple plants that have no leaves or stems and that grow in or near water

## ENGAGE

**Conversation Question:** How do collections help us learn about our world?

Distribute the article and read aloud the first sentence with students: “Aquariums have collections just like museums, but theirs are full of living creatures!” Pause for student reflection and then ask students to brainstorm animals that might be part of an aquarium collection. Next, help students brainstorm other types of living collections (zoo/animals, garden/flowers, forest/trees, etc.). Discuss how the care of living collections probably differs from the care of nonliving collections.

## INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. Point out that all of the words are nouns, or words that name people, animals, places, and things. Invite students to name other nouns. Then remind students to listen for these words as you read the article. As a post-reading challenge, ask students to make a list of five other aquarium-related nouns from the article.

## READ & DISCUSS

Have students study the photographs and listen as you read the article aloud. Reinforce the steps of the animal care process by posing the following questions for discussion.

1. Why does the care team add vitamins to the food?
2. What does the team check before they dive?
3. Why do the divers need to use a special sign language underwater?
4. How are animals cared for if they are sick or hurt?

## CONCEPT/SKILL FOCUS: Sequence and Process

**INSTRUCT:** Review the article and discuss the process the expert team undertakes each day to ensure the health and safety of the sea animals. Distribute the “Sea”-quence of Care organizer and tell students to look back at the article to help them number the steps. (You can do this activity orally with very young students. You can also cut the steps in the chart into strips and have students place the strips in order.)

**ASSESS:** Circulate as students work, and review the information in the article as needed. Direct students having difficulty with the sequencing process to reread the text with a partner. Collect the completed organizers to assess their understanding of this skill.

## EXTEND

**Language** Review the information on page 10 about divers using a type of sign language. Take this opportunity to introduce students to American Sign Language. Use books and the internet to teach them a few signs for the different animals they may see in an aquarium. Encourage your students to teach the signs to students in other classes.

## “Sea”-quence of Care

Use information from the article, “A Visit to the Aquarium,” to put the steps of the care team’s process in the correct order.

Step Number	Step Explanation
	The divers carefully check all their equipment before going into the water.
	Lunchtime! The divers feed the animals.
<b>1</b>	Each day starts at the exhibit board, noting what needs to be done.
	The divers inspect the animals while they work and treat any animal that is sick or hurt.
	Visitors come to enjoy the animals and all the hard work of the animal care team.
	The animal team chooses the best food for each animal and adds some vitamins.
	Divers wipe away the algae on the tanks and brush away the gravel.

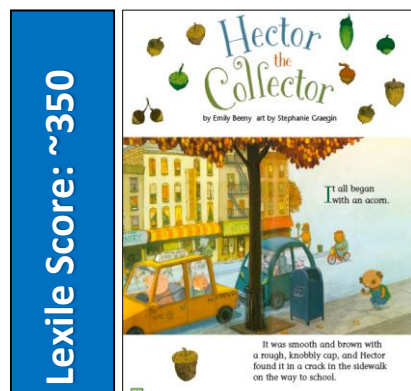
On the back of this paper, draw a picture of one of the steps in the chart.

# Click® Teacher Guide: September 2019

## Hector the Collector

pp. 14–19, Creative Nonfiction

Take a stroll with Hector as he walks to school, and discover how his interesting collection begins and grows. Young readers will learn how various collections can be unique, as well as beautiful.



## ENGAGE

**Conversation Question:** How do collections help us learn about our world?

Display the following sentences as column heads in a three-column chart: “They are all different.” “They are all the same.” “They are all beautiful.” Read the sentences aloud chorally. Then explain that these are sentences that describe the items in a collection. Next, explain that the students in a classroom are a collection of people. Brainstorm how students are different and how they are the same. Note responses in the chart. Then discuss how they are beautiful and add these responses.

## INTRODUCE VOCABULARY

Display and read the vocabulary words and definitions. Explain that all of the words are adjectives, or describing words. Use the internet to find photos of a grainy piece of wood, a knobbly tire tread, and a stubby toy robot. Have students match the words to the images. Then remind students to listen for these words as you read. As a post-reading challenge, ask student to find three other describing words in the story.

## RESOURCES

- Select and Collect!

## OBJECTIVES

- Students will learn how a gathering of like objects can become a collection.
- Students will obtain and record relevant information.
- Students will practice the literary device of rhyme.

## KEY VOCABULARY

- **knobbly** (p. 14) covered with bumps
- **grainy** (p. 15) covered with lines, like a piece of wood
- **stubby** (p. 15) short and thick

## READ & DISCUSS

Pose these questions to the students to facilitate meaningful discussion following the reading of the article.

1. How did Hector’s collection begin?
2. Where did Hector put the acorns when his pockets got full?
3. Why did the teacher check everyone’s desk?
4. How can a collection take up a whole building? Give an example.

## CONCEPT/SKILL FOCUS: Obtaining Information

**INSTRUCT:** Remind students that this story tells about big and small collections. Invite students to name examples of big and small collections from the story. Next, have students reread page 18 aloud with a partner. Instruct them to underline the words that tell what each character collects. Go over responses with students. Then distribute the *Select and Collect!* graphic organizer and have students complete it by writing or drawing to identify each character’s collection.

**ASSESS:** Circulate and have conversations with students as they complete their work. Collect and review their organizers. Arrange peer remediation groups if necessary.

## EXTEND

**Language Arts** Remind students that rhyming words have the same ending sounds. Display and read aloud the title “Hector the Collector.” Ask student to identify the rhyming words. Then display the following words from the story and have students work in pairs to copy each word and write a rhyming word next to it: *school, cap, fat, jar, man, see*. Invite students to share their rhymes.



## Select and Collect! Draw what each character collects.

What does **Alex** collect?

What does **Evan** collect?

What does **André** collect?

What does **Maddie** collect?

What does **Jesse's father** collect?

What does **Derek's grandma** collect?