

# click®

## Super Sniffers

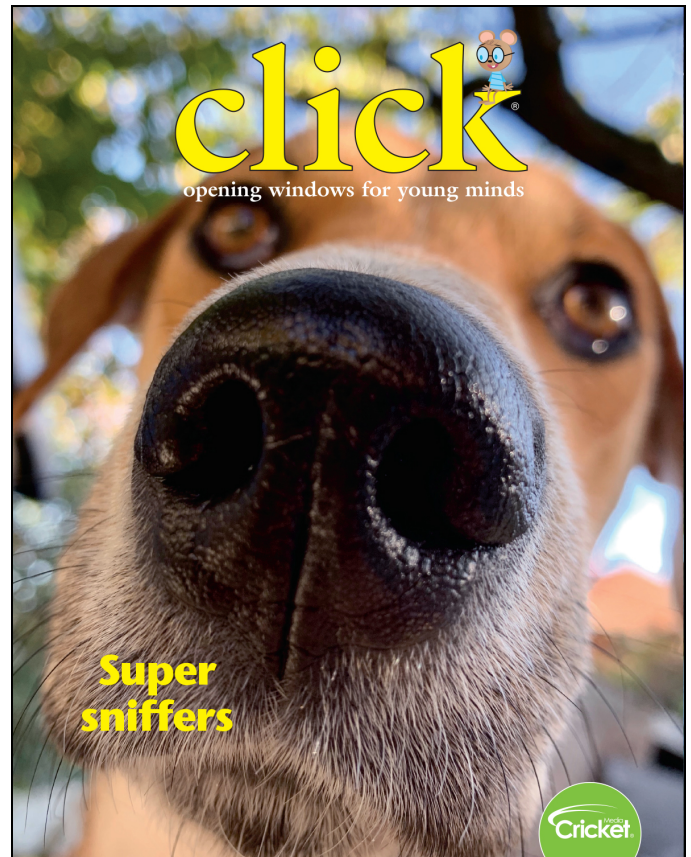
Take a deep a breath and get ready to learn about the amazing organ that sits in the middle of your face—the nose! This issue of CLICK teaches students about the functions of the nose, beyond simply breathing and smelling.

## CONVERSATION QUESTION

What can your nose do?

## TEACHING OBJECTIVES

- Students will learn how animal noses do more than just breathe and smell.
- Students will learn how the nose processes smells.
- Students will learn about changes that take place in the human body during the common cold.
- Students will study the structure and function of different animal noses.
- Students will sequence the process of smell as it relates to taste.
- Students will examine the cause-and-effect relationship between germs and the human body.
- Students will create a list of homophones.
- Students will become “scent detectives” to identify the smells in their environment.
- Students will study the use of adjectives to enhance storytelling.



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.

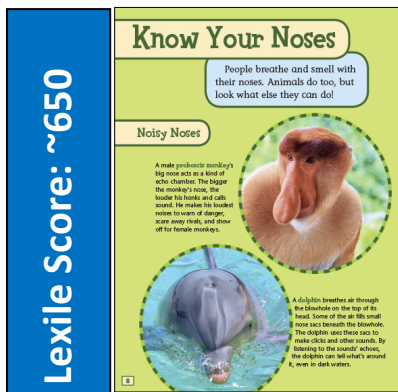
## SELECTIONS

- **Know Your Noses**  
Expository Nonfiction, ~650L
- **Noses Are for Smelling**  
Expository Nonfiction, ~650L
- **Sleepy, Sneezy, and Grumpy**  
Realistic Fiction, ~450L

## Know Your Noses

### pp. 8–10, Expository Nonfiction

Human noses breathe and smell, but animal noses can do much more. Young readers will enjoy the animal photographs that accompany this informative text. Who *knows* what the *nose* can do? You will!



## RESOURCES

- Nose-y Animals

## OBJECTIVES

- Students will learn how animal noses do more than just breathe and smell.
- Students will study the structure and function of different animal noses.
- Students will create a list of homophones.

## KEY VOCABULARY

- echo chamber (p. 8)** an enclosed space where sound reverberates or echoes
- rival (p. 8)** a person or animal that competes with another
- shallow (p. 9)** an area of water that is not very deep
- trumpet (p. 10)** to make a sound like a trumpet

## ENGAGE

**Conversation Question:** What can your nose do?

Discuss the different ways that our five senses help us learn about our environment and keep us safe. Review with students that humans use their noses primarily for breathing and smelling, while the noses of animals perform many functions. Ask student volunteers to share knowledge on this subject prior to reading the article.

## INTRODUCE VOCABULARY

Post the vocabulary words where they are visible to the class. Instruct students to do a word hunt through the article to locate these words. Have them underline the sentences in which they appear. Challenge students to use context clues to determine meanings. Discuss actual meanings and add definitions to the terms posted on the board.

## READ & DISCUSS

Reinforce the comprehension of concepts in this article by posing the questions below:

- When do proboscis monkeys make their loudest sounds?
- What is a blowhole? What animals have them?
- What do dugongs eat?
- How many tentacles do star-nosed moles have on their nose?
- Why is a pig's nose strong enough for digging?
- What animal has the most "talented" nose? Why?

## CONCEPT/SKILL FOCUS: Structure and Function

**INSTRUCT:** Elicit from students that the main idea of the article is to provide information that details the many different ways that animals use their noses. Present the graphic organizer, *Nose-y Animals*, and tell students that they will be using information from the article to record the special function of each animal nose listed.

**ASSESS:** Allow students to work in pairs. Collect and review the graphic organizers. Employ peer remediation if necessary.

## EXTEND

**Language Arts** Review with the class that a homophone is a word that is pronounced the same as another word but differs in meaning and sometimes spelling. Provide the example *knows* and *nose*. Have students search through this article and create a list of these words side by side. On page 8 alone students could list: to/too/two, four/for, sacs/sacks, by/bye/buy.

## Nose-y Animals

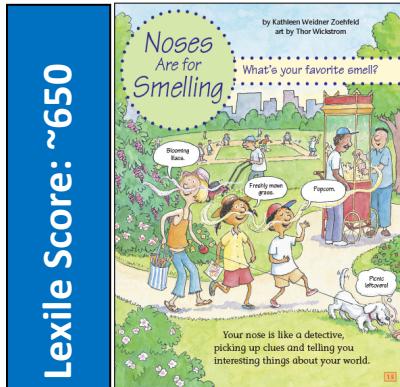
**Structure & Function** Refer to the article “Know Your Noses” and record how each animal performs a function beyond breathing and smelling.

<b>Structure</b> (animal nose)	<b>Function</b> (What can it do?)
<b>dolphin</b>	
<b>sloth bears</b>	
<b>pig</b>	
<b>elephant</b>	

## Noses Are for Smelling

pp. 15–19, Expository Nonfiction

Breathe in . . . breathe out. Students will discover how their nose helps them pick up clues and learn about their environment.



## RESOURCES

- What's Cookin'?

## OBJECTIVES

- Students will learn how the nose processes smells.
- Students will sequence the process of smell as it relates to taste.
- Students will become “scent detectives” to identify the smells in their environment.

## KEY VOCABULARY

- **scent** (p. 16) a smell that is produced by something
- **detector** (p. 17) something that discovers or notices something
- **particles** (p. 17) very small, possibly invisible, pieces of something

## ENGAGE

**Conversation Question:** What can your nose do?

Discuss with students how smells travel through the air. Provide examples of smells, such as cookies baking in the oven, chlorine in a pool, or stinky garbage. Have pairs of students work together to create a list of good and bad smells.

## INTRODUCE VOCABULARY

Review the key terms and definitions with the class. Guide students to notice that each word belongs in a different part of the alphabet. (Beginning: A–I, Middle: J–R, End: S–Z) 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 theme-related words from the article to their list in the correct columns.

## READ & DISCUSS

Reinforce comprehension of concepts in this article by arranging students in small groups to answer the following questions.

1. Explain how your nose is like a detective.
2. What are the two openings of your nose called?
3. How does your sense of smell work together with your sense of taste?
4. How can bad smells be helpful?

## CONCEPT/SKILL FOCUS: Sequence and Process

**INSTRUCT:** Review the article. Elicit from students that there is a process in your body that automatically takes place to help you identify smells. Distribute the *What's Cookin'* graphic organizer and instruct students to refer back to the text to accurately sequence each step of this process. (You can do this activity orally with very young students.)

**ASSESS:** Circulate as students are working on the organizer and discuss the information in the article. Direct students having difficulty with the sequencing process to reread the text with a partner. Collect the organizers when completed to assess their answer to the *Click Question*.

## EXTEND

**Science** This article suggests taking a “Scent Walk.” Take the opportunity to lead students on a learning journey through the school and schoolyard, if possible. Students will be scent detectives by identifying as many smells as they can and by verbalizing their source.

## What's Cookin'?

**Sequencing** Use information from the article, “Noses Are for Smelling,” to put the steps of the process of smell and taste in the correct order by numbering them 1–4. Diagrams in the article can help you.

Step Number	Step Explanation
	Your brain tells you what you are smelling.
	You take a breath and scent particles move up through your nostrils.
	When you chew, more scent particles travel through the back of your throat up to your scent detectors. This helps you to more fully taste your food.
	Tiny hair-like scent detectors send messages to your brain.

**CLICK QUESTION:**

When you have a cold, you can't taste your food because

\_\_\_\_\_.

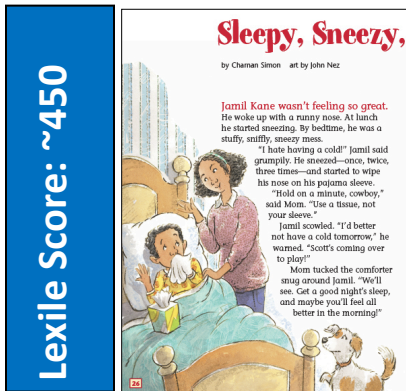
\_\_\_\_\_



## Sleepy, Sneezzy, and Grumpy

pp. 26–32, Realistic Fiction

Ahhh . . . chooo! This article tells the story of Jamil Kane, whose plans change as he becomes sick with a cold. Young readers will identify with the main character as they acquire basic information about the body's reaction to the common cold.



## RESOURCES

- Cold Consequences

## OBJECTIVES

- Students will learn about changes that take place in the human body during the common cold.
- Students will examine the cause-and-effect relationship between germs and the human body.
- Students will study the use of adjectives to enhance storytelling.

## KEY VOCABULARY

- **germs** (p. 27) microscopic organisms (tiny living things) that can make us sick
- **mucus** (p. 28) a thick, slimy liquid that is produced in some parts of the body; primarily the nose
- **nostrils** (p. 32) the two holes in your nose through which you breathe, smell, and sneeze

## ENGAGE

**Conversation Question:** What can your nose do?

Post the title of the article. Tell the students that on page 29, the article states that when you sneeze you can send tiny particles flying out of your nose and mouth at 100 miles per hour. Ask students where they have heard the phrase “miles per hour” before. Help them grasp that number by explaining it in terms that they can understand. (A person walks at about three mph; a car drives 60 mph, etc.)

## 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. Challenge them to predict the content of the article. Then post the definitions and distribute the article. 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.

1. What is the job of the tiny hairs inside your nose?
2. What muscles do you use when you sneeze?
3. Why couldn't Jamil smell and taste the food his Dad cooked?
4. How do smell and taste work together?
5. What gift did Scott bring over to Jamil?

## CONCEPT/SKILL FOCUS: Cause and Effect

**INSTRUCT:** Lead the students in a discussion that guides them to recognize the primary cause-and-effect relationship (a relationship in which one event makes another event happen) that is presented in this article. Introduce the *Cold Consequences* graphic organizer and advise students that they will be searching through the article for information that demonstrates this relationship between germs and their effect on the body. Allow students to share ideas and assist each other in locating suitable passages in the text.

**ASSESS:** Circulate and converse with students as they are working. Collect and review the worksheets to evaluate individual understanding of cause-and-effect relationships. Consider arranging peer remediation groups if necessary.

## EXTEND

**Language Arts** Review the use of adjectives as a way to enhance storytelling. (An adjective is a word that gives us more information; it describes something to give the reader a clearer picture in their mind.) Point out that the title used three adjectives to describe Jamil with a cold: *sleepy*, *sneezzy*, and *grumpy*. Have pairs of students search through the article to identify other adjectives.

## Cold Consequences

**Cause and Effect** Use information from the article to record the effects that Jamil's cold had on his body.

Cause	Effects
Cold germs enter the body.	1.  2.  3.  4.  5.