

Teachers' Guide for CLICK

April 2013 - It's Raining!

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All activities are assumed to be teacher/adult assisted, unless students are independent at the level of the questions/activities. Most are appropriate to be accomplished as a class, in reading groups, or with a reading partner.

Getting Started/Pre-reading:

RL/RI2: **"It's Raining!"** is the theme of this month's Click magazine. What do you think of when you hear that phrase?

- As a class, or with a reading buddy, glance through the pages of the April issue of CLICK. Read the title of each story and look at the illustrations/photos. What do these stories have in common?
- What are your favorite things to do when it rains? What are your favorite things about rain?

"Click and the Kids"

RL1&2&3: Key Ideas and Details, Making Inferences:

- What are the symbols in the 1st speech bubble, before and after the words, "Rain, rain, come and stay..."? (music notes) Why do you think they are there?
- What does Amy say Liz says about why water rushes?
- Put these words in size order: river, raindrop, sea, stream. Where did you find the correct answer? (Hint: Click tells us the correct order.)
- Not all raindrops get to the sea. Where does some of the rain go?
- What do Amy and Martin see once the rain stops?
- What does Martin say is even better than a pot of gold? Why do you think he says that? How do you know? What do the author and illustrator do to explain and show us?

"How Animals Keep Dry"

RI1&3: Key Ideas, Facts, Details and Inferences:

- Which animals in the story don't mind rain? Why not?
- What could happen to a caterpillar in the rain? How does it protect itself?
- Why do you think the doe and fawn took cover under leafy tree branches?
- How do the following animals stay dry: a butterfly, bees, ants?
- What happens to a rattlesnake's body when the rain cools the air?

RI6: Craft and Structure:

- Who is the author of "How Animals Keep Dry"?
- Who is the illustrator of "How Animals Keep Dry"?
- The illustrator helps us understand the information in the story. Pick one or two animals and explain what the illustrator did to help make sense of the words. For instance, for the snail, the illustrator had drops of rain falling on the shell of the snail to show that the snail is protected

from the rain. The snail's head is extended outside the shell. The snail's face is lowered to the puddle to show that the snail is taking "a good, long drink".

"It's Raining!"

RI1&3: Key Ideas, Facts, Details and Inferences:

For all questions, answer - "How do you know? Where did you find that information?"

- "Walter Water" claims he is rain, drizzle, a snowflake, and an icy hailstone. Do we learn this through words and/or the illustrations? Give examples.

- Do we have more, less, or the same amount of water on Earth as we did in the days of the dinosaurs? How do you know?

- What happens to your breath when you breathe out on a very cold day?

- Fill in the blanks:

Water can be:

_____ ice

wet _____

or a _____ called water _____

SL1&4: Presentation of Knowledge and Ideas:

- If you were going to teach someone or another class that did not read this story about the cycle of water, what are some of the most important things you would share with him/her/them? You can draw, make a chart, or write what you'd say, and then, practice it with a partner and explain why you made your decisions.

RI4/L4: Meaning and Vocabulary:

- Individually, with a reading buddy, in small groups, or as a class, use context clues (the words and sentences around the following words, as well as the illustrations) to define/explain/illustrate each of the following words or phrases. If needed, check a dictionary:

drenched (p.10), water vapor (p.11), evaporates (p.11), condenses/condensation (p.13), droplets (p.14)

"Rainy Day Fun"

- With the help of an adult, try the experiments on pages 16-18. What did you discover?

- For the first experiment, try some different materials and methods. Does it make a difference if you use plastic glasses? Does the water evaporate at the same rate? What if you use salt water? Do fresh water and salt water evaporate at the same rate?

"Yo Wants to Know"

RL1&3: Facts and Details:

- Who are the characters in this month's "Yo Wants to Know"?

- Where are they? What is the setting of this story?

- What does Yo tell Lips is the reason Yo knows it is going to rain? Why does the pine cone close up?

- Was the pine cone right?

- What happens to the pine cone after the sun dries it?

- What does Yo do after the pine cone opens?

RL7: Integration of Knowledge:

- Use the text and illustrations to determine your answer. Is Yo interested in nature? Using the illustrations and the story, explain how you know.

L1: Conventions of English Language:

- Why does the author use this symbol (!) after Yo says, "It opened!" What is the name of that punctuation mark and what does it mean?
- Why does the author use (" ") around each statement Yo or Yo's father says? What is the name of that punctuation mark and what does it mean?

"Rainbow"

RI1-3&7: Key Ideas, Details and Integration:

In a non-fiction story we get information from the main part of the text, as well as from labels, captions, diagrams, etc. Look for the answers to these questions in the main text:

- Why can't you touch a rainbow?
- The author tells us that sunlight is not white or colorless. What, then, is it a mixture of?
- What happens when sunlight passes through a raindrop?
- Why do the colors get separated?

Look at the caption on page 25 and 26 to answer these questions:

- Which color light bends the least as it enters the raindrop and which color light bends the most?
- How must you stand to see a rainbow?

- Some people use "ROYGBIV" to remember the 7 colors of the rainbow. They say it as ROY-G-BIV, which shows us the first letter of each of the colors. R=red, O=orange, Y=yellow, G=green, B=blue, I=Indigo, V=violet (another name for purple). Does this help you? Is there another way you can remember the 7 colors?

"Elsina's Clouds"

RL6: Name the illustrator and author of this story.

RL5: Craft and Structure:

- Is "Elsina's Clouds" a made-up story (fiction) or writing that gives true facts and information (non-fiction)? How do you know?

RL1-3&7: Key Ideas, Details and Integration:

- Is the title a good one for this story? Why or why not?
- Where does this story take place?
- Why do Basotho women paint their houses?
- Elsina says, "I can't remember clouds... I can't remember rain". What challenging things are happening because there is no rain?
- What event is about to happen in Elsina's family?
- What does Elsina want to do? Does she get to do it? When?
- Do the ancestors hear Elsina right away? Find the sentence on page 31 that answers this question.
- What good things happen once it rains?

RL2&3 and S&L5-6: Key Ideas and Details, Comprehension and Collaboration:

Work with a reading buddy or your class.

- Draw pictures and/or write words to support your presentation. Re-tell this story from the beginning, when Elsina is looking at the sky and all she sees is blue. Is this story more of a straight line or a circle? Explain your answer.

RI4/L4: Meaning and Vocabulary:

- Individually, with a reading buddy, in small groups, or as a class, use context clues (the words and sentences around the following words, as well as the illustrations) to define/explain/ draw a picture to demonstrate the following words or phrases. If needed, check a dictionary:

starve (p.29), designs (p.29), ancestors (p.29), sorghum (p.33), blossoms (p.34), "her family lives in plenty" (p.34)

"Beatrice Black Bear"

RL1&3: Key Ideas and Details:

- Where is Beatrice this month?
- At certain times of the year, is there not enough or too much rain? How do we know?
- What do people have to do to protect their houses?