

# Teacher's Supplement

February 2016

# click

opening windows for young minds

## What do you wear?

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## Teacher's Guide for *Click: What Do You Wear?*

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## OVERVIEW

*In this magazine, readers will learn about what people wear and what animals wear.*

***What Do You Wear?*** includes information

*about how clothes have changed over the years, how animal fur and feathers act like clothing, how fabric and materials for clothes are made, and how to make your own things to wear!*

## ESSENTIAL QUESTION:

***In what ways do people depend on plants and animals for clothing ideas and materials?***

We invite you to use this magazine as a flexible teaching tool that is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching individual articles or utilize a mini-unit that helps your students' make cross-text connections as they integrate ideas and information.

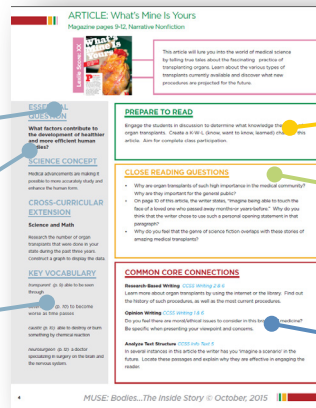
## READ MULTIPLE ARTICLES PAGES 4 - 8

Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

Essential Question

Content Concepts  
Next Generation Science Standards

Key Vocabulary  
CCSS.Reading.4



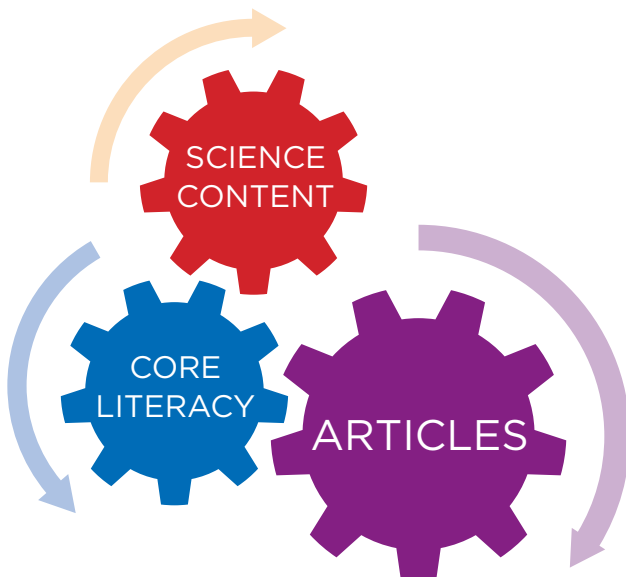
Prepare to Read  
CCSS.SpeakListen.1, 2, 4

Close Reading Questions  
CCSS.Reading.1-10

Common Core Connections to teach  
reading and writing standards.  
CCSS.Writing.1, 2, 3 & 6

## TEACH A MINI-UNIT PAGES 10 - 12

Magazine articles can be easily grouped to make cross-text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple articles and integrate ideas and information. (CCSS.Reading InfoText.9) Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write informational texts to share and publish in a variety of ways. (CCSS.Writing.2)



## READING

**Core literacy concepts**, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

**Draw Inferences** (CCSS.InfoText.1)

**Describe Relationships** (CCSS.InfoText.3)

**Analyze Text Structure** (CCSS.InfoText.5)

**Interpret Visual Information** (CCSS.InfoText.7)

**Summarize** (CCSS.InfoText.2)

**Determine Word Meaning** (CCSS.InfoText.4)

**Understand Author's Point of View** (CCSS.InfoText.6)

**Explain Reasons and Evidence** (CCSS.InfoText.8)

### FOCUS STANDARD: CCSS. InfoText 9: Integrate Ideas and Information:

Have students read multiple articles on the same topic from this magazine to build knowledge, and make cross-text comparisons.

## SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts. (CCSS.SpeakListen.1, 2, 4)

### DISCUSSION OPTIONS—IN CLASS OR ONLINE

**Article Clubs:** Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

**Jigsaw Clubs:** Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

**Whole Class:** Launch with an essential question. Encourage students to find and share evidence from different articles building a greater understanding of the question.

## WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content in the articles. See the **Mini-Unit** section of this guide (pgs 10 – 12) as well as the **Article Pages** (pgs 4 – 8) for ways to incorporate writing into your instruction.



# ARTICLE: Who Wear Clothes

Magazine page 7, Informative Text



We wear clothes for fashion and to protect our bodies, but what about animals? Discover how animals have their own unique features to protect and decorate their bodies. Find out how we can mimic nature for our own outfits.

## ESSENTIAL QUESTION

**In what ways do people depend on plants and animals for clothing ideas and materials?**

## SCIENCE CONCEPT

All organisms have external parts. Different organisms use their body parts in different ways.

## CROSS-CURRICULAR EXTENSION

### Art

Choose one of the animals in the article. Draw your choice in full color and label important features you learned about in this article.

## KEY VOCABULARY

**gland (p. 7)** an organ in the body that makes a substance (such as saliva, sweat, or bile) which is used by the body

**impress (p. 8)** to cause (someone) to feel admiration or interest

**preen (p. 7)** to use the beak to clean and arrange feathers

**waterproof (p. 7)** designed to prevent water from entering or passing through

## PREPARE TO READ

Have students look through the drawings and photographs in the article. Have students name pieces of clothing that they recognize and discuss why the items might be paired with the animal. Encourage them to see if their answers are correct as they read.

## CLOSE READING QUESTIONS

- How do the images help communicate the author's ideas?
- Why do the words fancy feathers in a fabulous fan-shaped display from page 8 stand out?
- Do you think the caddisfly will need its case for its entire life cycle? Why or why not?

## COMMON CORE CONNECTIONS

### Key Ideas and Details *CCSS Info Text 1*

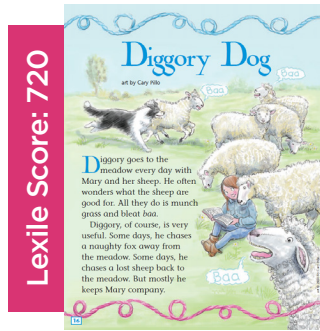
With a partner, name the birds discussed in this article and talk about why they do not need the clothing items with which they are paired.

### Discuss Relationships *CCSS Info Text 3*

Describe how the first five animals in this article differ from the last two animals. Use specific details from the text to support your answer.

### Research-Based Writing *CCSS Writing 2 & 6*

Choose to research more about one of the animals in this article and describe in writing where the animal lives, what it eats, and a fact that interests you. Work with other students to develop a full description of each animal.



Read about Mary, her sheep, and her sheepdog, Diggory. Learn how Mary turns her sheep's woolly coats into gloves and socks to keep warm.

## ESSENTIAL QUESTION

**In what ways do people depend on plants and animals for clothing ideas and materials?**

## SCIENCE CONCEPT

There are many different kinds of living things that exist in different places on land and in water.

## CROSS-CURRICULAR EXTENSION

### Math

How many sheep do you see on page 16 of the article? How many on page 19? Make statements about the number of sheep using words such as more, less, or equal.

## KEY VOCABULARY

**fleece (p.18)** the woolly coat of a sheep

**skein (p.19)** a long piece of loosely-wound yarn or thread

**untangle (p.18)** to separate (things that are twisted together)

## PREPARE TO READ

Have students do a picture walkthrough of “Diggory Dog” and predict what they think the story will be about. Then, ask if the story reminds them of any nursery rhymes they may know. Discuss connections students make.

## CLOSE READING QUESTIONS

- Who is narrating the story? How do you know? Use the text to help you.
- What does skein mean on page 19 of the story? Go back to the text to find clues to support your answer.
- What are the steps for making yarn? Use details from the story to help you.

## COMMON CORE CONNECTIONS

### Author's Point of View *CCSS Info Text 6*

What point of view does this story use? How do you know?

### Interpret Visual Information *CCSS Info Text 7*

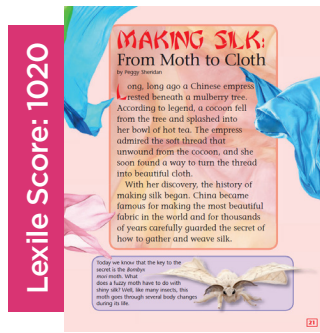
How do the illustrations help you understand the story? Use specific details.

### Draw Conclusions *CCSS Info Text 1*

Why do you think Diggory knows “what sheep are good for” at the end of the story?

# ARTICLE: Making Silk: From Moth to Cloth

Magazine page 21, Informational Text



Learn how China became famous for making the most beautiful fabric in the world. Read to find out how silk is made and about the special animal that makes it all possible.

## ESSENTIAL QUESTION

**In what ways do people depend on plants and animals for clothing ideas and materials?**

## SCIENCE CONCEPT

In many kinds of plants and animals, parents and their offspring engage in behaviors that help the offspring to survive.

## CROSS-CURRICULAR EXTENSION

### Careers

Sericulture is another word for silk farming. Do research to find more information about what it is like to be a silk farmer.

## KEY VOCABULARY

**greedily (p. 22)** eagerly having something

**hatch (p. 22)** to be born by coming out of an egg

**loom (p. 23)** a frame or machine that is used to weave threads or yarns to produce cloth

## PREPARE TO READ

Explain to students that the setting is where a story takes place. Have students look at the legend on page 21 of the magazine. Ask: *What is the setting for this legend?* Have students find China on a map.

## CLOSE READING QUESTIONS

- What is the name of the moth that is the key to the secret of silk? Look back in the text to find the answer.
- What is the first thing a female moth does when making silk? Use the text to support your response.
- What do you think the author thinks about silk? Underline words in the text that support your answer.

## COMMON CORE CONNECTIONS

### Summarize Main Ideas *CCSS Info Text 2*

This article gives specific steps on how silk is made. Reread the steps, focusing on words such as first and next. Share a summary of the steps with a partner, focusing on proper step order.

### Describe Relationships *CCSS Info Text 3*

What is the connection or relationship between the cocoons and boiling water? How is the hot tea in the legend similar to this relationship?

### Narrative Writing *CCSS Writing 3 & 6*

Continue writing the legend of silk on page 21 of the article. Write about what the Chinese empress made after she turned the thread into beautiful cloth. Did she make an outfit for herself? What did it look like? How did the fabric feel?

# ARTICLE: Where Did You Get Those Clothes?

Magazine page 24, Informational Text/Diagram



Find out what materials were used to make your clothes. You'll be surprised to find out how some clothes are made!

## ESSENTIAL QUESTION

**In what ways do people depend on plants and animals for clothing ideas and materials?**

## SCIENCE CONCEPT

Humans use natural resources for everything they do.

People can make choices that reduce their impact on land, water, air, and other living things.

## CROSS-CURRICULAR EXTENSION

### Science

Find out more information on how to collect, or tap, rubber tree juice from a rubber tree. What tools do you need? How long does it take?

## KEY VOCABULARY

**acid (p. 25)** a chemical

**dye (p. 24)** to change the color of something (such as hair or cloth) usually permanently

## PREPARE TO READ

Have students point to an animal or a plant on pages 24 and 25 of the article. Ask: *What clothing materials come from these living things?* Then, ask: *Is anyone in this classroom wearing these materials?* Discuss with students the materials and fabrics they are currently wearing

## CLOSE READING QUESTIONS

- Which types of clothing described in the article are made from animal materials? From plant materials? From synthetic materials?
- What words describe what happens to rubber tree juice? Underline these words in the text.
- How do the illustrations help you understand the text?

## COMMON CORE CONNECTIONS

### Analyze Text Structure *CCSS Info Text 5*

What is the text structure of this article? How is the text structure similar to and different from other articles in the magazine?

### Summarize Main Ideas *CCSS Info Text 2*

With a partner, describe the steps needed to make the sweater, scarf, jeans, or boots in the article. Take turns checking each other's work as you summarize the steps.

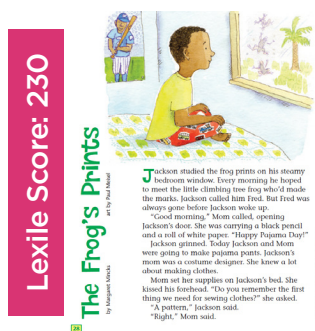
### Opinion Writing *CCSS Writing 2*

Choose one of the items from which clothing can be made. Would you enjoy following the steps necessary to make clothing out of that item? Why or why not?



# ARTICLE: The Frog's Prints

Magazine page 28, Narrative Fiction



Read about a boy who helps make pajama pants for himself and for a frog he calls Fred.

## ESSENTIAL QUESTION

**In what ways do people depend on plants and animals for clothing ideas and materials?**

## SCIENCE CONCEPT

Living things need water, air, and other resources from the land, and they live in places that have the things they need.

## CROSS-CURRICULAR EXTENSION

### Art

Make your own print. You will need an apple cut in half, blank paper, tempera paint, and a paint brush. Paint the cut side of the apple and stamp it on the paper. What does the print look like? Experiment with different fruits, vegetables, and paint colors.

## KEY VOCABULARY

**designer (p. 28)** a person who plans how something new will look and be made

**fabric (p. 30)** woven or knitted material

**pattern (p. 28)** a shape or model that is used as a guide for making something

**shy (p. 29)** feeling nervous and uncomfortable about meeting and talking to people

## PREPARE TO READ

Begin a discussion about sewing. Ask: *Have you ever sewn something? Do you know someone who has? What did they make?* Ask students to come up with a list of items they would need to sew a pair of pajama pants. Then have students look through the story to check the items in their list. Did they leave anything out?

## CLOSE READING QUESTIONS

- Describe the setting in the story. Use details from the text and illustrations.
- Explain what a pattern is with respect to sewing. Underline clues from the text that support your answer.
- Who is narrating the story? How do you know? Use clues in the text to help you.

## COMMON CORE CONNECTIONS

### Key Ideas and Details *CCSS Info Text 1*

Who are the main characters in this story? Share details about them.

### Integration of Knowledge and Ideas *CCSS Info Text 9*

How does this story connect to the theme of clothing and what we wear? Give specific details to support your answers.

### Author's Point of View *CCSS Info Text 6*

What is the main purpose of this text? What do you think the author wants you to understand?

## CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

### COMPARE ARTICLES

**SYNTHESIZE:** Guide students to compare the articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9):

- Write down a list of the clothing you are wearing today. Next to each item write the material the piece of clothing is made from. Look through the articles to help find your answers. Add other items of clothing and the materials from which they are made as you search the articles.
- Create a list of clothing adjectives, or describing words. Look through multiple articles to find words that describe how clothes and animal “outfits” look, feel, or are made.
- Make a list of the articles of clothing in the magazine that people made on their own by knitting, hand tying, or sewing with a sewing machine. Use multiple texts to create your list. Circle the items that you would like to make on your own or with help.
- Make a chart of the different jobs described in the articles. List each job and how it relates to clothing and what we wear.
- Make a two-column chart with the headings “Living Thing” and “Material.” With a partner, search the articles to find the living things and the materials they provide for us to make clothes. How many animals can you find? How many plants?
- Answer the essential question with details from different articles: **In what ways do people depend on plants and animals for clothing ideas and materials?**

## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

The Mini-Unit comprises three stages of activities. The Engage activity builds background knowledge. Read and Compare allows students to make connections between articles. The Apply activity encourages students to use their new knowledge.

**ENGAGE**
**READ AND  
COMPARE**
**APPLY**

**ENGAGE:** Engage students in a discussion about clothing, what materials clothes are made out of, and where those materials come from. Explore prior knowledge and information from the articles by creating a chart like the one below. Add details and information to the chart as you work through the unit.



Share the essential question:

***In what ways do people depend on plants and animals for clothing ideas and materials?***



**READ AND COMPARE ARTICLES:** Begin with a focus article as a base for building content knowledge and model how to work through the text.

**1) READ ALOUD:** Use “Who Wears Clothes?” pages 7–9 as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 4 of this guide. Students can read their own copies of the article and use sticky notes to mark places they find interesting or have questions about.

**2) DISCUSS THE ARTICLE:** After reading, guide students to talk about the article. See the Article Pages for Close Reading Questions.

**3) READ NEW ARTICLES:** Help students choose additional articles to read based on their inquiry questions or what they’re interested in. Refer to the Article Pages for summaries of each article *What Do You Wear?*

**4) COMPARE ARTICLES:** After students have read multiple articles, guide them to make cross-text connections. Refer to page 9 to Compare Articles using prompts that help students integrate ideas and information.

### CHOOSE A PURPOSE FOR READING

**CLOSE READ** *CCSS.Reading Info Text. 1* Mark the text, noting important details and highlighting what interests, surprises, or confuses you.

**UNDERSTAND MAIN IDEAS TO DEVELOP EXPERTISE** *CCSS.Reading Info Text. 2* Record the main ideas in the article. Note how these main ideas build on the main ideas from the focus article or other readings. How is your topic knowledge growing?

**REVIEW GRAPHIC FEATURES** *CCSS.Reading Info Text. 7* Review the graphic features in the articles and explain how the pictures help you understand the vocabulary words and content.



## APPLY: WHO AM I? CLOTHING QUESTION QUIZ

Students work in pairs to apply learning and test their knowledge of clothing materials. Use the Who Am I Clothing Question Quiz Organizer to identify each of the materials used to make the pieces of clothing that are featured in the articles. Write questions in the “Who Am I?” format, e.g., “I used be a water bottle, but now I am a soft, fluffy fabric. Who am I?” Partners work together filling in questions and answers, and illustrating. Then they quiz each other.

Materials: Index cards, pencil, crayons, matching game graphic organizer, scissors, glue sticks

### Step 1: Make a List

Look through the magazine for materials used to make clothing. One partner can look for materials from animals and the other can look for materials from plants. Also include any other items used in making clothes.

### Step 4: Quiz Your Partner

Take turns reading the “Who Am I?” questions to your partner. Read questions until your partner answers incorrectly, and then switch, or try switching one question at a time. Also try quizzing each other by reading the answer first and having your partner guess the question.

### Step 2: Write Your “Who Am I?” Questions and Answers

Using your materials list, take turns constructing questions using the “Who Am I?” format to write in your graphic organizer. Write answers to your questions, checking each other’s work as you go

### Step 5: Challenge

Switch question quiz graphic organizers with other partners to test your knowledge. Are any questions different than yours? Did any questions or answers stump you?

### Step 3: Illustrate

Draw pictures of the articles of clothing that correspond with each answer to complete the graphic organizer.



NAME: \_\_\_\_\_

### Mini-Unit Graphic Organizer

Question	Answer	Picture

NAME: \_\_\_\_\_

### ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

**NAME:** \_\_\_\_\_

### CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or or your own inquiry question.

**ESSENTIAL QUESTION OR INQUIRY QUESTION:**

**ARTICLE 1:**

**ARTICLE 2:**

**ARTICLE 3:**

**acid** a chemical

*cleaned and mixed with **acid** (p. 25)*

**designer** a person who plans how something new will look and be made

*Jackson's mom was a costume **designer**. (p. 28)*

**dye** to change the color of something (such as hair or cloth), usually permanently

*spun into yarn and **dyed** (p. 24)*

**fabric** woven or knitted material

*"Now we'll pick out our **fabric**," Mom said. (p. 30)*

**fleece** the woolly coat of a sheep

*Mary washes the dirty **fleeces** and lays them out to dry. (p.18)*

**gland** an organ in the body that makes a substance (such as saliva, sweat, or bile) which is used by the body

*The oil comes from a spot near its tail called a preen **gland**. (p. 7)*

**greedily** eagerly having something

*Caterpillars, better known as silkworms, hatch and greedily munch on fresh mulberry tree leaves. (p. 22)*

**hatch** to be born by coming out of an egg

*Caterpillars, better known as silkworms, **hatch** and greedily munch on fresh mulberry tree leaves. (p. 22)*

**impress** to cause (someone) to feel admiration or interest

*Peacocks show off their fancy feathers in a fabulous fan-shaped display when they want to **impress** the peahens. (p. 8)*

**loom** a frame or machine that is used to weave threads or yarns to produce cloth

*Then it's off to the weavers, where the threads are strung on to **looms** like this one and woven into cloth. (p. 23)*

**measured** found out the size, length, or amount of (something)

*Then Mom **measured** the legs and wrote down the numbers. (p. 29)*

**pattern** a shape or model that is used as a guide for making something

*"Make a **pattern**," Jackson said. (p. 28)*

**preen** to use the beak to clean and arrange feathers

*The oil comes from a spot near its tail called a **preen** gland. (p. 7)*

**shy** feeling nervous and uncomfortable about meeting and talking to people

*"Maybe he's **shy**," Mom said. (p. 29)*

**skein** a long piece of loosely-wound yarn or thread

*The **skeins** drip a bit as they dry. (p. 19)*

**untangle** to separate (things that are twisted together)

*She tells Diggory that she is carding the wool to **untangle** it. (p. 18)*

**waterproof** designed to prevent water from entering or passing through

*The duck makes its feathers **waterproof** by spreading waxy oil over them with its beak. (p. 7)*

## Who Wears Clothes?

- <http://chamisa.freeshell.org/caddis.htm>

Explore this website to learn about how the caddisfly is an architect.

- <http://www.montereybayaquarium.org/animal-guide/invertebrates/decorator-crab>

This website includes cool facts and information on the natural history of the decorator crab.

## Diggory Dog

- <https://www.nh.gov/folklife/learning-center/activities/sheep-activity.htm>

Learn more about sheep shearing through an interactive puzzle and writing extension.

- <http://nationalzoo.si.edu/Animals/KidsFarm/InTheBarn/Alpacas/>

Explore this website to learn more about the alpaca, which also has a warm woolly coat.

## Making Silk: From Moth to Cloth

- <http://www.sciencechannel.com/tv-shows/how-do-they-do-it/videos/how-do-they-do-it-silk-from-worm-spit/>

Watch silkworms do their part to help make a very special fabric.

## Where Did You Get Those Clothes?

- <https://www.cotton.org/pubs/cottoncounts/story/index.cfm>

This website's links describe how cotton is transformed from raw material to fabric.

- <http://discoverykids.com/articles/where-do-we-get-natural-rubber/>

Read this article describing how to collect rubber juice, or sap, from a rubber tree.

## The Frog's Prints

- <http://www.theatlantic.com/technology/archive/2013/11/how-a-sewing-machine-works-explained-in-a-gif/281403/>

Watch a sewing machine in action.