

Click®

Good Night

The day winds down, our eyes get sleepy, and we head for bed. This issue of CLICK explores the mysteries of the night and gives young readers insight into the happenings in the world as they dream their way to morning's first light.

CONVERSATION QUESTION

How does the world change at night?

TEACHING OBJECTIVES

- Students will learn about the characteristics and attributes of owls.
- Students will learn about the sleep habits of humans and various animal species.
- Students will learn about the rotation and the phases of the moon.
- Students will study the structure and function of an owl's body parts.
- Students will compare and contrast the sleep habits of six different animals.
- Students will collect and interpret data from scientific texts and photographs.
- Students will apply the mathematical concepts of halving and doubling whole numbers.
- Students will use a bar model to represent fractional parts of a whole number.
- Students will use a given language pattern to contribute a written and illustrated page to a collaborative book.



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

- **Whooo's Out at Night?**

Expository Nonfiction, ~500L

- **A Good Night's Sleep**

Expository Nonfiction, ~700L

- **Moon Shapes**

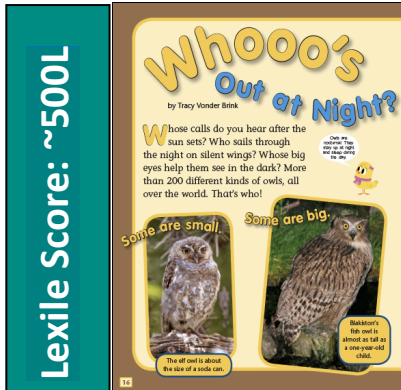
Expository Nonfiction, ~500L

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Whooo's Out at Night?

pp. 16–20, Expository Nonfiction

Whooo will enjoy learning about owls? You will! This article examines an owl's habits and details its unique body parts.



RESOURCES

- Birds of a Feather

OBJECTIVES

- Students will learn about the characteristics and attributes of owls.
- Students will study the structure and function of an owl's body parts.
- Students will apply the mathematical concepts of halving and doubling whole numbers.

KEY VOCABULARY

- **rod cells (p. 18)** cells in the eye that help humans and some animals see in the dark
- **tube eyes (p. 18)** tube-shaped eyes that are held tightly in place by bones

ENGAGE

Conversation Question: How does the world change at night?

Display page 17 of the article and point out the “Whooo’s Hiding?” heading. Have students examine the two photographs (1. Snowy owl with white feathers in the snow; 2. Screech owl with brown feathers in a tree). Discuss camouflage in nature. Why is it necessary for survival? Challenge students to share other examples of camouflage in the wild. List responses on the board.

INTRODUCE VOCABULARY

Have students do a picture walk through the article, noting photographs and captions. Focus on page 18, which provides details about an owl's eyes. Discuss the key words in context and ask students how owl eyes are similar to and different than human eyes.

READ & DISCUSS

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

1. Why can sleeping out in the open in daylight be dangerous for owls?
2. What helps owls to sleep safely?
3. How do an owl's eyes help it to see in the dark?
4. Why are owls great hunters?
5. What is unique about the way an owl eats?
6. Where do owls make their homes?

CONCEPT/SKILL FOCUS: Structure and Function

INSTRUCT: Elicit from students that the main idea of the article is to provide a detailed description of the physical attributes of owls. Present the *Birds of a Feather* graphic organizer and tell students that they will be using information from the article to “show and tell” how each part of an owl's body performs a special function.

ASSESS: Circulate and have mini-conversations with students as they are working. Remedial readers may work with a partner to reread the text. Collect and review their work to further assess understanding.

EXTEND

Mathematics Have students locate the textbox on page 18 that states, “Owls have 14 neck bones. You have only 7.” Ask students to identify the mathematical relationship between the numbers 14 and 7 (14 is twice/double 7; 7 is half of 14). Use manipulatives to provide concrete examples. Depending on the skill level of your class, explore this concept more closely and provide expressions for the students to solve, such as: Half of 12 is _____; Double 4 is _____.

Birds of a Feather

Use information from the “Whooo’s Out at Night?” article to show and tell how an owl uses each body part.

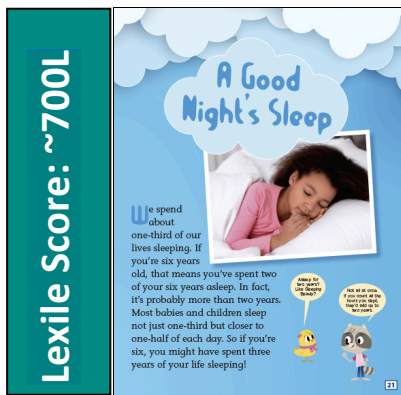
Owl body part	Show/use pictures (What does it look like?)	Tell/use words (What does it do?)
feathers		
eyes		
talons		
neck		

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A Good Night's Sleep

pp. 21–25, Expository Nonfiction

Sleep is vital to all living organisms; however, all creatures experience sleep differently. This article studies the distinctions in the way we catch some Zs—from a human in a soft bed to a bird that sleeps while in flight.



RESOURCES

- Naptime

OBJECTIVES

- Students will learn about the sleep habits of humans and various animal species.
- Students will compare and contrast the sleep habits of six different animals.
- Students will use a bar model to represent fractional parts of a whole number.

KEY VOCABULARY

- **memories** (p. 22) things that you can remember and picture from your past
- **growth hormones** (p. 22) substances naturally released in the body that help it to keep growing strong muscles, bones, and skin

ENGAGE

Conversation Question: How does the world change at night?

Invite the students to share their bedtime routines. Generate a list of the responses. Have the students practice sequencing skills by asking them to put the list items in a reasonable order.

INTRODUCE VOCABULARY

Post and discuss the two key terms. Introduce the title of the article and ask students to make connections from the words to the topic of sleep. Pause during the reading of the article to emphasize the vocabulary words as they are revealed.

READ & DISCUSS

As a post-reading activity, lead a discussion based on the following questions, which examine the sleep habits of humans. Students will investigate the sleep habits of animals in the Concept/Skill Focus section below.

1. How much time do humans spend sleeping?
2. Why is sleep so important?
3. What happens in your body as you sleep?
4. Why do you sleep more when you are sick?
5. What happens if you don't get enough sleep?

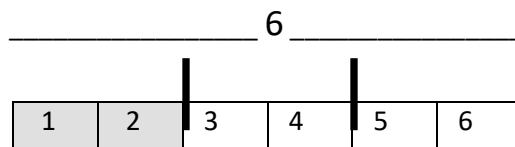
CONCEPT/SKILL FOCUS: Compare and Contrast

INSTRUCT: Students will compare and contrast the sleep habits of the six different animals presented in the article. Instruct pairs of students to reread the text and to highlight information that will be helpful for this purpose. Introduce the *Naptime* graphic organizer, and have the partners record the data in the organizer.

ASSESS: Review the completed *Naptime* graphic organizers. Be sure that the students have collected accurate information. Arrange peer tutoring if necessary.

EXTEND

Mathematics Direct students to the first two sentences in the article: “We spend about one-third of our lives sleeping. If you’re six years old, that means you’ve spent two of your six years asleep.” Discuss fractions by using a bar model to show how $\frac{1}{3}$ of 6 is 2.



Challenge students to determine $\frac{1}{3}$ of 9, 12, 15, and 18 using a bar model.

Naptime

Use information from “A Good Night’s Sleep” to record where and how these animals sleep. Talk with a partner about how this is different from how YOU sleep.

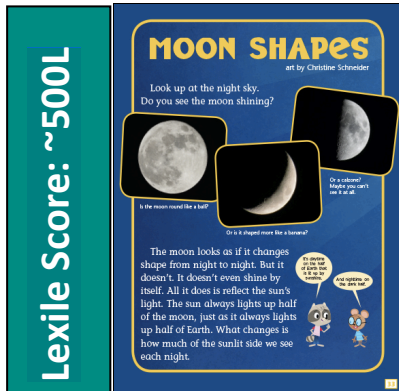
Animal	Where does it sleep?	How does it sleep?
bat		
giraffe		
orangutan		
fish		
dolphin		
frigatebird		

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Moon Shapes

pp. 33–34, Expository Nonfiction

Young readers wary of the dark are still likely to be enchanted by the moon. This article educates students by presenting the scientific facts behind the beauty of the moon.



RESOURCES

- By the Light of the Moon

OBJECTIVES

- Students will learn about the rotation and the phases of the moon.
- Students will collect and interpret data from a scientific text and photographs.
- Students will use a given language pattern to contribute a written and illustrated page to a collaborative book.

KEY VOCABULARY

- sunlit** (p. 33) lighted by the sun
- circling** (p. 34) moving in a circle
- phases** (p. 34) the shapes of the parts of the moon that can be seen at different times in a month

ENGAGE

Conversation Question: How does the world change at night?

Read *Goodnight Moon* by Margaret Wise Brown. Discuss how the bunny says goodnight to all the familiar objects in the moonlit room. Pose the question: Who and what do YOU say goodnight to each night? Reread the story, encouraging the class to read aloud with you.

INTRODUCE VOCABULARY

Display the vocabulary words. Ask if any student can explain how the three words are connected. Listen to responses and then reveal the definitions and the article title. After reading the article, invite students to more accurately use the key terms to discuss their knowledge of the moon.

READ & DISCUSS

Have students study the photographs and listen as you read the article and captions aloud. Reinforce comprehension by posing these questions as a post-reading activity.

- How does the moon shine at night?
- Why does the moon look a little different each night?
- What does the moon circle around?
- How long does it take the moon to circle once around the Earth?

CONCEPT/SKILL FOCUS: Collect and Interpret Data

INSTRUCT: Direct the students to return to page 34 to study the photographs depicting the phases of the moon. Emphasize the fact that the moon never changes shape; it just appears different due to changes in the sunlit portions. Distribute copies of the *By the Light of the Moon* graphic organizer. Instruct the students to use a colored pencil to shade in the circles to represent each phase of the moon.

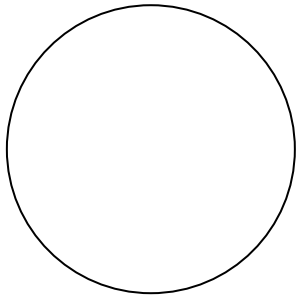
ASSESS: Circulate and converse with the students as they are working. Collect and review worksheets to evaluate individual abilities to interpret information.

EXTEND

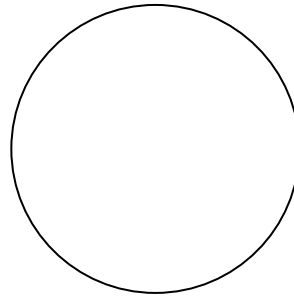
Language Arts Remind students that they listened to the book *Goodnight Moon* at the beginning of the lesson. Tell students they will collaborate to create a class book titled *Good Morning Sun*. They will follow the predictable pattern of the original story, but instead will be writing about things that are lit by the morning sun in their classroom. (Ex: "Good Morning art easel. Good Morning bookshelf.") Have each student write a simple sentence and make an illustration. Combine into a class book to be kept in the reading center.

By the Light of the Moon

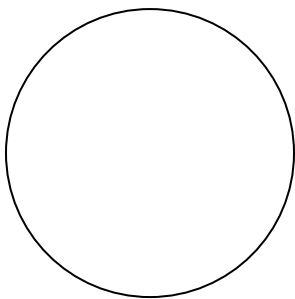
Look at page 34 of “Moon Shapes.” Use it to help you shade the moons below according to the name of the phase. On the back of this paper, draw, and/or write the moon phases in the correct order as they appear in our night sky.



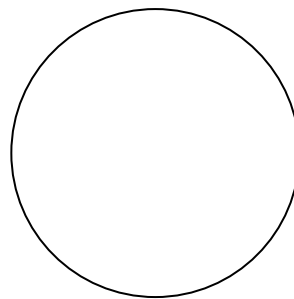
Waning Gibbous



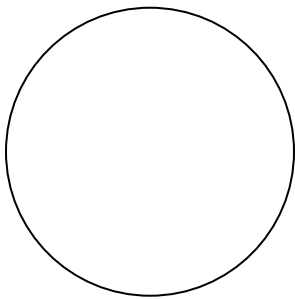
New Moon



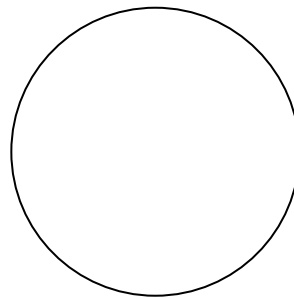
Waning Crescent



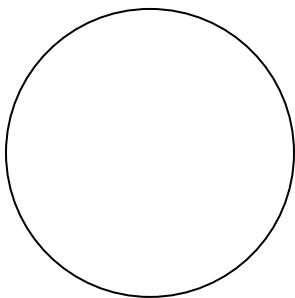
First Quarter



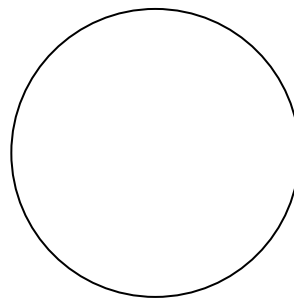
Full Moon



Waxing Crescent



Last Quarter



Waning Gibbous