

Click®

Game On

The desire to play sports and engage in competition transcends time and cultural differences. This issue of CLICK magazine discusses how advancements in equipment and changes in rules are keeping athletes safe and games fair. Let's play!

CONVERSATION QUESTION

How have developments in equipment and rules changed the world of sports?

TEACHING OBJECTIVES

- Students will learn that animals have "built-in" sports gear.
- Students will learn how hockey equipment has evolved to better protect players.
- Students will learn about the life of the first female professional baseball player.
- Students will compare human sports gear with the protective body parts of specific animals.
- Students will examine problem and solution relationships.
- Students will classify information from a nonfiction narrative.
- Students will complete analogies.
- Students will explore the three states of water: liquid, solid and gas.
- Students will use data from the article to solve mathematical equations.



In addition to supplemental materials focused on core STEAM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Geared-Up Animals**
Expository Nonfiction, ~700L
- **Go Goalie**
Expository Nonfiction, ~900L
- **Queen of the Diamond**
Nonfiction Narrative, ~300L

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Geared-Up Animals

pp. 8-11, Expository Nonfiction

Young readers will enjoy the wildlife photographs that accompany this article comparing human sports gear to the protective physical features of various animals. Learn how animals smash, clash, and dash without injury!



RESOURCES

Making Comparisons

OBJECTIVES

- Students will learn that animals have "built-in" sports gear.
- Students will compare human sports gear with the protective body parts of specific animals.
- Students will complete analogies.

KEY VOCABULARY

- **gear (p. 8)** supplies, tools, or clothes needed for a special purpose
- **cleats (p. 8)** shoes with plastic or rubber pegs on the bottoms
- **helmet (p.9)** a hard hat that is worn to protect your head

ENGAGE

Conversation Question: How have developments in equipment and rules changed the world of sports?

Display the title of the article, "Geared-Up Animals," and discuss the meaning of the word *gear* as defined in the vocabulary section of this guide. Have students compile a list of back-to-school gear.

INTRODUCE VOCABULARY

Post and discuss the three vocabulary words and definitions. Have students Think-Pair-Share with a partner. Give them the following brainstorming directives, one at a time:

- Discuss *gear* you would need for a camping trip.
- Discuss how *cleats* keep you from slipping.
- Discuss what sports/activities require a *helmet*.

READ & DISCUSS

Reinforce comprehension of details in the article by using these prompts to direct discussion:

1. What kind of gear helps people to stay safe when they play sports?
2. Why don't a cat's claws wear down when the cat walks?
3. What is special about a male bighorn sheep's head?
4. How do ski poles help you when you are gliding over snow?
5. What part of a penguin's body helps them to steer when they are sliding?

SKILL FOCUS: Making Comparisons

INSTRUCT: Students will compare human sports gear with the protective body parts of specific animals. Instruct pairs of students to reread the text and to underline information that will be helpful for this purpose. Introduce the *Making Comparisons* worksheet and have partners use it to record the data. Students can use both pictures and words to complete this activity.

ASSESS: Circulate and have mini-conversations with students as they are working. Remedial readers may work with a partner to reread the text. Collect the *Making Comparisons* worksheet and review.

EXTEND

Language Arts Take the opportunity to study analogies with your students by using vocabulary from the text. (An analogy compares two things by how they are related.) Discuss the relationship between helmet and head (helmet is equipment that protects the head). Ask students what protects the eyes (goggles). Have them complete the following sentence: Helmet is to head as _____ is to eyes. Continue the lesson using other examples from the article.

Safety First

Making Comparisons: Use the information that you underlined in the article to complete the sentences below. Write the word on the line and use the box for drawing.

A human uses cleats like a cheetah uses

_____.

A human uses a helmet like a bighorn uses

_____.

A human uses skis like a penguin uses

_____.

A human uses goggles like a dolphin uses

_____.

Go Goalie

pp. 20-21, Expository Nonfiction

Lace up your skates and get ready to score! This article will teach students how improvements in hockey equipment are helping players to enjoy a safer and more productive game.



RESOURCES

Problems and Solutions

OBJECTIVES

- Students will learn how hockey equipment has evolved to better protect players.
- Students will examine problem and solution relationships.
- Students will explore the three states of water: liquid, solid and gas

KEY VOCABULARY

- **equipment** (p. 20) supplies or tools needed for a special purpose
- **protection** (p.20) something that prevents keeps a person or thing from being harmed
- **goalie** (p. 20) a player who guards the goal in a game, such as soccer or hockey

ENGAGE

Conversation Question: How have developments in equipment and rules changed the world of sports?

In order to activate prior knowledge, give students five minutes to draw a picture of a hockey player. Then have the students take an "art walk" around the room to study their classmates' drawings. Help students make connections to the topic of the article by leading them to notice the equipment that students included on the players.

INTRODUCE VOCABULARY

List the vocabulary 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 students to predict the content of the article. Then post the definitions and distribute the article. Read aloud and revisit predictions.

READ & DISCUSS

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

1. Why do hockey players today wear lots of equipment?
2. Why do goalies wear two different gloves?
3. What kind of movements do hockey players need to make on the ice?
4. How do modern hockey skates help the players to move more quickly?
5. What happened when the stuffed pads made out of leather or canvas got wet? How did this affect the player?

SKILL FOCUS: Problems and Solutions

INSTRUCT: Inform students that they will be following along as the article is reread. Instruct them to mark the sections that reveal how the problem of outdated equipment was solved and how the changes help to keep players safer during games. Distribute copies of the *Problems and Solutions worksheet*. Tell students they will be responsible for recording the problem and solution relationships from the article.

ASSESS: Guide students to make the connections between problems and solutions. Review the information they list in their charts.

EXTEND

Science Present information about the various forms that water can take: liquid (water), solid (ice) and gas (steam/vapor). Show a short video clip illustrating the three states of water. Challenge students to brainstorm sports/activities other than hockey that are played on ice. Then discuss sports that are played on/in water.

Nice on Ice

Problem and Solution: Locate the information in the article on the problems with outdated hockey gear. In the Solution column, write or draw to show improvements that have been made.

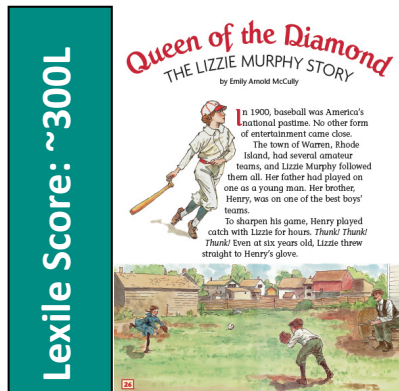
Problem	Solution
Hockey players used a thin mask to cover their face.	
Goalies wore the same type of gloves as their teammates.	
Early hockey players wore leather boots with metal blades bolted on.	
Hockey players wore lots of bulky pads.	

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Queen of the Diamond

pp. 26-33, Nonfiction Narrative

Batter Up! Students will be inspired by this story about Lizzie Murphy, the first woman to play professional baseball. Readers will learn how she pushed aside stereotypes and earned her place on the team.



RESOURCES

Classify Information

OBJECTIVES

- Students will learn about the life of the first female professional baseball player.
- Students will classify information from a nonfiction narrative.
- Students will use data from the article to solve mathematical equations.

KEY VOCABULARY

- **pastime** (p. 26) an activity that you enjoy doing during your free time
- **amateur** (p. 26) a person who does something such as a sport or hobby for pleasure and not as a job
- **sheepish** (p. 28) feeling embarrassment because you have done something foolish or wrong

ENGAGE

Conversation Question: How have developments in equipment and rules changed the world of sports?

Divide the class into two groups: boys and girls. Pose these questions about exclusion to the groups: when were you left out of something just because you were a girl? when were you left out of something just because you were a boy? Allow the groups time to discuss their experiences and feelings and to share their talking points with the other group. Discuss how can we do better to make things fairer for all?

INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions on the board. Then display the following sentences and have students complete them:

1. I am an _____ singer now, but someday it will be my career.
2. Joe looked _____ when he admitted that he forgot to do his homework.
3. My grandmother's favorite _____ is knitting scarves for friends.

READ & DISCUSS

After students read the article, discuss the following questions.

1. What did Lizzie's father mean when he said, "'You're a natural, Lizzie'"?
2. Why did Lizzie's mom think Lizzie should not be playing baseball? What changed her opinion?
3. How did Lizzie first become part of a team?
4. How did Lizzie do when she finally got the chance to play first base?
5. Why did the attendance go up when Lizzie was playing in the game?

SKILL FOCUS: Classifying Information

INSTRUCT: Guide students to verbalize that the article was written to teach readers about the first female professional baseball player, Lizzie Murphy. Introduce the *Classify Information* graphic organizer and inform students that as you read the statements aloud, they will have to decide if the sentence is referring to Lizzie Murphy specifically or to the game of baseball in the early 1900s. Demonstrate how to decipher the intent of the statements and how to mark the correct column.

ASSESS: During this whole-class activity, encourage students to verbalize their thought processes. Ask students how they decided which column to mark.

EXTEND

Mathematics The article states on page 33 that Lizzie Murphy played professional baseball from 1918 to 1935. Have students use subtraction (or "count on") to see how many years Lizzie played. Guide students in using that answer to solve the following question: If she joined a professional team when she was 18 years old, how old was she when she stopped playing?

Take Me Out to the Ball Game

Classifying Information Listen as the statements are read aloud. Decide if the sentence is talking about the game of baseball in general, or specifically about Lizzie Murphy. Put an **X** in the correct column.

Statement	Lizzie Murphy	Baseball Fact
In 1900, baseball was America's national pastime.		
She can throw and catch a ball as well as any boy.		
Her first position on a team was batgirl.		
The town of Warren, Rhode Island had several amateur teams.		
She earned the same pay as men, fair and square.		
Players boarded a bus to play in different towns.		
The stands overflowed with excited fans that came just to see a girl play.		
You need a bat, glove and a ball to play.		