Click® Teacher Guide: April 2021

Click®

Welcome Spring

As we shed winter coats and enjoy longer and warmer days, we can feel that spring has arrived. Celebrate the season of renewal with this month's issue of CLICK magazine.

CONVERSATION QUESTION

How do we know when spring has arrived?

TEACHING OBJECTIVES

- **Students will learn about the characteristics of spring.**
- **Students will learn how a meteorologist predicts the weather.**
- **Students will learn about the birth and habits of animals born in spring.**
- **Students will collect evidence from a nonfiction text, as well as from the world around them.**
- **Students will process information using their senses.**
- **Students will obtain and classify information.**
- **Students will participate in an experiment to demonstrate how day breaks and night falls.**
- **Students will create a class book illustrating well-known expressions related to spring.**
- **Students will fabricate an art project utilizing the mathematical concept of symmetry.**

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

- **When It's Spring**

Expository Nonfiction, ~500L

- **Weather Whiz**

Informational Interview, ~500L

- **Spring Babies**

Expository Nonfiction, ~700L

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When It's Spring

pp. 12-15, Expository Nonfiction

How do we know when spring has sprung? Young readers will learn scientific reasons why the seasons change and be encouraged to notice the simple signs that spring is in the air.

RESOURCES

Spring Has Sprung

OBJECTIVES

- Students will learn about the characteristics of spring.
- Students will collect evidence from a nonfiction text, as well as from the world around them.
- Students will participate in an experiment to demonstrate how day breaks and night falls.

KEY VOCABULARY

- ***shadow* (p. 12)** the dark shape that falls on a surface when something is between it and the light
- ***spinning* (p. 13)** to turning round and round quickly
- ***tilt* (p. 13)** to lean

ENGAGE

Conversation Question: How do we know when spring has arrived?

As a pre-reading activity, have some fun learning about shadows. (The article discusses shadows cast by February's groundhog and describes night as a "turning away from the sun.") Tape a large piece of white paper to the wall and use a projector or another light source to create shadow puppets. If time allows, trace each child's silhouette.

INTRODUCE VOCABULARY

Post the words and definitions and read them aloud. Have students describe how shadows were made in the introductory activity above. Remind students that to spin means to turn round and round in place. Have students spread out and spin until you shout "stop." Then instruct them to stand a foot away from a partner, and tilt toward them and then away from them.

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. What is the forecast if the groundhog sees its shadow? What happens if it doesn't see its shadow?
2. Can groundhogs really predict the weather?
3. How does the spinning of the Earth give us day and night?
4. How does the tilting of the Earth give us seasons?
5. Why is it a different season on the opposite side of the Earth?
6. How long does it take the Earth to go all the way around the sun one time?

SKILL FOCUS: Collecting Evidence

INSTRUCT: This article presents the reader with detailed information about the season of spring. Present the graphic organizer, *Spring Has Sprung,* and tell students that they will be reviewing the article to find sentences that describe scientific changes that point to the beginning of spring. After they have collected information from the article, they will use their own critical thinking skills to list additional signs of the season.

ASSESS: Depending on the level of your students, they may write or draw their answers. Reconvene and allow students to share their responses.

EXTEND

Science Review page 13 of the article, which explains daybreak and nightfall. Use a flashlight and globe to show the class how day and night occur. Place a sticker on the globe to mark your location. Make the room as dark as possible and hold the flashlight two feet away from the sticker. Keep the flashlight still and have a volunteer slowly spin the globe. Guide students to realize that the light is the sun, and that as the sticker is plunged into darkness, it becomes nighttime.

Spring Has Sprung

Collecting Evidence Gather information from the article, and from the world around you, to list signs of spring.

Think about what you learned from the reading. The article taught me to look for these signs of spring:

1. longer days _____

2. _____

3. _____

Draw or write about other signs of spring that you have observed.

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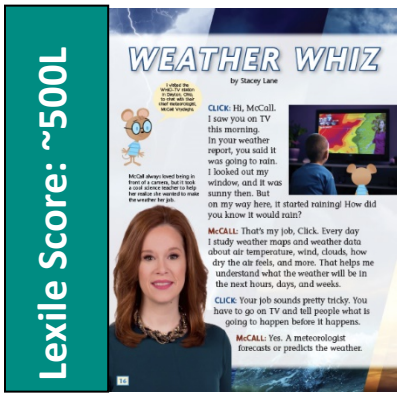
Weather Whiz

pp. 16-21, Informational Interview

Explore the wonderful world of weather with meteorologist McCall Vrydaghs. Students will learn how scientists predict the weather and present the forecast to viewers.



RESOURCES

- **Weekly Weather Journal**
- **Weather Alert**

OBJECTIVES

- Students will learn how a meteorologist predicts the weather.
- Students will process information using their senses.
- Students will create a class book illustrating well-known expressions related to spring.

KEY VOCABULARY

- ***meteorologist* (p. 16)** a scientist who studies weather and climate
- ***forecast* (p. 16)** to predict something that will happen in the future
- ***green screen* (p. 20)** a blank screen that pictures are projected onto to create a background

ENGAGE

Conversation Question: How do we know when spring has arrived?

Prepare students to read the article by distributing copies of the *Weekly Weather Journal* included with this guide. (Print additional copies if you plan to observe the weather for more than one week.) Review their recorded data at the end of the week, and pose the following questions: How did this week's weather affect your activities? Do you see a pattern in the weather? What do you predict next week's weather will be like?

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:

- Would a meteorologist be interested in wind? Why/why not?
- Can you forecast what you ate for breakfast yesterday? Why/why not?
- Could a green screen trick others into thinking you are somewhere you actually aren't? How?

READ & DISCUSS

Reinforce comprehension of the details in the article by using the following prompts to direct discussion.

1. What does McCall Vrydaghs study to help her predict the weather?
2. How is predicting different from guessing?
3. Why is it important to know ahead of time what the weather will be?
4. Why does it rain so much in spring?
5. How do meteorologists use a green screen when reporting the weather?

SKILL FOCUS: Sensory Processing

INSTRUCT: Guide students to verbalize that the article was written to teach readers that observational skills are just as important as scientific data when predicting the weather. Introduce the *Weather Alert* graphic organizer and have students refer to pages 18-19 to review how McCall told Click to use his senses. Depending on abilities, students can draw or write their responses on the web.

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

EXTEND

Language Arts Share expressions about spring and weather: April showers bring May flowers; raining cats and dogs; having spring fever; doing spring cleaning. Use books, the internet, (and grandparents!) to find additional quotes. Have fun discussing the meanings of these spring adages with the class. Then ask each student to select one phrase to illustrate. Try to avoid repeats. Bind finished pages into a class book.

Weather Whiz

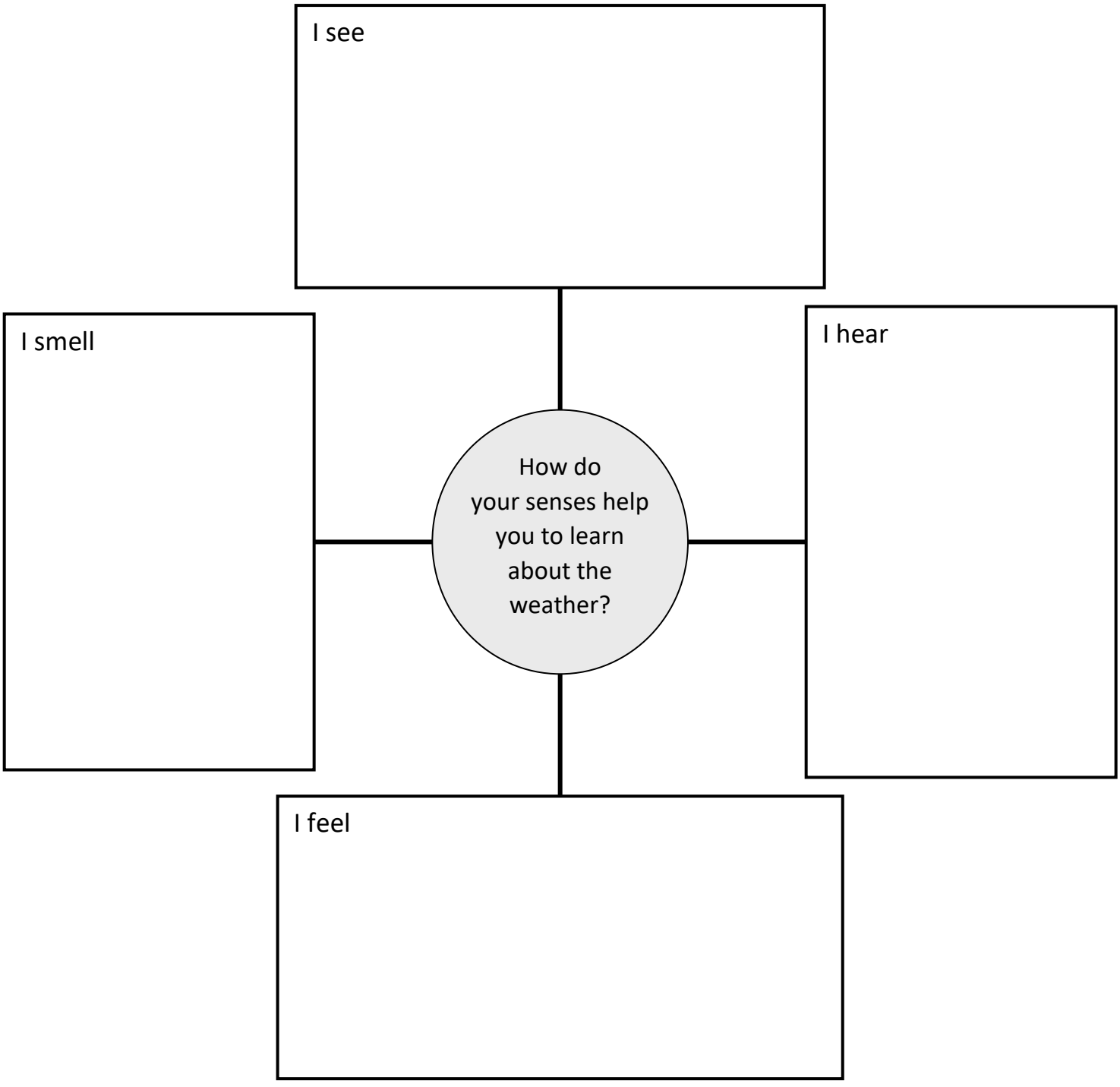
Weekly Weather Journal

I predict the weather for next week will be:

Date	Day of the week	Weather	Temperature

Weather Alert

Sensory Processing We gather information about the world by using different senses. Show how we can use our senses to learn about the weather.



Click® Teacher Guide: March 2021

Spring Babies

pp. 22-25, Expository Nonfiction

Known as the season of rebirth, this article about spring focuses on the arrival of animal babies. Beautiful photographs accompany this clear and interesting text.

RESOURCES

Furry Friends

OBJECTIVES

- Students will learn about the birth and habits of animals born in spring.
- Students will obtain and classify information.
- Students will demonstrate an understanding of the mathematical concept of symmetry.

KEY VOCABULARY

- ***hatch* (p. 22)** to be born by coming out of an egg
- ***chrysalis* (p. 25)** a moth or butterfly at the stage of growth when it is turning into an adult and is enclosed in a hard case
- ***caribou* (p. 25)** a large type of deer that lives in northern parts of the world

ENGAGE

Conversation Question: How do we know when spring has arrived?

Ask students what different animal babies called? (For example: dog/puppy, cat/kitten.) Generate a list on the board with all the correct names that the class contributes. Revisit the list after reading the article and add the new names students learn.

INTRODUCE VOCABULARY

Post the key words and discuss the meanings of the terms. Based on the definitions, have students use critical thinking skills to decide which word does *NOT* belong. (Answers: horse, sharp, wings)

- Animals that hatch: owl/turtle/horse/turkey
- Words related to a chrysalis: protective/sharp/silken/cocoon
- Caribou body parts: antlers/tail/hooves/wings

READ & DISCUSS

As a post-reading activity, lead a discussion based on these questions:

1. Where do spotted salamander babies hatch and grow?
2. Why do mallard ducks fly north in spring?
3. What animal does a gray wolf pup look like?
4. Where do monarch butterflies spend winter?
5. Why do wild herds of caribou travel long distances?

SKILL FOCUS: Obtain and Classify

INSTRUCT: Elicit from students that the main idea of the article is to provide readers with information regarding animal babies that are born in springtime. Present the *Furry Friends* graphic organizer and tell students they will be using information from the article and the color code key to correctly classify the behaviors and characteristics of a particular animal baby. Model the activity and complete the worksheet as a whole class if reading abilities dictate the need.

ASSESS: If students work independently, circulate as they are completing the graphic organizer and discuss the information in the article. The completed color pattern will make this work easy to evaluate. Direct students to the proper section of the text so that they can make corrections, if necessary.

EXTEND

Mathematics Have students to return to page 25 to study the monarch butterfly. Ask students to share their observations. Guide them to notice the pattern on the wings. Post the word *symmetry* on the board and explain that something is symmetrical if it is exactly the same on both sides, as with the monarch's two wings. Make paper cut-outs of butterflies available and show how they can be folded down the center. Demonstrate how to create symmetrical wings using markers or crayons. Then have students to color their own butterfly to demonstrate their understanding of symmetry.

Furry Friends

Classify Information Use the words and pictures in the article to decide which animal the sentence is describing. The color code key below will tell you which color to shade the box.

WOLF (blue)	SALAMANDER (red)	DUCK (yellow)	CARIBOU (brown)	BUTTERFLY (orange)

These babies dip their heads underwater to eat bugs.	This furry baby is called a pup.
They travel long distances in herds looking for food.	As they grow, they form legs and lungs so that they can live on land.
This is a wild gray animal that looks like a dog.	They fly north in spring to lay their eggs.
From a chrysalis, it will grow into an adult with wings.	Within in two months of being born, this calf will start to grow antlers.
They hatch and grow in ponds made by melting snow and spring rains.	These babies need to grow big enough to fly south before winter comes and the water freezes.