

Click®

Helping Hands

There is a famous quote by Mister Rogers in which he recounts his mother telling him to look for helpers when he needs them. “There are always helpers,” she says to him. This month’s issue of CLICK magazine features community helpers of all ages and celebrates how they enrich our lives.

CONVERSATION QUESTION

How do helpers make the world a better place?

TEACHING OBJECTIVES

- Students will learn about helpers in the community.
- Students will learn how a team of people and a collection of instruments help the doctor treat patients.
- Students will learn how Stream Team 713 helps to keep the Jacks Fork River clean.
- Students will collect evidence from a nonfiction narrative.
- Students will classify information in a nonfiction text.
- Students will evaluate a problem-and-solution relationship.
- Students will create a “Help Wanted” poster that advertises for a particular community helper.
- Students will examine the importance of appointments.
- Students will use mathematical reasoning to express equivalent measurements.



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

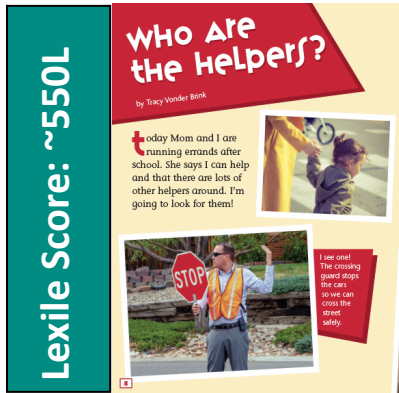
- **Who Are the Helpers?**
Nonfiction Narrative, ~550L
- **Doctors’ Helpers**
Expository Nonfiction, ~630L
- **Our Stream Team**
Nonfiction Narrative, ~520L

Click® Teacher Guide: May/June 2021

Who Are the Helpers?

pp. 8–11, Nonfiction Narrative

This article will help young readers to identify and appreciate the helpers in their community. Bright photographs accompany the simple text.



RESOURCES

Helping Hands: Collecting Evidence

OBJECTIVES

- Students will learn about helpers in the community.
- Students will collect evidence from a nonfiction text.
- Students will create a “Help Wanted” poster that advertises for a particular community helper.

KEY VOCABULARY

- **errand (p. 8)** a short trip taken specifically to get something done
- **grocer (p. 10)** a person who sells food and other supplies for people’s houses
- **pharmacy (p. 11)** a store or part of a store where drugs and medicines are sold; drugstore

ENGAGE

Conversation Question: How do helpers make the world a better place?

Discuss who the helpers are in your classroom and in your school. Ask students why having a team of helpers is beneficial to the whole group, as well as to individuals. Pose this question: How would your classroom/school be different if there weren’t any helpers?

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 **errands** that you might run with a parent.
- Discuss how the **grocer** could help you fill your lunchbox.
- Discuss what you could buy at a **pharmacy** to help someone who is sick.

READ & DISCUSS

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

1. On page 8, Mom says there are lots of helpers around. Name three helpers that you learned about in the article.
2. Which helpers keep you safe?
3. Are there any helpers mentioned in the article that work in your school? Who?
4. Which helpers need to be good at organizing things?
5. How does the little girl in the article help her mom? How are you a good helper?

SKILL FOCUS: Collecting Evidence

INSTRUCT: This article presents the reader with detailed information about helpers who can be found in most communities. Present the *Helping Hands: Collecting Evidence* organizer and tell students that they will be reviewing the article to find sentences that describe the specific job of each helper. Have the students cut out the words on the bottom of the page. Then read aloud sentences 1–8 and tell students to glue the correct helper word into the box.

ASSESS: Depending on the level of your students, this can be done as a group activity or individually. Check for accuracy.

EXTEND

Language Arts Review the *Helping Hands: Collecting Evidence* activity with the class. Have students choose one of the helpers from the page and write a “Help Wanted” advertisement or create a “Help Wanted” poster for a store window that would attract that particular helper. Show students what needs to be included in an employment ad using online ads or the newspaper. Adapt the assignment as appropriate for your students.

Helping Hands

Collecting Evidence Cut out the helper words. Then match the helpers with the jobs they do. Look at the article to help you remember.

1. This helper will give you information about medicine.	2. This helper will clean special clothes that can't be washed at home.
3. This helper has fruits and vegetables to buy.	4. This helper works high up on the outside of buildings.
5. This helper will find a good book for you to read.	6. This helper is a family helper.
7. This helper likes animals and takes care of them.	8. This helper holds up a stop sign so you can cross the street.

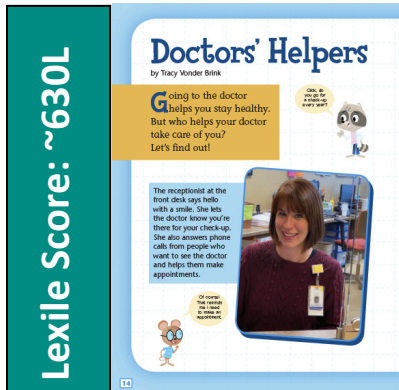


LIBRARIAN	DOG WALKER	ME	PHARMACIST
CROSSING GUARD	GROCER	DRY CLEANER	WINDOW WASHER

Doctors' Helpers

pp. 14–18, Expository Nonfiction

Ahh-choo! This article takes students on a friendly visit to the doctor's office, where they will learn about all of the helpers that work together to care for patients.



RESOURCES

What's Up Doc?: Classifying Information

OBJECTIVES

- Students will learn how a team of people and a collection of instruments help the doctor treat patients.
- Students will classify information in a nonfiction text.
- Students will examine the importance of appointments.

KEY VOCABULARY

- **otoscope** (p. 16) a medical instrument used to look inside someone's ear
- **stethoscope** (p. 16) a medical instrument used to listen to someone's heart or lungs

ENGAGE

Conversation Question: How do helpers make the world a better place?

Motivate students to read by playing 20 Questions. Tell them that the topic of the article is a community helper, and they will have to take turns asking you yes-no question to determine who the helper is. (Demonstrate, if necessary.) Remind students not to call out the answer until all students are confident that they have it figured out.

INTRODUCE VOCABULARY

Post and discuss the vocabulary terms with the class. Be sure students understand what these instruments do and what they look like by showing them the photographs on page 16. Invite students to share doctor office experiences. Then have them fold a piece of paper into quarters, label two of the boxes with the key words, and make a visual representation of each. After reading the article, they will use the other two boxes to illustrate other instruments mentioned in the article.

READ & DISCUSS

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

1. What is the job of the receptionist at the doctor's office?
2. Why should people go for yearly check-ups?
3. What does the swab that the nurse rubs on the back of the throat check for?
4. How do computers help doctors and nurses?
5. List three different reasons you have visited a doctor's office.

SKILL FOCUS: Classifying Information

INSTRUCT: Elicit from students that the main purpose of the article is to provide readers with information about the team of helpers that work together in the doctor's office. Present the *What's Up, Doc?: Classifying Information* organizer and tell students that they will be classifying information from the article into three different categories. Model the activity and allow students to complete the worksheet using words and/or pictures, depending on their abilities.

ASSESS: Students can further practice the skill of classifying information by repeating the activity above with "school helpers" as the theme. Create the same three categories and have students complete the columns.

EXTEND

Life Skills Discuss with students why making an appointment is an important part of a system that keeps busy places running smoothly. (Display page 14 and point out the picture of Click reminding himself to make an appointment.) Being on time for an appointment is important because it shows respect for others. Have students Think-Pair-Share with a partner to brainstorm a list of places that require an appointment. Then have them discuss how appointments are made.

What's Up, Doc?

Classifying Information Draw and write to show an example of each kind of helper in the doctor's office. Look at the article to help you remember.

Person Helper	Tool Helper	Computer Helper

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Our Stream Team

pp. 19–23, Nonfiction Narrative

Splash, splash...TRASH? Readers will join young Trevor on his mission to help keep the Jacks Fork River clean. A descriptive narrative and explanatory photographs show students how the Stream Team works together on this important task.



RESOURCES

Pollution Solution: Problem and Solutions

OBJECTIVES

- Students will learn how Stream Team 713 helps to keep the Jacks Fork River clean.
- Students will evaluate a problem-and-solutions relationship.
- Students will use mathematical reasoning to express equivalent measurements.

KEY VOCABULARY

- **burrow** (p. 22) to make a hole or tunnel in the ground by digging
- **downriver** (p. 22) the direction in which the water flows in a river

ENGAGE

Conversation Question: How do helpers make the world a better place?

Post the title of the article, “Our Stream Team,” and display a map of the United States. Plot the location of the Jacks Fork River in Missouri. Then plot your own location. Show students how to use the map’s scale to approximate the distance between the two points. Tell students that the article is about a team of helpers who work together to clean up a river. What body of water (stream, river, lake, ocean) is closest to your location? How can you help to keep it clean?

INTRODUCE VOCABULARY

Post the words and definitions and read them aloud. Have students describe how an animal can make a **burrow** and name animals that live in burrows. Ask students to imagine what they might see floating **downriver**.

READ & DISCUSS

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

1. Why did Trevor’s grandparents start a club called Stream Team 713?
2. What kind of garbage do Trevor and his sister find by the stream?
3. What two things do the River Rats do to help keep the river clean?
4. Why does the Stream Team look for water bugs?
5. How do the River Rats enjoy the Jacks Fork River after they are done with their work?

SKILL FOCUS: Problem and Solutions

INSTRUCT: Ask students to describe the problem the Stream Team has in the river (pollution). Inform students that they will be rereading the article with a partner and highlighting passages that show the Stream Team’s solutions to this problem. Distribute copies of the *Pollution Solutions: Problems and Solutions* organizer. Tell students that after they highlight solutions in the article, they will choose two solutions to write and draw about in the organizer.

ASSESS: Have students work in pairs to complete the organizers. Circulate and provide peer remediation to any students having difficulty with the task.

EXTEND

Mathematics Reread the second paragraph on page 20, which explains that in one weekend Trevor’s grandparents once picked up 6 tons of trash. Show students the simple equivalent: 1 ton = 2,000 pounds. Use a drawing or manipulatives to determine how many pounds are in 6 tons. Challenge students by posting other equivalents to solve.

Pollution Solutions

Problem and Solutions How does the Stream Team solve the pollution problem? Write and draw two ways.

