

Click®

On with the Show

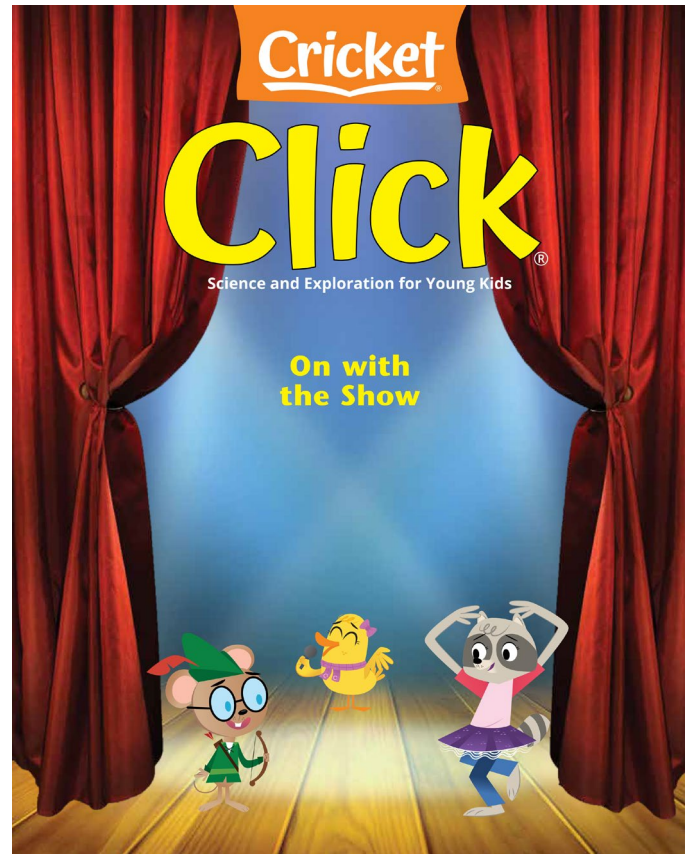
“The show must go on” is a phrase that means regardless of what happens, the stage performance must continue. This month’s issue of CLICK magazine brings readers behind the curtain and out onto the stage to explore many facets of the theater. Young students will learn how people collaborate to create a show that is entertaining for audiences of all ages.

CONVERSATION QUESTION

What makes live performances so special?

TEACHING OBJECTIVES

- Students will learn about attending a live theater performance.
- Students will learn about different kinds of puppets from around the world.
- Students will learn about the important work of a costume designer.
- Students will compare and contrast the experience of attending a play with the experience of going to a movie.
- Students will classify information from a nonfiction text.
- Students will sequence the process of costume design.
- Students will be introduced to onomatopoeia.
- Students will explore strong feelings through puppet play.
- Students will use repeated addition to solve theme-based word problems.



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

- **Click and Jane**
Comic Strip Story, ~510L
- **Puppets Around the World**
Expository Nonfiction, ~550L
- **Meet a Costume Designer**
Interview, ~610L

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Click and Jane

pp. 3–7, Comic Strip Story

Young readers will accompany Click and Jane on an excursion to the theater. Etiquette and procedures are presented in humorous comic-strip format.



RESOURCES

Compare and Contrast: Curtain Call

OBJECTIVES

- Students will learn about attending a live theater performance.
- Students will compare and contrast the experience of attending a play with the experience of going to a movie.
- Students will be introduced to onomatopoeia.

KEY VOCABULARY

- **actor (p. 3)** a person who plays the part of a character in a play, movie, or television show
- **usher (p. 4)** a person who shows people to their seats in a theater
- **balcony (p. 5)** the upstairs seats in a theater or concert hall

ENGAGE

Conversation Question: What makes live performances so special?

Tell students that this month’s “Click and Jane” tells about an outing to the theater to see a play. Ask students what manners they think are important for such an occasion. Discuss why indoor manners may be different than outdoor manners and public manners may be different than at-home manners. Emphasize that even though manners may vary, they are always meant to show respect for other people.

INTRODUCE VOCABULARY

Discuss the key vocabulary words and definitions with your students. Ask them to identify the category that all of these words belong to. (theater) Have students share experiences they have had going to a theater. What other words could fit into this category? List responses on the board and add new words after reading the article.

READ & DISCUSS

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

1. Why does Jane tell Click to wear a bow tie to the play?
2. Why didn’t Click eat lunch before going to the theater?
3. What is happening behind the curtain before the play starts?
4. Why can’t CeCe see the stage?
5. How does Click know that someone in the theater has a candy bar?
6. How does the usher solve the problem of being too low to see over the seat?

SKILL FOCUS: Compare and Contrast

INSTRUCT: Review information from the story that details differences between attending a play and a movie. Remind students that the article was written to teach readers about the experience of attending a live performance. Introduce the *Compare and Contrast: Curtain Call* worksheet and tell students they will be comparing how attending a play and movie are alike and how they are different.

ASSESS: Review graphic organizers with the class and discuss.

EXTEND

Language Arts In the first panel on page 7, the words *RUSTLE* and *CRINKLE* describe the sounds of a candy bar being unwrapped. Revisit this page with students and take the opportunity to introduce them to onomatopoeia (the use of a word that describes a sound and also mimics the sound). Invite students to name other examples of onomatopoeia, such as *slurp*, *buzz*, *fizzle*, *hiss*, *oink*. Point out that at the bottom of page 7, Click asks for nachos. Guide students to brainstorm words that could be used to describe sounds made while eating nachos (*crunch*, *snap*, *gobble*, etc.). Then discuss words that could describe sounds of a soda, sounds of drinking a soda, and sounds made by Click’s hungry stomach.

Curtain Call

Compare and Contrast Use information from the story to compare the experience of attending a play with the experience of watching a movie.

Element	Going to a Play	Going to a Movie
dress		
seating		
music		
food		
performance		

Puppets Around the World

pp. 10–13, Expository Nonfiction

This article introduces students to puppets from around the world. Detailed photographs show the methods and materials used by puppeteers to tell stories to audiences young and old.



RESOURCES

Classifying Information: Playful Puppets

OBJECTIVES

- Students will learn about different kinds of puppets from around the world.
- Students will classify information from a nonfiction text.
- Students will explore strong feelings through puppet play.

KEY VOCABULARY

- **puppeteer (p. 10)** a person who uses puppets in performances to entertain people
- **legend (p. 11)** a story from the past that is believed by many people but cannot be proved to be true

ENGAGE

Conversation Question: What makes live performances so special?

Generate excitement for this topic by having students make their own puppets. There are a variety of templates online to help students make stick puppets or simple sock puppets with googly eyes. Paper bag puppets are another easy option. Provide students with scraps of fabric, paper, glue, scissors, yarn, and other available craft supplies. Encourage students to be creative. Have students name their puppets and put them aside for use in the Extend activity at the bottom of this page.

INTRODUCE VOCABULARY

Display the following statements and underline the key vocabulary terms. Demonstrate how to infer the meanings of new words by using context clues and background knowledge. Then have partners work together to determine the meaning of each word. Reveal definitions.

- The puppeteer controlled the puppet's arms, head, and body.
- The legend says that Big Foot roams the forest at night.

Have students circle the key words as they are revealed in the text.

READ & DISCUSS

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

1. How can a puppet show tell a story?
2. What is the job of the puppeteer?
3. Why are musicians often included in a performance with puppets?
4. What materials can puppets be made out of?
5. Why do you think different kinds of puppets are used in different parts of the world?

SKILL FOCUS: Classifying Information

INSTRUCT: Guide students to obtain information from the text, captions, and photos in the article. Remind students that the article was written to teach readers about different puppets from around the world. Introduce the *Classifying Information: Playful Puppets* graphic organizer and review the directions. Lead the activity by demonstrating how to reread pertinent passages and how to mark the correct column.

ASSESS: Review information the students record on their charts. If necessary for early readers, complete the chart as a class.

EXTEND

Social-Emotional Learning Puppet play is an interactive way for children to learn about strong feelings and to explore strategies for managing them. Expressing strong emotions (frustration, jealousy, anger, etc.) can be difficult for children. Arrange students in pairs and give them different scenarios to act out with their puppets. Circulate and observe the scenes. If a puppet demonstrates an inappropriate behavior such as hitting, have the pair repeat the scene with an acceptable response.

Playful Puppets

Classifying Information Use information from the article to classify the details listed in the first column below. Place an **X** in the correct column to show which puppet is being described.

Puppet Detail	Shadow Puppets	Water Puppets	String Puppets	Hand Puppets
These puppets can also be called glove puppets.				X
The puppeteer using these puppets sits behind a screen next to a light.				
Marionettes are a type of this puppet.				
Puppeteers stand in water behind a screen to move these puppets.				
Sock puppets are a type of this puppet.				
The puppeteer moves this puppet using strings from above.				
These puppets are made of leather that artists carve and punch holes in.				
In Vietnam, you can see these puppets in a <i>mua roi nuoc</i> show.				
Musicians play along with puppets called <i>wayang kulit</i> in Malaysia and Indonesia.				
In India, <i>kathputli</i> shows often use these puppets to tell a story about a famous prince.				

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Meet a Costume Designer

pp. 21–26, Interview

Students will meet costume designer Noël Huntzinger and learn how she helps to build the “world of the show.” The interview presents the process, from script to wardrobe.



RESOURCES

Sequence a Process: Ready, Set...Sew!

OBJECTIVES

- Students will learn about the important work of a costume designer.
- Students will sequence the process of costume design.
- Students will use repeated addition to solve theme-based word problems.

KEY VOCABULARY

- **draper** (p. 24) a person who makes patterns for costumes
- **stitcher** (p. 24) a person who sews all the pieces of a costume together

ENGAGE

Conversation Question: What makes live performances so special?

The costume designer mentions that she collects picture ideas for every character. Her research includes studying old magazines, movies, and exhibits. Review the terms *past*, *present*, and *future* with the students and display a piece of poster paper with each term. Provide the students with magazines and newspapers and have them collect pictures that could be posted in each category. Discuss how fashion changes in different time periods and how costumes need to reflect the time and situation. Have students glue their pictures onto the posters.

INTRODUCE VOCABULARY

Post the key words and discuss the definitions. Then read aloud the article title. Tell students that it takes a whole team to make a costume. Ask students to brainstorm people, other than the **draper** and the **stitcher**, who could be part of this team. Revisit the brainstorming list and add costume design personnel that are mentioned in the article.

READ & DISCUSS

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

1. What is the job of a costume designer?
2. Why is it very expensive to make a costume from scratch?
3. What does the wardrobe team do?
4. What happens to the costumes when the show is over?
5. What kind of research does a costume designer have to do?

SKILL FOCUS: Sequence a Process

INSTRUCT: Explain that creating costumes for a show takes time, people, and research. Furthermore, the process has many steps and completing them in the correct order helps the process run smoothly. Distribute the *Sequence a Process: Ready, Set...Sew!* graphic organizer and instruct students to refer to the article to accurately sequence each step of the costume-making process. Point out signal words that can help them determine order (*first, next, then, after, last, finally*).

ASSESS: Circulate as students are working on the chart and discuss the information in the article. Provide help as needed.

EXTEND

Mathematics: Model for students how repeated addition is simply adding equal groups together. More advanced students will know that this will later be referred to as multiplication. Use picture groups and arrays to model: $4+4+4 = 12$ is the same as 3 groups of 4 or $3 \times 4 = 12$. Have students use the RDW (Read-Draw-Write) method to solve the following word problem: Noël needs to make 5 costumes. Each costume needs 3 yards of fabric. How much fabric will Noël need altogether? Then challenge students to create their own theme-based word problems using repeated addition/multiplication.

Ready, Set...Sew!

Sequence a Process Gather information from the photographs and text that show how a designer follows a process to create the wardrobe for a show. Number the statements in the order that costume designer Noël Huntzinger completes them.

Step Number	Description
	I take my ideas and costume pictures to the director.
	Then, the actor tries on the costume, and we make sure it fits right.
	To make a new costume, first I go to the fabric store to get swatches.
	Finally, we choose accessories like shoes and hats.
1	I read the script and do research.
	Next, the draper makes the pattern and then the stitcher sews the pieces together.
	Sometimes we use a costume that the theater already has, or we buy it. There are a lot of steps to making a new costume!

In the space below, draw a costume that you've worn. Why did you wear the costume? Tell a friend.