

# Click®

## Look Out! How Animals Stay Safe

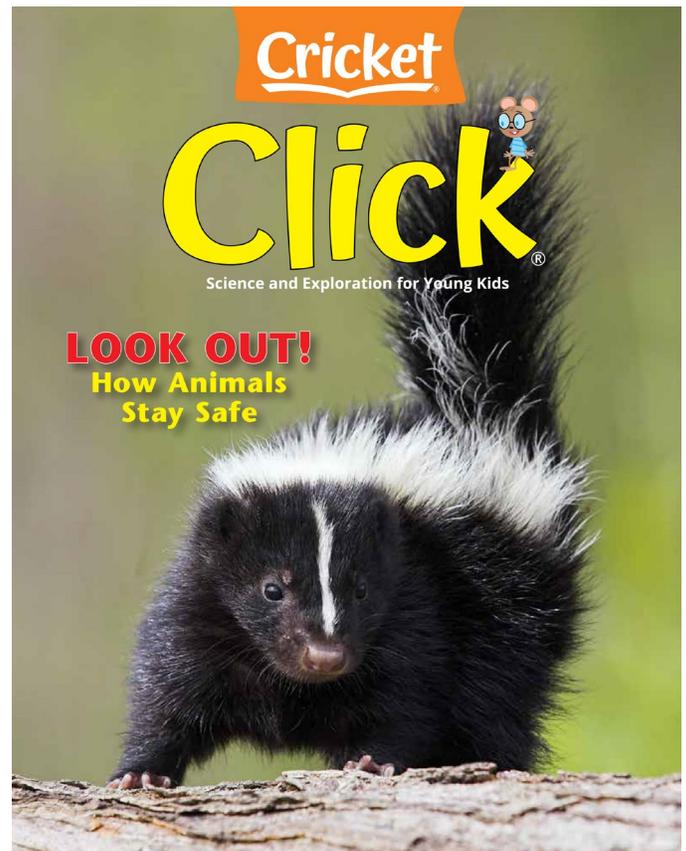
Use the engaging articles in this issue of Click to teach students about the different ways animals protect themselves and their young.

### CONVERSATION QUESTION

How do wild animals stay safe?

### TEACHING OBJECTIVES

- Students will communicate information.
- Students will analyze information about animals that use poison.
- Students will obtain information presented in diverse formats.
- Students will write narratives to develop imagined situations.
- Students will learn about poison prevention.
- Students will write informative texts.



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.

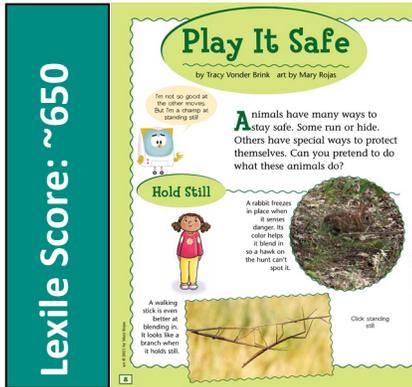
### SELECTIONS

- **Play it Safe**  
Expository Nonfiction, ~650L
- **The Poisoners**  
Expository Nonfiction, ~640L
- **Keeping Baby Safe**  
Expository Nonfiction, ~520L

## Play it Safe

pp. 8-11, Expository Nonfiction/  
Photo Essay

This article explains how animals stay safe. Use it to support the skill of communicating information.



## OBJECTIVES

- Students will read and analyze a nonfiction science article.
- Students will communicate information.
- Students will write narratives to develop imagined situations.

## KEY VOCABULARY

- **protect (p. 8)** to keep someone or something from being harmed
- **escape (p. 9)** to get away from a dangerous place or situation
- **enemy (p. 10)** something that harms or threatens someone or something

## ENGAGE

**Conversation Question:** How do wild animals stay safe?

Explain that animals have different ways to protect themselves. Some animals hide, some are covered in spines, quills, or hard shells, others use bad smells for protection. Invite students to name different animals that stay safe in one of these ways.

## INTRODUCE VOCABULARY

Read aloud the vocabulary words and definitions. Review ways animals protect themselves. Ask students to think of dangerous situations or places animals might need to escape. Discuss why one animal might be the enemy of another animal. Remind students to look and listen for these words in the text.

## READ & DISCUSS

Read the article together, stopping to ask questions to help students be better observers. Encourage students to point to what they see in the photos and use descriptive language to explain how the animals are protecting themselves. Use these prompts to further discussion:

1. Why does holding still protect rabbits and walking sticks?
2. How are the legs of frogs, grasshoppers, and impalas similar?
3. How does rolling up protect armadillos, pill bugs, and hedgehogs?
4. Which of these animals have you seen protecting themselves?

## SKILL FOCUS: Communicate Information

**INSTRUCT:** Assign students to one of the article sections: "Hold Still," "Leap Away," or "Roll Up." Explain that they will become experts on their assigned sections. Have students reread their sections and study the photographs and captions in them. Next, organize students into groups of three, with one representative from each article section in each group. Group members should take turns explaining the protective strategy on their page and how animals use it to keep safe.

**ASSESS:** Walk around the room as groups share information to see how well students are following directions. Provide guidance as needed.

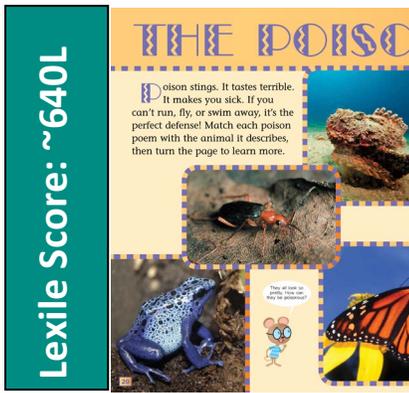
## EXTEND

**Language Arts/Writing** Have students write stories as if they were one of the animals in the article. Tell them to use the words *I* and *me* to tell about how they protect themselves. Encourage students to include details about their thoughts and feelings when danger is near. Suggest students use information from the article to help them write. Have students revise and proofread their stories before sharing them with the class.

## The Poisoners

pp. 20-23, Expository Nonfiction

Use this article to help students obtain information about how different kinds of animals use poison for protection.



### OBJECTIVES

- Students will read to learn about how different animals use poison.
- Students will analyze information about animals that use poison.
- Students will learn about poison prevention.

### KEY VOCABULARY

- **poison (p. 20)** a substance that can cause people or animals to become very sick or die if it gets into their bodies
- **sting (p. 21)** to hurt a person or animal by piercing the skin with a sharp, pointed part that usually contains poison
- **predator (p. 21)** an animal that lives by killing and eating other animals

### ENGAGE

**Conversation Question:** How do wild animals stay safe?

Preview the photographs in this article with students. Ask students to guess how the different animals stay safe. Make a list of ideas. Then go back and check these ideas after students have read the article.

### INTRODUCE VOCABULARY

Display the vocabulary and ask students to share what they know about these words. Have students search for the words as they appear in the article. Point out that the words are found in several places. As you read the article aloud, ask students to define the words based on context clues. Fill in information or correct misunderstandings as needed.

### READ & DISCUSS

Cover the answers on pp. 22-23. Skip over the poems on p. 21 for now and read aloud the captions on pp. 22-23. Pause to ask questions to help students understand the text and be better observers. Use the following prompts for discussion.

1. Which creatures use poison to avoid being eaten?
2. How do the stonefish and the puffer fish protect themselves in similar ways?
3. How are the caterpillar and the dart frog similar?

### SKILL FOCUS: Analyze Information

**INSTRUCT:** Review the captions on pages 22-23 and have students underline or highlight key words that give clues about how the poisoner protects itself. For example, the bombardier beetle “shoots out a hot, nasty poison.” Explain that this information, in combination with the photographs, will help them match the poems to the correct poisoner. Have students underline the clues by each poisoner on their own and then make the matches by writing the letter of the poem on the sticky note that covers the answers.

**ASSESS:** Review what the students underlined or highlighted to see if they are able to determine key information. Check their answers to see if they were able to use this information to make correct matches.

### EXTEND

**Health/Science** Discuss poison prevention with students. Review the definition of *poison* from the vocabulary list. Point out that poisons can be found inside and outside our homes. Explain that if one of these poisons gets into a person’s body it can make the person sick, hurt or even kill the person. Discuss poisons that are commonly found in and around homes. Then provide magazines for students to cut up. Have each student find one picture of something that is not a poison and one picture of something that is a poison if eaten. Create a large t-chart and have students tape or glue their pictures into the correct column.

## Keeping Baby Safe

pp. 24-26, Expository Nonfiction

Use this article to help students find supporting details about the different ways wild baby animals stay safe.

**Lexile Score: ~520L**

### Keeping Baby Safe

When human babies are born, someone has to keep them warm, feed them, carry them, and protect them from danger. Some baby animals must take care of themselves when they are born.

Mother sea turtles lay their eggs in nests on the beach, then return to the water. When the babies hatch, they crawl to the ocean all on their own.

Butterfly moths fly away after they've laid their eggs. When a tiny caterpillar hatches, it knows to eat its egg—and then keeps on eating leaves until it grows big enough to change into a butterfly.

A seahorse dad carries and protects his babies in a pouch on his tummy until they're ready to be born. But once he pushes the tiny babies out, he leaves and gives them no more care.

## RESOURCES

### Animal Babies

## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will obtain information presented in diverse formats.
- Students will write informative texts.

## KEY VOCABULARY

- **hatch** (p. 24) to come out of an egg
- **pouch** (p. 24) a pocket of skin found on the belly of some animals that is used to carry young
- **guard** (p. 25) to protect from danger or attack

## ENGAGE

**Conversation Question:** How do wild animals stay safe?

Show students pictures of baby animal families from the internet. Ask students how the parents in these animal families could take care of the babies and keep them safe. (*give them food, take them to water, protect them*) Then tell students that some baby animals are taken care of by their parents, but other baby animals stay safe in different ways.

## INTRODUCE VOCABULARY

Display the vocabulary words. Ask students to look for these words in the article. When they find them, have partners read the sentences where the words are found and discuss what the words mean using context clues. Have volunteers share definitions. Write these next to the vocabulary word. Add information or correct misunderstandings as needed.

## READ & DISCUSS

Use these questions as prompts after students have read the article:

1. Which animals take care of themselves when they are born?
2. How are a baby seahorse and a joey similar and different?
3. How do different animals guard, or protect, their babies?
4. Which animals work together to protect their babies?
5. Which animal baby would you want to be? Explain.

## SKILL FOCUS: Obtain Information

**INSTRUCT:** Have students find two supporting details about each way of keeping baby animals safe and record them on the *Animal Babies* graphic organizer. Use this opportunity to model and support students using their own words. Explain that the supporting details might also come from information gained from the photos. For example, the musk oxen photo shows how these animals form a circle around their young. **ASSESS:** Review the graphic organizer to assess if students are able to find two supporting details about each main idea. They should be able to write these in their own words and find support in text and photos.

## EXTEND

**Language Arts** Have students learn about different baby animals and then write and draw about them to create a class book. Assign each student a different animal from around the world (koala, sea otter, penguin, bat, squirrel, narwhal, lion, etc.) Then provide books for students to research their animal baby. Finally, have students write one fact about their animal baby and draw a picture of it. Collect the individual pages and put them together with a cover.

## Animal Babies

Find two supporting details that explain each way baby animals stay safe.

**Some baby animals must take care of themselves when they are born.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

**Sometimes animal parents take care of baby animals.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

**Sometimes animal friends and family help care for baby animals.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_