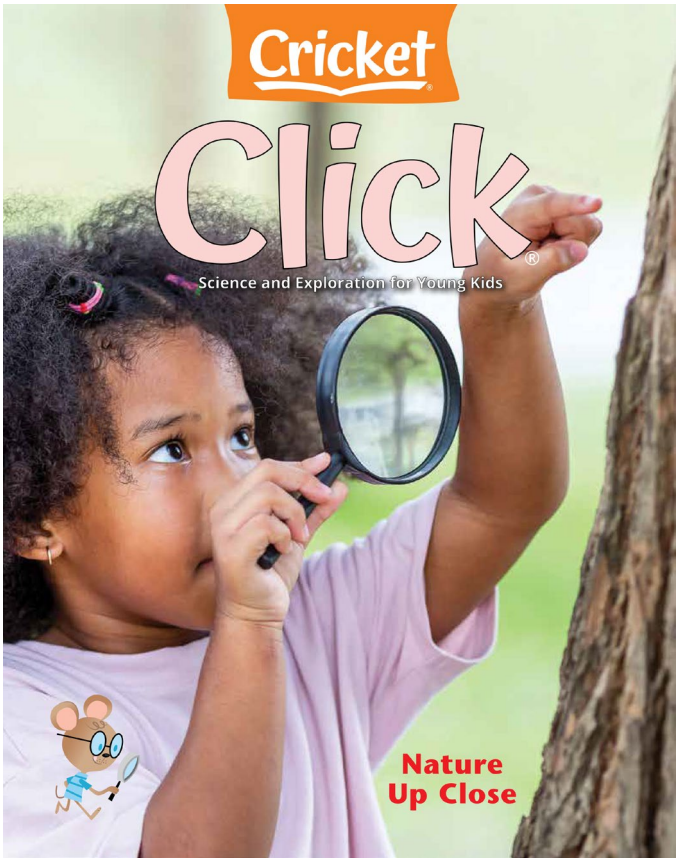
Click® Teacher Guide: July/August 2022

Click®

Nature Up Close

This month's issue of CLICK magazine immerses young readers in wildlife. Students will learn how to observe animals in their natural habitat and how to study the clues animals leave behind. Beautiful photographs and simple text accompany these high-interest articles.



CONVERSATION QUESTION

What can we learn from studying nature?

TEACHING OBJECTIVES

- **Students will learn how taking a hike can be a wildlife adventure.**
- **Students will learn about the distinguishing characteristics of butterflies and moths.**
- **Students will learn how to recognize the clues that show that an animal has passed by.**
- **Students will examine the structure and function of hiking equipment.**
- **Students will compare and contrast butterflies and moths.**
- **Students will collect and record evidence.**
- **Students will create and identify various animal prints.**
- **Students will study the oviparous lifecycle.**
- **Students will create numerical flashcards.**

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: Take a Hike**
Graphic Story, ~520L
- **Butterfly and Moth Hunt**
Expository Nonfiction, ~570L
- **Who Goes There?**
Expository Nonfiction, ~570L

Click® Teacher Guide: July/August 2022

Click and Jane: Take a Hike

pp. 2–7, Graphic Story

Join Click and the gang on a nature walk and enjoy the adventure that unfolds. Readers will benefit from the mixture of humor and facts as they help to identify "the beast" in the woods.

Lexile Score: ~520L

RESOURCES

Structure and Function: Be Prepared, Not Scared

OBJECTIVES

- Students will learn how taking a hike can be a wildlife adventure.
- Students will examine the structure and function of hiking equipment.
- Students will create and identify various animal prints.

KEY VOCABULARY

- ***hike* (p. 2)** a long walk, especially in the country or wilderness
- ***tracks* (p. 4)** marks left on the ground by an animal, person, or vehicle that has moved over it
- ***lure* (p. 6)** to trick someone into a particular place

ENGAGE

Conversation Question: What can we learn from studying nature?

Ask students how they prepared for school today. After gathering responses, ask if their preparations change when the destination changes. How? Why? Have students brainstorm how they would prepare for a long walk in the woods. Guide students to consider how they would dress and what supplies they would bring. List responses. After students read the article, compare this list to the items that characters from the story bring with them.

INTRODUCE VOCABULARY

Post and discuss the three vocabulary words and definitions. Review rhyming words with the class. (Rhyming words are words that begin with different sounds but end with the same sound.) The magazine edition as well as the main character's name in the story is Click. Invite students to share words that rhyme with *click*. Then have the class work in pairs to make a list of words that rhyme with *hike*, *track*, and *lure*.

READ & DISCUSS

Lead a post-reading discussion based on the following questions.

1. What is CeCe hoping to see on the nature walk?
2. What is the first thing the gang looks at with the magnifying glass?
3. How does Jane tell the others to collect clear footprints?
4. Why does Click suggest they leave snacks out for the beast?
5. How did CeCe and Jane figure out whose tracks were in the sand?
6. Why is Click happy to be caught?

SKILL FOCUS: Structure and Function

INSTRUCT: Elicit from students that the purpose of this story is to share real information about hiking and to entertain the reader. Present the *Structure and Function: Be Prepared, Not Scared* graphic organizer. Tell students they will be using information from the article to "show and tell" the function of each piece of hiking gear. Students may write and/or draw their answers.

ASSESS: Remedial readers may work with a partner to reread the text. Collect and review students' work to further assess their understanding of the structure/function relationship.

EXTEND

Kinesthetic Play On page 6 of the story, CeCe states that the tracks don't match any of the tracks in their guidebook. Inform students that to identify tracks, it is important to notice small details, as well as the size and shape of the print. Provide clay or playdough and a basket of plastic animals for students to use. Have students work in small groups to create and identify a variety of animal tracks. Encourage them to discuss the defining features of each print.

Be Prepared, Not Scared

Structure and Function Gather information from the pictures and words in the article to explain the reasons for bringing each piece of equipment on the nature walk.

Equipment	What does it look like? (show/use pictures)	How is it useful? (tell/use words)
magnifying glass		
binoculars		
flashlight		
notebook		

Click® Teacher Guide: July/August 2022

Butterfly and Moth Hunt

pp. 8–12, Expository Nonfiction

Young readers will become junior scientists as they learn how to distinguish a butterfly from a moth.

RESOURCES

Compare and Contrast: Flutter and Fly

OBJECTIVES

- Students will learn about the distinguishing characteristics of butterflies and moths.
- Students will compare and contrast butterflies and moths.
- Students will study the oviparous lifecycle.

KEY VOCABULARY

- ***zillions* (p. 9)** a very large number or amount
- ***metamorphosis* (p. 11)** a major change in the form or structure of some animals or insects that happens as the animal or insect becomes an adult
- ***chrysalis* (p. 11)** hard shell spun by a caterpillar where it transforms into a butterfly
- ***cocoon* (p. 12)** a covering usually made of silk that some insects such as caterpillars make around themselves to protect them while they grow

ENGAGE

Conversation Question: What can we learn from studying nature?

This article asks all readers to become part of the Butterflies and Moths of North America (BAMONA) project. Citizen scientists of all ages are invited to participate by submitting photos and simple observations of butterflies and moths. Visit the website with the class and explore how your students can get involved. https://www.butterfliesandmoths.org.

INTRODUCE VOCABULARY

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

1. What would you do with **zillions** of soccer balls?
2. What insects and animals go through **metamorphosis**?
3. How are a **chrysalis** and a **cocoon** alike and different?

Emphasize the key words as they are revealed in the reading.

READ & DISCUSS

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

1. What questions do scientists have about moths and butterflies?
2. How can you help scientists keep track of zillions of moths and butterflies?
3. Explain differences between butterflies and moths when they fly and when they rest.
4. Where do butterflies and moths lay eggs?
5. What happens when an adult moth or butterfly pushes out of its old chrysalis or cocoon?

SKILL FOCUS: Compare and Contrast

INSTRUCT: Students will compare and contrast the features of butterflies and moths using information in the article. Instruct pairs of students to revisit the text and underline information that will be helpful for this purpose. Introduce the *Compare and Contrast: Flutter and Fly* worksheet. Have partners use words/drawings to complete the organizer. If necessary, model how to use the Venn diagram.

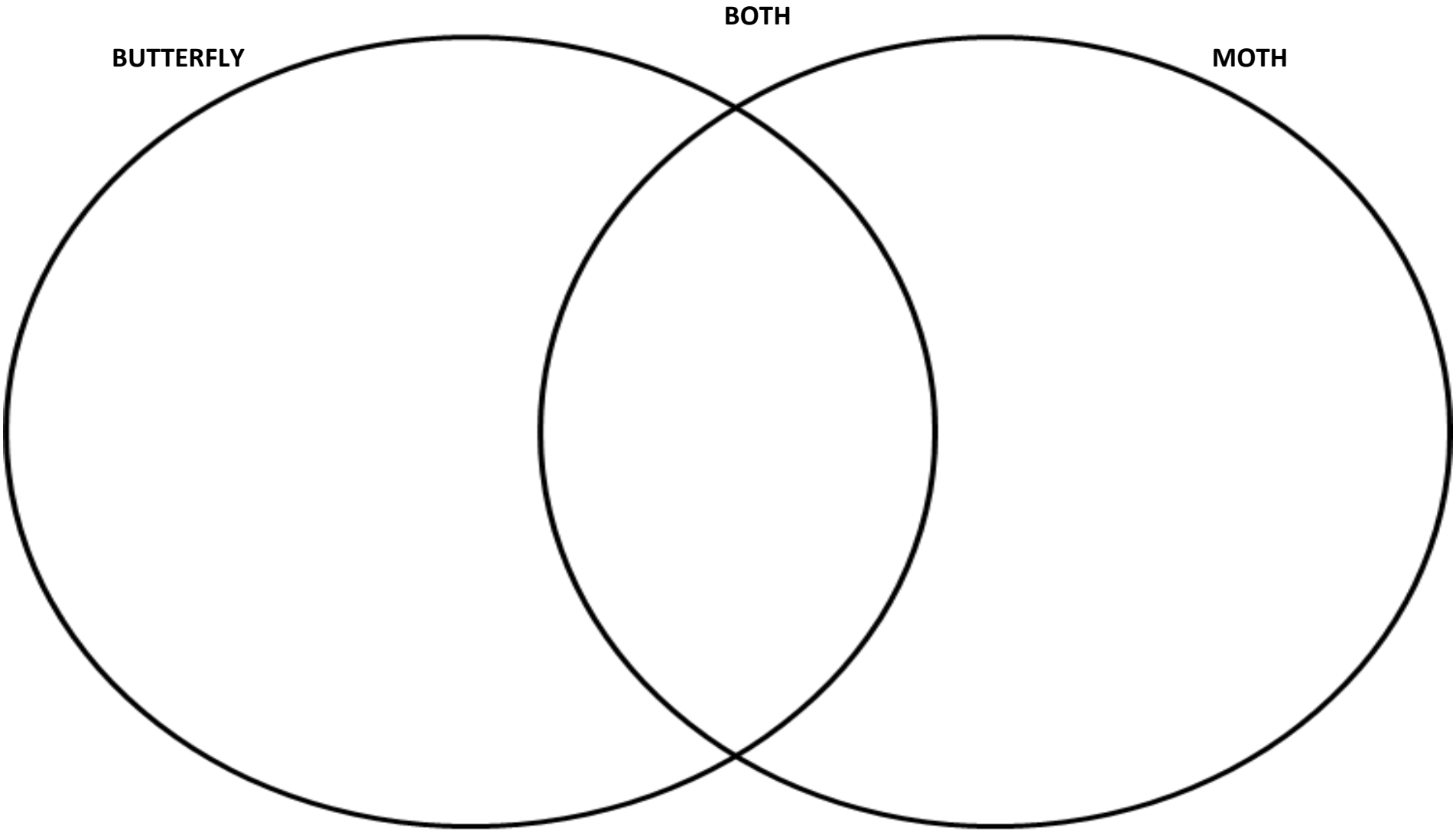
ASSESS: Reconvene and review the worksheet with the class. Have students take the Venn diagram home and instruct them to use it to teach someone at home the differences and similarities.

EXTEND

Science Revisit article pages 11–12, which teach students about the lifecycles of moths and butterflies. Invite students to use the photos and captions to retell the lifecycle story aloud. Then have students share their knowledge about the lifecycle of other animals that go from egg to adult. (Fun fact: The term for any creature that starts its life as an egg is *oviparous*.)

Flutter and Fly

Compare and Contrast Use information from the article to compare and contrast butterflies and moths. Consider the following: wings, body, antennae, behavior, lifecycle.



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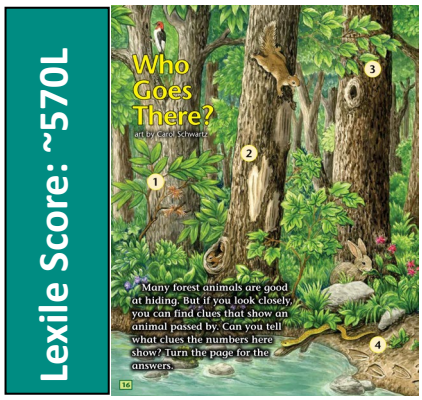
Who Goes There?

pp. 16–19, Expository Nonfiction

Come out, come out...wherever you are! Although woodland animals often stay hidden, they usually leave clues behind that announce that they were there. This article teaches young readers how to spot these signs.



RESOURCES

Collect Evidence: Who Am I?

OBJECTIVES

- Students will learn how to recognize the clues that show an animal passed by.
- Students will collect and record evidence.
- Students will create numerical flashcards.

KEY VOCABULARY

- ***shed* (p. 18)** to lose hair, leaves, or skin
- ***mark* (p. 18)** an impression or scratch made on something
- ***scat* (p. 19)** animal droppings
- ***wear* (p. 19)** to damage by use

ENGAGE

Conversation Question: What can we learn from studying nature?

Inform students that the article will teach them how to notice clues left by various forest animals. Have all students come to the very front of the classroom. Instruct them to visually scan the room and pose the questions: *How can you tell that people have been here? How can you tell that children, specifically, have occupied this area?* Discuss the clues that support their observations.

INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions. Guide students to notice that all four of these words have multiple meanings, and can be used as nouns or verbs. Demonstrate how *shed* can have different meanings as a noun or verb by discussing the following sentences: 1. The dog *shed* his winter coat. 2. The shovel is kept in the *shed*. Ask students to share their own sentences for *shed*. Then have them work with a partner to use the words *mark*, *wear*, and *scat* in sentences that show the different meanings.

READ & DISCUSS

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

1. Why are most forest animals good at hiding?
2. What kinds of clues can tell you an animal has been in the area?
3. What other animals use a woodpecker's nest hole?
4. Why do animals usually wear down a particular path?
5. How can an animal's scat give you clues?

SKILL FOCUS: Collect Evidence

INSTRUCT: This article presents the reader with detailed information that explains how a nature explorer can use clues to distinguish what kind of animal has been in a particular area. Present the *Collect Evidence: Who Am I?* graphic organizer. Tell students they will be reviewing the article to find and record the clues each animal leaves behind. Students will paste the correct animal from the gray boxes next to the evidence statement.

ASSESS: Reconvene and discuss answers. Have students share animal clues left behind at home or in the school yard.

EXTEND

Mathematics This article uses numbers and corresponding facts to give the reader information. Have students work in small groups to create flashcards for the numbers 1–10 that use animals/clues to represent each amount. They can use information from the article and their own original ideas to illustrate the cards. Flashcards should include accurately written numerals and number words, as well as nature graphics. Encourage the groups to swap cards and play number games.

Who Am I?

Collect Evidence Read the "I" statement and use the article to help you gather evidence to identify the animal. Cut and paste the animal names in the gray boxes next to the correct clue.

1. I leave scratch marks on trees.

2. My prints show wide, webbed feet.

3. My red fur gets caught on branches.

4. I drop the shells after eating the nuts.

5. I often wear down paths as I walk back and forth.

6. My nest looks like a clump of leaves up in the tree.

1.
2.
3.
4.
5.
6.

Cut and paste.

FOX	BEAR	CHIPMUNK	DUCK	DEER	SQUIRREL