

# Click®

## Taste's Good

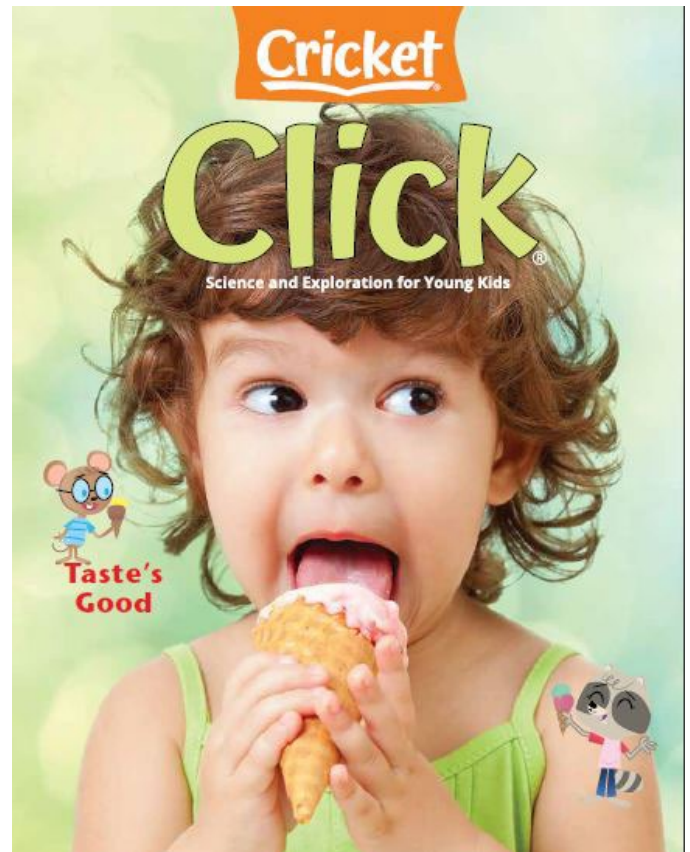
Young readers will enjoy chomping on these facts about animal teeth and tongues. This month's issue of CLICK magazine explores the characteristics, function, and appearance of various animal mouths.

## CONVERSATION QUESTION

What are the functions of teeth and tongues?

## TEACHING OBJECTIVES

- Students will learn how people and animals keep their teeth clean.
- Students will learn how animals use their tongues for different purposes.
- Students will learn about a variety of animal teeth.
- Students will compare and contrast how humans and wild animals clean their teeth.
- Students will classify information.
- Students will obtain information from a nonfiction text.
- Students will calculate elapsed time.
- Students will identify rhyming words.
- Students will use inequality symbols to show the relationship between quantities.



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

- **Don't Forget to Brush**  
Expository Nonfiction, ~440L
- **Terrific Tongues**  
Realistic Fiction, ~550L
- **Animal Teeth**  
Expository Nonfiction, ~600L

## Don't Forget to Brush

pp. 14–15, Expository Nonfiction

Part of our daily routine, we probably spend little time thinking about the act of brushing our teeth. This article educates young readers about the methods used by wild animals to keep their teeth healthy.



## RESOURCES

- Compare and Contrast: Terrific Teeth

## OBJECTIVES

- Students will learn how people and animals keep their teeth clean.
- Students will compare and contrast how humans and wild animals clean their teeth.
- Students will practice calculating elapsed time.

## KEY VOCABULARY

- **dentist** (p. 14) a doctor who helps patients keep their teeth, gums, and mouth healthy
- **fluoride** (p. 15) a chemical that helps keep teeth healthy

## ENGAGE

**Conversation Question:** What are the functions of teeth and tongues?

Guide a discussion based on children's morning and bedtime routines. Have them notice the things they do both in the morning and at night. Introduce the title of the article, "Don't Forget to Brush," and ask students why they think it is important to brush their teeth in the morning *and* at night.

## INTRODUCE VOCABULARY

Post and discuss the two vocabulary words and their definitions. Encourage students to make real-life connections by asking, "How is the word *fluoride* connected to the word *dentist*?" Expand thinking further by having students list other words that could be added to the group. (Examples: *toothbrush*, *cavity*, *x-rays*)

## READ & DISCUSS

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

1. How do some big animals get their teeth clean?
2. Why do dogs need their teeth brushed but wild animals do not?
3. What brushing habits do dentists recommend for people?
4. What happens if a shark loses a tooth?
5. What is unique about a rabbit's teeth?

## SKILL FOCUS: Compare and Contrast

**INSTRUCT:** Students will compare and contrast teeth-cleaning methods of humans and animals. Instruct pairs of students to revisit the text and underline information that will be helpful for this purpose. Introduce the *Compare and Contrast: Terrific Teeth* graphic organizer. Have partners use words and drawings to complete the organizer.

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

## EXTEND

**Elapsed Time** On page 14 of the article it states, "Dentists say you should brush your teeth for two minutes every morning and every night." Use this recommendation to practice calculating elapsed time with students. Inform students that elapsed time is the amount of time that passes from the beginning of an event to the end of the event. Pose questions such as:

- If I start brushing my teeth at 7:08 a.m. and brush for two minutes, what time is it when I am finished?
- If I finished brushing my teeth at 8:26 p.m. and brushed for two minutes, what time did I start brushing my teeth?

Challenge students to create elapsed-time word problems for partners to solve.

## Terrific Teeth

**Compare and Contrast** Use information from the article to complete the chart below. Show the methods in words and/or in pictures.

This is how I keep my teeth clean:

This is how **eels** keep their teeth clean:

This is how **monkeys** keep their teeth clean:

This is how **rabbits** keep their teeth clean:

# Click® Teacher Guide: September 2022

## Terrific Tongues

pp. 16–19, Realistic Fiction

Sticky, licky, tricky tongues! This simple text discusses a variety of animal tongues and how they are used in the wild. Bright photographs enhance the content.



## RESOURCES

- Classify Information: Stick Out Your Tongue!

## OBJECTIVES

- Students will learn how animals use their tongues for different purposes.
- Students will classify information.
- Students will identify rhyming words.

## KEY VOCABULARY

- **barbs** (p. 17) small, sharp points that stick out and backwards from the main point of an arrow or a fishhook
- **proboscis** (p. 18) the thin, long tube that forms part of the mouth of some insects, such as a butterfly

## ENGAGE

**Conversation Question:** What are the functions of teeth and tongues?

Introduce the title of the article, “Terrific Tongues,” and tell the class they will learn some fun facts about animal tongues. Give them the following example from page 17, “Morgan’s sphinx moth has a tongue that’s as long as 14 regular paper clips lined up end to end.”

Demonstrate what this looks like by laying down 14 paper clips. Pose the question: *If each paper clip is 3 cm long, how many centimeters is the moth’s tongue?* Have students use repeated addition or multiplication to calculate the answer. **(Answer: 42 cm)**

## INTRODUCE VOCABULARY

Post and discuss the vocabulary terms. Be sure students understand what they look like by showing them the photographs on pages 17 and 18. 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, students will use the other two boxes to illustrate additional theme-related vocabulary words from the text.

## READ & DISCUSS

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

1. How does a skink’s blue tongue help it to get away from danger?
2. What does a kitty use to smooth out messy fur?
3. What animal can lick its whole face clean with its tongue, including its eyes and ears?
4. Which bear has the longest tongue of any bear?
5. When does a butterfly uncurl its tongue?

## SKILL FOCUS: Classifying Information

**INSTRUCT:** Elicit from students that the main idea of the article is to provide readers with information regarding an animal tongue’s function. Review the article with the students, emphasizing the category headings. Present the *Classify Information: Stick Out Your Tongue!* graphic organizer. Tell students they will use information from the article and the color code key to correctly classify the behaviors of each animal tongue.

**ASSESS:** As students are working independently, circulate and discuss the information in the article. The completed color pattern will make this work easy to evaluate.

## EXTEND

**Language Arts** Write the introductory rhyme on the board from page 16: “Tongues in mouths and tongues in beaks . . . How do they work? Let’s take a peek!” Review rhyming words with the class and have students identify the rhyming words (*beak/peek*). As a post-reading activity have them circle words in the article that rhyme with *fright*, *beep*, *money*, *pack*, and *tip*. **(Answers: bright, deep, honey, back, sip)**

## Stick Out Your Tongue!

**Classify Information** Use the words and pictures in the article to classify each animal by tongue function. The color code key below will tell you which color to shade the box.

<b>TRICKY</b> (blue)	<b>LICKY</b> (red)	<b>FETCHING</b> (yellow)	<b>GRIPPING</b> (pink)	<b>SIPPING</b> (orange)	<b>STRETCHY</b> (green)
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penguin	hummingbird	okapi
cat	giraffe	alligator snapping turtle
sun bear	skink	butterfly
frog	Morgan's sphinx moth	chameleon

## Animal Teeth

pp. 22–26, Expository Nonfiction

Readers will learn about the many ways wild animals use their teeth, including to slice and stab, to build homes, and to protect themselves.



## RESOURCES

Obtain Information: Slice and Dice

## OBJECTIVES

- Students will learn about a variety of animal teeth.
- Students will obtain information from a nonfiction text.
- Students will use inequality symbols to show the relationship between quantities.

## KEY VOCABULARY

- **prey** (p. 22) an animal that is hunted and killed by another animal for food
- **tusks** (p. 23) very long, large teeth that stick out of the mouth of an animal
- **gnawing** (p. 25) biting or chewing something repeatedly

## ENGAGE

**Conversation Question:** What are the functions of teeth and tongues?

Create a K-W-L chart (Know—Want to Know—Learned) to record students' prior knowledge about teeth and what they would like to know about this topic. Return to the chart after completion of the reading and activities and have students add details about what they have learned.

## 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.

1. Seals are easy prey for sharks.
2. Elephants wear down their tusks faster than they can grow them.
3. My dog has been gnawing on the same bone all day.

## READ & DISCUSS

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

1. What do humans use their teeth for?
2. How do elephants use their tusks?
3. How many teeth do most grown-up people have?
4. Where are a snail's teeth located?
5. What do beavers use trees for after they have toppled them with their teeth?

## SKILL FOCUS: Obtaining Information

**INSTRUCT:** Elicit from students that the main idea of the article is to teach readers about the different ways animals use their teeth. Present the *Obtain Information: Slice and Dice* graphic organizer. Tell students they will use information from the article to help them match animals and facts. After students write the animal names, they can use the remaining space in each box to draw a picture of the animal.

**ASSESS:** This may be done as a whole-class activity, depending on the abilities of your students.

## EXTEND

**Mathematics** Review the mathematical inequality symbols for less than, greater than, and equal to (<, >, =). Instruct students to use information from the article and inequality signs to show the relationship between the number of teeth the animals have.

dolphin teeth \_\_\_\_\_ human teeth

crocodile teeth \_\_\_\_\_ snail teeth

anteater teeth \_\_\_\_\_ toad teeth

## Slice and Dice

**Obtain Information** Write the name of each animal on the correct line. Then draw a picture of each animal.

**bush viper**

**walrus**

**dolphin**

**eagle**

I can have up to 250 teeth. They are great for munching on fish.

I am a \_\_\_\_\_.

I don't have any teeth. I use my feet and beak to catch and tear food.

I am an \_\_\_\_\_.

My front teeth are called fangs. I use them to inject venom.

I am a \_\_\_\_\_.

I use my two long tusks to pull myself onto the ice.

I am a \_\_\_\_\_.