Click® Teacher Guide: January 2023

Click®

No Place Like Home

Time to go house hunting! The environment in which an animal chooses to live must provide it with food, water, shelter, adequate space, and security. This month's issue of CLICK explores forest and water habitats and the creatures that live there.

CONVERSATION QUESTION

How do wild animals build their homes?

TEACHING OBJECTIVES

- **Students will learn how to locate animal homes in the forest.**
- **Students will learn how hermit crabs secure new homes.**
- **Students will learn how and why beavers build dams.**
- **Students will collect and interpret evidence.**
- **Students will obtain information from a nonfiction text.**
- **Students will correctly sequence a process.**
- **Students will create and identify various animal prints.**
- **Students will use number bonds to show two parts that equal the whole number 40.**
- **Students will use a sentence frame to create a simile.**

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 & the Kids**
  Graphic Realistic Fiction, ~480L
- **The Best Shell**
  Expository Nonfiction, ~500L
- **Busy Beavers**
  Expository Nonfiction, ~590L

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Click & the Kids

pp. 2–6, Graphic Realistic Fiction

This article takes young readers on a walk through the forest to search for animal homes. Students will learn how to notice and interpret clues in nature.

Lexile Score: ~480L

RESOURCES

- Collect and Interpret Evidence: Forest Finds

OBJECTIVES

- Students will learn how to locate animal homes in the forest.
- Students will collect and interpret evidence.
- Students will create and identify various animal prints.

KEY VOCABULARY

- ***clue* (p. 2)** some information or evidence that helps you to find the answer to a problem, question, or mystery
- ***shrew* (p. 4)** a small animal that looks like a mouse with a longer, pointier nose and tiny eyes

ENGAGE

Conversation Question: How do wild animals build their homes?

To generate excitement for this article, arrange a treasure hunt for your students. Use any available space: classroom, playground, gymnasium, etc. Arrange students into small groups and set up clues for them to follow. If possible, have the "treasure" be a small plastic animal that they can use for the extension activity at the end of this guide.

INTRODUCE VOCABULARY

Post and discuss the two vocabulary words and definitions. Review rhyming words with the class. (Rhyming words are words that have the same ending sound.) Point out that this magazine and a character in it are both named Click. Invite students to share words that rhyme with *click*. Then direct students to notice that although the key words end with different letters (*-ue*, *-ew*), they rhyme because both sets of letters make the sound "oo." Have the students work in pairs to make a list of words that rhyme with **shrew** and **clue**.

READ & DISCUSS

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

1. Why did Amy want to bring home the squirrel?
2. What does Liz tell the children to do to find animal homes?
3. Who finds the first clue? What is the first clue?
4. Why do squirrels stack dry leaves in tree branches?
5. Do you think Martin and Amy missed any clues? Explain.

SKILL FOCUS: Sequencing

INSTRUCT: This article presents readers with detailed information that explains how nature explorers (Click & the Kids) can use clues to figure out what kind of animal has been in a particular area. Present the *Collect and Interpret Evidence: Forest Finds* graphic organizer. Tell students they will review the article to find and record information about the different clues characters locate and what they reveal.

ASSESS: Reconvene and discuss answers. Have students share clues found around their homes or in the school yard that show that an animal lives in the area.

EXTEND

Kinesthetic Play When Amy asks Liz if they can take the squirrel home, Liz explains that the squirrel already has a warm, safe home in the forest. The story continues with the kids finding tracks and food remnants that lead to animal homes. Inform students that to identify tracks, it is important to notice small details, as well as the size and shape of the print. Distribute clay or play dough to the class and a basket of plastic animals. 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.

Forest Findings

Collect and Interpret Evidence Review the article and locate the four main clues that the children find. Explain what they learn from each clue.

Clue (Evidence: What did they find?)	Meaning (Interpretation: What information did the clue provide?)
1.	
2.	
3.	
4.	

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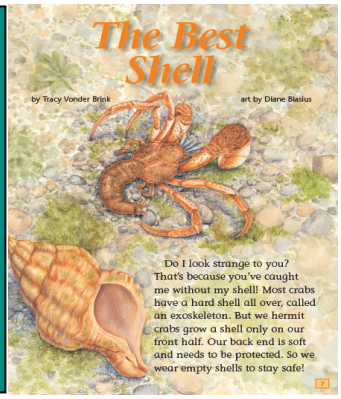
The Best Shell

pp. 7–9, Expository Nonfiction

Unlike mollusks, hermit crabs do not grow their own shells. Instead, they search the seafloor to find the perfect home. Students will learn what purposes the shell serves and how the hermit crab makes its selection.

Lexile Score: ~500L



RESOURCES

- Obtain Information: Flipping Houses

OBJECTIVES

- Students will learn how hermit crabs secure new homes.
- Students will obtain information from a nonfiction text.
- Students will use number bonds to show two parts that equal the whole number 40.

KEY VOCABULARY

- ***exoskeleton* (p. 7)** a hard outer covering that protects the bodies of some types of animals
- ***seafloor* (p. 8)** the ground that is at the bottom of the sea

ENGAGE

Conversation Question: How do wild animals build their homes?

As a prereading activity, ask students what makes a particular home "perfect" for its occupants. Have students think about comfort, size, and location. Then ask students how animals in the wild choose or build their homes. How are human and animal needs similar and different?

INTRODUCE VOCABULARY

Display and read aloud the two key vocabulary terms. Ask students to identify the known words within the words (*skeleton*, *sea*, *floor*). Guide a discussion that emphasizes how readers can use familiar parts of unknown words to arrive at a meaning. Reveal the definitions and have students create and share a sentence for each word. Remind students that vocabulary sentences must convey understanding of the key terms.

READ & DISCUSS

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

1. How is a hermit crab different from most other crabs?
2. Why do hermit crabs wear empty shells?
3. What happens when two hermit crabs want the same shell?
4. How long can a hermit crab stay in the same shell?
5. When does a hermit crab feel the safest?

SKILL FOCUS: Obtain Information

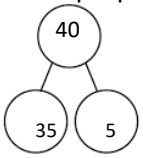
INSTRUCT: This article presents the reader with detailed information about the hermit crab's continual quest for a more suitable dwelling. Present the *Obtain Information: Flipping Houses* graphic organizer. Tell students they will review the article and highlight sentences that describe *why*, *how*, *where*, and *when* hermit crabs find a new home. After they have collected information addressing all of these points, they will record the information on the organizer.

ASSESS: Reconvene and discuss answers. Have students compare human reasons for moving and the hermit crab's reasons for moving.

EXTEND

Mathematics Present to students the following fact: Hermit crabs in the wild live about 40 years and will change their shell approximately once per year. It is easy to reason that they will have about 40 homes in 40 years. Have students work with a partner to use number bonds demonstrating different ways to make 40. (Number bonds show the simple addition of two numbers that add up to the sum. They help students understand that a whole number is made up of parts, and that these parts could be in different proportions.) Review addend and sum.

Example:



Flipping Houses

Obtain Information Gather information from the text that tells *why*, *how*, *where,* and *when* a hermit crab finds a new home.

Why?

Where?

How?

Moving Time

When?

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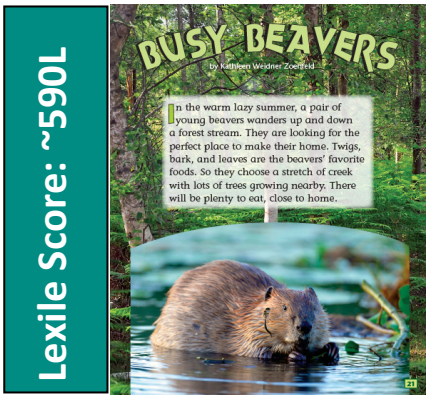
Busy Beavers

pp. 21–25, Expository Nonfiction

Beavers work hard to create a safe home by chiseling down trees and gathering branches, rocks, and mud. Readers will discover that although these large rodents may waddle awkwardly on land, they are graceful swimmers.



RESOURCES

- Sequencing a Process: Busy Builders

OBJECTIVES

- Students will learn how and why beavers build dams.
- Students will correctly sequence a process.
- Students will use a sentence frame to create animal similes.

KEY VOCABULARY

- ***dam* (p. 22)** a blockage built across a river or stream to stop water from flowing; *beaver dam*: a dam built by beavers
- ***lodge* (p. 24)** a place where a beaver lives
- ***heap* (p. 24)** a large, messy pile of things

ENGAGE

Conversation Question: How do wild animals build homes?

Introduce the "Busy Beavers" article to students. Explain that beavers are slow and clumsy on land, but they are great swimmers. They build dams and their homes in water so that they can swim away from enemies and stay safe. Ask students what things they do to stay safe. (Ex: wear a bike helmet, use seatbelts, etc.)

INTRODUCE VOCABULARY

Post and discuss the vocabulary terms. Use the diagram on page 25 to help students understand what a heap and a beaver lodge look like. Then have them fold a piece of paper into quarters, label three of the boxes with the key words, and make a visual representation of each. After reading the article, they will use the remaining box to illustrate an additional theme-related word from the text.

READ & DISCUSS

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

1. What are beavers' favorite foods?
2. Why do beavers cut down trees?
3. Compare how beavers move on land and in water.
4. Describe a beaver's teeth.
5. How do beavers enter their lodge in the pond?
6. How do the beavers and their kits keep safe from bears and wolves?

SKILL FOCUS: Sequencing a Process

INSTRUCT: Review sentences from the article that describe how beavers build a dam. Remind students that the article was written to teach readers about the building process and the necessity for creating a structure that keeps beaver families safe from enemies. Introduce the *Sequencing a Process: Busy Builders* worksheet. Tell students they will use information from the article to correctly number the steps. This may be done orally for very young students.

ASSESS: Circulate and have mini-conversations with students as they are working. Discuss materials that are used to build the dam and the lodge.

EXTEND

Language Arts Tell students that a simile is a figure of speech that compares two unrelated things (using *like* or *as*). Similes make writing more interesting. Ask students to explain the following simile: *The new student was as busy as a beaver completing her class work*. Encourage students to make connections to the article. Then write the sentence frame below on the board and have students complete it. Invite volunteers to share their similes with the class:

____(who)_____ was as busy as a beaver ____(doing what)____.

Busy Builders

Sequencing a Process Look at the pictures and read the words in the article. Then number the steps for building a dam. The first step has been numbered for you.

Step Number	Building a Dam
	The beavers cut down the trees they will need to build a sturdy dam across the creek.
	Water begins to collect behind the wall of branches.
	As the pond grows wider and deeper, the dam is complete.
1	Beavers wander up and down the forest stream looking for the perfect place to make the dam.
	Once a tree is down, the beavers gnaw off branches and haul them to the stream.
	Beavers check their new dam and plug up the leaky spaces with grass, roots, and mud.
	The beavers lay mud and rocks on the branches to hold them in place.
	At last, it is time for the beavers to build their lodge!

Use the back of the paper to illustrate one of the steps. Can a partner guess which step you've drawn?