

# Click®

## Up in the Mountains

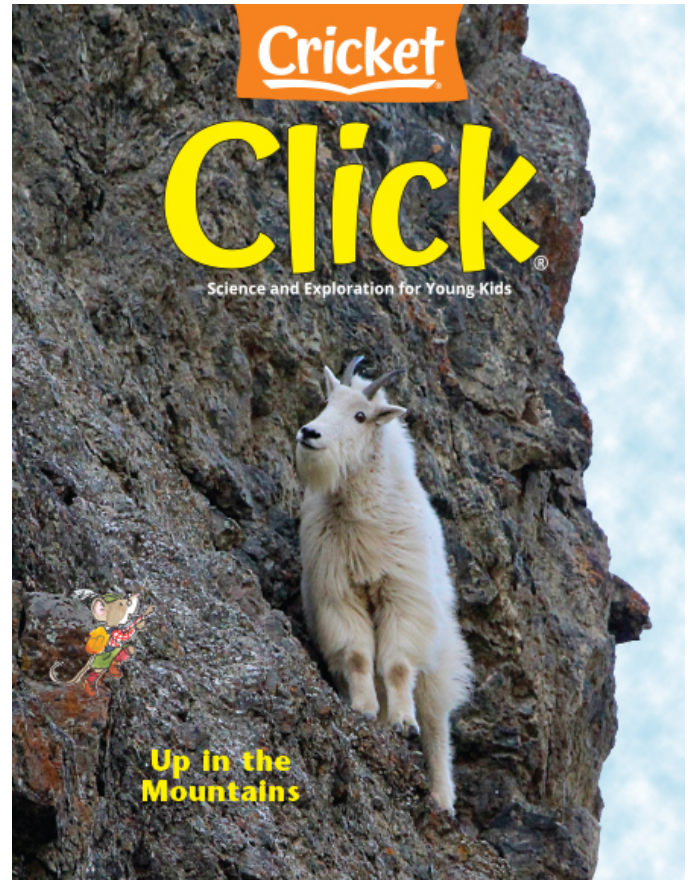
Reaching majestically to the sky, mountains are some of Earth's most alluring land features. This issue of CLICK magazine explores the diversity of life in the mountains, how mountains are made, and how people interact with mountains.

### CONVERSATION QUESTION

What can we see in the mountains?

### TEACHING OBJECTIVES

- Students will learn about hiking to the summit of a mountain.
- Students will learn about mountain lions.
- Students will learn about avalanche rescue dogs.
- Students will analyze structure and function.
- Students will obtain information from a nonfiction text.
- Students will compare and contrast the roles of humans and dogs in avalanche rescue.
- Students will demonstrate an understanding of cardinal directions.
- Students will complete standard measurement conversions.
- Students will conduct short research projects.



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
- **Meet a Mountain Lion**  
Expository Nonfiction, ~570L
- **Avie Dogs to the Rescue!**  
Expository Nonfiction, ~600L

## Click & the Kids

pp. 2–6, Graphic Realistic Fiction

Join the gang on an outdoor adventure and experience the sights and sounds of a hike to the top of Mount Cube. Young readers will enjoy the simple text and comic strip format.



## RESOURCES

- Structure and Function: On Top of the World

## OBJECTIVES

- Students will learn about hiking to the summit of a mountain.
- Students will analyze structure and function.
- Students will demonstrate an understanding of cardinal directions.

## KEY VOCABULARY

- **compass (p. 3)** an instrument for finding direction
- **summit (p. 3)** the top of a mountain
- **blaze (p. 4)** a mark made on a tree to show a trail

## ENGAGE

**Conversation Question:** What can we see in the mountains?

Have the children close their eyes and imagine they are slowly hiking up a mountain. Engage students' senses by asking them what they see, hear, and feel. When you read the article to students, have them notice similarities and differences between the things they imagined and the experiences of Click, Liz, Martin, and Amy.

## INTRODUCE VOCABULARY

Post and discuss the vocabulary terms with the class. Be sure students understand what each object looks like by showing them photos or drawings on the internet. 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 story, they will use the last box to illustrate an additional theme-related word from the text.

## READ & DISCUSS

As a post-reading activity, discuss the following questions.

1. Why can't Liz and the kids drive up the mountain?
2. What do Liz and the kids pack for their hike up the mountain?
3. List three things that the kids see on their hike.
4. How do Amy's and Martin's attitudes change from the beginning of the hike to the time they reach the summit?

## SKILL FOCUS: Structure and Function

**INSTRUCT:** Elicit from students that the main idea of this story is to share real information about hiking and to entertain readers. Present the *Structure and Function: On Top of the World* graphic organizer. Tell students they will use information from the story to show-and-tell how each piece of hiking gear is used. Depending on students' abilities, they may write and/or draw their answers.

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

## EXTEND

**Geography:** Remind students that one of the tools that hikers bring with them is a compass. Explain that a compass shows cardinal directions—north, south, east, west. Show the class an actual compass or the compass tool on a phone or tablet. Demonstrate how to locate north, south, east, and west in the classroom. Write the cardinal names on four different sheets of paper and post them in the proper places on the walls. Have students gather in the center of the room and give a simple command, such as “walk north” and “jump east.” Discuss where the intercardinal directions (southwest, northeast, etc.) are located.

## On Top of the World

**Structure and Function** How are the objects in the chart below useful for hikers? Use information from the story and your own ideas to explain.

Equipment	What does it look like? Draw a picture.	How is it useful? Write your answer.
backpack		
flashlight		
compass		
extra socks		

# Click® Teacher Guide: February 2023

## Meet a Mountain Lion

pp. 24–26 Expository Nonfiction

The mountain lion is a large cat species native to the Americas. This article examines the home and habits of this stealthy, solitary creature.



## RESOURCES

- Obtain Information: Roam and Roar

## OBJECTIVES

- Students will learn about mountain lions.
- Students will obtain information from a nonfiction text.
- Students will complete standard measurement conversions.

## KEY VOCABULARY

- dusk (p. 25)** the time when day changes into night and the sky begins to get darker
- steep (p. 26)** having a very sharp slope
- pounce (p. 26)** to suddenly jump toward and take hold of something

## ENGAGE

**Conversation Question:** What can we see in the mountains?

Display the cover of the article and read the title aloud. Tell students that mountain lions belong to a category of animals called “big cats.” Quite simply, big cats are larger wild cats that roar instead of meow. Have students name other big cats (leopard, tigers, etc.). Compile a master list on the board.

## INTRODUCE VOCABULARY

Post and discuss the vocabulary words and definitions. Then display the questions below one at a time. Have students think-pair-share to answer each question. Emphasize the key words as you read the article.

- What activities are you and your family usually doing at **dusk**?
- Where have you climbed up a **steep** hill?
- Name three animals that **pounce**, and three that do not pounce.

## READ & DISCUSS

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

- List all the names for mountain lions. How did a mountain lion get so many different names?
- What habitats can a mountain lion live in?
- Where can mountain lions go to rest and stay out of the hot sun?
- When do mountain lions hunt?
- What are the traits of a mountain lion?

## SKILL FOCUS: Obtain Information

**INSTRUCT:** This article presents readers with detailed information about the characteristics and habits of mountain lions. Present the *Obtain Information: Roam and Roar* graphic organizer. Tell students they will review the article and highlight sentences that describe a mountain lion’s appearance, home, diet, and activities. 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 a wild “big cat” to a domesticated cat.

## EXTEND

**Mathematics:** Read aloud these statements from the article: “Mountain lions are jumping champs. They can leap 15 feet straight up a mountainside or into a tree.”

Post and review the following conversions: 1 ft = 12 in and 3 ft = 1 yd. Have students complete the conversion below and explain their mathematical thinking:

15 feet = \_\_\_\_\_ yards

15 feet = \_\_\_\_\_ inches

## Roam and Roar

**Obtain Information** Use information from the article to complete the chart below. Use words and pictures in your answers.

Roarrr! I am a mountain lion!
<p>This is what I look like:</p>
<p>This is where I live:</p>
<p>This is what I eat:</p>
<p>This is one thing I can do:</p>

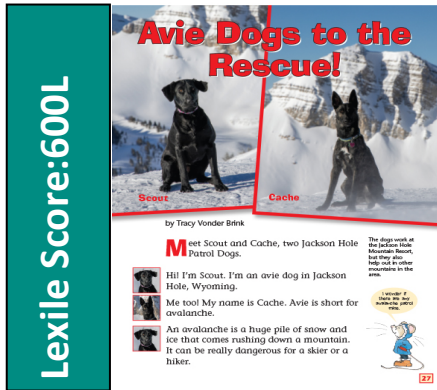


# Click® Teacher Guide: February 2023

## Avie Dogs to the Rescue!

pp. 27–33, Expository Nonfiction

This article introduces students to avalanche rescue dogs, or avie dogs. Students will learn how avie dogs train, overcome obstacles, and save lives.



## RESOURCES

- Compare and Contrast: “Ruff” and Tough

## OBJECTIVES

- Students will learn about avalanche rescue dogs.
- Students will compare and contrast the roles of humans and dogs in avalanche rescue.
- Students will conduct short research projects.

## KEY VOCABULARY

- **track (dog)** (p. 28) try to find someone or something by following a scent
- **handler** (p. 29) a person who trains animals
- **patrol** (p. 30) a person or group that watches over an area by making trips through the area

## ENGAGE

**Conversation Question:** What can we see in the mountains?

Ask students to name community helpers that help us in an emergency: fire fighters, police officers, and paramedics or EMTs. Explain that these workers are trained to help us by keeping us safe, helping us when we are sick or need to go to the hospital, and by putting out fires. Then tell them they are going to read about a different kind of emergency helper called an avalanche patrol dog. Explain what an avalanche is. Then ask students to predict how avalanche patrol dogs help people.

## INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions. Then display the following cloze sentences and help students fill in the correct word:

1. At the zoo, a \_\_\_\_\_ feeds fruits, nuts, and seeds to the monkeys.
2. My dog uses her nose to \_\_\_\_\_ animals when we walk in the woods.
3. Ms. Tate and Mr. Lopez \_\_\_\_\_ the playground at recess.

## 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. How can an avalanche be dangerous for a skier or a hiker?
2. How does an avie dog train?
3. How much training practice does an avie dog need?
4. What does it mean when an avie dog starts digging?
5. How do the handlers take good care of their avie dogs?
6. What do avie dogs do on their days off?

## SKILL FOCUS: Compare and Contrast

**INSTRUCT:** Students will compare and contrast the jobs of the avie dogs and their handlers. Instruct pairs of students to revisit the text and underline information that will be helpful for this purpose. Explain the color key at the top of the *Compare and Contrast: “Ruff” and Tough* worksheet. Remind students that there are some rescue jobs that are done by both avie dogs and their handlers. This activity may be completed orally with very young students.

**ASSESS:** Review answers. Have students bring the worksheet home to teach a parent or sibling about the avie rescue patrol.

## EXTEND

**Science:** Use books and the internet to help students learn about other kinds of working dogs, such as service dogs, therapy dogs, police dogs, and herding dogs. Have each student choose one type of working dog to learn more about. Students can create short reports by writing two facts about their working dogs and drawing a picture to accompany the facts. Invite students to share their reports with the class.

## “Ruff” and Tough

**Compare and Contrast** Gather information from the pictures and words in the article. If the sentence in the box describes the dog rescuer, color the box red. If it describes the human handler, color the box yellow. If the sentence applies to both dog and human rescuers, color the box orange.

Dog (red)	Human (yellow)	Both — Dog and Human (orange)
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I reward my partner by playing tug.	We dig out people trapped in an avalanche.	We are great at finding people because we can track and remember millions of smells.
Being a rescue helper takes a lot of training.	Sometimes I ride in a sled so I don't get tired on the way to the rescue.	We can carry our partners on our shoulders.
Special wax and a warm vest help protect me from the cold, snowy mountain weather.	I trained my partner by playing hide-and-seek with him when he was young.	We keep practicing and learning so that we stay ready for emergencies.