

# Click®

## Blown Away

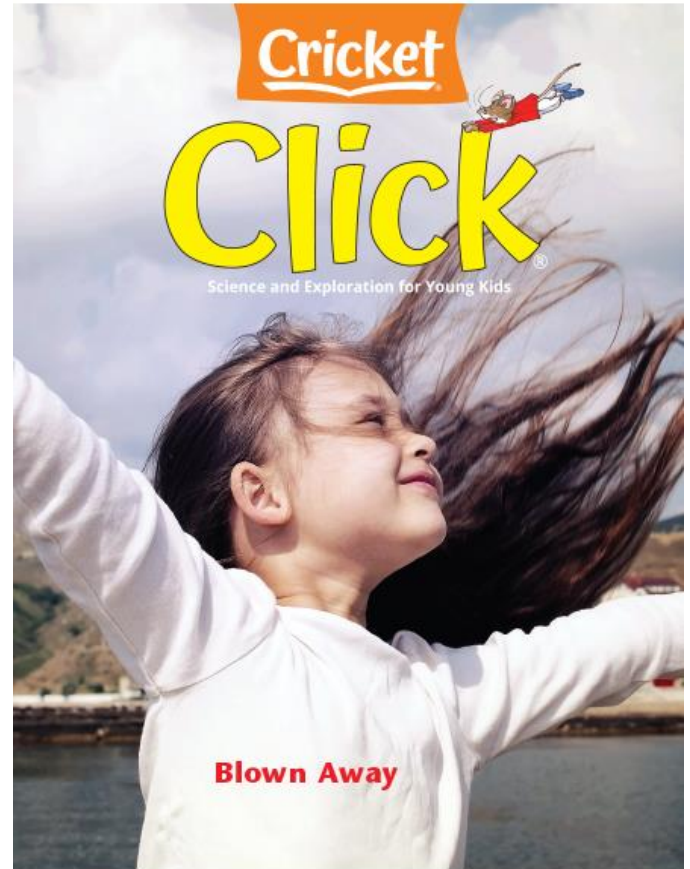
Students will “blow” through the pages of this month’s CLICK magazine, which is filled with stories and articles celebrating the wind. From scattering seeds to flying kites, young readers will connect with the experiences discussed in the texts and enjoy the vibrant photographs that accompany the simple words.

## CONVERSATION QUESTION

What are the effects of wind?

## TEACHING OBJECTIVES

- Students will learn how wind power affects the natural world.
- Students will learn about the real-life consequences of a windstorm by reading a fictional story.
- Students will learn about the configuration of kites.
- Students will observe and record the effects of wind.
- Students will examine a cause-and-effect relationship.
- Students will study the structure and function of a kite.
- Students will conduct an experiment to demonstrate wind power.
- Students will practice using an ordinal scale to express preferences.
- Students will categorize “windy words.”



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.

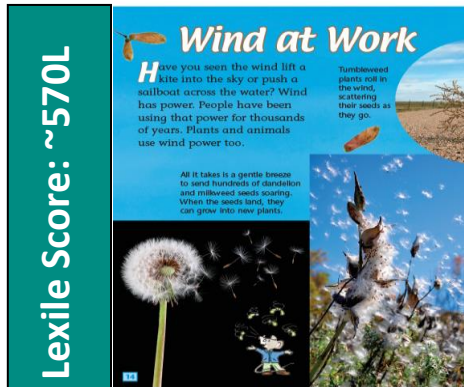
## SELECTIONS

- **Wind at Work**  
Expository Nonfiction, ~570L
- **Yo Wants to Know** Contemporary  
Realistic Fiction, ~430L
- **Go Fly a Kite**  
Expository Nonfiction, ~580L

## Wind at Work

pp. 14–15, Expository Nonfiction

Young students will learn how plants and animals benefit from the wind. Simple text and explanatory photographs allow readers to “breeze” through this educational article.



## RESOURCES

- Observe and Record: My Windy World

## OBJECTIVES

- Students will learn how wind power affects the natural world.
- Students will observe and record the effects of the wind.
- Students will conduct an experiment to demonstrate wind power.

## KEY VOCABULARY

- **soaring (p. 14)** flying high in the air
- **gliding (p. 15)** moving smoothly and without effort

## ENGAGE

**Conversation Question:** What are the effects of wind?

Create interest in the topic of wind by taking students outdoors to blow bubbles or swirl ribbon sticks. Circulate as students are playing and engage them in simple conversation about how the bubbles are being blown and floating away or what is making the ribbons dance in the air. (This can be done indoors if necessary.) Reassemble and tell them that wind is simply moving air. Introduce the article “Wind at Work.”

## INTRODUCE VOCABULARY

Discuss the key vocabulary words and definitions with the class. Ask students to identify how the two words are similar. (They both refer to movement.) Invite the class to share experiences pertaining to soaring and gliding. Emphasize the words in the article and have students circle other wind-related words in the text.

## READ & DISCUSS

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

1. What kind of transportation uses wind power?
2. How does the wind help new plants to grow?
3. Why is gliding on the wind easier for a bird than flapping its wings?
4. How do spiders use the wind to travel great distances?
5. Explain wind power in your own words.

## SKILL FOCUS: Observe and Record

**INSTRUCT:** Review the article’s content with the class, specifically that wind is just air that is moving and that air can move things. Remind students that they can get information about the world from observing the world in addition to reading about it. (Define *observe*: to pay close attention to; to watch carefully.) Distribute the *Observe and Record: My Windy World* worksheet. Tell students they will use information from the article and their observation skills to complete the chart.

**ASSESS:** Remedial readers may work with a partner to reread the text. Review students’ work to assess their ability to observe and record.

## EXTEND

**STEM:** Invoke the students’ natural curiosity about the wind.

Specifically, discuss how on some days the wind can hardly be felt, while on other days it is windy enough to fly a kite, and sometimes the wind is powerful enough to create tornadoes. Arrange the class into small groups and supply groups with a variety of objects: cotton balls, feathers, balloons, crayons, etc. Allow students to use a straw, or make a paper fan, to blow the objects around the room. Pose these questions: *Which object was easiest to blow? Which objects couldn’t be blown? Which object was hardest to control?* To extend the lesson, tape a start and finish line to the floor and leave the objects available for wind races during recess.

## My Windy World

**Observe and Record** Gather information from the pictures and words in the article to complete Part A. Observe the world outside to complete Part B.

**Part A:** By *reading* about wind power, this is what I learned...

1.

2.

**Part B:** By *observing* wind power, this is what I learned...

1.

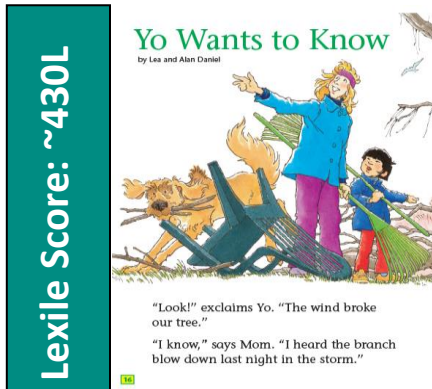
2.

# Click® Teacher Guide: March 2023

## Yo Wants to Know

pp. 16–21 Contemporary Realistic  
Fiction

Wind can be refreshing in one instance and damaging in another. This easy-to-read text tells the story of the after-effects of a windstorm and how Yo and Jennifer pitched in with the cleanup.



## RESOURCES

- Cause and Effect: Blowing in the Wind

## OBJECTIVES

- Students will learn about the real-life consequences of a windstorm by reading a fictional story.
- Students will examine a cause-and-effect relationship.
- Students will practice using an ordinal scale to express preferences.

## KEY VOCABULARY

- **branch** (p. 16) a part of a tree that grows out from the trunk

## ENGAGE

**Conversation Question:** What are the effects of wind?

Have students shake it out using this introductory kinesthetic activity. Ask the class to stand up, put their arms out, and “become trees.” Give them wind directives, one at a time: *A gentle wind is blowing. Now there’s enough wind to fly a kite. Uh oh, a hurricane is coming!* This simple movement exercise will activate prior knowledge about wind intensity and prepare them to read “Yo Wants to Know.”

## INTRODUCE VOCABULARY

Post and discuss the key word and definition. As this story uses basic text, there is only one vocabulary word. Take the opportunity to do a primary word study using the word **branch** as follows: *How many letters does the word have? How many letters are vowels? How many letters are consonants? Is it a thing word (noun), an action word (verb), or a describing word (adjective)? How can you use the word in a sentence? Do you know any other meanings for the word **branch**?*

## READ & DISCUSS

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

1. How did Mom know that the wind broke the tree branch?
2. Why doesn’t Yo feel any wind the next morning?
3. Where did Jennifer find a shirt?
4. What do Yo and Jennifer want to do with the branch?
5. What will the workers do with the broken branch?

## SKILL FOCUS: Cause and Effect

**INSTRUCT:** Lead the students in a discussion that guides them to recognize the primary cause-and-effect relationship (a relationship in which one event makes another event happen) that is presented in this story. Introduce the *Cause and Effect: Blowing in the Wind* worksheet. Advise students that they will be recording the effects of a windstorm.

**ASSESS:** For additional practice with cause-and-effect relationships, challenge students to complete the worksheet using a different natural event, such as an earthquake, a snowstorm, or a volcano eruption.

## EXTEND

**Mathematics:** Explain to students that scientists often use a number scale (ordinal scale/interval scale) to measure the severity of weather events. For example, a Category 5 hurricane produces much stronger winds than a Category 1 hurricane. The numbers give us information about the event and help us know what to expect and how to prepare. Give students practice in using a rating scale from 0 to 5 to evaluate various experiences throughout the day, emphasizing that 0 would be nothing/none, up to 5, which translates into a very strong feeling. Pose simple questions throughout the day. Examples: *How did you like the story? How was art class today? How was your lunch today?*

## Blowing in the Wind

**Cause and Effect** Review the story and highlight different things that the wind causes to happen. These are called the **effects**. Write/draw four effects of the windstorm in the boxes below.

<p>1. _____</p> <p>_____</p>	<p>2. _____</p> <p>_____</p>
<p>3. _____</p> <p>_____</p>	<p>4. _____</p> <p>_____</p>

**Cause:**

**Windstorm**

## Go Fly a Kite

pp. 22–25, Expository Nonfiction

From the early kites of the Wright brothers to modern-day parafoils, kite flying has been a pastime for over 2,000 years. Students will learn the design elements of a basic kite, as well as alternative purposes for these colorful fliers.



## RESOURCES

- Structure and Function: Up, Up, and Away

## OBJECTIVES

- Students will learn about the configuration of kites.
- Students will study the structure and function of a kite.
- Students will categorize “windy words.”

## KEY VOCABULARY

- **lightweight** (p. 23) someone or something that does not weigh as much as others
- **balance** (p. 24) the ability to move or stay in a position without losing control or falling

## ENGAGE

**Conversation Question:** What are the effects of wind?

Inform students that April is National Kite Month and that the class will be making a bulletin board to celebrate kites and the first full month of spring. Symbolically, National Kite Month represents the joyous lifting of the human spirit and the soaring of our dreams. Give students a kite template to help them create bright, beautiful kites. Crepe paper can be used to make long flowing tails. You might give the bulletin board display the title “Let’s Go Fly a Kite.”

## INTRODUCE VOCABULARY

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

1. Why are **lightweight** backpacks easier to carry? In what season(s) would you wear a lightweight coat?
2. Stand up and **balance** on your right foot. Next, balance on your left foot. What did you have to do to keep yourself from falling? Try balancing a pencil across your index finger.

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 were early kites used for?
2. What different shapes can a kite be?
3. How does a kite fly?
4. How do you keep a kite flying?
5. Why does too much strong wind make kite flying difficult?
6. Why does too little wind also make kite flying difficult?

## SKILL FOCUS: Structure and Function

**INSTRUCT:** Elicit from students that the main idea of the article is to provide a detailed description of kite features and the fun of kite flying. Present the *Structure and Function: Up, Up, and Away* worksheet. Tell students they will use information from the article to “show and tell” how each part of the kite helps it to fly. Allow students to work in small groups. Discuss what they have learned.

**ASSESS:** Review answers. Have students take the worksheet home and instruct them to teach someone at home about the features of a kite.

## EXTEND

**Language Arts:** Add “windy words” to your National Kite Month bulletin board. Begin by having students write the two key vocabulary words on small strips of paper to be attached to their kite tails. Then have them write these words on paper strips: *kite body*, *bridle*, *tow point*, *kite line*. Lastly, have students review the article, or the entire issue of CLICK magazine, to find more “windy words” to add to their kite tails.

## Up, Up, and Away

**Structure and Function** Gather information from the photographs and words in the article to explain how each feature helps a kite to fly.

Feature	What does it look like? show/draw pictures	What does it do? tell/write words
kite body		
bridle		
tow point		
kite line		