

Click®

The Inner You

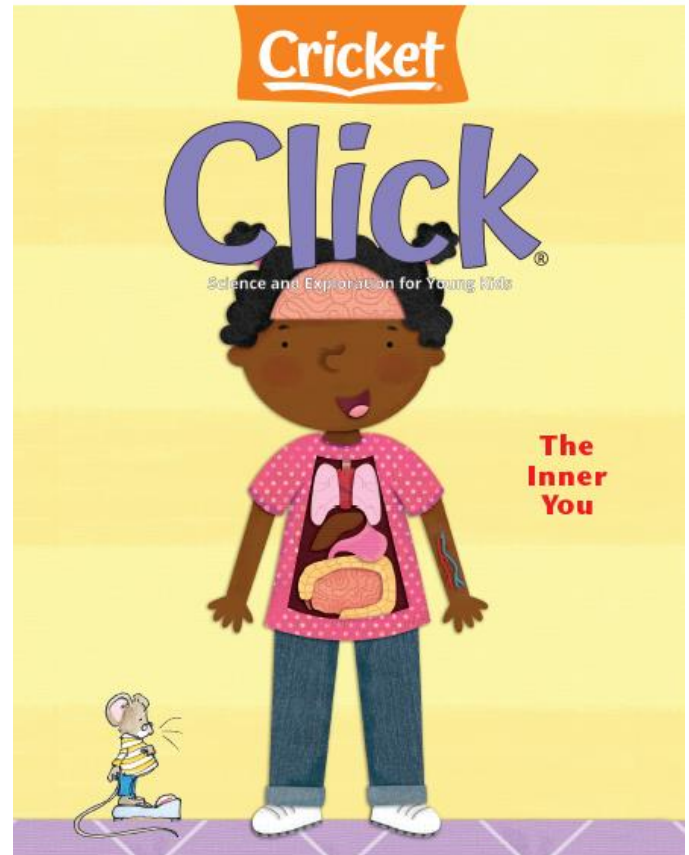
Body systems are groups of organs and tissues working together to perform special jobs for the body. This month's issue of CLICK magazine takes students on a tour inside the human body to take a closer look at its anatomical design and functions.

CONVERSATION QUESTION

How do your body systems work together?

TEACHING OBJECTIVES

- Students will learn about the digestive system.
- Students will learn about the organs in the human body.
- Students will learn about basic wounds and how to treat them.
- Students will sequence a process.
- Students will classify information.
- Students will examine the problem-and-solution relationship.
- Students will construct a bar graph to represent quantities.
- Students will demonstrate an understanding of first-person point of view.
- Students will learn a technique to self-regulate their breathing.



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

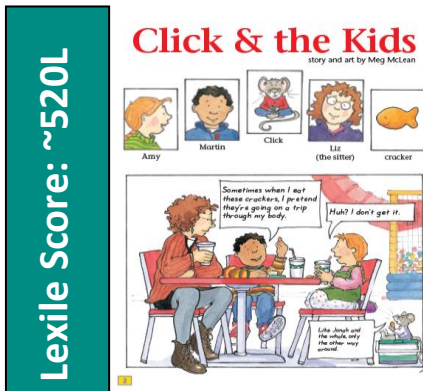
- **Click & the Kids**
Graphic Nonfiction, ~520L
- **Your Insides Speak Out**
Expository Nonfiction, ~520L
- **Ollie's Owies**
Contemporary Realistic Fiction, ~510L

Click® Teacher Guide: April 2023

Click & the Kids

pp. 2–6, Graphic Nonfiction

Using simple text and drawings, this article presents the digestive system to young readers. Join the journey of a cracker as it goes in through Martin's mouth and out through the large intestine.



RESOURCES

- Sequence a Process: In and Out
- Body Template

OBJECTIVES

- Students will learn about the digestive system.
- Students will sequence a process.
- Students will construct a bar graph to represent quantities.

KEY VOCABULARY

- **stomach (p. 3)** an organ in your body where food goes and begins to be digested after you swallow it
- **esophagus (p. 3)** the tube that moves food from your mouth to your stomach
- **intestines (p. 5)** a long tube in your body that helps food digest after it leaves your stomach

ENGAGE

Conversation Question: How do our body systems work together?

During snack time, ask students to describe the actions they are performing as they eat (biting, chewing, swallowing, etc.). Inform students that there is a body system dedicated to breaking down food called the digestive system. Ask them what they think happens to the food after they swallow. Then rally the class by asking “Who’s ready to learn about digestion with a ‘Click & the Kids’ story?”

INTRODUCE VOCABULARY

Post and discuss the vocabulary terms with the class. Help them understand what these three parts of the digestive system look like by showing them Click’s drawings on pages 3–5. Then distribute the *Body Template* worksheet included with this guide and have students make a visual representation of each of the three organs in their correct positions in the body. Finally, have them label the organs.

READ & DISCUSS

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

1. What does Martin mean when he says he pretends his crackers are going on a trip through his body?
2. Why does Amy compare swallowing to going down the big slide?
3. What do stomach juices do?
4. What happens to the food bits inside your stomach?
5. Where does the cracker end its journey?

SKILL FOCUS: Sequence a Process

INSTRUCT: Review sentences from the article describing how the cracker moves through Martin’s body. Remind the class that the article was written to teach readers about the digestive system. Introduce the *Sequence a Process: In and Out* worksheet. Tell students that they will be using information from the article to correctly put the process in order. This may be done orally for very young students.

ASSESS: Review the worksheet and have a class discussion. Which steps were the hardest to put in order and which were easiest? Why?

EXTEND

Mathematics: Have students practice making a simple bar graph by connecting the story to mathematics. Each student will need a small cup of colored, fish-shaped crackers, large (1/2 inch) graph paper, and crayons (red, yellow, green, and orange). Students should sort their crackers by color and tally how many of each they have. Next, they will create the x and y axis for the bar graph, labeling each. Remind them that bar graphs need to have a title, as well. Circulate as students are working and provide assistance.

Modification: Note the abilities of your students. Provide a ready-to-use blank bar graph for those unable to create their own.

In and Out

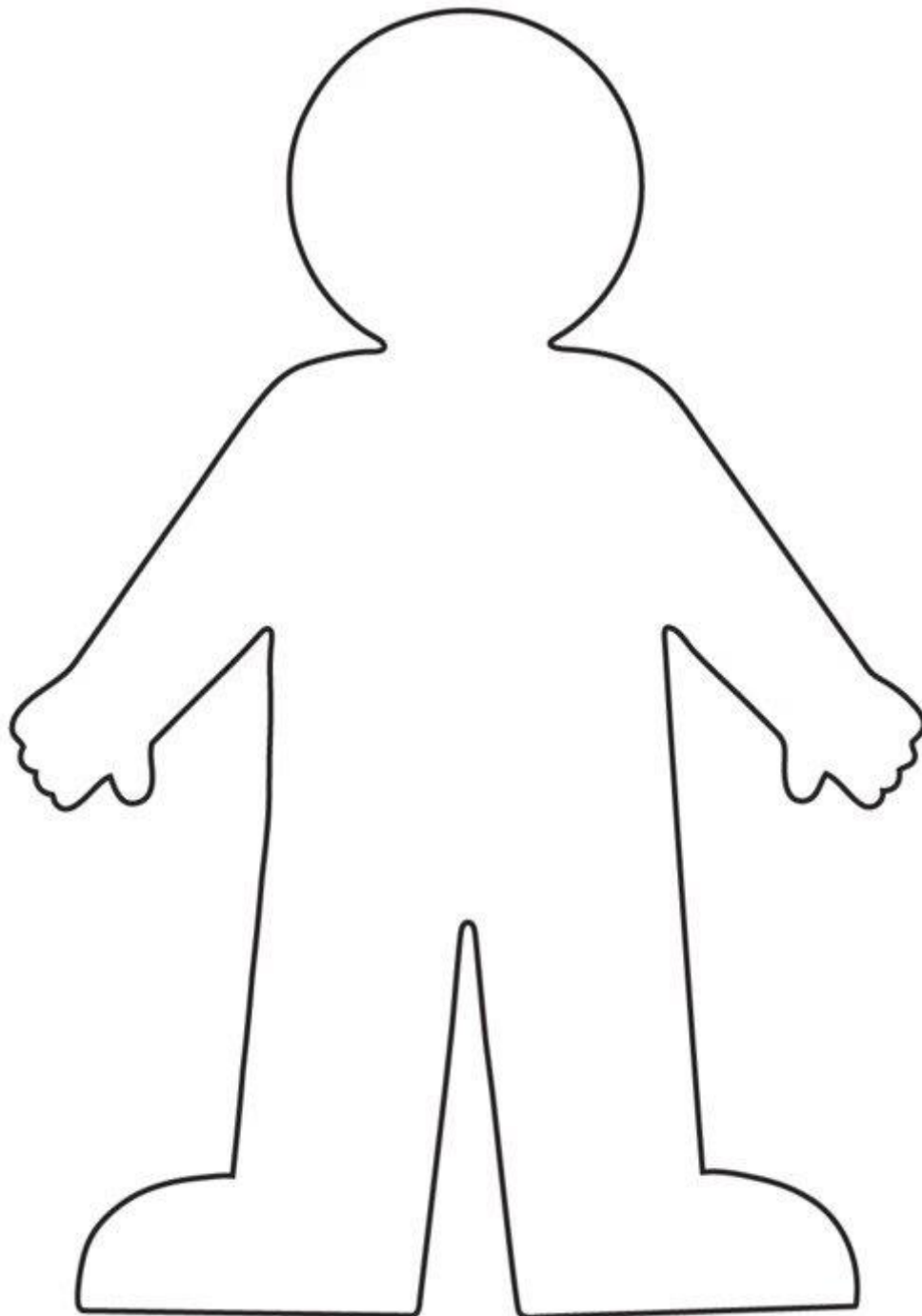
Sequence a Process Look at the pictures and read the words in the article. Then, number the steps from 1 to 7 to show the journey Martin's cracker took inside his body.

Step Number	Digestive Process
	Stomach juices make the food all mushy so your body can use it.
	The bits of cracker get squeezed through the esophagus.
	The cracker bits go from the stomach to the intestines.
	Martin eats the cracker.
	The cracker pieces land in the stomach.
	Finally, it's into the toilet for the remains of the cracker.
	The cracker gets chewed up and mixed with spit.

Try This! Use the back of the paper to draw one of the steps. Then ask a partner to guess which step you drew.

Body Template

Vocabulary Activity Draw and label the Key Vocabulary onto the body. Use pictures from the article to help you place each organ correctly. (After reading the article, add other organs that you know.)

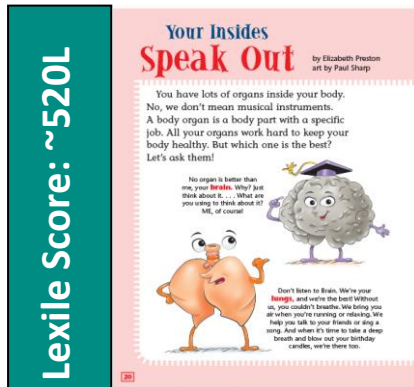


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Your Insides Speak Out

pp. 20–23 Expository Nonfiction

The body's organs work together to perform special jobs. Young readers will learn how each organ functions through the first-person accounts of each animated body part.



RESOURCES

- Classifying Information: Let's Get ORGANized!

OBJECTIVES

- Students will learn about the organs in the human body.
- Students will classify information.
- Students will demonstrate an understanding of first-person point of view.

KEY VOCABULARY

- scrunched** (p. 12) squeezed together tightly

ENGAGE

Conversation Question: How do our body systems work together?

Tell the class that the intestines are very long tubes that help you get all the nutrition out of your food. If the intestines were all stretched out outside of your body, they would be about 25 feet long. Help students visualize this amazing fact by using rulers or a tape measure to mark a length of 25 feet. Ask students for words that describe how the intestines fit inside your body. Follow immediately with the vocabulary exercise below. Did anyone use the word *scrunched*?

INTRODUCE VOCABULARY

Post and discuss the key word and definition. As this article uses basic text, there is only one vocabulary word. Take the opportunity to do a primary word study using the word **scrunched** as follows: *How many letters does the word have? How many letters are vowels? How many letters are consonants? Is it a thing (noun), action word (verb), or a describing word (adjective)? How can you use the word in a sentence? What words have a similar meaning to scrunched (synonym)? What words rhyme with scrunched?*

READ & DISCUSS

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

- What is an organ?
- Which organ helps you breathe?
- Which organ is considered a mystery? Why?
- Why is no single organ “the best” organ?
- What is your biggest organ? What does it do?

SKILL FOCUS: Classifying Information

INSTRUCT: Elicit from students that the main idea of the article is to provide readers with information regarding the importance of the body's major organs. Present the *Classifying Information: Let's Get ORGANized!* graphic organizer. Tell students that they will be using information from the article and the color code key to correctly classify each organ's special job or jobs.

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: Have the class review the article, paying close attention to the organ drawings and their animated personalities. Guide them to notice that each organ tells its own story, giving information about its function. This is an example of first-person point of view. Have students choose one of the organs to illustrate. Then they will attach a speech bubble that tells about its special job(s) using the first-person point of view (*I, we*). Invite students to share their finished creations by giving them the opportunity to do an “art walk” around the room.

Let's Get ORGANized!

Classifying Information Use the words and pictures in the article to connect each statement with the correct organ. The color code key below will tell you which color to shade the box. Colors will be used more than once.

BRAIN	HEART	LUNGS	INTESTINES	STOMACH	MUSCLES
(blue)	(red)	(yellow)	(brown)	(orange)	(green)

Without us, you couldn't breathe or blow out your birthday candles.	I help you think and make good choices.	We are a long, long tube scrunched tight in your belly.
We help you move and bend and jump and twist.	I'm pumping all the time, even when you are asleep.	Inside of me there is a powerful acid to break down all the food you eat.
I stretch out to hold all the food and drinks that you swallow.	We keep you moving and get you where you're going.	I am helping you understand and complete this worksheet.
I push your blood through your body and back again.	We help you get all the nutrition out of your food.	We bring you air when running or relaxing.

Ollie's Owies

pp. 24–26, Contemporary
Realistic Fiction

Also known as “owies” or “boo-boos,” simple injuries can be upsetting to young children. This article explains how the body responds to wounds and how most “owies” can be treated easily at home with the help of an adult.



RESOURCES

- Problems and Solutions: Take Care

OBJECTIVES

- Students will learn about basic wounds and how to treat them.
- Students will examine the problem-and-solution relationship.
- Students will learn a technique to self-regulate their breathing.

KEY VOCABULARY

- wound** (p. 25) an injury to the body that is exposed because of broken skin
- swelling** (p. 25) a part of your body that becomes larger than normal because of an injury or illness
- ointment** (p. 26) a smooth cream that is rubbed on the skin to help heal an injury

ENGAGE

Conversation Question: How do our body systems work together?

Get students motivated to learn about the topic through this simple kinesthetic activity. Have the class stand up and spread out. Then act out the following “owie” scenarios: 1. You banged your head. 2. You fell and scraped your knee. 3. You got stung by a bee. 4. Your feelings got hurt. Discuss how each “owie” would have a different treatment.

INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions on the board. Then display the following cloze sentences and have students supply the correct word:

- A spider’s bite can cause pain and _____.
- The doctor said my _____ is healing nicely.
- The school nurse put _____ on my cut and then put a bandage on it.

READ & DISCUSS

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

- How does Ollie take good care of himself?
- Why do mosquitoes bite?
- How does a bump form on your head where it was banged?
- How did Ollie scrape his knee?
- What does Ollie mean when he has an “owie” on the inside?

SKILL FOCUS: Problems and Solutions

INSTRUCT: Inform students that they will be rereading the article with a partner and highlighting passages that depict how all of Ollie’s different “owies” were treated. Distribute copies of the *Problems and Solutions: Take Care* graphic organizer. Tell students that they will be responsible for recording the solutions to the problems listed.

ASSESS: Collect the worksheets to evaluate the students’ ability to clearly identify the problem-and-solution relationships.

EXTEND

Social Emotional Health: On the last page of the article, Ollie talks about having an “owie” inside. Remind students that sometimes we feel bad inside when we are sad, angry, worried, or confused. Teach students to self-regulate their breathing when they feel big or difficult feelings. Give each student a template of a rainbow on drawing paper to color in. Show them how to use the rainbow to relax by tracing a finger along a color as they inhale and exhaling when they reach the cloud on the other side of the rainbow. After they have completed the rainbow

breathing exercise, have students notice how they feel. Allow them to keep the rainbows in their desks to use as a coping strategy. (Laminate, if possible.)



Take Care

Problems and Solutions Review the article and locate the passages that discuss each problem in the gray box. Explain how the problems were solved with the help of an adult using simple treatments.

Ollie tripped over
Rover and got a bruise.

Ollie got a mosquito
bite.

Ollie banged his head.

Ollie fell off of his bike
and scraped his knee.