

Click®

Makers

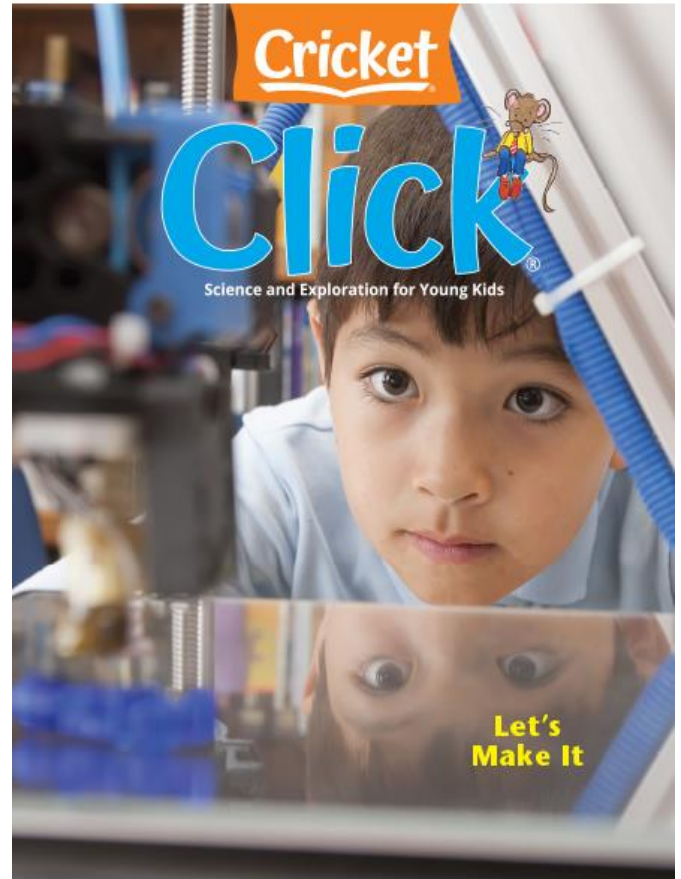
Get ready to “make your mark”! This month’s issue of **CLICK** focuses on the creators of products and services rather than the consumers. Young readers will celebrate the people who “learn by doing” while acquiring skills and knowledge about the world around them.

CONVERSATION QUESTION

How is it made?

TEACHING OBJECTIVES

- Students will learn how **CLICK** is created, from idea phase to finished copy.
- Students will learn about the process of making wool sweaters from llama fleece.
- Students will learn how to make homemade ice cream.
- Students will classify information.
- Students will construct explanations.
- Students will sequence the steps of a process.
- Students will write a brief article about an animal family.
- Students will use logical thinking to create a sequence.
- Students will follow a recipe.



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

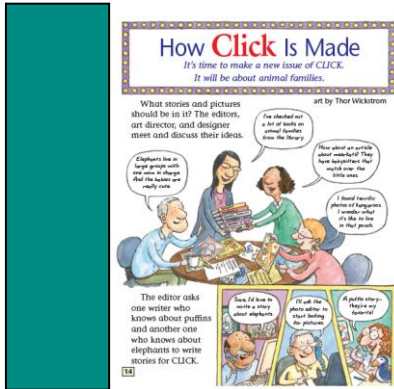
- **How Click Is Made**
Expository Nonfiction
- **Fleece, Fiber, Yarn, Sweater**
Realistic Fiction
- **Ice Cream Shake**
Informational Text

Click® Teacher Guide: October 2023

How Click Is Made

pp. 14–19, Expository Nonfiction

This article details the process of producing CLICK magazine. Young readers will learn about the talented people and efficient machines that work collaboratively to create a single issue.



RESOURCES

- Classify Information: Magazine Makers

OBJECTIVES

- Students will learn how CLICK magazine is created, from idea phase to finished copy.
- Students will classify information.
- Students will write a brief article about an animal family.

KEY VOCABULARY

- press (p. 17)** a very big and very noisy machine used for printing books, newspapers, and magazines
- roller (p. 17)** a tube-shaped object in a machine that turns over and over in order to carry things along or press them together
- plates (p. 18)** thin sheets of metal wrapped around giant rollers that transfer ink onto paper

ENGAGE

Conversation Question: How is it made?

Distribute a number of back issues of CLICK to students. Allot ten minutes for students to peruse the issues and notice the features. Reconvene and pose these questions: *How are magazines different from books? How are they similar to books?* Have the class work together to list the characteristics of a magazine: large pages, eye-catching photos with captions, page numbers, interesting titles, etc. Remind students to reference this list when completing the EXTEND activity.

INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions. Guide students to notice that all three of the words have multiple meanings, and that they are called *homographs*. Demonstrate how the word *press* has different meanings by discussing the following sentences: 1. The **press** prints out the daily newspaper by 5:00 am. 2. If I **press** the power button, the TV will come on. Ask students to share their own sentences for *press*. Then have them work with a partner to use the words **plates** and **roller** in sentences that show different meanings.

READ & DISCUSS

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

- Who is involved in creating an issue of CLICK?
- What is the test version of the magazine called?
- How are the pages of CLICK printed?
- What are the four colors that CLICK pages are printed with?
- Where does the post office mail the finished magazines?

SKILL FOCUS: Classify Information

INSTRUCT: Elicit from students that the main idea of the article is to provide readers with information regarding the making of CLICK magazine. Present the *Classify Information: Magazine Makers* graphic organizer. Tell students they will use information from the article and the color code key to correctly classify the special job(s) of each contributor.

ASSESS: As students are working independently, circulate and discuss the information in the article. (May be completed as a whole-class activity.) The completed color pattern will make this work easy to evaluate.

EXTEND

Language Arts: In this article, the editors, art director, designer, and writers meet to discuss the making of an “Animal Families” issue of CLICK. Revisit the class-generated list from the introductory activity. Have students choose an animal family to write about. Provide suggestions to help vary topics. Students can use book/online resources to gather information and write a basic article that includes a catchy title, beginning-middle-end, interesting facts, artwork/photographs. (Free online magazine article templates are available.) Bind together completed articles into your own issue—“Classroom CLICK.”

Magazine Makers

Classify Information Use the words and pictures in the article to connect each statement with the correct professionals. The color key below will tell you which color to shade the boxes. Colors will be used more than once. Note the option in green.

EDITORS	ART DIRECTORS	WRITERS	WHOLE TEAM
(blue)	(red)	(yellow)	(green)

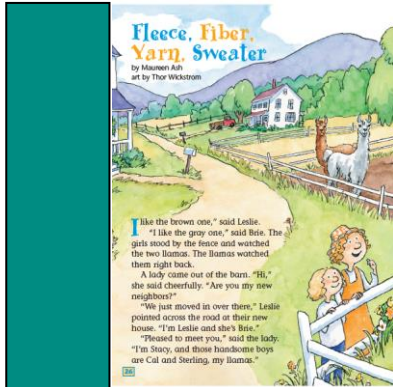
We contact writers who have knowledge about certain animals.	We write the articles that will be featured in the magazine.	When sketches come in, we all check to be sure they match the story.
We check the art and fix the sizes and colors of photos on the computer.	We find artists who are good at drawing animals.	We research the topic so we can submit interesting articles.
We decide where the words, art, and photos will go on each page.	We help pick the photos that go best with the stories.	We read carefully through the writing we receive to make sure there are no mistakes.
We meet to discuss our ideas for the issue.	We use computers to design what the magazine pages will look like.	We feel proud of the “Animal Babies” issue of CLICK.

Click® Teacher Guide: October 2023

Fleece, Fiber, Yarn, Sweater

pp. 26–32, Realistic Fiction

Young students will visit Stacy's farm with Brie and Leslie to learn how to make wool sweaters. This article details the process from a llama fleece to finished sweater.



RESOURCES

- Construct Explanations: Sweater Weather

OBJECTIVES

- Students will learn about the process of making wool sweaters from llama fleece.
- Students will construct explanations.
- Students will use logical thinking to create a sequence.

KEY VOCABULARY

- fleece** (p. 26) the woolly coat that covers some animals
- shear** (p. 27) to cut the wool off of an animal
- pasture** (p. 29) a large area of land where animals feed on the grass

ENGAGE

Conversation Question: How is it made?

Display the title of the article: "Fleece, Fiber, Yarn, Sweater." Have students predict the content of the article. Motivate students and activate prior knowledge with the following yarn art activity: Provide students with cardstock cut-outs of sheep, llamas, goats, and rabbits. (Depending on the ability of students, you may choose to provide a template and scissors instead.) Inform students that these are all wool-producing animals. Provide long strings of yarn to each student and have them select an animal to yarn wrap. Tape one end down on the back and demonstrate how to wind the yarn around the shape until it is completely covered.

INTRODUCE VOCABULARY

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

- Name three animals that have **fleece**.
- What reasons does a farmer have for **shearing** animals?
- What do animals do in a **pasture**?

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.

- What kind of animals are Cal and Sterling? Describe them.
- Why does Brie think the llamas are glad about being sheared?
- What two things do Stacy, Brie, and Leslie do to get the fiber clean?
- What is the purpose of the drum carder?
- How does the spinning wheel work?

SKILL FOCUS: Construct Explanations

INSTRUCT: This article presents readers with detailed information about the making of a wool sweater from llama fleece. Present the *Construct Explanations: Sweater Weather* graphic organizer. Tell students they will review the article and highlight sentences that answer the *what, why, how, and where/when* questions presented on the worksheet.

ASSESS: Reconvene and discuss answers. Ask: *What is the most interesting part of the process? Which step would you like to help with?*

EXTEND

Sequencing: The title of the article, "Fleece, Fiber, Yarn, Sweater," reveals the four basic steps in creating a sweater that begins as an animal's fleece. Explain to students that many things go through a process to become what they are. Provide the natural and human-made examples below:

- seed-->sprout-->plant-->flower
 - flour-->dough-->toppings-->pizza
- Challenge students to write their own four-step process. For younger students, alter the activity to reflect a three-step process.

Sweater Weather

Construct Explanations Use information from the article to answer the questions below. Explain your answer using details. You may use pictures and words.

What happens during the shearing process?

Why are the llamas sheared?

Llama Shearing



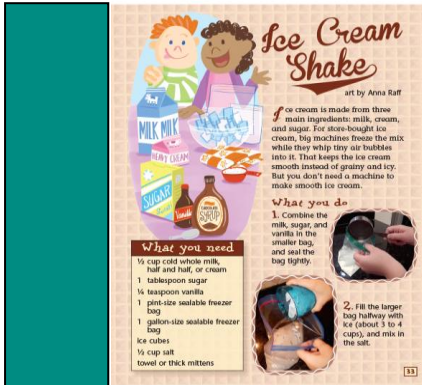
Where and **when** are the llamas sheared?

How does the fleece become a sweater?

Ice Cream Shake

pp. 33–34, Informational Text

A cold, sweet treat loved by many, this article explains the ice cream-making process. Students will read through a list of ingredients, a step-by-step recipe, and notes of explanation.



RESOURCES

- Sequence a Process: We All Scream for Ice Cream!

OBJECTIVES

- Students will learn how to make homemade ice cream.
- Students will sequence the steps of a process.
- Students will follow a recipe.

KEY VOCABULARY

- sealable (p. 33)** able to be closed tightly so that air and liquid cannot get in or out
- grainy (p. 33)** having a rough texture that contains small bits of something

ENGAGE

Conversation Question: How is it made?

Entice students into a game of “20 Questions” in which they will try to guess the topic of the article (ice cream). In this game, the players are allowed to ask yes/no questions one by one in order to unravel the mystery. Instead of calling out the answer, have students write their guess on a piece of paper after each question. At the end of the questions, did all students have the word *ice cream* written?

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.

- Mom put the orange slices in a sealable to keep them fresh.
- If you do not stir the sugar well enough into the batter, the mixture will be grainy, not smooth.

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 are the three main ingredients of ice cream?
- How does store-bought ice cream become smooth?
- How many sealable bags are needed to make your own ice cream?
- Why does the recipe suggest wearing mittens or using a towel?
- What would happen if you tried making this recipe without adding salt to the ice?

SKILL FOCUS: Sequence a Process

INSTRUCT: Review sentences from the article describing how homemade ice cream is prepared. Introduce the *Sequence a Process: We All Scream for Ice Cream!* worksheet. Tell students they will use information from the article to correctly number the steps in each section. This may be done orally for very young students.

ASSESS: Circulate and have mini-conversations with students as they work. Discuss how it takes supplies, ingredients, and people to make a batch of ice cream.

EXTEND

Procedural Task: Invite volunteers into the classroom to help with the ice cream-making activity on pages 33–34. Have students work in small groups led by a helper. (Take the opportunity to invite caregivers or students from a higher grade to lead each group.) There is a short list of ingredients on page 33, but you will also need measuring cups, measuring spoons, towels/mittens, and plenty of premade ice cubes. Emphasize mathematics skill while measuring, language arts skill while reading, and the sequencing process when following the step-by-step directions. After allowing the ice cream mixture to harden, distribute cups and spoons and allow everyone to try their creation.

We All Scream for Ice Cream!

Sequence a Process Gather information from the text that can help you put the sentences in the correct order. Label the sentences 1–3 to show the order.

- A. _____ Grab a spoon and eat the ice cream.
_____ Read through the recipe.
_____ Gather supplies and ingredients.
- B. _____ Combine the milk, sugar, and vanilla in the smaller bag.
_____ Use a towel or mittens to hold the large bag.
_____ Bury the sealed small bag in the large bag of ice and tightly seal it.
- C. _____ Gently shake the bag until the milk mixture hardens.
_____ Fill the larger bag halfway with ice and mix in the salt.
_____ Carefully take the small bag out of the large bag, and rinse off the salty water from the outside of the small bag.

Discuss: Why does the order of the steps matter when following a recipe? If the recipe had one last step that said “Add toppings,” what would you choose to add?

