

Click®

Look at Me Move!

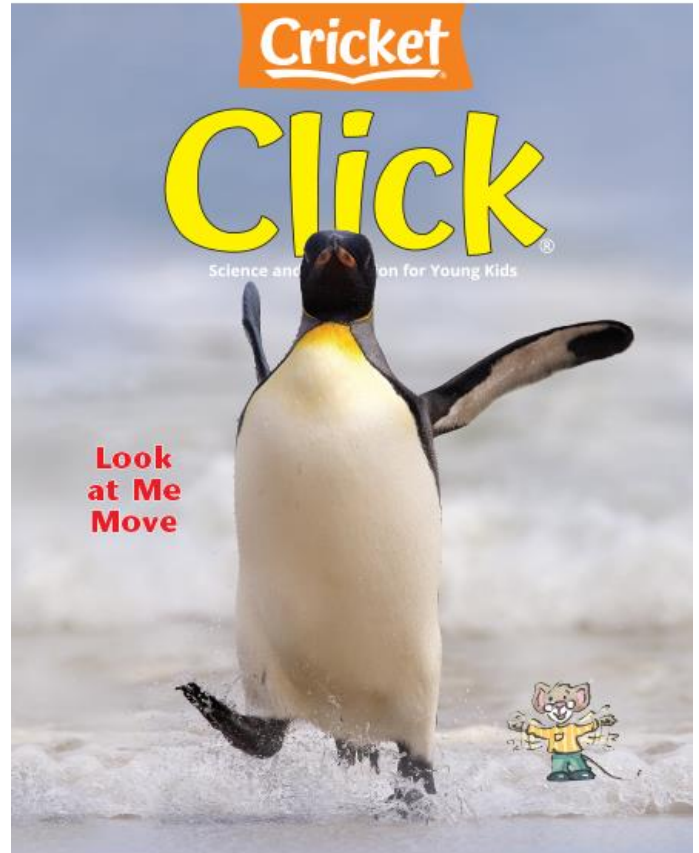
Animals move to find food, to seek a mate, to escape from predators, and just to have fun. This issue of CLICK explores the endless ways that animals can move their bodies from place to place. Colorful photos and drawings enhance the vocabulary-rich text.

CONVERSATION QUESTION

How do animals move?

TEACHING OBJECTIVES

- Students will learn how animals move from place to place.
- Students will learn about the physical attributes of animals.
- Students will learn about the magnificent cheetah.
- Students will classify information.
- Students will obtain information from a nonfiction text.
- Students will examine structure and function.
- Students investigate rhyming words.
- Students will practice using the second-person point of view.
- Students will demonstrate an understanding of place value.



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

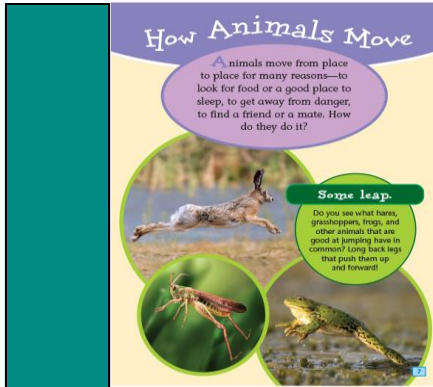
- **How Animals Move**
Expository Nonfiction
- **If You Were...**
Expository Nonfiction
- **Cheetah Chase**
Narrative Nonfiction

Click® Teacher Guide: January 2024

How Animals Move

pp. 7–10, Expository Nonfiction

Whether to escape danger or to seek a mate, animals in nature are always on the move. Bright photographs showing animals in motion accompany this high-interest article.



RESOURCES

- Classify Information: Animal Actions

OBJECTIVES

- Students will learn how animals move from place to place.
- Students will classify information.
- Students will investigate rhyming words.

KEY VOCABULARY

- leap** (p. 7) to jump a long distance
- creep** (p. 8) to move slowly with the body close to the ground
- fliers** (p. 10) animals and insects that can fly

ENGAGE

Conversation Question: How do animals move?

Draw a word web on the board with the phrase *Movement Words* in the center. Have students work in small groups to discuss the different ways humans move their bodies (run, dance, jump, etc). Add responses to the web and then introduce “How Animals Move.” Ask students how animal movements are different from and similar to human movements. Revisit the web after the reading and have students circle the words that describe the animals in the article and add any new words to the web.

INTRODUCE VOCABULARY

Post and discuss the three vocabulary words and definitions. Have students stand up and “shake it out” using this kinesthetic activity. Give them the following directives, one at a time:

- What animals can **leap**? Have students **leap** around the classroom.
- What animals can **creep**? Have students **creep** around their desks.
- Can you name three **fliers**? Have students spread their wings and fly around the classroom.

READ & DISCUSS

Use the following questions to discuss the article:

- Why do animals move from place to place?
- What body parts help jumping animals leap forward?
- How do “riders” help the animals that are carrying them?
- Why do some animals slide on their bellies?
- Can all insects fly? Explain why or why not.

SKILL FOCUS: Classifying Information

INSTRUCT: The main idea of the article is to provide readers with information regarding the many fascinating movements of animals. Present the *Classify Information: Animal Actions* graphic organizer. Tell students they will use information from the article and the color code key to correctly classify the movements of each animal listed.

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: Revisit the two vocabulary words *leap* and *creep*. Review rhyming words with the class. (Rhyming words are two or more words that have the same ending sound.) Direct students to notice that although the words end with different letters (*-eep*, *-eap*), they rhyme because both sets of letters make the same sound. Have the students work in pairs to make a list of words that rhyme with *leap* and *creep*.

Animal Actions

Classify Information Use the words and pictures in the article to classify the movements of each animal. The color code key below will tell you which color to shade the box.

FLY (blue)	SWING (red)	CREEP (yellow)	LEAP (green)
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grasshoppers	orangutans	bats
tortoises	birds	hares
frogs	lizards	spider monkeys

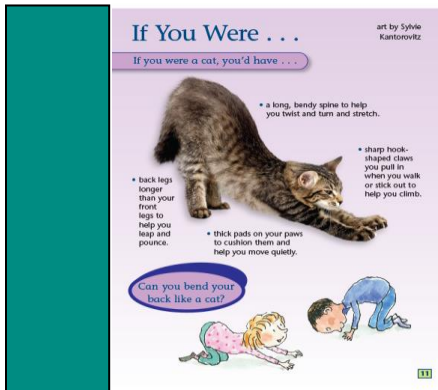
Complete the sentences:

1. Another animal that can **leap** is a/an _____.
2. Another animal that can **fly** is a/an _____.

If You Were...

pp. 11–14, Expository Nonfiction

Sharp claws, strong tails, and huge muscles are some of the physical attributes that help animals navigate their world. Young readers will use their imagination to imitate animalistic attributes and actions.



RESOURCES

- Obtain Information: Who am I?

OBJECTIVES

- Students will learn about the physical attributes of animals.
- Students will obtain information from a nonfiction text.
- Students will practice using the second-person point of view.

KEY VOCABULARY

- pounce** (p. 11) to suddenly jump toward something or someone
- props** (p. 12) keeps something in place
- lightweight** (p. 13) weighing very little, not heavy

ENGAGE

Conversation Question: How do animals move?

Tell students that the article they are about to read, "If You Were...", explains the unique physical features of a variety of animals. Have students think about their own bodies and then use questioning techniques to activate prior knowledge. (Example: *What body part(s) help you hold something? What body part(s) help you to balance? What body part(s) help you to hop?*)

INTRODUCE VOCABULARY

Post the key terms and discuss the definitions. Then display the following activity and have students supply the correct answers:

- Which animal does **NOT** *pounce*?
a) tiger b) puppy c) cat d) sloth
- Which item could you use to **prop** open a door?
a) cloud b) sink c) chair d) airplane
- Which item is **NOT** *lightweight*?
a) feather b) dust c) brick d) lollipop

Share answers aloud and have students explain their reasoning.

READ & DISCUSS

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

- What does a long, bendy spine help a cat do?
- How do a kangaroo's back feet and legs cause it to hop, not walk?
- Why is it important that an eagle has a lightweight body?
- What are the penguin's short, flipper-like wings good for?
- What animals do you know that can walk and also can fly?

SKILL FOCUS: Obtain Information

INSTRUCT: Guide students to obtain information from the text, captions, photos, and drawings in the article. Remind them that the article was written to teach readers about the physical features of animals. Distribute and introduce the *Obtain Information: Who am I?* worksheet. Instruct students to read the sentences and identify the animals they describe.

ASSESS: Collect worksheets to assess accuracy.

EXTEND

Language Arts Guide students to notice that the article uses the second-person point of view (the "you" perspective) to help readers imagine that they are the animals. Read aloud the "If you were" heading on each page. Then have students choose an animal not named in the article and use the second-person sentence frame below to write a sentence that identifies and describes the animal. Have students read their sentences to a partner. Younger students can do this activity orally.

Format: If you were a _____, you'd have _____.

Who am I?

Obtain Information Cut and paste the animal labels to answer the questions.

1. I can fly, but I cannot run. Who am I?

1.

2. I have huge muscles in my back legs to help me leap. Who am I?

2.

3. I have thick pads on my paws. Who am I?

3.

4. I can swim, but I cannot fly. Who am I?

4.

Cut and paste.

cat

penguin

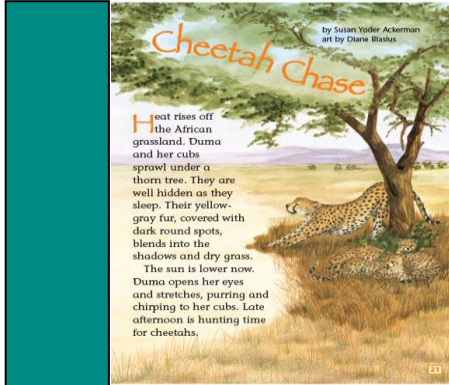
eagle

kangaroo

Cheetah Chase

pp. 21–25, Narrative Nonfiction

This article brings students to the grasslands of Africa to behold the cheetah. Students will discover the behaviors, traits, and habits of the world's fastest land animal.



RESOURCES

- Structure and Function: Spot On

OBJECTIVES

- Students will learn about the magnificent cheetah.
- Students will examine structure and function.
- Students will demonstrate an understanding of place value.

KEY VOCABULARY

- **thorn** (p. 21) a sharp point on the stem of some plants, such as roses
- **valley** (p. 22) a low land area between hills or mountains
- **gazelle** (p. 22) a small, fast, graceful animal similar to an antelope

ENGAGE

Conversation Question: How do animals move?

Display the chart below and tell students they are going to read a story about the fastest land animal on the chart, and in the world. Once students deduce that it is the cheetah, ask them to rank the animals from fastest to slowest and from slowest to fastest.

Land Animal Top Speeds	
Hippopotamus	19 miles per hour
Greyhound	46 miles per hour
Cheetah	70 miles per hour
Giraffe	32 miles per hour

INTRODUCE VOCABULARY

Post and discuss the vocabulary words. Be sure that students understand what each item looks like by showing them a drawing or photo. Then have students fold a piece of paper into quarters, label three of the boxes with the key words, and draw a picture to go with each word. After reading the article, students will use the remaining box to write and 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. How do a cheetah's claws differ from most other cats?
2. What parts of a cheetah's body help it to be fast?
3. Why was it a mistake for the cubs to chase a hippopotamus?
4. How often do cheetahs need to eat?
5. Why is Duma exhausted at the end of the story?

SKILL FOCUS: Structure and Function

INSTRUCT: Elicit from students that this article was written to teach readers about cheetahs. Point out that it uses real facts in a story format. Present the *Structure and Function: Spot On* graphic organizer. Tell students they will use information from the article to Show & Tell how each part of a cheetah's body contributes to its uniqueness.

ASSESS: Review answers. Have students take the worksheet home and use it to teach someone at home about cheetahs.

EXTEND

Mathematics: Read aloud the following: "With a burst of speed, [Duma] flies across the ground at 70 miles per hour, faster than a car on the highway." Talk about the number 70 meaning 7 tens. Introduce the exchange of ones to make a ten. Using pennies and dimes, show that ten pennies have the same value as one dime. For more practice, use place-value mats, ones cubes, and tens rods to make exchanges.

Spot On

Structure and Function Gather information from the illustrations and words in the article to explain how each feature contributes to a cheetah's uniqueness. You may use pictures and words.

Feature	What does it look like? (Draw pictures.)	Why is it special? (Write words.)
fur		
claws		
skull		
tail		