Click® Teacher Guide: May/June 2024

Click®

Baby Love

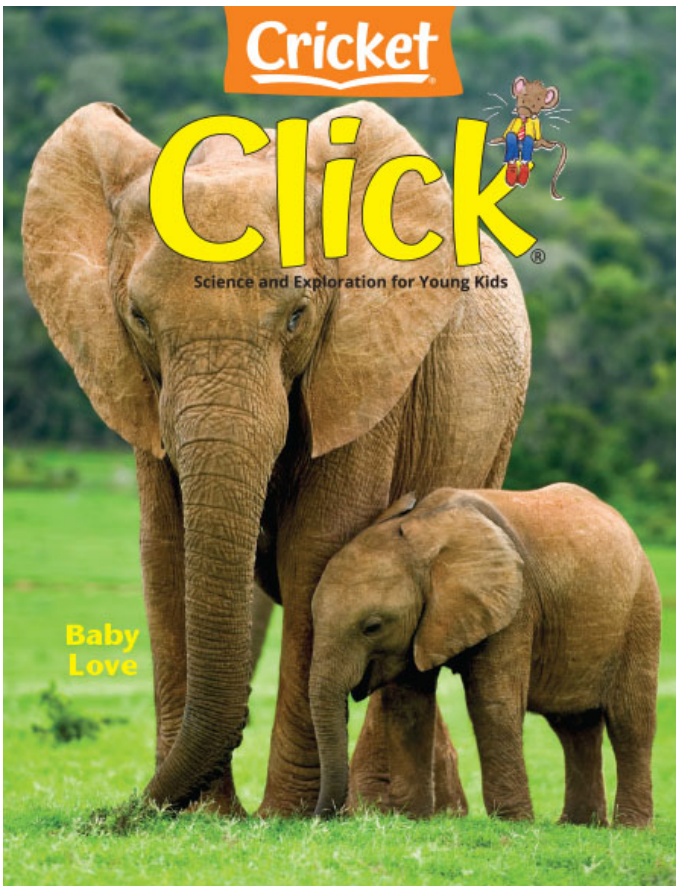
The first year of life can be challenging for newborn animals. Like humans, the younglings often depend on their parents for nourishment, protection, and shelter. This month's issue of CLICK magazine celebrates the growth and accomplishments of baby animals born in the wild.

CONVERSATION QUESTION

How do babies grow?

TEACHING OBJECTIVES

- **Students will learn about an elephant's growth from birth to two years old.**
- **Students will learn how a nest is prepared for baby birds.**
- **Students will learn about the life cycle of a butterfly.**
- **Students will compare and contrast information.**
- **Students will sequence a process.**
- **Students will examine a biological process.**
- **Students will learn the scientific names for different animal babies.**
- **Students will use their sensory skills to examine the qualities of feathers.**
- **Students will demonstrate an understanding of the mathematical concept of symmetry.**



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

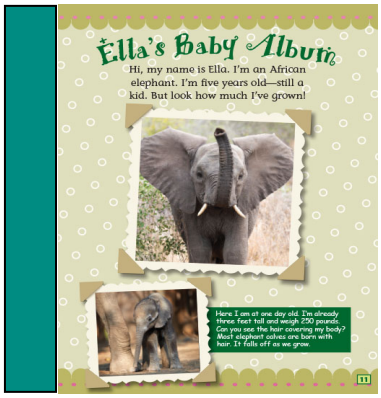
- **Ella's Baby Album**
  Expository Nonfiction
- **A Nest on My Porch**
  Realistic Fiction
- **What a Life!**
  Expository Nonfiction

Click® Teacher Guide: May/June 2024

Ella's Baby Album

pp. 11–13, Expository Nonfiction

This article has students browsing the photo album of a proud Mama elephant and her young calf. Simple explanatory text accompanies each photograph.



RESOURCES

Compare and Contrast: Baby Steps

OBJECTIVES

- Students will learn about an elephant's growth from birth to two years old.
- Students will compare and contrast information.
- Students will learn the scientific names for different animal babies.

KEY VOCABULARY

- ***trunk* (p. 12)** a long, tubular, flexible nose that elephants use to grasp, to feed, to smell, and to communicate
- ***tusks* (p. 13)** elongated and greatly enlarged teeth of certain animals that project when the mouth is closed
- ***mud bath* (p. 13)** a mixture of dirt and water that elephants roll in to cool down and to coat their skin with a protective layer

ENGAGE

Conversation Question: How do babies grow?

Prepare the class to read the article by asking students if they have a baby book or a photo album at home. Invite students to share stories about the images that are kept in books like this. Pose questions: *Why might parents want a record of the child's life? Why are these albums important keepsakes in a family?* Post the title, "Ella's Baby Album," and have students try to guess what kind of animal Ella is. Give hints if necessary.

INTRODUCE VOCABULARY

Post and discuss the vocabulary terms with the class. Be sure that they understand what each object looks like by showing them the photographs throughout the article or using online resources. Then, have them fold a piece of paper into quarters and label three of the boxes with the key words and make a visual representation of each. After reading the article, they will use the remaining box to illustrate an additional theme-related word from the text.

READ & DISCUSS

As a post-reading activity, lead a discussion based on the following questions.

1. What do baby elephants have covering their body when they are born?
2. What amazing things can Ella do on the same day that she is born?
3. What can elephants do with their trunks?
4. How many muscles does an elephant's trunk have?
5. Why can't Ella show her long tusks in the last photo?

SKILL FOCUS: Compare and Contrast

INSTRUCT: Students will compare and contrast the growth and actions of a baby elephant to those of a baby human. Remind students that the article was written to share the experience of baby elephant, Ella's, development. Instruct pairs of students to revisit the text and to underline information that will be helpful for making comparisons. Introduce the *Baby Steps* worksheet and have students complete it independently. (Assist early readers.)

ASSESS: Reconvene and review the *Baby Steps* worksheet with the class. Discuss the similarities and differences recorded on the worksheet. Have students circle the statement number(s) that show how baby elephants and baby humans are alike.

EXTEND

Science: Take the opportunity to further discuss animal babies. Emphasize that a baby elephant is called a calf. Use books/the internet to discover interesting names of animal offspring. For example, a baby goat is a kid, a baby kangaroo is a joey, and a baby deer is a fawn. Have students fold a piece of paper in half and illustrate and name an animal parent on the left side and its baby on the right side.

Baby Steps

Compare and Contrast Use information from the article to compare baby elephants and baby humans.

1. Baby elephants weigh about 250 pounds when they are born.

Baby humans weigh about _____ pounds when they are born.

2. Baby elephants drink milk.

Baby humans drink _____.

3. Baby elephants eat grass and leaves.

Baby humans eat _____ and _____.

4. Baby elephants suck their trunks to feel calm and happy.

Baby humans _____ to feel calm and happy.

5. A mud bath protects a baby elephant's skin from the sun.

_____ protects a baby human's skin from the sun.

6. Baby elephants stand and walk on the first day that they are born.

Baby humans _____ and _____ on the first day they are born.

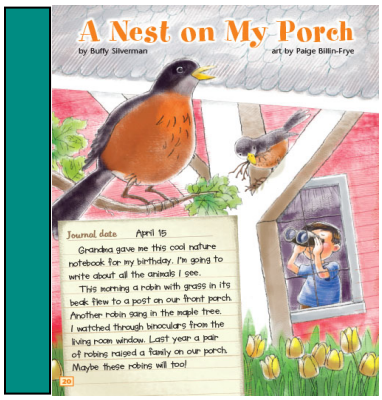
***Choose one pair of sentences to illustrate on the back of this paper.**

Click® Teacher Guide: May/June 2024

A Nest on My Porch

pp. 20–24, Realistic Fiction

As the early spring progresses, nests are made and eggs are laid. Students will read the observations of a young boy and learn about birds, from nest to hatching.



RESOURCES

Sequencing: Rockin' Robin

OBJECTIVES

- Students will learn how a nest is prepared for baby birds.
- Students will sequence events.
- Students will use their sensory skills to examine the qualities of feathers.

KEY VOCABULARY

- ***binoculars*** **(p. 20)** a device with special lenses used for making objects that are far away appear nearer and larger
- ***nestling*** **(p. 22)** a bird that is too young to leave the nest
- ***fledgling*** **(p. 23)** a young bird that has grown strong enough to fly and leave the nest

ENGAGE

Conversation Question: How do babies grow?

Activate prior knowledge about sequencing events (Skill Focus) by posting the journal entry dates (April 15, 20, 25, and May 10, 15, 17, 19) from the article on the board in a random order. Explain that in the article, "A Nest on My Porch," a young boy has been observing bird nesting activity and journaling his findings on those dates. First, help students determine which month comes first (April or May) and then guide them in putting all of the dates in the correct order. Display calendar pages if necessary.

INTRODUCE VOCABULARY

Post and discuss the three vocabulary words and definitions. Have students Think-Pair-Share with a partner:

- What kinds of things might you use **binoculars** to look at?
- How do Mama and Papa birds care for their **nestlings**?
- What are some of the dangers that a **fledgling** faces?
- How do you know when a **nestling** becomes a **fledgling**?

READ & DISCUSS

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

1. How can you tell the difference between the mother (female) and father (male) robins?
2. Who builds most of the nest? What do they use?
3. What does Papa Robin bring Mama Robin to eat?
4. Who feeds the baby birds?
5. How do baby birds and parent birds work together to keep cats away from their nest?

SKILL FOCUS: Sequence Events

INSTRUCT: Review sentences from the article describing how the nest is prepared, tended, and utilized. Introduce the *Rockin' Robin* worksheet, and tell students that after cutting out the sentence strips, they will be using information from the article to place the sentences in the correct order. Tell them that they are only to glue them down after you have checked the order. This activity can be completed independently, with a partner, or orally for very young students.

ASSESS: Circulate and have mini-conversations with students as they are working. Have students take the corrected *Rockin' Robin* worksheet home to teach a family member about the process and the story.

EXTEND

STEM: Distribute crafting feathers to the students and have the class explore them using their senses. (Provide a magnifying glass if possible.) *Sight:* Talk about the shape, structure, and colors. *Touch:* How does it feel when you rub it on different parts of your body? *Hearing:* Do feathers make a sound in the air? *Oral:* Place a container in front of the children and have them blow their feather into the box.

Rockin' Robin

Sequencing Review the journal entries in the article. Cut apart the sentence strips and arrange them in the correct order. Then glue them onto a piece of paper in the correct order.

Mama Robin did most of the nest building and added a soft blanket of grass inside.

The eggs hatch and Mama and Papa Robin go to find the nestlings food.

Grandma gave me this cool nature notebook for my birthday. I'm going to write about all the animals that I see.

Mama Robin laid four blue eggs and she sits there most of the day to keep them warm.

The robins have fledged. I will miss my bird family. I hope Mama Robin lays more eggs soon!

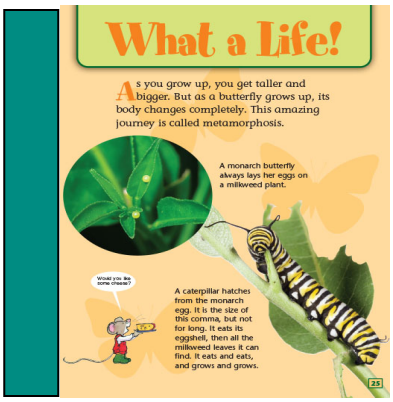
I used my binoculars and could see that the robins made a nest.

Click® Teacher Guide: May/June 2024

What a Life!

pp. 25–27, Expository Nonfiction

Young students will read about the glorious metamorphosis of the monarch butterfly. Bright photographs accompany each stage of the transition from egg to butterfly.



RESOURCES

Biological Process: Magical Monarch

OBJECTIVES

- Students will learn about the life cycle of a butterfly.
- Students will examine a biological process.
- Students will demonstrate an understanding of the mathematical concept of symmetry.

KEY VOCABULARY

- ***metamorphosis* (p. 25)** the process by which the young of some insects and animals develops into the adult form
- ***hatches* (p. 25)** is born by coming out of an egg
- ***chrysalis* (p. 26)** a butterfly or moth at the stage of growth when it is turning into an adult and is enclosed in a hard case

ENGAGE

Conversation Question: How do babies grow?

Ask students if they know what insect a butterfly is before it undergoes metamorphosis (a big change). That's right—a caterpillar! Tell the class that they are going to work together to create one long caterpillar. Give each student a large circle with a different number on it from 1 to your class size, so that each child has a different number circled to decorate. (The teacher should make the head, and tape it on the wall.) When all circles are completed, have the students come up one by one to build the caterpillar's body. Introduce the article, "What a Life!"

INTRODUCE VOCABULARY

Post the key words and discuss the meanings of the terms. Based on the definitions, have students use critical thinking skills to decide which word does *NOT* belong. (Answers: horse, sharp, jump)

Animals that **hatch**: owl/turtle/butterfly/horse

Words related to a **chrysalis**: protective/sharp/silken/cocoon

Words related to **metamorphosis**: jump/change/become/transform

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. Where does a monarch butterfly lay her eggs?
2. What does the caterpillar eat when it hatches?
3. Why does the caterpillar's skin split open?
4. How is the chrysalis attached to the tree branch?
5. How does the butterfly get its wings ready to fly?

SKILL FOCUS: Biological Process

INSTRUCT: Review the article and guide students to notice the description of the butterfly life cycle throughout the article. Distribute the *Magical Monarch* graphic organizer and instruct students to explain with words and/or pictures the defining characteristics of each phase (egg, caterpillar, chrysalis, adult) of the butterfly's life cycle.

ASSESS: Circulate as students are working on their charts and have students retell the life cycle process in their own words. Collect the *Magical Monarch* organizer and evaluate.

EXTEND

Mathematics: Instruct students to return to page 27 to study the photograph of the monarch butterfly. Discuss observations and guide them to notice the pattern on the wings. Post the word "symmetry" on the board and explain that something is symmetrical if it is exactly the same on both sides, as with the Monarch's two wings. Have paper cut-outs of butterflies available and show students how to fold it down the center. They can then paint one wing, and then fold it over, creating symmetry with the resulting image.

Magical Monarch

Life Cycle Refer to the article to identify the four stages of the butterfly life cycle (egg, caterpillar, chrysalis, adult/butterfly). Explain the details of each stage and make a drawing that shows the appearance of the insect in each phase.

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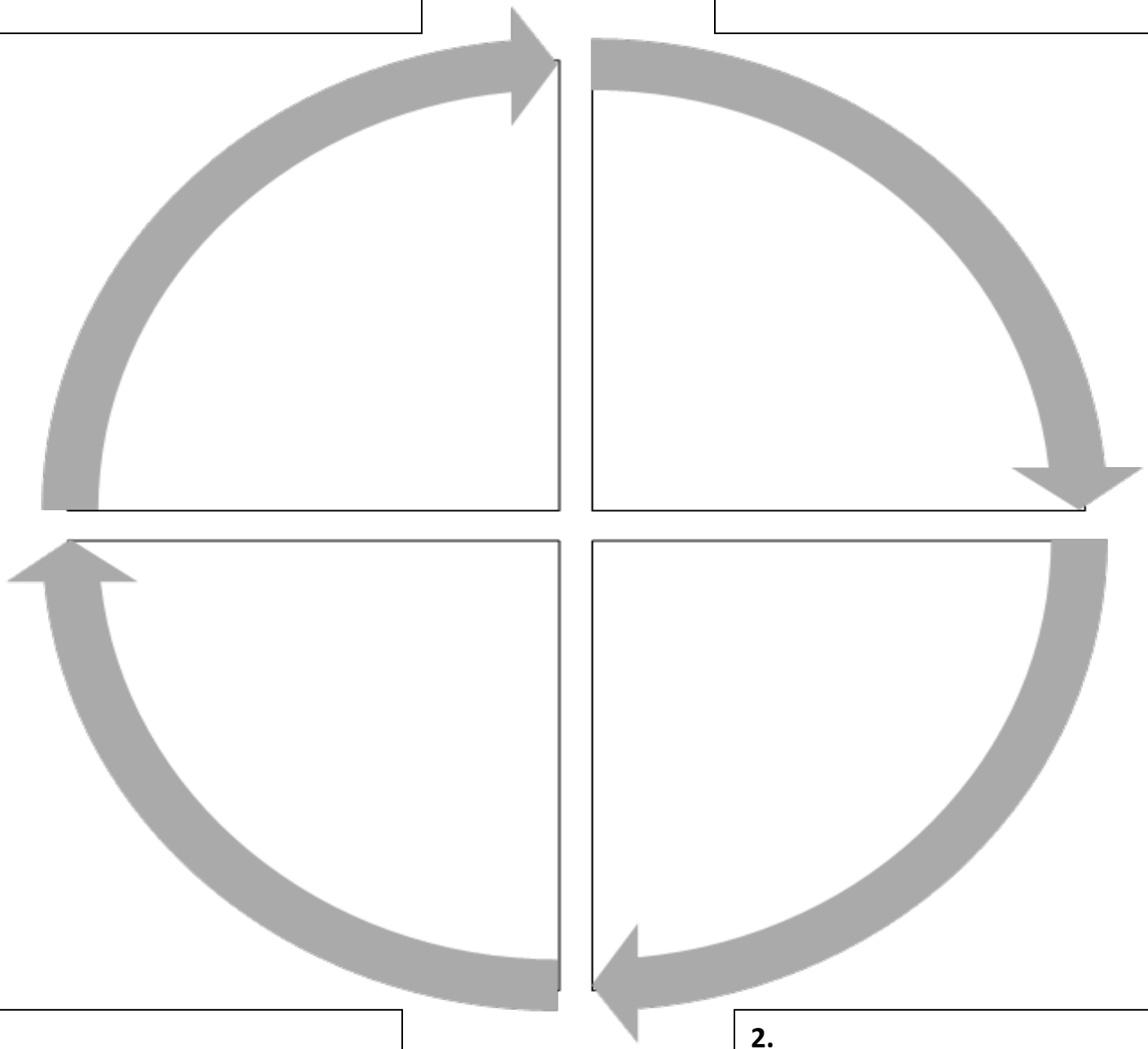

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