

# Click®

## The Eyes Have It

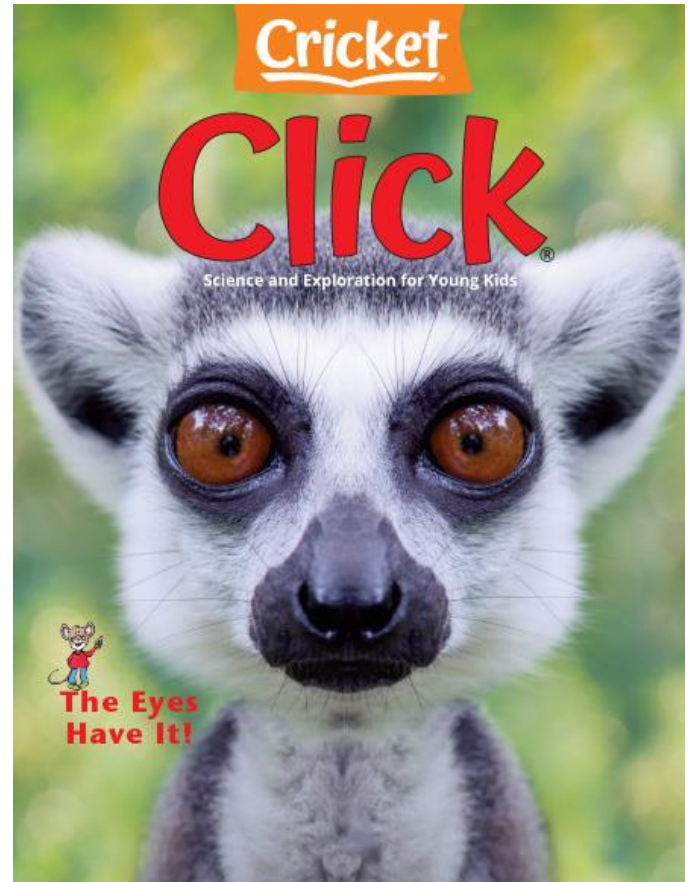
This issue of CLICK magazine explores the sense of sight and provides young readers with information about the anatomy of both human and animal eyes. An informative heart-warming story about a child and her unsighted babysitter is included to teach students how blind people use accommodations to navigate the world.

### CONVERSATION QUESTION

Why are eyes an important sensory organ?

### TEACHING OBJECTIVES

- Students will learn about the anatomy of the human eye.
- Students will learn about a variety of differently functioning animal eyes.
- Students will learn how an unsighted person navigates the world.
- Students will examine structure and function.
- Students will classify information.
- Students will make comparisons.
- Students will use a mathematical process to solve a word problem.
- Students will complete an art project demonstrating the differences in color vision.
- Students will explore their senses of sight and touch.



In addition to supplemental materials focused on core STEAM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

### SELECTIONS

- **Look into My Eyes**  
Expository Nonfiction, ~850L
- **Animal Eyes**  
Expository Nonfiction, ~670L
- **Out-of-Sight Afternoons**  
Realistic Fiction, ~690L

## Look into My Eyes

pp. 7–10, Expository Nonfiction

Young readers will learn about the part of their body that can roll around, as well as move up, down and sideways to see in different directions. Large and simply worded diagrams educate students about the anatomy of the eyeball.



## RESOURCES

Examine Structure and Function:  
Seeing Eye to Eye

## OBJECTIVES

- Students will learn about the anatomy of the human eye.
- Students examine structure and function.
- Students will use a mathematical process to solve a word problem.

## KEY VOCABULARY

- **socket (p. 7)** a protective bony nest for your eyeball
- **judge (p.10)** to decide something about someone or something

## ENGAGE

**Conversation Question:** Why are eyes an important sensory organ?

Get students motivated to learn about the topic by teaching them this simple interactive song, set to the tune of “Hokey Pokey.”

### What Eyes Can Do

You move your eyes down, (look down)  
You move your eyes up, (look up)  
You squeeze your eyes shut, (close eyes)  
Then you make them go around, (roll eyes)  
You do the blinky-blinks (blink) and  
You look from right to left, (look right to left)  
That’s what our eyes can do!

## INTRODUCE VOCABULARY

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

- The **socket** protects your eye. Pose the question, “What other soft parts of your body are protected by bone?” (brain, heart, lungs)
- Discuss what it means to **judge** someone or something. Ask how this can be sometimes helpful and sometimes hurtful.

## READ & DISCUSS

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

1. What happens with each blink of your eye?
2. Why do you wake up with sleep sand in your eyes?
3. How do your eyes stay round?
4. What important job does the retina do?
5. Why do most plant-eating animals have eyes on the sides of their heads?

## SKILL FOCUS: Structure and Function

**INSTRUCT:** Guide students to obtain information from the text, captions, and drawings in the article. Remind them that the article was written to teach readers about the structure of the eyeball. Present the graphic organizer, *Seeing Eye to Eye*, and tell students that they will be using information from the article to Show & Tell how each part of the eyeball serves a special purpose.

**ASSESS:** Review answers. Have students take the worksheet home to teach someone they live with about the parts of the eye.

## EXTEND

**Mathematics:** Read aloud the first sentence on page 8: You blink your eyelids closed and open again 10 to 20 times per minute. Inform the class that children naturally blink more than adults. Pose the following mathematical question and have students use the Read-Draw-Write process to solve: *If you blink 20 times in one minute, how many times do you blink in five minutes?* **Answer:** 100 times

## Seeing Eye to Eye

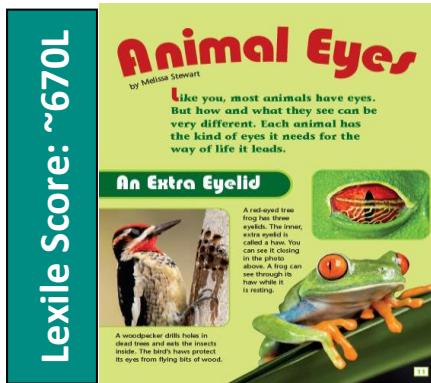
**Examine Structure and Function:** Gather information from the drawings and words in the article to explain the purpose of each part of the eye listed on the chart. You may use words and pictures.

<b>Eye Part</b>	<b>Show/use pictures</b> What does it look like?	<b>Tell/use words</b> What does it do?
eyelashes		
pupil		
iris		
lens		

## Animal Eyes

pp. 11–14, Expository Nonfiction

Animal eyes are used to see the world, as well as for hunting and protection. Young readers will learn how each animal has the kind of eyes it needs for the way of life it leads.



## RESOURCES

Classify Information: Eye See You

## OBJECTIVES

- Students will learn about a variety of differently functioning animal eyes.
- Students will classify information.
- Students will complete an art project demonstrating differences in color vision.

## KEY VOCABULARY

- **haw** (p. 11) the extra inner eyelid that some animals have for maintaining moisture in the eye and providing protection

## ENGAGE

**Conversation Question:** Why are eyes an important sensory organ?

Explain to students that humans have better color vision than many animals. Post and discuss the following eye facts: Rabbits see in blue and green; squirrels see in blue and yellow; bats see in black and white. Give students a simple coloring page to color realistically (ex: a house with flowers in the yard). Then give them a second copy of the page and have them color it as a rabbit, squirrel or bat would see it. Allow students do an Art Walk around the classroom to view the finished artwork.

## INTRODUCE VOCABULARY

Post and discuss the key word and definition. As this article uses simple text to explain the eyes of animals, there is only one key word. Take the opportunity to do a primary word study using the word **haw** as follows: *How many letters does the word have? How many letters are vowels? How many letters are consonants? How many syllables does the word have? Is it a thing (noun), action word (verb), or a describing word (adjective)? List three rhyming words. Use the word in a sentence.*

## READ & DISCUSS

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

1. Why do some animals have extra eyelids?
2. How can false eyes scare away enemies?
3. How does a chameleon use its eyes to find food and stay safe?
4. What body parts does a spider use to taste, smell, and feel?
5. Why do cats' eyes seem to glow in the dark?

## SKILL FOCUS: Classify Information

**INSTRUCT:** The main idea of the article is to provide readers with information regarding a variety of animal eyes. Present the graphic organizer, *Eye See You*, and tell students that they will be using information from the article and the color code key to correctly classify the type of eyes for 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

**Visual Discrimination:** Prearrange ten objects/toys in a small area on the floor, covered with a blanket. Have the students gather in a circle around the objects. Tell them that when you remove the blanket, they will have two minutes to study the objects—no touching! After two minutes, replace the blanket. Have students number a paper from 1–10. Ask 10 specific questions related to the objects. (Ex: What color was the ball? How many paperclips were there?) Visual discrimination is especially important when learning reading, writing and mathematics. Stock your shelves with *I Spy* and *Where's Waldo?* books for practice.

## Eye See You

**Classify Information:** Use the words and pictures in the article to classify the types of eyes that each animal has. The color code key below will tell you which color to shade the box.

<b>Tricky Eyes</b> (blue)	<b>Many Eyes</b> (red)	<b>Nighttime Eyes</b> (yellow)
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bee	caterpillar	cat
chameleon	tarsier	scallop
four-eyed fish	spider	crocodile

### Complete the sentences:

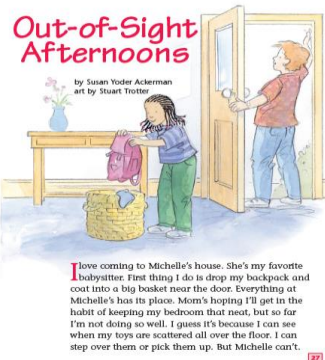
1. Another animal that has **tricky** eyes is a(n) \_\_\_\_\_.
2. Another animal that has **nighttime** eyes is a(n) \_\_\_\_\_.

## Out-of-Sight Afternoons

pp. 27–32, Realistic Fiction

This article beautifully demonstrates how differently-abled people can navigate the world comfortably. Readers will join Hayley and her blind babysitter, Michelle, for a fun afternoon that teaches about special accommodations.

Lexile Score: ~690L



## RESOURCES

Make Comparisons: Out of Sight

## OBJECTIVES

- Students will learn how an unsighted person navigates the world.
- Students will make comparisons.
- Students will explore their senses of sight and touch.

## KEY VOCABULARY

- **Braille** (p. 31) a special type of reading and writing for low vision or unsighted people where the fingertips are used to feel tiny bumps that spell out words
- **audiobook** (p. 32) a recorded reading of a book

## ENGAGE

**Conversation Question:** Why are eyes an important sensory organ?

Ask students to think about their favorite babysitters. Discuss how this can include family members as well as grown-up friends. Have the class discuss the positive traits of their favorite babysitters and generate a list on the board. Invite students to share stories of special times they have shared while in the care of these helpful people. Introduce the article, “Out-of-Sight Afternoons” and tell the class that they will be learning about the special days that Hayley spends with her blind babysitter.

## INTRODUCE VOCABULARY

Post and discuss the key words and definitions. Explain to students that both terms refer to things that help people with different visual abilities to enjoy the world. Use the **Braille** alphabet page included in this guide and have students try writing their name in Braille. Then, give the class the opportunity to listen to an **audiobook** during a free period.

## 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. Why is it important that everything is kept in a special place at Michelle's house?
2. How does Michelle rely on her other senses to tell her more about the world?
3. How did Michelle know where Hayley was toddling around when she was a baby?
4. What does Hayley help Michelle do so that she can tell the difference between the canned goods in the pantry?
5. Why did Michelle switch from painting pictures on paper to doing pottery?

## SKILL FOCUS: Make Comparisons

**INSTRUCT:** Students will compare and contrast how sighted and unsighted people complete the same tasks. Remind students that the article was written to expose young readers to the ways that differently-abled people use accommodations to navigate the world. Read aloud the four bullet points at the top of the *Out of Sight* worksheet and instruct students to use words and/or pictures to fill in the boxes.

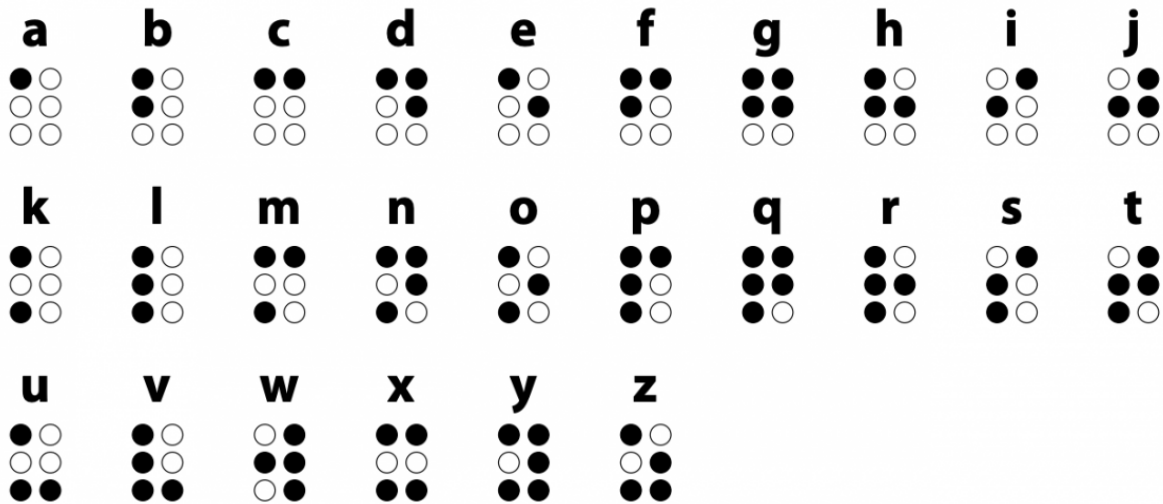
**ASSESS:** Have students share the completed worksheet with a partner and discuss answers. Collect and evaluate.

## EXTEND

**STEAM:** Discuss with students that our senses help us to connect with others and the world. When all of our senses are working well, we often don't realize how much we rely on them. Help students understand how blind people rely on their sense of touch with a simple activity requiring a blindfold, an empty ice cube tray, and pompoms. Distribute materials to small groups and have them take turns placing one pompom in each compartment while blindfolded. Discuss the challenge.



## Vocabulary Activity: Braille Alphabet



Print your name, placing one letter in each gray box as needed. In the white boxes below your name, write each letter in Braille using the chart above. Add more boxes as needed.


## Out of Sight

**Make Comparisons:** Read the four facts listed below. Then complete the worksheet using words and/or pictures.

- Sighted people can tell what's in a can of food by reading the words and looking at the pictures on the label.
- Sighted people can tell what you look like by glancing at your face and body with their eyes.
- Sighted people can read a letter with their eyes.
- Sighted people can tell what color their clothes are by looking at them.

This is how an unsighted person can tell what's in a can:	This is how an unsighted person can tell what you look like:
This is how an unsighted person can read a letter:	This is how an unsighted person can tell what color their clothes are: