

Click®

Let the Fun Begin

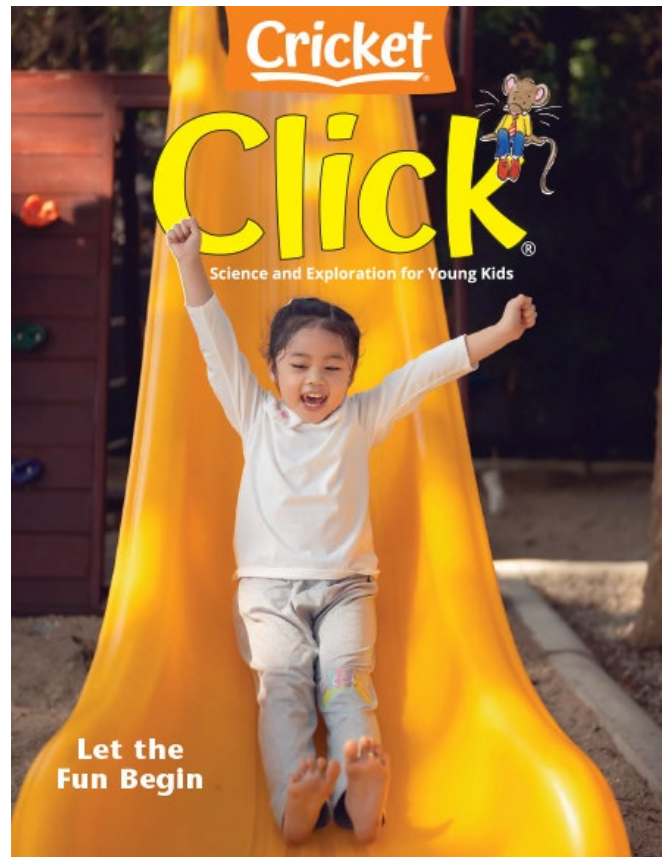
Studies suggest that *play* provides animals and humans with skills that help them survive and thrive in their environment. It is important for social, emotional, physical, and cognitive development. This issue of CLICK magazine will delight young readers as they explore a variety of play activities and get the opportunity to join in the fun!

CONVERSATION QUESTION

Why is physical play important?

TEACHING OBJECTIVES

- Students will learn how animals grow and learn through physical play.
- Students will learn how to perform basic yoga poses.
- Students will learn how a young girl discovers her athletic gifts.
- Students will obtain information from a nonfiction text.
- Students will sequence events.
- Students will use a Venn diagram to make comparisons.
- Students will identify rhyming words.
- Students will identify compound words.
- Students will use mathematical phrases to examine numerical data.



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

- **It's Playtime!**
Expository Nonfiction, 650L
- **Yoga Animals**
Graphic Nonfiction, 470L
- **Triathlon Trina**
Realistic Fiction, 590L

It's Playtime

pp. 7–9, Expository Nonfiction

Young animals, like young humans, learn how to use their bodies through a series of movements. This article explores how “play” has enormous learning, emotional, social, and physical benefits for young animals.



RESOURCES

Obtain Information: Who am I?

OBJECTIVES

- Students will learn how animals grow and learn through physical play.
- Students will obtain information from a nonfiction text.
- Students will identify rhyming words.

KEY VOCABULARY

- **sharp (p. 8)** quick to notice things; intelligent
- **packs (p. 9)** groups of wild animals that live and hunt together

ENGAGE

Conversation Question: Why is physical play important?

Imitating animals is an exciting way to get young students moving. Allow students to use their bodies to imitate all sorts of animals by walking on all fours, rolling and pouncing, and even swinging their trunks! Turn on music and incorporate “Freeze Dance” into the animal play. Students will act like a certain animal and then freeze when the music stops.

INTRODUCE VOCABULARY

Post and discuss the key vocabulary terms, not yet revealing the definitions. Most likely students at this age will define the word **sharp** as something having a point or a cutting edge and **packs** as a bundle of something. Listen to student explanations and then remind them that many words have more than one meaning (homonyms). Reveal the definitions as provided and explain that these alternate meanings are appropriate for the words as they are used in the article, “Let’s Play.”

READ & DISCUSS

Lead a discussion based on the following questions:

1. What kind of play helps a young deer practice how to race away from danger?
2. How does the play of lion cubs help them to practice for real hunting?
3. Why do many animals enjoy finding new things to play with?
4. Why do wolf pups need to learn how to work together as a team?

SKILL FOCUS: Obtain Information

INSTRUCT: Guide students to obtain information from the text and photos and in the article. Remind them that the article was written to teach readers how wild animals use play to learn. Introduce the worksheet, *Who am I?*, and instruct students to read the sentences and identify the animal being described. (For very young students this activity can be completed as a whole class.)

ASSESS: Collect worksheets to assess accuracy. Have students select one of the animals and act out the motion for a partner to guess.

EXTEND

Language Arts Review the definition of rhyming words. Then read aloud the first six sentences of the article which are written in rhyme:

*Tumble and tug, wrestle and run.
Do animals play because it's fun?
They do. It's true, but scientists say,
Animals learn a lot when they play.
For animal babies, new skills are key.
What do they learn? Turn the page to see.*

Have students identify the pairs of rhyming words (run-fun; say-play; key-see). Make a three-column chart on the board and have students add rhyming words under each column.

Who am I?

Obtain Information Cut and paste the correct animal in the gray boxes to the right.

1. I chase and pounce and gently nip during play.

Who am I?

2. I zigzag and leap to practice running away.

Who am I?

3. I learn to move by swinging through the trees.

Who am I?

4. I use play to learn to work together as a team.

Who am I?

1.
2.
3.
4.

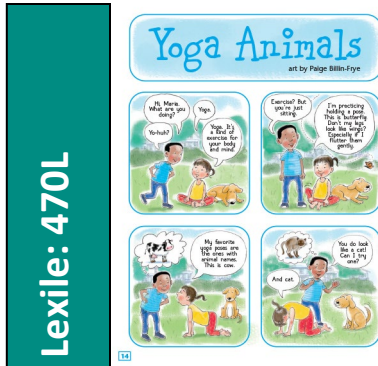
Cut and paste.

wolf pup	monkey	lion cub	deer
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Yoga Animals

pp. 14-17, Graphic Nonfiction

This article encourages young children to bend, stretch, balance, and breathe. Colorful illustrations and simple text introduce students to the physical and mental benefits of yoga.



RESOURCES

Sequence of Events: Stretch it Out

OBJECTIVES

- Students will learn how to perform basic yoga poses.
- Students will sequence events.
- Students will identify compound words.

KEY VOCABULARY

- **pose** (p.14) a particular way of standing or sitting
- **flexible** (p. 16) able to bend or fold without breaking

ENGAGE

Conversation Question: Why is physical play important?

Breathing exercises can help children manage stress, anxiety, and big emotions. They also are helpful when learning yoga. Use the methods below to help student practice good techniques:

1. **Bubble Blowing:** Because kids have to blow slowly and with intention to make bubbles, it is a great way to be playful and breathe deeply.
2. **Snake Breath:** Inhale deeply through the nose, then hiss like a snake to exhale through the mouth.
3. **Dragon Breath:** Inhale deeply through the nose, then exhale through the mouth with a loud, roaring sound.

INTRODUCE VOCABULARY

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

- Discuss the definition of **pose**. Take turns with a partner posing as if you were: scared; surprised; hiding; hot; getting ready to race. Ask: *Is it more difficult to get into the position, or to stay in the position?*
- Brainstorm items with a partner that are **flexible**. Consider toys, household objects, food items, and things in nature. Ask: *What parts of your body are flexible?*

READ & DISCUSS

Read the article aloud. Reread and have students answer the questions.

1. What is Maria doing at the beginning of the story?
2. How does Maria describe yoga?
3. Why is yoga good for your body?
4. What exercise does Bailey join in on?
5. Which exercise does Maria do when she wants to be calm and think about how she breathes?

SKILL FOCUS: Sequence of Events

INSTRUCT: Review the article and discuss the series of yoga poses that Maria shows her friend. Revisit the illustrations and discuss how the poses are named after animals they resemble. Introduce the worksheet, *Stretch it Out*, and explain to students that a “sequence of poses” is simply the order the poses are placed in so that they create flow/focus.

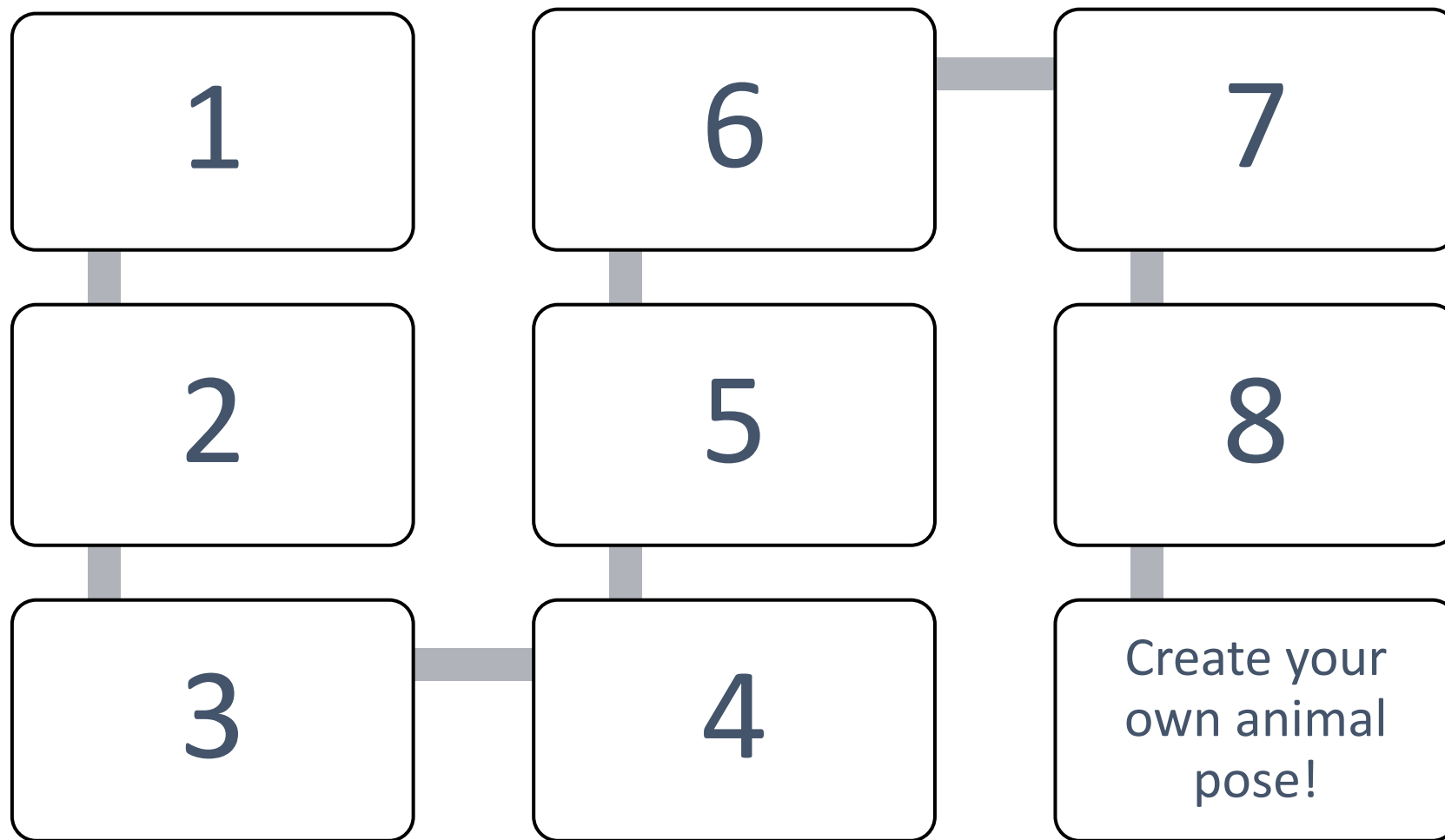
ASSESS: Review the correct sequence, then give students the opportunity to practice each pose.

EXTEND

Word Work: Remind students that the first yoga pose that Maria does is called the butterfly. Discuss why the pose resembles and butterfly, then write the word on the board. Ask students to identify the two words within the word (butter and fly). Tell the class that two words put together to form a new word with a new meaning are called compound words. Give the additional example: ladybug. Have small groups work together to brainstorm a list of compound words. Circulate and discuss.

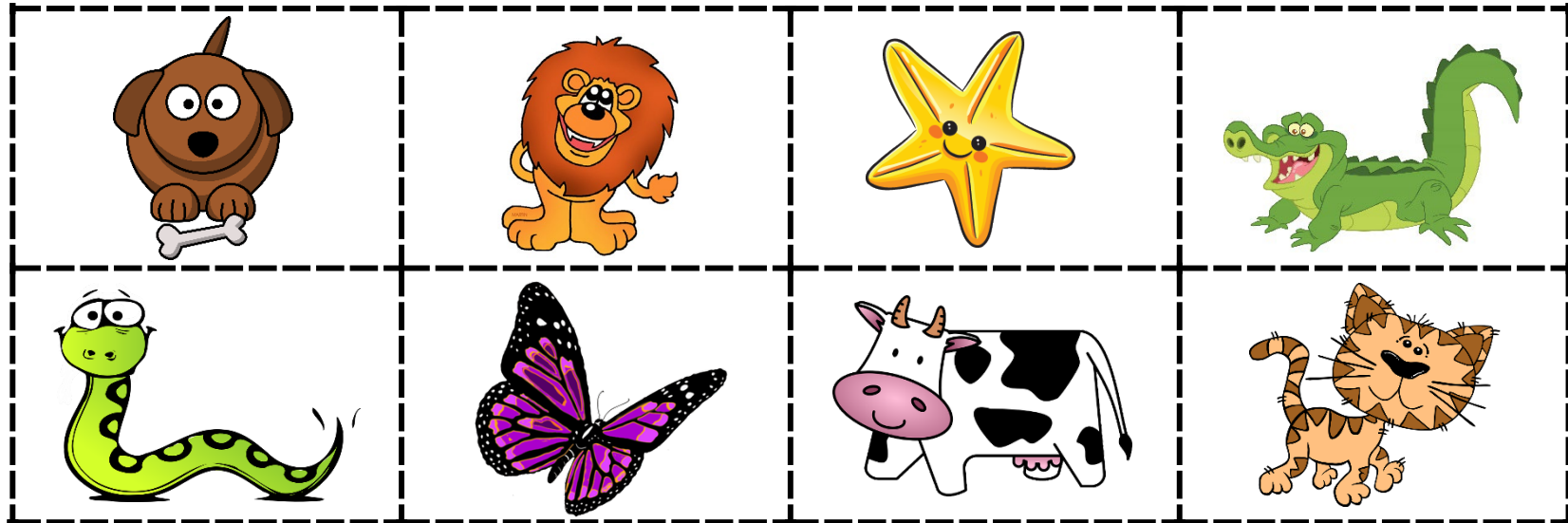
Stretch it Out

Sequence Events The poses in “Yoga Animals” are presented in a particular order. Cut the animal pictures from the following page and place them in the correct order below. Glue them down when the teacher gives you the thumbs up!



Stretch it Out: Animals

Cut out the animals below. Paste them in the correct order on the *Stretch it Out* worksheet.



Use this extra box to draw your own animal and paste it in the last box.



Triathlon Trina

pp. 28–34, Realistic Fiction

Young Trina watches her family participate in a variety of sports and begins to feel badly about her lack of participation. This story invites the reader to join Trina’s family and discover how her physical gifts are revealed.



RESOURCES

Compare and Contrast: Sports Fan

OBJECTIVES

- Students will learn how a young girl discovers her athletic gifts.
- Students will use a Venn diagram to make comparisons.
- Students will use mathematical phrases to examine numerical data.

KEY VOCABULARY

- **hurled** (p. 28) threw something with a lot of force
- **cupboard** (p. 31) a closet with shelves where dishes, utensils, or food is kept
- **triumphantly** (p. 32) in a way that shows great happiness or joy at a victory or achievement

ENGAGE

Conversation Question: Why is physical play important?

Introduce the title of the article, “Triathlon Trina.” Ask students if they know what the word *triathlon* means, then provide the following definition: *an athletic contest consisting of three different events, typically swimming, cycling, and long-distance running*. Have students note that the prefix tri-, as in tricycle, means three. Arrange the class into small groups to create their own “Classroom Triathlons.” For example, students can (1) circle around their table; (2) select a book; (3) jump back to their desk. Give students the opportunity to participate in each group’s events.

INTRODUCE VOCABULARY

Post the key terms and discuss the definitions. Then display the following activity and have students supply the correct answer(s).

1. Which objects could you easily **hurl** through the air?

a) frisbee b) chair c) spoon d) cup

2. What would likely be found in a **cupboard**?

a) bathing suit b) can of peas c) plates d) hairbrush

3. Which phrases would you yell **triumphantly**?

a) We won! b) I passed the test! c) My dog died! d) I cut my hand!

Share answers aloud and have students explain their reasoning.

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. Who was Trina playing with at the beginning of the story?
2. How could Trina support Jesse at his track meet?
3. Why did Trina start crying after the family game of Monkey in the Middle?
4. List the members of Trina’s family and the sport that they play.
5. What is a triathlon? Why would this sport be a good fit for Trina?

SKILL FOCUS: Compare and Contrast

INSTRUCT: Briefly discuss all of the sports that Trina’s family is involved in. Instruct pairs of students to revisit the text and to highlight sentences that specifically mention soccer and basketball. Have students use information from the article and their own knowledge to complete the Venn diagram comparing the two sports.

ASSESS: Have students share answers aloud as the teacher generates and completes an all-inclusive Venn diagram on the board.

EXTEND

Mathematics Write the names of five sports on the board. Then survey the class using tally marks to represent favorites. Have the class help you convert the tally marks into numerical data. Use mathematical phrases to ask questions (least, most, more than, less than, etc.)

Examples: *How many more students like soccer than basketball? Which sport do the most kids like best? Which sport do students like the least?*

Sports Fan

Compare and Contrast Use the space in the ovals to write/draw information about each sport. In the overlapping center, include things that both sports have in common.

SOCCER 

BASKETBALL 

BOTH

