

## Teachers' Guide – Click

October 2012: Our Pets

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All activities are assumed to be teacher/adult assisted, unless students are independent at the level of the questions/activities.

### **Getting Started: Pre-reading:**

"Our pets" is the topic of this month's issue. Do you have a pet or pets? What kind?

Make a list/chart of all the kinds of pets you can think of.

What kinds of animals make good pets? What animals do you think would not make good pets? Why?

When you finish the magazine, add to your list.

What do you think makes an animal a good pet?

W1&2/SL1&2: Comprehension and relaying information:

As you finish a story, discuss/write whether you think that animal would be a good pet for your family.

### **Know Your Cat:**

Pre-reading: Before you read "Know Your Cat", picture a cat in your mind. What parts of a cat's body help it survive?

How do a cat's tail, eyes, whiskers, claws, legs, ears, paws and back help a cat?

R1/RI1: Once you read the article, is there anything you can add to what you now know about a cat's body?

### **Click and the Kids:**

R1/2: Key Ideas and Details:

Have you ever been to or seen a pet show?

Why isn't it a good idea to enter Amy's hamster in the pet show? How about Liz's dog?

What groups did Amy and Martin decide weren't good choices for Click?

Who is the author and illustrator of "Click and the Kids"? How does the author and illustrator help you know how Click feels about being entered and winning "Looks Most Like Owner" category?

RL4/L4: Word Meaning:

At the end of the story, Martin says, "Lucky I had that orange yarn in my pocket." How does Click respond? What do you think he means?

### **From Wild to Pets:**

RL4/L4: Word Meaning:

Find the word *domesticated* at the end of page 8. Using what you already know, the photographs, a dictionary, and how it is used in the story, can you explain what that word means? If you don't know, how can you find out?

SL4/W2: Presentation of Knowledge, Writing to explain:

Using what you learned from the story, "From Wild to Pets", how do animals go from being wild to becoming domesticated?

Discuss and/or make a chart or drawing of what you find.

R1: Key Ideas, Facts, and Details: For all questions, answer "How do you know?, Where do you find that information?":

Finish the statement: "Pets are domesticated animals that ..." (see p.9)

What are some jobs that pets do?

Why do most people have pets?

### **Tails Are Not for Pulling**

R2: Determining theme or message:

What are the author and illustrator of this article trying to teach us about how to treat animals?

R1: Key Ideas and Details:

What are some things the author suggests animals might be trying to tell us?

### **Fida Visits the Vet**

R4/L4: Meaning and Vocabulary:

Find the words *veterinarian* (p.14), *receptionist* (p.14), *check-up* (p.15), *exercise* (p.15), and *infection* (p.19). Using what you already know, the photographs, a dictionary, and how each word is used in the story, can you explain what some/all of those words mean? How can you find out if you aren't sure?

R1/6/7: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas:

Who is the author of this story? Who is the photographer? What part of the story does the photo on the left side of page 14 relate to?

Why are Jiji and her mom taking Fida to the vet?

What kind of an "accident" does Fida have?

What does Dr. B find when he checks Fida's ears?

What do Jiji and her mom need to do to take care of the problem?

R1/W2/SL4-6: Ideas and Details, Writing Types:

We learn a great deal about a dog's check-up in this story. Create a chart, using words and/or illustrations, demonstrate at least 3-5 things Dr. B does during Fida's check-up.

What does Dr. B suggest Fida get plenty of? (see p.15). Why?

How old is Fida? (p.14) Using this info and the info from the top of page 16, how old will she be when she starts to lose her baby teeth?

What are the last two things Dr. B does during Fida's check-up? (p.18) Why does he do each of those things?

When does Jiji need to bring Fida back to see Dr.B?

What is Dr. B's last advice to help Fida learn to be confident and friendly? (p.19)

R7: Integration of Knowledge and Ideas:

How do the photographs help us know what happens to Fida at the vet's office?

SL1&4: Comprehension and Presentation:

Share what you've learned about a dog's check-up with another class or your family.

SL4: Evaluating and Presenting Information:

After reading or hearing this story, would you like to become a veterinarian? Why or why not?

Jiji is being a responsible pet owner. What other responsibilities do pet owners have besides taking their pet to the veterinarian?

Discuss these questions with a reading partner or group.

R7: Research to Build and Present Knowledge:

Select another type of pet (cat, bird, rabbit, etc.). Research (read, interview, etc.) what a check-up would be like for that animal. Report on what you find either by telling a reading buddy or the class, drawing about it, or writing about it.

(see the link at the bottom of p.19 for learning about a cat check-up:

<http://www.clickmagkids.com/trythis> )

### **Yo Wants to Know**

R1/3/7: Facts, Details, and Inference/Integration of Knowledge:

Who is Goldy? How did Yo get Goldy? What does Yo think is the problem for Goldy?

Once Yo finishes the aquarium, can Goldy go right in? Why not?

Do you think Goldy is the only one who might want another fish friend? Who else might? How do you know?

How does Yo's father respond to the idea?

R7&8: Integration and Evaluation:

Do you have or have you ever had a fish for a pet? Does it seem easy? Why or why not? What does Yo think? Discuss this with a partner.

R5: Craft and Structure:

Is this story fiction or non-fiction? Why do you think so?

R7: Integration:

How do the author and illustrator show us that Yo is a responsible pet owner?

W3/R9: Writing a narrative, Compare/Contrast:

Write/draw a story about a child who gets a different type of pet, like a turtle, dog, rabbit, etc.

How would the story be different from Yo's experience? How would the illustrations differ?

### **Which Pet:**

Fill in the blanks left in each paragraph. For the first time, answer questions seriously, then make your answers silly.

R7/SL1&4/W2: Integration and Presentation of Knowledge and Ideas:

Make two columns. Look at the animals illustrated in "Which Pet" on pages 26 and 27. Which would make sense to have as pets and which would not be such good ideas for pets. Once you've made your chart, share it with a partner and explain why you made your decisions.

### **Runaway Rosie:**

Pre/post-reading:

Before you read the story, do you think you would want a tarantula for a pet? Why or why not?

Answer this same question after you finish the story. Did you change your mind? Why or why not?

R4/L4: Word meaning/Vocabulary:

Here are some words you may or may not know – *aquarium* (p.28), *tarantula* (p.28), *poisonous* (p.28). Using what you already know, the illustrations, a dictionary, and how each word is used in the story, can you explain what some/all of those words mean?

What does the author mean when she writes, "Jeremiah hadn't yet found the *nerve* to hold Rosie."?

R1: Key Ideas, Details and Inference: Explain how you know or where you got your answers:

How did Jeremiah first learn about Chilean rose tarantulas? (p.28)

What did he learn about tarantulas as pets? (p.28)

Did Rosie's appearance bother Jeremiah? Describe Rosie as Jeremiah sees her. (p.29)

In the fact box on page 29 we learn that tarantulas have eight eyes. Do they have good eyesight?

How does a tarantula hunt?

What else did Jeremiah admire about Rosie? (p.30)

How does Jeremiah's mom respond when he says he hasn't held Rosie yet? (p.30)

Do all spiders spin webs? (p.31)

What happened when Jeremiah answered the phone? What should he have done before answering? (p.32)

How did Jeremiah handle Rosie's escape? How do you know? (p.32 and 33)

R5: Craft and Structure:

Is "Runaway Rosie" fiction or non-fiction? How do you know? Could the story have really happened?

R9/W2: Integration: Compare and Contrast:

Both Yo ("Yo Wants to Know") and Jeremiah ("Runaway Rosie") use aquariums as homes for their pets. Using the descriptions and illustrations, how are each of the "homes" the same or different?

W1/2/SL1/2/4: Opinion/Writing and Reporting to Inform/Explain:

After reading about some of the different kinds of animals people have as pets, with a reading or writing buddy, write/explain what animal you would prefer to have as a pet.

What responsibilities would you be willing to take on to have a pet?

### **Beatrice Black Bear**

R1: Key Ideas and Details:

Why does Beatrice say that snakes make great pets?

How do geckos and hedgehogs protect themselves when they are scared?

What kind of pet does Beatrice think she'd like? Does she get one?