

# Teachers' Guide for CLICK

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Prepared by Barbara Garriel

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All activities are assumed to be teacher/adult assisted, unless students are independent at the level of the questions/activities. Most are appropriate to be accomplished as a class, in reading groups, or with a reading partner.

## Getting Started/Pre-reading:

RL/RI2: **"Now Ear This"** is the theme of this month's Click magazine. What do you think of when you hear that phrase?

Do you notice the word 'ear' in the word 'hear'? That can help you remember how to spell 'hear'.

- As a class, or with a reading buddy, glance through the pages of the July/August issue of CLICK. Read the title of each story and look at the illustrations/photos. What do these stories have in common?

- What is your favorite sound? Do any sounds make you happy? Sad? Afraid? Excited?

## "Click and the Kids"

RL1&2&3: Key Ideas and Details, Making Inferences:

- How do you think Amy and Martin feel about being at the "Meet the Orchestra" event? How do you know?

- What happens when Amy tries to play the violin?

- Why does Amy say the violin "Probably was out of tune"? What was she trying to make Martin believe?

- What does Amy think about the flute (the instrument in the last box on page 3)?

- What instrument does Martin like playing?

- What does Amy think of the triangle?

- What is the name of the job of the "important person up front who waves the magic wand"? (p.6)

- What instrument do you think you would like to play if you were in an orchestra?

RI4/L4: Meaning and Vocabulary:

- Individually, with a reading buddy, in small groups, or as a class, use context clues (the words and sentences around the following words, as well as the illustrations) to define/explain/illustrate each of the following words or phrases. If needed, check a dictionary: orchestra (p.2), instruments (p.2), musicians (p.2), romantic (p.3), bow (p.3), xylophone (p.5), complicated (p.5)

## "Just Listen"

Some of the information in "Just Listen" is in the story. Some of it is in the speech bubbles or "fact" bubbles. When you answer a question, show where you got your answer.

RI1&3: Key Ideas, Facts, Details and Inferences:

- What happens to a guitar string or rubber band when you pluck it?
- What does the vibration do?
- What are these waves called?
- What happens when the waves reach your ears?
- What happens when you talk? What vibrates?
- What part of our bodies are "sound wave collectors"? Why do you think the author called them that?
- After sound enters your ear, what happens?
- What is an eardrum?
- How does the brain get involved in our hearing?
- Which makes the higher sound, slower or faster vibrations?
- Besides through air, where can sound travel?
- Does sound travel faster through air or other substances?
- Why is there no sound in outer space?
- Why do we sometimes hear something twice? What is that called and how does it happen?

Try the experiment on page 9: Cup your hands around your ears. Do sounds sound different? How do your hands change how and what you hear?

RI4/L4: Meaning and Vocabulary:

- Individually, with a reading buddy, in small groups, or as a class, use context clues (the words and sentences around the following words, as well as the illustrations) to define/explain/illustrate each of the following words or phrases. If needed, check a dictionary:  
pluck (p.8), vibration (p.8), vocal chords (p.9), eardrum (p.10), echo (p.12)

RI6: Craft and Structure:

- Who is the author of "Just Listen"?
- Who is the illustrator of "Just Listen"?
- The illustrator helps us understand the information in the story. Pick one or two examples and explain what the illustrator did to help make sense of the words.

### **"Squeak, Hiss, Click!"**

- Try to match the words on the side and top of pages 14 and 15 with the pictures.
- Look at the title. Can you make a sentence for each word in the title that would show that you understand what onomatopoeia is? (See the definition on page 13.)

### **"Good Vibrations"**

S&L 4-6: - Select two (or more) different instruments, either from page 16 or from your classroom or home. With a reading buddy, using what you learned from this and the previous stories about sound, create a visual representation, including some captions and/or labels, and share it with your class to teach them how the instruments make sound. You can draw, use collage materials, or any other method you think will best represent the information.

With help from an adult, try creating your own straw reeds to play. Try making reeds of different lengths to see what different sounds you can create.

### **"Yo Wants to Know"**

RL1&3: Facts and Details and Inference:

- Who are the characters in this month's "Yo Wants to Know"?
- How do the author and the illustrator show us who Yo is pretending to be?
- Why does Yo call his show the "Amazing Dancing Rice"?

What does that mean?

- List all the objects Yo needs to do his "magic"?
- Is the jumping rice really magic? What does Grandma teach Yo about why the rice "danced"?
- How does Yo's expression on page 21 match the author's words right above that illustration?
- What does Grandma do when Yo plays the drum louder?
- Where are they? What is the setting of this story?

RL7: Integration of Knowledge:

Are Yo and Grandma having a good time together? Using the illustrations and the text, explain how you know.

L1: Conventions of English Language:

- The author uses these symbols (! , . ?). What is the name of each punctuation mark and why is it used??
- Why does the author use (" ") around each statement Yo or Yo's grandmother says? What is the name of that punctuation mark and what does it mean?

### **"In Your Ear"**

**Fill in the blanks:**

- Ears are made of strong, bendy stuff called \_\_\_\_\_.
- Most of your ear is \_\_\_\_\_ your head.
- The ear has three parts, the outer, \_\_\_\_\_, and \_\_\_\_\_ ear.
- Sticky earwax is important because it \_\_\_\_\_.
- Three curving tubes called \_\_\_\_\_ help you keep your balance.
- The bumpy flap that sticks out from your head is called the \_\_\_\_\_. It catches \_\_\_\_\_.

**Circle T for True or F for False:**

If the answer is false, tell your reading buddy the correct answer. Whether true or false, show in the story where you found your answer.

- Ears are bendable. T F
- The outer ear is made of bone. T F
- Your hard, bony skull protects most of your ear. T F
- The ear canal connects the middle ear to your throat. T F
- Hairs inside the cochlea vibrate and send messages to the brain. T F
- The cartoon of the rabbit (p.24) reminds us it is safe to put objects in our ears. T F

SL1&4: Presentation of Knowledge and Ideas:

- If you were going to teach someone or another class that did not read this story about ears and how they work, what are some of the most important things you would share with him/her/them? You can draw, make a chart, or write what you'd say, and then, practice it with a partner and explain why you made your decisions.

## **OR**

- If you were going to teach someone or another class that did not read page 26 – “How can your ears make you dizzy?” what are some of the most important things you would share with him/her/them? You can draw, make a chart, or write what you’d say, and then, practice it with a partner and explain why you made your decisions.

## **“Whose Ears?”**

Before leaving page 27, try to guess which animals have the ears that are shown and described on page 27. When you go on, see if your guesses were close.

RI1-3&7: Key Ideas, Details and Integration:

- Why do you think elephants from the hottest places have the largest ears?
- What happens when an elephant’s warm blood moves through its ears?
- How does that action help cool down the elephant?
- True seals are sometimes called earless seals. Can they hear? How?
- What happens to a harbor seal’s ear holes when they dive? Why?
- How does a bunny’s ears help it to detect danger?
- What bat can change the shape of its ears?
- How can a bat that is flying tell what and where objects are?
- Do frogs have ears? If not, what do they have?
- Where are a frog’s eardrums located?

## **“Laurie”**

RL6: Name the illustrator and author of this story.

RL5: Craft and Structure:

- Is “Laurie” a made-up story (fiction) or writing that gives true facts and information (non-fiction)? How do you know?

RL1-3&7: Key Ideas, Details and Integration:

For all your answers, explain how you know and where you found your answers.

- Is the title a good one for this story? Why or why not?
- Where does this story take place?
- Who are the characters in the story?
- At the beginning of the story (p. 30 & 31), is it easy for Laurie to make friends? Why or why not?
- How does Laurie feel about that?
- How does it help Laurie if people look at her when they speak?
- Why does Laurie say, “Not hearing well can be dangerous too”?
- Who is Laurie’s best friend?
- What happens when Laurie gets hearing aids? How do they help Laurie? Does she always like to have them turned on? Why or why not?
- How does Laurie feel at the end of the story?

RI4/L4: Meaning and Vocabulary:

- Individually, with a reading buddy, in small groups, or as a class, use context clues (the words and sentences around the following words, as well as the illustrations) to define/explain/ draw a picture to demonstrate the following words or phrases. If needed, check a dictionary: repeat (p.30), fault (p.30), comfortable (p.30), dangerous (p.31), annoys (p.31), examines (p.32), silence (p.32), adjust (p.33), volume (p.33), jealous (p.34),

### **"Beatrice Black Bear"**

RL1&3: Key Ideas and Details:

- Where is the setting for "Beatrice Black Bear" this month?
  - Animals and people make sounds for different reasons. What message is the howler monkey making when it howls? How about the coqui frog?
  - When Beatrice says "People can act the same way," what does she mean? What is she comparing the people to?
- How does the illustration help you with the answer?