

# Teacher's Guide for Click

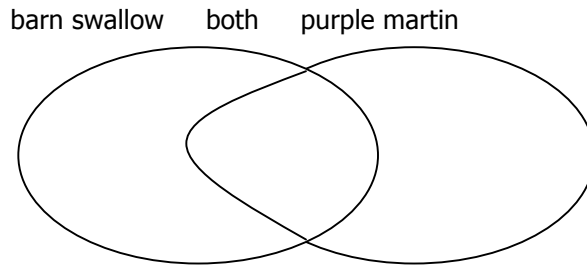
September 2013: For the Birds

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Teachers: This Teacher's Guide is designed to be readily reproducible for student use. Common Core Language Arts standards are identified for each item. Please find an Answer Key at the end of the guide.

## "Click & the Kids," pages 2–6

1. **RL1** Why do you think Liz asks Amy and Martin to close their eyes and listen before looking for the birds? Now, tune in to your surroundings. Close your eyes and listen. What do you hear?
2. **RL3** What is the same about a crow, chickadee, and mourning dove? What is different?
3. **RL1** What helps the Kids clearly see what the birds in the bird hotel look like?
4. **RL3** Use the Venn Diagram to show how barn swallows and purple martins are similar and different.



5. **RL1&7** Using the information you know about the characters and the picture clues, why does Liz say, "Well, what a coincidence!"

## "How Do Birds Fly? With Wings!" pages 7–11

1. **RI4/L4** What is an airfoil?
2. **RI1** Fill in the blank:  
Every action has an equal and opposite \_\_\_\_\_.
3. **RI1** A bird uses its wings in two ways. What are they?
4. **RI7** How is blowing across a strip of paper like how a wing works?
5. **RI1** Using the blocks of text on pages 10 and 11, name five details about a bird's body that also help it fly.

## "Neat Feet" pages 12–15

**RI1** Mark the following statements true (T) or false (F). If false, provide the necessary correction.

- \_\_\_ 1. Birds that spend most of their time flying often have big, strong legs and feet.
- \_\_\_ 2. Birds that perch in trees grip onto branches with their toes.
- \_\_\_ 3. All birds can fly.
- \_\_\_ 4. An ostrich has strong legs for running and kicking.
- \_\_\_ 5. Some birds have skin between their toes to help them swim. This skin is called webbing.
- \_\_\_ 6. Claws, or talons, help hunting birds get their food.

\_\_\_ 7. A woodpecker has two toes that face forward and two that face backward to help it climb a tree.

**“Yo Wants to Know,” pages 16–21**

1. **RL7** Look at the duck’s feet on page 18. Now look at Yo’s new green flippers on page 19. How do they look the same?
2. **SL1** With a partner or in a small group, talk about what it would feel like to use flippers or a paddle in the water. Have you ever used flippers or a paddle? Describe your experience. How do you think flippers make you move faster?
3. **RL1** Why do you think Yo fell down on page 20?
4. **RL3** What words would you use to describe Yo? Why? What words would you use to describe Grandma? Why?

**“New Chick in the Lake,” pages 22–26**

1. **RI1** What kind of a nest do flamingos make for their young?
2. **RI1** What color are flamingo chicks?
3. **RI1** Who feeds flamingo chicks and what do the chicks eat?
4. **RI3&7** Look at the pictures on page 23. How are flamingo feet like the duck feet in “Yo Wants to Know”?
5. **RI1&7** Flamingos like to be together. Why do you like being together with your friends?
6. **RI1** When a flamingo grows bigger and her bill has curved down and her neck is much longer, what food can she scoop up on her own? What things can you do on your own that you could not do when you were younger?
7. **RI7** Grown-up flamingos fold one leg up under their bodies and balance on the other. Look at the picture on page 26 and try to stand like a pink flamingo. How does it feel?

**“Charlie and Kiwi,” pages 27–34**

- **RL2** Have students act out the following actions and descriptions as you read the story aloud to them. Explain actions as needed and have students practice before final “performance.”  
Page 29 (last paragraph): Kiwi had run and hidden in a clump of grass.  
Page 30 (second paragraph): Kiwi grew bold, leaving the long grasses.  
Page 30 (fourth paragraph): Kiwi pokes beak around in the leaves.  
Page 30 (last paragraph): Kiwi catches bug after bug to eat.  
Page 32 (fourth and fifth paragraphs): (Student actors can move around like dinosaurs, showing their claws and teeth and running.)  
Page 33 (first paragraph): (Student actors can jump to catch bugs, pretending that they are gliding rather than running.)  
Page 34 (first paragraph): (Student actors can move their arms like they are flying.)

ANSWER KEY:

**“Click & the Kids”**

1. Possible responses: It helps the Kids focus in on their surroundings. The Kids can listen for the birds, and then look for where the sounds are coming from. Responses will vary.
2. Possible responses: Same: They are all birds. They all have wings, a beak. They all have a specific sound/song. Different: Crow's song is noisy. Chickadee says its name. Mourning dove's song is sweet and sad. The birds have different coloring.
3. Holding the binoculars steady on the fence.
4. Barn swallow: use same nest each year; use mud and feathers for nest; has long split tail; blue, red, and white feathers  
Purple martin: may use birdhouse; purple feathers with black wings; short split tail  
Both: split tails
5. It is a coincidence, or a surprise happening, that Martin and the bird, the purple martin, share the same name and that Martin happens to be wearing the same coloring as the bird, purple with black "wings," or sleeves.

### **"How Do Birds Fly? With Wings!"**

1. An airfoil is a shape, like that of a wing, that is curved on top and flatter on the bottom.
2. reaction
3. to lift itself, to move forward
4. When you blow across the curved top of the paper, the fast-moving air above the paper pulls it up, like a wing.
5. Smooth, streamlined body; soft, fluffy, lightweight feathers; lightweight beak; short, skinny legs; big, strong chest muscles

### **"Neat Feet"**

1. (F) Birds that spend most of their time flying often have little, skinny legs and feet.
2. (T)
3. (F) Not all birds can fly.
4. (T)
5. (T)
6. (T)
7. (T)

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

1. Possible response: The duck's feet and the flippers are both long and they have the same "webbed" shape.
2. Responses will vary.
3. Yo fell because he was using the flippers to walk instead of swim.
4. Responses will vary. Possible responses: Yo: sad, because he fell; Grandma: nice, because she helps Yo into the water.

### **"New Chick in the Lake"**

1. Mud nest
2. White
3. Flamingo moms and dads; crop milk
4. Webbed between the toes
5. Responses will vary.
6. Tiny plants and animals living on the bottom of the lake; responses will vary.
7. Students should try to balance on one leg and describe how difficult or easy it is.

### **"Charlie and Kiwi"**

Student actors should use body movements and facial expressions to help bring the story to life.