

Teacher's Guide for Click

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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. **RL1/7:** On page 2, what does Click spot right away?
2. **RL1:** A **cause** is something that makes something else happen, which is the **effect**. On page 3, what is the effect of the bog being "all wet and squishy like a sponge"?
3. **RL4 & L4:** What is a bog?
4. **RL1:** What do people use these days to diaper babies? What fact about American Indians did you learn from Click on page 3?
5. **RL1/7:** Using the picture clues on page 4, why do you think the plants are called "Lady's-Slippers."?
6. **RL7:** On page 5, Martin says bog animals must be hiding because he hasn't seen any yet. What animals can you spot in the last picture on page 5? Using the pictures of living things from the sign on page 2 as your guide, try to be like Click and spot in the story each of the living things.

"Rock Secrets," pages 7–11

1. **RI1:** What **caused** mountains to wear down, or made mountains wear down, to grains of sand? What is the **effect** of, or the result of, sand being stuck together over time?
2. **RI1:** What is the name of the smooth, glassy rock that comes from a volcano? What is it made of?
3. **RI7:** Follow the path of lava in a volcanic eruption. Look at the picture of the volcano on page 9. Point to where the deeply buried lava, or magma, is. Next, point to where the lava is on the outside of the volcano. Now, trace the path that the lava follows as it moves from underground, erupts through the volcano, and flows down the side of the volcano.
4. **RI1/4/7 & L4:** What kinds of things might you see in limestone? What is a fossil? What do you think the word *extinct* means?
5. **SL1:** Petrified wood is an old, or ancient, tree that after many, many years turned into hard, solid rock. Sometimes we use the word *petrified* to mean "scared stiff," or "so scared that you were as solid as a rock," (just like petrified wood!). Have you ever been "scared stiff"? Share your story with a partner. Show how you would look if you were "petrified" or "scared stiff."
6. **RI1:** What do scientists do to find out a rock's secret story?

"Watching in the Wild," pages 12–17

1. **RI1:** What words would you use to describe Jane Goodall when she first went to Gombe?

2. **RI1:** Have you ever felt shy? Why do you think the chimpanzees were shy with Jane at first?
3. **RI1:** Good scientists **observe**, or watch, and **record**, or write things down. What kinds of things did Jane observe and record?
4. **RI1:** Who is David Greybeard? What happened after he stuck a grass stem in a termite mound? How would you describe David Greybeard?
5. **RI1:** What kinds of things do chimps do that you do, too?

“Yo Wants to Know,” pages 18–23

- **RL1/7 & SL1:** Name all of the reptiles in this story. Choose one of them and use the pictures in the story to help you draw your own picture of a reptile. Share with a partner.

“Hidden Camera,” page 24

1. **RI1:** How did the brothers Cherry and Richard Kearton get close to nature?
2. **RI1:** What word would you use to describe the brothers? Explain why you picked the word that you did.

“Nature’s Alphabet,” pages 25–27

- **SL1:** With a partner, take turns tracing with your finger the letters in each picture and naming them. Then talk about which “letters” you like best.

“Summer Birds,” pages 28–34

1. **RI6:** Point of view is a way to tell about how a story is written. First person point of view uses the words “I” and “my” to tell the story. First person point of view happens when someone is telling a story about himself or herself. Third person point of view uses the words “he” and “she” to tell the story. Third person point of view happens when a story is being told about what someone else is doing. What point of view does this story use? How do you know?
2. **RI1/7:** Good scientists **observe**, or watch, and **record**, or write things down. Use pages 29 and 31 to tell how Maria Merian is a good scientist.
3. **RI9:** Read or look through *The Very Hungry Caterpillar* by Eric Carle. With a partner, talk about how the book is the same as the story of the summer birds.
4. **RI1:** Maria had great plans for herself when she grew up. What were they? What do you want to be when you grow up? Explain why.
5. **RI3/9:** How is Maria Merian like Jane Goodall? How is she different?

ANSWER KEY:

“Click & the Kids”

1. a sandhill crane
2. The boards that the Kids and Amy are on are moving.
3. one big, jiggly sponge of moss that slowly grows over water
4. disposable diapers, cloth diapers; They used bog moss to diaper babies.

5. Possible responses: They are shaped like a slipper. They look like a slipper that a lady would wear.
6. turtle, beaver; Students can check off each animal on page 2 as they come across it in the story.

"Rock Secrets"

1. wind and rain; sandstone
2. obsidian; quickly cooled and hardened lava
3. Students should point to the magma label, lava label, and then make a path from below the volcano, up and out of the volcano, and down the side.
4. Possible responses: fossil sponges or corals, shells of extinct animals; what is left of animals or living things from long ago; no longer around
5. Students should talk about when they have been scared before. With their bodies and facial expressions, students should show how to look "petrified."
6. Possible response: Scientists look, feel, ask questions, and wonder.

"Watching in the Wild"

1. Responses will vary. Possible responses: eager, excited, patient, determined
2. Student responses will vary. Possible response: The chimps did not know Jane so they were nervous about being near her.
3. Possible responses: Chimps greeted each other with hugs and kisses. Chimps made cozy nests in the treetops. Chimps used tools.
4. a chimp Jane observed and recognized; termites grabbed onto the grass stem and David Greybeard ate them; Possible response: clever
5. Responses will vary. Possible response: Use a tool to get something to eat, such as using a spoon to get peanut butter out of a jar.

"Yo Wants to Know"

tortoise, snake, alligator, chameleon, gecko, Komodo dragon; Students should draw and color in their reptiles and share with a partner.

"Hidden Camera"

1. Possible responses: disguised themselves like animals, stood on each others shoulders to use a camera up high and up close
2. Responses will vary. Possible response: The brothers are creative. They had to come up with new and different ideas that would help them get close to the animals to observe them.

"Nature's Alphabet"

Page 25: A, Z

Pages 26–27, from left to right, top to bottom: B, R, O, E, K, T, H, P, J, W, Y, S, Q, X, G, U, M, V, L, F, N, D, A, C

Students should talk about which letter pictures they like best and why.

"Summer Birds"

1. first person point of view; The speaker is telling a story about herself using "I" and "my."
2. Possible responses: Maria sat still and watched her caterpillars. Maria painted pictures of what she saw. Maria wrote down what the summer birds did.
3. Responses will vary. Possible responses: The caterpillars in both stories come out of eggs, eat leaves, build a cocoon to live in.

4. Responses will vary. Possible responses: Maria wanted to travel. She wanted to paint pictures of rare summer birds and flowers, of lizards and frogs. Maria wanted to make a book of her paintings. Students should explain what they want to be when they grow up and why.
5. Possible responses: Same: Both female scientists were excited about living things. They were quiet, careful, patient observers. Different: Jane liked chimps. Maria liked butterflies. Jane wrote about her observations. Maria wrote and painted about her observations.