

Teacher's Guide for Click

November/December 2013: Count on It

Teacher's Guide prepared by: Lea M. Lorber Martin, B.A., English; M.Ed., Elementary Education. Lea has experience as a fourth-grade teacher and as an editor and a writer in educational publishing.

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:** What is a pedometer?
2. **RL1:** What does a stopwatch do?
3. **RL1:** What do you think a thermometer is? Have you seen one? Where?
4. **RL1:** The Kids and Liz notice numbers all around them. Where else have you seen numbers today?
5. **RL1:** Tell what the Kids and Liz did first, next, and last in the story.
6. **RL1&7:** Explain how you think Click's invention, on page 6, works.

"Numbers Count," pages 7–13

1. **RI1&7:** A **cause** is something that makes something else happen. What caused the girl on page 8 to drop the eggs?
2. **RI1&7:** Use your fingers to show the numbers from one to ten, as on page 8, saying each number.
3. **RI1:** What do you call a symbol that stands for a number?
4. **RI1:** What do the Roman Numerals I, V, X, L, C, D, and M each stand for? Write the Roman numeral and its Hindu-Arabic numeral. Now, write Hindu-Arabic numerals from 1 to 10. When have you needed to write a numeral or say a number to tell about something?

"More or Less?" page 14

- **SL1:** Discuss with a partner what you thought before and after reading this article.

"Numbers All Around," pages 15–17

1. **RL1&7:** Using the picture clues on pages 16 and 17, tell what number is on the boy's shirt, how much three hot dogs cost, and the time limit for parking.
2. **RL1&7/SL1:** What words would you use to describe different people in the picture. Share with a partner.

"Yo Wants to Know," page 18–23

1. **RL1:** What is your favorite animal and why?
2. **RL1:** Why do you think *Lips* is a good name for a dog?
3. **RL1:** How many animal crackers were there altogether?

"For Good Measure!" pages 24–27

1. **RI1&7:** What problems are the people on page 24 having?

2. **RI1&7:** Using the words “weighs more than” and “weighs less than,” take turns with a partner telling about the weights of the mouse, cat, and elephant on page 25.
3. **RI1:** Fill in the blanks.
Using the metric system, lengths are measured in _____.
Weights are measured in _____.
Liquids are measured in _____.
4. **RI1:** What does prefix mean? What does the prefix kilo mean?
5. **RI1:** True or False. If false, make the necessary correction.
_____ Milli means one-thousandth.
_____ Millimeters are longer than kilometers.
_____ There are 1,000 millimeters in 1 meter, 1,000 milligrams in 1 gram, and 1,000 milliliters in 1 liter.
_____ The prefix centi means one-hundredth.
_____ There are 100 centimeters in 1 meter.

Lucky Beans,” pages 28–34

1. **RL6:** 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. **RL1&7/SL1:** On page 29, Marshall and Tommy trudge past a store, and the picture shows them pushing their hands and faces up against the window to look in. With a partner, decide who will be Marshall and who will be Tommy and act out this scene. How will you show *trudging*? How will your face look as you peer through the window at the shining sewing machine you know your mother wants?
3. **RL4/L4:** Using the context clues on page 30, what do you think the word *snitch* means?
4. **RL1:** What connection does Marshall make when he goes to fetch his mother a pint jar of tomatoes? Why do you think he is excited?
5. **RL1/SL1:** Marshall’s family worked together to solve a problem. How do you think teamwork helps get something done or help solve a problem? Have you ever used teamwork? How did it make you feel when you finished? How do you think Marshall and his family felt? Share.

ANSWER KEY:

“Click & the Kids”

1. a device that counts steps

2. times how long it takes to do something
3. Possible response: a device that measures how hot or cold it is outside. Responses will vary.
4. Responses will vary.
5. Responses will vary. Students should identify an accurate sequence of events. Possible response: First: They went to get gas. Next: They went to the grocery store. Last: They mailed a letter.
6. Responses will vary. Students should use their imagination to describe how they think the snowflake counter might work.

"Numbers Count"

1. She needed her fingers to tell the boy how many eggs she was holding.
2. Students should count to ten aloud using their fingers.
3. numeral
4. I=1, V=5, X=10, L=50, C=100, D=500, M=1,000; 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Responses will vary. Possible response: I write how old I am or say my age.

"More or Less?"

Students should discuss which container they thought had the most liquid and what their reaction was after reading the page.

"Numbers All Around"

1. 23, \$2.00, 2 hours
2. Responses will vary. Possible responses: The girl holding the hot dog is hungry and thankful. The boy and girl on page 17 are excited and eager to find numbers.

"Yo Wants to Know"

1. Responses will vary. Students should explain why they like the animal that they do.
2. Responses will vary. Possible responses: The dog has a big mouth and lips. Dogs like to eat.
3. 11

"For Good Measure!"

1. Possible response: The dog house is too small for the big dog because the girl measured with a small dog. The boy didn't specify which dog to use.
2. Possible responses: The cat weighs more than the mouse. The mouse weighs less than the elephant.
3. meters; grams; liters
4. word beginning; one thousand
5. (T)
(F) Millimeters are shorter than kilometers.
(T)
(T)
6. (F) There are 100 centimeters in 1 meter.

"Lucky Beans"

1. third person point of view; The speaker is telling a story about what someone else is doing, using "he," or "Marshall."
2. Students should use movements to show they are trudging along the sidewalk and facial expressions to show hope or curiosity or excitement as they look through the store window.
3. secretly take or steal

4. The pickle crock is the same size as the big jar of beans. The crock can help Marshall figure out many beans would fit inside in order to win the sewing machine.
5. Responses will vary. Possible response: People support one another to get the job done. More people have more ideas than just one person. Students should share their experiences and tell how solving a problem together may have made them feel happy, proud, and excited like Marshall did.