

# Teacher's Guide for Click

January 2014: Life Underground

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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. **RI1** What is a hard hat? Why do you think the Kids will need flashlights on their hard hats?
2. **RI1** What do you call someone who works in a mine?
3. **RL4/SL1/L4** At the beginning of page 4, Martin talks about one meaning of *ore*. The tour guide then tells about another meaning. What are the two different meanings of *ore*? Challenge: What is another word you know that has the same spelling but different meanings? Share with a partner.
4. **RI1** What is the name of the room where the actual mining took place?
5. **RI1&7/SL1** After looking through the gift shop on page 6, what pictures help you remember where you have seen copper? Share with a partner.

## "Meet Monty Mole," pages 7–9

1. **RI1/SL1** The name "Monty Mole" is catchy because each word starts with the same letter. Try making your name catchier! Add a word before or after your name that starts with the same letter as your name. For example, you may be Mighty Mitchell or Sara Supergirl. Share with others.
2. **RI1** What does Monty Mole eat?
3. **RI1** Fill in the blanks:

Monty has \_\_\_\_\_ eyes.

Monty does not \_\_\_\_\_ well.

Monty has a sharp sense of \_\_\_\_\_.

Monty feels movements with his sensitive

\_\_\_\_\_ and \_\_\_\_\_.

4. **RI1** Why do you think Monty stays busy all year?

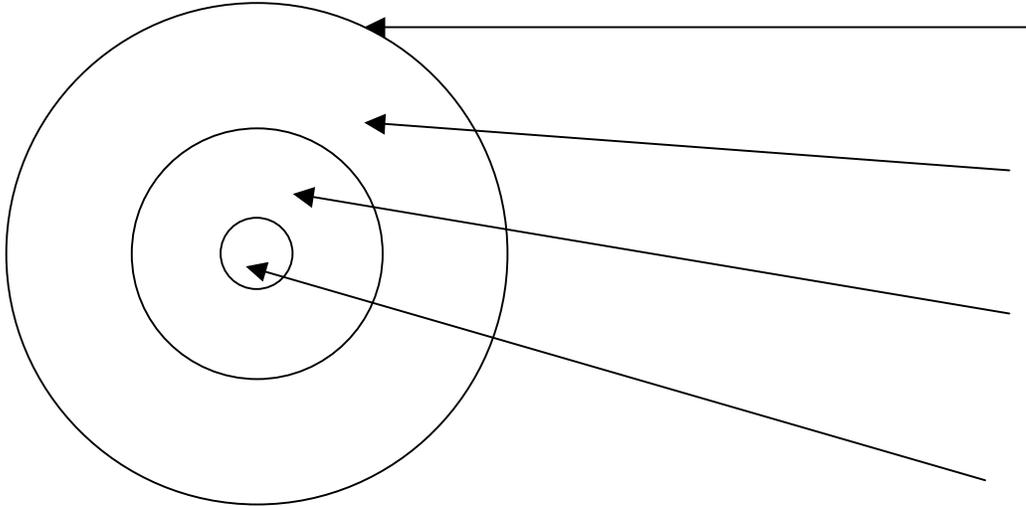
## "Beneath Your Feet" pages 10–13

1. **RI1** How do underground homes help animals?
2. **RI1** What do some animals use to line their underground homes?
3. **RI1** What animals use underground homes that other animals have left?
4. **RI1&7/SL1** Point to an animal on pages 10–13 and say its name. Then, point to the animal's home, and trace any paths from above-ground to underground. Take turns with a partner.

## "Inside Earth," pages 14–15

- **RI1&7** Using the picture of Earth’s layers on pages 14 and 15, point to the crust, mantle, outer core, and inner core. Now, label the four main layers of Earth, and point to the layer on which you live.

**Earth’s Layers**



**“Caves: the Inside Story,” pages 16–17**

1. **RI7&9** How are the people in this picture the same as Amy and Martin in “Click & the Kids” when they get ready to enter the mine?
2. **RI1** Mark the following statements true (T) or false (F). If false, provide the necessary correction.

\_\_\_ Water flows under the ground through potholes.

\_\_\_ If the water dries up, a sinkhole remains.

\_\_\_ Caves are bright, warm, and dry.

\_\_\_ When a stalagmite and stalactite join, they form a column.

\_\_\_ Caverns can be bigger than your house.

**“Yo Wants to Know,” pages 18–23**

1. **RL1** How many people are talking in this story? What are their names?
2. **RL7** Look carefully at the pictures in this story. How can you tell the workers are being safe?
3. **RL1** Why do you think Yo might like to watch the big machines do work?

**“Digging for Dinosaurs” pages 24–27**

1. **RI1&4/L4** What is a paleontologist?
2. **RI1** Where are fossils often found? In what kind of rock?
3. **RI1** What tools do paleontologists need to dig out fossils?
4. **RI1** What words would you use to describe paleontologists?

**“Jodie’s First Dig,” pages 28–34**

1. **RL6** Point of view is a way to tell about how a story is written. First person point of view happens when someone is telling a story about himself or herself. First person point of view uses the words “I” and “my” to tell the story. Third person point of view happens when a story is being told about what someone else is, or other people are, doing. Third person point of view uses the words “he” and “she” to tell the story. What point of view does this story use? How do you know?
2. **RL4/L4** Using the context clues on page 31, what do you think the word *persisted* means?
3. **RL3&7&9** What connections can you make between what you learned in “Caves: the Inside Story” and this story?
4. **RL1** What words would you use to describe Jodie?
5. **RL1&7/SL1** Draw a picture of an underground cave with dark passageways. Use the pictures in this magazine to help you. Include things you might find in a cave and label them. Maybe your cave has someone exploring it! Does he or she have on the right gear to explore a cave? Share with a partner.

1. something to protect your head; It is dark in a mine.
2. miner
3. something you would use to paddle a boat; rock that contains bits of copper or other metals; Challenge: Responses will vary. Possible response: road; Students should talk about their words. Students can also talk about words that sound the same but are spelled differently, have different meanings.
4. a stope
5. Responses will vary. Students should talk about the pictures with which they identify.

### **"Meet Monty Mole"**

1. Responses will vary. Students should share their catchy new names with each other.
2. worms and bugs
3. tiny; see; smell; whiskers, fur
4. Possible response: He stays busy trying to find food.

### **"Beneath Your Feet"**

1. Possible responses: Underground homes are warm, dry, safe.
2. grass, leaves
3. American rabbits, wasps
4. Students should take turns saying animals' names, pointing to their homes, and tracing paths.

### **"Inside Earth"**

Students should point to each layer from the outside to the inside. Labels from the outside to the inside: crust, mantle, outer core, inner core. Students should point to the crust.

### **"Caves: the Inside Story"**

1. Possible response: The people have hard hats with flashlights.
2. (F) Water flows under the ground through sinkholes.  
(F) If the water dries up, a pothole remains.  
(F) Caves are dark, cold, and damp.  
(T)  
(T)

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

1. three; Yo, Bruno, Mom
2. Possible responses: The workers are wearing hard hats. They are using safety cones and signs.
3. Responses will vary. Students may talk about why they like to watch machines work or when they have seen a digger or bulldozer do work.

### **"Digging for Dinosaurs"**

1. a scientist who studies fossils
2. hot, dry deserts far from towns and cities; sedimentary rock
3. shovels, picks, their hands, soft brushes
4. Responses will vary. Students may use the words used in the article (smart, hard-working, patient) or come up with words on their own.

### **"Jodie's First Dig"**

1. third person point of view; The speaker is telling a story about what other people are doing, using "she," "Jodie," "he," "Dad," and "Professor Hoffer."
2. Possible response: kept on trying

3. Responses will vary. Possible responses: Caves are dark and damp. People in both stories use ropes and flashlights. People going underground have to be safe.
4. Responses will vary. Possible responses: brave, small, strong
5. Students should include and label as many details from what they have learned about caves in their drawings. Students should share and discuss their drawings with each other.