

Teacher's Guide for Click

February 2014: At the Library

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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** What kind of books do you like to check out at the library?
2. **RL1** What is another name for someone who thinks up the words of a book? What is another name for someone who draws the pictures?
3. **RL1** Amy and Martin made their own books. If you were going to make a book, what would your book be about?
4. **RL1** Why do you think Martin tells Liz, the sitter, that he and Amy have already gone to the library?

"Know David," pages 7–11

1. **RI1/SL1** What do you notice about the way this article is written? Share with a partner.
2. **RI1&7** What do you like about the photographs of David when he was younger? Why?
3. **RI1** When David is working on a book, does he write the words or draw the pictures first?
4. **RI1** If you want to be a writer someday, what does David say you should do?

"That's a Library?" pages 12–15

1. **RI1&4/L4** What does it mean if a family is *nomadic*?
2. **RI1&7** What kinds of animals on pages 12 and 13 act as moving libraries?
3. **RI1** How do you think Click could use his wagon as a library?
4. **RI1&4/L4** How do you say *book* in Spanish? Hint: Look at the captions, or the words near the pictures, on page 13.
5. **RI1** How are books brought to some jungle villages in the mountains of Thailand?
6. **RI1** Why do you think it is important to have libraries?

"Yo Wants to Know," pages 16–21

1. **RL1** What happens first, next, and last in this story?
2. **RL1** On page 18, Yo finds a storybook about elephants. Another name for *storybook* is "fiction." A book about real elephants is called *nonfiction*, or not fiction. A nonfiction book about elephants tells facts, or things that are true, about real elephants. What does Yo find out from his book on real elephants? Challenge: What are some fiction or nonfiction books that you know?
3. **RL1** What are some animals that you would like to learn more about?

"The Story of Books," pages 22–26

1. **RI1&7** Look at the pictures on pages 22 and 23. Point to the book made out of clay. Point to the book made from papyrus plants. What do you notice? Point to the picture that looks most like books that you know today.

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

_____ People in China made early books by carving words into clay or tortoise shell.

_____ Later, people in China used ink to write on strips of bamboo or silk to make books.

_____ Paper was harder and more expensive to make than papyrus or parchment.

_____ Paper was smooth and good for writing on.

_____ Carving a page of words into a block of wood, spreading ink on it, and pressing it against paper helped speed up making a book.

_____ Movable, metal letters made books even faster to make.

_____ Today we only have books made out of paper.

3. **RI1/SL1** With a partner, talk about how you would print a book with movable, metal letters.

"Make a Book," pages 27–28

- **RI1&7&9/SL1** The books on pages 27 and 28 are different than the books that Amy and Martin made. How are they similar and different? Which book do you like? Which book would you like to use for the book idea you thought of in question 3 of "Click & the Kids"? Share with a partner.

"How Paper is Made," page 29

- **RI1** Fill in the blanks:

Most new paper is made from _____, wood scraps,
and recycled paper.

The wood is chopped into small _____.

The chips are cooked to make _____.

The pulp is sprayed onto a wire _____.

_____ drains from the pulp.

Heavy _____ press out more

_____.

Heavy rollers heat the pulp until it is _____.

You can make _____, kites, and hats

with the finished paper!

“Fingers Came First,” pages 30–34

1. **RL1&3** Who are the characters in this story? How is Owen like his sister Phoebe?
2. **RL1/SL1** On page 31, Owen uses a quiet library voice. With a partner, use a quiet library voice and talk about why you think you need to be quiet in a library.
3. **RL1** Why does Owen like the books Mr. Roberts finds for him? From what Mr. Roberts read, what eating utensils came first, next, and last?
4. **RL1** Why do you think Owen’s mother says that she’s in trouble?
5. **RL2** The theme of a story is a big idea that you learn or understand after you finish reading. What do you think the theme of this story is?

ANSWER KEY:

“Click & the Kids”

1. Responses will vary.
2. author, writer; illustrator
3. Responses will vary.
4. They are reading new books that each other wrote.

“Know David”

1. Responses will vary. If students do not mention, point out that the article is written as an interview, or in a question-and-answer format.
2. Responses will vary. Students may relate to fishing or swimming or like that David is making a funny face.
3. It depends on the book. Sometimes he works on both at the same time.
4. Write a lot!

“That’s a Library?”

1. They move around.
2. camels, donkeys
3. Responses will vary. Possible response: Click could put books in his wagon and bring his “library” to a neighbor’s.
4. *libro*
5. on elephants
6. Responses will vary. Possible response: Libraries have books to help people learn about different things.

“Yo Wants to Know”

1. Responses will vary and should show correct sequence of events in the story. Possible response: Yo listens to a storybook at the library. Yo finds a storybook on elephants. Yo finds a book about real elephants.
2. Elephants can swim. Challenge: Responses will vary. Student examples should represent storybooks or nonfiction books.
3. Responses will vary.

“The Story of Books”

1. Students should point to the clay block on page 22 and the scroll on page 23. Responses will vary. Possible responses: I see writing on the pages. The books look like they are difficult to hold. Students should point to the book of single sheets folded and sewn together on page 23.
2. (F) People in China made early books by carving words into bone or tortoise shell.
(T)
(F) Paper was easier and cheaper to make than papyrus or parchment.
(T)
(T)
(T)
(F) Possible response: Today we have books made out of paper, or we can read books on computers, tablets, or phones.
3. Possible response: Set the metal letters in a tray to spell out words. Set another tray with other letters to make a different page. Print the trays over and over to make many copies. Put the pages together to make many copies of a book.

“Make a Book”

Responses will vary. Possible similarities: words, pictures, pages; Possible differences: pages set up differently, pictures or art pops out from page. Students should indicate what book they would like to make for their book idea.

“How Paper is Made”

trees; chips; pulp; screen; Water; rollers, water; dry; Possible response: books

“Fingers Came First”

1. Owen, Mom, Phoebe, Mr. Roberts; Possible response: Owen and Phoebe like to eat with their fingers.
2. Students should quietly talk about how using quiet voices in a library allows other people to read and study uninterrupted.
3. The books have lots of pictures; knives, spoons, forks
4. Possible response: If people thought forks were silly, she may never get her kids to use them like she wants them to.
5. Responses will vary. Possible response: Libraries are great places to find out information.