

Teacher's Guide for Click:

April 2014: Swing, Swim, Creep, Leap
How Animals Move
April 2014

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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** One page 2, why do you think Liz, the sitter, says she has two new monkeys for the zoo?
2. **RL1** What are the orangutans doing on page 3?
3. **RL4/L4** Using picture clues and clues from the words on the bottom of page 4, what do you think *scamper* means?
4. **RL1** On page 6, Click says the monkeys swing, play tag, and do gymnastics. Would you like to climb and play all day like a monkey? With a partner, take turns acting like a monkey by moving your arms and legs and making sounds.

"Cheetah Chase," pages 7–11

1. **RL1** What do you notice about the words in the title of this article?
2. **RL1** Is a cheetah a kind of cat? What other big cats do you know? What words would you use to describe a cheetah?
3. **RL1** What makes a cheetah so fast?
4. **RL1** What words would you use to describe the cheetahs at the end of the hunt?

"Jump!" pages 12–13

- **RI1** Mark the following statements true (T) or false (F). If false, make the needed correction.

_____ All spiders jump.

_____ All spiders have terrific eyesight.

_____ Spiders have two big eyes plus six smaller eyes.

_____ A spider makes a thread of yarn.

_____ If a spider falls, it climbs back up the thread.

"See How They Move!" pages 14–18

1. **RI1&7** Using the picture clues on page 14 and what you already know, what animals run? What words would you use to describe the runners on page 14?
2. **RI1** With a partner, take turns showing how fish, penguins, and sea turtles move through the water.
3. **RI1** Sea stars and crabs are animals that creep. Show and tell how you would creep.
4. **RI1&7** Using the picture clues on page 17 and what you already know, what animals fly?
5. **RI1** Why can't a kangaroo move backward very easily? Which animal that leaps is a good swimmer, too? Why?
6. **RI1** Name the animal from the article that you like the best and why.

"Yo Wants to Know," pages 19–24

- **RL1&7** Using the pictures of the inchworm on pages 20 and 21, draw an inchworm. What does it look like standing in place? How does it look moving forward? Color your drawings.

"Fake Fliers," pages 25-27

1. **RI1** Fill in the blanks.

The only animals that can truly fly are _____,
bats, and insects.

True fliers use their muscles and flap their _____
to lift themselves into the air.

frogs, and lizards do not fly.

The stretched-out skin on the bodies of fake fliers acts like a
_____.

Fake fliers gently _____ through the air.

2. **RI3** How are true fliers and fake fliers the same and different?

"Swan Lake," pages 28-34

1. **RL1** What instrument does Jake compare the call of the trumpeter swan to?

2. **RL1&7** In the picture on page 28, point to the binoculars, paddles, and life jackets Jake is bringing for his canoe trip. Why do you think he needs these things?
3. **RL4/L4** What do you think the word *scamper* means on page 29?
4. **RL1&7&9** The footprints on page 29 show the webbed feet of the trumpeter swan. What do the webbed feet help the swan do? What other animals in this magazine or that you know of have webbed feet to help them move?
5. **RL1&3&4/L4** What do you think the word *launched* means on page 30? How is paddling the same as the way the trumpeter swans move through the water?
6. **RL1** How do scientists keep track of the trumpeter swans?
7. **RL1&4/L4** On page 32, why do you think Jake laughs? What is it called when the swans turn upside down to reach plants at the bottom of the lake? In the story, what musical instrument do the flapping wings of the swans sound like?
8. **RL1&4/L4** Why do you think Jake thinks the swans do not want Jake and his mother to come any closer? What's another word for *baby swan*?
9. **RL1** Why do you think the fisherman said that Jake is already helping to keep trumpeter swans safe?

ANSWER KEY:

"Click & the Kids"

1. Responses will vary. Possible response: Martin and Amy are moving their bodies and making sounds like monkeys.

2. Possible responses: They are swinging from vines and branches. They are using their hands and feet to swing around.
3. Possible response: to move quickly
4. Responses will vary. Students should use safe body motions and relatively quiet voices as they "act like monkeys."

"Cheetah Chase"

1. Responses will vary. If students do not notice, point out the /ch/ sound at the beginning of each word. Ask students other words they know that begin with the /ch/ sound.
2. Yes; Possible responses: lion, tiger; Possible responses: fast, powerful, strong
3. Possible responses: long, light, muscular bodies; small heads and narrow shoulders and hips; loose joints and flexible spines that stretch to take giant strides
4. Responses will vary. Possible responses: tired, disappointed, hot

"Jump!"

- (F) Not all spiders jump.
- (T)
- (T)
- (F) A spider makes a thread of silk.
- (T)

"See How They Move!"

1. Possible responses: horse, camel, cheetah; fast, strong, tall
2. Students should wiggle their bodies from side to side like fish and flap their arms up and down like penguins and sea turtles.
3. Students should show how they would creep and describe how they are moving, for example, slowly or carefully.
4. bats, birds, butterflies
5. Their tails are too big; frog; webbed feet
6. Responses will vary. Students should support their choices with details.

"Yo Wants to Know"

Students should draw and color inchworms moving. Encourage students to include feet on their inchworms.

"Fake Fliers"

1. birds, wings, Flying squirrels, parachute (kite), float
2. Responses will vary. Possible response: Same: Both move through the air. Different: True fliers use muscles and wings to fly. Fake fliers use flaps of skin to float through the air.

"Swan Lake"

1. trumpet
2. Students should point to each item. Possible response: to be safe and to observe things on the trip
3. Possible response: to move quickly
4. Webbed feet help the swan to move forward. Possible response: Webbed feet help the frog on page 18 to swim.
5. pushed off; Possible response: The paddle and the swans' webbed feet both push water and "feather" through the air (for the paddle) and through the water (for the swan).
6. Bands on the birds' necks help scientists track the swans.
7. Possible response: He thinks what the swans are doing is funny; dabbling; drums
8. A swan faced the canoe and flapped its huge wings; cygnet

9. Jake has already started to keep the swans safe by telling the people not to go near the swans' nest. He knows the swans do not want people near their nest.