

Teacher's Guide for Click:

May/June 2014: Our Sun

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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 animals does Amy want to feed? What animals does Martin want to feed?
2. **RL1** Why do you think Uncle Jim likes the sunrise? Have you ever seen one?
3. **RL1** Why is the sun important?
4. **RL1** Name a plant from the article that the sun helps grow. Then name the animal that feeds on it and the food the animal then makes for us to eat.
5. **RL1** Why do you think Uncle Jim, Amy, and Martin say *Sunnyside up!* at the end?

"Earth's Star," pages 7–9

1. **RI4/L4** What is the photosphere?
2. **RI1** A simile is when you compare one thing to another thing and use the word *like* or the word *as* to do it, for example, the sun is *like* a ball. Can you find the simile in the third sentence on page 8? What is the sun's surface being compared to?
3. **RI4/L4** What is the superhot cloud of gas around the sun called?
4. **RI1&7** Are sunspots cooler or hotter than the rest of the sun?

"Me and My Shadow," pages 10–15

1. **RI1** Have you ever made shadow puppets? What can you make?
2. **RI1&7** Using the information on page 13, what is Earth shaped like? What does it spin like? Challenge: What are these comparisons called?
3. **RI1** How long does it take for Earth to make one complete spin?
4. **RI1&7** Using the words and pictures on page 15, what time of day is it when the side of Earth where you live faces the sun? What time of day is it when the side of Earth where you live turns away from the sun?

"A Star is Born," pages 16–19

- **RI1&7** Using the photograph on page 18 and 19 to help you, draw or trace a picture of the sun and color it in, using yellows, oranges, and reds. Be sure to include solar flares and prominences.

"Yo Wants to Know," pages 20–25

- **RL1/SL1** Make a list of things that you would bring to the beach. Don't forget water to drink and your sunscreen! Share with a partner.

"Be Like Ben," pages 26–27

1. **RI1** Which fabrics get hotter faster, dark fabrics or light?
2. **RI1/SL1** Using the information Ben Franklin discovered, order the colors from the one that gets the hottest the fastest to the slowest. Use blue, yellow, black, and white. Compare and share with a partner.

“The Day that Lasted All Night,” pages 28–34

1. **RL1** Why is summer in Alaska special?
2. **RL1&4/L4** What is the date of the longest day of the year?
3. **RL1&7** What are some fun things the families in the story do because of the long day?
4. **RL1&4/L4** What is summer solstice?
5. **RL1** Why do you think the cabbage got so big?
6. **RL1** Why do you think the boy is sleepy?
7. **RL1/SL1** Would you like to play and stay up all night like the boys in this story? With a partner, talk about what you would do.

ANSWER KEY:

“Click & the Kids”

1. chickens; cows
2. Responses will vary. Possible response: peaceful, beautiful. Students may describe what they noticed when they saw a sunrise.
3. Possible response: The sun helps things live and grow.

4. Possible responses: grass, cows, milk; corn, chickens, eggs; flowers, bees, honey
5. Possible response: Sunnyside up eggs look like the sun they have been talking about.

"Earth's Star"

1. the surface of the sun that we see from Earth
2. water boiling in a pot
3. corona
4. cooler

"Me and My Shadow"

1. Responses will vary. Students may show examples.
2. a giant ball; a top; Challenge: similes
3. 24 hours
4. daytime; night

"A Star is Born"

Students should color in their pictures of the sun and include solar flares and prominences.

"Yo Wants to Know"

Responses will vary. Possible response: water, sunscreen, sun hat, towel, pail, shovel, beach ball

"Be Like Ben"

1. dark
2. black, blue, yellow, white; Students should discuss their answers.

"The Day that Lasted All Night"

1. Possible response: The day lasts all night.
2. June 21
3. Possible responses: watch a midnight baseball game, go to a street fair
4. the longest day of the year
5. It got so much sun.
6. He stayed up all night.
7. Responses will vary. Students may talk about some of the activities in the story that they would like to do, or come up with their own ideas.