

Teacher's Guide for Click: *Play with Me*

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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&7** Name things that Martin and Amy did *first*, *next*, and *last*.
2. **RL1&7** What are at least three events you would have in your own Olympics? You can use Martin and Amy's ideas if you need to.
3. **RL1&7** On page 5, move your finger along the dotted line through the obstacle course. Name each obstacle as you go. What do you think is the best part about the obstacle course Martin and Amy made?

"Mancala" pages 7–10

- **RL1/SL1** What games do you like to play with your friends? Have you ever heard of different ways to play the same game? Share with a partner.

"It's Playtime!" pages 11–13

1. **RI1&7/SL1** With a partner, take turns acting out playing like a lion cub or exploring like an elephant or dolphin on page 12. Be sure not to use your voice. Let your body and facial expressions show the animal you have chosen, and see if your partner guesses right.
2. **RI1** What animal on page 13 plays with others in its group to learn how to work as a team?
3. **RI1&7&9** Which part of Martin and Amy's obstacle course would help a young deer learn how to race away from danger?
4. **RI1** Do you think it would be fun to learn how to move like a monkey? Tell about it.

"What Do I Need to Play?" pages 14–15

1. **RI1** What games do you know how to play? What special equipment do you need to play them?
2. **RI1&3** Name the special equipment a catcher needs to play baseball. Tell about two of the pieces of equipment and why they are important. What is the same about some of the equipment used among the sports players on pages 14 and 15?
3. **RI1&4/L4** What does the word *protection* mean? Out of all the sports players shown on pages 14 and 15, who needs the most protection? Why do you think?

“What’s Wrong?” pages 16–17

- **RL1&7/SL1** With your finger, circle the soccer player wearing flippers. What else is wrong on that soccer field? Find two other “wrong” pictures and have a partner try to find them. How many mixed up sports can you and your partner spot in all on pages 16 and 17?

“Yo Wants to Know,” page 18–23

1. **RL1&7** Why does Yo say T-ball is harder than it looks on page 18? Have you ever played T-ball or baseball? Tell about it.
2. **RL1&7** What is a home run? Using the picture of the baseball field on pages 20 and 21, show with your finger how Yo runs the bases and slides into home base. Say the name of each base as you get to each one.
3. **RL1** Why do you think Jennifer says she could hit a home run too, if Lips is on Yo’s team?

“Muscle Power,” pages 24–27

1. **RI1&7/SL1** Using the muscles in your face, make each of the faces shown in the squares on page 24. Have a partner guess how you are feeling for each one.
2. **RI1&4/L4** True or False. If false, make the needed correction.

_____ You have more than 600 muscles in your body.

_____ Most of your muscles are attached to bone.

_____ To *contract* means “to tighten and get shorter.”

_____ Running and jumping do not use many muscles.

_____ Muscles in your legs, bottom, back, and neck stay just a little bit tightened to help you stand.

_____ When you sleep, your muscles stay tight.

_____ Using your muscles will make them get bigger and stronger.

3. **RI1** What are some things you do to make your muscles bigger and stronger?

“Miracle Mud,” 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,” “my,” and “we” 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&9** Look at the picture at the top of page 29. What do you notice about what the catcher is wearing? How is it the same as the catcher equipment you learned about in “What Do I Need to Play?” How is it different? Why do you think there are differences?
3. **RL1** What problem was the umpire complaining about to Lena?
4. **RL1** How did Lena solve the problem?
5. **RL1** What words would you use to describe Lena?
6. **RL2** What do you think the main idea, or message, of this story is?

ANSWER KEY

“Click & the Kids”

1. Possible response: Martin uses the rings, Amy balances on the edge of the sandbox, and Amy does a somersault.
2. Responses will vary.
3. Jump over bat; jump over box; crawl through tunnel; hop through hoops; crawl through box; climb up and slide down slide; circle around swing set pole; swing on rings; zigzag around glove, baseball, pail, and ball; balance across edge of sandbox. Responses will vary. Possible responses: hopping through the hoops, the medals they won at the end

“Mancala”

Responses will vary. Students should discuss variations on different games that they know.

“It’s Playtime!”

1. Students should be expressive with their faces and actions. They should silently show chasing, pouncing, and gently nipping, or exploring like the elephants and dolphins pictured on page 12.
2. Wolf
3. Responses will vary. Possible responses: hopping through hoops, zigzagging around glove, baseball, pail, and ball
4. Responses will vary.

“What Do I Need to Play?”

1. Responses will vary. Students may describe sports and equipment shown on pages 14 and 15.
2. Helmet, chest protector, mitt, shin guards, and cleats. Be sure students describe how the pieces of equipment protect the catcher. Possible responses: Catchers and hockey players have similar helmets. Catchers and soccer players have cleats. Catchers, soccer players, and hockey players have shin guards. Swimmers and hockey players have specialized footwear (flippers and blades) to move in water or on ice.
3. *Protection* means “safety.” Possible response: The hockey player needs the most protection because he needs the most equipment to keep him safe from falling on the hard ice or getting hit with the puck.

“What’s Wrong?”

Students should circle the boy with flippers at the top of page 16. They are playing soccer with a baseball. Students should give their partners clues, such as, find the goalie who is all wet. Students should find as many “wrong” pictures as they can.

“Yo Wants to Know”

1. Yo hits the T-ball stand and not the ball. Responses will vary. Students can talk about their baseball, or other sports, experiences.
2. A home run is when you hit the ball and run around all the bases without getting out. Students should make a home run with their finger on the baseball diamond, saying “first base,” “second base,” “third base” as they go.
3. Possible response: If Lips holds on to the ball again, Jennifer will be able to run around all the bases without getting out, too.

“Muscle Power”

1. Students should make the different faces while a partner guesses emotions, and then switch roles.
2. (T)
(T)
(T)
(F) Running and jumping use many muscles.
(T)
(F) When you sleep, your muscles relax.
(T)
3. Responses will vary. Students may talk about different physical activities or sports they like to do.

“Miracle Mud”

1. Third person point of view; The speaker is telling a story about what “he,” Lena Blackburne, did in his life. The speaker uses “he” and “his” to tell a story about someone else, Lena Blackburne.
2. Possible response: The catcher has a mask to protect his face, he has a thick mitt, and he has shin guards. He does not have shin guards covering the tops of his feet. Responses will vary. Possible response: Today we know more about how to protect our players with more equipment. In the old days, catchers didn’t have as much protection as they do today, such as helmets and shin guards, to cover the tops of the feet.
3. The baseballs were too wet and soft, making it hard for the players to throw and hit.
4. Lena discovered that mud made baseballs less slick and easier to hit and throw.
5. Responses will vary. Possible responses: creative, determined, likes to invent
6. Responses will vary. Possible responses: Great ideas can come by accident. You can figure something out if you don’t give up. Hard work pays off.