

# Teacher's Guide for Click: *Into the Woods*

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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

- **RI1&7** With a partner, act out three of the things that Martin and Amy hear, see, or touch in the forest. Make up your own lines as you go. Use facial expressions and movements to show what is going on.

## "3 Forests," pages 7–15

1. **RI1&7** Using the picture on page 7, trace or draw a picture of a forest with its three main levels. Be sure to label *canopy*, *understory*, and *floor*. After reading the article, add pictures of the animals or plants that can be found up high in the canopy or down low on the forest floor.
2. **RI1&7** Name two animals that live in the taiga forest.
3. **RI1&3&7** How are the leaves on the trees in a temperate forest different than the leaves in a taiga forest?
4. **RI1&7** Using the words and pictures on page 9, what kind of animals and plants can you find in a temperate forest?
5. **RI1** Why is a rainforest called a rainforest?
6. Fill in the blank: More kinds of animals live in \_\_\_\_\_ than anywhere else in the world.
7. Using the pictures on pages 10 and 11, trace or draw an animal that lives in the rainforest and color it in.
8. **RI1&7** With your finger, circle two animals that are hiding in the taiga summer picture on pages 12 and 13. Do the same for two animals living in the taiga winter on pages 14 and 15. Can you name them?

## "A Tree's Life," pages 16–17

**RI1** True or False. If false, make the needed correction.

\_\_\_\_\_ Sequoias are some of the oldest, widest, tallest trees in the world.

\_\_\_\_\_ Sequoias grow a foot or two taller a year.

\_\_\_\_\_ Sequoias have red bark. The bark is very thin.

\_\_\_\_\_ Birds and other animals use the sequoia tree to live.

\_\_\_\_\_ A sequoia could reach 300 feet tall and live to be 3,000 years old.

**“Yo Wants to Know,” page 18–23**

1. **RL1&7** Look at the pictures on pages 18 and 19. What things does Yo and his family use on their camping trip? Have you ever been camping? Tell about it, or tell what you would like to do on a camping trip.
2. **RL1** What is the safety rule that Yo’s mom talks about? Why is it important?
3. **RL1&7** Look at the picture on page 23. Yo’s father has gotten the canoe and himself ready for a canoe ride. What safety rule will Yo need to follow for taking a ride in the canoe?

**“A Day in the Rainforest,” pages 24–28**

1. **RI1&7** How do you think the howler monkey on page 24 got its name?
2. **RI1** How do conehead termites help the forest?
3. **RI1&7** A food chain shows what plants and animals are food for other animals to eat in order to live and grow. What animal on page 26 feeds on termites? What are the next three animals in the food chain? Draw a picture of what eats what in this rainforest food chain. Use the pictures and words in the article to help you color in and label your food chain.

**“Porcupette Explores the Night,” pages 29–34**

1. **RL4/SL4** What do you call a young porcupine?
2. **RL1** Do porcupines sleep during the day or during the night?
3. **RL1&4&7/SL4** Using the picture on page 30, draw or trace a close-up of a porcupine quill and draw an arrow to point out a barb. What is a barb?
4. **RL1** What kinds of things do porcupines eat? How does Porcupette protect herself from the great horned owl on page 31?
5. **RL1** True or False: Porcupines are good swimmers. Their hollow quills help them stay afloat.
6. **RL1** How does Porcupette know there is a mountain lion behind her? What does she do to ward off the mountain lion? Why do you think it will take the mountain lion a long time to get the quills out of its mouth?

## ANSWER KEY

### "Click & the Kids"

Students should use lots of expression as they discover the sound of a woodpecker, feel soft moss, or spot blackberries.

### "3 Forests"

1. Student drawings should include the correct labels for *canopy*, *understory*, and *floor*.  
Possible animal for the canopy: toucan; Possible plant for the floor: trillium
2. Possible response: kinglet and wolverine
3. The leaves in a temperate forest are wide; the leaves in a taiga forest are needle-shaped.
4. Possible response: squirrels and cardinals
5. In most of these forests, it rains almost every day.  
Fill in the blank: More kinds of animals live in rainforests than anywhere else in the world.  
Student pictures should be bright and colorful.
6. Students should find and circle two taiga summer animals and two taiga winter animals and name them.

### "A Tree's Life"

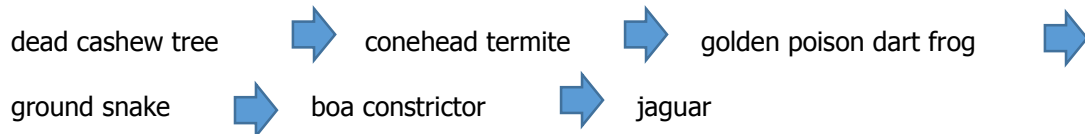
- (T)
- (T)
- (F) Sequoias have red bark. The bark is very thick.
- (T)
- (T)

### "Yo Wants to Know"

1. Answers will vary. Possible response: tent and sleeping bags. Students can talk about their camping experiences, what they know about camping, or what they would like to do on a camping trip.
2. Always douse your campfire with water before you leave. The safety rule is important so that you do not start a forest fire.
3. Always wear a life jacket in a canoe.

### "A Day in the Rainforest"

1. The howler monkey howls, or makes a loud roaring sound.
2. The termites help clean up dead plants from the forest floor so that new plants can grow.
3. Golden poison dart frog; ground snake, boa constrictor, jaguar. Students can draw "flow chart-like" food chains showing arrows from one living thing to the next animal that eats it. Food chains should be in color with labels.



### **"Porcupette Explores the Night"**

1. porcupette
2. day
3. Students should draw a close-up of a porcupine quill, with the barb labeled with an arrow. A barb is a tiny, backward-facing hook that pierces skin easily and makes the quill hard to remove.
4. Possible responses: clover, pine needles, inner bark of pine tree; Porcupette raises her quills to make herself look bigger.
5. true
6. her strong sense of smell; Possible responses: raises quills, swings tail; Possible response: the barbs will keep the quills stuck in for a while