

Teacher's Guide for Click

October 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. **RI1** Why is the artist copying the picture?
2. **RI1&7** Why do you think Amy and Martin think the painting on page 4 will be easy to copy?
3. **RI1&7/SL1** What painting do you like the best? Why? Try to copy it. With a partner, guess which picture each other copied.

"Food Art," pages 7–10

1. **RI1&4/L4** What is a *still-life picture*? Why are they nice to paint?
2. **RI1&7** Look at the still-life portrait on page 8. What do you see that you'd like to eat?
3. **RI1&4/L4** What is a *portrait bust*?
4. **RI1&7** Which lunch on page 10 would you like to eat? Why? If you could have anything for lunch, what would it be?

"How to Draw Dinosaurs," pages 11–13

1. **RI1** Name the three kinds of dinosaurs you can draw in this article.
2. **RI1/SL1** A fact is something that is true. Name a fact that you learned about one of the dinosaurs in this article. Which dinosaur did you like drawing the best? Be sure to add color to your dinosaur to make it come to life. Share your drawing with a partner.
3. **RI1&7/SL1** Draw a face like the ones on pages 12 and 13. Share with a partner and try to guess the feelings you each gave your faces.

"Harvest Time," pages 14–15

1. **RI1&7** Look at the picture on page 14. What do you see? What colors do you see? Are there people in the picture? What are they doing? What season do you think it is?
2. **RI1&7** It is harvest time in the picture on page 14. That means it is time to pick what has been growing. What are the people picking, or harvesting?
3. **RI1&7/SL1** Look at the pictures on page 15. Can you see from what part of the big picture on page 14 they were taken? With your finger, match each smaller picture to the bigger picture. With a partner, tell a story about what happens first, next, and last in the picture.

"Yo Wants to Know," pages 16–21

1. **RL1&7&9** Look at the sculpture on page 16. How is it different from the food sculpture on page 9? How is it the same?
2. **RL1&7** A sculptor is someone who makes sculptures. What did the sculptor (Yo's dad) use to make the sculpture on page 19?
3. **RL1&7/SL1** Look at the grass sculpture on pages 20 and 21. What do you notice about the sculpture? How did Yo's dad make it? Which is your favorite sculpture in the story and why? Share with a partner.

"Art Underwater," page 22

1. **RI1&7** If you wanted to go to the underwater museum, how do you think you would be able to see the sculptures?
2. **RI1&7** What makes these underwater sculptures so special?

"Creating with Clay," pages 23–26

1. **RI1** What does the artist, Susan Eaddy, do when she first starts a project?
2. **RI1** What does Susan do if she can't find the right color of clay? How does she keep her clay soft? What does her work of squishing up clay remind you of?
3. **RI1&7** What tools does Susan use to do her work? Have you used these tools in the kitchen before? What did you do with them?
4. **RI1** What is the last thing Susan does with her work?

"The First Drawing," pages 27–34

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" and "my" to tell the story. First person point of view happens when someone is telling a story about himself or herself. Second person point of view uses the word "you" to tell the story. Second person point of view happens when someone is telling a story about what you, the main character of the story, are doing. 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** What do you think it would be like to live with so many different people from your family, like the "you" in the story?
3. **RL1&SL1** Have you ever spotted shapes in the clouds? What do you spot in the clouds today? Share with a partner.
4. **RL1** What words would you use to describe the "you" in the story? What words would you use to describe the family members?
5. **RL2** What do you think the main idea, or message, of this story is?
6. **RL1&7** Using the pictures on pages 32 and 33, draw your own woolly mammoth.

ANSWER KEY

“Click & the Kids”

1. The artist is learning how the great artists painted so she can use what she learns in her own paintings.
2. Possible response: The painting looks like a lot of scribbles, which are easy for them to make.
3. Responses will vary. Students should talk about which paintings they like and why. Students should use color in their pictures to make them look like the original paintings. Students can take turns guessing which picture each other copied.

“Food Art”

1. A still life shows nonliving, everyday things, such as a vase of flowers. They are nice to paint because the objects never move or get tired, like people do.
2. Responses will vary.
3. a sculpture that shows a person’s head and upper body
4. Responses will vary.

“How to Draw Dinosaurs”

1. *stegosaurus, diplodocus, T. rex*
2. Possible response: *T. rex* had teeth the size of bananas. Responses will vary. Students should share their colored-in pictures.
3. Responses will vary. Students should talk about why they think a face shows a certain feeling.

“Harvest Time”

1. Responses will vary. Students should comment on the objects and colors they see (fields, people, trees; yellow, gold, orange, green) and the things people are doing (working, relaxing, eating). Possible response: fall
2. wheat
3. Students should match up each small picture with the big picture. Possible response: The workers chop down the wheat, they bundle and stack the wheat, they have lunch.

“Yo Wants to Know”

1. Responses will vary. Possible response: Different: made of wood vs. made of food. Same: both sculptures are very big.
2. Possible response: metal, wood
3. Responses will vary. Students should talk about the size of the grass sculpture and that it looks just like Lips. Yo’s dad used earth, steel, and seeds. Students should talk about their favorite sculpture in the story and why.

“Art Underwater”

1. Responses will vary. Possible response: with a mask and snorkel
2. Responses will vary. Possible responses: The sculpture creates places for ocean life to live and grow. An underwater museum would be a fun and unique place to visit.

“Creating with Clay”

1. draws sketches in pencil
2. mixes two colors together to get the right shade; heating pad; Responses will vary. Possible response: playing with play dough
3. roller, garlic press, spatula; Responses will vary. Students should talk about how they have used a roller, garlic press, or spatula.
4. Possible response: takes a photo and puts it on her computer to send

"The First Drawing"

1. second person point of view; The speaker uses the word "you" to tell the story. "You" are the main character of the story.
2. Responses will vary. Possible responses: crowded, have to share a lot, would be close to your extended family
3. Responses will vary.
4. Responses will vary. Possible responses: (main character) creative, imaginative, energetic; (family members) not nice, not patient, not creative
5. Responses will vary. Possible responses: It is good to have a good imagination. Try, try again and you will succeed.
6. Students should make their own sketches of a woolly mammoth.