

# Teacher's Guide for Click

## Eye See You

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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 washed the bug out of Martin's eye?
2. **RL1&7** Name two different types of eye protection that Amy and Martin found. What kind of eye protection have you used or seen?
3. **RL1&7** What kind of glasses protect your eyes from the sun? Which glasses on page 6 do you like better, Martin's or Amy's?

### "I Can See Just Fine," pages 7–10

1. **RL1&7** On page 7, what other trouble was Paige having?
2. **RL1&7** Point to the glasses on page 9 that you like best.
3. **RL1&7** How did Paige's new glasses help her out? Why do you think it was important for Paige to get her eyes checked?
4. **RL1** What was your favorite part of the story?

### "Look into My Eyes," pages 11–14

1. **RI1** What is the shape of your eye like?
2. **RI1** How many times do you blink in a minute? What do your eyelashes do? Using the picture of the eye on page 12, draw or trace the eye. Label the eyelash, eyelid, pupil, iris, and sclera. Color the iris to match your eye color.
3. **RI1&4/L4** What is the cornea? What does the retina do?
4. **RI3** How are our eyes different than some animals' eyes?

### "Animal Eyes," pages 15–19

1. **RI1&7** On page 16, point to the false eyes on the frog. Now look at the fish. Why is it called a four-eyed fish? What do you think is an interesting fact, or something that is true, about the chameleon?
2. **RI1** What do the two large eyes on a bee do? Can spiders see very well? How do spiders taste, smell, hear, and feel the world around them? How many eyes do some scallops have?
3. **RI1&3&7/SL1** Using the pictures on page 18, draw the tarsier, cat, and crocodile. With a partner, talk about how their eyes are different.
4. **RI4/L4** What is the name of an extra eyelid? What animals on page 19 have this? What animal on the bottom of page 19 can see better than you?

**“Yo Wants to Know,” pages 20–25**

- **RL1** Using a blanket or heavy coat and a mirror, try the experiment that Yo did. Can you see how your pupils change from big to small when they are in the light?

**“A Hole in Your Hand,” page 26–27**

- **RI1/SL1** Try the hole-in-your-hand experiment. What do you think? Share with a partner.

**“Erik the Red Sees Green,” pages 28–34**

1. **RL1&7** Do you have a nickname or do you know someone who does? Why do you think the boy’s nickname is “Erik the Red” in the story?
2. **RL1** What are some rhymes you notice with the words “Erik the Red” on pages 28 and 29?
3. **RL1** On page 30, what are the words that rhyme with “Erik the Green”? What are some other words that rhyme with “green”?
4. **RL1** In the story, Erik sees colors differently than most people. What colors are hard for Erik to see? How do his classmates help him?
5. **RL1/SL1** Why do you think it is important that Erik’s classmates wanted to help him? How do you think that made Erik feel? Share with a partner.

## ANSWER KEY

### **“Click & the Kids”**

1. tears
2. Possible response: ski goggles, safety goggles; Responses will vary.
3. sunglasses; Responses will vary.

### **“I Can See Just Fine”**

1. She thought a skunk was a kitty.
2. Students should point to their favorite pair of glasses.
3. Possible response: Paige could see the chalkboard better. Possible response: Paige needed to see more clearly so she could do well in school.
4. Responses will vary.

### **“Look into My Eyes”**

1. a round ball
2. 10 to 20 times; keep dirt and germs out of your eye; Drawings should have all parts correctly labeled. The iris should match their own eyes.
3. The cornea covers and protects your eyeball. The retina sends messages to your brain about light that enters your eye, and your brain figures out what you are seeing.
4. Our eyes face front. Many plant-eating animals have eyes on the sides of their heads. They can see all around, not just in to the front, so they can spot an enemy sneaking up on them.

### **“Animal Eyes”**

1. Students should point to the false eyes; The top of the eyes see above the water, the bottom of the eyes see what’s going on in the water; One eye looks up while the other looks down.
2. see objects; no; tiny hairs on body and legs; more than one hundred
3. Students should draw the animals in color and talk about how each set of eyes look. Teachers may want to mention the information about irises on page 12 as students talk about big eyes and small eyes.
4. hawk; woodpecker and red-eyed tree frog; Eurasian buzzard

### **“Yo Wants to Know”**

- Students should experiment with light and dark to see how their pupils change size.

### **“A Hole in Your Hand”**

- Students should try the experiment and talk about their reactions.

### **“Erik the Red Sees Green”**

1. Responses will vary. Possible response: the boy had red hair
2. Possible response: Erik the Red, kick to your team instead!
3. What do you mean? Possible responses: bean, seen, clean
4. brown, green, gold, and orange; Possible responses: They wrote out the names of the colors on the color-coded file cards. Annabel offered to label the paints.
5. Responses will vary. Students should talk about how it is important to help each other so that each person feels good about him or herself. It is important to show kindness to each other and show that you care. It is important to feel like you fit in.