

# Teacher's Guide for Click

## Doctor, Doctor

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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** Would you like to go to Amy's clinic? Why or why not?
2. **RL1** Tell about a time when you went to the doctor. Why is going to the doctor important?

### "Do I Need a Doctor?" pages 7–10

1. **RL4&L4** What is a bruise? Have you ever gotten one?
2. **RL1** Do boy mosquitoes bite? Why are mosquito bites itchy?
3. **RL1** What does an ice pack do for Colin's head?
4. **RL4&L4** What does the word *clot* mean?
5. **RL1** What do you do when you get the hiccups?
6. **RL1** Why is it important to cover your mouth when you sneeze?

### "Heart at Work," pages 11–12

**RI1** Fill in the blanks.

1. Your heart pumps \_\_\_\_\_ around your entire body.
2. Your heart works all \_\_\_\_\_ and all \_\_\_\_\_ without stopping.
3. A doctor uses a stethoscope to listen to your \_\_\_\_\_ pumping.

### "Yo Wants to Know" pages 13–18

1. **RL1&7** Using the picture on page 13, how can you tell Yo does not want to go to the doctor?
2. **RL4&L4** What are *antibodies*?
3. **RL1** Why do you think it is important for Yo to go to the doctor?

### "I Can't Fool You," pages 19–21

- **RL1&7** Name the four tools Dr. John needs to be using in this story. Using the pictures to help you, draw or trace two of them and tell what they are used for.

### "Time for a Checkup," pages 22–23

- **RI1** Using tracing paper, draw the girl on pages 22 and 23. Label the following parts with arrows pointing to them: brain, ear, lungs, heart, stomach, blood vessels

**“Ouch!” pages 24–27**

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

1. \_\_\_\_\_ The stuff in a shot that keeps you from getting sick is called a vaccine.
2. \_\_\_\_\_ Special lookout cells in your blood spot germs.
3. \_\_\_\_\_ Lookout cells make germ fighters called antibodies.
4. \_\_\_\_\_ Antibodies fight off germs so you won't get sick.
5. \_\_\_\_\_ A measles vaccine has strong measles germs.
6. \_\_\_\_\_ Vaccines help your body fight off germs without you getting sick.

**“Hugo’s Appendix,” pages 28–34**

1. **RL1** Why do you think the nurse said that Hugo must be feeling pretty bad?
2. **RL4&L4** What is a stretcher?
3. **RL1** Why do you think Hugo’s dad’s voice is squeaky when he pats Hugo’s arm on page 31?
4. **RL1** Having to go into surgery might seem scary. What words would you use to describe how Hugo is feeling? What words would you use to describe Hugo’s parents? What words would you use to describe how Hugo feels after the surgery?

## ANSWER KEY

### **“Click & the Kids”**

1. Responses will vary. Students may respond about not wanting to have all the “work” Amy says Harvey needs.
2. Responses will vary. Going to the doctor helps us stay healthy.

### **“Do I Need a Doctor?”**

1. A bruise is caused when blood vessels under your skin’s surface break and leak and make your skin look purple, blue, and red. Responses will vary. Students may describe how they got a bruise.
2. No; When your body works to get rid of the mosquito spit in a bite, it makes an itchy red bump.
3. It will keep the swelling down.
4. Stick together
5. Responses will vary. Students may tell about their hiccup remedies.
6. So germs will not spread

### **“Heart at Work”**

1. Blood
2. day, night
3. heart

### **“Yo Wants to Know”**

1. Yo is hiding under the coffee table.
2. Possible response: “protecting stuff” in shots
3. Possible response: to stay strong and healthy

### **“I Can’t Fool You”**

stethoscope, blood pressure cuff, otoscope, tongue depressor; Students should draw two tools and describe what they are used for.

### **“Time for a Checkup”**

Student drawings should have each part (brain, ear, lungs, heart, stomach, blood vessels) labeled correctly.

### **“Ouch!”**

1. (T)
2. (T)
3. (T)
4. (T)
5. (F) A measles vaccine has weak measles germs.
6. (T)

### **“Hugo’s Appendix”**

1. Hugo has a fever.
2. A bed on wheels, only harder and higher
3. Possible response: Hugo’s dad is anxious, or worried, about his son going into surgery.
4. Responses will vary. Possible responses: worried, afraid; loving, caring; relieved, tired