

# Teacher's Guide for Click

## Oh, Baby

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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** Why do you think Martin is plugging his ears on page 3?
2. **RL1** Why is Liz worried that she didn't put away the small toys?
3. **RL1** What words would you use to describe Nick?
4. **RL1** What do Martin and Amy learn about taking care of a baby?

### "Yuck!" pages 7–9

1. **RI1** What baby eats a wriggly worm? Spider? Black beetle?
2. **RI7** Look carefully at each animal. What do you notice about them? Use describing words.

### "Sea Otters," pages 10–13

1. **RI1** What will keep a baby sea otter from floating away?
2. **RI1** Why are sea otters such great swimmers and divers?
3. **RI1** What tool does a sea otter use to open a clam shell?
4. **RI1&7** Look at the picture at the bottom of page 12. How might these young sea otters be like you and your friends?
5. **RI1** Mom sea otter takes care of Baby in many ways. Name a few.
6. **RI1&7** How do sea otters keep their paws warm?

### "Call Me Baby," pages 14–15

- **RI7** Trace, color, and label three of the animals on pages 14 and 15. Be sure to include baby names, too.

### "Yo Wants to Know," pages 16–21

1. **RL1&7** Why is it hard for Yo to believe that he used to wear the clothes his mother is showing him?
2. **RL1/SL1** On page 17, Yo says that babies just sleep, drink milk, and kick their feet. But on the next page, what else does Yo's mother say babies do? Do you think babies get bored?
3. **RL1&9** How is Yo's mother like the sea otter mother?

**“From Egg to Frog,” pages 22–23**

- **RI1&7/SL1** Fill in the blanks. Share your answers with a partner.
  1. A mother wood frog lays more than a thousand \_\_\_\_\_ in the water.
  2. Clear, goey jelly surrounds and protect the \_\_\_\_\_.
  3. The embryo grows \_\_\_\_\_.
  4. When the embryo breaks out of the egg and swims in the water, it is called a \_\_\_\_\_.
  5. A tadpole has gills for \_\_\_\_\_ underwater and a \_\_\_\_\_ for swimming.
  6. Then the tadpole grows its back \_\_\_\_\_.
  7. Next the tadpole gets \_\_\_\_\_ legs, and its tail gets \_\_\_\_\_.
  8. Last the tadpole loses its tail completely. It now has lungs for breathing \_\_\_\_\_.
  9. It is a \_\_\_\_\_!

**“What Can a Baby Do?” pages 24–27**

- **RI1&7** Use the pictures and information on pages 24 to 27 to fill in the chart.

<b>Animal</b>	<b>What it can do</b>
sea turtle baby	walk
_____	_____
warbler chick	
harp seal baby/pup	has hair or feathers
baby koala/joey	is carried
_____	_____

**Challenge:**

What other “What it can do” category can “ducklings” fit in? “Alligator baby”?

### **“Hatch!” 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* and *my* 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** On page 29, how long does Mr. Evans say it takes for the eggs to hatch?
3. **RL4&7/L4** Look at the picture of Mr. Evans and Melissa on page 30. What is an incubator?
4. **RL1** What does a good hen do? What did Melissa have to do?
5. **RL1** Look at the pictures of the chick hatching from its egg on page 33. What words would you use to describe the little chick? What words would you use to describe Melissa?

## **ANSWER KEY**

### **“Click & the Kids”**

1. Nick is crying loudly.
2. Possible response: Nick could put them in his mouth and choke on them.
3. Responses will vary. Possible responses: loud, messy, has a hard time sharing
4. Responses will vary. Possible responses: Babies need a lot of help with eating and cleaning up. Babies cry when they want something. Babies don’t know how to share yet. Babies can play Peekaboo.

### **“Yuck!”**

1. bird, lizard, frog
2. Responses will vary. Responses may include descriptions of the sharp beak of the bird, the long tongue of the frog.

### **“Sea Otters”**

1. kelp
2. Possible responses: Baby sea otter learns from Mom. Sea otters can close their ears and noses to keep out water. They can hold their breath for a long time. Sea otters have flipper-like back feet and a long tail for steering.
3. flat rock
4. Responses will vary. Possible response: I like to wrestle and play with my friends.
5. Possible responses: blows air into fur to keep Baby warm, shows Baby how to groom himself, teaches Baby to swim and dive, feeds Baby, keeps Baby close all night long
6. hold paws out of water

### **“Call Me Baby”**

Colored in pictures should include appropriate adult and baby name labels.

### **“Yo Wants to Know”**

1. clothes are small
2. look, listen, and touch; Responses will vary. Students should explain their thoughts with a partner.
3. Responses will vary. Possible responses: Both mothers look after their young when they are small. Both mothers feed their young.

### "From Egg to Frog"

1. eggs
2. embryo
3. quickly
4. tadpole
5. breathing, tail
6. legs
7. front, smaller
8. air
9. frog

Partners should talk about their answers.

### "What Can a Baby Do?"

Animal	What it can do
sea turtle baby wildebeest baby (duckling)	walk
alligator baby warbler chick	squawk
harp seal baby/pup duckling	has hair or feathers
baby koala/joey baby whale/calf (alligator baby)	is carried
baby butterfly/caterpillar	completely change

### Challenge:

See animals in parentheses in chart.

### "Hatch!"

1. first person point of view; The girl in the story, or the speaker, uses the word *I* to tell about herself and how she learned how to hatch eggs.
2. 21 days
3. device to keep eggs safe and warm until they hatch
4. Possible responses: sits on eggs for 21 days, keeps them warm, carefully turns them a few times a day so the chicks won't get stuck to sides of egg; Melissa turned the eggs, checked the temperature, kept the air moist.
5. Responses will vary. Possible responses: cramped, growing; helpful to eggs (or nurturing), careful