

# Teacher Guide for CLICK

January 2008: Living on Ice

*This guide was prepared by Betty Lou Askin, a retired educator who lives in Toronto, Ontario.*

## **Objectives:**

- To learn more about the Arctic and Antarctic regions
- To understand the necessity of taking great care while living in extreme temperatures
- To appreciate the work that is accomplished by scientists in these areas of the World

## **Materials:**

1. Map of the World
2. Chart paper and markers
3. Ask the school librarian to put aside books on this topic for your students.

## **Build Prior Knowledge:**

Have the students predict what they think might be included in this issue of CLICK based on the title. Ask them what they think is happening on the cover.

Discuss what they think it would be like to live in very cold temperatures and on ice. Make a list of people and animals the students think live in this environment. The information could be recorded on chart paper and referred to/added to as they read through the magazine.

## **Getting Started:**

Guide the students in a picture walk through the issue, letting them look at the illustrations and captions. Ask the students to make predictions for the content and the connections with their prior knowledge and compare with the information recorded on the chart paper.

## **Click & the Kids**

Before or during the work with this article you might want to refer to the article "Yo Wants to Know" as it demonstrates the geological information, if the students lack the prior knowledge.

Show a Map of the World. Show the location of Antarctica and explain that it is very cold. Ask the students why they think it is so cold all the time in that region. Let them predict what they might need if they traveled there. Record their responses on chart paper or the chalkboard. Hand out copies of the magazine to student partners. Have the students look over pages 2-6. Ask the students for their comments and predictions. Let the partners take turns reading the cartoon.

Assign students to read the captions aloud as if this material was a play. Discuss the information in this cartoon with all the students. Compare the list of things the students predicted would be needed for their travel with that of Click and Amy.

Ask the students if they think it would be exciting to be the first person to find a new place. Have the students work with a partner and ask them to create a new place to discover. They could use these ideas to help them—

- Where is your location?
- How did you get there?
- Describe your new place?
- Are there plants, animals or people?
- How will you survive in this location?
- Make a drawing of your new location.

## **Life on the Ice**

Show a Map of the World and point out the Polar Regions. Ask the students why it would also be extremely cold in the Arctic to see if they can make the connection with the South Pole temperatures.

Do a picture walk through pages 7-12 and invite the students to comment about what they see. The teacher should read aloud this article stopping after each section. Discuss the information and allow for student reactions.

Use these questions at the end of the reading for student instant recall or let them search for the answers and record them in their journals.

- What continent is at the top of the world?
- What continent is at the bottom of the world?
- Why are there no animals on the land in Antarctica?
- How do planes land in Antarctica?
- Why do scientists go to these cold areas?
- Why do scientists wear many layers of clothing?
- Why must they wear goggles?

## **If You Go to Antarctica**

Give copies of CLICK to each set of partners and ask the students to look at the illustrations on pages 13&14. Let the students discuss what they see and think about the pictures.

Let the partners take turns reading the story. Have them discuss what they learned about living in Antarctica and the extreme care that must be taken while being there.

## **How to Build a Snow House in Antarctica**

Hand out copies of the magazine to each set of partners. Ask the students to look at the pictures and then to take turns reading the 5 steps. Discuss the information with the students. Ask them how they think that a person might keep warm within that type of shelter.

## **How to Dress in Antarctica**

Have the students look at pages 16-17. Before reading the article ask the students what layering means and its importance. Ask volunteers to read each step in the dressing and stop to discuss the importance of each.

## **Yo Wants to Know**

Hand out the copies of CLICK and do a picture walk through the pages 18-23. Let the students take turns volunteering to read the sections. If possible, use a flashlight and a globe to demonstrate as shown in the illustration.

## **Keeping Warm**

Prior to reading this article ask the students how they think that animals keep warm in the winter. Let them discuss animals of their choice and familiarity. Lead the discussion towards the animals of the Polar Regions if the students don't mention them first. If the students do not have prior knowledge of the specifics regarding the special adaptability of the polar animals to keep warm, ask them to make predictions.

Let the students take a picture walk through pages 24-27 and ask them for their comments. The teacher should read aloud this article stopping after each section to discuss the information. When completed, ask each set of partners to complete the following chart:

## Keeping Warm

Polar Animal	How It Keeps Warm
Penguin	
Eider duck	
Ptarmigan	
Caribou	
Polar Bear	
Arctic Fox	

Share and discuss the student work with the class.

### Finn's Just Right World

Have the students take a picture walk through pages 28-34 and then ask for their comments and predictions. Ask for student volunteers to read aloud short sections of this story. When completed, discuss the information especially the environmental issues. Have the students complete the following:

#### Finn's Just Right World

**Characters:**

**Setting:**

**Main Events:**

**Conclusion:**

#### Other Possibilities:

The books that the librarian selected could be put in a science center in the classroom. The students could look at these books during their free time, or during silent reading time. Another possibility would be to assign research using these books. If