

Teacher's Guide for Click

Let it Snow

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Teacher's Guide prepared by: Lea M. Lorber Martin, B.A., English; M.Ed., Elementary Education. Lea has experience as a fourth-grade teacher and as an editor and a writer in educational publishing.

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&7** What are Martin and Amy making in the snow on page 2? What do you like to do in the snow?
2. **RL1&4/L4** Why does Amy say she and Martin should do some clever detective work, on page 3? What is a detective?
3. **RL1** What do Amy and Martin do to be clever detectives? What clues do they find?
4. **RL1** *To observe* means "to look." What do Amy and Martin observe about the paw tracks on page 5?
5. **RL1&4/L4** On page 6, Amy decides she and Martin should *investigate*. What does the word *investigate* mean? What happens in the end?

"Suited for Snow," pages 7–10

1. **RI1&7** Look at the picture of the muskox on page 8. What does a muskox grow every winter?
2. **RI7** Using the pictures on page 8, draw and color in a snowshoe hare in summer and in winter. Label each to show which is which. What does a snowshoe hare remind you of?
3. **RI4/L4** Using the information at the top of page 9, tell what the word *blubber* means. How does blubber help the seal?
4. **RI3** One of the animals on page 9 is similar to the snowshoe hare on page 8. Which animal is it? What is the same about the two animals?
5. **RI1** What animal on page 10 has a built-in sled? When do these animals use their sleds?
6. **RI3&7** Look at the pictures on the bottom of page 10. How are a polar bear's paws like your snow boots? Which animal in this article would you like to be and why?

"It's Snowing!" pages 11–15

1. **RI1&7** In your own words, describe the five steps it takes for a snowflake to form. Trace or draw a snowflake from pages 13 or 14. What word would you use to describe a snowflake?

"Push, Plow, Salt" pages 16–17

1. **RI1** What things do snowplows use to melt snow and make the ground less slippery?
2. **RI1&4/L4** What does a spreader do?
3. **RI7** Look at the picture in the top right corner of page 17. How many snowplows are being used to clear this big road quickly?

"Yo Wants to Know," pages 18–23

1. **RL1&9** How do the snowshoes help Yo and his father walk through the snow? What animal in "Suited for Snow" has feet similar to snow shoes? What do the animal's feet help it do?

"Snow Monkeys," page 24–27

1. **RI9** Snow monkeys have fur on the bottom of their feet. What other animals are the same way? What do you think the fur does?
2. **RI1&7** Snow monkeys do not have feet that work like snow shoes. Look at the picture on page 26. How do snow monkeys move through the snow?
3. **RI1** Why do mothers and their babies coo to each other? What does Saru want to share with her mother? Why do you think what Saru finds is a special treat for her and her mom?
4. **RI1/SL1** Name some activities that snow monkey friends do. With a partner act out a snow monkey activity. Do not use your voice! Use facial expressions and body motions to show what you are doing. Take turns with another set of partners guessing and acting out activities.

"Hike!" 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," "my," and "we" 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. **RL4/L4** What does *mushing* mean?
3. **RL1** What kinds of things do Zoey and Axel do to get the dogs used to human touch? Why is this important?
4. **RL1** What is Jip's first job? How old was Jip?
5. **RL1** What happened when Jip was ten weeks old?
6. **RL4/L4/SL1** A command is an order or a direction. Using the information on page 32, what are the commands for the words *stop* and *go*? With a partner practice the commands on each other by taking turns saying and doing.
7. **RL9** How are snow dogs like other animals you have learned about?
8. **RL1&7** Look at the picture at the bottom of page 34. How many sled dogs have harnesses on, ready to lead Zoey's mom's sled? Which sled dog is Jip? Point to him. Tell how you know it is Jip.

ANSWER KEY

“Click & the Kids”

1. snow angels; Responses will vary.
2. Possible response: Clever detective work will help Amy and Martin figure out why the tracks stopped. Possible response: A detective is someone who figures out mysteries.
3. Responses will vary. Possible response: Amy and Martin observe the world around them to find clues. Possible responses: birds flying overhead, apple cores on the ground
4. Cat tracks are all in a line. The other tracks are not and have claws.
5. *To investigate* means “to look for clues” or “to find information.” Responses will vary. Possible responses: Amy and Martin find out what animals made what tracks. They find out Liz has made the big tracks.

“Suited for Snow”

1. a furry undercoat
2. Students should draw and label pictures of the snowshoe hare in summer and in winter. Responses will vary. Possible response: a rabbit
3. thick layer of fat; keeps the seal warm by holding in heat
4. Arctic fox; fur on the bottom of its paws/feet
5. penguin; when they want to move quickly across snow
6. Fur and tiny bumps on the pads of a polar bear’s paws are like the treads on snow boots, helping the bear grip slippery ground; Responses will vary.

“It’s Snowing!”

1. Responses should reflect the steps described on page 13. Students should draw a snowflake. Responses will vary. Possible response: delicate

“Push, Plow, Salt”

1. Possible responses: sand, salt, liquid
2. sprinkles sand or salt on the road
3. six

“Yo Wants to Know”

1. Snowshoes hold you up by spreading your weight over the snow; polar bear; Wide, flat feet spread out the bear’s weight so it won’t sink into the snow.

“Snow Monkeys”

1. Possible responses: snowshoe hare, Arctic fox, polar bear; Possible response: keeps the animal’s paws/feet warm
2. One of the monkeys carves a path through the snow.
3. Mothers coo to show they are friendly. Babies coo when they want their mothers; a nut; In winter, snow monkeys mostly eat dead leaves and bark, so the nut is special to eat.
4. Responses will vary. Possible responses: play, make snowballs, comb fur with fingers; Students should act out possible activities. Students should show facial expressions and big movements as they make snow balls or groom each other and enjoy a snow monkey snack! Two sets of partners can take turns guessing what activity the other pair is doing.

“Hike!”

1. first person point of view; The speaker is telling a story about herself, using “I” and “my,” and “we” (when she tells about what she and her brother, Axel, are doing!).
2. driving over the snow in a dog sled
3. Responses will vary. Possible responses: cuddle, kiss, scratch, carry, rub, play with the pups; to make a good sled dog

4. toddle around for a few minutes every day with a leash dragging behind him; eight weeks old
5. Responses may include any of the details described on page 31. Possible response: started getting used to a harness by wearing it each day for a short time
6. "Whoa!" and "Hike"; Students should take turns saying and doing the commands.
7. Responses will vary. Possible responses: wide flat feet to run over the snow (same as polar bear); two coats (same as muskox); wrap tail around nose to keep warm (same as Arctic fox)
8. six; Students should point to Jip, the dog in the middle pair on the left; Responses will vary. Students may point out Jip's coloring or that he is "prancing with excitement."