

Click®

Welcome to the Islands

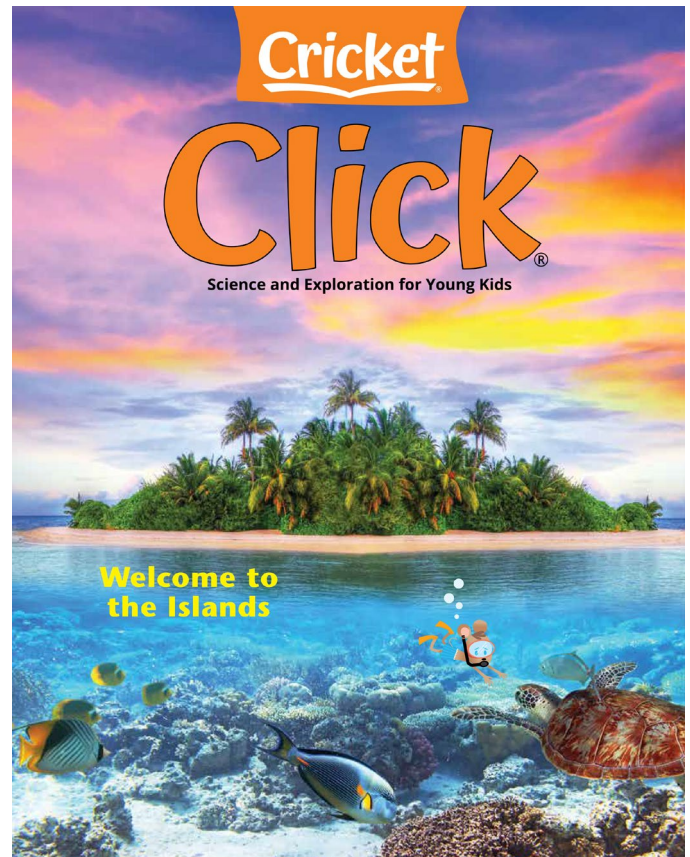
Life on an island differs from life on the mainland in many interesting and mysterious ways. This month's issue of CLICK explores islands big and small and provides young readers with the basic facts regarding these landforms. The adaptations of the animals and the complexities of these habitats are explained using simple science and bright photographs.

CONVERSATION QUESTION

How is island life unique?

TEACHING OBJECTIVES

- Students will learn about a variety of islands and how they are formed.
- Students will learn how an island habitat directly affects its animal wildlife.
- Students will learn why rapidly shrinking islands are a cause for concern.
- Students will obtain and classify information.
- Students will examine cause-and-effect relationships in a nonfiction text.
- Students will record and evaluate the problem-and-solution dynamic presented in the article.
- Students will learn about Pangaea and study the seven present-day continents.
- Students will practice the mathematical skills of sorting and categorizing.
- Students will conduct a sink/float experiment to learn about the principle of density.



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

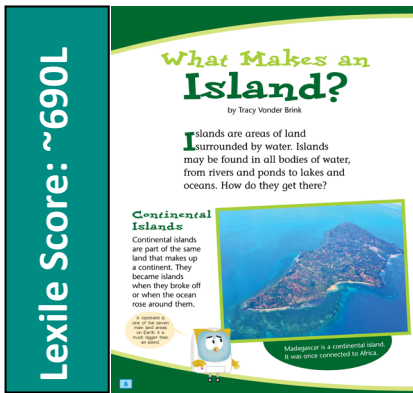
- **What Makes an Island?**
Expository Nonfiction, ~690L
- **Only on an Island**
Expository Nonfiction, ~940L
- **Disappearing Islands**
Expository Nonfiction, ~580L

Click® Teacher Guide: February 2022

What Makes an Island?

pp. 8–11, Expository Nonfiction

For many children the word *island* evokes images of mysterious castaways or glamorous tropical getaways. This article introduces students to several different island types and explains their origin and characteristics.



RESOURCES

Classify Information: Island Vibes

OBJECTIVES

- Students will learn about a variety of islands and how they are formed.
- Students will obtain and classify information.
- Students will learn about Pangaea and study the seven present-day continents.

KEY VOCABULARY

- **continent (p. 8)** one of the seven great land areas on Earth
- **tide (p. 9)** the regular rise (high tide) and fall (low tide) of the level of the ocean
- **corals (p. 9)** tiny sea animals that attach themselves to underwater rocks, with some types building a hard skeleton

ENGAGE

Conversation Question: How is island life unique?

Display the title of the article, which asks, “What Makes an Island?” Have students talk in small groups and discuss this question, focusing on specific criteria. Ask students to share their thoughts and list defining characteristics on the board. Revisit the question and answers after the reading and revise the list as necessary.

INTRODUCE VOCABULARY

Post and discuss the three vocabulary words and definitions. Have students Think-Pair-Share with a partner. Give them the following directives, one at a time:

- Name the **continent** you live in and then find it on a map.
- What do you think is the best time to collect seashells on a beach—high **tide** or low tide? Explain your thinking.
- Why do you think **corals** attach themselves to rocks?

Emphasize the key words as you encounter them in the article.

READ & DISCUSS

Post and discuss questions prior to reading. Read the article aloud, pausing when answers to the questions are revealed.

1. What is an island?
2. Why do some islands get mistaken for mountains?
3. How do tiny sea animals called corals make coral islands?
4. How do barrier islands protect the shoreline?
5. How is an artificial island different from a natural island?

SKILL FOCUS: Obtain and Classify Information

INSTRUCT: Guide students to obtain information from the text, captions, and photos in the article. Remind them that the article was written to teach readers about the traits and development of a variety of island types. Introduce the *Classify Information: Island Vibes* worksheet and instruct students to correctly match the description on the right with the island classification listed on the left.

ASSESS: Review graphic organizers with the class and discuss. Provide pairs of students with materials (clay, sand, dough, recyclables, etc.) to create their own artificial island. Have students do an “island walk” around the room to appreciate their classmates’ creations.

EXTEND

Social Studies Introduce students to the seven continents and discuss the general characteristics, countries, and cultures of each land mass. Then teach students about Pangaea, the giant land mass, or supercontinent, that existed over 200 million years ago and incorporated almost all of the present-day land masses.

Island Vibes

Classify Information Match the descriptions of the islands on the right with the correct island types on the left. Refer to the article for accuracy.

- | | |
|------------------------------|---|
| 1. _____ coral islands | A. These islands are not surrounded by water all the time; at low tide, land connects these islands to the shore. |
| 2. _____ artificial islands | B. Tiny sea animals stack up in layers to make these islands. |
| 3. _____ continental islands | C. These narrow islands keep stormy winds and waves from the shore. |
| 4. _____ oceanic islands | D. Undersea volcano eruptions make these islands. |
| 5. _____ barrier islands | E. These islands are part of the same land that makes up a continent. |
| 6. _____ tidal islands | F. Humans make these islands by digging sand from the seafloor and piling it up. |



Use information from the article and the definitions above to classify the islands below.

1. The Hawaiian Islands are _____ islands.
2. Madagascar is a/an _____ island.
3. The Bahamas are _____ islands.

Only on an Island

pp. 20–23, Expository Nonfiction

Young readers will be fascinated to discover that animals change size, abilities, and appearance as they adapt to island life away from the mainland. Beautiful wildlife photographs enhance the content of this article.

Lexile Score: ~940L

Only on an Island

Strange things can happen to animals on an island. Isolated and cut off from many of the plants and animals they were used to, island animals often change their habits to suit their new surroundings. And over thousands of years, the animals change too.

Some large animals find less food to eat on a small island. So over time, they grow smaller.

Key deer are found on the islands of the Florida Keys. They are half the size of white-tailed deer living on the mainland.

An elephant the size of a cow? Scientists have found the bones of dwarf elephants on islands in Indonesia and the Mediterranean Sea.

RESOURCES

Cause and Effect: Island Life

OBJECTIVES

- Students will learn how an island habitat directly affects its animal wildlife.
- Students will examine the cause-and-effect relationship in a scientific text.
- Students will practice the mathematical skill of sorting and categorizing.

KEY VOCABULARY

isolated (p. 20) separate from others

- **remote** (p. 23) distant or far away
- **adapted** (p. 23) changed behavior so that it is easier to live in a particular place or situation

ENGAGE

Conversation Question: How is island life unique?

Lead a discussion with the class that details how humans adapt to their surroundings. Have students consider how their behaviors, food availability, and appearance may differ in the following places: home, school, place of business or worship, family function, entertainment venue. Inform students that animals change according to their surroundings as well. Introduce the article, “Only on an Island.”

INTRODUCE VOCABULARY

Post and discuss the three vocabulary words and their definitions. Ask students which two words have similar meanings (**isolated/remote**). Introduce the term *synonym*, and explain that synonyms are words that have exactly or nearly the same meaning. State aloud that *isolated* and *remote* are synonyms. Give students two minutes to brainstorm and share synonyms for the word **adapted** (ex: *changed, adjusted*).

READ & DISCUSS

As a post-reading activity, lead a discussion based on the following questions:

1. Why do animals have to change their habits to survive in new surroundings?
2. How do scientists know that dwarf elephants once lived on islands in Indonesia?
3. What are some reasons that animals might have to compete for food?
4. Why are kakapos now unable to fly?
5. How can the presence of predators affect the size of animals over time?

SKILL FOCUS: Cause and Effect

INSTRUCT: Review cause-effect relationships—a relationship in which one event makes another event happen. Then lead students in a discussion that guides them to recognize the primary cause-and-effect relationship presented in this article. Introduce the *Cause and Effect: Island Life* graphic organizer and advise students that they will be searching through the article for information that demonstrates how island living affects animals in many different ways.

ASSESS: Converse with students as they are working. Pose the question: “In what ways do you think that humans have to adapt to life on an island?”

EXTEND

Mathematics There are over a dozen animals referenced in this article. Have students work in small groups and assign each group a different directive on how to categorize the animals. (Ex: four-legged animals, animals with long tails, animals with hooves, etc.) Have groups share and compare their work to check for accuracy. Then invite students to add other animals not mentioned in the article to the categories.

Island Life

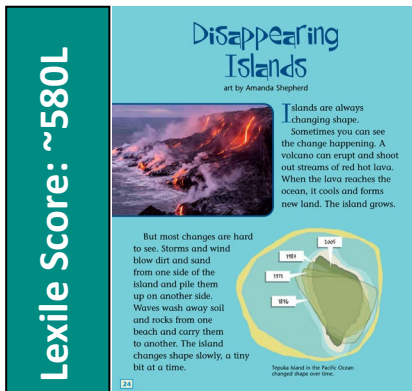
Cause and Effect Use information from the article to explain the effects that island living has on its wildlife.

Effect	Explain why this effect happens.	List animals.
Some animals grow smaller.		
Some animals grow larger.		
Some animals change altogether.		
Some animals that were once abundant gradually died out on the mainland, but thrive on the island.		

Disappearing Islands

pp. 24–26, Expository Nonfiction

A warmer climate and stronger storms are causing small ocean islands to shrink at an alarming rate. This article explains why this is happening, why it is dangerous, and how humans can help to slow the shrinkage.



RESOURCES

Problem and Solutions: Stop the Shrink!

OBJECTIVES

- Students will learn why rapidly shrinking islands are a cause for concern.
- Students will record and evaluate the problem-and-solution dynamic presented in the article.
- Students will conduct a sink/float experiment to learn about the principle of density.

KEY VOCABULARY

- **reflect** (p. 26) to cause the light, heat, sound, or energy that hits a surface to bounce away in a different direction
- **frequent** (p. 26) happening often

ENGAGE

Conversation Question: How is island life unique?

Generate interest in the topic (islands) by engaging students' critical thinking skills. Ask students to imagine they are stranded on a deserted island with two other people. Arrange the class in groups of three. Have them work as a team to list the items they would choose to have with them. Each islander may choose one comfort item, one tool, and one meal. Caution students to consult teammates and work for the good of the group. The goal is to survive comfortably for one week.

INTRODUCE VOCABULARY

Display the following statements and underline the key vocabulary terms. Demonstrate how to infer the meanings of new words by using context clues and background knowledge. Then have partners work together to determine the meaning of each word. Reveal definitions.

1. The sound of my voice reflected off the walls of the canyon.
2. I make frequent trips to the library, but my sister only goes once in a while.

Have students circle the key words as they encounter them in the text.

READ & DISCUSS

Reinforce comprehension of the details in the article by using the following prompts to direct discussion:

1. Why are some island changes hard to notice?
2. What changes are scaring people on small ocean islands?
3. List two reasons that islands are shrinking and sinking.
4. What human actions are causing the Earth to get hotter?
5. Explain how a warmer Earth causes sea levels to rise.

SKILL FOCUS: Problem and Solutions

INSTRUCT: Have students work in pairs to reread the article and highlight passages that show how people are trying to solve the problem of disappearing islands. Distribute copies of the *Problem and Solutions: Stop the Shrink!* graphic organizer and tell students they will be responsible for evaluating the problem-and-solution relationship from the article.

ASSESS: Review the information students list on their charts. Circulate and provide peer remediation to students having difficulty.

EXTEND

Science: Have students work in their groups from the introductory activity. Give each group a tub of water and simple chosen objects. Explain that they will be testing several items to determine whether they sink or float. Practice the basics of the scientific method by instructing students to make predictions before placing each object in the water to test. (prediction vs. actual) Guide students to notice that results depend on something other than simply weight: density. Use a video from the internet to help explain this concept.

Stop the Shrink!

Problem and Solutions Use information from the article to complete the chart below. Show the solutions in words and/or in pictures.

Problem: Islands are shrinking and sinking because the Earth is getting hotter.

This is how **scientists** can help:

This is how **adults** can help:

This is how **I** can help: