

# Click®

## Snow Day!

Snow is made up of tiny crystals of ice that fall to Earth when temperatures dip and clouds are full. This issue of CLICK magazine provides students with a “flurry” of information about the precipitation that can be both beautiful and hazardous. Bundle up and enjoy this month’s articles!

## CONVERSATION QUESTION

How does a blanket of snow affect our world?

## TEACHING OBJECTIVES

- Students will learn how various wild animals survive snowy weather.
- Students will learn about the big trucks that help clear snow and ice from the roads.
- Students will learn how snow monkeys behave in wintry environments.
- Students will obtain information from a nonfiction text.
- Students will examine structure and function.
- Students will make comparisons.
- Students will discover how our five senses help us to understand seasons.
- Students will demonstrate an understanding of compound words.
- Students will learn the scientific names for different animal groups.



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

## SELECTIONS

- **Suited for Snow**  
Expository Nonfiction, ~950L
- **Push, Plow, Salt**  
Expository Nonfiction, ~810L
- **Snow Monkeys**  
Expository Nonfiction, ~720L

## Suited for Snow

### pp. 7–10, Expository Nonfiction

Young readers will learn how animals, like humans, need to “dress” for the winter. Bright photographs enhance the text that teaches students about the special winterizing features of wild animals.



## RESOURCES

Obtain Information: Who am I?

## OBJECTIVES

- Students will learn how various wild animals survive snowy weather.
- Students will obtain information from a nonfiction text.
- Students will discover how our five senses help us to understand the seasons.

## KEY VOCABULARY

- **sheds** (p. 8) loses a natural covering such as fur or skin
- **blubber** (p. 9) the thick layer of fat under the skin of most sea mammals
- **bushy** (p. 9) growing thickly and resembling a bush

## ENGAGE

**Conversation Question:** How does a blanket of snow affect our world?

Get students motivated to learn about the topic by teaching them this simple interactive song, set to the tune of “I’m a Little Teapot.”

### I’m a Little Snowman

I’m a little snowman short and fat, (*use hands to show short and fat*)

Here is my scarf, (*point to neck*)

And here is my hat, (*put on imaginary hat*)

When the sun comes out I melt away, (*motion the sun, then melt down*)

But when it’s cold I’m here to stay! (*jump back up and clap*)

## INTRODUCE VOCABULARY

Post and read aloud the definitions. Then write the following simple sentences on the board:

- Snakes shed their skin an average of four times per year.
- The whale’s blubber allows it survive cold temperatures.
- The squirrel’s bushy tail shakes as it climbs trees.

Use these words to study parts of speech. Ask: *Which one of these words is a describing word (bushy)? Which one of these words tells about an action (shed)? Which one of these words is a thing (blubber)?* Discuss nouns, adjectives, and verbs on a primary level.

## READ & DISCUSS

Lead a discussion based on the following questions:

1. List different pieces of clothing that you should wear when you play in snow.
2. Why would an animal be safer if it blends in with its surroundings?
3. Which animal has one of the warmest double coats of any animal?
4. How does a seal’s blubber keep it warm?

## SKILL FOCUS: Obtain Information

**INSTRUCT:** Guide students to obtain information from the text and photos and in the article. Remind them that the article was written to teach readers how wild animals adapt to snowy weather. Introduce the worksheet, *Who am I?*, and instruct students to read the sentences and identify the animal being described.

**ASSESS:** Collect worksheets to assess accuracy.

## EXTEND

**Science:** Review the main idea of the article and remind students that as the weather changes, we rely on our senses to provide us with information about the season. Discuss winter and the snow that accompanies this season in many parts of the world. Have volunteers orally complete the following sentences:

In winter, I **feel** \_\_\_\_\_ . In winter, I **hear** \_\_\_\_\_ .

In winter, I **see** \_\_\_\_\_ . In winter, I **smell** \_\_\_\_\_ .

In winter, I **taste** \_\_\_\_\_ .

## Who am I?

**Obtain Information** Refer to the article to gather information needed to answer the question. Cut and paste the correct animal in the gray boxes to the right.

1. My giant feet work well as snowshoes and as a shovel. **Who am I?**

1.

2. When I want to move quickly across the snow, I flop on my belly and slide. **Who am I?**

2.

3. My extra layer of fat is great for holding in the heat. **Who am I?**

3.

4. I use my bushy tail as a scarf to keep my nose and face warm. **Who am I?**

4.

Cut and paste.

seal

penguin

arctic fox

polar bear

# Click® Teacher Guide: January 2025

## Push, Plow, Salt

pp. 16–17, Expository Nonfiction

This article uses photographs and simple text to explain the features and functions of a snowplow. Readers will learn how they clear the path for other vehicles, as well as for walkers.



## RESOURCES

Structure and Function: Snow Job

## OBJECTIVES

- Students will learn about the big trucks that help clear snow and ice.
- Students will examine structure and function.
- Students will demonstrate an understanding of compound words.

## KEY VOCABULARY

- **blade** (p. 17) a flat, usually metal, cutting edge

## ENGAGE

**Conversation Question:** How does a blanket of snow affect our world?

As a pre-reading exercise, engage the class in the following “Ice Escape” activity. (Prepare ahead.) Place small objects into an ice cube tray, fill with water and freeze. Alternately, place toys in a tub/bin and freeze the entire bin. Provide the students with warm water, eye droppers, toy hammers, toothpicks, and finally salt. Circulate as students are trying to free the objects from the ice and discuss each tool and its usefulness.

## INTRODUCE VOCABULARY

Post and discuss the key word and definition. As this article defines new words within the text, there is only one key word. Take the opportunity to do a primary word study using the word **blade** as follows: *How many letters does the word have? How many letters are vowels? How many letters are consonants? How many syllables does the word have? What rhymes with the word? Is it a thing (noun), action word (verb), or a describing word (adjective)? How can you use the word in a sentence?*

## READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion.

1. Why can some snowy areas be cleared with a shovel, while others need a snowplow?
2. What is in the snowplow’s tank that helps to melt snow?
3. Why do emergency vehicles use flashing lights?
4. How are bright colors helpful during a snowstorm?

## SKILL FOCUS: Structure and Function

**INSTRUCT:** Guide students to obtain information from the text, captions, and photographs in the article. Remind them that the article was written to teach readers how the different features of a snowplow help to clear a path in the snow. Present the graphic organizer, *Snow Job*, and tell students that they will be using information from the article to “Show & Tell” how each part of the snowplow functions. Allow students to work in small groups to discuss what they have learned.

**ASSESS:** Review answers. Have students take the worksheet home and instruct them to “teach” someone they live with about snowplows.

## EXTEND

**Language Arts:** Discuss winter and write the word *snowplow* on the board. Ask students to find the two words within the word. Reveal that snowplow is a compound word (words that are made up of two or more words put together to create a new meaning). Demonstrate by writing: snow + plow = snowplow. Read the first sentence from the article on page 16: “A shovel might be all you need to clear away the snow from a sidewalk...” Have students identify the compound word (side + walk = sidewalk). Discuss the meaning of the two parts and then the meaning of the compound word. With the students’ help, generate a list of compound words and have students choose one to illustrate.

## Snow Job

**Structure and Function** Gather information from the photographs and words in the article to explain the function of each part of the snowplow. You may use pictures and words to record your answers.

Truck Part	Show/Use Pictures What does it look like?	Tell/Use Words What does it do?
tank/bin		
spreader		
flashing lights		
blade		

## Snow Monkeys

pp. 24–27, Expository Nonfiction

Snow Monkeys live in colder and snowier places than any other kind of monkey. Follow a small family of Japanese macaques from treetop to hot spring.



## RESOURCES

Compare and Contrast: Me, Myself and Monkeys

## OBJECTIVES

- Students will learn how snow monkeys behave in wintry environments.
- Students will make comparisons.
- Students will learn the scientific names for different animal groups.

## KEY VOCABULARY

- **blanket** (p. 25) a thick layer that completely covers something
- **springs** (p. 25) places where water naturally flows out of the ground

## ENGAGE

**Conversation Question:** How does a blanket of snow affect our world?

Entice students into a game of "20 Questions," in which they will try to guess the topic of the article (monkeys). In this game, the players are allowed to ask yes or no questions one by one in order to unravel the mystery. Instead of calling out the answer, have students write/draw their guess on a piece of paper after each question. At the end of all the questions, did all students have the word, "monkeys" written? Explain that this article will specifically focus on snow monkeys.

## INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions.

Acknowledge that other meanings of the two words may come to mind first. Students will likely think of a **blanket** as a large piece of fabric that provides warmth and **springs** as metal coils. Inform students that words that have the same spelling or pronunciation but different meanings are called *homonyms*. Challenge students to think of other examples.

## READ & DISCUSS

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

1. How does a snow monkey's fur change as the weather gets colder?
2. How does Saru travel to the hot springs?
3. What is the role of Mizaru?
4. What do snow monkeys eat in the winter?
5. How do snow monkeys groom each other?
6. Where do snow monkeys go at night?

## SKILL FOCUS: Compare and Contrast

**INSTRUCT:** Students will compare and contrast the habits and actions of a baby snow monkey and its family to its human equivalents. Remind students that the article was written to share the experience of a baby snow monkey, Saru's, daily activities. Instruct pairs of students to revisit the text and to underline information that will be helpful for making comparisons. Introduce the worksheet, *Me, Myself, and Monkeys*, and have students complete it. (This can be done independently or orally for very early readers/writers.)

**ASSESS:** Reconvene and review the worksheet with the class. Discuss the similarities and the differences recorded on the worksheet. Challenge students to give additional examples comparing humans and monkeys.

## EXTEND

**Science:** Take the opportunity to further discuss animal families. Remind students that we learn on page 25 that a group of monkeys is called a troop. Use books/internet to discover the names of other animal groups. (Example: a group of elephants is a herd; a group of sheep is a flock; a group of giraffes is a tower.) Have students fold a piece of paper in half and illustrate and label the single animal on the left side and the group on the right side.

## Me, Myself, and Monkeys

**Compare and Contrast** Use information from the article to compare your habits and activities with those of a snow monkey.

1. Saru rides on Mom's back to get to the pool.

I get where I have to go by \_\_\_\_\_.

2. Saru is old enough to look for food on her own.

I am old enough to \_\_\_\_\_ on my own.

3. Snow monkeys grow thicker fur to stay warm outdoors in the winter.

I \_\_\_\_\_ to stay warm outdoors in the winter.

4. When darkness comes, Saru and Mom climb back into the forest trees.

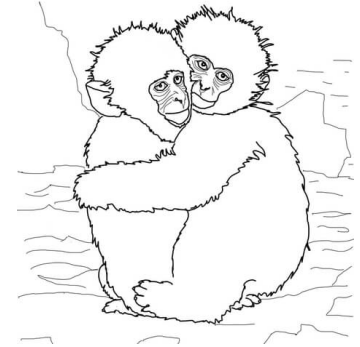
When darkness comes I \_\_\_\_\_.

5. Snow monkeys spend hours each day grooming each other.

I spend hours each day \_\_\_\_\_.

6. Saru likes to make snowballs with her friends in the winter.

I like to \_\_\_\_\_ with my friends in the winter.



**\*Challenge students to provide additional examples comparing humans to monkeys.**