

BOOK 5

The North Pole



Tommy Tales

Guide for Teachers and Parents

Book 5: The North Pole

This is the fifth in the *Ewe Books* series of illustrated books available on the **Learning Page** Web site for downloading and printing. A new book in this series will be “published” every month.

The books are written to a second or third grade reading level, but pre-kindergarten to first graders will also love having the stories read to them.

Introduction

If possible, make enough copies of the book for each member of the class or group. See Book 1, *The School Lunch Room*, pages 2 and 3 of the Teacher's Guide for directions on how to make the book. If you download and copy the pages in advance, the students can assemble the pages and tape or staple them together. Before starting the reading, have students color the covers of the books in any way they choose. While coloring, initiate a discussion on what the title could mean.

If necessary, before starting to read *The North Pole*, remind the class that this book is another in a series and that this story is part of a much longer one.

Planning with Ewe Books

Depend on the Learning Page and this delightful serial story to add variety and fun to your reading routines. One new book a month, and all accompanying teachers' materials and **Fun Sheets** supplement your other classroom activities and curricula.

THE STORY SO FAR . . .

Last time: the friends decide to use RK-5 to visit the zoo. Because one member of the group strays, the children get a bit of a scare. They see flamingos, crocodiles, and sea lions. Bongo gets to play with monkeys, and everyone helps the zookeeper feed the sea lions. When it gets close to lunch time, they are transported by RK-5 back to the park.



Using Tommy Tales Stories

Students will probably be self-motivated to anticipate the each installment of the Tommy Tales.

If you are starting now to use the books as part of your reading program, you can introduce one a week (of the several that are on the site at this time) or keep with the one a month schedule as new ones are introduced.

Or, the story books could be used as a resource with your Thematic Units: *A Visit to the Zoo* with a Zoo Animals Unit; *The North Pole* with a Weather/Seasons or Holiday Unit.

Introduce the Title

Be sure to have a map of the world and a globe in the classroom before introducing this story. Display the book and say the title: *The North Pole*. Write it on the board. Ask questions to get students thinking about the possibilities the title suggests. "Who can tell me where the North Pole is? Who can show me?" If they have difficulty with this, talk about the four directions (N, S, E, W) that are shown on a map to help us; that North is always "up." Look at the "Compass Rose" on the world map, and point to North. "What can you tell about the North Pole? (previous knowledge) Can anyone say another name for the North Pole?" If they can't, have them look again at the map and read what it says. (Arctic) Then ask, "What else does the map tell us about the Arctic area?" (It is an island, surrounded by the Arctic Ocean) Finally, ask, "What is Tommy doing on the cover? Is he having fun? Has anyone here ever gone snowboarding?" (In warmer climates, nearby mountains provide snowy weather for winter sports.)

Reading Strategies

There are many ways to use these stories in your classroom.

1. In a Reading Center for independent work by advanced readers in the primary grades.
2. They can be used for a read-aloud storytime at the same time or day each week.
3. The reading can be structured: Read the story once all the way through, then reread each 2-page spread and discuss the pages. Do a few applicable Fun Sheets.

"It's very cold outside, Tommy," said Mrs. Tomkins. "Put on your gloves and hat. Make sure that Sam wears her gloves and hat too."

"Do you think it will snow today, Mom?" asked Tommy. "I've never seen real snow."

"No, Tommy. It doesn't get cold enough in our town for snow," replied Mrs. Tomkins.



Introducing Weather

Mrs. Tomkins says, "It doesn't get cold enough in our town for snow." Where do you think the Tomkins live? Students will have a good idea of their own locality and its weather, but may not be aware of other parts of their country. Talk about the local climate, and if it snows there. If not, have children traveled or lived somewhere where it does snow? Mention that in southern areas of the United States, for example, it tends to be warmer and rarely snows. Point to Florida, Arizona, Mexico and areas farther south. Perhaps the Tomkins live in one of these places.

Make Believe Snow

If you live in a warm climate where it never or rarely snows, think of ways to pretend to have snow activities. For instance, bring in a clean garbage can full of white tissue paper, paper towels, or white scrap paper (recycle your white bond paper), and have children make "snowballs" and have a snowball fight in the classroom! Remember that when it's over all the "snowballs" go back in the can.



Inside/Outside

Have students pay attention to the illustration on page 2. Ask: "Where are Tommy and his mother? How do you know?" Then look at the illustration on page 3. Ask: "Where are the children? How do you know?" Mention how important illustrations are to a story, because they tell us more about what's happening than the words tell us, and they make reading more interesting.

Deciduous Trees

While discussing the illustration on page 3, ask students for other observations about the picture. For instance, what season is it? We already know from page 2 that it is cold outside but it could be autumn, or fall, or it could be winter. There is a tree, and the leaves are falling from the tree onto the ground. What kind of tree could this be? The leaves look like those of an oak tree.

Mention that trees that lose their leaves in the fall and winter are called *deciduous*. This word is a long one but explain that it means that the leaves fall off or are shed seasonally. Trees that are deciduous are maple and oak trees; trees that are not deciduous are pine and fir trees. If you live in a warmer climate, many trees are not deciduous, like palm and citrus trees; they keep their leaves all year long.

Art Activity

Demonstrate how to draw a simple tree with the roots planted in the ground, a straight, strong trunk, and branches that become smaller as they get higher.

Say that you will be drawing a tree as it will be seen in each of the four seasons; ask the class to look at the tree on page 3 of the story, a tree in autumn. "What season comes next?" [winter] What would a tree look like in winter? Spring? Summer? Have the students verbalize what the trees would look like.

Then have students draw trees. Show them how to fold a sheet of large drawing paper into four quarters, assign a season to each quarter, then draw one tree in each space.

Tommy and Sam met their friends at the big, blue bench in the park.

"Have any of you seen real snow?" asked Tommy.

Andy said, "No."

Lucy said, "No, never. I'd like to play in the snow."

Kim said, "No, but I'd like to make a big snowman."

"Let's ask RK-5 to take us to a place where there is lots of snow," said Tommy. Tommy gently pulled his little robot friend from his pocket.

Other Books about the North Pole and Snowy Weather

Collect some other books on the topic to use as resources in your Reading Center or a Thematic Unit on Weather. Some suggestions:

The Snowy Day, Ezra Jack Keats

Sugar Snow (My First Little House Books), Laura Ingalls Wilder, Doris Ettlinger (Illustrator)

Snow (Caldecott Honor Book), Uri Shulevitz

Katy and the Big Snow, Virginia Lee Burton

Snow Is Falling (Let's-Read-And-Find-Out Science), Franklyn Mansfield Branley, Holly Keller (Illustrator)

The Jacket I Wear in the Snow, Shirley Neitzel, et al

The Mitten, by Jan Brett

Comprehension

See **Fun Sheets 1 and 2** for questioning strategies to aid students' understanding of *The North Pole*.

Name _____

Read the questions and circle the correct answer.

1. Mrs. Tomkins wants Tommy and Sam to wear
bathing suits raincoats gloves and hat

2. Where do the friends meet when the story opens?
zoo animal shelter big, blue bench

3. Where do the children want to go in this story?
volcano snow palm trees toys

4. What is the name of the place they chose?
Iceland Greenland Na

5. Who helps Bongo dress for
Kim Andy

6. How long does it take for them to reach their destination?
a few moments a week

Fun Sheet 1

Name _____

True or False?
Decide if the following statements are true or false, then circle the correct answer.

1. The friends lived in a snowy climate. true false

2. Bongo wears Andy's clothes. true false

3. The owl told them the way to Santa's house. true false

4. The reindeer weren't very friendly. true false

5. It was warm in the little house. true false

6. The red coat belonged to the Easter Bunny. true false

7. Kim wanted a carrot to eat. true false

8. Sam got her gloves back. true false

9. Bongo stayed at the North Pole. true false

10. The children went to the North Pole before Christmas. true false

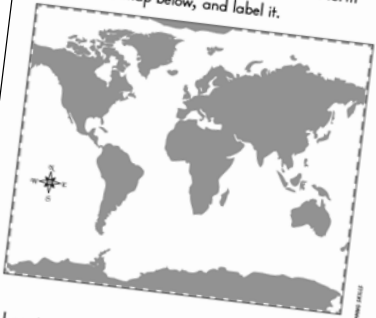
Fun Sheet 2

The North Pole, Iceland, and Greenland

With the world map displayed, pass out **Fun Sheet 16**, which gives students practice in locating the North Pole, Iceland, and Greenland.

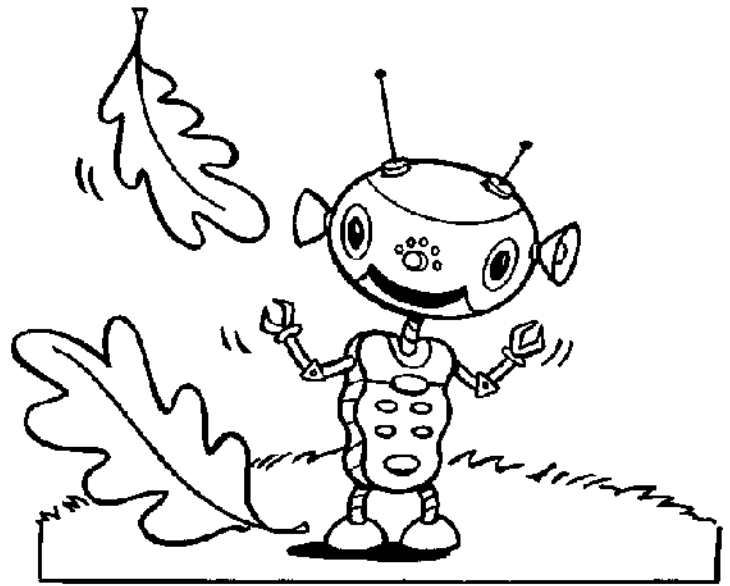
Name _____

Locate the North Pole on a map of the world in your classroom. Then, draw a line to the North Pole on the map below, and label it.



Locate and label Greenland and Iceland.

Fun Sheet 16



RK-5 said, "How can I help you today?"

"We want to go to a place where there is lots of snow," said Tommy.

"We want to play in the snow," said Lucy.

"We want to make a snowman," said Kim.

"I can take you to the snow," said RK-5.

"You must first tell me the name of the place."

"What about Iceland?" said Andy.

"No," said Kim. "There may be all ice there and no snow."

More about the North Pole, Iceland, and Greenland

Ask students to look at Iceland and Greenland on the map or globe, and tell three facts about the two places that they know simply from looking at the map. If they have trouble coming up with original answers, give them clues such as the following:

- Nearness to each other; nearness to the North Pole
- Compare size of each; Greenland is much bigger than Iceland. How much bigger? (Greenland is 840,000 square miles, Iceland is 39,750 square miles. Greenland is approximately 21 times the size of Iceland.)
- They are both islands, both surrounded by water.
- Considering the closeness of these two places to the North Pole, what can we assume about the climates there?
- Further, can we make a statement about climates of the northern latitudes?

"There's snow in Greenland," said Lucy.

"I'm not sure," said Tommy. "Snow is white not green."

"Let's go to the North Pole," said Sam.

"Santa Claus lives there. There's always snow at the North Pole."

"Yes! Good idea, Sam. We'll go to the North Pole," said Tommy.

"I thought it may be cold today. I brought some of my little brother's clothes for Bongo to wear," said Kim.



Learning Page Fun Sheets

Use the **Learning Page Fun Sheets** throughout the month between the introduction of new titles in the series, to expand on the teaching opportunities of the story.

There are 20 **Fun Sheets** for each story, questioning comprehension, sequencing tasks, a crossword puzzle, a word scramble, and matching word columns. There are lists of words used in the story to teach and strengthen vowel sounds, spelling, consonant blends, synonyms and antonyms, nouns, and contractions.

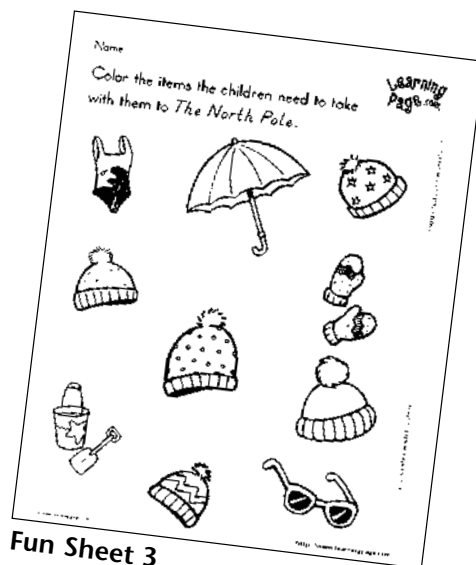
Winter Safety

While on the topic of staying warm in winter, make note of how important it is to have the proper clothing when it's cold. Talk about hypothermia, losing heat from the body, frostbite, in the context of health and safety.

<http://www.learningpage.com>

Staying Warm in Winter

Fun Sheet 3 is a simple exercise in recognizing what items of clothing one would need to take with them to the North Pole.



Tommy Tales Cut Outs

The newest addition to the Learning Page Web site are the **Tommy Tales Cut Outs**. Go there to download patterns for miniature figures of Tommy and a snowman (more to come soon!). Plus there will be two outfits of clothing for each child, one for warm weather and one for cold weather. Copy patterns for the whole class or group, then have students paste them down onto cardboard, oaktag or other heavy paper. The patterns can then be colored with crayons or colored pencils, cut out and assembled. The clothing can be simply colored and cut out. Using one of the clothes as a pattern, students could design, draw, color, and cut out additional outfits!



Small Group Activity

Find cardboard cartons big enough for Tommy, Taffy, and a snowperson and have each group create a scene from **The North Pole**. Have materials at hand to create a snowy environment, but ask students for suggestions of materials they will need; possibilities: cotton balls and batting, white tissue paper, soap flakes, shaving cream, glitter, construction paper, styrofoam balls, etc. and the usual crayons, glue, etc.

Words to Watch

Listen carefully as students read the story aloud, making note of words that give them difficulty. There may also be words that they can read (that is, say aloud) but don't understand.

Here are some words from the story that may be new or unfamiliar to students. Use them for a spelling or vocabulary list to be tested at the end of the week that you introduce the story.

gently, p. 3	anyone, p. 11
friend, p. 3	huddled, p. 11
brother, p. 5	jacket, p. 12
clothes, p. 5	trimmed, p. 12
set, p. 6	finish, p. 13
laughing, p. 7	handsome, p. 14
hooted, p. 9	instant, p. 14
house, p. 9	envelope, p. 15
toward, p. 10	
friendly, p. 10	

Go over the words as they come up, or make a list and use it as a vocabulary exercise. Write the words on the board, and have students copy them onto a piece of paper. Then, using dictionaries or on line, have them write a definition for each word. Remind students to re-read the sentences where the words appear in the story to make sure they choose and write the correct definition.

A more advanced activity would be for students to use each word in a sentence, perhaps using another meaning of the word.

RK-5's Secret Code

Students should remember how to decode the secret numbers on page 6 from the last story, using the pattern shown below.

14-15-18-20-8 16-15-12-5 x 7

N-O-R-T-H P-O-L-E times 7

5 children +
2 animals

ABCDEFGHIJKLMNOPQRSTUVWXYZ
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

6

"RK-5, please take us to the North Pole," said Tommy.

"I will," said RK-5. A set of buttons came out of the robot's chest.

"Press the numbers 14-15-18-20-8 and 16-15-12-5 X 7," said RK-5.

Tommy pressed the numbers. There was a flash of light and a cloud of blue smoke. The five friends, Taffy, and Bongo were on their way to the North Pole.



Predicting Outcome

After reading up to page 6, or after every few pages of your choice, check with students and ask them to predict what will happen next. Remind them of their previous knowledge and what they learned from the book before this one. Construct a simple chart as an ongoing record. Students can record their predictions and then check back after further reading to compare their predictions with the actual story.

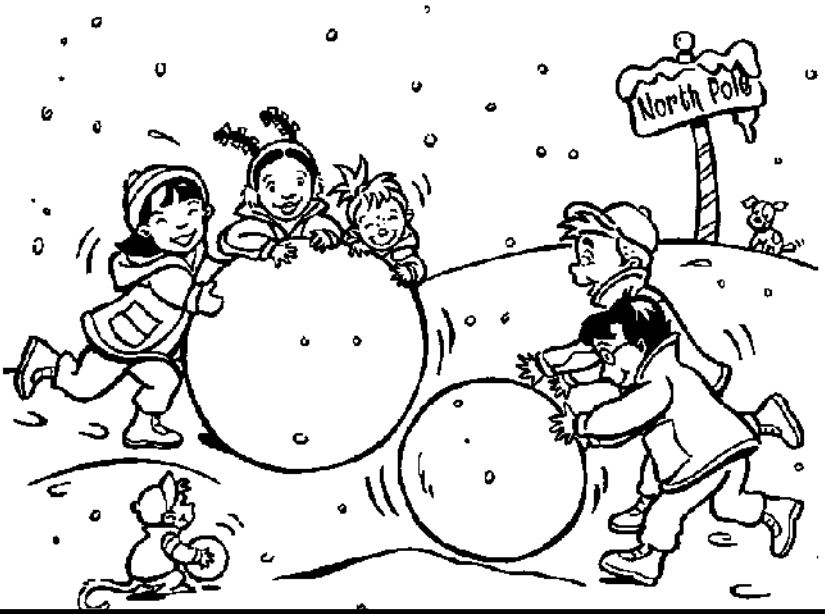
Questioning Strategies:

- What has happened so far in the story?
- Predict what will happen next?

Students could write and illustrate their own stories from pages 8–15 and then compare them to the actual story.

They landed gently in the soft, white snow. Lucy was the first to stand up. "Look! It's the North Pole," she shouted. Soon everyone was throwing snowballs and laughing.

They all loved playing in the snow. "Let's make a snowman!" yelled Kim. The girls rolled a snowball in the snow. It became bigger and bigger and bigger. The boys also made a big snowball. It was not as big as the one the girls made.



Making Comparisons

Adding the suffixes -er and -est to adjectives shows comparative value of the adjective. For example, the boys made a big snowball. The girls' snowball was bigger, meaning it was "more big" than the boys'. The girl's snowball was also the biggest, because no one made a snowball that was bigger. Bongo's snowball was the smallest. Have students practice making comparative words from other adjectives such as cold, warm, old, early, smart; add others in the context of your classroom or climate.

Antonyms and Synonyms

Fun Sheet 4 is a practice sheet for matching words from the story to their antonyms. The next one, Fun Sheet 5, shows Samantha asking for help to write the initial sounds of eight pictures from the story. Note that some of the pictures show items that could have more than one name, therefore those names would be synonyms.

Fun Sheet 4

Name _____

Antonyms are words with opposite meanings.
Connect the word on the left to its antonym on the right.

north	warm
little	smaller
cold	south
bigger	back
top	bottom
front	big

Write on a separate sheet of paper.

Name _____

Help Samantha write the first letter of each object below.

bench	house	scarf
deer	snowman	carrot
gloves	tree	child

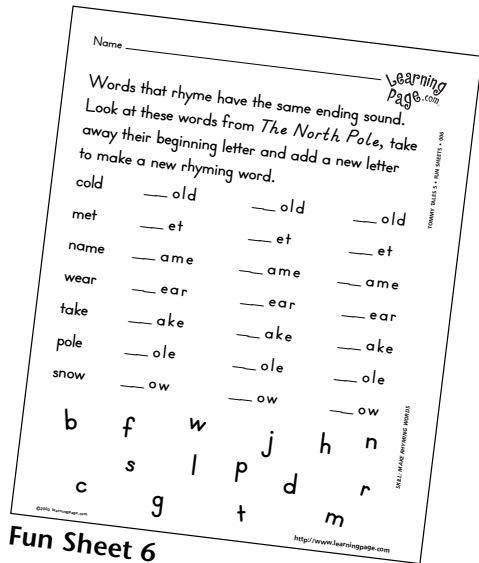
Fun Sheet 5

For instance the first item could be a bench or a seat. The second, a house (or home) or a cabin. The third, a muffler or a scarf. Therefore, there could be different answers among the class.

After everyone has written in their answers, you could go over them as a class and when there are two different initial sounds offered, talk about how there are many words that are different in spelling and sound but that mean the same thing. These are called synonyms.

North Pole Poems

Use **Fun Sheet 6** to practice making new words from common word endings (those found in the story). Review that words rhyme by having the same ending sound (not always with the same spelling) but different starting sounds.



Then, demonstrate on the board how to make a short, four-line poem using two of the word endings shown on the worksheet, one ending on the first and third lines, and one ending on the second and fourth line. Show them this example (or one of your own) and give them ample quiet time to write their poems.

The North Pole is very cold,
Covered with soft white snow,
Anyway that's what I'm told,
How else am I to know?

Mention that poems have many patterns of rhyme (and sometimes don't rhyme at all). Read the poems for the class and make sure they enter them in their Reader's Journal. (see p. 12)

Art Activity: One Way to Draw Snow

Drawing and painting snow presents some problems as snow is white and often the drawing paper will be white. Here is one technique (see others on p. 12):

Materials: heavy white drawing paper, white wax crayons, water color or tempera paints, big brushes, water and jars or pans for water

8

The girls' snowball became the body of the snowman.

The boys' snowball became the head of the snowman.

Tommy put the head on the body.

"We need something to make his eyes, his nose, and his mouth," said Tommy.

"What can we do?"

"I could ask her, on the pole," said RK-5.



Skills to learn: how to mix and paint with a "wash"

Demonstrate the Process: Using a pencil on heavy white paper, lightly sketch an outdoor scene that includes snow: falling, on the ground, a snowman, snowflakes, etc. Then using a white wax crayon, fill in the drawing pressing down firmly. When you're done, mix a batch of thin water color paint, or tempera paint with lots of water in it, in a jar or pan; any color will work, but blues are good. Using a broad brush, quickly flow a light "wash" of paint over the entire drawing. As you show students how to do this, ask: "What is happening?" The waxy white crayon resists the watery paint giving a crisp snowy white color! Put aside the paper to dry, then students may begin their drawings. Next day, after all the papers are dry, go back in with either crayons, colored pencils, or markers and fill in the details. Mention that when snow falls over the landscape, you see a lot less detail than without it. Small details might include tree branches, birds, telephone wires, and footsteps.



The kids turned around and saw a snowy, white owl.

She was sitting on top of the North Pole.

“Yes! Yes! Ask her,” said Tommy.

RK-5 faced the snowy owl and hooted,

“Twitt-a-whooo, twitt-a-whooo.”

The snowy owl hooted back.

“She said try the house behind those trees, you may find what you want there,” said RK-5.

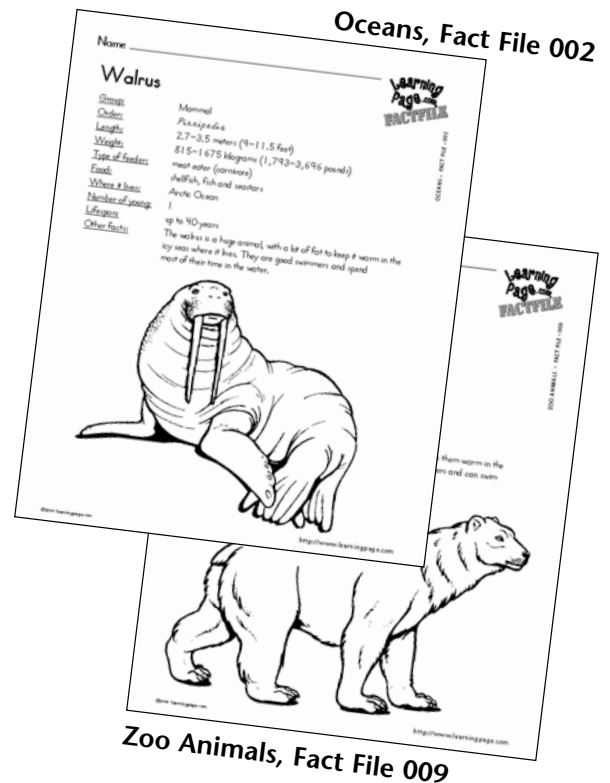
Camouflage

Researching the Snowy Owl and creating a Fact File for it could be an independent project. Set aside a time each day for one person to present their findings. After studying about the Snowy Owl, have students share their results; listen to see if anyone has hit upon the idea of camouflage, the natural adaptation where animals are colored and patterned in such a way as to blend into their surroundings or hide from their enemies and also to better hunt for food. Owls are birds of prey; their keen sense of sight and hearing aid in its quest for food. But it is their white color that gives it a distinct advantage. Blending in with snowy surroundings, snowy owls can even hunt safely in the daytime!

There are several activities in the Zoo Animals and Oceans Units that focus on camouflage; some of them are Oceans, Kindergarten, Language 009, Oceans, Grade 1–2, Lesson Plans 005, and Zoo Animals, Grade Preschool–K, Lesson Plans 007.

Fact Files

Fun Sheet 14 refers to a Zoo Animals Fact File and **Fun Sheet 18** refers to an Oceans Fact File. Use the Fact Files in these two units to research animals that live in the Arctic.



Allow students to become familiar with the form and organization of the Fact Files by reviewing the types of information that is repeated in all of them. Say, “I see that there is no Fact File for the Snowy Owl; let’s create one!” Make a copy of any Fact File, then using White-out, erase the information. Here are some facts, but require students to find the information on their own, using field guides, nature books, or encyclopedias.

Group: bird

Order: *Strigiformes*

Height: 19–25 in. long

Weight: ??

Type of feeder: carnivore

Food: lemmings, hare, carrion

Where it lives: Arctic tundra

Number of young: 5–8 eggs laid

Lifespan:??

Other Facts:

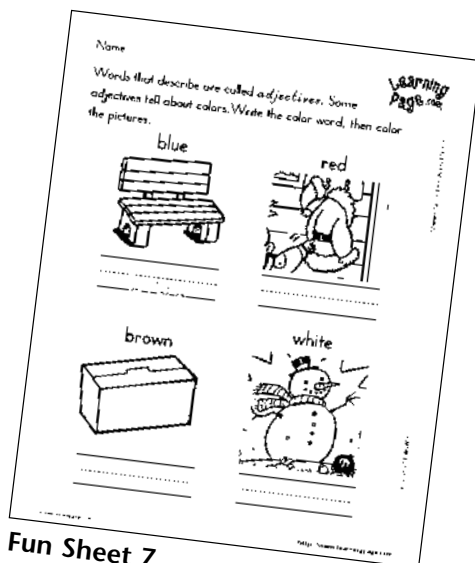
And, of course, they will write in *Snowy Owl* as the title, and draw a picture using pictures from the books they have consulted for ideas (demonstrate techniques for drawing white objects, pages 8 and 12).

Visual Comprehension

Fun Sheet 8 tests how well students paid attention to the picture on page 10. There are two ways to use this Fun Sheet. One is to copy as is and allow students to refer to the drawing to answer the questions. Another way is to copy only the top part of the Fun Sheet showing the questions only. After you have read page 10, suggest that students look closely at the picture for a few moments. Then ask them to close their books, and try to answer the questions. It's like a game of concentration. If they are stumped, allow them to look again at the drawing and then answer the questions.



Fun Sheet 8



Fun Sheet 7

10

RK-5 thanked the owl and they all ran toward the trees.

Behind the trees was a little house.

In front of the house were four friendly reindeer.

Tommy knocked on the door of the house.

The others petted the reindeer.



Color Words

Fun Sheet 7 talks about color words being adjectives, and asks students to practice writing color words under the pictures.

At some point in the reading and studying of this story, have each student choose a drawing from the story that they especially like. Then, copy and enlarge each one and keep them in reserve. After completing **Fun Sheet 7**, pass out the pictures and allow 30 or more minutes for students to color the pictures with crayons, using lots of bright colors.

The next step, to be done the next day or a few days later, is to have students look at their colored pictures and write a paragraph describing the picture, using lots of adjectives, or describing words, including, of course, color words. Post these on a bulletin board entitled *We Write With Colorful Words*. As you have students read their paragraphs, reinforce how using descriptive words makes the writing much more alive.



Tommy knocked again. There was no answer. Tommy opened the door and shouted, "Hello! Is anyone at home?" Still no answer.

Tommy shouted to his friends, "There's a big fire in here. Come in and get warm before we go back."

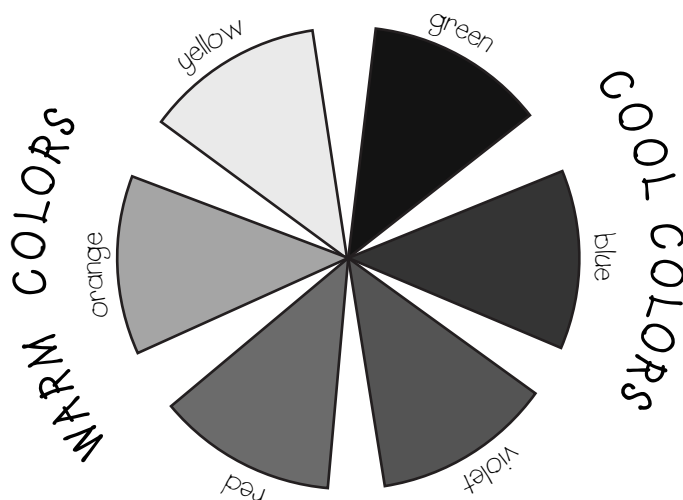
They all came in and huddled around the fire.

Warm and Cool Colors

Ask students to look at the two pictures on this spread. The one on page 10 is outside, and feels very cold because there is snow in the picture. The one on page 11 is inside, and we know it is warm because the words tell us, and because we can see the picture of the fire.



There was a roaring golden fire up the bug red brick fireplace. It cast a yellow glow all over the room. The flames were orange and red, and warmed up the children quickly.



Before they begin coloring their chosen pictures, show students a color wheel. You can easily make one in advance, simply drawn on a large piece of white board and displayed on an easel; or you could draw it on the board with colored chalks. The basic premise is to show primary colors and their names and order on the spectrum. Explain that the color wheel is a tool that artists use, and that it is divided into warm colors and cool colors. Warm colors are red, orange, and yellow, and we can remember that by thinking of objects that are warm such as the sun and fire. Cool colors are green, blue, and violet, and can be remembered by thinking of water, shade, and trees. Ask students to color in their pictures keeping this in mind. Use warm colors for the picture on page 11, and cool colors for the one on page 10.

Use the warm/cold, inside/outside theme as an opener for talking about opposites.

Alphabetical Order

Fun Sheet 12 asks students to put words from *The North Pole* in alphabetical order.

This Sheet is a little more difficult from the alphabetizing one from the last story because there is not one word for each letter, and there are more than one word for some letters. That is why we suggested having students use a separate piece of paper to work out the order. Remind them that when you have two words that begin with the same letter, such as *brother* and *button*, you must go to the second letter of the word to decide which one goes first. In the case of the *b* words, *r* comes before *u*, therefore *brother* comes before *button*.

Fun Sheet 12

Name _____

Put the following words from *The North Pole*, in ABC order, using the numbers 1-23. Use a separate sheet to write them down if needed.

_____ gloves	_____ carrot
_____ ice	_____ cold
_____ snow	_____ girls
_____ owl	_____ nose
_____ brother	_____ hat
_____ clothes	_____ four
_____ friend	_____ button
_____ park	_____ fire
_____ house	_____ mouth
_____ green	_____ white
_____ pole	_____ jacket
_____ robot	

Reader's Journals

If students haven't already started a journal to record what they have read, they should begin now.

After reading five of the *Tommy Tales* books, they can recap each one as they recall them, with their opinions and criticisms of each one. They can list the characters, the setting, the action, and summarize the story. They can write an overview of the series. They can draw pictures, store their worksheets, make notes and questions. Journals can be used to write unfamiliar or difficult words, spelling lists, assignments, and answers to work sheets.

As each new book is read, students will take time to write their ideas and predictions. At the term's end, collect journals to use as an assessment tool to evaluate students' progress.

12

"Look behind the door," said Sam.

They all turned around and saw a red jacket trimmed with white.

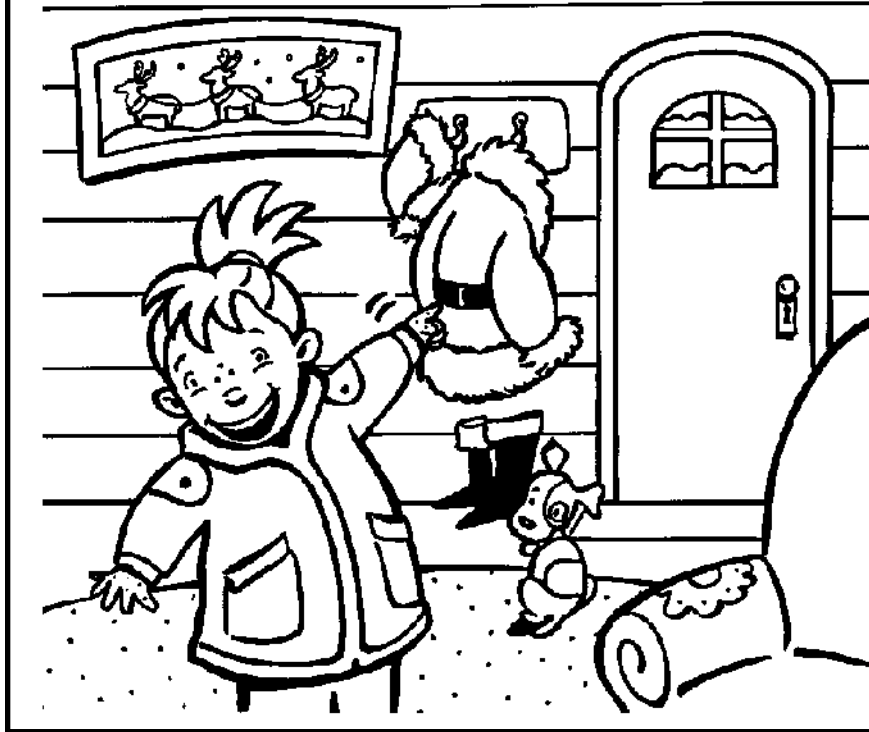
"It's Santa's coat," whispered Sam.

"No, it's just a red jacket," said Tommy.

"Santa Claus is not a real person."

"Oh yes he is," shouted Sam, "and this is his house."

The others did not know what to believe.



Art Activity: More Ways to Draw and Paint Snow

1. Use white crayons or white tempera on black or dark blue paper.
2. Mix Ivory "snow" soap flakes with water to the consistency of thick paint; use it as you would use tempera or finger paints on heavy black paper or board.
3. Sprinkle epsom salts onto wet, white paint; when it dries it sparkles.
4. Mix shaving foam with white glue on a styrofoam meat tray. Use round sponges to dab it onto paper, making snowpeople shapes; similar consistency to puff paints. You could also use large marshmallows as a stamp to print snowball shapes.

"We must finish our snowman," said Lucy.
 "We can use some coal for his eyes."
 "The reindeer let me have this carrot for his nose," said Kim.
 "The reindeer also said you can use some of the things in the brown box outside," said RK-5.



Alternative Directions for Fun Sheet 13

Hand out Fun Sheet 13 and then dictate the following directions, or something similar:

1. Draw a blue hat on the head.
2. Make arms out of brown broomsticks
3. Give the snowperson eyes made out of green tomatoes
4. Draw five red buttons
5. Draw a tree in the background on the right
6. Draw a house in background on the left

Making a Snowman

On Fun Sheet 13, Bongo is asking for help to finish the snowman. There is room at the top to add a hat or another snowball, if desired. Encourage students to use their imaginations, to add silly and offbeat items to their snowmen. And who says it has to be a man? How about a snowgirl or snowwoman?



Snowperson Cut Outs

Along with Tommy and Taffy, download and copy the snowperson Cut Out, who comes with a hat, and branches for arms, but students can use colored paper and crayons to decorate him or her any way they like. You can provide glitter, tissue wrapping paper (the kind with silver flecks would be fun!), and white puff paints to make them even more snowy. And don't forget the strip to keep them standing.

More Snowpeople Ideas

Use white paper plates to build snowpeople in the classroom. You could staple two or three of them to a bulletin board or tape them to a wall following students' instructions for placement (low enough so small people can reach them). They can then decorate them any way they like. Have a box of old buttons handy for decoration, along with fabric, paper, and trim scraps, etc. Later, as you view the whole bulletin board display, ask questions such as, "How many snowpeople are made of three snowballs? How many have only two? How many buttons altogether on the whole display?"

Charting Average Snow Fall

If it snows in your town, research the amounts and frequency of snowfall over a period of weeks, months, or years. If not, get information about snowfall in other areas of the country and world. Look at National editions of newspapers to see how they record and display snowfall. Collect all the numbers and look at them with students to decide how to display them.

Charts and graphs are devices for organizing and displaying facts and figures so that they are easy to read and understand. A chart recording snowfall over a period of time may look like this:

Snowfall in Minnesota, 1999 & 2000*		
	1999	2000
Nov.	.5	0
Dec.	2	1
Jan.	3	5
Feb.	3	6
Mar.	1	2
*in inches		

Depending on the math abilities of the students, ask them questions such as: "Which year had the most snowfall? Which month in each year had the most snowfall? Which month in which year had no snowfall? etc." Tailor the questions to the level of the students.

This chart could be translated into a bar graph, using a symbol such as a snowflake, mitten, or snowball to signify one inch. Students could cut out the shapes and paste them on a prepared bar graph that looks like the one at right.

14



They gathered all the things together and ran back to the snowman. They used all the things they borrowed to finish the snowman.

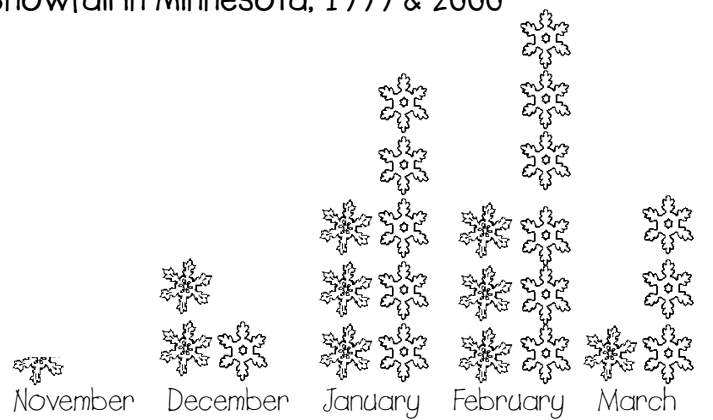
He was a very handsome snowman.

"I'm getting cold," cried Sam. "I've lost my gloves."

"I'm cold too," said Kim. "Let's go back to the park."

In an instant, RK-5 sent them all back to the big, blue bench at the park.

Snowfall in Minnesota, 1999 & 2000



❄ inches in 1999

❄ inches in 2000

Sam was first awake on Christmas morning.

She ran downstairs to the Christmas tree. There were lots of presents under the tree.

The first thing she saw was a large, red envelope. Written on the envelope in large, black letters was:

"To Samantha, from Santa Claus."

She quickly opened the envelope.

Inside were the gloves she had lost at the North Pole.

There was also a photograph of a very handsome snowman.



Snow

The far northern regions of Canada, Greenland, and Iceland have been traditionally populated by Native groups called Inuit, Aleut, and Greenlanders. Their languages have many, many names for snow and ice.

Here are some Inuit words for snow:

aniu, apijaq, aput, isiriartaq, katakartanaq, kavisilaq, kinirtaq, mannguq, masak, matsaaq, natiruvaaq, pukak, qannialaaq, qannik, qiasuqaq, qiqumaa, piirsituq, pirsituq.

and Ice: aggutitaaq, ivuniit, killiniq, nilak, puttaa, quasaq, sarliarusiq, siku, sikuqraaq, tuvaq.

Each word means a different kind of snow, such as an early snow, wet snow, snow that comes with the north wind, snow that hardens to ice, snow that falls near the ocean.

Conclusion

To wind up the study of snow, winter, and *The North Pole*, ask students to brainstorm a list of winter words. Write them on the board. After looking at the list, devise questions to initiate a discussion of the letters, letter combinations, repeated sounds, compound words, syllables, etc. Be spontaneous.

Closing Activity

Have students' final project be a self-portrait where they prepare themselves to go to the North Pole. What will they wear? What will they take with them? They can use any materials they want to including collage, torn paper, paint, crayons; remind them of some of the ways that we have practiced drawing and painting snow. They can also look back at the Tommy Cut Out and the clothes he wore to the North Pole.

Let's Hear From You!

You have now read five Tommy Tales stories. What do you think?

Contact us at
editor1@learningpage.com

Tell us how you are enjoying the stories, any comments you may have, or suggestions for where you'd like to see Tommy and his friends go next!

