

# Teacher Guide for ASK

January 2011: Just the Right Size

Betty Lou Askin, a retired educator, who lives in Toronto Ontario, prepared this guide.

## Pre-reading-

- Ask the students to look at the cover and its title. Lead a discussion about what they see and what they may learn from this magazine.
- Have them look at the Table of Contents' pictures. What might these pictures suggest?

## Scoops (pages 2-3)

### Ship Shape Discovered Under New York

- What is a brigantine?
- What is the skeleton of a ship?
- Why is this discovery important?

### Don't Miss the Bus

- Describe the Fast Bus.
- Why would this bus be useful in the future/

### Glad Cat, Mad Cat

- What is the main idea of this passage?
- What may cause a bad mood for a cat?

### Archaeolo-Bot

- Describe what scientists hope that Djedi will do for the archaeologists.
- Pretend that you are an archaeologist who has used Archaeolo-Bot. Describe what you found deeper inside the Great Pyramid of Khufu.

**Ask** the students to look for more science "scoops" while they read the newspaper and watch television news/shows. Create a bulletin board to post their information.

## Nestor's Dock (pages 4-5)

- In your opinion, why do Phil's friends not believe his fish story?
- Why do you think that Jeffery Ebbeler created this cartoon for this edition of the magazine?

## Just the Right Size (pages 6-13)

Ideas to use with this article:

- Read aloud the introduction, 'Rules Against Super Powers" and "BTLT Rule-Alive" with the students. Discuss this information.
- One suggestion to focus on the remainder of the article would be to use a **co-operative learning** strategy, such as a **Jigsaw** or a **Literacy Circle**. Each group would be responsible to read the material, make notes and be prepared to make a presentation to the rest of the class.
- Another idea would be to use the **Think, Pair, Share** method and ask the students to read the information with a partner and to make notes. They should be prepared to share the information with the rest of the class.

### **Why Were dinosaurs So Big?** (pages 14-15)

- Describe the size of sauropods.
- What were the advantages of being that huge?
- Name a disadvantage.
- Explain the sauropods' eating habits.
- How did the sauropods breath?
- Describe a sauropod.

### **Growing Pains** (pages 16-19)

**Vocabulary:** regenerate, DNA, hormones, osteoblasts, collagen, osteocytes, femur and plates.

Questions to use for understanding:

- Explain how we grow.
- What does it mean to say "We never stop growing"?
- When do humans have two growth spurts?
- What does you DNA do?
- What are hormones? What is their purpose?
- Why do you stop growing?

### **Whose Foot?** (pages 20-21)

**Vocabulary:** foot, cubit, yard, fathom, rod, meter, mile, carat, carob seed and minim.

Activities to use with this article:

- Divide the class into 6 groups. Assign 1 of the 6 measurements to each group.
- Ask the students to red their section and to make **Quick Notes** about the measurement.
- Tell them that they will explain their information to the rest of the class. They will also, where possible, demonstrate their measurement.

### **Island of the Small** (Pages 22-27)

#### **Pre-reading:**

On a Map of the World, show the students the location of Flores Island.

Use this article to complete the following:

- Name the things that people know about Flores Island.
- Explain the "island rule".
- Why did the rats grow in size?
- Why did the elephants shrink?
- Describe Hobbit (Ebu).
- Explain what the tools, spears and burned animal bones told the scientists.
- Describe why scientists think that Hobbit was smart.
- Explain why scientists are still puzzled about **Homo floresiensis**.
- **Creative Writing:**  
Ask the students to write a news report about the archaeological find, Hobbit. They could take turns reading their reports aloud to the class.

### **Topsy Turvy** (page 31)

Ask your students to draw a picture as outlined on this page. You might ask them to write a story to accompany the picture. Share their work and possibly display in the classroom.

**Jimmy the Bug** (page 32)

- Tell how many skin cells you lose.
- Describe 3 ways that explain why a baby's skin is softer than an adult's.

**Marvin and Friends**

- Why was Avery's wish not a good idea?