

Notable Trade Book Lesson Plan: *Recess at 20 Below*

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 *Recess at 20 Below* by Cindy Lou Aillaud, 2006.

Abstract

*This lesson plan is based upon Cindy Lou Aillaud's book **Recess at 20 Below** and serves as a catalyst for exploring how the climate and geography/ topography of the Alaskan region affects culture and everyday life, economy, wildlife, and conservation. This lesson is geared toward 3rd and 4th grades but could easily be modified for younger or older students.*

NCSS Notable Trade Book Lesson Plan Template

Recess at 20 Below

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Book Summary:	This book describes what children in Alaska do outside at recess, even when it is 20 degrees below 0. Nearly each page includes color photographs taken before, during, and after recess. Descriptions are told from a child's perspective. Written and photographed by an award-winning Alaskan educator, snapshots of Alaskan geography, climate, wildlife, and culture are vividly presented.
NCSS Standards:	I. Culture III. People, Places, and Environment VIII. Science, Technology, and Society IX. Global Connections
Grade Level:	3 rd and 4 th
Introduction:	The teacher begins the lesson with these key questions: 1. What do you think of when I say "recess?" 2. What do you think recess is like around the country and the world? (In hot regions? In very cold regions? In rainy regions?) 3. How can climate and geography/topography affect recess? 4. How can climate and topography affect life and economy?
Phase: Exploration	Materials: -5 pieces of poster paper or butcher paper -Markers or crayons -Five copies of <i>Recess at 20 Below</i> by Aillaud Objectives: -Students will identify, compare, and contrast aspects of life (recess) locally and in Alaska. Procedures: 1. Divide students into approximately 5 small groups. 2. Give each group a large poster paper and markers. 3. Have students draw a line down the middle of their paper and brainstorm by writing and drawing what they like best about recess on one half of the paper. This will be their recess mural. 4. Each group will make a tableau (frozen pantomimed group scene or

	<p>“picture”) of recess as others guess what is going on in the frozen picture. Discuss.</p> <ol style="list-style-type: none"> 5. Introduce <i>Recess at 20 Below</i> and have students make predictions. 6. Ask groups to look at the photos in the book and discuss them. 7. Have students brainstorm by writing and drawing what they think recess is like for children in Alaska on the other half of their poster paper/recess mural. 8. Each group will make a tableau of recess in Alaska as others guess what is going on the frozen picture. Discuss. 9. Interactively, begin and model a Venn diagram chart, comparing and contrasting students’ recess and Alaskan students’ recess. Have groups complete the Venn diagrams and write a short paragraph based upon the Venn diagram and share. <p>Assessment:</p> <ul style="list-style-type: none"> -Students’ Venn diagrams and short paragraphs.
<p>Phase: Development</p>	<p>Materials:</p> <ul style="list-style-type: none"> -Internet -Library books related to the topic -Materials for multi-genre projects (poster paper, markers, etc.) -5 copies of <i>Recess at 20 Below</i> by Aillaud <p>Objectives:</p> <ul style="list-style-type: none"> -Students will research, identify, and express ways that climate and geography/topography affect everyday life, economy, wildlife, and conservation. -Students will organize, classify, and synthesize information. <p>Procedures:</p> <ol style="list-style-type: none"> 1. Read <i>Recess at 20 Below</i> and discuss. 2. Ask each student group to brainstorm again on their poster paper/recess mural. This time, they will write and draw what influences or affects recess options locally on one side of the paper and in Alaska on the other side of the paper (e.g., climate, etc.) 3. Share updated murals and discuss. Display murals. 4. Model interactively how to write a sentence about what influences recess. Have groups of students add sentences to the displayed murals. 5. Access and display the Minerals Management Service Home Page http://www.mms.gov/alaska/kids/shorts/shorts.htm and explore the photo galleries. 6. Discuss briefly how climate and geography/topography might affect everyday life, careers, culture, economy, wildlife, etc. 7. Have students organize into small groups based upon their interests and have them research some aspect of Alaska: (a) culture and everyday life, (b) careers, (c) economy, (d) wildlife, or (e) conservation


8. Each group will use *20 Degrees Below* by Aillaud, library books, photos, and websites such as follows:
- (a) [http://magma.nationalgeographic.com/ngexplorer/0401/adventures/Kids National Geographic –online adventure to explore Alaskan wildlife: bears, American eagles, and giant whales.](http://magma.nationalgeographic.com/ngexplorer/0401/adventures/Kids%20National%20Geographic%20-%20online%20adventure%20to%20explore%20Alaskan%20wildlife%20bears,%20American%20eagles,%20and%20giant%20whales)
Select (1) Scavenger Hunt
 - (b) <http://www.northstar.k12.ak.us/schools/awe/moose/moosepage.html>
The Magnificent Moose Project...a web site maintained by Mr. Ernst's Sixth-grade class in Fairbanks, Alaska, since 1996.
 - (c) <http://www.museum.state.ak.us/EightStars/stars.html>
Eight Stars of Gold: The Story of Alaska's Flag-includes student activities across grade levels, video clips of interviews, vocabulary, etc.
 - (d) <http://www.mms.gov/alaska/kids/shorts/shorts.htm>
The Minerals Management Service Home Page-includes links about crude oil, ice islands, oil-spill response, Alaska's volcanoes, and the Bowhead Whale Aerial Service Project. There are photo galleries of wildlife, native people, oil and gas (major economy), and scenes showing climate and topography.
 - (e) http://www.panda.org/about_wwf/where_we_work/europe/what_we_do/arctic/what_we_do/climate/climatewitness2/huslia/index.cfm
The World Wildlife Fund's Site for the Climate Witness project in Huslia, Alaska.
 - (f) http://www.panda.org/news_facts/education/best_place_species/current_top_10/alaska.cfm
The World Wildlife Fund' Site-overview of Alaska conservation programs.
 - (g) http://www.panda.org/about_wwf/where_we_work/ecoregions/gulfof_alaska_rivers_streams.cfm
The World Wildlife Fund's Site about Gulf of Alaska coastal rivers and streams-describes species of and threats to this global ecoregion.
 - (h) http://www.akcf.org/pages/story/box2-making_a_difference.php
Alaska Conservation Foundation's site about students and people making a difference helping with environmental and wildlife causes for Alaska.
 - (i) <http://www.alaskasbest.com/facts.htm>
This site includes facts about Alaska across categories.
 - (j) <http://www.enchantedlearning.com/usa/states/alaska/>

	<p>Enchanted Learning’s site includes many kid-friendly maps and print outs related to Alaska.</p> <p>(k) http://www.iwebquest.com/alaska/webquest/glacier.htm Webquest to explore how glaciers shape the land.</p> <p>9. Tell students to use a detective’s method for finding information about their topic where they investigate the 5 W’s (Who? What? Where? When? Why/How?). This prompts exploration of the population, location, issues and characteristics, major events, and processes related to the topic.</p> <p>10. This research might take a few days to complete. Encourage students to read primary documents, listen to audio clips, view video clips, and evaluate sources.</p> <p>11. Have students compile findings into a multi-genre presentation for which they select and create at least three of the following:</p> <ul style="list-style-type: none"> *Poem *Song/rap *Big Book *Poster *Brochure * One tableau or a series of tableaux *News report *Infomercial *Giant newsletter or newspaper *PowerPoint presentation *Print/magazine advertisement <p>12. Have each group present their multi-genre project. Students listening to and watching presentations can take notes with a 5W chart for each category-how climate and geography/topography affect: (s) culture and everyday life, (b) careers, (c) economy, (d) wildlife, and (e) conservation.</p> <p>13. Based upon their group research and note-taking during others’ presentations, have students synthesize their new understandings by completing one independent project from the list above (e.g., a poem, a brochure, etc. of their choice) about all five categories.</p> <p>14. Create a classroom museum by displaying all projects around the room.</p> <p>Assessment: Students’ 5Ws notes, multi-genre projects, and independent synthesis project.</p>
<p>Phase: Expansion</p>	<p>Questions for further exploration:</p> <ol style="list-style-type: none"> 1. How do climate and geography/topography affect other states and regions? 2. How do climate and geography/topography affect other cold regions in similar and different ways?

3. How do climate and geography/topography change over time locally, statewide, and beyond?
4. What local, state, national, and international agencies can we contact for more information? How can we build awareness of critical issues regions face and how can we make an impact or help?
5. What is the cycle? How do people affect climate and geography?

Additional resources:

1. Books:

-  *Arctic Tale* by Rebecca Baines
-  *Little Polar Bear and the Reindeer* by Hans de Beer
-  *Meet Lydia: A Native Girl from Southeast Alaska* by Miranda Belarde-Lewis & John Harrington
-  *Oil Spill! (Soar to Success)* by Melvin Berger
-  *The Mitten* by Jan Brett
-  *Children of the Midnight Sun: Young Native Voices of Alaska* by Tricia Brown & Roy Corral
-  *L is for the Last Frontier: An Alaskan Alphabet* by Carol Crane
-  *Salmon Princess: An Alaska Cinderella Story* by Mindy Dwyer
-  *Far North in the Arctic: Counting Alaska's Animals* by Cory Hansen & Kathryn Funz Finney
-  *If you Lived in Alaska* by Nancy Smiler Levinson & Bryan Barnard
-  **Notable Trade Book:** *Gone Fishing* by Bruce McMillan
-  *Salmon Summer* by Bruce McMillan
-  *Flight of the Golden Plover: The Amazing Migration between Hawaii and Alaska* by Debbie S. Miller & Daniel Van Zyle
-  *State-by-State Guide (The United States of America)* by Millie Miller & Cyndi Nelson
-  Northwood's *Polar Babies*
-  *Polar Bear Alert!* by Debora Pearson
-  *Salmon Stream* by Carol Reed-Jones & Michael S. Maydak
-  *Math for all Seasons* by Greg Tang
-  *Alaska Animal Babies* by Deb Vanasse & Gavriel Jecan
-  *Life in the Tundra (Ecosystems in Action)* by Cherie Winner
-  *Running with the Big Dogs: A Sled Dog Puppy Grows up in Denali National Park, Alaska* by Lori Yanuchi & Wendy Brown

2. Internet:

- The Alaska Art Guild <http://www.alaskaartguild.com/>
- Travel Alaska <http://travelalaska.com/Maps/index.aspx>
- Alaska Volcano Observatory <http://www.avo.alaska.edu/>
- World Wildlife Foundation Home Page <http://wwf.org/>
- Alaska Bear Pictures <http://www.alaska-bear-pictures.com/>
- Alaska Live Bear Cam

	<p>http://magma.nationalgeographic.com/ngm/wildcamgrizzlies/index.html The Alaska Climate Research Center http://climate.gi.alaska.edu/ Virtual Exhibit Tour of Alaska's Six Regions http://www.nps.gov/anch/photosmultimedia/virtual-exhibit-tour.htm</p>
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