

# OWL December 2014

## Teacher/Parent Resources

# OWL

## 3 Questions with a Master LEGO Builder

Have students read *3 Questions with a Master LEGO Builder*. Short interviews are a great example to showcase clear, succinct writing. Ask students to examine the interview questions and think about why they were chosen. In many ways, they capture the essence of Jordan and his job in a nutshell.

### Ask students the following discussion questions:

*How does the short interview capture who Jordan is and what he does for a living?*

*How do the photos selected illustrate Jordan's interests or level of expertise?*

*If this were a longer interview, what else would you want to ask?*

*In your opinion, how does LEGO or another building-block system combine art and science?*

### Follow-Up Activities:

- Pair students up and ask them to conduct short interviews with one another. Ask students to think about what three questions they would ask and why. Then, have students present the information to look like a magazine article like the one in OWL. They can add things like photos or drawings for visual appeal.
- Bring in LEGO bins and ask students to create their own works of LEGO design. This is something students can do alone or in pairs.

**Classroom Connections:** language arts, science, art, media literacy



# OWL Insider

## Hi-Tech on the Hills

Have students read the text aloud in small groups and jot down unfamiliar words. As a class, create a word cloud. Then look back at the text to find out how the text supports or explains those tricky terms. Context is a big part of it. Students will work in small groups to come up with definitions of words in the word cloud.

**Note:** students can use free word cloud software for this activity or create one on the whiteboard or with chart paper.

Here's a sample list with a jpeg of what it could look like below.

artificial snow  
zip down  
lifts  
runs  
condense  
particles  
crystallize  
compressors  
glacier  
surveillance  
gondola  
propel  
haul  
aerial tramway  
T-bars  
rope tows  
carriers  
snow cat  
tiller  
winch cat  
superpipe

# OWL Insider

## Hi-Tech on the Hills



### Follow-Up Activities:

- Word walls are also used to describe high-frequency words. Describe other ways you could use word walls to present and make sense of information.
- Pick My Ride: Ask students to choose how they would swoosh down a snowy hill and why. Discuss as a class.

**Classroom Connections:** language arts, science, technology, media literacy





# Max Finder Mystery

## The Case of the Website Woes

This month's instalment of Max Finder explores what happens when Alison and Marcus's website is hacked. Ask students to use the space below to write a descriptive paragraph. For this exercise, students will need to summarize the events that took place leading up to the crime. They will also need to list all the clue references and the culprit.

**Name:**

### Follow-Up Activities:

- Get creative! Ask students to draw and colour a panel of what happened next in the comic. The panel should be an artistic interpretation of the consequences that unfolded after the culprit was revealed.
- As a class, discuss the term “coding” and what that means. Talk about jobs in the web industry and people who code for a living.

**Classroom Connections:** language arts, media literacy, art, technology

