

Antarctica

by Mel Friedman

Student Response Form

Student's name _____ Grade _____

Your teacher wants to learn more about you as a reader. For this reading activity, here are some simple steps to follow:

- ◆ Enjoy the book!
- ◆ When you reach a page with a sticky note, read to the bottom of the page.
- ◆ Stop and answer the question on your response form. Include as much detail as you can. It is fine to reread, but don't read ahead.
- ◆ Put the sticky note back in the book.
- ◆ Keep reading!



1. PAGE 9 What is the main idea the author wants you to learn from pages 7–9?

E P A I



2. PAGE 9 What details support the main idea you wrote for question 1?

E P A I

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3. PAGE 23 What is the main idea the author wants you to learn from reading the section "King-Sized"?

E P A I



4. PAGE 25 Look back at the photograph on page 24. How does this photo add to what you know so far about icebergs?

E P A I



5. PAGE 26 Explain what the word *habitable* means.

E P A I



6. PAGE 35 Compare and contrast Amundsen's and Scott's expeditions to Antarctica.

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- 7.** PAGE 35 Summarize what you learned from the timeline on pages 34–35 and explain how it adds to what you’ve read about in this chapter.

E P A I



- 8.** PAGE 38 Describe what a *diatom* is and why it’s important.

E P A I



- 9.** PAGE 42 Antarctica attracts explorers, scientists, and tourists. Give details from pages 37–42 to support this idea.

E P A I



- 10.** PAGE 42 What is the main idea the author wants you to learn from reading this whole book?

E P A I

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Reflection

Was this book easy, just right, or too hard? _____

How do you know? _____

Did you like this book? _____

Why or why not? _____

Would you choose another book like this from the library? _____

Why or why not? _____
