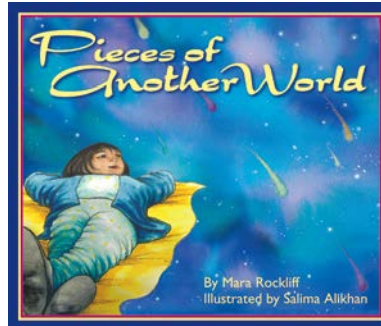


# Teaching Activities

for



<b><u>Questions to Ask Before &amp; after reading the book</u></b>	<b>2</b>
<ul style="list-style-type: none"><li>• Questions to ask before reading the book</li><li>• What do children already know? With charts</li><li>• After reading the book – writing prompts &amp; thinking it through</li><li>• Re-read the book looking for more information</li><li>• Comprehension questions</li><li>• What do children already know activity conclusion</li></ul>	
<b><u>Language Arts</u></b>	<b>7</b>
<ul style="list-style-type: none"><li>• Developing a word wall</li><li>• Vocabulary game</li><li>• Putting it all together</li><li>• Suggested vocabulary list</li><li>• Silly sentence structure activity</li><li>• Sequencing sentence strips</li><li>• Word search</li></ul>	
<b><u>Science</u></b>	<b>13</b>
<ul style="list-style-type: none"><li>• Ten largest meteor showers</li><li>• Science journal</li></ul>	
<b><u>Math</u></b>	<b>16</b>
<ul style="list-style-type: none"><li>• 2006 Meteor Shower data</li><li>• Meteor graph</li></ul>	
<b><u>Research &amp; Geography</u></b>	<b>18</b>
<ul style="list-style-type: none"><li>• Solar system</li></ul>	
<b><u>Other</u></b>	<b>19</b>
<ul style="list-style-type: none"><li>• <i>Pieces of Another World</i> Bingo</li></ul>	

Teaching Activities are intended for use at home, in the classroom, and during story-times.

Copyright © 2007 by Arbordale Publishing formerly Sylvan Dell Publishing

[Return to Top](#)

## Questions to ask children before reading the book

- What do you think the book is about by looking at the cover? (or one or two of the inside illustrations) *Sometimes it is easy to tell from the cover, other times it is not.*
- What does the cover illustration show?
- Does the title tell you what the book is about?
- Is there a subtitle to give more information?

## What do children already know?

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.
- The children should write down their “concepts” (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

[Return to Top](#)

## What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, check “yes.” If the information is wrong, mark “no” and cross it off. Write the correct information in another section, below. Make a note of how you verify the information.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What are some things that you might see at night that you wouldn't see during the day?			Text Illustration Info in FCM Other
List some animals that are awake only at night			Text Illustration Info in FCM Other
What are meteors?			Text Illustration Info in FCM Other
How big are meteors?			Text Illustration Info in FCM Other
What is a meteor shower?			Text Illustration Info in FCM Other
How do we know when to expect a meteor shower?			Text Illustration Info in FCM Other

[Return to Top](#)

**Use this chart for any other thoughts the children might have.**

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other
			Text Illustration Info in FCM Other

[Return to Top](#)

## **After reading the book – writing prompts & thinking it through**

- Did the cover “tell” you what the book was about?
- If not, how does the illustration on the front relate to the story?
- Draw your own cover
- Can you think of another title for the book?
- Write a different ending to the story

## **Re-read the book looking for more information**

Go back and re-read the book studying each page carefully.

- What facts are mentioned in the text?
- What can be seen or inferred from the illustrations that is not or are not mentioned in the text?
- What, if anything, can be inferred from the text?
- Pause during second readings and ask the child(ren) if they remember what happens next.

## **Comprehension Questions**

- Why does Jody’s dad wake her up in the middle of the night?
- Couldn’t they do it during the day? Why not?
- What are all the things that Jodi thinks are “Pieces of Another World?”
- How is the town different at night?
- What are some of the animals that Jody sees or hears at night?
- How is the lake different at night than it is during the day?
- What animal does Jody hear that she thinks is a baby crying?
- What is it that Jody’s father wanted her to see—the pieces of another world?
- How do you think Jody’s father knew to watch for meteors that night?

[Return to Top](#)

## What do children already know activity conclusion

- Do the children have any more questions about meteors? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, in fun fact notes)
- If the concept was not correct, what IS the correct information – with above confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that they learned either through the reading or the research while looking up something else.

[Return to Top](#)

## Language Arts

### Developing a vocabulary “word wall”

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the word wall by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the “word wall” may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into noun, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

### Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration and give children a specific length of time (five minutes?) to write down all the words the children can think of about the particular subject. *If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check Web site ([www.ArbordalePublishing.com](http://www.ArbordalePublishing.com)) for book “previews” that may be used for this purpose.*

Their word list should include anything and everything that comes to mind, including nouns, verbs and adjectives. At the end of the time period, have each child take turns reading a word from his/her list. If anyone else has the word, they do nothing. If however, they are the only one with the word, they should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled “wins.” And you have a start to your science vocabulary list. *Note if children use an incorrect word, this is a good time to explain the proper word or the proper usage.*

### Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what it is on the back of the card. When the cards are turned over, all you will see is “noun,” etc. *(These can then be used to create silly sentences, below)*
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper.
- Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story.
- Edit and re-write paragraphs into one informative paper or a story.

[Return to Top](#)

# Pieces of Another World

## Suggested vocabulary list

<u>nouns</u>	<u>verbs</u>	<u>adjectives</u>
Meteoroid	shoot	tiny
meteor	burn	high
shooting star	slam	small
pebble	explode	red
atmosphere	twinkle	
space dust	move	
meteorite		
comet		
comet's tail		
meteor shower		
airplanes		
Perseids		
Leonids		
satellites		
stars		
planets		
Sun		
Mercury		
Venus		
Earth		
Mars		
Jupiter		
Saturn		
Uranus		
Neptune		
Pluto		
Solar System		
Lunar		
Meteor Storm		
Milky Way Galaxy		

[Return to Top](#)



# Pieces of Another World

## Silly sentence structure activity

This is a fun activity that develops both an understanding of sentence structure and the science subject. Use words from the “word wall” to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the information in the book.

A \_\_\_\_\_ is a chunk of rock or metal \_\_\_\_\_ing  
through space.  
noun verb

Most are tiny, like a \_\_\_\_\_ or a grain of sand.  
noun

When a meteoroid enters the \_\_\_\_\_’s \_\_\_\_\_,  
it burns up, making a streak of light called a \_\_\_\_\_.  
noun noun noun

A meteor is also called a shooting \_\_\_\_\_.  
noun

Sometimes a large meteoroid does not \_\_\_\_\_ up  
completely, and it fall to \_\_\_\_\_. When it does, it is  
called a \_\_\_\_\_.  
verb noun noun

[Return to Top](#)

## ***Pieces of Another World***

### Sequence sentence strips

Preparation: Cut into sentence strips, laminate if desired, and place in a “center.” Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

----- ✂ -----

“Jody,” whispered Daddy, “ wake up, Jody-bird.”

----- ✂ -----

I pushed the screen door open. Outside, Daddy sat behind the wheel of our old blue pickup. I climbed in.

----- ✂ -----

I rolled my window down and let the breeze lift up my hair as we rolled through the empty streets. The hardware store was dark, and Carter’s drugstore, too.

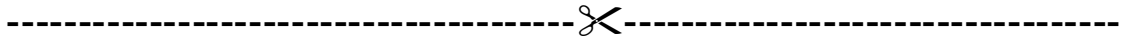
----- ✂ -----

But further on, the Kree-Mee Freeze was lit up like a carnival. Daddy pulled in.

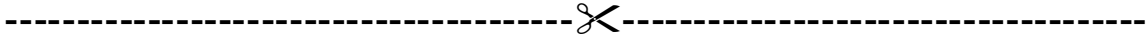
This wasn’t the same old daytime Kree-Mee Freeze I knew: No little kids squeezing their cones too hard with ice cream dripping down their hands.

----- ✂ -----

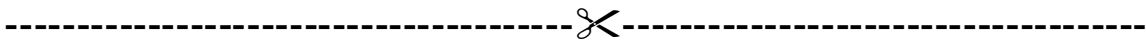
[Return to Top](#)



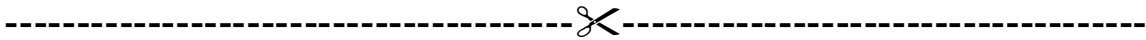
We came to the big field by the lake.  
Daddy pulled way out into the empty field, and I peered out  
over the headlights. "Look! There's a cat up on the hill!"



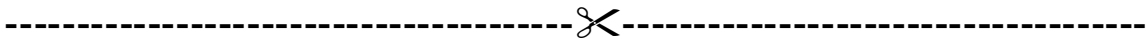
"Listen to this." Daddy leaned out his window and called,  
*Hood yoo-hoo!*



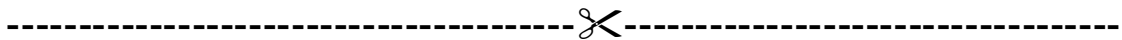
We lay down side by side and stared up at the sky. Stars  
twinkled across it like a sprinkling of glitter on a sheet of  
black construction paper. Pretty. But I'd seen stars in the  
night sky before.



Then, suddenly, a streak of white cut through the sky. As  
soon as I saw it, it was gone.



Daddy and I lay back and watched the meteors together.  
Most of them were white. A few looked green or yellow.  
Some even exploded at the end, like fireworks.



[Return to Top](#)

# Pieces of Another World

## Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words! Easy – words go up to down or left to right.

For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	S	O	I	C	E	A	W	A	Y	P
2	A	T	M	O	S	P	H	E	R	E
3	I	T	E	M	S	E	A	T	A	B
4	R	A	T	E	O	S	O	P	T	B
5	P	P	E	R	S	E	I	D	S	L
6	L	E	O	N	I	D	S	A	T	E
7	A	I	R	O	T	T	E	N	U	T
8	N	M	E	T	E	O	R	I	T	E
9	E	A	R	A	M	I	D	A	O	P
10	S	P	A	C	E	D	U	S	T	O

\_\_\_, \_\_\_ ATMOSPHERE      \_\_\_, \_\_\_ METEOR      \_\_\_, \_\_\_ PEBBLE  
\_\_\_, \_\_\_ COMET            \_\_\_, \_\_\_ PERSEIDS      \_\_\_, \_\_\_ AIRPLANES  
\_\_\_, \_\_\_ SPACE DUST      \_\_\_, \_\_\_ LEONIDS      \_\_\_, \_\_\_ METEORITE

[Return to Top](#)

## Science

### Ten Largest Annual Meteor Showers:

As the Earth passes through a trail of space debris left behind by a comet, a meteor shower is born. Because of this, it is very easy to predict annual meteor showers.

<b>Name of Shower</b>	<b>month</b>	<b>come from Comet:</b>
Quadrantids	January	14911
Lyrids	April	Thatcher
Aquarids	May	Halley
Taurids	late June	Encke
Perseids	August	Swift-Tuttle
Draconids	early October	Giacobini-Zinner
Orionids	late October	Halley
Taurids	early November	Encke
Leonids	mid November	Leonids
Geminids	mid December	Phaeton

In what month are the Leonids?

Which meteor shower is the result of the Swift-Tuttle comet?

[Return to Top](#)

## Science journal

Have children draw a picture to define the vocabulary word or concept

**Meteor or shooting star**

**Comet with tail**

**Asteroid belt**

[Return to Top](#)

**The size of the meteoroid (as small as a pebble or grain of sand)**

**Nocturnal Animal mentioned in book:**

**Nocturnal Animal mentioned in book:**

[Return to Top](#)

## Math

2006 Meteor Showers			
Shower	Radiant and direction	Morning of maximum	Hourly rate
Quadrantid	Draco (NE)	Jan. 4	40
Lyrid	Lyra (E)	Apr. 22	10-20
Eta Aquarid	Aquarius (E)	May 6	20
Delta Aquarid	Aquarius (S)	July 28	20
Perseid*	Perseus (NE)	Aug. 13	60
Orionid	Orion (SE)	Oct. 22	10-15
Leonid	Leo (E)	Nov. 18	10
Geminid*	Gemini (S)	Dec. 14	75

\*means the fainter meteors may be washed out by moonlight.

Data from Sky & Telescope:

<http://skytonight.com/observing/objects/meteors/3306006.html?page=1&c=y>

- Looking at the chart above, which meteor shower has the highest amount of expected meteors?
- If you could only watch one meteor shower, which one would you pick to watch? Why?
- If you were watching the Perseids, how many meteors would you expect to see every minute?

[Return to Top](#)



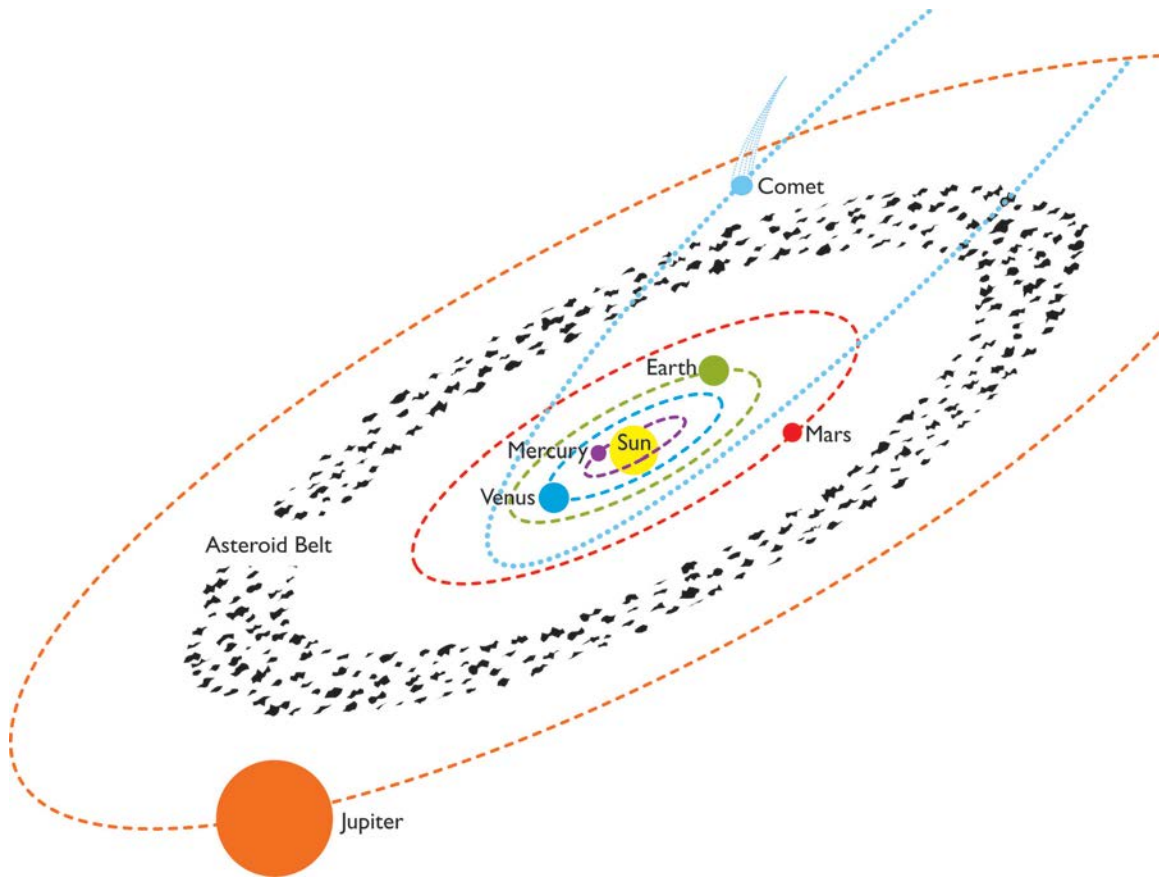
## Meteor Graph

Using the information from the chart on the previous page, graph the most meteors you would expect to see per hour for each meteor shower.

75								
70								
65								
60								
55								
50								
45								
40								
35								
30								
25								
20								
15								
10								
5								
	Quadrantid	Lyrid	Eta Aquarid	Delta Aquarid	Perseid	Orionid	Leonid	Geminid

[Return to Top](#)

## Research and geography



Note: Distances and sizes of planets are not drawn to scale

Looking at the above solar system graphic, answer the following questions:

- What color is used to represent the sun?
- What color is used to represent the earth?
- What color is used to represent a comet?
- Identify comet's path.
- Circle the comet's tail.
- Identify the asteroid belt.

**Pieces of Another World Bingo – next page**

[Return to Top](#)