

Explore the World
of Science with . . .

GAIL GIBBONS

EDUCATOR'S ACTIVITY GUIDE

Grades K – 3

Holiday House
www.holidayhouse.com

Dear Educator,



favorite question to ask as a child was “Why?” I was always curious about the world around me—and I still am! The subjects for my books are always personal—they are driven by my own desire to know how something works.

So when I research and write a book, I’m doing it for myself as well! I choose subjects that are interesting and exciting to me, and those that I think will capture children’s attention. I hope that this guide will help you promote curiosity in your classroom and beyond, and encourage students to become explorers themselves. When they see how much is to be gained by observation and imagination, they will want to do it all the time!

The world is a never-ending source of fascination and excitement. Have a wonderful time reading, questioning, exploring, and playing! Dive right in!

WELCOME!

Explore the World of Science . . . with Gail Gibbons

THE WORLD OF SCIENCE is an ever-expanding and ever-changing one. Every discovery prompts further questions and further discoveries, and scientists may never know all the answers!

Eco-awareness has become a huge part of the public consciousness in recent years, and it is essential that our naturally curious children are imbued early on with respect for the planet that we inhabit.

What better way to inspire a new eco-friendly generation, than through Gail Gibbons's works! Her bright, inviting books address simple yet important topics in science and through clear text and vivid illustrations bring these topics to life.

Getting Started Using Gail Gibbons's Books in Your Classroom

Gail's science books can be grouped in a variety of ways, in units ranging from Dinosaurs to Ecosystems to Space. There are eleven different units in all! See the full listing of units and books on the next page of this guide.

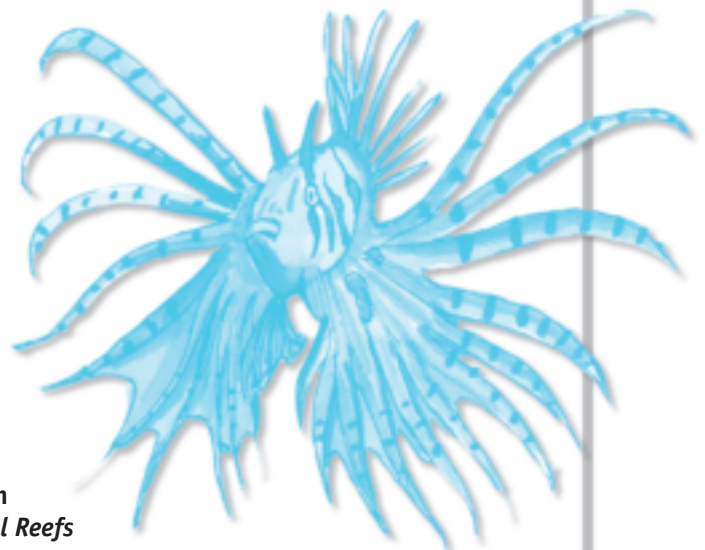
This prolific author/illustrator's complete list of books can also be studied individually, as part of an Author Study; or teachers can plan "A Year with Gail Gibbons," using the month-by-month activity planning guide available online. A complete listing of Gail's books, including holiday favorites, can be found at the back of this guide for easy reference.

This brand-new teacher's guide showcases Gail's newest science books—*Coral Reefs*; *Snakes*; *Dinosaurs!*; *Galaxies, Galaxies!*; *The Vegetables We Eat*; and her most recent book, *Corn*.

Reproducible activities accompany each title. There are activities to use pre-reading, during reading, and post-reading, including jot charts, as well as a culminating activity that can be applied to all of her books. A certificate at the end can be personalized to induct students as members of the "Gail Gibbons Science Team." We hope it will encourage young readers to become explorers both inside and outside the classroom.

Gail's endless wonder about the natural world is the driving force behind her books, and we hope that you and your students will share the same passion!

Be sure to visit us online at www.holidayhouse.com for lots more activities for classroom use!



From
Coral Reefs

BOOK LIST

Explore the World of Science . . . with Gail Gibbons

This at-a-glance thematic list of Gail Gibbons's books will help to plan the year's science curriculum.

DINOSAURS

Dinosaur Discoveries
Dinosaurs! *New in 2008!*

REPTILES & AMPHIBIANS

Frogs
Sea Turtles
Snakes *New in 2008!*

ECOSYSTEMS

Coral Reefs
Deserts
Marshes & Swamps

SPACE

Galaxies, Galaxies!
The Moon Book
The Planets *Third Edition*
Stargazers

INSECTS & SPIDERS

Monarch Butterfly
Spiders

MAMMALS

Bats
Cats
Dogs
Elephants of Africa
New in 2008!

Giant Pandas
Grizzly Bears
Horses!
Pigs
Polar Bears
Rabbits, Rabbits
& More Rabbits!
Whales
Wolves

BIRDS

Chicks & Chickens
Ducks!
Gulls . . . Gulls . . . Gulls . . .
Owls
Penguins!

MARINE LIFE

Coral Reefs
Sea Turtles
Sharks
Whales

WEATHER

The Reasons for Seasons
Weather Words
and What They Mean

ON THE FARM

Chicks & Chickens
Corn *New in 2008!*
Farming
Horses!
Pigs
Rabbits, Rabbits
& More Rabbits!

NATURAL SCIENCE

Apples
The Berry Book
From Seed to Plant
The Pumpkin Book
The Vegetables We Eat



From *Corn*

For a complete list of books by Gail Gibbons,
see page 16 of this guide.



Coral Reefs

NAME _____ CLASS _____

Distinguishing Fact from Opinion

Directions: Place an F by the statements of fact and an O by the statements of opinion.

1. There are more coral reefs near Australia than near the United States.
2. The coral in the shore zone is prettier than the coral in the fore reef zone.
3. A coral polyp is formed when a planula attaches itself to a reef.
4. There are more than 700 known kinds of hard coral polyps.
5. Coral reefs are more important than desert habitats.
6. Coral reefs are important to people.
7. Brain coral is prettier than yellow soft coral.
8. The largest coral reef lies off the coast of Australia.
9. Coral reefs can help reduce global warming.

From
Coral Reefs



This reproducible is part of Explore the World of Science . . . with Gail Gibbons Educator's Guide. To read all of Gail Gibbons's books published by Holiday House, visit your local library or bookstore.

If you like this book, then check out more from Gail!



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PB: 978-0-8234-1030-9



HC: 978-0-8234-1191-7
PB: 978-0-8234-1373-7

Check out www.holidayhouse.com for more fun activities!
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Coral Reefs

NAME _____ CLASS _____

Jot Chart

Directions: As you read or listen to the book, complete the jot chart by listing the fish and corals that are appropriate for each category. Then sketch and label some of your favorites on the back of this sheet.

Shore Zone Corals

Crest Reef Zone Corals

Fore Reef Zone Corals

Hard Coral Polyps

Soft Coral Polyps

Fish and Coral Polyps Active During the Day

Fish and Coral Polyps Active During the Night

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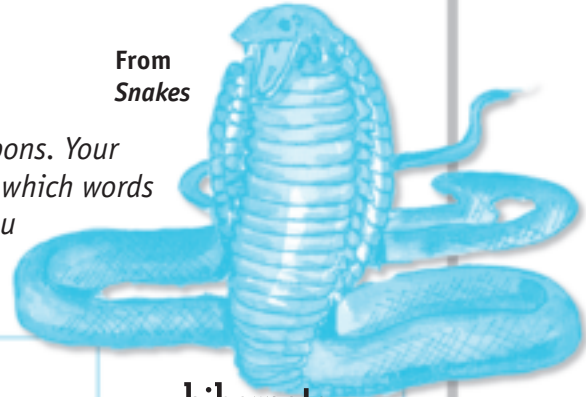


Snakes

NAME _____ CLASS _____

Exclusion Brainstorming

From
Snakes



Directions: You are going to listen to the book Snakes by Gail Gibbons. Your teacher will lead you in reading the following words aloud. Decide which words you think will be in the book. Lightly draw a line through words you do not think you will find in Snakes. Be prepared to explain why you think the word or words are not in the book.

slithers	herpetologists	equator	hibernate
muscles	fangs	prey	eggs
jawbones	scales	enemies	coils
venom	inner ear	spectacles	egg tooth
Jacobson's organ	talks	constrictor	Boomslang
swim	carnivores	glide	teeth

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Snakes



NAME _____ CLASS _____

Alphaboxes

From
Snakes

Directions: With a partner, read Snakes by Gail Gibbons, stopping after every two pages to think of important words in the book. Write your important words in the appropriate alphaboxes below.

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	XYZ

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Dinosaurs!

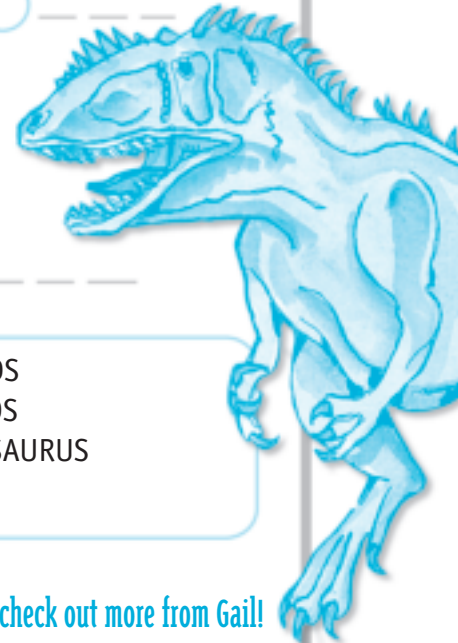
NAME _____ CLASS _____

Discover Dinosaurs

Directions: Match a word at the bottom of the page to its description at the top. Write the word next to its description, putting one letter on each line. When you finish filling in the lines, the circled letters will spell a word vertically.

1. one of the earliest groups of dinosaurs _____ ○ _____
2. remains of a plant or an animal _____ ○ _____
3. dinosaurs with large horns and frilly heads _____ ○ _____
4. the group of dinosaurs with beaks or bills _____ ○ _____
5. the group of plated dinosaurs _____ ○ _____
6. the group of heavily armored dinosaurs _____ ○ _____
7. a long-necked plant eater _____ ○ _____
8. a meat-eating dinosaur with claws _____ ○ _____
9. a carnivore that may have run 10 miles per hour _____ ○ _____

From
Dinosaurs!



PROSAUROPODS
FOSSIL
CERATOPSIANS

ORNITHOPODS
STEGOSAURS
ANKLYOSAURS

SAUROPODS
THEROPODS
TYRANNOSAURUS

Answer: ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

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Galaxies, Galaxies!

NAME _____ CLASS _____

A Walk Through the Galaxies

Directions: Before reading Galaxies, Galaxies!, preview the material by doing a picture walk through the book. As any good scientist would, make note of ten observations below. After reading the book, find a partner and exchange sheets. Were your partner's questions about galaxies answered in the book?

1. I am thinking _____ .
2. I am wondering _____ .
3. I am thinking _____ .
4. I am wondering _____ .
5. I am thinking _____ .
6. I am wondering _____ .
7. I am thinking _____ .
8. I am wondering _____ .
9. I am thinking _____ .
10. I am wondering _____ .

If you like this book, then check out more from Gail!

From
Galaxies, Galaxies!



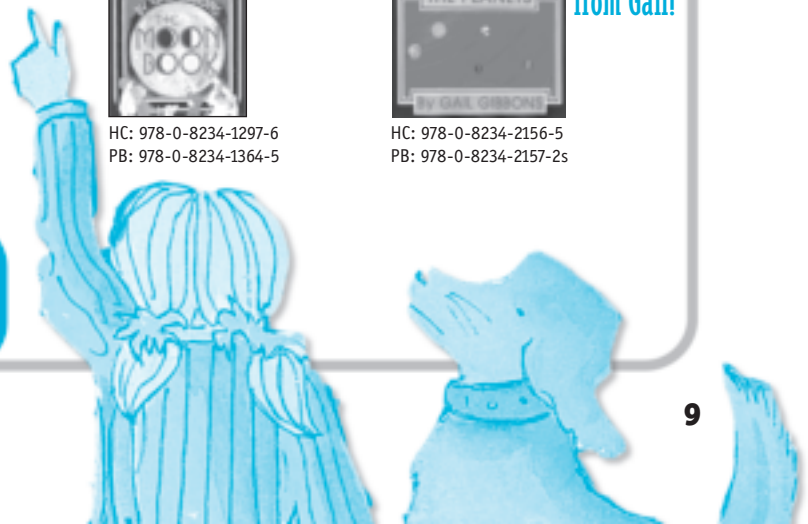
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Galaxies, Galaxies!

NAME _____ CLASS _____

Galaxy Quest!

Directions: After reading the book Galaxies, Galaxies!, answer the questions scattered around the galaxy. When you've finished, color in the galaxies!

1. Stars, gas clouds, and dust in the Milky Way Galaxy are held together by _____.
2. _____ is the study of stars and other celestial bodies.
3. An Englishman, Isaac Newton, invented the _____ by placing two mirrors inside a tube in order to bounce light back to a lens that then magnifies it.
4. Yellow and orange stars are the _____ and coolest.
5. _____ are often built on mountaintops since there are no distracting lights there and the air is clear, allowing for more visibility.
6. The _____, located in Puerto Rico, has a telescope dish that is 1,000 feet wide.
7. Astronomer _____'s discovery of Andromeda proved that the Milky Way was not the only galaxy in the universe.
8. Distance in space is measured in light-years instead of _____ because it is too enormous.
9. The Milky Way is in a group of _____ galaxies.

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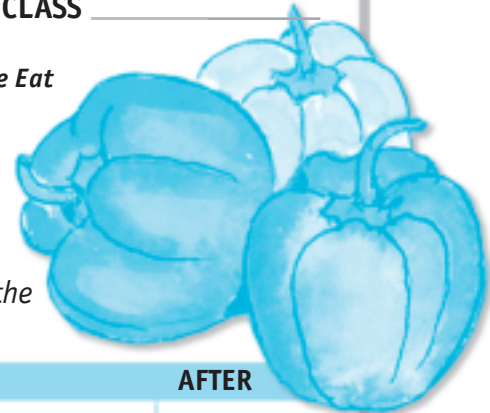


The Vegetables We Eat

NAME _____ CLASS _____

Before and After

From
The Vegetables We Eat



Directions: Read each statement below before you read the Gail Gibbons book The Vegetables We Eat. Put a check in the BEFORE column if you think the statement next to it is true. After you have read the book, go through the statements again. Check the AFTER column if you now know the statement is true. See how much you learned from your reading.

BEFORE	STATEMENT	AFTER
	1. The edible part is the same for all vegetables.	
	2. Botanists classify vegetables according to the part of the vegetable that is eaten.	
	3. Turnips, carrots, radishes, and rutabagas are all root vegetables.	
	4. There are about 300 types of potatoes in the world.	
	5. All stem vegetables are perennials.	
	6. Tomatoes, eggplants, sweet peppers, pumpkins, and butternut squash all can be considered fruit vegetables.	
	7. Annuals are plants that must be replanted in order to grow again.	
	8. Although it is called the yard-long bean, this bean only grows to be 24 inches in length.	
	9. Soybeans were introduced to the United States by inventor Benjamin Franklin.	
	10. California contributes one-third of all the vegetables grown in the United States.	
	11. Hydroponics involves gardening without soil.	
	12. South America is the original home of the ever-popular potato.	

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Corn
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New in Fall 2008!

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The Vegetables We Eat

NAME _____ CLASS _____

All About Vegetables!

Directions: While reading the book *The Vegetables We Eat* by Gail Gibbons, fill out the chart below about the eight groups of vegetables.

GROUP NAME	CHARACTERISTICS	EXAMPLES	SMALL SKETCH
Bulb			
Flower Bud			
Fruit			
Leaf			
Root			
Seed			
Stem			
Tuber			

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HC: 978-0-8234-1700-1
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HC: 978-0-8234-0872-6
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Corn

NAME _____ CLASS _____

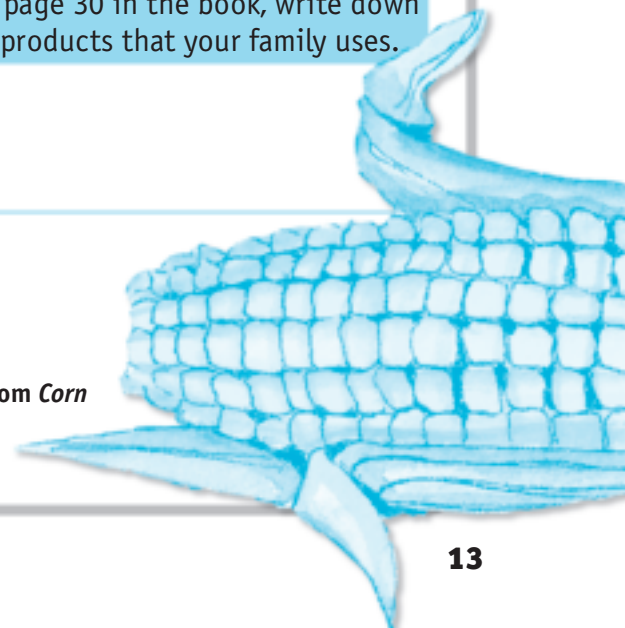
Between the Kernels

What does the book tell you about where corn was first grown?	How was corn important to the Native American Indians and Pilgrims?
Draw and label a corn plant.	What are the different types of corn? List examples for each type.
List some interesting facts you learned about corn below.	After reading page 30 in the book, write down all the corn products that your family uses.

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From *Corn*



Culminating Activity

Go Fishing with Science!

After your young adventurer has read several Gail Gibbons books, create a deck of fifty-two cards on heavy card stock or poster board. The cards should be two inches by three inches in size.

On the back of each card, write the name of a Gail Gibbons book; on the front, write one interesting fact from that book. Put the same fact and book cover on two different cards, creating a match as in the "Go Fish" tradition. You will have twenty-six pairs of cards in total. From the book *The Vegetables We Eat*, for example, you might put the book's title on one side of two cards and this fact on the other: "Tomatoes are considered to be fruits." Be sure to draw facts from several books so that the players can show off what they have learned from multiple sources.

Be sure to add an extra game card with the rules so that players can play independently.

Advanced Version

For more of a challenge, write different facts on each set of two cards. Your students will have to think harder to connect the books to each other!



From *Coral Reefs*

This is to certify that

is hereby made a member of

THE GAIL GIBBONS SCIENCE TEAM

and is now endowed with all the privileges of

Exploration and Observation.

TEACHER SIGNATURE

Gail Gibbons
GAIL GIBBONS



Books by Gail Gibbons

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BATS

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VALENTINE'S DAY IS . . .

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Author Photo by Kent Ancliffe

Gail Gibbons

"I love working with bright, bold, beautiful colors. I also have a real love for nonfiction writing and am happy that my work lets me delve deeply into so many different kinds of topics. The research for any of my books takes a great deal of time and effort. To me, putting a nonfiction book together is like watching the pieces of a puzzle finally fitting together. Bit by bit the book takes form. I really enjoy learning about things and introducing them to children in words and pictures.

"The process for doing most of my books is very much the same. First I must have an idea that really interests me. Then I do some writing. I always find an expert on the topic I am writing about to make certain that what I have written is accurate. I work with my editors on the text until it is as good as it can possibly be. Then I do rough sketches for the cover and the pages. Once I have discussed everything with my editors and the art director we decide what changes I should make. Then I do the finished artwork. Once I have finished the artwork I send it to the publisher to have it all printed and bound into books."

Gail Gibbons grew up writing stories and drawing pictures to fit the words, and wishing she lived in the country. After graduating from the University of Illinois with a bachelor of fine arts degree, she became involved in television graphics. This led her to work on a children's TV show, where her desire to write and illustrate children's books was rekindled. Eventually Gail became a full-time writer and moved to rural Vermont, where she could have a garden and as many pets as she wanted.

Gail has written more than 140 books and has made countless visits to schools. The feedback she gets from children is invaluable and often inspires ideas for future projects. Gail and her husband, Kent Ancliffe, have a dog named Wilbur, and two cats, named Miles and Davis. They live in Vermont in a passive solar house that Gail's husband built, and on an island off the coast of Maine.

For more photos, stories, and information about Gail, visit www.gailgibbons.com.

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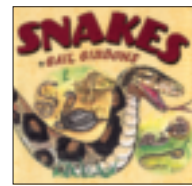
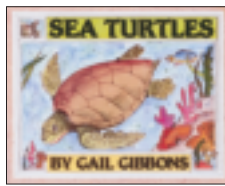
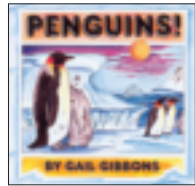
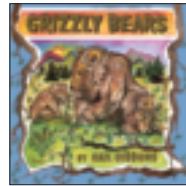
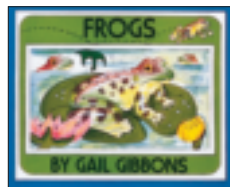
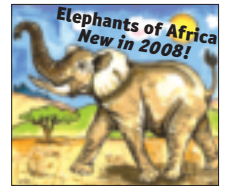
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This guide was written by Terrell Young and Barbara Ward, Washington State University.



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