



Explore the World with . . .

GAIL GIBBONS

An Educator's Guide Aligned to the
Next Generation Science Standards
Grades K-3



HolidayHouse.com
GailGibbonsBooks.com

HOLIDAY HOUSE





A word from Gail . . .

My 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!



We are excited to present

EXPLORE THE WORLD WITH . . .

GAIL GIBBONS

An Educator's Guide

Gail Gibbons connects us to the world around us, teaching us about a vast range of nonfiction topics including physical science, earth and space science, life science, engineering/technology, and more. This introduction provokes discussion and awareness of issues impacting the environment, as well as actions we can take to improve and sustain it.

Exposing students to nature and allowing them to learn and play fosters sensitivity, appreciation, and respect for the environment. Gail Gibbons encourages students to observe, research, and investigate how and why things happen by developing and enhancing critical and creative thinking skills. It is our hope that students understand how their decisions and actions affect the environment, as well as ways they can take action to keep our environment healthy and sustainable for the future.

The **Explore the World . . . with Gail Gibbons Guide** will promote active learning, good citizenship, and student leadership. Knowledge empowers youth to share their voice and make a difference at their school and in their communities.

This guide is designed to engage children in the exploration of their ever-changing world through **reading, questioning, and connecting** with nonfiction literature.

The Gail Gibbons picture book collection gives teachers and students access to expert-vetted, leveled texts that will deepen, challenge, and clarify students' understanding of science topics and themes as well as how technology and innovation affect our natural world. Her books ask students to think about what they can do to make the world a better place.

Encouraging young students to explore their world with Gail Gibbons offers opportunities for children to

- Ask and answer questions
- Use evidence from the text to read, write, and speak
- Build knowledge through content-rich nonfiction
- Make strong text-to-world connections through engaging activities
- Make a difference in their lives and the world around them

Gail Gibbons's colorful and informative picture books provide teachers with many thought-provoking and relevant opportunities to promote curiosity in their students, building a foundation of knowledge, and more importantly, an awareness and love for their world.



Next Generation Science Standards

From Seed to Plant

3-LS1 From Molecules to Organisms: Structures and Processes, 3-LS3 Heredity: Inheritance and Variation of Traits, 3-LS2 Ecosystems: Interactions, Energy, and Dynamics, 3-ESS3 Heredity: Inheritance and Variation of Traits, 3-ESS3 Earth and Human Activity

Comprehension Strategy: Sequencing events

Galaxies, Galaxies!

1-ESS1 Earth's Place in the Universe, 3-ESS2 Earth's Systems, 3-ESS3 Earth and Human Activity

Comprehension Strategy: Ask and answer questions

Hurricanes!

3-ESS2 Earth's Systems, 3-PS2 Motion and Stability: Forces and Interactions

Comprehension Strategy: Summarizing, using textual evidence

Monarch Butterfly

3-LS1 From Molecules to Organisms: Structures and Processes, 3-LS3 Heredity: Inheritance and Variation of Traits, 3-LS2 Ecosystems: Interactions, Energy, and Dynamics, 3-LS3 Heredity: Inheritance and Variation of Traits, 3-ESS3 Earth and Human Activity

Comprehension Strategy: Sequencing events

The Vegetables We Eat

1-LS1 From Molecules to Organisms: Structures and Processes, 1-LS3 Heredity: Inheritance and Variation of Traits, 3-ESS3 Earth and Human Activity

Comprehension Strategy: Using text features

Weather Words and What They Mean

3-ESS2 Earth's Systems

Comprehension Strategy: Building vocabulary knowledge, using text features

Wolves

K-ESS3, K-LS1, 1-LS1, 3-LS1, 3-LS2, 3-LS3, 3-LS4, 4-LS1

Comprehension Strategy: Ask and Answer Questions about Key Details, Use Text Features to Locate Key Facts

Penguins

K-ESS3, K-LS1, 1-LS1, 3-LS1, 3-LS2, 3-LS3, 3-LS4, 4-LS1

Comprehension Strategy: Ask and Answer Questions about Key Details, Use Text Features to Locate Key Facts

Owls

K-ESS3.A,C, K-LS1.C, 1-LS1.A,B,D, 3-LS1.B, 3-LS2.D, 3-LS3.A,B, 3-LS4.A,C

Comprehension Strategy: Visualizing, Summarizing, Identifying Text Structure/Organization, Knowing and Using Text Features to Locate Key Facts

Penguins

K-ESS3, K-LS1, 1-LS1, 3-LS1, 3-LS2, 3-LS3, 3-LS4, 4-LS1

Comprehension Strategy: Ask and Answer Questions about Key Details, Use Text Features to Locate Key Facts

More guides coming soon!



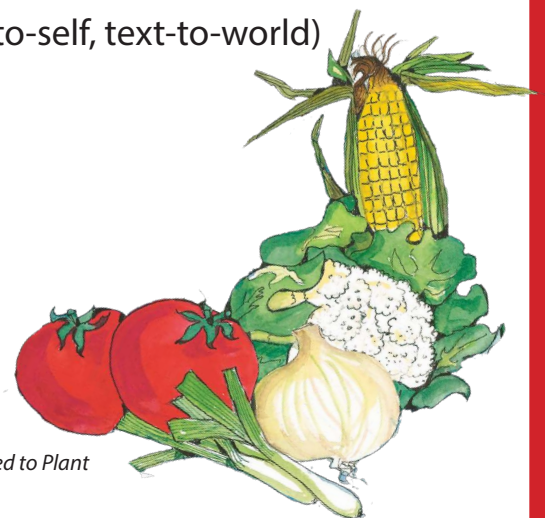
Using this Guide

Reading books by Gail Gibbons and studying her as a person and an author will build familiarity with various text structures and features that are consistent in all of her titles.

The reproducibles at the beginning of this guide can be used with any of the Gail Gibbons books. Each graphic organizer or activity teaches and reinforces important strategies in reading informational texts. All of the skills are necessary in building comprehension and close reading experiences.

The following Comprehension Strategies are addressed in this guide:

- Building vocabulary knowledge
- Cause-and-effect relationships
- Sequencing events
- Using context clues to figure out the meaning of unknown words
- Predicting outcomes/checking predictions
- Compare and contrast
- Ask and answer questions
- Using evidence from text/going back to the text
- Making real world connections (text-to-text, text-to-self, text-to-world)
- Main idea and details
- Summarizing
- Identifying and locating text features
- Identifying fact or opinion
- Author's purpose
- Problem and solution
- Categorizing



From *From Seed to Plant*

Gail Gibbons books are all leveled with Guided Reading Levels, based on the Fountas and Pinnell text leveling system, which are noted on the reproducible pages. For an extensive listing with Lexile bands, Accelerated Reader (AR) Quiz Numbers and Points, Reading Counts! Quiz Numbers and Points, and more, visit HolidayHouse.com/guided-reading-levels/.

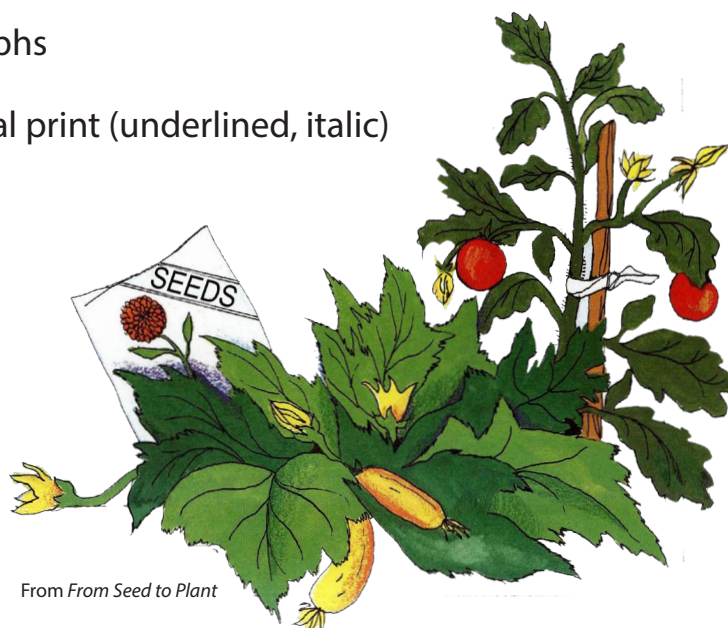
NAME _____ Date _____

Identifying Nonfiction Text Features

Book Title

Check the box if the book has the text feature.

- ☐ Heading
- ☐ Map
- ☐ Caption
- ☐ Diagram
- ☐ Labels
- ☐ Side text
- ☐ Illustrations/photographs
- ☐ Bold, colored, or special print (underlined, italic)
- ☐ Title page
- ☐ Chart
- ☐ Pronunciation guide
- ☐ Glossary
- ☐ About the author
- ☐ Photographs



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NAME _____ Date _____

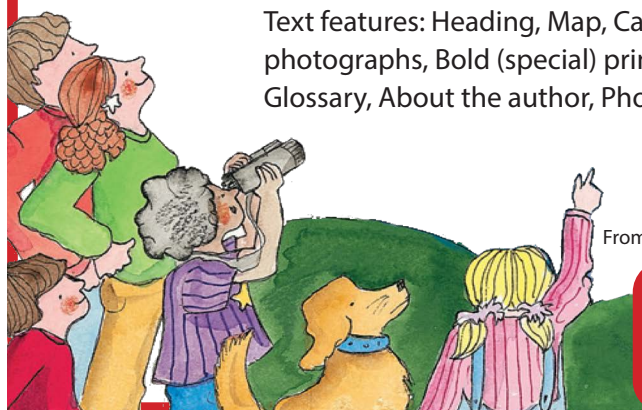
Text Feature Hunt

_____ Book Title

**Find examples of text features from the book and note them below.
How did the text features help you understand information?**

Text feature	Page number	How it helps understand what I am reading

Text features: Heading, Map, Caption, Diagram, Labels, Side text, Illustrations/ photographs, Bold (special) print, Title page, Chart, Pronunciation guide, Glossary, About the author, Photographs



From *Galaxies, Galaxies!*

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Extension Activities for Gail Gibbons Books

Career Education

Tell students that in books by Gail Gibbons you will read about many important people and the jobs they perform. Research one of the following careers and create a presentation on their impact on our environment.

A Day in the Life of a . . .

Meteorologist

Hurricane hunter (pilot)

Botanist

Archeologist

Entomologist

Astronomer

Inventor

Farmers

Truck driver

**People who work in processing plants
(packing, washing fruits and vegetables)**

Paleontologist

Wildlife conservationist

Agriculture expert

Venn Diagram

Have students create a Venn diagram to compare and contrast:

- the life cycles of a monarch butterfly and a ladybug
- hurricanes and tornadoes and their effects on the environment
- the vegetables we eat with the fruits we eat

Feel free to choose more topics for the above!

Vocabulary

Here are some activities to help students with vocabulary and language development:

- Create a glossary/dictionary for the book.
- Identify a challenging vocabulary word in the story.
- Using context clues, guess what the word means.
- Look word up in the dictionary to confirm the meaning.
- Create an illustrated glossary for the book.
- Create a word search (see www.wordsearch.com).



Extension Activities for Gail Gibbons Books

Fact or Opinion?

After reading the book by Gail Gibbons, write ten facts and ten opinions about the main topic.

Problem and Solution

- Was there a problem or issue discussed in the book? What issues in the book impact our environment?
- Research, investigate, and create a solution.
- How do our decisions and actions affect the future of our world?

Text-to-Text Connections/Text-to-World Connections

Find a newspaper article about the main topic in the Gail Gibbons book that you read. Summarize the article and share.

KWL

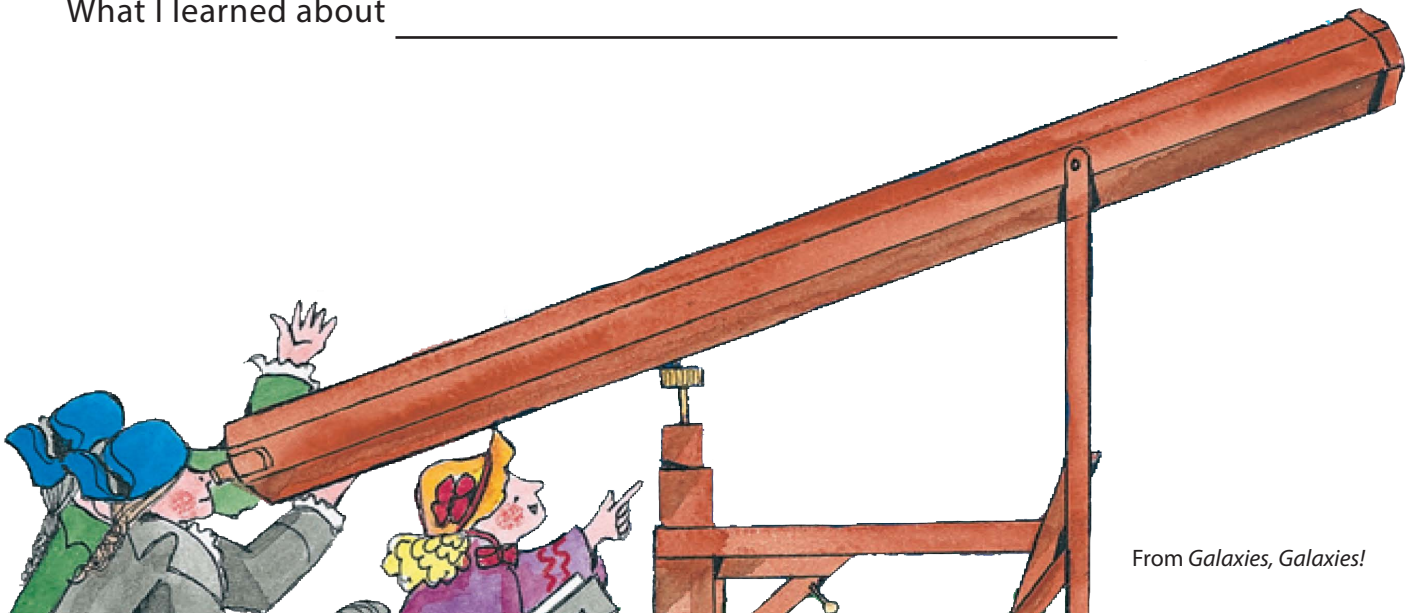
Create a KWL chart for each Gail Gibbons book you use in the classroom with the

Book title _____

What I know about _____

What I want to know about _____

What I learned about _____





More Extension Activities for Books in this Guide with Accompanying Activity Sheets

Galaxies, Galaxies!

Ask students to think about:

I am wondering . . .

Take a picture walk through the book before reading. Write ten questions that you have about the topic.

Answer the essential questions before and after reading *Galaxies, Galaxies!* Write the page number where you found the information. Discuss.

- What is our place in the universe?
- How do the components of our solar system move and interact with one another?
- How do the motions of Earth and the moon affect our lives?
- How were stars and constellations important to ancient peoples?
- How has technology aided us in our study of the universe?
- How does the relationship between Earth and sun create changes over time encompassing the water cycle, climate and weather, and seasonal patterns?
- How does the position of Earth in the solar system affect the conditions on our planet?
- How does Earth's atmosphere impact life on Earth?
- How does the rotation of Earth affect Earth's seasons?
- How does space exploration help humans to solve problems on Earth?
- Why is the power of gravity so important to the solar system?
- How we know that the universe is continuously evolving and expanding?

[See accompanying reproducible activity sheet in this guide.](#)

Weather Words and What They Mean

All About Weather Words!

- Brainstorm and create a list of all of the "weather words" in the book.
(Look in the speech bubbles too!)
- Distribute copies of the worksheet to students, directing them to list a favorite weather word and draw a picture.
- Collect students' pages and bind them together to create a class picture dictionary for all of the words about weather.

Bonus! How many weather words can you find in other books by Gail Gibbons?

Look in *It's Raining!*, *It's Snowing!*, *Hurricanes!*, and *Tornadoes!*

[See accompanying reproducible activity sheet in this guide.](#)



More Extension Activities for Books in this Guide with Accompanying Activity Sheets

Wolves

After reading *Wolves*, provide opportunities for students to demonstrate their understanding.

- True/False Statements
- Write about animal adaptations
- Vocabulary word search

[Use accompanying reproducible activity sheet in this guide for this activity.](#)

Listen to *Peter and the Wolf*. It is a symphonic folktale written by the Russian composer Sergei Prokofiev. In 1936, he was commissioned to write a musical story for children by Natalya Sats, the director of the Moscow Central Children's Theatre. The intent was to introduce children to individual instruments in the orchestra. As a narrator tells the story, the orchestra highlights the characters with musical themes by using four specific instrument families: strings, woodwinds, brass, and percussion. In the story, a young boy named Peter disobeys his grandfather and climbs over the garden wall. When he encounters a wolf, with quick thinking and the help of his friends—a bird, a duck, and a cat—Peter captures the wolf, and it is taken to the zoo.

Read aloud two European stories with wolf characters: *Little Red Riding Hood* and *The Three Little Pigs*.

- Compare and contrast the wolves from the two stories.
- Create a "Wanted" poster for one of the wolves.

[Use accompanying reproducible activity sheets in this guide for this activity.](#)

Penguins

Before Reading

- Math—Have students gather data using tally marks and then show it using a graph and words.
- Writing—Ask kids to respond to the question "Would a penguin make a good pet?" Have them include why they think that in their response. Keep the papers and come back to them after reading.

[Use accompanying reproducible activity sheets in this guide for this activity.](#)

After Reading

- Writing—Come back to the question about penguins as pets. Students should provide evidence from their learning to either support or change the ideas from their original thinking.
- Science—Have students investigate how lard (animal fat) insulates from the cold.

[Use accompanying reproducible activity sheets in this guide for this activity.](#)

Owls

Years ago, there were many more owls in the wild. What can scientists and other people do to help save endangered owls? Watch these videos for ideas.

- Saving the Burrowing Owl
- Light Pollution
- Conservation Kids

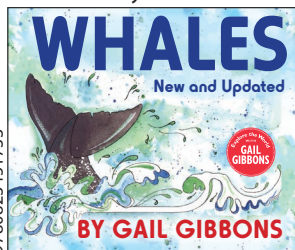
Owls make a variety of loud, continuous sounds, including hoots, barks, whistles, coos, and cries. Let's listen to sounds of different types of owls.

- Owl Sounds
- Audubon
- Great Horned Owl



More Extension Activities for Books in this Guide with Accompanying Activity Sheets

Whales by Gail Gibbons



SCIENCE STANDARDS

K-ESS3.A,C
K-LS1.C
1-LS1.A,B,D
3-LS1.B
3-LS2.D
3-LS3.A,B
3-LS4.A,C

COMPREHENSION STRATEGY

Ask and Answer Questions about Key Details

Know and Use Text Features to Locate Key Facts

EXTENSION ACTIVITIES

Gather students in groups of two on the floor in front of you. Lead an interactive, back-and-forth conversation using the questions below. First, pose a question and provide a couple minutes for partners to discuss. Next, gain students' attention and ask a few volunteers to share their, or their partner's, thoughts. Encourage students to build on what they hear from their peers.

BEFORE READING

- What do you know about whales?
- Have you seen any movies or read any books about whales?
- Have you ever seen a whale in the wild or at an aquarium?
- How big is a whale?
- Did you know that whales breathe air just like people do? How long do you think a whale can stay under water?

DURING READING

While reading, be sure to point out the information found in text features such as labels, bold print, captions, illustrations, maps, etc.

After p. 5:

- Where do whales live?
- Whales look like fish, but they are mammals. What are some other mammals?
- How big are whales?

After p. 8

- Why do scientists think the ancestors of whales lived on land?

After p. 9

- How does the tail, or fluke, help a whale move?
- How do the flippers help a whale move?

After p. 11

- Can a whale breathe under water?
- How is a whale's blowhole like your nose?

After p. 13

- What types of sounds do whales make?
- Why do they make these sounds?



More Extension Activities for Books in this Guide with Accompanying Activity Sheets

After p. 15

- Why do some whales migrate?
- What is a group of whales called?
- What is a female whale called?
- What is a male whale called?
- What is a baby whale called?

After p. 21

- There are two main kinds of whales. What is the main difference between them?
- How do whales with teeth catch and eat their food?
- What types of food do these whales eat?
- How do whales with baleen catch and eat their food?
- What types of food do these whales eat?

After p. 27

- How does the author describe baleen whales?

After p. 31

- There used to be millions of whales in the oceans. Why has that population shrunk?
- What is being done to help whales?

AFTER READING

- What are some interesting facts that you learned about whales?
- Why do whales live in the ocean?
- Do you have a favorite type of whale? Why? What makes it special?

Whale Conservation

Watch a video to learn another way people are helping whales. This video explains how changing shipping lanes and putting speed limits on ships has reduced the number of deaths in the right whale population in the North Atlantic Ocean.

OCEAN OPTIMISM

Whale Vocalizations

Listen to a humpback whale song recorded in Glacier Bay.

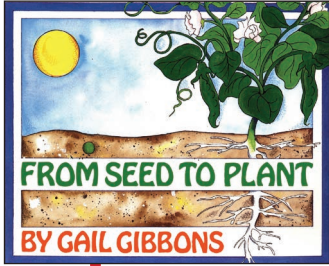
Whale Song Audio

Structure and Function

All animals have external parts that help them see, hear, move, find and take in food, regulate temperature, etc. Review the parts of a whale and their functions.

Writing About Whales

Give students an opportunity to share their learning in writing. You may also consider allowing your students to use technology to produce and publish their writing.



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PB: 9780823410255 / E-book available
Guided Reading Level M

Reproducible

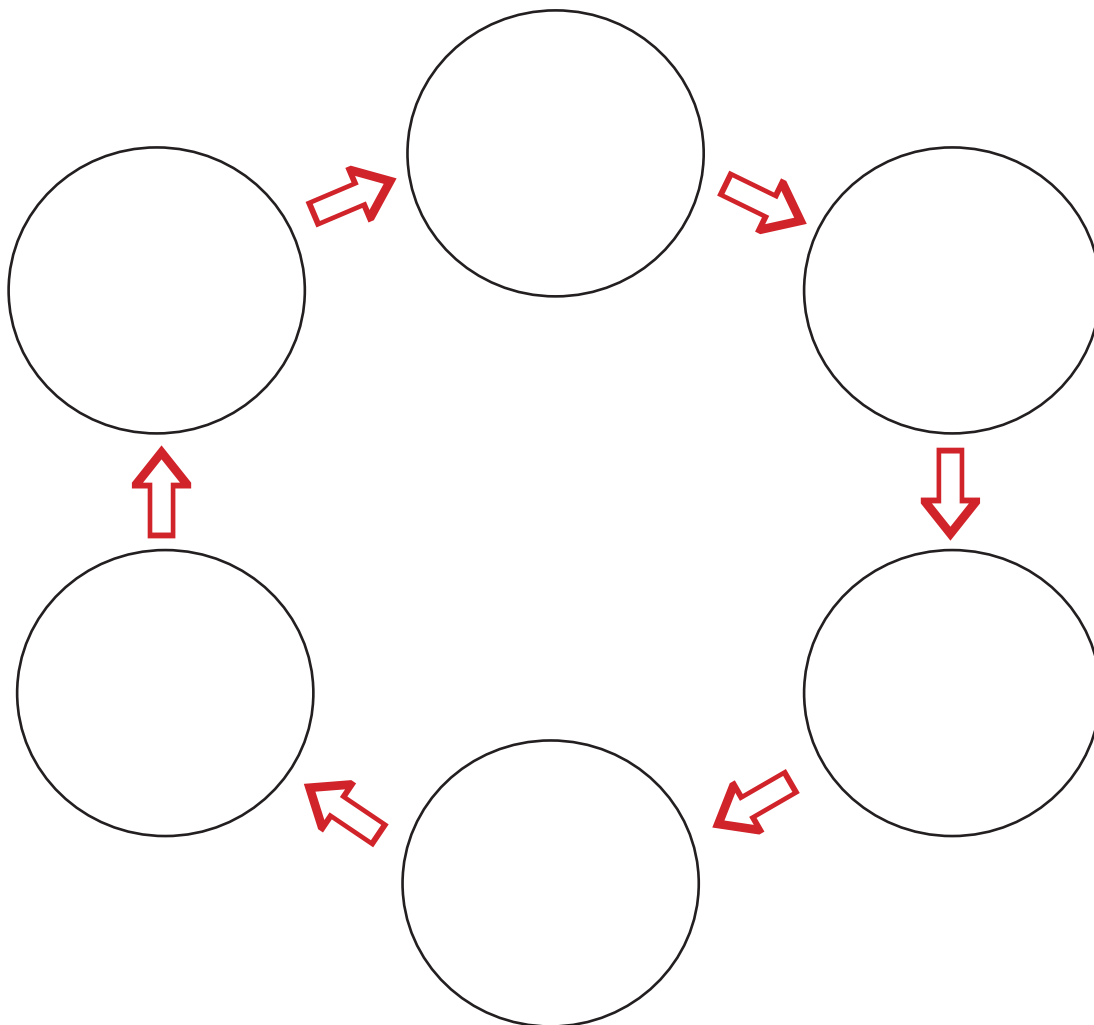
From Seed to Plant

NAME _____ Date _____

Life Cycle of a Plant

After reading *From Seed to Plant*, fill out the flowchart showing the stages in the life cycle of a plant. Using new vocabulary words from the book, place the following in the correct order: **Adult plant, Root/Shoot/Leaves, Seed, Young plant, Pollination, Germination**

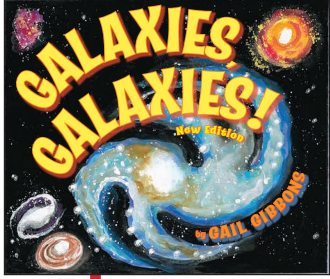
Bonus! On the back of this page write a story from the point of view of a seed explaining the life cycle from seed to plant. Include facts from the book.



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PB: 9780823439652 / E-book available
Guided Reading Level S

Reproducible

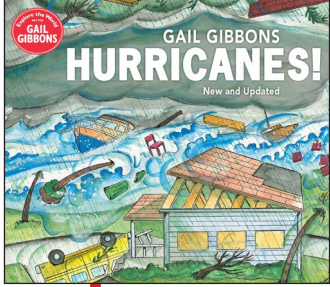
Galaxies, Galaxies!

NAME _____ Date _____

All About Galaxies!

Draw and write about something you learned from *Galaxies, Galaxies!* by Gail Gibbons.

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Guided Reading Level P

Reproducible

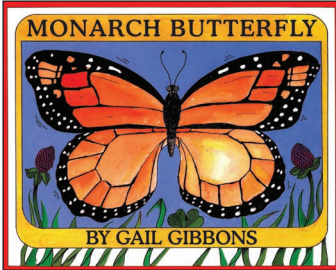
Hurricanes!

NAME _____ Date _____

All About Hurricanes! New and Updated

On the reverse of this page, answer the questions below to show your understanding of *Hurricanes!* by Gail Gibbons. Include a short note of the main points referring to the book as the basis for your answers.

What is a hurricane?	How are they formed?	Where do they occur?
Why are they named?	Who studies hurricanes?	Who has made life-saving impacts on the safety of citizens during a hurricane?
Why is it important to track hurricanes?	How are hurricanes classified into categories?	What technology allows us to measure, track, and forecast hurricanes?
<p>What advice would you give to someone who has a storm watch or a hurricane warning in their area?</p>		



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Guided Reading Level N

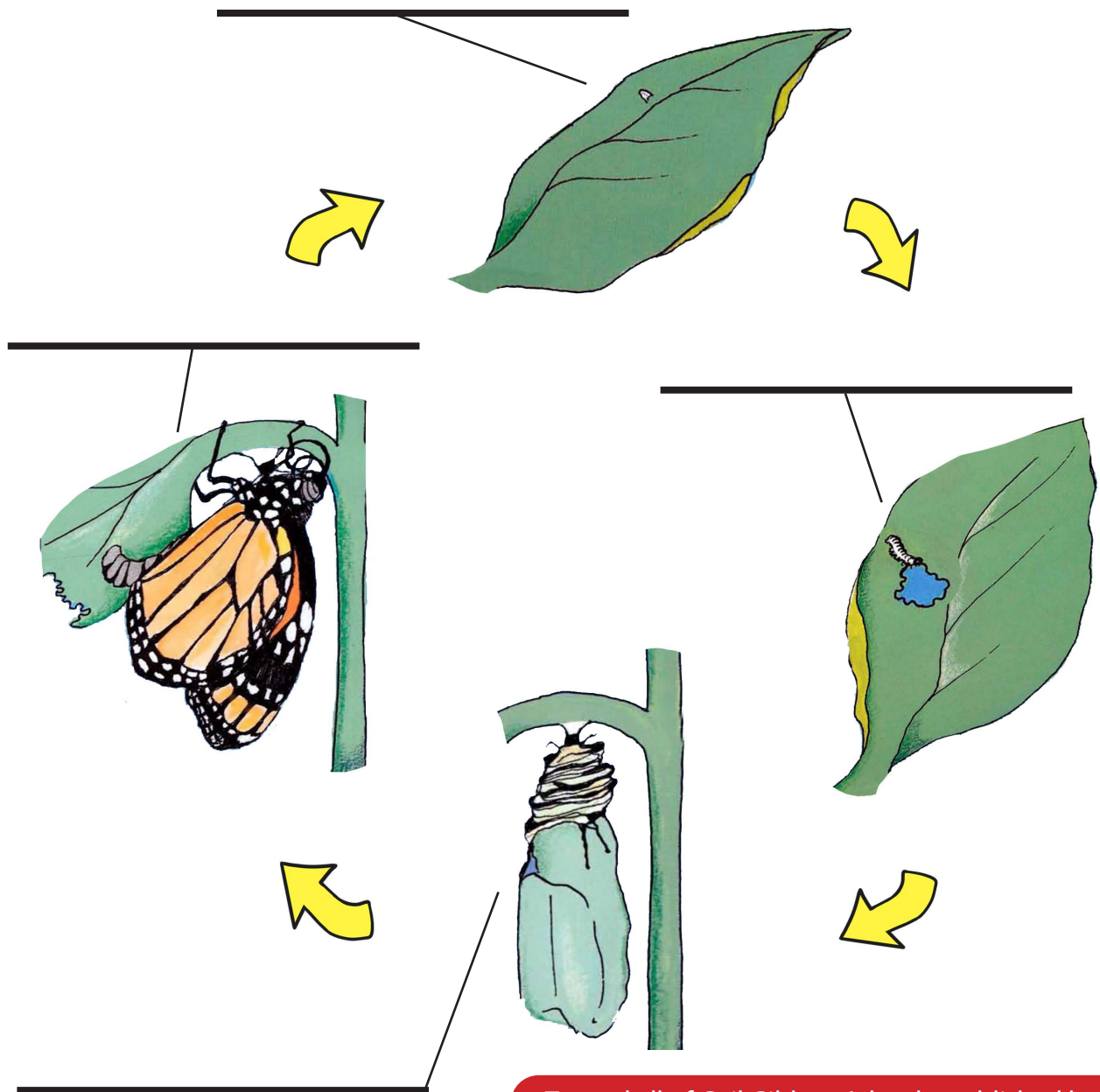
Reproducible

Monarch Butterfly

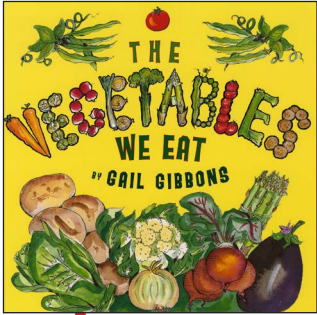
NAME _____ Date _____

Life Cycle of the Monarch Butterfly

Label the diagram and write something about each phase on the back of this page.



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Guided Reading Level M

Reproducible

The Vegetables We Eat

NAME _____ Date _____

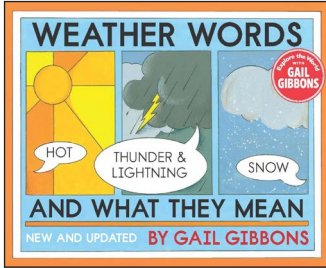
All About Vegetables!

After reading *The Vegetables We Eat*, use the text features to create a chart listing vegetable groups, characteristics of each vegetable group, and examples of vegetables found in that group. On a separate page, draw and label a small sketch for each group.

GROUP NAME	CHARACTERISTICS	NAMES OF VEGETABLES
Bulb		
Flower bud		
Fruit		
Leaf		
Root		
Seed		
Stem		
Tuber		

Bonus! Grow a vegetable from a seed and write your daily observations in your own "My Seed Journal." Include sketches and measurements.

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PB: 9780823441907 / E-book available
Guided Reading Level R

Reproducible

Weather Words and What They Mean: ***New and Updated***

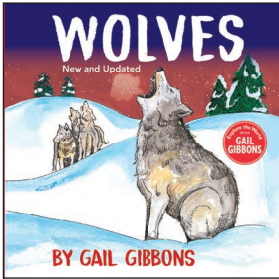
NAME _____ Date _____

My Favorite Weather Word!

Write your favorite weather word and draw a picture.



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HC: 9780823452538

E-book: 9780823454372

Guided Reading Level R

Reproducible

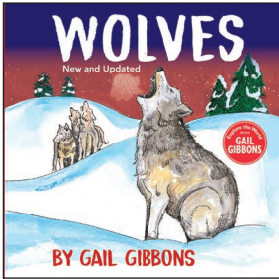
Wolves

Word Search

NAME _____ Date _____

f	a	r	t	p	u	p	s	w	x
u	q	s	e	l	a	l	p	h	a
r	k	i	e	m	w	c	e	p	f
h	u	n	t	o	t	v	k	r	e
b	d	h	h	j	u	y	z	e	w
t	e	r	r	i	t	o	r	y	o
c	n	d	g	n	o	p	i	b	l
n	m	k	l	w	v	u	t	s	f
c	a	r	n	i	v	o	r	e	g
h	s	d	r	a	t	a	u	p	s

alpha wolf pack hunt
carnivore howl fur teeth
territory prey den pups



HC: 9780823452538
E-book: 9780823454372
Guided Reading Level R

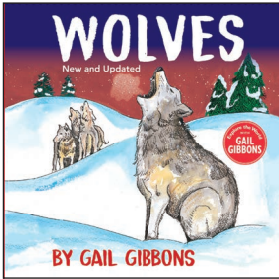
Reproducible

Wolves **True or False**

NAME _____ Date _____

Read the statements about wolves. Circle TRUE or FALSE.

There are two types of wolves. One is the gray wolf. The other is the black wolf.	TRUE	FALSE
Wolves are members of the dog family. Pet dogs are related to wolves.	TRUE	FALSE
Female wolves are larger than male wolves.	TRUE	FALSE
Wolves hunt by themselves.	TRUE	FALSE
Wolves only eat large animals.	TRUE	FALSE
Wolves live in packs. The tallest wolf is the leader of the pack.	TRUE	FALSE
The members of the pack care for and protect each other.	TRUE	FALSE
Wolves howl to tell other packs to stay out of their territory.	TRUE	FALSE
Wolf pups learn how to hunt right after they are born.	TRUE	FALSE
Wolves often attack people.	TRUE	FALSE
Wolves are in danger of extinction.	TRUE	FALSE



HC: 9780823452538
E-book: 9780823454372
Guided Reading Level R

Reproducible

Wolves **Wolf Adaptations**

NAME _____ Date _____

Wolves have strong jaws and lots of teeth. How does this help them?

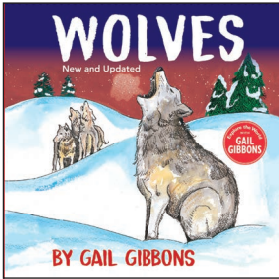


How do wolves communicate?



Wolves live in packs. How do they help each other?





HC: 9780823452538
E-book: 9780823454372
Guided Reading Level R

Reproducible

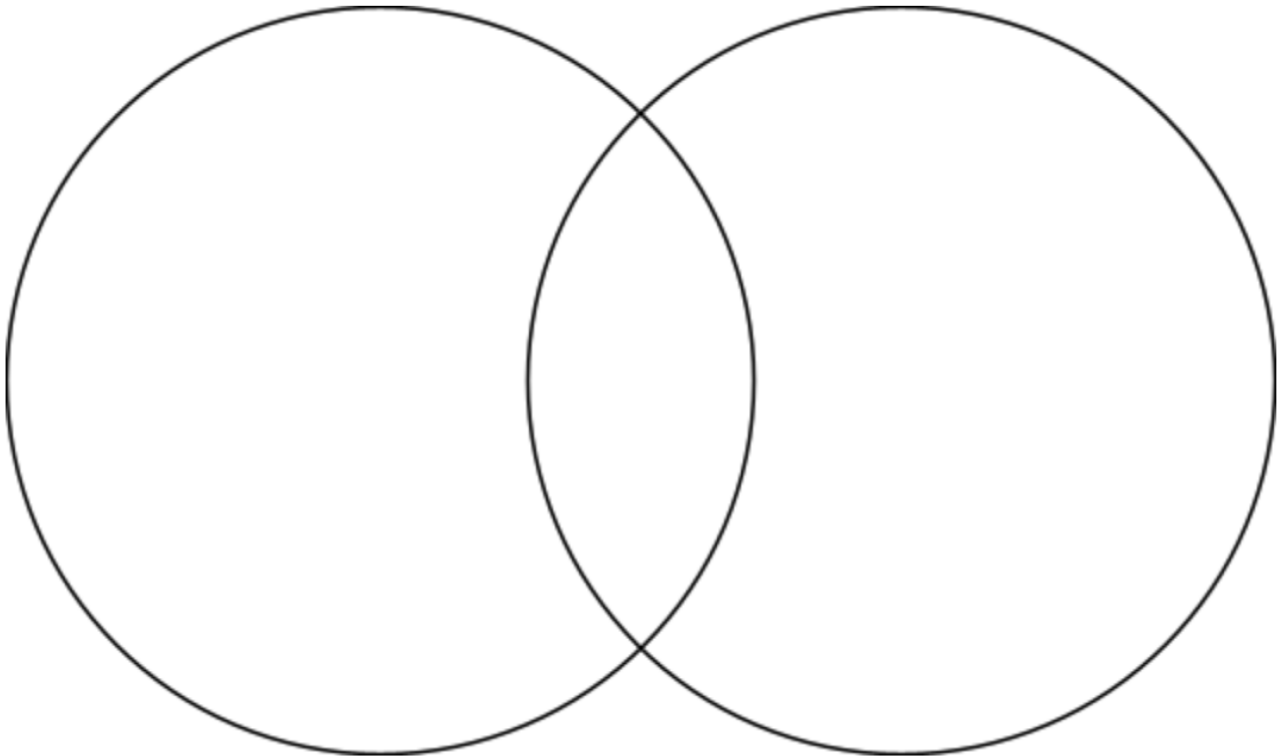
Wolves

Compare and Contrast the Big Bad Wolf

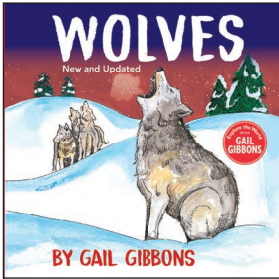
NAME _____ Date _____

Little Red Riding Hood

The Three Little Pigs



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Guided Reading Level R

Reproducible

Wolves **Wanted Poster**

NAME _____ Date _____

Wanted Poster

WANTED

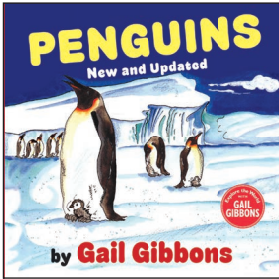
The Crime

The Reward

Footprint

Evidence from the Scene

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HC: : 9780823452545
E-book: 9780823454389
Guided Reading Level R

Reproducible

Penguins

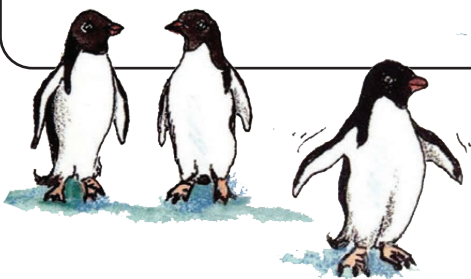
Would a penguin make a good pet?

NAME _____ Date _____

Before reading, I infer . . .

After reading, I learned . . .

Draw a picture to support your thinking.



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How many students in our class have seen a penguin in person?

NAME _____ Date _____

I can use tally marks to show data.

yes	+	no	=	total number of students in my class

I can make a graph to show data.

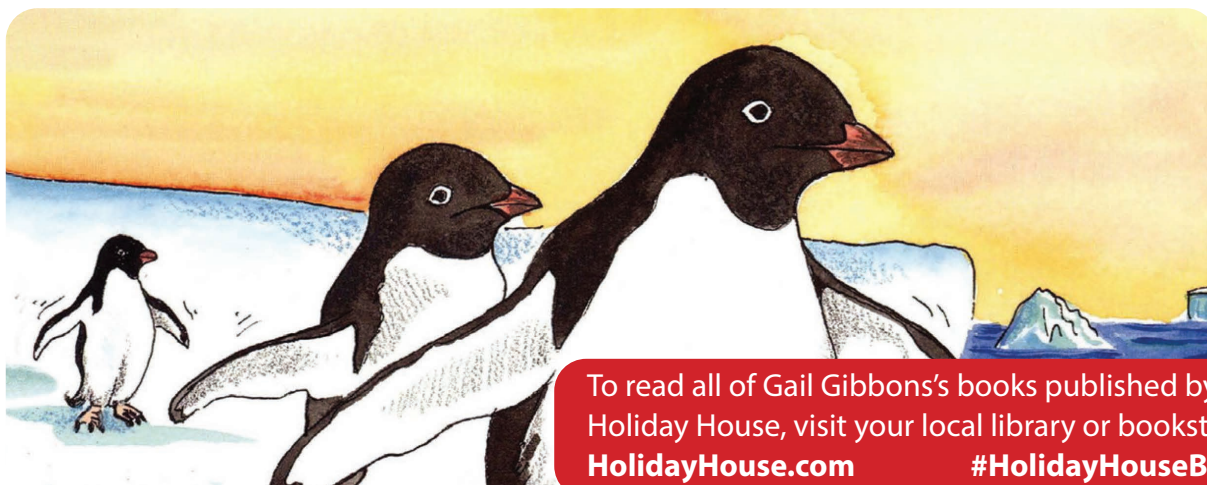
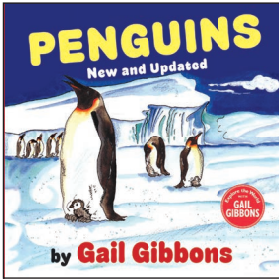
[illegible]

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Penguins

How do penguins stay warm?

NAME _____ Date _____

Materials

- medium size tub of ice water
- latex gloves
- lard

Instructions

- Put a latex glove on both hands.
- Cover one glove with lard.
- Place both hands in the cold water.
- Which hand feels cold quicker?



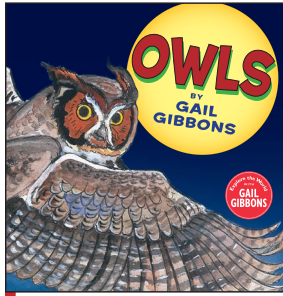
This is what happened.

How does this relate to penguins?

What other physical characteristics and behaviors help penguins stay warm?

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Owls

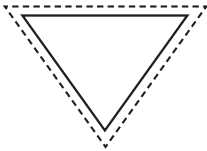
Owl Puppet

NAME _____ Date _____

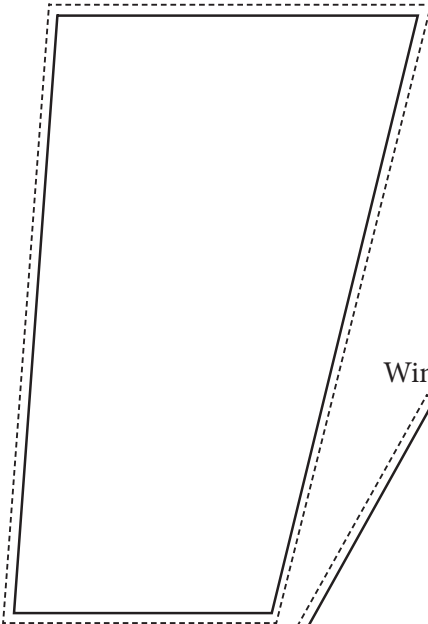


Cut out these pieces for owl body parts. Trace them on construction paper and cut them out. Glue those pieces and torn construction paper for feathers onto a brown paper lunch bag to create an owl puppet.

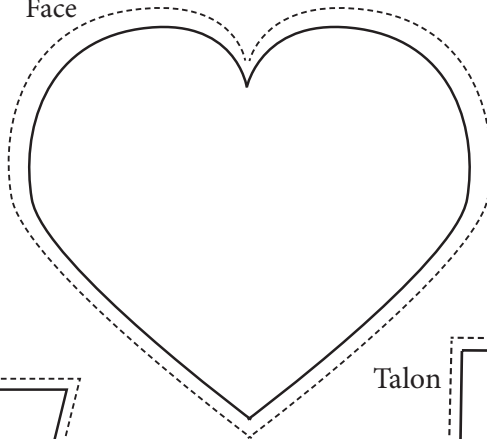
Beak



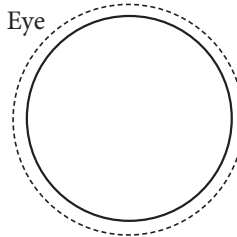
Wing



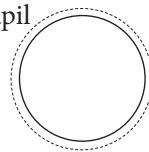
Face



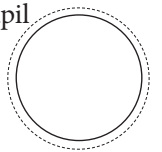
Eye



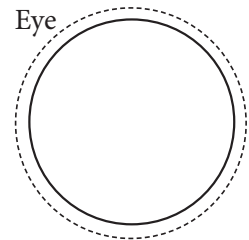
Pupil



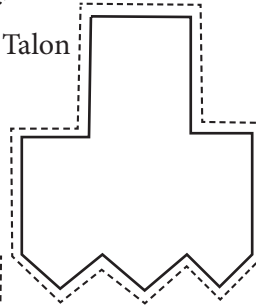
Pupil



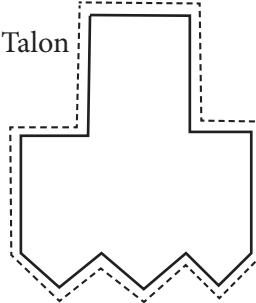
Eye



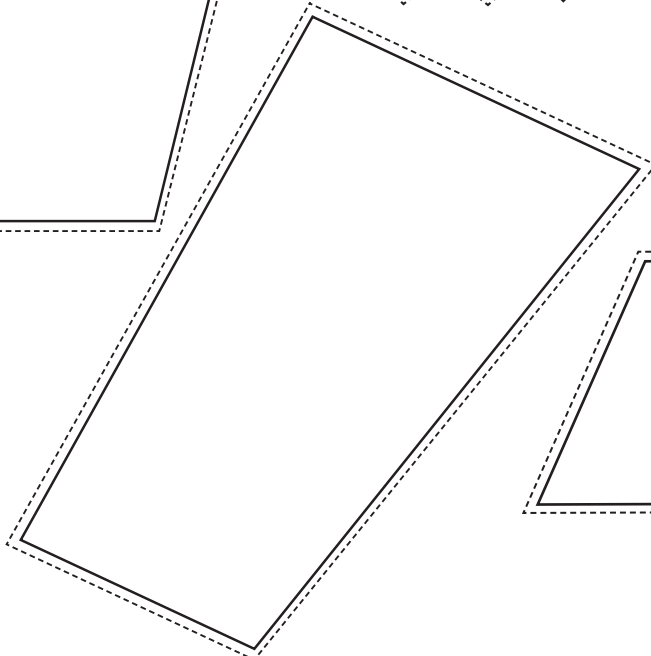
Talon



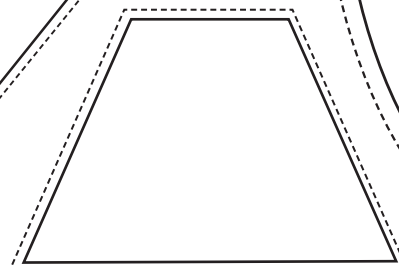
Talon



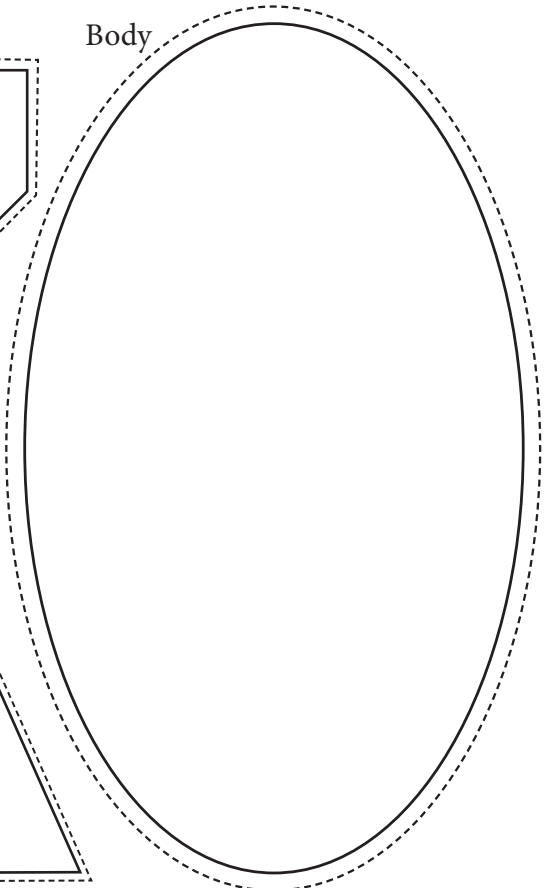
Wing



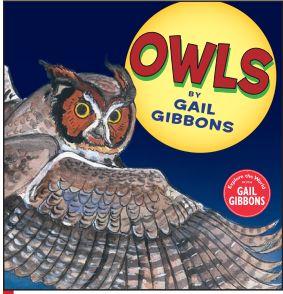
Tail



Body



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Owls

Opinion Writing Graphic Organizer

NAME _____ Date _____

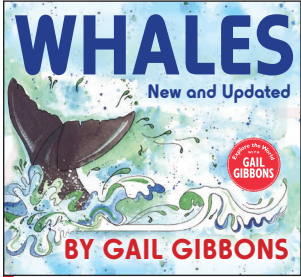
Owls are important to the environment because: _____

First: _____

Second: _____

Third: _____

This is why : _____



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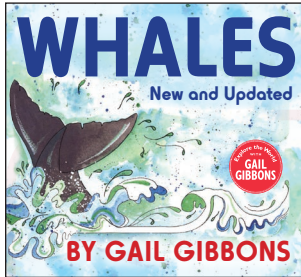
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Whales

NAME _____ Date _____

Draw and write about how humans can reduce their impact on whales.



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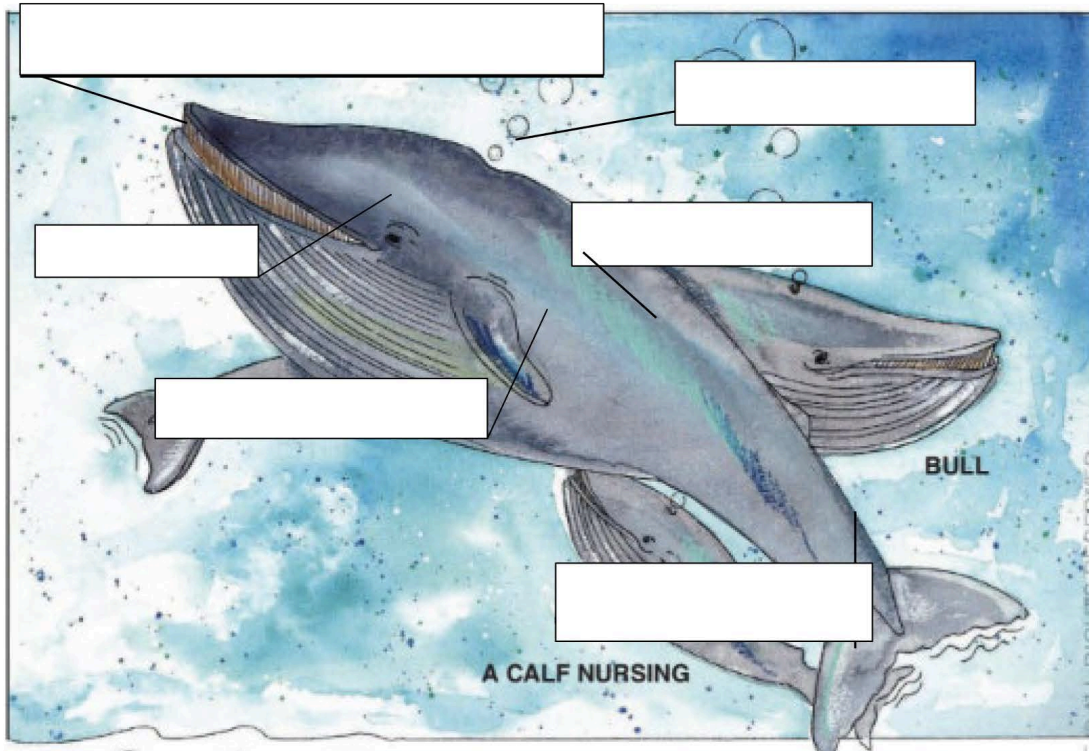
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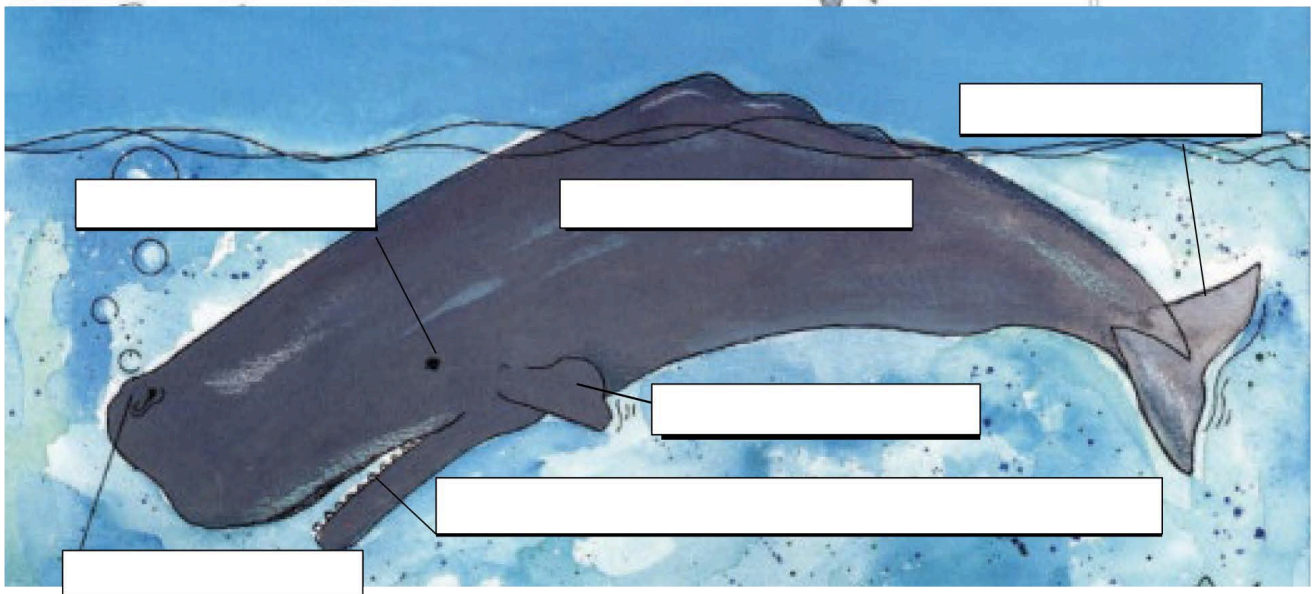
Whales

NAME _____ Date _____

Use the words from the right to label the parts of a whale.
HINT: Many of the words will be used in both pictures.



mouth with teeth
mouth with baleen
eye
teeth
fluke
flipper
blubber



This is to certify that

NAME _____

is hereby made a member of

THE GAIL GIBBONS EXPLORATION TEAM

Observe • Explore • Discover • Connect

TEACHER SIGNATURE _____


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