



Title of Text: Meteors and Comets
Author/Illustrator: Gregory L. Vogt

GRL: Q

Series: Early Bird Astronomy

Genre: Nonfiction, Science



Standard: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Lesson Objectives:

Comprehension Strategy: Visualizing

Skill: Cause and Effect

Fluency: Accuracy

Academic Vocabulary: explain or research the meanings of the words below. Discuss the morphology of the words: suffixes, taking a root word and adding to it to change the meaning of the word. Have students talk about the meaning of each word, using antonyms, synonyms and situations where each word can be used correctly.

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|---------------|------------|---------------|
| a. asteroids | b. coma | c. meteorites |
| d. meteoroids | e. meteors | f. nucleus |


Before Reading: ENGAGE! THINK!

1. Build Background Knowledge
 - a. Let's look at the front and back cover. What do you know about this topic?
 - b. What would you like to learn about this topic?
 - c. Look at the table of contents. What could be another name of Chapter 1?
 - d. Look at the glossary in the back to determine how the words meteors, meteoroids, and meteorites are related.
2. Skill Introduction:
 - a. Cause and Effect – today we will learn much about cause and effect. Read page 6. What was the cause of not having city lights? What was the effect? (no buildings, etc and darkness)
3. Strategy Introduction:
 - a. Visualizing – visualize a sky without any stars – or a cloudy sky at night. How does it feel?
4. Fluency: Accuracy – with science-based texts, we have to be careful to read correctly to get all of the information





Standard – Read page 7 to the students. Ask them to refer to the details to help them make an inference.

During Reading: Don't Wait Until It's Too Late! Check for Understanding (Stop at page 18)

1. Tell me about a part you didn't understand?
2. Turn and Talk: how is using the strategy of visualizing helpful in your reading?
3. On page 17, On page 17, why did the author include an illustration?
4.  **Standard:** What are some key details so far in the book? Find evidence to prove they are important.

After Reading: EVALUATE!

1. What is the most important thing to remember from this book? What are the details that can help you remember this?
2. What did you learn?
3. We are able to use visualization quite a bit with this book. Why do you think this is so?
4. What are some causes and their effects that we learned about in the book?
5.  **Standard:** Compare and contrast meteors and comets.
6.  **Standard:** What is one main idea and 5 key details supporting it? What can you infer about this?
7. **Academic Vocabulary:** How else can the word coma be used?



Writing Standard: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Task: Write a narrative about seeing a meteor or comet. Use information you learned from the text. Remember to have a plot, problem and solution. Use the points above to help you.

IF/THEN: Visualizing – if students had trouble with this, ask them to close their eyes and think about different kinds of days: a cloudy day, a sunny day, a rainy day. Can they describe what they visualize? Ask them how they feel in all situations and why