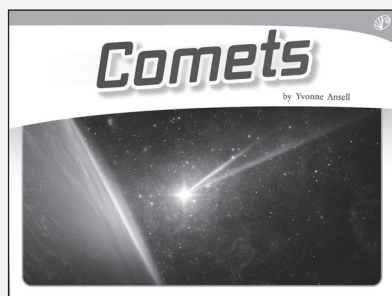


Comets

by Yvonne Ansell



Book Summary

This book is about what comets are, where they come from and where they go.

Themes

Discovery, Space

Features of the Book

- The information contained in the photographs, graphics and glossary
- Anchor words for discussion: *comet, scientists, space, sun, tail*
- Phonics and phonemic awareness: suffix -est

Strategies

Comets introduces and reinforces the following strategies:

- making connections
- finding main ideas
- questioning

Materials

- copies of the BM, pencils

Introducing the Text

Begin by asking the students the students if they have ever looked up in the night sky and seen a long tail of bright light. (Answers will vary.) Say that these are known as comets.

Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*comet, scientists, space, sun, tail*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs, text and diagram to determine the strategies of making connections, finding main ideas and questioning as you work through the book.

Cover

Together, read the book's title and the name of the author. Point to the comet in the photograph and say *Look at the comet's long, bright tail.* Together, turn to the back cover and point out the photograph of the comet. Read aloud the preview question on the back cover: *What do you know about comets?* Encourage the students to share any knowledge or experience they have with comets. Then say *Let's read the book to find out about comets.*

Contents Page

Turn to the Contents page and read the title aloud. Say *What do you notice about the comet in the photograph?* (It is travelling in an oval-shaped path.) Then explain to the students that a Contents page appears at the start of a book. It lists each section of the book and tells you which page the section starts on. Have the students read the Contents page to themselves. Say *What page would I find information about hairy stars?* (page 2). *Which page would I turn to, to find out about where comets go?* (page 8). *If I wanted to know about Halley's Comet, which page would I turn to?* (page 10).

Page 2-3

Read the heading and point to the photograph of the people under the night sky using binoculars and cameras. Ask the students if they have ever been to a star party where people come to stargaze and watch things such as the stars and comets. (Answers will vary.) Read the first sentence with the students and have them suggest why comets were called Hairy Stars. (Answers will vary, but might include that the tail of a comet looks like long, flowing hair.) Read the remainder of the text with the students. Point to the word *tail* and say that the word *tail* has more than one meaning. Explain that the author didn't mean a long, slender furry tail that sticks out the back of an animal such as a cat or dog. Have the students turn to the glossary on page 12 and read this book's meaning with you (a long stream of gas and dust that comes off a comet).

Page 4

Read the heading with the students. Point out that the heading is a question. Remind the students about the strategy of questioning. Explain that we often ask questions before, during and after reading. Allow time for the students to ask any questions that they might have about comets. For example: *What is a comet made of? Where do comets come from? How does a comet get its tail?* and so on. You could write these questions on the board or on paper so that you can revisit and research them at a later time if they don't get answered in the book. Read the remainder of the text with the students.

Page 5

Point to the photograph of the comet that is on pages 4 and 5, then read the two labels to the students. Ask the students what the coma looks like. (Answers may vary, but might include a cloud.) Together, read the text.