

At the Same Moment Around the World

RIF EXTENSION ACTIVITIES FOR EDUCATORS

STEAM-THEMES: SCIENCE, TECHNOLOGY, ENGINEERING, ART, MATH

SCIENCE, TECHNOLOGY, ENGINEERING, MATH CLIMATES CHANGE

Research the different climates of the world. Start with your own climate. Create a chart to show the average temperatures for the last 10 years. What do you notice? Compare your climate with the climates of at least 3 other places in the book. Consider how the climate has changed in recent years. What are some causes for the climate change?

To explore the greenhouse effect, have students build a terrarium.

Materials: clear glass container, marble-sized rocks, activated charcoal, potting soil, small plants

Put a 1 inch layer of rocks in the bottom of the container.

Add a ½ inch layer of charcoal. Top with potting soil, filling the container half full. Plant the plants, leaving some space for them to breathe and grow. Pack the soil with your hands. Give the plants a bit of water and place in indirect light. Observe.



TECHNOLOGY, MATH TIME ZONE TALES

Give students a visual of time zones across the world and locate your time zone. Follow this link for a printable map: https://www.cia.gov/library/publications/the-world-factbook/graphics/ref_maps/physical/pdf/standard_time_zones_of_the_world.pdf

Have students view an informational presentation on times zones: www.wisc-online.com/learn/social-science/geography/soc3702/international-time-zones. Have students record their new knowledge on the Fact Ladder handout found on the next page.



ENGINEERING, ART, MATH THE TIME MACHINE

Materials: popsicle sticks, pieces of cardboard (various sizes), glue, paper, yarn, construction paper (various colors), metal brads, round cardstock cut-out, arrow patterns for clock hands

Have students work in groups of 3-4. Give students their choice of materials to use to create a time machine and a character from the book. Students should place their character in the “time machine” and set the clock to the time in your time zone. Group members will take turns describing what the character may be eating, activities the character may be doing, etc. After each group member shares a description, the character goes back into the time machine to “travel” to another location.

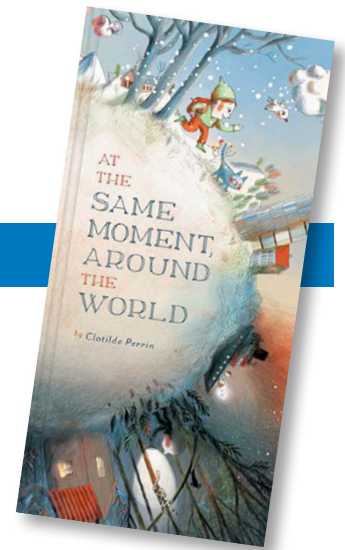
ART MAP IT OUT

Divide students into groups of 3-4 students. Have each group conduct research on a continent and create a model of the region.

Set up a gallery walk for students to view each group’s final product, or have each group present to the class.

IN MY MOMENT

Each student should pick a character in the text. Have students create a sheet describing and illustrating four important components of their character’s everyday life (e.g., family, food, fun, etc.).



FACT LADDER

