



Ty's Travels: Lab Magic

By Kelly Starling Lyons

GRL I

ABOUT THE BOOK:

Ty and his big brother Corey love to go to the science museum. But today Ty is disappointed to learn he's not old enough to go into the science lab. Momma takes the boys to watch butterflies, dig for fossils, and sail boats instead. Back home and with help from Momma and Daddy, Ty and Corey make their own science lab. They do experiments, blow bubbles, and have fun being scientists!

DISCUSSION QUESTIONS:

1. Where does Momma take Ty and his brother Corey? Why do they like to go there? What do they like to do there? *Common Core State Standards (Reading: Literature): RL.K.1, RL.1.1, RL.2.1, RL.3.1*
2. Why don't the boys go into the science lab at the museum? Why does Momma hug Ty after she sees a sign by the lab? How do the illustrations on pages 12 and 13 help you understand how Ty feels? *Common Core State Standards (Reading: Literature): RL.K.3, RL.1.3, RL.2.3, RL.3.3, RL.K.7, RL.1.7, RL.2.7, RL.3.7*
3. What does Ty want to do when he gets home? Why does he put on Dad's shirt and a pair of goggles? How does the family make a science lab at home? What kinds of things do they have in their lab? What kinds of things does Ty imagine they have in their lab? How do the illustrations help you know which things come from Ty's imagination? *Common Core State Standards (Reading: Literature): RL.K.1, RL.1.1, RL.2.1, RL.3.1, RL.K.3, RL.1.3, RL.2.3, RL.3.3, RL.K.7, RL.1.7, RL.2.7, RL.3.7*
4. On page 24, it says "The scientists are hard at work." What does it mean to be "hard at work"? What is the work that Ty and Corey are doing? On page 25, Ty says "Check it out." What does "check it out" mean in this sentence? *Common Core State Standards (Reading: Literature): RL.K.1, RL.1.1, RL.2.1, RL.3.1, RL.K.4, RL.1.4, RL.2.4, RL.3.4*

Common Core State Standards (Speaking and Listening) that discussions might also address: SL.K.1.a-b, SL.1.1.a-c, SL.2.1.a-c, SL.3.1.a-d, SL.K.6, SL.1.6, SL.2.6, SL.3.6

EXTENSION ACTIVITIES:

Word Lab: There are a lot of science words in this book, including *science*, *study*, and *lab*. Look through the book to find as many science words as you can. Make a list of all the words you find. Add other science words that you might already know. Then use your list to write or dictate a description of a scientist. What kind of work does a scientist do? Where do scientists work? What are some tools they use to do their work? Draw a picture of a scientist at work to go with your description. *Common Core State Standards (Language): L.K.6, L.1.6, L.2.6, L.3.6; Common Core State Standards (Writing): W.K.2, W.1.2, W.2.2, W.3.2*

A New Discovery: Imagine you are a scientist who has discovered a new kind of butterfly or bug. Draw a picture of the creature you discovered. Then write or dictate a story that tells how you found it. *Common Core State Standards (Writing): W.K.3, W.1.3, W.2.3, W.3.3*

Digging Into the Story: Look at the illustration on page 16. What is buried in the dirt? What could be in that chest? Write or dictate a story that tells what all of those buried things are and how they got there. You could even include what happens after you or Ty or someone else finds them and digs them up. *Common Core State Standards (Writing): W.K.3, W.1.3, W.2.3, W.3.3*

Fun with Science: Ty and Corey love science. They think it is fun being a scientist. Do you agree with them? Write or dictate a letter to Ty explaining how you feel about science. Tell why you feel that way. Or tell Ty about something you really love. Explain why you love it. *Common Core State Standards (Writing): W.K.1, W.1.1, W.2.1, W.3.1*

Common Core State Standards (Writing) that writing activities might also address: W.K.5, W.1.5, W.2.5, W.3.5, W.K. 6, W.1.6, W.2.6, W.3.6

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