Language, Literacy & Vocabulary!

Teacher’s Guide for Exploration
Fluent Plus Social Studies

Includes:
• Lesson Plans
• Learning Masters
• Pre- and Post-Test Assessments
• Take-Home Book Masters
Content and Literacy Development for Diverse Language Learners

National Geographic’s Windows on Literacy: Language, Literacy & Vocabulary program is designed for today’s classroom—diverse, challenging, and complex. Many children come to school without the basic background knowledge and oral language development needed for academic success. Language, Literacy & Vocabulary provides the extra support young learners need to experience success from the start.

National Geographic’s Language, Literacy & Vocabulary program offers rich opportunities for beginning learners to build background knowledge, develop vocabulary and oral language, and learn grade-level content. Throughout the nation, teachers told us they needed materials that scaffolded the learning so that children from diverse language backgrounds, at-risk readers, and children with learning challenges would have opportunities to achieve their full potential. The Language, Literacy & Vocabulary program meets this need through:

- Thematic units built around essential key concepts in science, social studies, and math
- Academic vocabulary development
- Age-appropriate and engaging nonfiction texts
- Considerate text with strong picture-text match
- Scaffolded, multilevel instruction for students at different levels of language proficiency
- Springboards to related reading and writing
- Customized instruction for English language learners (ELLs)
- Research-based instructional strategies
- Rich and varied teacher support and tools
Consulting Author: Linda Hoyt

Linda Hoyt is an educational consultant who strives to help teachers and school districts implement best practices in literacy instruction. She has had a rich array of experiences in education, ranging from classroom teaching to working as a reading specialist, curriculum developer, Title 1 teacher, staff developer, and Title 1 District Coordinator. She is the author of numerous books, articles, and videos and conducts presentations and workshops on literacy throughout the country.

Program Advisor: Mary Hawley

Mary Hawley is an educational consultant who has worked with teachers, educators, and publishers to implement best practices for teaching students with diverse language backgrounds. She has taught English as a Second Language in Mexico, worked with migrant and refugee children in Indiana, and studied in Latin America. In recent years, she has been instrumental in developing Spanish reading programs and products for English language learners.

Program Reviewers

Susan Brandt, Director of Staff Development and Support Programs, Arlington Heights School District 25, Arlington Heights, Illinois

Theresa Castelan, English Language Development Resource Teacher, Clovis Unified School District, Clovis, California

Dr. Beverly Ann Chin, Professor of English, University of Montana

Danielle Clayton, Director of English Learners, Kings Canyon Unified School District, Reedley, California

Paula Olson, retired teacher, Fairfax County Public Schools, Fairfax, Virginia

Sheryl Powell, Pre-Kindergarten Teacher, Wells Branch Elementary School, Austin, Texas
Success From the Start!

Achieving academic success is essential for children to make adequate yearly progress and for continued academic growth. Conclusive data and research show that children who fall behind on their acquisition of academic content and vocabulary during the K–2 years will fall further behind as they advance through the grade levels. To help children achieve success from the start and prevent them from falling behind, *Windows on Literacy: Language, Literacy & Vocabulary* gives children access to the core grade-level content they need for standards-based academic success through these features:

- Explicit instruction in core academic content and vocabulary to build a foundation for future success
- Focused, targeted, standards-based content
- Alignment with TESOL standards
- Multiple exposures to and applications of academic vocabulary
- Carefully leveled developmental texts
- Picture glossaries of key content vocabulary
- Simple, engaging, and visually striking student book pages
- Strong picture-text match
- Familiar language and simple sentence structures
- Multiple opportunities for oral language development
- Theme Builders for building background and developing oral language
- Opportunities for writing and related reading
One Program for Your Diverse Classroom

Windows on Literacy: Language, Literacy & Vocabulary recognizes that every classroom includes diverse language learners as well as children whose background knowledge and oral language require development. Teachers told us they wanted one program that they could use with English language learners, children with reading and vocabulary challenges, and children with learning issues that affect their ability to acquire and process language. With appropriate modifications for different needs, Language, Literacy & Vocabulary gives teachers a sound, research-based instructional plan to meet the common needs among diverse language learners.
Windows on Literacy: Language, Literacy & Vocabulary is designed to be used in a variety of classroom situations. This flexibility allows you to custom fit the program to match your scheduling and program needs.

### Regular Classrooms

The chart below shows the suggested pacing for use in the regular classroom. Each theme can be completed in five days.

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<td>Administer Post-Test</td>
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After-School Programs

*Language, Literacy & Vocabulary* works within a variety of after-school programs. Whether your after-school program meets every day or only three days a week, the program can easily be adjusted to meet your scheduling needs.

- For programs that meet every day, one theme can be completed each week of the program. Use the Pacing Guide on page 6.
- For programs that meet three times per week, one theme can be completed every two weeks. Use the suggested plan shown below.

Summer School Programs

*Language, Literacy & Vocabulary* is the perfect fit for your summer school program. When time is short and results matter, your class time must be productive. The five-day lesson plan allows you to complete one theme during each week of your summer school program. Whether your summer school plan includes a four-, five-, or six-week program, you can select developmentally appropriate themes that focus on the content areas of math, science, and social studies while developing strong literacy skills.

### Pacing Guide: Two Weeks for One Theme

<table>
<thead>
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<th>Week 1 · Day 1 · Lesson 1</th>
<th>Week 2 · Day 1 · Lesson 4</th>
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<tbody>
<tr>
<td>Pre-Test</td>
<td>Read Second Related Nonfiction Book</td>
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<table>
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<tr>
<th>Week 1 · Day 3 · Lesson 3</th>
<th>Week 2 · Day 3 · Complete Lesson 5</th>
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<tr>
<td>Read First Related Nonfiction Book</td>
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</table>
| Practice Comprehension Strategy | Post-Test (

### Four-Week Program

Choose four themes.

### Five-Week Program

Choose five themes.

### Six-Week Program

Choose six themes.
Overview

Exploration

STANDARDS

ACADEMIC LANGUAGE/ELD
- Use academic vocabulary related to exploration
- Use appropriate language forms to express needs and wants related to exploration and to visualize
- Develop fluency in reading, writing, listening to, and speaking English

SOCIAL STUDIES
- Describe how explorers discover and provide information about little-known places
- Explain why members of an expedition work together as a team
- Understand how important preparation and supplies are for a successful expedition

READING/LANGUAGE ARTS
- Learn and apply the comprehension strategy: Visualizing
- Use the text features: Glossary and Maps
- Write about exploration
- Learn and use vocabulary related to exploration

Before Theme Assessment
To compare progress before and after teaching this theme, use the Pre-Test and Post-Test Assessments, pages 33–44.

Optional Reading

Windows on Literacy
Content-Based Fiction
The Cave Explorers Level 23
Into the Unknown Level 24

Windows on Literacy
Nonfiction
Crittercam Level 20
Welcome to Japan Level 21
Up the Amazon Level 23
Traveling Across Australia Level 23

Theme Materials

Concept Book
Nonfiction Books

Theme Builder
Learning Masters

Audiolesson on CD
Take-Home Book Masters

Windows on Literacy
Content-Based Fiction
The Cave Explorers Level 23
Into the Unknown Level 24

Windows on Literacy
Nonfiction
Crittercam Level 20
Welcome to Japan Level 21
Up the Amazon Level 23
Traveling Across Australia Level 23
### Instructional Highlights

#### Key Concepts
- Explorers discover and provide information about little-known places.
- Members of an expedition work together as a team.
- Preparation and supplies are important for a successful expedition.

#### Key Concept Words
- discover
- explorer
- equipment
- survive
- expedition
- team
- explore

#### Text Features
- Glossary
- Maps

### Comprehension Strategy
Visualizing

### Theme Planner

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<th>Read Climbing Mount Everest</th>
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<td><strong>Exploration</strong></td>
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<td>• Develop Concepts and Vocabulary</td>
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Lesson 1

Read Exploration

Introduce Concepts and Vocabulary

Introduce Theme Question
Ask students: Have you ever seen a photo of a place where no humans live, such as of the ocean floor or the moon’s surface? Explain that they will learn about exploration. They will also learn the language used when expressing needs and wants when preparing for an expedition.

Turn and Talk Tell students that they have been hired to explore an uninhabited island. Have learning partners discuss and create a list of supplies they will need to bring.

Develop Oral Language
Display a photo of Antarctica. Ask students what an explorer needs to study this place. Model a sentence using explorer and equipment: An explorer needs special equipment and clothing.

Ask students what an explorer uses while exploring this place. Model a sentence. An explorer uses a tent for shelter.

Tell students that they just expressed some needs and wants of an explorer. Explain that an explorer needs to prepare and gather supplies for a successful expedition.

Turn and Talk Have partners each express another need and want of an explorer in Antarctica.

Introduce Theme Response
Display the Theme Response on the Theme Builder. Have students respond in unison after you ask each question. Have learning partners use Learning Masters page 25 to practice reading the Theme Response.

Introduce Key Vocabulary
Use the Think and Discuss scene to teach Key Concept Words and model language forms.

Look at the man between the two rocks. Exploring can be dangerous.

Look at the photo with the compass. Explorers use equipment to help them navigate.

Continue to model sentences using the words listed below to connect to each photo. As you introduce words, jot them down on chart paper. Display this Word Bank throughout the theme.

Build Background
Display the Think and Discuss scene on the Theme Builder again. Ask students what each explorer is using.

Turn and Talk Have partners talk about a photo and practice expressing needs and wants. For example: Explorers want to (explore space). Explorers need (a way to travel to space).
Model the Reading

Preview the Book
Distribute copies of *Exploration*. Read aloud the title and the author's name. As you page through the book, point out:
- The headings tell what the pages are about.
- The captions describe or tell about the photos.
- The Glossary includes definitions, photos, sample sentences, and page numbers.

Predict Vocabulary
Encourage students to use pictures to predict vocabulary: Which words do you expect to see in this book?
Display pages 8–9 and cover the words: Which words do you expect to see on these pages?
Students may describe the setting of each photo, such as space, water, and snow. Add these words to the Word Bank. Have students talk with partners and use *survive* and *equipment* to describe each photo. Continue the activity with other pages as time allows.

Model the Reading
Invite students to follow along as you read aloud pages 4–7 in *Exploration*. Read fluently, modeling smooth, accurate reading with appropriate expression.

After reading each pair of pages, pause to think aloud. Also, encourage students to ask questions and make observations.

Pages 4–5
**Think Aloud** This is like the Think and Discuss scene on the Theme Builder. The labels tell what explorers do. The photos show some of the ways explorers do these activities.

Pages 6–7
**Think Aloud** The heading and highlighted words tell me what the pages will be about. I see detailed information about one particular explorer. I wonder what he discovered.

Share the Reading
Now have partners complete the reading. Encourage them to pause after reading one or two pages and have conversations about what they have read. Ask them to share what they wonder about on the pages.

Reread for Fluency
Model reading the sidebar on page 7, sentence by sentence, with attention to pace and accuracy. Have students in unison echo-read each sentence as you finish, imitating your model. Then have students reread the entire book independently to build fluency. See Customize the Reading.

Customize Instruction for ELLs

Newcomers/Begginng During reading, have students point to places where members of an expedition team are helping each other.

Developing After each page showing a team, ask students to tell why a team is needed for this expedition. Encourage students to use the language form: This expedition needs a team because _____.

Expanding/Bridging After each set of pages, have students use Key Concept Words with the language form: Explorers need _____ Have them express something needed and tell why it is needed.
Lesson 2

Develop Concepts and Vocabulary

Develop Oral Language
Divide the class into two groups. Give each a set of photos. Have students decide which supplies are needed for an ocean expedition and which ones are necessary for a snow-covered mountain expedition. Then ask: What supplies do members of both expeditions need?

Turn and Talk Encourage learning partners to think about other supplies needed for an expedition under the ocean. Have them use this language form:
Ocean explorers need (oxygen).

Revisit Theme Response Display the Theme Response on the Theme Builder. Take the role of the leader again. Have students respond to the second question with an example of a piece of equipment, such as a compass. Students may all give a different response.

Build Background
Display the graphic organizer on the Theme Builder. Choose five students to each read a line of the graphic organizer. After each student reads a line, have him or her tell about the photo and explain why the objects are shown.

Turn and Talk Encourage partners to discuss how they would prepare for an expedition to a desert.

Begin Vocabulary Log As students read, encourage them to use sticky notes to tag words that they would like to save. After reading, students can record the words and their notes about them.

Use Learning Masters page 24.

Introduce the Comprehension Strategy

Introduce Visualizing
Students visualize by combining information they already know with descriptive words in the text. This helps them develop a mental picture of what is happening in the text.

Think Aloud When I read a book, certain words or phrases help me make a picture in my mind of what I’m reading about. I combine things that I already know with new information from the text to help me picture what is happening in the text. When I do this, I am visualizing. This helps me better understand the book.

Model Visualizing
Read pages 6–7 and model the comprehension strategy and language forms for visualizing.

In my mind, I can picture this volcano erupting. Hot lava flows. Ash forms a white cloud. The explorer feels the heat through his special clothes.

I know that volcanoes can explode as they erupt.

The picture in my mind helps me understand the heat from the eruption and the danger to the explorer.

For additional practice in visualizing, have partners work on Learning Masters page 26.
Small Group Reading

As students read, invite them to share what they notice. Use some of the suggestions below to encourage observations and talk about the book.

Pages 4–7
Support Comprehension Have students visualize Mike Fay’s expedition. What do you think the weather was like? What kinds of animals did Mike Fay see?

Pages 8–11
Support Comprehension Ask a volunteer to summarize these pages. (In order to survive, explorers need to plan ahead and pack equipment and supplies.)

Pages 12–19
Check Understanding How do maps help explorers? (Maps give explorers information about places.)

Pages 20–22
Check Understanding Have students use the Word Bank to describe each photo.

Discuss the Book

Invite students to share what they learned. Ask them to name and describe the faraway places mentioned in the book. Encourage them to use the words in the Word Bank to discuss what they have read. Remind students to add words to their Vocabulary Logs. Students can complete Learning Masters page 27.

Reread for Fluency

Read aloud in one breath the first two sentences in the sidebar on page 15. Ask students why it may have been difficult to understand you. (You didn’t pause. You ran everything together.) Point out that punctuation marks help you know when to pause as you read. Ask a volunteer to read the sentences, pausing appropriately at the punctuation marks. Then have students practice reading pages 14–15 in a quiet voice. Have partners take turns reading the pages aloud. For other suggestions, see Customize the Reading.

Customize the Reading

Students reread and talk about Exploration using one of the following options:

• Look through the pages, finding evidence of people working together.
• Reread the book while following along with the audiolesson.
• Read independently or read aloud with a partner.

Modeled Writing

Use the graphic organizer on the Theme Builder to review some Key Concepts of the theme. Prepare to model writing with active verbs that encourage visualization.

Think Aloud I will write an entry for an explorer’s journal. I want there to be lots of action so that my audience can visualize what’s happening. My audience is my friends.

Today is January 15, 2008. My team reached the cave near Mount Siberia. The weather is windy and cold. Our thick, warm coats keep us warm.

Think Aloud Now I can add some interesting details about exploring.

The cave shows no signs of any animal life. It is very dark and damp, but gives us shelter from the wind. Tomorrow we will measure its depth. Tonight we will set up camp with tents and a fire. We’ll cook a hot meal, too!

Think Aloud Verbs are words that describe actions.

Today is January 16, 2008. We awoke in the cave this morning to a terrible growling sound! Our guide slowly walked deeper into the cave to investigate. Then he came running out! “A bear! A bear!” he shouted!
Lesson 3

Read Climbing Mount Everest

Develop Concepts and Vocabulary

Develop Oral Language
Model the Key Concept Words 

equipment and team.

Explorers use equipment to climb mountains.

Climbing as a team is a good idea.

Ask students to think about different jobs that need equipment or that take a team. Then model.

Doctors use equipment to measure your blood pressure.

A team of scientists often work together.

Turn and Talk Have conversation partners take turns expressing a need they have for equipment in their lives. Encourage them to use the language forms for expressing needs and wants. For example:

I need equipment (to play soccer).

Revisit Theme Response Display the Theme Response on the Theme Builder. With you as leader, have students substitute the words a team in the second response.

Build Background
Distribute copies of Climbing Mount Everest. Ask students to compare walking up a very steep hill to walking on flat ground. Tell them that Mount Everest is the highest mountain on Earth. Explain that the top of it is about as high as airplanes fly.

Small Group Reading

Get Ready to Read

Preview the Book Read aloud the title, the author’s name, and the Think and Discuss question on the back cover: What is special about Mount Everest?

Page through the book and do the following:

• Point out the map in the Introduction.
• Explain that the photos and captions provide extra information.
• Ask students to predict what they will learn.

Predict Vocabulary Encourage students to use photos to predict vocabulary: Which words do you expect to see in this book?

Display a page and cover the words: Which words do you expect to see on this page?

List the words students mention. Add Key Concept Words in the book that students do not mention.

Text Feature: Map

Introduce Display the map on page 3. This is a map of the world. It shows where Mount Everest is located.

Model I see where I live. I see how far away Mount Everest is. I see bumps near Mount Everest. This feature must tell me where mountains are.

Practice Have students point to Mount Everest on the map. Then have them point to other areas with mountains.
Read the Book
As students read, invite them to share what they notice. Use some of the suggestions below to encourage observations and talk about the book.

Pages 3–7
Key Concept Words team, equipment
Support Comprehension Ask students to find Mount Everest on the map. Ask if they know what continent it is on. (Asia)

Pages 8–14
Key Concept Word survive
Support Comprehension Have students think about getting into a cold lake, pool, or ocean. Explain that most people put a foot in and then quickly take it out. Then they put in both feet and then maybe their whole body. Explain that the climbers get used to breathing in the mountain air in a similar way.
Check Understanding What can you do when you realize that something you read doesn’t make sense? (ask questions)

Pages 15–17
Check Understanding Describe what is happening in the photo on page 17. (The team is resting.)

Pages 18–24
Practice the Comprehension Strategy
Encourage students to Visualize to help them better understand pages 18–21.
Can you picture a place that is very cold? What does it look like? What can you do to stay warm?
Guide students to understand that their visualizations can help them make a picture of how dangerous the weather is.

Discuss the Book
Invite students to use the Word Bank to tell about the book. What new information about the importance of preparation and supplies did this book provide? Remind students to add words to their Vocabulary Logs.
Use Learning Masters page 28.

Reread for Fluency
Have students reread the entire book independently to build fluency. See Customize the Reading.

Shared Writing
Review the journal entries you modeled in Lesson 2. Invite students to help you write more entries. Have volunteers suggest some ideas from the expedition to Mount Everest. Help them frame sentences that include details about smells and sights and sounds. Then have them suggest a way to include a map and its description.

Customize Instruction for ELLs
Newcomers/Beginning Have students suggest words that describe how the mountain looks or how they would feel while climbing it.
Developing Encourage students to suggest ways to mark features on a map. Have them finish sentences such as: “The camp is marked with (a star).”
Expanding/Bridging Have students describe a day exploring or climbing.
Lesson 4

Read Race to the Pole

Review Concepts and Vocabulary

Develop Oral Language
Model the Key Concept Words explorer and survive. Display the photo of Antarctica. Tell students about some of the dangerous conditions there. Have them suggest supplies and equipment that would help explorers survive. Then model: Explorers use tents to help them survive. Explorers need food to help them survive.

Turn and Talk Have conversation partners take turns creating sentences that name items explorers need in Antarctica. Encourage them to use the language models for expressing needs and wants.

Revisit Theme Response Display the Theme Response on the Theme Builder. This time ask a volunteer to be the leader. Tell students they can respond with any of the already used words to end the second question.

Build Background
Distribute copies of Race to the Pole. Display a globe. Show students where the South Pole is located. Explain that it is the southernmost point on Earth and that the continent of Antarctica is at the South Pole.

Small Group Reading

Get Ready to Read
Preview the Book Read aloud the title, the author’s name, and the Think and Discuss question on the back cover: Which explorer won the race to the pole? Page through the book and do the following:
• Talk about the inset photos.
• Invite volunteers to read aloud definitions in the Glossary.
• Ask students to predict what they will learn.

Predict Vocabulary Encourage students to use photos to predict vocabulary: Which words do you expect to see in this book? Display a page and cover the words: Which words do you expect to see on this page?

Text Feature: Glossary
Introduce Have students look at page 23. The Glossary has definitions of words from the book. We can turn to this page while reading. Looking up a word will help us to better understand the text.

Model Point out the entry cargo. The definition explains what the word cargo means. When I read this word on page 14, I can turn to the Glossary to find its meaning. Words in bold type have entries in the Glossary.

Practice Students can look through the book to find more words in bold type. Have them find and read the corresponding entries in the Glossary.
As students read, invite them to share what they notice. Use some of the suggestions below to encourage observations and talk about the book.

Pages 3–5
**Key Concept Words** discover, explorer, explore, survive, team

**Support Comprehension** Point out the two lines on the map on page 3. Explain that these show the routes taken by the two explorers.

**Check Understanding** Which color represents Robert Scott’s route? (green)

Pages 6–11
**Check Understanding** Compare the preparations of the two expeditions. (Possible answer: Roald Amundsen’s team skied and trained dogs. Robert Scott’s team had ponies and dogs and placed food along the trail.)

Pages 12–17
**Apply the Comprehension Strategy**

**Visualize** and use the language forms:
In my mind, I can picture ______. I know that ______. The picture in my mind helps me understand ______.

**Guided Writing**

Distribute copies of the *Take-Home Book Masters*. Read the title and page through the book. Explain to students that they will write journals from the point of view of an explorer. Work with students to:
- Talk about the photos and add labels.
- Create a map of an imaginary or real place to explore.
- Share writing ideas for each pair of pages.

**Record students’ writing ideas** for the pages of their books on chart paper.

Have partners talk together and each complete a graphic organizer to plan what to write. Display the Word Bank and remind students to check their Vocabulary Logs as they begin to write.

Use *Learning Masters* page 30.

Pages 18–24
**Support Comprehension** Ask students to explain if Amundsen’s expedition was successful and why. *(The expedition was successful because Amundsen’s team was better prepared and had better weather. The team explored a little-known place and survived its dangerous environment.)*

**Discuss the Book**

Invite students to use the Word Bank to discuss the book and to share what they learned. Encourage them to use the Glossary as well. Have students think about a time they won a race. Ask them what it must have felt like to be the first team to reach the South Pole. Have students add words to their Vocabulary Logs.

Use *Learning Masters* page 29.

**Reread for Fluency**

Have students reread the entire book independently to build fluency. See **Customize the Reading**.

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**Customize the Reading**

Students reread and talk about Race to the Pole using one of the following options:
- Look through the pages, describing each photo.
- Reread the book while following along with the audiocassette.
- Read independently or aloud with a partner.

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**Learning Masters/page 29**

· Name

## Race to the Pole

Read the Glossary on page 23 of *Race to the Pole*. What words would you like to add to the Glossary? Write each word and its definition below.

### My Glossary

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**Learning Masters/page 30**

· Name

## Graphic Organizer

Use this graphic organizer to plan what you will write in your Take-Home Book on exploration.

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Lesson 5

Assess and Extend

OBJECTIVES
- Use Key Concepts and Key Concept Words in writing
- Demonstrate oral language proficiency
- Demonstrate comprehension of theme selections
- Read related titles to reinforce Key Concepts and vocabulary

Materials

Rereading and Assessments
Allow time for children to independently reread the theme selections. Display the Word Bank for children’s reference as they read.

As children reread, meet with individuals. Use the Post-Test on pages 41–44 to evaluate children’s progress and to update their records.

Guided Writing
Students continue writing the Take-Home Books they began in Lesson 4. Review the group list of writing ideas. Display the Word Bank.

Page through the theme books to review the text features, including maps and the Glossary. Talk about text features that students will add to their Take-Home Books. For example, they will draw a map.

Point out that good writers:
- Plan their writing. Explain how students’ completed graphic organizers will guide their writing. Encourage them to plan a map of an imaginary or real place for page 8.
- Add rich details. Have students suggest words that help describe what they “see” while exploring.

Customize Instruction for ELLs

Newcomers/Beginning Prompt contributions to writing by asking yes/no questions about each heading. Then have students dictate what they want to write to a bridging partner.

Developing Ask students questions to encourage the use of more adjectives and adverbs.

Expanding/Bridging Have students add details and use sentences that include words that tell when, such as first, second, now, then, later, and finally.
Assessment Tools

Self-Assessment
Allow children to reflect and assess their own learning by completing Learning Masters pages 22–23.
• What I Learned, page 22
• How I Learned, page 23

Reading
In addition to the Pre-Test and Post-Test Assessments, the following assessment tools, available online, can help you evaluate and record children’s progress in reading.
• Retelling Guide and Scoring Rubric
• Fluency Scoring Guide
• Oral Reading Record

Writing
Use the completed Take-Home Books available online and the following tools to assess children’s development as writers.
• Writing Rubric
• Developmental Checklist

Content Assessment
Have students list supplies needed for an expedition to an uninhabited island. Have them list the roles of the team members they would bring. For example, they will need sailors. Students may want to bring cooks that know the local vegetation. Have students present their lists and ideas to the group.

Vocabulary and Oral Language
Use the following resources, available online, in addition to the Think and Discuss scene on the Theme Builder, to assess oral language development.
• Content Vocabulary Checklist
• Oral Language Developmental Checklist

Optional Reading
Reading related titles allows students to explore concepts and vocabulary at different levels. It also allows them to use reading strategies in different types of texts. Encourage students to compare the theme books to the books in the next column.

Optional Titles
These related Windows on Literacy titles reinforce Key Concepts of the Exploration theme.

Nonfiction Titles
Crittercam Level 20
Welcome to Japan Level 21
Up the Amazon Level 23
Traveling Across Australia Level 23

Fiction Titles
The Cave Explorers Level 23
Into the Unknown Level 24

Home Connection
The Family Focus letters on Learning Masters pages 31–32 summarize key concepts about exploration.

In the Share and Learn activity, family members discuss the importance of working together as a team on an expedition.
What I Learned

List the three most important things you learned in this theme. Tell why you listed each one.

1. ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________

2. ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________

3. ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
   ___________________________________________
Name ____________________________

**How I Learned**

Think about reading the books in this theme. Draw an X next to the things you did as you read.

- [ ] I made connections.
- [ ] I thought about what would happen next.
- [ ] I asked questions before I read.
- [ ] I asked questions while I read.
- [ ] I made pictures in my mind.
- [ ] I picked out the most important ideas.
- [ ] I figured things out without the author telling me.

Choose one thing from your list.
Tell how it helped you understand the text.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
## Vocabulary Log

List words you want to remember. Tell what each word means. Add notes or drawings about the word.

<table>
<thead>
<tr>
<th>Word</th>
<th>What It Means</th>
<th>Notes or Drawings</th>
</tr>
</thead>
<tbody>
<tr>
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Name ______________________________

**Theme Response**

**Leader:** Where are you going?

**All:** We’re going exploring.

**Leader:** What will you take?

**All:** We’ll take equipment.

**Leader:** Where are you going?

**All:** We’re going exploring.

**Leader:** What will you do?

**All:** We’ll gather information.

**Leader:** Where are you going?

**All:** We’re going exploring.

**Leader:** What will you discover?

**All:** Join us and find out!
Visualizing

Read pages 8–9 in *Exploration*. Complete the sentences.

In my mind, I can picture

__________________________

__________________________

__________________________

I know that

__________________________

__________________________

__________________________

The picture in my mind helps me understand

__________________________

__________________________

__________________________

__________________________
Name ____________________________

Exploration

List adjectives that describe snow.
Write a sentence about exploring in snow.

1. ____________________
2. ____________________
3. ____________________
4. ____________________

List adjectives that describe volcanoes.
Write a sentence about exploring volcanoes.

1. ____________________
2. ____________________
3. ____________________
4. ____________________

List adjectives that describe space.
Write a sentence about exploring in space.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
Climbing Mount Everest

Use what you read or the Glossary to answer the questions below.

1. What are Sherpas?

2. Where is Base Camp located?

3. What is a crevasse?

4. Why do the climbers need oxygen tanks?

5. Would you like to try to climb Mount Everest?
Race to the Pole

Read the Glossary on page 23 of Race to the Pole. What words would you like to add to the Glossary? Write each word and its definition below.

My Glossary

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________
Use this graphic organizer to plan what you will write in your Take-Home Book on exploration.

page ______

page ______

page ______

page ______

page ______
Family Focus

Dear Family,
Your child has been reading the books Exploration, Climbing Mount Everest, and Race to the Pole in our unit of study on exploration. Please use this page to talk together about what your child learned in this theme.

Your child has written a Take-Home Book. Invite your child to share the book with you. Also, share your child’s Vocabulary Log for the theme. Here are some sample questions to help you discuss the Take-Home Book together:
• Where did your expedition go?
• Tell me about traveling to this place.
• Did you have enough supplies?
• What types of things did you discover?

Key Concepts
Your child has been learning these important ideas:
• Explorers discover and provide information about little-known places.
• Members of an expedition work together as a team.
• Preparation and supplies are important for a successful expedition.

Words to Know
• discover
• equipment
• expedition
• explore
• explorer
• survive
• team

Share and Learn
Encourage conversation with your child about how important teamwork is. Ask your child to describe some of the members of each expedition they read about. Encourage them to use the Words to Know.
Enfoque en la familia

Estimada familia,

Su escolar ha estado leyendo los libros Exploration (La exploración), Climbing Mount Everest (Escalando el Monte Everest) y Race to the Pole (La carrera al polo) en nuestra unidad de estudio sobre la exploración. Favor de usar esta página para hablar juntos sobre lo que su escolar ha aprendido acerca de este tema.

Su escolar ha escrito un libro para llevar a la casa. Pídale a su escolar que le lea el libro. También revise el Diario de Vocabulario que ha creado para el tema. Use estas preguntas para discutir el libro juntos.

- ¿A dónde fue tu expedición?
- Platícame sobre el viaje a este lugar.
- ¿Tenías las provisiones adecuadas?
- ¿Qué tipos de cosas descubriste?

Ideas Clave

Su escolar ha estado aprendiendo estas ideas importantes:

- Los exploradores descubren y proveen información sobre lugares poco conocidos.
- Los miembros de una expedición trabajan juntos como equipo.
- La preparación y las provisiones son importantes para una expedición exitosa.

Vocabulario

<table>
<thead>
<tr>
<th>Español</th>
<th>Inglés</th>
</tr>
</thead>
<tbody>
<tr>
<td>descubrir</td>
<td>discover</td>
</tr>
<tr>
<td>equipo</td>
<td>equipment</td>
</tr>
<tr>
<td>equipo</td>
<td>team</td>
</tr>
<tr>
<td>expedición</td>
<td>expedition</td>
</tr>
</tbody>
</table>

Compartir y aprender

Anime a su escolar a hablar sobre la importancia del trabajo en equipo. Pídale a su escolar que describa algunos de los miembros de cada expedición sobre las cuales leyeron. Pídale a su escolar que use el Vocabulario.
Assessments
Fluent Plus: Exploration
About the Pre-Test and Post-Test

The Pre-Test and Post-Test measure students’ performance in four skill domains:

- Concept Words
- Key Concepts
- Comprehension Strategies
- Text Features

The Pre-Test gives information about each student’s baseline proficiency with the theme of study. Analyzing student results will help you select appropriate teaching strategies and target areas of need. The Post-Test, when compared with the Pre-Test data, captures students’ gains and serves as a useful tool in documenting student progress.

Administering the Test

1. Before distributing the test, be sure that students have their Concept and Related Nonfiction books accessible. These texts are often referred to in both the Pre- and Post-Tests.

2. Distribute the test.

3. Look to make sure that each student is working on the correct page. Read all directions and test items out loud to students. Have students work individually on sections and allow a reasonable amount of time for them to complete each item.

4. Collect all tests and score them using the Answer Key on page 35.
## Answer Key

### Scoring the Pre-Test and Post-Test

Items 1–12 and 15–18 are worth one point. Items 13–14 are worth 2 points. There are 20 points total. For free response answers that require students to draw or write, answers need to show an understanding of the key word or concept to receive the point. Do not penalize students for incorrect spelling or grammar.

### Pre-Test

<table>
<thead>
<tr>
<th>Concept Words (1–6)</th>
<th>Key Concepts (7–12)</th>
<th>Comprehension Strategy (13 &amp; 14)</th>
<th>Text Features (15–18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point each</td>
<td>1 point each</td>
<td>2 points each</td>
<td>1 point each</td>
</tr>
</tbody>
</table>

1. (c) travel  
2. (e) explorers  
3. (b) team  
4. (a) jobs  
5. (d) prepare  
6. (f) tools  
7. travel  
8. explorers  
9. team  
10. jobs  
11. prepare  
12. tools  

Response demonstrates a complete understanding of the strategy.  
Response demonstrates a partial understanding of the strategy.  
Response is totally incorrect or irrelevant.

### Post-Test

<table>
<thead>
<tr>
<th>Concept Words (1–6)</th>
<th>Key Concepts (7–12)</th>
<th>Comprehension Strategy (13 &amp; 14)</th>
<th>Text Features (15–18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point each</td>
<td>1 point each</td>
<td>2 points each</td>
<td>1 point each</td>
</tr>
</tbody>
</table>

1. (c) South Pole  
2. (e) information  
3. (b) members  
4. (a) jobs  
5. (e) special  
6. (f) expeditions  
7. South Pole  
8. information  
9. members  
10. jobs  
11. special  
12. expeditions  

Response demonstrates a complete understanding of the strategy.  
Response demonstrates a partial understanding of the strategy.  
Response is totally incorrect or irrelevant.

Note: Do not score written response for grammar, mechanics, or spelling.

### Pre-Test

15. 10  
16. Something that is difficult to do.  
17. (c)  
18. (b)  

### Post-Test

15. (b)  
17. Antarctica labeled correctly.  
18. Mount Everest labeled correctly.
# Student Profile for Pre-Test and Post-Test

<table>
<thead>
<tr>
<th>Test &amp; Date</th>
<th>Concept Words</th>
<th>Key Concepts</th>
<th>Compr. Strategy</th>
<th>Text Features</th>
<th>Point Score</th>
<th>Percent Score</th>
</tr>
</thead>
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<td>Pre-Test</td>
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<tr>
<td>Post-Test</td>
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<td>Date: ____</td>
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<td>/4</td>
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<td>/20</td>
<td>%</td>
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</table>
# Class Profile

**Teacher Name**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Pre-Test</th>
<th>Post-Test</th>
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<tbody>
<tr>
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<td>Date:</td>
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</tr>
</tbody>
</table>

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Assessments | Exploration
Pre-Test

Name ___________________________________________________ Date ____________________

Concept Words

Draw a line from the word to what it means.

1. discover  a. A group of people who work together.
2. equipment  b. A journey or a trip to explore a new place.
3. expedition  c. To find something or to learn something for the first time.
4. team  d. To travel to little-known places to discover something.
5. explore  e. The tools needed for a certain purpose.
6. survive  f. To stay alive.
Complete these sentences. Choose one of the words in parenthesis. Circle the correct word. Follow the example.

**Example:** Explorers travel to many different (places, animals).

7. Explorers from all over the world (discover, travel) to Antarctica to learn more about this cold, distant place.

8. Some (explorers, equipment) face dangers to discover more about the world.

9. Most explorers are a part of a (shelter, team).

10. Members of a team have different (jobs, expeditions). Team members depend on each other.

11. Explorers must (prepare, eat) a lot for their expeditions.

12. There are many (places, tools) and supplies explorers need to prepare before going on their expedition.

**Comprehension Strategy**

Read pages 14–15 in *Exploration*. Complete the sentences.

13. In my mind, I can picture ________________________________

14. The picture in mind helps me understand ____________________
Pre-Test

Look at the picture of the glossary page in *Exploration*. Answer the questions.

15. On what page is the word “expedition” mentioned?

Expedition is mentioned on page _________.

16. What is the definition for “challenge”? Write it on the line.


Look at the map. Circle the correct answer for each question.

17. This map shows.
   a. The continent of Antarctica
   b. The South Pole
   c. Both answers a. and b. are correct

18. The 2 lines from the South Pole to the coast are:
   a. Railroad tracks for travelers to go visit the South Pole.
   b. The routes Amundsen and Scott traveled.
   c. Rivers flowing from the South Pole.
Post-Test

Name ___________________________________________________ Date ____________________

Concept Words

Draw a line from the word to what it means.

1. **discover**
   - **a.** A group of people who work together.

2. **equipment**
   - **b.** A journey or a trip to explore a new place.

3. **expedition**
   - **c.** To find something or to learn something for the first time.

4. **team**
   - **d.** A person who travels to learn something new.

5. **explorer**
   - **e.** The tools needed for a certain purpose.

6. **survive**
   - **f.** To stay alive.
Post-Test

Name ___________________________________________________ Date ____________________

Key Concepts

Look at the words in the Word Bank. Choose the word that best completes the sentence. Write the word on the line.

7. The ___________ lies near the center of the continent of Antarctica.

8. The goal of many expeditions is to gather ______________.

9. When Antarctic explorers travel, they are usually linked together with rope. The rope keeps team ____________ from getting lost or falling into deep holes.

10. Team members depend on each other. Members of a team have different ______________.

11. Explorers must use ____________ tools to help them find their way.

12. Maps, GPS and compasses are all tools used to help explorers in their ____________.

Word Bank

special  information
jobs  members
South Pole  expeditions
Comprehension Strategy

Read pages 12 in *Climbing Mount Everest*. Complete the sentences.

13. In my mind, I can picture ________________________________
________________________________________________________________

14. The picture in mind helps me understand ______________________
________________________________________________________________

Text Features

15. What is a **glossary** page? Circle the correct answer.
   
   a. At the beginning of a book, this page shows you a list of topics in the book and where you can find the information.
   
   b. At the end of the book, this page shows you important words and their meaning.
   
   c. At the beginning of a book, this page shows you the name of the book and has a picture in it.

16. Use your book *Climbing Mount Everest* to answer the question. What does “crevasse” mean? Write the definition on the line.
________________________________________________________________
17. & 18. This is a map of the world. Label **Antarctica** and **Mount Everest**.
Exploration

by

Contents

Preparing 4
Gathering Supplies 6
Exploring 8
Discovering Information 10
Glossary 12
Gathering Supplies

Exploring

This map shows the route my team and I took while exploring.
Discovering Information

Glossary

**discover** to find something or to find something out

**equipment** the things needed for a particular purpose

**explore** to travel to little-known places to discover something

**team** a group of people who work together
Fluent Plus
Themes

- Life Cycles of Animals
  - Nicol De Silva

- Our Place in Space
  - Traci Reed

- Machines Help Us Do Work
  - Traci Reed

- Inventions
  - Scott Gaspard

- Adaptations
  - Traci Reed

- The Changing Earth
  - Nicol De Silva

- Our Government
  - Ashley Hewitt

- Geography
  - Art Blackburn

- Exploration
  - Ashley Hewitt

- Comparing Data
  - Tessa Patel

- Solving Math Problems
  - Joan Roberts

- Ancient Civilizations
  - Joan Roberts

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