# **NATIONAL GEOGRAPHIC EDUCATOR'S GUIDE**

# COMMON CORE ALIGNMENTS AND CLASSROOM ACTIVITIES



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# An English-Language Arts Teaching Guide

# **Text Feature Treasure Hunt**

### CCSS RI.2.5, RI.3.5\*

Invite students to share text features they know of, such as the Table of Contents, the index, chapter titles, subheads, etc., and to explain the function of each.

Differentiation suggestion: For younger or struggling readers, open the text to each different type of text feature and ask students to name and describe it. If you wish, create a list of text features on the board as you review them with students.

Tell students that they are going to go on a text feature treasure hunt. Divide students into small groups and distribute a copy of *Ultimate Bodypedia* to each group. Within each group, invite students to choose one person to note the answer to each clue.



Read each clue below, one at a time, giving students time to locate and record the answer.

*Differentiation suggestions:* For younger or struggling readers, pause after each clue to discuss the answer. Help guide struggling students to find the correct answer by reviewing how to find it. Be sure all students have located the correct answer before moving on to the next clue. For more advanced readers, do not stop for discussion between clues. When you reach the last clue, invite groups to share their final answer. Then invite groups to share how they got to that answer. If groups had different paths, discuss the pros and cons of each.

# Clur

## **Clues 1-2:**

On what pages can you find an image of skin cells? (pages 25 and 37; use the index, bolded page numbers indicate images)

What are melanocytes? (special cells that create skin color; information found on page 36 or in glossary)

# Clues 3-4:

How many subsections are in chapter 7? (9; use Table of Contents)

How does peripheral vision cause optical illusions? (Sometimes when you look out the sides of your eyes, you see movement where really there are only patterns; use Table of Contents to find Optical Illusion subsection of chapter 7, then find the answer in the caption)

# Clues 5-6:

How many authors does this book have? (3; use the byline on the cover or title page)

Which author introduces the book? (Christina Wilsdon; use the table of contents to find the introduction, then compare the two introductions to the list of authors on the cover or title page)

# **Clues 7-8:**

Where might you visit in Vancouver, British Columbia, Canada to learn more about the human body? (Bodyworks, Science World at Telus World of Science; use the Find Out More feature)

Is that location listed in the index? (no; check the index for "Bodyworks," "Science World," and "Telus World of Science")

# Clues 9-10:

What is the definition of "virus"? (a very tiny microbe that can cause an infectious disease; use the Glossary)

On how many pages are viruses shown or discussed? (3: 202, 203, and 209; use the index)

# Clues 11-12:

What type of bone is at the lowest point in your body? (the phalanges; use the skeleton diagram in the Body Atlas)

What percentage of your bones are in your feet? (25%; use the fun fact burst on the skeleton diagram spread in the Body Atlas)

# **Challenge Clue:**

Who is the photographer for the photo on page 12? (Jak Wonderly; use the photo credits)



# **Text Feature Treasure Hunt**

### CCSS RI.2.7, RI.3.7; RI.4.7; RI.6.7\*

Open to the skeletal system diagram in the Body Atlas (*pages 240-241*). If possible, project it up for students to review as a class. Otherwise, divide students into pairs, small groups, or individuals and give each a copy of *Ultimate Bodypedia*.

Examine the spread together as a class. Lead students to note the following features:

- the title (The Skeleton)
- the introductory text (purple box on page 241)
- the key (1 square = 1 foot (0.3m)
- the grid system
- the diagram (including the numbers/letters on the skeleton and the corresponding text boxes)

Ask students leading questions such as:

- What color are the bones of the hand labeled in? (green)
- What number is the fibula on the diagram? (13)
- On a 6-foot person, about how long is the thighbone? (approximately just over 1 foot)

Invite students to turn to pages 52-69 and preview the pages. Point out that while these pages give very detailed information about the bones in your body, the diagram gives a quick, visual overview. Encourage students to discuss the pros and cons of each type of information, including how they can work together to give a reader more information.

Next, divide students into small groups or pairs, and give them time to explore the visual features in the book.

Invite students to choose one visual element from the book and create three additional approaches to present the same information. Options might include a diagram, a creative visual diagram, a video, a photo, text description, etc.

When students have finished, invite them to share their approaches with the class, explaining why they chose each and what information each shares. If you wish, have students display their approaches in different spots around the room and invite the class to try to identify which approaches give the same information.

Then lead a discussion about each approach. Which worked best? Least? Why would some approaches work for some information but not others? Which approaches do students prefer when reading individually?

# **STANDARDS**

The following Common Core standards are addressed in these teaching notes. (*RI = Reading Informational Texts*)

# Grade 2

**RI.2.5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

*RI.2.7:* Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

# **Grade 3**

*RI.3.5:* Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

*RI.3.7:* Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

# **Grade 4**

*RI.4.7:* Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

# **Grade 6**

**RI.6.7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.







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