

About the Book

Text Type: Nonfiction/Descriptive Page Count: 16 Word Count: 807

Book Summary

In this edition of the “Trip on a Latitude Line” series, readers will go on a trip to 25 degrees north and 25 degrees south of the equator—just beyond the tropical zone. Come along and see what the areas in this region have in common, even though they are over three thousand miles apart!

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing to understand text
- Identify details to compare and contrast
- Identify and use parentheses
- Determine the syllable division of words

Materials

Green text indicates resources available on the website

- Book—*Expedition 25: The Subtropics* (copy for each student)
- Chalkboard or dry erase board
- World map
- Visualize, compare and contrast, syllable division worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- Content words:
 Story critical: *civilizations (n.)*, *climate (n.)*, *evaporating (v.)*, *expedition (n.)*, *latitude (n.)*, *preserved (v.)*
 Enrichment: *desalination (n.)*, *descent (n.)*, *predictable (adj.)*

Before Reading

Build Background

- Show students a map of the world and have them locate the equator. Point out the Tropic of Cancer and the Tropic of Capricorn, and explain that this region is called the *tropical zone* or the *tropics*. Ask volunteers to identify countries located in the tropical zone and just outside of it. Explain to students that they will be taking a “trip” to just outside this zone.
- Ask students to close their eyes and visualize, or picture in their mind, what it might be like to stand in a country in this region of the world. Have them draw on their prior knowledge of climate near the equator (see *Expedition Zero*, Level R).

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on the words used in the text and what a person already knows about the topic.
- Ask students to close their eyes and listen carefully. Read page 6 aloud to them. Model how to visualize.
Think-aloud: Whenever I read a book, I always pause after a few pages to create a picture in my mind of the information I've read. Doing this helps me organize the important information and understand the ideas in the book. For example, on page 6, the author describes the subtropical region of Earth. I imagined the hot, dry air with no movement to it, or wind. I also pictured in my mind what I think a desert looks like. Explain that thinking about what they already know about the subject of a book as they read helps them stay actively involved in the book and remember new information.
- Reread page 6 aloud to students and ask them to use the words in the text to visualize. Provide blank drawing paper or scrap paper, and have students draw what they visualized from the text on page 6. Invite students to share their drawings.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain that one way authors organize information in a book is to tell how topics are alike and different.
- Ask students to look at the map on page 5. Use it to model how to compare and contrast.
Think-aloud: This map shows our world, and I can see that the Tropic of Cancer and the Tropic of Capricorn run through many different continents (point out lines on map). I can see that the Tropic of Capricorn runs through South America, Africa, and Australia. Whereas, the Tropic of Cancer runs through North America, Africa, and Asia. One way they are alike is that they are both run through Africa. One way they are different is the subtropic region is located north of the Tropic of Cancer and it lies south of the Tropic of Capricorn.
- Model how to compare and contrast information using a Venn diagram. Draw or project a large Venn diagram on the board. Label the left circle *Tropic of Cancer* and the right circle *Tropic of Capricorn*. Explain that information relating to Tropic of Cancer is written in the left side of the left circle (subtropics north). Information that relates to Tropic of Capricorn is written in the right side of the right circle (subtropics south). Explain that in the middle, where both circles overlap, information is written about what the countries have in common (run through Africa).
- Ask volunteers to identify other similarities and differences between Tropic of Cancer and Tropic of Capricorn. Record them on the Venn diagram.

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the photographs. Reinforce the vocabulary words they will encounter in the text.


- Model how to apply word-attack strategies. Have students find the bold word *civilizations* on page 9. Explain that they can look at the letter the word begins with and recall phonics rules (such as that the letter *c* has a “soft” sound when followed by an *i* and is pronounced /s/). Then they can use what they know about syllables and vowels (one vowel sound per syllable) to sound out the rest of the word. Explain that other information in the paragraph or in the photographs may also provide information about the unfamiliar word.
- Model how to use the glossary or a dictionary to find the word’s meaning. Have a volunteer read the definition for *civilizations* in the glossary. Have students follow along on page 9 as you read the sentence in which the word *civilizations* appears to confirm the meaning of the word. If time allows, preview other vocabulary words.

Set the Purpose

- Have students read to find out more about the subtropical zone. Remind them to stop after every few pages to visualize the most important information and draw on their worksheet what they visualized.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 9. Encourage those who finish early to go back and reread. Have students draw what they visualized from these pages on their paper.
 - Model visualizing.
Think-aloud: On page 7, I read about the Sahara Desert. I tried to imagine a desert as big as the whole United States! I’ve seen pictures of sand dunes, so I pictured in my mind huge sand dunes for as far as the eye could see.
 - Invite students to share their drawings of what they visualized while reading. Have them explain their drawings aloud.
 - Have students read page 10 and then work with a partner to compare and contrast Cairo, Egypt, and Riyadh, Saudi Arabia. Have them draw and fill in a Venn diagram on a separate piece of paper. Discuss their responses aloud as you create a similar Venn diagram on the board.
 - **Check for understanding:** Have students read to the end of page 13. Have them visualize the information in the text as they read. Ask students to draw what they visualized about Australia, Africa, or South America.
 - Have students read the remainder of the book. Encourage them to continue to visualize as they read the rest of the pages. Remind them to continue comparing information about different regions as they read.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- *Think-aloud: On page 14, I envisioned a dry desert right next to an ocean, just as the book described. It helped to draw a picture of it because a desert is not normally what I would visualize along a coastline.*
- Ask students to explain how the strategy of visualizing helped them understand and enjoy the story. Ask volunteers to share examples of the things they visualized.


- **Independent practice:** Introduce, explain, and have students complete the [visualize worksheet](#), choosing any section of the book they wish. If time allows, have them share their drawing with the group.

Reflect on the Comprehension Skill

- **Discussion:** Review with students the similarities and differences between Cairo and Riyadh. Return to and reread pages 8–10 together if necessary. Add any new information to the Venn diagram on the board, and review how the information is organized on the Venn diagram.
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#), using information from the text on pages 11–13 and a world map. If time allows, discuss their responses aloud.
- **Enduring understanding:** In this book, you learned about countries located in the subtropical zone across the planet. You learned that most of this zone is desert. Now that you know this information, how do you think climate affects the ways in which people live in a region? How does your climate affect how you live?

Build Skills

Grammar and Mechanics: Parentheses

- Write the word *parentheses* on the board. Explain that parentheses are punctuation marks that are used in books and in writing, and they contain words or spellings used to clarify information within a sentence or to add more information to the sentence.
- Post or project the following information and leave it up as a reference tool:
 - () Parentheses
 1. To add supplementary material or information
The map (see below) is new.
 2. To set off information more strongly than with commas.
Joe (the first boy) was ready.
- Ask students to turn to page 4 and find the first set of parentheses (*written as 25°N and 25°S latitude*). Ask students which of the two uses of parentheses this is an example of (the first one; it is providing the reader with additional information).
-  **Check for understanding:** Have students circle the next set of parentheses on page 4. Ask volunteers which of the two uses of parentheses this is an example of and why.
- **Independent practice:** Have students work in pairs to skim the book and look for sentences with parentheses. Remind them to look at the glossary as well. Ask them to write these sentences on a piece of paper, and have them indicate which of the two rules is being applied. If students have difficulty understanding the directions, help them complete the activity. Write the examples (from the text) on the board. Then ask students to make up sentences that use parentheses.

Word Work: Syllables

- Explain to students that a *syllable* is a unit of sound in a word. A syllable contains at least one vowel and often one or more consonants. For example, point out to students that the word *map* contains one syllable, and the word *planet* contains two syllables. Explain that many words have multiple syllables, like the words *latitude* and *equator*. Tell students that knowing how to break words into syllables can help them read and spell longer words.
- Say aloud several known words to students, such as *climate*, *similar*, *happy*, *huge*, *Elizabeth*, *John*, *Wednesday*, and so on. Stretch out each word as you say it so students can hear its sounds and syllables. Say each word again, asking students to count the syllables and tell you how many there are. Create a chart on the board with the following columns: *1-Syllable Words*, *2-Syllable Words*, *3-Syllable Words*, and *4-Syllable Words*. Add the words to the columns as students tell you where they should be placed. Write the words in chunks, pronouncing them slowly. Draw slash marks to show where the words are divided into syllables. Ask students to look for patterns in the way words are divided into syllables.

- **Check for understanding:** Say aloud several more words from the text. Ask student volunteers to come to the board, write a word in the appropriate column, and divide that word into syllables. Guide them with spelling and syllable divisions.
- **Independent practice:** Introduce, explain, and have students complete the [syllable division worksheet](#). Discuss answers aloud after they are finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice visualizing the story with someone at home and then compare the pictures they created in their mind.

Extend the Reading

Informational/Descriptive Writing Connection

Provide print and Internet resources for students to further research one of the countries discussed in the book. Have them write three descriptive paragraphs, detailing the climate, annual rainfall, average temperatures, plant and animal life, major cities, and so on. Require a clean copy to post with their map (see Social Studies Connection below).

Visit [Writing A-Z](#) for a lesson and leveled materials on informational writing.

Social Studies Connection

Provide students with a large blank world map. Have them locate and highlight the Tropic of Cancer and Tropic of Capricorn and shade in the tropical zone. Next, have them identify each location mentioned in the book. If time allows, have students add color and detail to their map. Have them identify the location they researched and wrote about (see Writing Connection) with a large star. Create a bulletin board by posting students' maps with their writing alongside.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of visualizing to comprehend the text during discussion and on a worksheet
- compare and contrast nonfiction details with the text during discussion and on a worksheet
- recognize parentheses and their uses during discussion and within the text
- identify and understand the patterns of syllable division of words during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)