

Key Question

What makes the Smithsonian Institution so fascinating?

Vocabulary

Academic vocabulary: *entire (adj.), establish (v.), event (n.), experience (n.), several (adj.), research (n.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

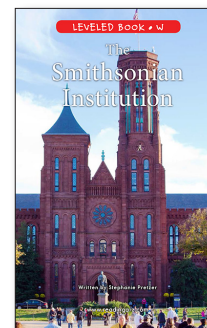
Story words

- *collection (n.), complex (n.), exhibits (n.), galleries (n.), institution (n.), museums (n.)*

Enrichment words

- *artifacts (n.), diversity (n.), establish (v.), façade (n.), monuments (n.), rotunda (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *The Smithsonian Institution*.



Ask and answer questions

Before students read, model a think-aloud while taking a picture walk through the first few pages of the book. Annotate the text with questions, reactions, or wonderings in the margins. Before they read, have students record any questions or wonderings they may have in the margins. While reading, encourage students to answer their original questions or pose new ones. After they read, have students discuss their annotations with a partner.

Text features: Photographs and captions

Explain that photographs are important when reading because they provide the reader with additional information. Have students locate the photographs within the book. Draw students' attention to the captions. Ask students what information is being provided in the captions. Ask students how the photographs and captions are helpful for understanding the text.

Graphic organizer: KWLS / Ask and answer questions

Before reading, students can complete the *What I Know* and *What I Want to Know* sections of the lesson [graphic organizer](#). After reading, have students complete the *What I Learned* section, noting which of their questions were answered. Students can use the final *What I Still Want to Know* section to list any questions they may still have or ideas they wondered about as they read the book. Discuss with students where they can look to find answers to their unanswered questions.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *How was the Smithsonian Institution established?* (level 2)
- *What display stands in the rotunda at the National Museum of Natural History?* (level 2)
- *What type of exhibits would you find in the Sant Ocean Hall?* (level 3)
- *Where would you find the Star Spangled Banner?* (level 2)
- *How many people visit the nineteen museums each year?* (level 2)
- *Where might you find more information about the Smithsonian?* (level 1)

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: In the first row, write what you already *know* about the topic. In the second row, write what you would *like to know*. After you finish reading, fill in the third row with what you *learned*, and the fourth row with what you *still want to know*.

K: What I Know

W: What I Want to Know

L: What I Learned

S: What I Still Want to Know