

Key Question

Why do people continue to explore, despite great risks?

Vocabulary

Academic vocabulary

- *condition (n.), contribute (v.), plan (v.), region (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 (if possible) 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

- *acclimate (v.), crevasses (n.), edema (n.), inhospitable (adj.), strenuous (adj.), summit (n.)*

Enrichment words

- *amputated (v.), dehydration (n.), fault (n.), hallucinations (n.), heritage (n.), nausea (n.), porters (n.), Sherpas (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Everest: On Top of the World*.



Ask and answer questions

Before reading, review the table of contents on page 3. Have student pairs list two questions that they have related to these topics. As students read, ask students to identify answers to their questions and cite evidence from the book that supports those answers. After reading, discuss questions and answers as a group.

Text features: Analyze charts

Have students locate the chart on page 21. Discuss the information in the chart. Ask students to identify in which section of the book this graph is found ("Dangers"). Ask: *How does the information in the chart provide support to the text? Is there any additional information provided in the chart that is not in the text? How does this chart help readers identify the author's point of view in this book?* Guide students to understand how charts help readers better understand information from the text.

Graphic organizer: Main idea and details

Introduce the lesson [graphic organizer](#). Have students record information about the main idea and details of the book's sections on the organizer as they read.

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.

- *What is the name of the tallest Himalayan mountain?* (level 1)
- *What types of dangers are there for those who climb to the top of Mount Everest?* (level 2)
- *What can climbers do to acclimate to thinner air?* (level 2)
- *What are some of the special types of gear needed to prepare for a climb?* (level 2)
- *How long does it take to reach the summit from the highest camp?* (level 1)
- *Why do Sherpas make excellent guides and porters for climbers?* (level 2)
- *What effects did reaching the summit have on these two individuals?* (level 2)

Response to reading

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

Name _____

Instructions: Record the main idea and supporting details for each chapter listed below.

	Main Idea	Details
Preparing for the Climb		
The Climb		
Sherpas		
Dangers		