

Focus Question:

What are some characteristics of famous natural wonders?

Book Summary

Text Type: Nonfiction/Informational

Natural Wonders of the World teaches readers about five of the natural wonders of the world: the Grand Canyon, Parícutín, Victoria Falls, Mount Everest, and the Great Barrier Reef. The book explains how the structures were formed and where they are located. Maps, charts, and photographs support the text. Students will also have the opportunity to identify cause-and-effect relationships as well as to summarize to better remember the text.

The book and lesson are also available for levels V and Y.



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Analyze cause-and-effect relationships
- ☐ Describe information provided by maps
- ☐ Identify and use bullets correctly
- ☐ Recognize and use synonyms and antonyms

Materials

- ☐ Book: *Natural Wonders of the World* (copy for each student)
- ☐ Cause and effect, summarize, synonyms and antonyms worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *fissure* (n.), *glaciers* (n.), *gorges* (n.), *landforms* (n.), *polyps* (n.), *terrain* (n.)

Enrichment: *cross section* (n.), *dormant* (adj.), *iridescent* (adj.), *monasteries* (n.), *permafrost* (n.), *plateau* (n.), *Sherpa* (n.), *species* (n.), *stratigraphy* (n.)

- **Academic vocabulary:** *cause* (v.), *condition* (n.), *period* (n.), *process* (n.), *structure* (n.), *unique* (adj.)

Guiding the Reading

Before Reading

Build Background

- Ask students if they've ever been to a national park or a famous outdoor landmark. Encourage them to share their experiences. Discuss why people might want to visit these special places, and encourage students to share what they enjoy about being in natural environments, such as the forest, ocean, desert, and so on.
- Explain that natural structures are sometimes so amazing and beautiful that they fill us with wonder and make us ponder how they were formed. Ask students to share a time when they may have experienced a feeling of wonder when in nature. Invite volunteers to share their experiences with the class.

Introduce the Book

- Give students their copy of *Natural Wonders of the World*. 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, 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, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: Summarize

Explain to students that one way to understand and remember information in a book is to write a summary, or brief overview, of the most important information in a section or chapter. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read page 4 aloud and model summarizing.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Cause and effect

- Discuss cause-and-effect relationships. Explain that a *cause* is an action or event that makes something happen and the *effect* is what happens because of, or as a result of, the action or event.
- Explain to students that there can be more than one effect from a cause. Copy the top of the [cause-and-effect worksheet](#) onto the board, and write *Forgetting Your Homework* in the Cause box and *Feeling Upset* in the top Effect box. Ask students what else can happen when you forget to turn in your homework. Record responses in the Effect boxes. Explain to students that they will be looking for cause-and-effect relationships as they read the book.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on pages 23 and 24. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary 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. Have them 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.

Set the Purpose

- Have students read to find out more about natural wonders of the world. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Are all landforms classified as natural wonders? Why or why not? (level 3) page 4*
- *What is the oldest part of the Grand Canyon? What is the youngest part? (level 1) page 6*
- *What have scientists been able to observe with regard to Parícutín due to its age? (level 1) page 11*
- *Which natural wonder would you want to avoid if you had a fear of heights? (level 3) page 14*
- *Why is Mount Everest called “Forehead in the Sky?” (level 3) page 15*

- *How are Parícutín and Mount Everest the same? How are they different? (level 3) pages 9–11, pages 15–18*
- *What do all natural wonders have in common? (level 3) multiple pages*
- *Why did the author write this book? (level 3) multiple pages*

Text Features: Maps

Explain that maps are used in books to help readers better understand where places in the world are located. Explain that maps are important in this book about natural wonders so readers will know where these natural wonders are located. Have students turn to the map on page 3 and discuss what they see (*continents, compass rose, natural wonders, and so on*). Then have students turn to the map on page 12. Ask students to work with a partner to compare the two maps and create a Venn diagram showing how they are alike and how they are different. Invite partners to share their Venn diagrams with the class. Ask students why the author would choose to include different types of maps in the book.

Skill Review

- Model for students how you summarize as you read, and direct them to stop at several points during reading to answer the questions *who, what, when, where, and why*.
- **Check for understanding:** Have students read the first two paragraphs on page 15 with a partner. Ask students to summarize what they read in groups. Invite volunteers to share their summaries with the rest of the class. Have students continue working with their partner to summarize a section of the book.
- **Independent practice:** Introduce, explain, and have students complete the [summarize worksheet](#). If time allows, discuss their answers.
- Have students work with a partner to periodically review the cause-and-effect relationships in the book. Have partners discuss these relationships and how they affect outcomes in the book.
- Model evaluating details to understand cause-and-effect relationships in the book.
Think-aloud: *The book is providing me with information about the cause-and-effect relationships of how natural wonders are formed. I read on page 15 that the Himalayas began to form when two parts of Earth’s crust collided. Over time, the pressure of the two parts rubbing against each other caused the ground to crumble and rise above the sea. The cause is the collision of the two parts of the Earth’s crust and the effect is the creation of a mountain (Mount Everest). This is one of many cause-and-effect relationships I read about in the book.*
- Model how to complete the cause-and-effect worksheet. Have students identify details from the book and circle them. Then, have students discuss

Guiding the Reading (cont.)

the details with a partner and determine the cause-and-effect relationships in the book.

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.

Skill Review

Graphic Organizer: Cause and effect

Review the cause-and-effect worksheet that students completed. Have students share their work with a partner. Invite volunteers to share the relationships they chose with the rest of the class. Point out that sometimes one effect leads to another and so on. Ask students why it is important to understand cause-and-effect relationships when considering a historic event or series of events.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include characteristics of natural wonders from the book.)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: Bullets

- Have students find and point to the bullets on page 4. Review or explain that *bullets* are used to draw attention to important information within a text so readers can identify the key points and facts quickly.
- Ask students to work with a partner to discuss why the author chose to include bullets on page 4 and how they help readers better understand the text. Invite volunteers to share their answers with the class.
- Have students work with a partner to locate the other sets of bullets in the book (pages 14 and 22). Discuss with students why presenting the information using bullets helps draw readers' attention to the important information on the page.

- **Check for understanding:** Ask students to write a paragraph about one of the natural wonders from the book. Have students use bullets to list the most important facts about that natural wonder. Invite volunteers to share their paragraphs with the class.

Word Work: Synonyms and antonyms

- Write the word *beautiful* on the board. Ask students to suggest a word that means almost the same thing (*appealing*, *exquisite*, and so on). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Ask students to suggest a word that means the opposite of *beautiful* (*awkward*, *ordinary*, and so on). Review or explain that a word that means the opposite of another word is called an *antonym*.
- **Check for understanding:** Have students turn to page 4 to find the word that describes the waterfall (*breathhtaking*). Ask students to suggest a synonym (*astonishing*, *spectacular*, and so on). Ask students to suggest an antonym (*boring*, *ugly*, and so on).
- Use a thesaurus to look up the entry word *breathhtaking* and show how a thesaurus is used. Give students a thesaurus. Ask them to find the word *breathhtaking* and have them confirm the synonyms suggested. If the thesaurus lists antonyms, have them find antonyms for the word. Explain to students that some dictionaries also list synonyms and antonyms for words.
- **Independent practice:** Introduce, explain, and have students complete the **synonyms-and-antonyms worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.