

### About the Book

**Text Type:** Nonfiction/Descriptive **Page Count:** 20 **Word Count:** 936

### Book Summary

In this descriptive nonfiction text, the author includes sensory details to create mental pictures for readers as they tour 40 degrees north and south latitudes. During the same week in January, readers feel the cold of winter in the Northern Hemisphere and the warmth of summer in the Southern Hemisphere. Readers learn how the seasons are determined not just on the time of year, but also on location on Earth as it tilts in space. Maps, illustrations, and photographs support the text.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions


#### Objectives

- Use the reading strategy of asking and answering questions to understand text
- Identify details to compare and contrast
- Identify and understand the use of contractions
- Understand and use position words

#### Materials

**Green text** indicates resources available on the website

- Book—*Expedition 40: The Secret of the Seasons* (copy for each student)
- Chalkboard or dry erase board
- World map and globe
- **KWLS, compare and contrast, position words worksheets**
- **Discussion cards**

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

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on **Vocabulary a-z.com**.

- **Content words:**

Story critical: **aromas (n.), channel (n.), culture (n.), current (n.), hemisphere (n.), peninsula (n.)**

Enrichment: **gorge (n.), invaders (n.), strait (n.)**

### Before Reading

#### Build Background

- Write the word *equator* on the board. Have students share what they know about the subject. Encourage them to share what they know about where the equator is located, and have a volunteer point it out on both a map and a globe.
- Write the words *40 degrees latitude* on the board. Have a volunteer locate 40 degrees north latitude on both a map and a globe. Have a different volunteer locate 40 degrees south latitude on both a map and a globe. Explain that each line of latitude is the same distance from the equator, with one of the lines located north of the equator and the other one south of the equator.

- Using a large world map, point out to students the countries that 40 degrees north latitude and 40 degrees south latitude each run through. Ask students if they know what the weather might be like in these locations during the month of January.
- Create a KWLS chart on the board and hand out the [KWLS worksheet](#). Review or explain that the *K* stands for knowledge we know, the *W* stands for information we want to know, the *L* stands for the knowledge we learned, and the *S* stands for what we still want to know about the topic. As various topics are discussed, fill in the first column (*K*) on the board with information students know about the topic. Have students complete the same section of their KWLS worksheet.
- Ask students what they would like to know about countries at 40 degrees latitude. Have them fill in the second column (*W*) of their worksheet. Write their questions on the class chart.

## 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, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

### Introduce the Reading Strategy: **Ask and answer questions**

- Discuss with students how having prior knowledge about the topic, and asking and answering questions while reading, can help readers understand and remember the information in a book.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of the information in a book and how it is organized. After previewing the table of contents, use it to model asking questions.  
*Think-aloud: I can use the table of contents to think of questions I would like to have answered about countries at 40 degrees latitude. For example, section three is titled "New York City, United States." Since I know that the United States is in North America, this makes me think that New York City must be a place located at 40 degrees north latitude. I wonder what the climate is like there. I'll have to read the book to find out. I'll write my question on the chart.*
- Have students look at the other section titles. Have them write any questions they have, on the basis of the covers and table of contents, in the *W* section of their KWLS worksheet.
- Have students preview the rest of the book, looking at the photographs, maps, and illustration. Invite them to read the glossary. Have them add any additional questions they might have on their KWLS worksheet. Invite students to share their questions aloud. Write shared questions on the class chart.
- 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 an author helps readers understand information in a book is to tell how topics in the book are alike and different.
- Have students look at the map on page 4. Model how to compare and contrast.  
*Think-aloud: This map shows our world, and I can see that many different countries are at 40 degrees latitude (point to 40 degrees north and south latitudes). Two of these countries are China and Chile. They are alike in some ways and different in some ways. One way they are alike is that they are both located at 40 degrees latitude. One way they are different is that China is located at 40 degrees north latitude, while Chile is located at 40 degrees south latitude. Another way they are different is that China is very large, while Chile is much smaller.*

## Lesson Plan *(continued)*

## Expedition 40: The Secret of the Seasons

- Model how to compare and contrast information using a Venn diagram. Draw a Venn diagram on the board. Label the left circle *China* and the right circle *Chile*. Explain that information relating to China is written in the left side of the left circle (large country, 40 degrees north latitude). Information that relates to Chile is written in the right side of the right circle (small country, 40 degrees south latitude). Explain that in the middle where both circles overlap, information is written about what the countries have in common (40 degrees latitude).
- Have students identify other similarities and differences between China and Chile. Record these on the Venn diagram.

### Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *strait*, *peninsula*, and *gorge*.
- Give groups of students three pieces of blank paper. Have them write or draw what they know about each word. Create a definition for each word using students' prior knowledge.
- Review that the glossary contains a list of vocabulary words and their definitions. Model how students can use the glossary or a dictionary to find a word's meaning. Have them turn to the glossary at the back of the book. Invite a volunteer to read the definition for *strait* in the glossary. Have students compare the definition with their prior knowledge of the word. Then have them follow along on page 15 as you read the sentence in which the word *strait* is found to confirm the meaning of the word. Point out that on page 15, the word *Strait* is capitalized because it is used as a proper noun (*Cook's Strait*). Repeat the exercise with the remaining vocabulary words.

### Set the Purpose

- Have students think about what they already know about countries at 40 degrees latitude as they read the book to find answers to their questions, and write what they learned in the *L* section of their KWLS worksheet.

## During Reading

### Student Reading

- **Guide the reading:** Have students read to the end of page 8. Remind them to look for information about countries at 40 degrees latitude that will answer questions on their KWLS worksheet. Encourage students who finish early to go back and reread.
- When students have finished reading, have them circle any questions on their KWLS worksheet that were answered and write any new questions that were generated.
- Model answering a question and filling in the third section (*L*) of the KWLS chart.  
*Think-aloud:* *I wanted to know what the climate is like in New York City. I found out that temperatures there are very cold—in the twenties (Fahrenheit)—in January, while they are hot in June. I also read that although New York is an American city, people from all over the world call it home, so as you walk the streets, you hear many different languages and smell the foods of many countries. I see that the next section is titled "Beijing, China." I wonder if this city is located at 40 degrees north or south latitude and what the climate is like there. I will write these questions on my chart.*
- Have students write answers to the questions they circled in the *L* section of their KWLS worksheet. Invite them to share the information they learned and the questions they generated as they read the book. Record shared responses on the class KWLS chart.
- **Check for understanding:** Have students read to the end of page 11. Have them write any answers they found while reading in the *L* section of their KWLS worksheet and additional questions they raised in the *W* section. Invite them to share the information they learned and the questions they generated as they read pages 9 through 11. Write shared responses on the class KWLS chart.

## Lesson Plan *(continued)*

## Expedition 40: The Secret of the Seasons

- Have students work with a partner to compare and contrast New York City and Beijing, writing the information on a Venn diagram on a separate piece of paper. Discuss their responses aloud as you create a Venn diagram on the board.
- Have students read the remainder of the book. Remind them to continue to look for and write answers to their KWLS worksheet questions, and to look for information to compare and contrast. Encourage them to add new questions they might have to their KWLS worksheet 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:** *I wanted to know if Beijing, China, is located at 40 degrees north or south latitude and what the climate is like there. I read that while Beijing is at 39 degrees north latitude like New York, it is a very long plane ride away. Also like New York, Beijing is very cold in January. I also read that Tiananmen Square is south of the Forbidden City, an ancient walled Chinese city built in the 1400s. Longqing Gorge is the site of the Ice and Snow Festival, which runs from January to March every year. I'd like to know more about the Great Wall of China—the longest structure on Earth. I will write this question in the S column of my chart.*
- Ask students to share questions they added to their KWLS worksheet while reading, and ask them what questions were answered (or not answered) in the text. Have students write answers they found while reading in the L column of their KWLS worksheet.
- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they have read.
- Point out to students that all of their questions may not have been answered in this text. Brainstorm other sources they might use to locate additional information to answer their questions. Invite students to fill in the final section (S) of their KWLS worksheet with information they would still like to know about the different countries at 40 degrees latitude.


### Reflect on the Comprehension Skill


- **Discussion:** Review with students the similarities and differences between New York City and Beijing. Add any new information to the Venn diagram on the board. Review how the information is organized in the Venn diagram.
- **Check for understanding:** Have students provide examples of how Madrid, Spain, and Wellington, New Zealand, are alike and different. Record this information on a new Venn diagram on the board.
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#). If time allows, discuss their responses aloud.
- **Enduring understanding:** In this book, you learned about how Earth's tilt affects the climate of every country. Now that you know this information, how does it make you feel about the importance of science and how learning about our solar system helps us better understand life on Earth?

## Build Skills

### Grammar and Mechanics: Contractions


- Write the following contractions on the board: *hasn't* and *you'll*. Ask what two words make each of the words on the board (*has* and *not*; *you* and *will*).
- Review that a *contraction* is made by joining two words, and that an apostrophe is used to show where one or more letters has been left out.

 Direct students to the third sentence on page 11 in the book and have a volunteer read the sentence. Ask a volunteer to say what the contraction would be for the two words *It* and *is* (*It's*). Have them write the contraction *It's* above the two words. Direct them to the last two sentences on the page and ask them to write above the each contraction the two words that make up the contraction (*it* and *is*).

 **Independent practice:** Have students go through the book and write above each contraction the two words that make it up. Then, above any pair of words that can be made into a contraction, have them write the contraction.

### Word Work: Prepositions

- Explain that *position words*, or *prepositions*, are words that describe the location of a person or object. Write some examples of position words on the board: *over*, *out*, *inside*, *down*, *through*, *up to*, *into*. For example, in the sentence *As you walk through the city streets, you hear many different languages and smell the aromas of food from a variety of countries*, the word *through* is a position word that provides information about where you are walking.
- Ask students to turn to page 12. Write the following sentence from the book on the board: *You decide to take a walk down one of Madrid's main streets, the Gran Via, to see its famous buildings*. Point to the word *down*. Have a volunteer explain how the preposition is used in this sentence (it explains where you walk).
- Have a volunteer draw a peninsula on the board. Review the definition of the vocabulary word if necessary (a long piece of land almost completely surrounded by water). Have another volunteer draw a boat in the water. Write the following sentence on the board: *The boat travels \_\_\_\_\_ the peninsula*.
- Next, draw a line showing the boat traveling *up to*, *around*, *beside*, and *from* the peninsula, one at a time. Have a volunteer come to the board and change each preposition in the sentence as the examples are given. Read each sentence aloud as it is changed to describe the illustration.

 **Check for understanding:** Have students look through the text and circle examples of prepositions. Record on the board the prepositions that students identify in the book.

- Independent practice: Introduce, explain, and have students complete the [position words worksheet](#). If time allows, discuss their responses.

## 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 also take home their completed KWLS worksheet and explain to someone what each column means. Have them tell about the information they wrote on the chart.

## **Extend the Reading**

### **Descriptive Writing Connection**

Review with students that in descriptive writing, the author includes sensory details to create a mental picture for readers. Review the five senses (seeing, hearing, tasting, smelling, and touching). Have students write a descriptive paragraph about their favorite place to eat. Remind them to add details that help readers understand what it is like there by appealing to all five of readers' senses. Encourage writers to read their final paragraph aloud in small groups, making it a contest to see who can make their audience feel the hungriest before lunch.

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

### **Social Studies Connection**

Give students copies of a world map and have them find each location that was mentioned in the book (Beijing, China; New York City, United States; Madrid, Spain; Wellington, New Zealand; Valdivia, Chile). Have them identify each location on land with a green pencil and then label the Atlantic and Pacific Oceans and the North Atlantic Drift with a blue pencil. Encourage students to add illustrations to their map from information gathered in the book, as time allows. Post their finished work on a bulletin board.

### **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 ask relevant questions about a topic prior to and during reading; locate answers to their questions and write them on a worksheet
- compare and contrast nonfiction details within the text during discussion and on a worksheet
- understand and use contractions in text
- correctly identify and use position words during discussion and on a worksheet

### **Comprehension Checks**

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