

Language, Literacy & Vocabulary!



NATIONAL
GEOGRAPHIC

Windows on Literacy®



TEACHER'S GUIDE

Explore the Southwest

Includes:

- Lesson Plans
- Learning Masters
- Pre- and Post-Test Assessments

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Contents

Program Overview

About the Program	2
Accessible Academic Content	4
Flexible Use	6

Explore the Southwest Lessons

Lesson Overview	8
Lesson A	10
Lesson B	14
Lesson C	16
Lesson D	18
Lesson E	20

Learning Masters

Build Background	28
Understand the Big Idea	30
Take a Closer Look	32
Make Connections	34
Zoom in on Words	36
Research and Write	37
Family Focus	39

Pre- and Post-Test Assessments

Answer Key	42
Pre-Test	43
Post-Test	44

About the Program

Content and Literacy Development for Diverse Language Learners

National Geographic's *Reading Expeditions: Language, Literacy & Vocabulary* program is designed for today's classroom—diverse, challenging, and complex. It provides carefully scaffolded literacy instruction and grade-level content at accessible readabilities. The program meets the needs of students facing language challenges—be they English language learners from diverse first-language backgrounds, at-risk students who struggle with the academic vocabulary of the classroom, or students with learning issues that affect their ability to acquire and process language.

National Geographic's *Language, Literacy & Vocabulary* program has been carefully developed to meet the needs of diverse language learners. Throughout the nation, teachers told us they needed materials that developed grade-level content for students but provided additional language, literacy, and vocabulary support. The *Language, Literacy & Vocabulary* program meets this need through:

- Essential grade-level content at low readabilities
- Academic vocabulary development
- Age-appropriate and engaging nonfiction texts
- Considerate text with strong picture-text correspondence
- Scaffolded, multi-level instruction for students at different levels of language proficiency
- Springboards to related reading, writing, and research
- Customized instruction for ELLs
- Research-based instructional strategies
- Rich and varied teacher support and tools



Consulting Author: Linda Hoyt



Linda Hoyt is an educational consultant who strives to help teachers and school districts implement best practices in literacy instruction. She has had a rich array of experiences in education, ranging from classroom teaching to working as a reading specialist, curriculum developer, Title I teacher, staff developer, and Title I District Coordinator. She is the author of numerous books, articles, and videos and conducts presentations and workshops on literacy throughout the country.

Program Advisor: Mary Hawley

Mary Hawley is an educational consultant who has worked with teachers, educators, and publishers to implement best practices for teaching students with diverse language backgrounds. She has taught English as a Second Language in Mexico, worked with migrant and refugee children in Indiana, and studied in Latin America. In recent years, she has been instrumental in developing Spanish reading programs and products for English language learners.

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Accessible Academic Content

Accessible Content to Achieve Academic Success

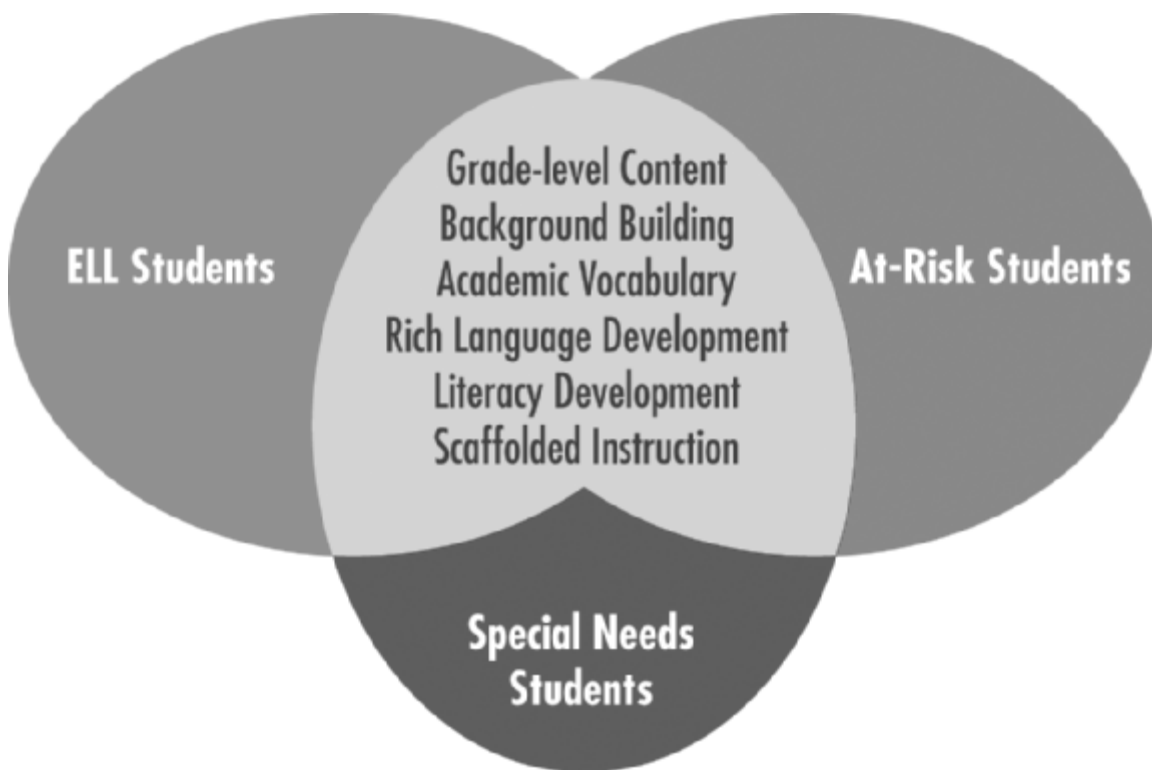
Achieving academic success is essential for students to make adequate yearly progress and for continued academic growth. Conclusive data and research show that students who do not master academic content and vocabulary fall further and further behind their peers as they advance through the grade levels. To help close this achievement gap, National Geographic's *Reading Expeditions: Language, Literacy & Vocabulary* program gives students access to the core grade-level content they need for standards-based academic success through these features:

- Focused, targeted standards-based content
- Simple, yet engaging page layouts
- Alignment with TESOL standards
- Strong picture-text correspondence
- Key vocabulary repeated and applied in different contexts
- Familiar language and simple sentence structures
- Low readabilities
- Build background feature
- Vocabulary definitions on page
- Recap and summarize feature
- Glossary of content vocabulary
- Opportunities for research and writing



One Program for Your Diverse Classroom

National Geographic's *Language, Literacy & Vocabulary* program recognizes that every classroom includes diverse language learners. Teachers told us they wanted one program that they could use with English language learners, at-risk students, and students with learning issues that affect their ability to acquire and process language. With appropriate modifications for different needs, *Language, Literacy & Vocabulary* gives teachers a sound, research-based instructional plan to meet the common needs among diverse language learners.



PROGRAM OVERVIEW

Flexible Use

Reading Expeditions: Language, Literacy & Vocabulary is designed to be used in a variety of classroom situations. This flexibility allows you to custom fit the program to match your scheduling and program needs.

Regular Classrooms

The chart below shows the suggested pacing for use in the regular classroom. Each topic can be completed in five days.

PACING GUIDE: One Week for One Topic	
Day 1 • Lesson A Build Background	Assess <ul style="list-style-type: none"> • Administer Pre-Test Prepare to Read <ul style="list-style-type: none"> • Preview the Text • Read and Discuss • Teach Key Concept Words • Review High-Utility Words • Teach the Comprehension Strategy
Day 2 • Lesson B Understand the Big Idea	Read <ul style="list-style-type: none"> • Review Lesson A • Read Part 1: Understand the Big Idea • Practice the Comprehension Strategy • Read and Respond
Day 3 • Lesson C Take a Closer Look	Read <ul style="list-style-type: none"> • Review Lesson B • Read Part 2: Take a Closer Look • Practice the Comprehension Strategy • Read and Respond
Day 4 • Lesson D Make Connections	Read <ul style="list-style-type: none"> • Review Lesson C • Read Part 3: Make Connections • Read and Respond • Apply the Comprehension Strategy
Day 5 • Lesson E Extend Learning	Extend Learning <ul style="list-style-type: none"> • Zoom in on Words • Extend Word Practice • Build Language Skills for ELLs • Research and Write Assess <ul style="list-style-type: none"> • Administer Post-Test

After-School Programs

Language, Literacy & Vocabulary works within a variety of after-school programs. Whether your after-school program meets every day or only three days a week, the program can easily be adjusted to meet your scheduling needs.

- For programs that meet every day, one topic can be completed each week of the program. Use the Pacing Guide on page 6.
- For programs that meet three times per week, one topic can be completed every two weeks. Use the suggested plan shown below.

PACING GUIDE: Two Weeks for One Topic

Week 1 • Day 1 • Lesson A Build Background <ul style="list-style-type: none"> • Administer Pre-Test • Preview the Text • Read and Discuss • Teach Key Concept Words • Review High-Utility Words • Teach the Comprehension Strategy 	Week 2 • Day 1 • Lesson D Make Connections <ul style="list-style-type: none"> • Review Lesson C • Read Part 3: Make Connections • Read and Respond • Apply the Comprehension Strategy
Week 1 • Day 2 • Lesson B Understand the Big Idea <ul style="list-style-type: none"> • Review Lesson A • Read Part 1: Understand the Big Idea • Practice the Comprehension Strategy • Read and Respond 	Week 2 • Day 2 • Begin Lesson E Extend Learning <ul style="list-style-type: none"> • Zoom in on Words • Extend Word Practice • Build Language Skills for ELLs
Week 1 • Day 3 • Lesson C Take a Closer Look <ul style="list-style-type: none"> • Review Lesson B • Read Part 2: Take a Closer Look • Practice the Comprehension Strategy • Read and Respond 	Week 2 • Day 3 • Complete Lesson E Extend Learning <ul style="list-style-type: none"> • Research and Write • Administer Post-Test

Summer School Programs

Language, Literacy & Vocabulary is the perfect fit for your summer school program. When time is short and results matter, your class time must be productive. The five-day lesson plan allows you to complete one topic during each week of your summer school program. Whether your summer school plan includes a four-, five-, or six-week program, you can select developmentally appropriate themes that focus on the content areas of science and social studies while developing strong literacy skills.

Four-Week Program

Choose four topics.

Five-Week Program

Choose five topics.

Six-Week Program

Choose six topics.

Overview

Explore the Southwest

STANDARDS

Academic Language/ELD

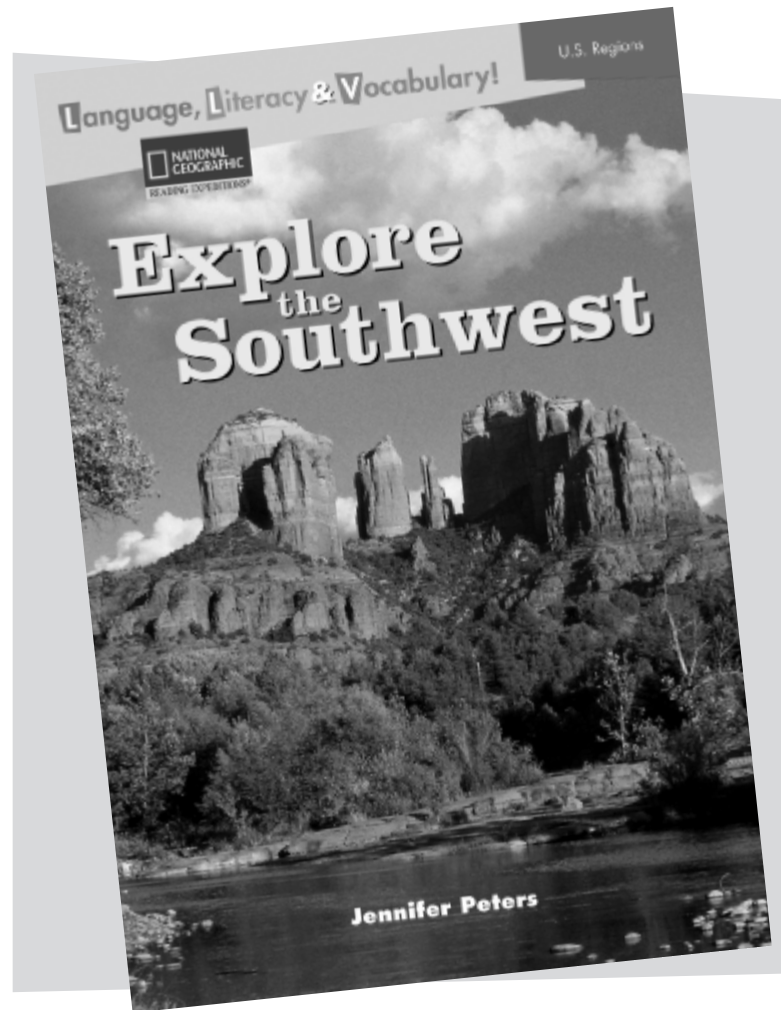
- Use academic vocabulary in the content area of U.S. regions
- Use appropriate language forms to visualize
- Develop fluency in reading, writing, listening to, and speaking English

Social Studies

- Describe the geography, history, economy, and people of the Southwest
- Describe what life is like in the Southwest
- Describe an ancient culture from the Southwest
- Make connections to related concepts and experiences

Reading/Language Arts

- Learn and apply the target comprehension strategy: Visualizing
- Use verbs, nouns, and proper nouns in reading, writing, listening, and speaking
- Conduct research and write about the Southwest



Lesson Planner

Lesson A*

Teacher's Guide, pages 10–13

Prepare to Read

- Preview the Text
- Read and Discuss
- Teach Key Concept Words
- Review High-Utility Words
- Teach the Comprehension Strategy

Lesson B

Teacher's Guide, pages 14–15

Read

- Review Lesson A
- Read Part 1: Understand the Big Idea
- Practice the Comprehension Strategy
- Read and Respond

Lesson C

Teacher's Guide, pages 16–17

Read

- Review Lesson B
- Read Part 2: Take a Closer Look
- Practice the Comprehension Strategy
- Read and Respond

*Before you begin Lesson A, you can administer the Pre-Test on Learning Masters, page 44 to assess students' prior knowledge.

Instructional Highlights

Big Idea

The Southwest is shaped by its geography, history, economy, and people.

Comprehension Strategy

Visualizing

Key Concept Words

Anasazi	dwelling
canyon	oil
culture	region

High-Utility Words

discovered	style
famous	traditional
lack	

Extend Learning

Zoom in on Words	Verbs and Nouns and Proper Nouns
Research and Write	Write About the Southwest
Read and Compare	Read More About the Southwest

Readability Level

Fry 3.3

MATERIALS

- *Explore the Southwest*
- Audiolesson 4
- Learning Masters, pages 29–40
- Transparencies 10, 11, 12, C

Learning Masters / page 44

Reading Expeditions: Language, Literacy & Vocabulary

Explore the Southwest

Name _____

ASSESSMENT Pre-Test

Explore the Southwest Pre-Test

1. Look at the picture. Label the type of plant that is shown.
2. Look at the picture. Describe the climate in the area where these plants are found.



Write the letter of the correct definition next to each word.

- | | |
|-------------------|---|
| _____ 3. oil | a. a way of life |
| _____ 4. region | b. a home |
| _____ 5. culture | c. a liquid taken from underground and used to make fuel and other products |
| _____ 6. canyon | d. a deep cut in the ground, often carved by a river |
| _____ 7. dwelling | e. an area, such as a group of states, with something in common |

Circle the letter of the correct answer.

8. Which of these states is NOT part of the Southwest region?
a. California c. New Mexico
b. Arizona d. Texas
9. Which of these sentences BEST describes the Anasazi?
a. Texas cattle ranchers c. settlers from the 1889 land rush
b. a Native American group d. group who discovered oil
10. Why did so many people rush to Oklahoma in 1889?
a. The homes were free. c. There were many cities.
b. There were many jobs. d. The land was free.

Lesson D

Teacher's Guide, pages 18–19

Read

- Review Lesson C
- Read Part 3: Make Connections
- Read and Respond
- Apply the Comprehension Strategy

Lesson E

Teacher's Guide, pages 20–23

Extend Learning

- Zoom in on Words
- Extend Word Practice
- Build Language Skills for ELLs
- Research and Write Strategy

Extend Reading Opportunities

Teacher's Guide, page 24

Assess Learning

Teacher's Guide, page 25

Home Connection

Teacher's Guide, page 25

Optional Pre-Test

Lesson A

Build Background

Student Book, pages 2–5

OBJECTIVES

- Learn the comprehension strategy: Visualizing
- Use text features to predict content: headings, words in bold print, photos, captions, and labels

MATERIALS

- *Explore the Southwest*
- Audiolesson 4, Track A
- Learning Masters, pages 28–29
- Transparencies 10, 11, 12, C

Transparency 10



Preview the Text

Distribute copies of *Explore the Southwest*. Read aloud the title and the name of the author. Ask students to describe what they see on the cover. (trees, water, rock formations) Then have them turn to pages 2–3. Read aloud the caption. Say:

- Describe the clothing the people in the photo are wearing.
- Do you think the temperature is hot or cold in the place you see? Why?
- Tell about a time you have seen or visited a place that looks like this.
- What questions do you have about this photo?
- What do you think this book will be about?

Invite students to preview *Explore the Southwest*. As they page through the book, do the following:

- Read the headings, captions, and labels. Explain unfamiliar words in the headings. Connect the captions and labels to the photos.
- Talk about the photos. Invite students to name the things they see.
- Let students look through pages 30–36 on their own.
- Ask them to make predictions about what they will learn.

Read and Discuss

Display Transparency 10, and have students turn to pages 4–5 in *Explore the Southwest*. Lead the following activities:

- Talk about the map. Have students name states in the Southwest region. (Arizona, New Mexico, Oklahoma, Texas) Using the inset map, have them trace a route from their state to a state in the Southwest.
- Read aloud the text and captions on pages 4–5, or play Audiolesson 4. Ask students to name the region in which they live.

Key Concept Words
region, culture

Create a Southwest T Chart

Make a T chart about the Southwest region. In column 1, list topics related to the Southwest that students would like to learn about. In column 2, list questions students have about the Southwest.

Topics I Want to Learn About	Questions I Have
<i>weather</i>	<i>What is the weather like in the Southwest?</i>
<i>kind of land</i>	<i>What kind of land is in the Southwest?</i>
<i>culture</i>	<i>What big cities are in the Southwest?</i>
<i>history</i>	<i>What kind of food do people eat in the Southwest?</i>
<i>plants</i>	<i>What do people do for fun in the Southwest?</i>
<i>animals</i>	
<i>homes</i>	

Choose from these options to support students at various proficiency levels:

Customize Instruction for ELLs

Newcomers/Beginning Allow students to list topics and write questions in their home languages. Restate their words in English, and add them to the T chart. Allow students to add simple drawings to the chart.

Developing As students suggest topics and questions for the T chart, expand their language by asking questions such as: *What do you think weather in the Southwest is like? What kinds of plants and animals do you think can be found in this region?*

Expanding/Bridging When the chart is complete, have students choose an item and talk about it in detail.

Independent Practice

Assign *Learning Masters, page 28*. Have students share what they already know about the Southwest. Then have them begin to add details to the topics they list in the web. Students can add more details as they read the text. Save the webs for later reference.

Learning Masters / page 28

Explore the Southwest

Reading Expeditions: Language, Literacy & Vocabulary

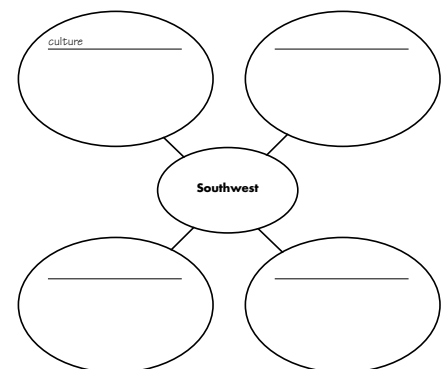
BUILD BACKGROUND

Name _____

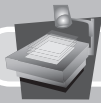
Details Web About the Southwest

Complete a details web about the Southwest region.

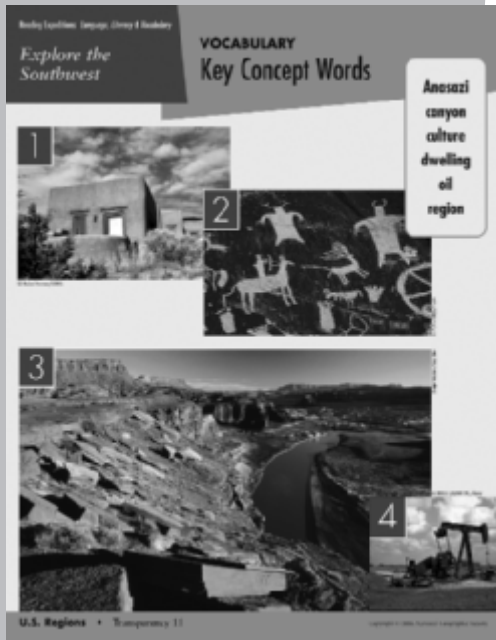
- Choose four topics that you want to learn more about for the Southwest. One topic might be culture. Write the topics in the ovals.
- Add details to the ovals as you learn more about each topic.



Lesson A *continued*



Transparency 11



Teach Key Concept Words

Use Transparency 11 to introduce Key Concept Words. Invite students to talk about the photos. Say:

dwelling A dwelling is a home. (Point to Photo #1.) Some people in the Southwest live in dwellings that match the surrounding landscape. How does this dwelling match the land where it is built?

region A region is an area, such as a group of states, with something in common. (Point to Photo #1.) This home is in the Southwest region of the United States. This region has dry land and warm weather most of the time.

Anasazi *Anasazi* is the name of a Native American group that once lived in the Southwest. (Point to Photo #2.) The Anasazi created beautiful pottery. They made drawings on cliff walls.

culture A culture is a way of life. (Point to Photo #2.) In the Anasazi culture, people made pottery to hold food and water. They also made drawings in caves.

canyon A canyon is a deep cut in the ground, often carved by a river. (Point to Photo #3.)

oil Oil is a liquid drawn from underground and used to make fuel and other products. (Point to Photo #4.) This oil well is pumping oil from under the ground to Earth's surface.

Learning Masters / page 29

Reading Expeditions: Language, Literacy & Vocabulary

Name _____

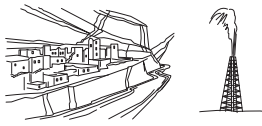
Explore the Southwest

BUILD BACKGROUND

The Southwest

Look at the pictures.

- Read the sentences about the pictures.
- Fill in each blank with a Key Concept Word.



The _____ lived in parts of the Southwest thousands of years ago. They built their homes in the _____ that were cut into the land by a flowing river. Their _____ looked much like apartment buildings since they stacked them on top of each other. The Anasazi made baskets and beautiful pots, painted pictures on rocks, and grew corn. The way they lived was their _____. The Anasazi people left their homes, but no one knows why.

About a hundred years ago, people discovered _____ in the Southwest _____. It is used to make fuel for machines such as cars.

Write your own sentence about one of the pictures.

KEY CONCEPT WORDS

Anasazi
canyons
culture
dwellings
oil
region

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Practice Key Concept Words

Have partners write each Key Concept Word on a note card and place the cards facedown. Have them take turns picking a card and using the word in a sentence. Choose from these options to support students at various proficiency levels:

Customize Instruction for ELLs

Newcomers/Beginning Make the cards for students. Allow them to repeat the words after you read them aloud. Discuss each word's definition.

Developing Have students refer to Transparency 11 to help them remember the words and their definitions.

Expanding/Bridging Allow students to write and read aloud stories that include the words.

Have students work alone or with a partner to complete Learning Masters, page 29.

Review High-Utility Words

The following High-Utility Words appear in *Explore the Southwest* and many other social studies texts. You may wish to review these words and their meanings with students.

discovered (page 12) **famous** (page 9) **lack** (page 23)

style (page 14) **traditional** (page 28)

Teach the Comprehension Strategy

Visualizing

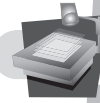
Introduce Discuss the strategy of visualizing to help students understand what they are reading. Have students close their eyes and imagine what it would be like to live on a ranch with horses. Display and discuss *Transparency C*, a checklist to help students visualize while reading.

Model Tell students: Let's visualize as we read to help us better understand what we are reading. Display *Transparency 12*, page 8 of *Explore the Southwest*. Say: I can use the words the writer gives me and what I already know to paint a picture in my mind. Read the page aloud, pausing at key points to model the strategy:

- I read the describing word *dry*, and I saw the sand in the picture. I remember when we didn't have rain for a very long time. The dirt was dry and dusty. I remember how that felt. Comparing this description to something I know about helps me understand what I'm reading.
- I read that deserts are hot. I can think about a time when I was very hot. I can remember how I felt.
- I read that spring is a colorful time in the Southwest when flowers are blooming. I can use my senses of sight, smell, and touch to paint a picture in my mind. Describing words, such as *bright*, help me make the picture in my mind even clearer.
- I can use my sense of hearing to remember how singing birds sound. I can imagine that this is the way the bird in the picture sounds. Visualizing and using what I already know helped me feel as though I was in a desert. When I use this strategy I can better understand what I read.

Guide students to use this strategy as they read.

Practice and Apply Students will practice and apply the strategy of visualizing as they read *Explore the Southwest*. See lesson notes on pages 15, 16, and 19 of this guide.



Transparency C

TRANSPARENCY C **COMPREHENSION STRATEGY CHECKLIST**
Visualizing

- ✓ **Look for describing words.** These words describe things like:
 - size: small, large, tiny
 - texture: rough, smooth, soft
 - color: blue, green, red
 - taste: sweet, bitter, saltyYou can use these words to create pictures in your mind.
- ✓ **Look for words that describe actions.** These words help you "see" what happens and how it happens. Some examples are run, slide, fast, and slowly. Use these words to add to the picture in your mind.
- ✓ **Read to find comparisons.** Comparisons can help you "see" familiar things in a new way. Ask yourself:
 - Does the author compare something I don't know to something I do know?
 - How are the two things alike?
- ✓ **Add what you already know to what you read.** Add this information to the picture in your mind.
- ✓ **Edit your picture.** Read on and use new details to make your picture clearer.


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Transparency 12

Reading Comprehension: Language, Library & Technology
Explore the Southwest **COMPREHENSION STRATEGY**
Visualizing

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A desert sand dunes are into red desert rocks. **Deserts** A desert bird feeds on spring water flowers.

Deserts make up large parts of the Southwest. The deserts are hot and dry. In some places, sand dunes stretch for miles. Months can pass without any rain.

Yet spring in the desert is a colorful time. Many desert plants grow flowers. Even cactus plants bloom in the spring. The flowers make the desert bright with color.

desert — a place that gets very little rain

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Lesson B

Understand the Big Idea

OBJECTIVES

- Describe the geography, history, economy, and people of the Southwest
- Describe what life is like in the Southwest
- Practice the comprehension strategy: Visualizing

MATERIALS

- *Explore the Southwest*, pages 6–15
- Audiolesson 4, Track B
- Learning Masters, pages 30–31
- Transparency 11

OPTIONS FOR READING

- **Read Aloud/Shared Reading**
Read aloud “Understand the Big Idea” on pages 6–15.
- **Small Group Reading**
Use the Lesson Guide provided here for instruction, or play Audiolesson 4.
- **Independent/Partner Reading**
Have students complete Learning Masters, pages 30–31 as they reread the selection alone, with a partner, or with the Audiolesson.

Welcome to the Southwest

Student Book, pages 6–15

Review and Recall

Display the Southwest T Chart. Ask students to name some features of the Southwest. Then display *Transparency 11* and ask:

- What is a **dwelling**?
- What **region** is the state of Texas in?
- Who were the **Anasazi**?

Small Group Reading

Pages 6–7

Build Background/ Set Purpose

Discuss the photo on pages 6–7. Point out that the cactus grows in dry places. Then read aloud the Big Idea and Set Purpose statements. Read aloud Questions You Will Explore:

- What is the land like in the Southwest?
- How have different cultures shaped the Southwest?

Check Understanding

Which state in the Southwest is bigger than the whole Northeast region? (Texas)

Pages 8–9

Key Concept Word
canyon

Support Comprehension

Explain that the land features of a place are the place’s geography. Point out that the sand dunes, rocks, cliffs, canyon, and river in the pictures are all parts of the Southwest’s geography.

Check Understanding

How deep is the Grand Canyon? (almost a mile deep)

What caused the Grand Canyon to form? (It was carved by the Colorado River.)

Pages 10–11

Support Comprehension

Explain that the photo on page 10 shows the end of a cattle drive. Tell students that during a cattle drive, cowboys rode their horses alongside the cattle to the railroad.

Check Understanding

Why did people rush to Oklahoma? (The land was free.)

Practice the Comprehension Strategy: Visualizing

Use page 10 to model the strategy of visualizing.

Let's see how we can use our senses to paint a picture in our mind about what's happening on page 10. (Pause for silent reading.)

If cowboys are taking cattle a long way in the heat, they must be hot, just like I feel when I am in the heat for a long time. I can see cowboys using their hats as fans.

In my mind, I can see the cattle kicking up dust. I imagine their hooves making a lot of noise.

The cowboys were probably hot and tired of hearing loud noises and being dusty. I use my senses and what I know to think about how they probably felt. This helps me understand what I'm reading.

Pages 12–13

Key Concept Word

oil

Support Comprehension

Explain that a region's economy has to do with the goods and services bought and sold in an area. Point out that technologies are used for scientific information. Tell students that technology is used in computers, cell phones, and cars. Ask students to name some other familiar things that use technology.

Check Understanding

Why is oil important to the Southwest? (Oil is used to make fuel for machines.)

Pages 14–15

Support Comprehension

Discuss the different cultures represented in the classroom. Explain that although people move from their native region they often take their way of life to their new home.

Check Understanding

What are some reasons people came to the Southwest long ago? (to find gold, land, and jobs)

Stop and Think!

Have students respond to the question on page 15: What is life like in the Southwest? (Possible responses: There are deserts, canyons, sunny weather, big cities, and Mexican culture.)

Read and Respond

Have students complete *Learning Masters, pages 30–31* as they reread pages 6–15. Then ask: What is the most interesting fact you have learned about the Southwest? Have students compare their answers.

Learning Masters / page 30

Explore the Southwest

Reading Expeditions: Language, Literacy & Vocabulary

UNDERSTAND THE BIG IDEA

Name _____

Study Guide

Pages 6–7

Read Questions You Will Explore on page 6 of *Explore the Southwest*. Write what you already know about each question.

Questions	What I Already Know About This
1. What is the land like in the Southwest?	
2. How have different cultures shaped the Southwest?	

Pages 8–11

Read about the Southwest on pages 8–11 of *Explore the Southwest*. For each word, write a fact that you learned.

The Southwest	Facts That I Learned
deserts	
canyons	
cattle	
land	

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Learning Masters / page 31

Reading Expeditions: Language, Literacy & Vocabulary

Explore the Southwest

Name _____

UNDERSTAND THE BIG IDEA

Study Guide

Read pages 12–15 of *Explore the Southwest*. Then complete the chart.

Subject	Why It Is Important to the Southwest	New Fact I Learned About It
oil		
Johnson Space Center		
Mexican culture		
Phoenix		

Stop and Think! What is life like in the Southwest?

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OBJECTIVES

- Review and recall key concepts
- Describe an ancient culture from the Southwest
- Practice the comprehension strategy: Visualizing

MATERIALS

- *Explore the Southwest*, pages 16–23
- Audiolesson 4, Track C
- Learning Masters, pages 32–33

OPTIONS FOR READING

- **Read Aloud/Shared Reading**
Read aloud “Take a Closer Look” on pages 16–23.
- **Small Group Reading**
Use the Lesson Guide provided here for instruction, or play Audiolesson 4.
- **Independent/Partner Reading**
Have students complete Learning Masters, pages 32–33 as they reread the selection alone, with a partner, or with the Audiolesson.

The Anasazi

Student Book, pages 16–23

Review and Recall

Have students take turns telling something they discovered about the Southwest on pages 6–15. Then have them turn to page 16 of *Explore the Southwest* and respond to the Recap: Describe what life is like in the Southwest.

Small Group Reading

Pages 16–17

Key Concept Word
Anasazi

Build Background/ Set Purpose

Read the title on page 16, “The Anasazi.” Explain that the photo shows a home of the Anasazi who lived in the Southwest. Then read the Set Purpose statement on page 16 and the introduction on page 17.

Check Understanding

Where did the Anasazi build their homes? (in canyons and cliffs)

Pages 18–19

Key Concept Word
dwelling

Support Comprehension

Have students compare the dwellings in the photos to their own homes. Explain that people can visit the Anasazi ruins.

Practice the Comprehension Strategy: Visualizing

Ask: How does visualizing help you understand what you are reading on these pages?

(Possible response: I can paint a picture in my mind of the sights, smells, and sounds of how it would have been to live in a cliff.)

How might the Anasazi people have felt when they were under attack and racing up a ladder? (Possible response: Their hearts were pounding, just like mine does when I am scared.)

Ask: How can you paint a picture in your mind of what it was like to be an Anasazi? (Possible response: I can use my senses and what I know from my own life.)

Check Understanding

How were Anasazi dwellings like apartment buildings?

(The Anasazi dwellings were stacked on top of each other.)

Where are kivas located? (underground)

What were kivas used for? (religious ceremonies)

Pages 20–21

Support Comprehension

Tell students that other cultures have also made pictures on cliff walls and cave walls.

Check Understanding

How did the Anasazi use the pots they made? (to store food and to carry water)

What are petroglyphs? (pictures scratched onto cliff walls)

Pages 22–23

Support Comprehension

Tell students that the word *ground* is the past tense of the verb *grind*. Tell them that the corn ground into flour was important because the flour was used to make many kinds of food. Ask students to share any food they've eaten that is made from ground corn. Also, bring in some examples such as corn tortillas.

Check Understanding

What was the most important Anasazi crop? (corn)

What other crops did the Anasazi grow? (squash and beans)

What happened to the Anasazi at the time of the drought in the 1300s? (Crops died. There was little food. The Anasazi left their homes.)

Stop and Think!

Have students respond to the question on page 23: How did the Anasazi live? (Possible responses: The Anasazi grew crops. They lived in cliff dwellings. They made beautiful pottery and petroglyphs.)

Read and Respond

Have students complete *Learning Masters, pages 32–33* as they reread *Explore the Southwest*, pages 16–23. Then have students draw an Anasazi village. Tell them to label the parts of the dwelling, the types of crops, and other things such as pottery, kivas, and petroglyphs.

Learning Masters / page 32

Explore the Southwest

Reading Expeditions: Language, Literacy & Vocabulary

TAKE A CLOSER LOOK

Name _____

Study Guide

Pages 16–17

Read pages 16–17 of *Explore the Southwest*. Answer the questions.

1. Look at the title of this section. What group of people will you read about?

2. What question do you have about this section of the book?

Pages 18–19

Practice the Comprehension Strategy: Visualizing Tell how you used your senses and what you already know to create a picture in your mind that helped you understand what you were reading.

Page	What I Read	How I Used My Senses	How I Used What I Already Know
18			
19			

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Learning Masters / page 33

Reading Expeditions: Language, Literacy & Vocabulary

Explore the Southwest

Name _____

TAKE A CLOSER LOOK

Study Guide

Read pages 20–23 of *Explore the Southwest*. Complete the chart.

Things the Anasazi Made or Did	What They Showed About the Anasazi Life
baskets and pottery	
pictures on stone	
crops	

Stop and Think! How did the Anasazi live?

Lesson D

Make Connections

Student Book, pages 24–29

OBJECTIVES

- Summarize key concepts
- Make connections to related concepts and experiences
- Apply the comprehension strategy: Visualizing

MATERIALS

- *Explore the Southwest*, pages 24–29
- Audiolesson 4, Track D
- Learning Masters, pages 34–35

OPTIONS FOR READING

- Read Aloud/Shared Reading
Read aloud “Make Connections” on pages 24–29.
- Small Group Reading
Use the Lesson Guide provided here for instruction, or play Audiolesson 4.
- Independent/Partner Reading
Have students complete Learning Masters, pages 34–35 as they reread the selection alone, with a partner, or with the Audiolesson.

Review and Recall

Why was the drought of the 1300s a big problem for the Anasazi? (It caused their crops to die, which meant they had little food. They had to move to new places to find food.)

Have students turn to page 24 of *Explore the Southwest* and respond to the Recap: Describe what people know about Anasazi culture.

Small Group Reading

Pages 24–25

Summarize Key Concepts/ Set Purpose

Read the main text on page 24. Point out that each bulleted sentence tells an important idea from the book. Have students answer the question on the bottom of page 24. Then read the Set Purpose statement.

Check Understanding

Which region has the fewest people? (Southwest)

What people have lived in the Southwest for thousands of years? (Native Americans)

Pages 26–27

Support Comprehension

Explain that even though the Ogallala aquifer is shown in blue on the map on page 27 and looks like other bodies of water, this lake is under the ground.

Check Understanding

How can desert animals that never drink water survive? (They get water by eating seeds and plants.)

What is the Ogallala aquifer? (an underground source of water that lies under parts of the Southwest)

Why is the Ogallala aquifer important? (The Southwest gets much of its water from the Ogallala aquifer.)

Support Comprehension

Point out that traditions are things that people do the same way in their culture over many years. Ask students to share their family traditions, such as celebrations or ways of doing special things.

Check Understanding

Which Southwest state grows more red peppers than any other state? (New Mexico)

How does a rodeo clown help riders? (by getting the bull's attention away from a fallen rider)

Read and Respond

Apply the Comprehension Strategy: Visualizing

Have students complete *Learning Masters, pages 34–35* as they reread *Explore the Southwest*, pages 24–29. On page 56, they will summarize the key concepts, and on page 57, they will apply the comprehension strategy of visualizing. Then have students each tell one thing they learned from this book.



Learning Masters / page 34

Explore the Southwest

Reading Expeditions: Language, Literacy & Vocabulary

MAKE CONNECTIONS

Name _____

Summarize Key Concepts

Think about what you have learned about the Southwest. Fill in the missing word for each key concept by choosing a word from the Word Box. Then answer the question about each key concept.

1. The Southwest has four large states. Yet it has fewer people than any other _____.
What are the four states that make up the Southwest?

2. The Southwest is known for its _____ and canyons.
What is the name of a famous canyon in the Southwest?

3. Land, _____, jobs, and oil have brought people to the Southwest.
Give an example of why people move to the Southwest today.

4. The Southwest has been home to _____
for thousands of years.
Describe the dwellings of the Anasazi.

WORD BOX

cattle

deserts

Native Americans

region

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Learning Masters / page 35

Reading Expeditions: Language, Literacy & Vocabulary

Explore the Southwest

Name _____

MAKE CONNECTIONS

Study Guide

Practice the Comprehension Strategy: Visualizing Read pages 26–29 of *Explore the Southwest*. Fill in the boxes. Tell how you used your senses and what you already know to create a picture in your mind that helped you understand what you were reading.

Page	What I Read	How I Used My Senses	How I Used What I Already Know
26			
27			
28			
29			

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Lesson E

Extend Learning

Student Book, pages 30–33

OBJECTIVES

- Understand and practice using verbs, nouns, and proper nouns
- Practice and use vocabulary and High-Utility Words
- Conduct research and write about the Southwest

MATERIALS

- *Explore the Southwest*
- Learning Masters, pages 36–37
- Reading Expeditions titles: *The Southwest*, *The Southwest: Its History and People*, *The Southwest Today*

Learning Masters / page 36

Explore the Southwest

Reading Expeditions: Language, Literacy & Vocabulary

ZOOM IN ON WORDS

Name _____

Verbs, Nouns, and Proper Nouns

Read the words. Write each word in the correct box. Write two new words in each box.

friend	run	Ms. Gomez
play	Bob	dog
sing	teacher	Mr. Chang

Verb	Noun	Proper Noun

Choose two verbs, two nouns, and two proper nouns from the boxes. Use all six words to write your own sentences. Underline the verbs. Circle the nouns. Draw arrows to point to the proper nouns.

Zoom in on Words

Teach Verbs

Remind students that a word showing action is a verb. Using page 30, do the following:

- Read aloud the text and captions. Have students identify the verbs.
- Ask students to use each verb in a new sentence.

Teach Nouns and Proper Nouns

Say this sentence after you write it: *My dog is named Rover.* Have students identify the noun and the proper noun in the sentence.

Remind students that a noun names a person, place, or thing. Underline the *R* in *Rover*. Say: A proper noun begins with a capital letter and names a specific person, place, or thing. *Rover* is a specific dog. Using page 31, do the following:

- Read aloud the text and captions.
- Ask students to identify the noun and the proper noun in each pair of sentences. Have students tell how the nouns and proper nouns are different.

Extend Word Practice Optional

Action!

Write verbs on individual slips of paper. Have students pick one slip of paper and act out the verb. Then have others guess the verb.

Name Game

Create a set of note cards. Write each of the following nouns on a card: *city*, *state*, *animal*, *school*, *teacher*, *friend*. Have students turn over the card and write a proper noun for each noun.

Independent Practice

Assign *Learning Masters, page 36*. Have students share their sentences and identify the verbs, nouns, and proper nouns.

Build Language Skills for ELLs Optional

Teach High-Utility Words

Review the High-Utility Words. Have students find the sentences that include the words: *famous* (page 9); *discovered* (page 12); *style* (page 14); *lack* (page 23); *traditional* (page 28). Then create a chart like this one. Encourage students to tell each word's part of speech as it is used in the sentence. Then tell them to find the definition for the word as it is used in the sentence. Ask students to write a sentence that contains each word, using its definition from the chart. Help students generate sentences by asking questions like these: Who is a *famous* person we have studied this year? What is one *style* of clothing that you have seen?

High-Utility Words

Word	Part of Speech	Definition	Sentence
discover	verb	to find	Scientists can discover cures for diseases.
famous	adjective	very well known	George Washington is famous.
lack	noun	shortage	We had a lack of rain during the summer.
style	noun	a way of making things	The style of the house is old-fashioned.
traditional	adjective	handed down	Native Americans have traditional songs.

Build Oral Language Skills

Have groups of students of mixed proficiency levels plan a commercial about the Southwest region to try to get people from around the country to visit. Tell groups to assign specific roles and record audio for their commercials. Encourage students to include Glossary Words and High-Utility Words. Choose from these options to allow students of various levels to participate:

Customize Instruction for ELLs

Newcomers/Beginning Invite students to use gestures, facial expressions, and movements to show activities people can do in the Southwest. Students could also provide drawings of fun activities. Have them use pictures from the book for ideas.

Developing Encourage students to refer to the book for language they can adapt for their commercials. When students record their commercials, provide a language format such as: *Come to the Southwest. You can see _____. You can go to _____. You can have fun when you _____.*

Expanding/Bridging Ask students to write scripts for the commercial. Have them read aloud lines as they help less proficient speakers learn dialogue.

Lesson E *continued*

Learning Masters / page 37

Reading Expeditions: Language, Literacy & Vocabulary

Explore the Southwest

Name _____

RESEARCH AND WRITE

Note-Taking Chart

Fill in the name of the national park you want to research. Then use the note-taking chart to record information about the national park.

- In the first column, tell where you found the information. Write the name and page number of books and other reference materials. Give the website address of online resources.
- In the second column, take notes and draw pictures about what you learned from each source.

Name of National Park _____

Source Information	Important Ideas
Title _____ Page _____	
Title _____ Page _____	
Title _____ Page _____	
Title _____ Page _____	

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Learning Masters / page 38

Explore the Southwest

Reading Expeditions: Language, Literacy & Vocabulary

RESEARCH AND WRITE

Name _____

Writing Frame

You have researched a national park in the Southwest. Use this writing frame to write about the national park.

Title: _____ National Park
(name of park)

_____ National Park is a national park in _____
(name of park)

_____ (name of state). It became a national park in _____.
(year)

This national park is _____ (size). It is _____ (information about size).

_____ (kind of plant) grow in _____ National Park.
(name of park)

Animals such as _____ (kinds of animals) and _____ (kinds of animals) live there.

You can see _____ (interesting things in the park).

and _____ (interesting things in the park) when you visit this national park.

Revising and Editing Checklist

When you **revise**, ask:

- Is my information clear?
- Can I make my sentences more interesting?

When you **edit**, ask:

- Did I spell words correctly?
- Did I begin and end sentences correctly?

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Research and Write



Have students read the Research and Write activity on page 32. Then guide their research and writing with these steps.

1 Prewriting

Plan the Research Distribute *Learning Masters, page 37*. Have students choose a national park and write its name at the top of the note-taking chart. Then have them gather resources for their work. Ask them to look for information that tells what makes the national park special.

Point out classroom and library resources, including home-language materials, that students can use to research the national park they choose. Visit www.ngschoolpub.org.

Organize Information Guide students in reviewing information they recorded in the second column of the chart. Explain that they can draw or collect images to support the information. Tell students to circle details that best show what makes the national park special.

Writing Model

Title: Grand Canyon National Park
Grand Canyon National Park is a national park in Arizona. It became a national park in 1919. This national park is huge. It is almost 300 miles long.

Cactuses grow in Grand Canyon National Park. Animals such as bobcats and lizards live there. You can see the Colorado River and the Grand Canyon when you visit this national park.

Customize Instruction for ELLs

Newcomers/Beginning Allow students to draw illustrations that show their national park's sights. Let them work with a more proficient partner to write or dictate labels or captions.

Developing Have students write their drafts by filling in the writing frame on Learning Masters, page 38.

Expanding/Bridging Students can use the writing frame on Learning Masters, page 38 as a reference, but encourage them to write their drafts in their own words.

3 Revising and Editing

Encourage students to read their drafts aloud to you or to a partner. Have them use the Revising and Editing Checklist on *Learning Masters, page 38*. You or the partner can also suggest revisions. After students have marked corrections, have them rewrite the paragraph on a separate sheet of paper.

4 Sharing and Publishing

Encourage students to draw a picture of the most famous sight in the national park. Have students share their writing with options such as an oral report, a classroom display, or a class book of national parks.

5 Assess Writing

Use the Scoring Rubric to evaluate students' writing based on their current level of English proficiency.

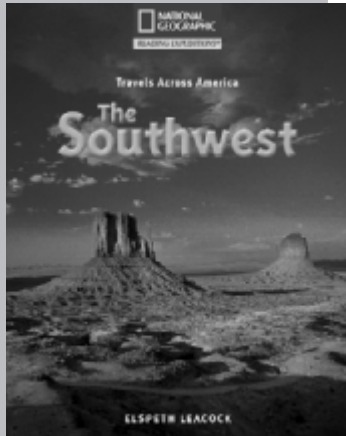
Scoring Rubric

Score	Newcomers/Beginning	Developing	Expanding/Bridging
5	<ul style="list-style-type: none">• The drawing shows detailed information about a famous sight in the national park.• The writing includes three or more facts about the national park.• The work shows detailed information from the student's research.	<ul style="list-style-type: none">• The writing shows an appropriate use of the writing frame or another organizing structure.• The drawing shows details of a famous sight in the national park.• The writing shows detailed information from the student's research.	<ul style="list-style-type: none">• The writing shows a good organization of ideas.• The drawing shows many details of the specific sight in the national park.• The writing shows detailed information from the student's research.• The writing shows a strong understanding of English grammar and spelling conventions.
3	<ul style="list-style-type: none">• The drawing shows some detail about a famous sight in the national park.• At least two facts about a national park are included.• The work shows some information from the student's research.	<ul style="list-style-type: none">• The writing shows an attempt to use the writing frame or another organizing structure.• The drawing includes a small amount of detail about a famous sight in the national park.• The writing shows some information from the student's research.	<ul style="list-style-type: none">• The writing shows some organization of ideas.• The drawing shows a small amount of detail about the national park.• The writing shows some information from the student's research.• The writing shows some understanding of English grammar and spelling conventions.
1	<ul style="list-style-type: none">• The drawing is not specific to a national park.• Facts are not related to a national park.• The work shows little or no information from the student's research.	<ul style="list-style-type: none">• The writing does not use an organizing structure such as the writing frame.• The drawing does not show a famous sight in the national park.• The writing shows little or no information from the student's research.	<ul style="list-style-type: none">• The writing shows little organization of ideas.• The drawing shows little or no details about the national park.• The writing does not describe a national park.• The writing shows little understanding of English grammar and spelling conventions.

Read and Compare



Students can expand their knowledge of the Southwest and explore new concepts by reading one or more of these National Geographic *Reading Expeditions* titles. For detailed lesson plans, visit www.ngschoolpub.org.



◀ **Summary** Through the eyes of a young tour guide, this book takes the reader on a tour of the Southwest. *The Southwest* discusses size, climate, features, economy, and culture. It also includes an almanac entry and fascinating sidebars.

Connect Concepts These concepts will be familiar to students who have read *Explore the Southwest*:

- climate of the Southwest
- culture and economy of the Southwest
- size and features of the Southwest

Readability Level Fry 4.2

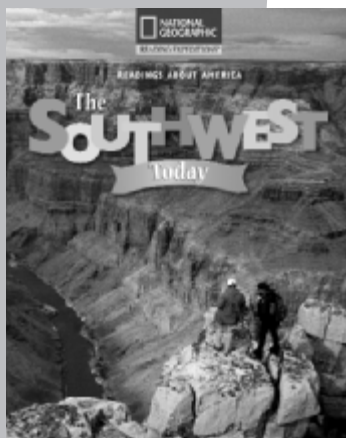


◀ **Summary** This book, which unfolds through the eyes of a young tour guide, discusses famous people, places, and events in the history of the Southwest. *The Southwest: Its History and People* includes maps, a time line, and historic photos. It also compares the historic Southwest to the Southwest of today.

Connect Concepts These concepts will be familiar to students who have read *Explore the Southwest*:

- Native American cultures
- Oklahoma Land Rush
- land, cattle, jobs, and oil in the Southwest

Readability Level Fry 4.9



◀ **Summary** This lively book draws in the reader by opening with riddles. It maintains its accessible tone by offering a travel guide to current places of interest. *The Southwest Today* offers features on topics such as desert survival, life on a ranch, rock collecting, and Texas chili.

Connect Concepts These concepts will be familiar to students who have read *Explore the Southwest*:

- cultural diversity
- ranching
- climate of the Southwest

Readability Level Fry 4.1

Assess Learning

Choose from these options to measure students' mastery of the standards listed on page 86 of this guide:

Post-Test

Administer the Post-Test on *Learning Masters, page 45*. Accommodate students with varying levels of English proficiency as follows:

Customize Instruction for ELLs

Newcomers/Beginning Read each test item aloud, and allow extra time for students to respond. If the language is too challenging, have students complete only the first two items on the test. Allow them to respond orally to the second question.

Developing Read each test item aloud, and allow extra time for students to respond. Allow students to take this as an open-book test.

Expanding/Bridging Verify that students understand the directions before they complete the test independently. Have them answer the second question with a complete sentence.

Performance Assessment

Evaluate the oral and written work students have completed while reading *Explore the Southwest*. Record observations of students' progress on the Progress Tracking Form, downloadable online.

Student Self-Assessment

To let students assess their own work, use the Self-Assessment Form downloadable online. You may assign one or more sections of the form, or let students choose which sections they want to complete.

Home Connection

The Family Focus letters on *Learning Masters, pages 39–40* summarize key concepts about the Southwest. In the Share and Learn activity, family members can talk about the Southwest and discuss topics such as the region's weather and plant life.

Learning Masters / page 45

Reading Expeditions: Language, Literacy & Vocabulary

Explore the Southwest

Name _____

ASSESSMENT Post-Test

Explore the Southwest Post-Test



- Look at the map. Circle the states in the Southwest region.
- Describe the climate in the Southwest region.

Write the letter of the correct definition next to each word.

- | | |
|-------------|---|
| 3. canyon | a. a home |
| 4. culture | b. a way of life |
| 5. dwelling | c. a deep cut in the ground, often carved by a river |
| 6. oil | d. an area, such as a group of states, with something in common |
| 7. region | e. a liquid taken from underground and used to make fuel and other products |

Circle the letter of the correct answer.

- Which of these describes deserts?

a. cold	b. hot and dry	c. icy	d. warm and rainy
---------	----------------	--------	-------------------
- Why did so many people race to the Oklahoma land rush?

a. There were many cities.	c. There were many jobs.
b. The homes were free.	d. The land was free.
- What is a kiva?

a. a room	b. a basket	c. a drawing	d. a crop
-----------	-------------	--------------	-----------

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Learning Masters / page 39

Explore the Southwest

Reading Expeditions: Language, Literacy & Vocabulary

FAMILY FOCUS

Name _____

Dear Family,

Your child has been reading the book *Explore the Southwest*. Use the information on this page to talk with your child about the Southwest region of the United States.

Thank you.

Key Ideas

Your child has discussed these important ideas while reading *Explore the Southwest*.

- The Southwest has four large states (Texas, New Mexico, Arizona, Oklahoma). Yet it has fewer people than any other region.
- The Southwest is known for its deserts and canyons.
- Land, cattle, jobs, and oil have brought people to the Southwest.
- The Southwest has been home to Native Americans for thousands of years.

WORDS TO KNOW

Anasazi a Native American group that once lived in the Southwest

canyon a deep cut in the ground, often carved by a river

culture a way of life

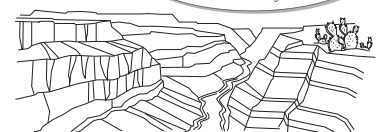
dwelling a home

oil a liquid taken from underground and used to make fuel and other products

region an area, such as a group of states, with something in common

Share and Learn

Talk about this scene with your child. What can you tell about the land and the water in the Southwest region? What is one kind of plant that grows in a desert? What is the weather like in most of the Southwest region?



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Language, Literacy & Vocabulary!



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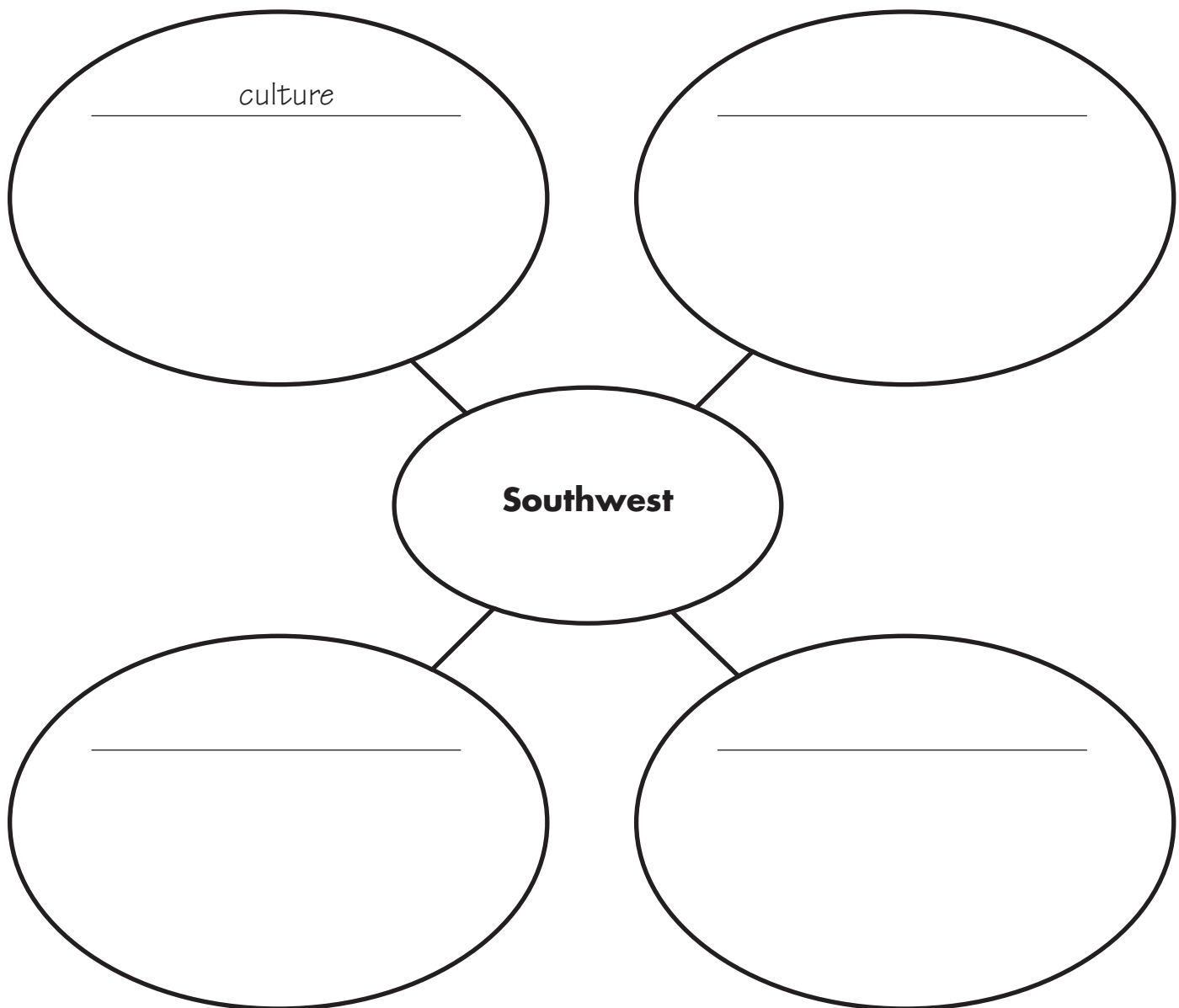
LEARNING MASTERS

Explore the Southwest

Details Web About the Southwest

Complete a details web about the Southwest region.

- Choose four topics that you want to learn more about for the Southwest. One topic might be culture. Write the topics in the ovals.
- Add details to the ovals as you learn more about each topic.



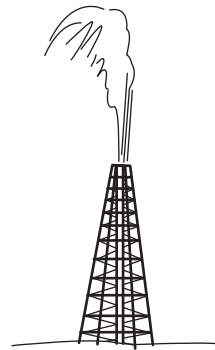
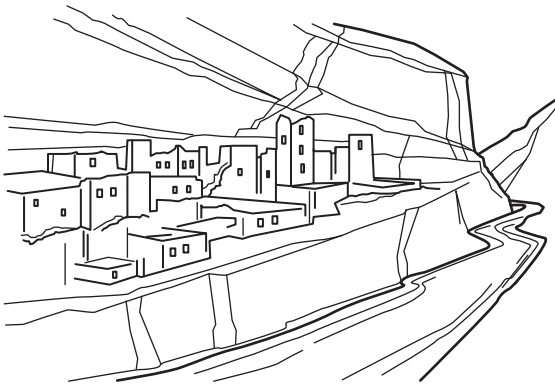
Name _____

BUILD BACKGROUND

The Southwest

Look at the pictures.

- Read the sentences about the pictures.
- Fill in each blank with a Key Concept Word.

**KEY CONCEPT WORDS****Anasazi****canyons****culture****dwelling**s**oil****region**

The _____ lived in parts of the Southwest thousands of years ago. They built their homes in the _____ that were cut into the land by a flowing river. Their _____ looked much like apartment buildings since they stacked them on top of each other. The Anasazi made baskets and beautiful pots, painted pictures on rocks, and grew corn. The way they lived was their _____. The Anasazi people left their homes, but no one knows why.

About a hundred years ago, people discovered _____ in the Southwest _____. It is used to make fuel for machines such as cars.

Write your own sentence about one of the pictures.

UNDERSTAND THE BIG IDEA

Name _____

Study Guide

Pages 6–7

Read Questions You Will Explore on page 6 of *Explore the Southwest*.
Write what you already know about each question.

Questions	What I Already Know About This
1. What is the land like in the Southwest?	
2. How have different cultures shaped the Southwest?	

Pages 8–11

Read about the Southwest on pages 8–11 of *Explore the Southwest*.
For each word, write a fact that you learned.

The Southwest	Facts That I Learned
deserts	
canyons	
cattle	
land	

Name _____

UNDERSTAND THE BIG IDEA

Study Guide

Read pages 12–15 of *Explore the Southwest*. Then complete the chart.

Subject	Why It Is Important to the Southwest	New Fact I Learned About It
oil		
Johnson Space Center		
Mexican culture		
Phoenix		

Stop and Think! What is life like in the Southwest?

Study Guide

Pages 16–17

Read pages 16–17 of *Explore the Southwest*. Answer the questions.

1. Look at the title of this section. What group of people will you read about?

2. What question do you have about this section of the book?

Pages 18–19

Practice the Comprehension Strategy: Visualizing Tell how you used your senses and what you already know to create a picture in your mind that helped you understand what you were reading.

Page	What I Read	How I Used My Senses	How I Used What I Already Know
18			
19			

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Name _____

TAKE A CLOSER LOOK

Study Guide

Read pages 20–23 of *Explore the Southwest*. Complete the chart.

Things the Anasazi Made or Did	What They Showed About the Anasazi Life
baskets and pottery	
pictures on stone	
crops	

Stop and Think! How did the Anasazi live?

MAKE CONNECTIONS

Name _____

Summarize Key Concepts

Think about what you have learned about the Southwest. Fill in the missing word for each key concept by choosing a word from the Word Box. Then answer the question about each key concept.

WORD BOX**cattle****deserts****Native Americans****region**

1. The Southwest has four large states. Yet it has fewer people than any other _____.

What are the four states that make up the Southwest?

2. The Southwest is known for its _____ and canyons.

What is the name of a famous canyon in the Southwest?

3. Land, _____, jobs, and oil have brought people to the Southwest.

Give an example of why people move to the Southwest today.

4. The Southwest has been home to _____ for thousands of years.

Describe the dwellings of the Anasazi.

Name _____

MAKE CONNECTIONS

Study Guide

Practice the Comprehension Strategy: Visualizing Read pages 26–29 of *Explore the Southwest*. Fill in the boxes. Tell how you used your senses and what you already know to create a picture in your mind that helped you understand what you were reading.

Page	What I Read	How I Used My Senses	How I Used What I Already Know
26			
27			
28			
29			

ZOOM IN ON WORDS

Name _____

Verbs, Nouns, and Proper Nouns

Read the words. Write each word in the correct box. Write two new words in each box.

friend	run	Ms. Gomez
play	Bob	dog
sing	teacher	Mr. Chang

Verb	Noun	Proper Noun

Choose two verbs, two nouns, and two proper nouns from the boxes.
 Use all six words to write your own sentences. Underline the verbs.
 Circle the nouns. Draw arrows to point to the proper nouns.

Name _____

RESEARCH AND WRITE

Note-Taking Chart

Fill in the name of the national park you want to research. Then use the note-taking chart to record information about the national park.

- In the first column, tell where you found the information. Write the name and page number of books and other reference materials. Give the website address of online resources.
- In the second column, take notes and draw pictures about what you learned from each source.

Name of National Park _____

Source Information	Important Ideas
Title _____ _____ Page _____	
Title _____ _____ Page _____	
Title _____ _____ Page _____	
Title _____ _____ Page _____	

RESEARCH AND WRITE

Name _____

Writing Frame

You have researched a national park in the Southwest. Use this writing frame to write about the national park.

Title: _____ National Park
(name of park)

_____ National Park is a national park in
(name of park)

_____. It became a national park in _____.
(name of state) (year)

This national park is _____. It is _____.
(size) (information about size)

_____ grow in _____ National Park.
(kind of plant) (name of park)

Animals such as _____ and _____ live there.
(kinds of animals) (kinds of animals)

You can see _____
(interesting things in the park)

and _____ when you visit this national park.
(interesting things in the park)

Revising and Editing Checklist

When you **revise**, ask:

- Is my information clear?
- Can I make my sentences more interesting?

When you **edit**, ask:

- Did I spell words correctly?
- Did I begin and end sentences correctly?

Name _____

FAMILY FOCUS

Dear Family,

Your child has been reading the book *Explore the Southwest*. Use the information on this page to talk with your child about the Southwest region of the United States.

Thank you.

WORDS TO KNOW

Anasazi a Native American group that once lived in the Southwest

canyon a deep cut in the ground, often carved by a river

culture a way of life

dwelling a home

oil a liquid taken from underground and used to make fuel and other products

region an area, such as a group of states, with something in common

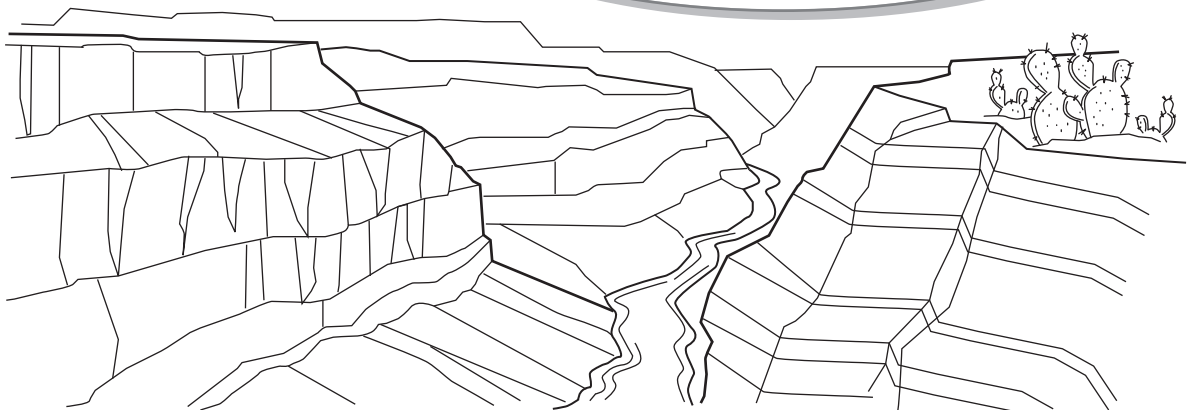
Key Ideas

Your child has discussed these important ideas while reading *Explore the Southwest*.

- The Southwest has four large states (Texas, New Mexico, Arizona, Oklahoma). Yet it has fewer people than any other region.
- The Southwest is known for its deserts and canyons.
- Land, cattle, jobs, and oil have brought people to the Southwest.
- The Southwest has been home to Native Americans for thousands of years.

Share and Learn

Talk about this scene with your child. What can you tell about the land and the water in the Southwest region? What is one kind of plant that grows in a desert? What is the weather like in most of the Southwest region?



ENFOQUE EN LA FAMILIA

Name _____

Estimada familia,

Su escolar está leyendo el libro *Explore the Southwest* (*Explora el Suroeste*). Favor de usar esta página para hablar con su escolar sobre la región *Suroeste* de los Estados Unidos.

Gracias.

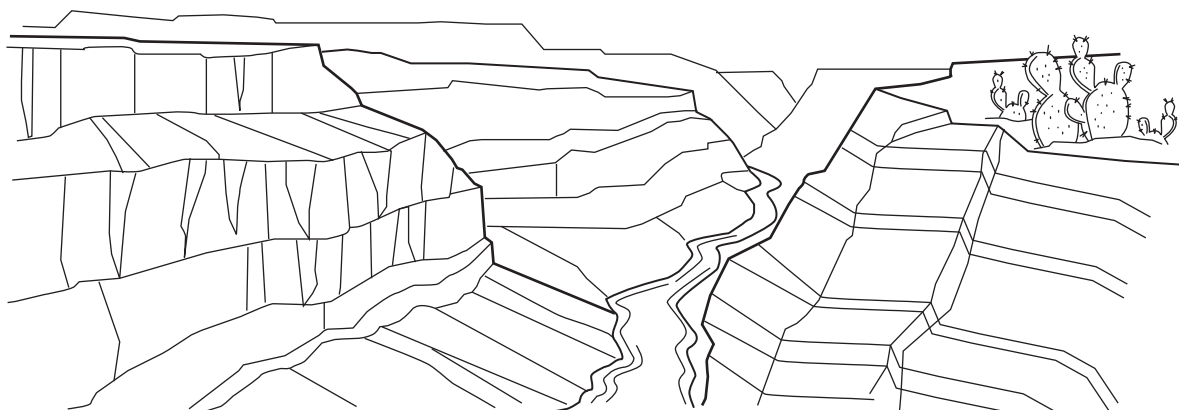
Ideas clave

Al leer *Explore the Southwest*, su escolar estudió estas ideas importantes.

- El Suroeste tiene cuatro estados grandes (Texas, Nuevo México, Arizona, Oklahoma). Sin embargo, tiene menos gente que cualquier otra región.
- El Suroeste es conocido por sus desiertos y cañones.
- La tierra, el ganado, el trabajo y el petróleo han traído a la gente al Suroeste.
- El Suroeste ha sido el hogar de los indígenas americanos por miles de años.

Compartir y aprender

Hable con su escolar sobre esta escena. ¿Qué puedes determinar sobre la tierra y el agua en la región del Suroeste? ¿Cuál es un tipo de planta que crece en un desierto? ¿Cómo es el clima en la mayor parte del Suroeste?



VOCABULARIO

Anasazi (*Anasazi*) grupo de indígenas americanos que viveron una vez en el Suroeste

cañón (*canyon*) canal muy profundo en la tierra, muchas veces tallado por un río

cultura (*culture*) manera de vivir

morada (*dwelling*) hogar

petróleo (*oil*) líquido que se extrae de debajo de la tierra y que se usa para hacer combustible y otros productos

región (*region*) área, tal como un grupo de estados, que tiene algo en común

Language, Literacy & Vocabulary!



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ASSESSMENTS

Explore the Southwest

Answer Key

Pre-Test p. 43

1. Student should correctly label the plant as a *cactus*.
2. Possible response: Cactus plants are found in the desert, where the weather is hot and dry.
3. c
4. e
5. a
6. d
7. b
8. a
9. b
10. d

Post-Test p. 44

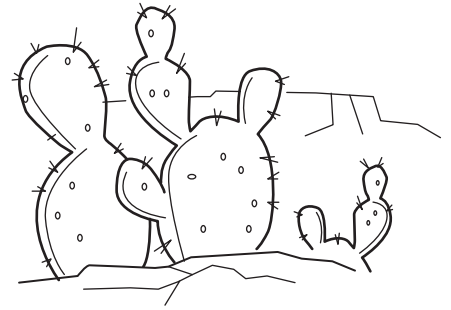
1. Students should circle *Arizona, New Mexico, Oklahoma,* and *Texas*.
2. Accept correct descriptions of weather. Answers should include words like dry and hot.
3. c
4. b
5. a
6. e
7. d
8. b
9. d
10. a

Name _____

ASSESSMENT Pre-Test

Explore the Southwest Pre-Test

- 1.** Look at the picture. Label the type of plant that is shown.
 - 2.** Look at the picture. Describe the climate in the area where these plants are found.
-



Write the letter of the correct definition next to each word.

- | | |
|--------------------------|--|
| _____ 3. oil | a. a way of life |
| _____ 4. region | b. a home |
| _____ 5. culture | c. a liquid taken from underground and used to make fuel and other products |
| _____ 6. canyon | d. a deep cut in the ground, often carved by a river |
| _____ 7. dwelling | e. an area, such as a group of states, with something in common |

Circle the letter of the correct answer.

- 8.** Which of these states is NOT part of the Southwest region?

a. California	c. New Mexico
b. Arizona	d. Texas
- 9.** Which of these sentences BEST describes the Anasazi?

a. Texas cattle ranchers	c. settlers from the 1889 land rush
b. a Native American group	d. group who discovered oil
- 10.** Why did so many people rush to Oklahoma in 1889?

a. The homes were free.	c. There were many cities.
b. There were many jobs.	d. The land was free.

Explore the Southwest Post-Test



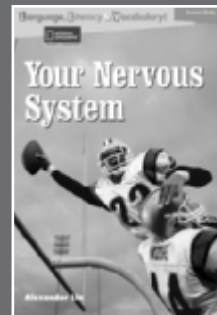
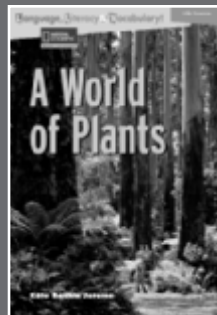
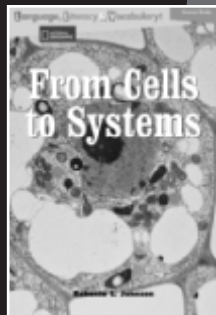
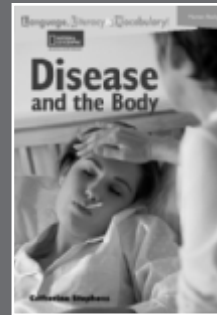
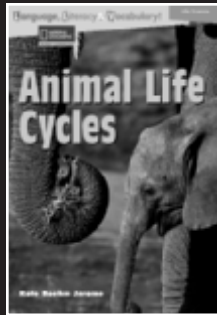
1. Look at the map. Circle the states in the Southwest region.
2. Describe the climate in the Southwest region.

Write the letter of the correct definition next to each word.

- | | |
|-------------------|---|
| _____ 3. canyon | a. a home |
| _____ 4. culture | b. a way of life |
| _____ 5. dwelling | c. a deep cut in the ground, often carved by a river |
| _____ 6. oil | d. an area, such as a group of states, with something in common |
| _____ 7. region | e. a liquid taken from underground and used to make fuel and other products |

Circle the letter of the correct answer.

8. Which of these describes deserts?
a. cold b. hot and dry c. icy d. warm and rainy
9. Why did so many people race to the Oklahoma land rush?
a. There were many cities. c. There were many jobs.
b. The homes were free. d. The land was free.
10. What is a kiva?
a. a room b. a basket c. a drawing d. a crop



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