



INTRODUCTION

Learning about the geography and culture of countries around the world will help your students make important connections to the fast-changing world in which they live. The Reading A-Z Countries Around the World Collection supports students with three grade levels for each country. Use this Lesson Plan along with the other support resources provided to give targeted content area instruction in geography and social studies. In addition, the Reading A-Z Countries Around the World Collection supports anchor standards for reading informational text. Each book provides opportunities for students to develop the following reading skills:

- Ask and answer questions about a text.
- Identify the main idea and note details from the text.
- Describe the connections between ideas or pieces of information in a text.
- Clarify the meanings of words and phrases in a text.
- Identify relevant information in maps, photographs, and texts.
- Use illustrations and details in a text to describe key ideas.
- Determine how two texts are similar and different.



USING THIS GUIDE

The Lesson Plan includes tips for introducing and teaching each book's content. Use these tips to help each student work with their particular text to understand the content, read fluently, and share and extend their learning.

The **BEFORE**, **DURING**, and **AFTER** headings show how you might structure the reading lesson to benefit your students. Each student is at a different place in their reading journey and might need more or less support.

UNDERSTANDING KEY VOCABULARY

Each book includes a glossary that defines key vocabulary words needed to understand the content. Improve students' vocabulary by using the glossary along with the [Vocabulary Log Activity Card](#).

Here are some tips to help students build a wide-ranging vocabulary:

BEFORE READING

- **Use Text Features:** Look through the book with students to point out the bolded words and the glossary. Remind students that these bolded words are defined in the glossary. Discuss the elements of the glossary and how to use it to determine the meaning of words. Model using the features of the glossary to understand the bolded words.
- **Context Clues:** Explain that context clues can help students determine the meaning of unfamiliar words. Choose an unfamiliar word and model how to use the context of the sentence to determine meaning. Clues for unfamiliar words can also be in photographs or captions. Students will use this knowledge to build meanings when they use the [Vocabulary Log Activity Card](#).

DURING READING

- **Vocabulary Log:** Provide the [Vocabulary Log Activity Card](#) for students. Have students fill in the vocabulary log as they read. Include the words that are unfamiliar and a definition, if possible, from the glossary. After reading, review the words with students.
- **Circle:** After students have read each section of the book, have them circle the unfamiliar words. Encourage students to use context clues and images on the page to determine the meaning of the words.

AFTER READING

- **Create a Classroom Vocabulary List:** In small groups, have students share their unfamiliar words. Model using strategies, such as using the book's glossary or a dictionary, to determine definitions. Post each word and a definition in the classroom for the week.
- **Play a Word Game:** Provide students with the [Word Game Activity Card](#). Have students write questions or draw images for each of the Glossary words in the boxes. In small groups have students complete the game.
- **Teach Academic Vocabulary:** Discuss academic vocabulary with students. As a class, go through the book and identify academic vocabulary words. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include the following on each poster: the word and its part of speech, the definition, and either the word in an example sentence or an example picture (if possible) illustrating the meaning of the word. Hang these posters in the classroom for students to see and refer to as they encounter the words within texts, lessons, and assignments.

Take vocabulary instruction further with Vocabulary A–Z's [Premade Vocabulary Lessons](#) and the [Common Core Academic Vocabulary Lists](#).

ANSWERING QUESTIONS

The back cover of each book has two text-dependent Discussion Questions that require students to look back in the text to find the answers. You may also want to create your own text-dependent questions. Good text-dependent questions have the following characteristics:

- They require that readers use the text features to locate information.
- They are not *yes/no*; instead they require readers to retell the details.
- They require a close reading of the text and understanding of the text features to answer.

Post questions you've created in the classroom for students to reference as they read.

Have individuals or groups of students use their texts to find answers as they read. Students can record their answers on one of the Activity Cards provided. Use these suggestions to decide which Activity Card is appropriate, or as you assist students in choosing one. Not every Activity Card must be used with each book.

Cause and Effect: Write related causes and effects from the book. Use to answer Analyze or Cause and Effect questions.

Main Idea and Details: Record main ideas and two details for each idea. Use to answer Analyze or Evaluate questions.

Three Columns: Record details that support each heading. Headings can be from the book or related to a text-dependent question. Provide headings for students as needed. Use to answer Cause and Effect, Compare and Contrast, or Make Connections questions.

Venn Diagram: Record differences and similarities about an element from one or two books. Use to answer Compare and Contrast or Make Connections questions.

Web: Record details about a central topic. The topic could be the country or a heading from the book. Use to answer Draw Conclusions, Evaluate, or Make Connections questions.

World Traveler: Record details under specific headings from the book. Use to answer Analyze, Draw Conclusion, or Evaluate questions.

After reading, discuss Activity Cards and answers individually, in small groups, or as a class.

Here are some tips to help students successfully answer text-dependent questions:

BEFORE READING

- **Preview:** Look through the book before reading. Note the text features and discuss the purpose of each one. Discuss how students might use the feature to answer the question or understand the text.
- **Predict Using Headings:** Read the headings with students. Model using headings to predict content and encourage students to try making their own predictions. Students can write the headings on their [Main Idea and Details Activity Card](#). Explain that they will add details as they read.

- **Discuss the Questions:** Read the questions with students. Provide students with an Activity Card that will help them answer the question. Discuss how to use the provided Activity Card to take notes during reading. You may wish to model taking notes on the Activity Card in either large or small groups.

DURING READING

- **X Marks the Spot:** Have students read the text and highlight or underline parts of the text that may help answer the Discussion Questions. You might also wish to give students sticky notes that they can use to mark the text. Direct students to use this information after they read to answer the Discussion Questions.
- **Use the Activity Cards:** Have students take notes on the Activity Card you provided as they read. Direct students to use this information after they read to answer the question.

AFTER READING

- **Discuss the Questions:** In small groups, have students share their Activity Cards and use them to create answers to the text-dependent Discussion Questions. Students can work together to create a group answer to each question. Discuss these answers and use them to formulate whole class answers to each question.

USING MAPS

The maps featured within each Leveled Book along with the Country Maps and World Maps provide an excellent opportunity to teach student the map-reading skills for geography and social studies standards.

AFTER READING

- **Complete an Individual Map:** Give students a map of the country and have them use the text to discuss it. In small groups, have students identify and discuss features common to most maps, such as the compass rose and title. Model finding these features as needed. Discuss what information each of these features provides. In groups, have students identify the country's continent and bordering countries. Students can provide other information if it is included in their books, such as landforms or cities.
- **Plan a Trip:** Give students the *My Trip Activity Card* and direct them to use information from the book and the map to plan a trip around the country. Discuss the cardinal directions using a compass rose. Have students use these terms as they write about the places they would like to visit.



WRITING SUMMARIES

Summarizing a text allows students to practice identifying the main idea and retelling key details of a text. It is also a way for them to monitor their own understanding of what they have read. Remind students that there is a difference between important and interesting information. When reading about a new country, students might be excited about all the interesting information presented. Help students use a structure that separates interesting facts and important information.

Here are some tips to help students create a good summary:

BEFORE READING

- **Preview:** Pre-read and note the titles, headings, photographs, captions, and maps. Have students list the headings on the *Main Idea and Details* or *Summary Activity Cards*. Explain that they will take notes on this as they read. Then they will use their notes to write a summary. Students using the *Main Idea and Details Activity Card* will write their summary on a separate sheet of paper.
- **Know and Learn:** Use the *Know and Learn Activity Card*. Discuss what students already know about the country they will read about and record the information in the first column. In the second column, brainstorm questions students think they will be able to answer as they read. Tell students they will write details about what they learn

as they read. Complete the third and fourth columns after reading. Use the information in the third column to help students determine important information that might be included in their summaries.

DURING READING

- **Take Notes:** Have students use the Activity Card they began before reading as they read. They can take notes, highlight important information, or place sticky notes next to places they would like to read again; or want to include in their summaries. You may wish to provide students with the [World Traveler Activity Card](#) to focus students on particular elements of the text. This may help students find details for their summary.

AFTER READING

- **Write Summaries:** Have students use their [Activity Cards](#) to write a one-paragraph summary of what they read. Share summaries with the class.

EXTENDED LEARNING

You can support life-long learning in students with the following extension activities. These projects allow students to explore the art, music, or culture of different countries. Students use the book and other resources to research and present about a topic.

POSSIBLE EXTENSION TOPICS

- Create a paper doll or clothes pin doll that shows what people wear today and what they might have worn at another point in their history.
- Write a phrase in the native language.
- Create a piece of art in a traditional style.
- Learn and sing or play a traditional song, or find a recording and explain what the lyrics mean, what the song is about, and so on.
- Create a collage that shows the different cities in the country. Label each with the name of the city.
- Create a poster or build a model that shows an important building or structure in the country. Explain its importance to the country.

SUPPORTING RESEARCH

- Provide the [Research Questions Activity Card](#) for students to use as they work on their project. Using the Activity Card, have students brainstorm questions that will help them research the topic and create a presentation.
- Have small groups of students use student-appropriate websites, encyclopedia articles, other Reading A–Z books, or other classroom or school library resources to research the topic.
- Students should create a visual and write a summary of their presentation.
- Each group should be given time to present. Invite students to ask each other questions about the presentations. Post visuals and summaries.