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LEXILE® FRAMEWORK LEVELS

SCOUT
Some articles with characteristics of emergent text will be easier for students to read. You may find that other articles are better suited for teacher read-alouds.

VOYAGER
Better Together ................................................................. 380L
Off to School ................................................................. 240L
A View of the World .......................................................... 320L

STANDARDS SUPPORTED

• Common Core State Standards (CCSS)
• Next Generation Science Standards (NGSS)
• C3 Framework for Social Studies State Standards (C3)
See each lesson for the specific standard covered.

Educational consultant Stephanie Harvey has helped shape the instructional vision for this Teacher’s Guide. Her goal is to ensure you have the tools you need to enhance student understanding and engagement with nonfiction text.
BACKGROUND
Since 1888, the National Geographic Society has funded scientists and explorers and shared their findings with the world. To support educators who use our resources, we have created a Learning Framework, which lays out what we believe students should learn from their experiences with the Society.

PURPOSE
The Learning Framework was designed to convey the Society’s core beliefs and values. It is built around a set of attitudes, skills, and knowledge that embody the explorer mindset.

To determine the learning outcomes within the Learning Framework, we dug deep into national standards in key subject areas. We also sought advice from subject matter and child development experts, along with the combined expertise of NG instructional designers, researchers, and content developers. To learn more, go to: https://www.nationalgeographic.org/education/learningframework/.

IMPLEMENTATION
Each article in this magazine has a knowledge-based link to the Learning Framework.

INTRODUCTION

MINDSET OF AN EXPLORER: KEY FOCUS AREAS

ATTITUDES
CURiosity An explorer remains curious about how the world works throughout his or her life. An explorer is adventurous, seeking out new and challenging experiences.
RESPONSIBILITY An explorer has concern for the welfare of other people, cultural resources, and the natural world. An explorer is respectful, considers multiple perspectives, and honors others regardless of differences.
EMPOWERMENT An explorer acts on curiosity, respect, responsibility, and adventurousness and persists in the face of challenges.

SKILLS
OBSERVATION An explorer notices and documents the world around her or him and is able to make sense of those observations.
COMMUNICATION An explorer is a storyteller, communicating experiences and ideas effectively through language and media. An explorer has literacy skills, interpreting and creating new understanding from spoken language, writing, and a wide variety of visual and audio media.
COLLABORATION An explorer works effectively with others to achieve goals.
PROBLEM SOLVING An explorer is able to generate, evaluate, and implement solutions to problems. An explorer is a capable decision maker—able to identify alternatives and weigh trade-offs to make a well-reasoned decision.

KNOWLEDGE
THE HUMAN JOURNEY An explorer understands where we came from, how we live today, and where we may find ourselves tomorrow.
OUR CHANGING PLANET An explorer understands the amazing, intricate, and interconnected systems of the changing planet we live on.
WILDLIFE AND WILD PLACES An explorer reveals, celebrates, and helps to protect the amazing and diverse creatures we share our world with.
TEACHER TIP: Focus needs to be on the teacher’s instruction. However, the whole point of “Connect and Engage” is to get kids fired up, and there will be plenty of interaction throughout this segment and the entire lesson.

Take a look at this interesting article about animal groups. This article is nonfiction, and so are the other articles in the magazine. Flip through the pages and turn and talk about what you think you know about nonfiction.

Kids turn and talk.

Anyone have any ideas?

Kids share out. Check their responses and restate those that are accurate, as well as add any nonfiction characteristics you think are important. Make sure kids know that nonfiction is text that gives true information. It has facts and is not a made-up story.

TEACHER TIP: While this segment of the lesson is about the teacher modeling for students, be careful not to go on and on. This has to be interactive. Kids should be turning and talking at different points.

We are going to read this article called “Better Together.” Nonfiction articles like this have titles. “Better Together” is the title of this article. The title tells us something about the article. I can tell that this article is going to be about how being together is better.

Display the two-column chart on the Think Sheet. Show kids their Think Sheets and tell them to write or draw on them as you figure out, as a class, the features found in this article and their purposes.

Titles are a feature of nonfiction. That means nonfiction almost always has a title. I am going to write “title” on our Think Sheet in the feature column. Then I’m going to write “to tell something about the article” in the second column. That is the purpose of the title. We said the title tells us something about the article, and in this case, it’s probably going to be about how being together is better.
Now take a look at the picture of the animals on page 3. Pictures in nonfiction usually help us by giving us more information that we can see. I’ll read the text aloud, and then let’s talk about how the text and picture work together to help us better understand.

Read aloud the text in the bottom right of page 3.

The text says that many animals live in groups, and some animals are better together. How do you think the picture helps us understand that?

Kids share out, and they should mention that the picture shows animals in a group together. Make sure kids also see the connections among the title, text, and picture.

Let’s go back to our Think Sheet chart now. I’m going to write “picture” in the feature column of the Think Sheet, and for the purpose column, I’ll write “to show us something to help us better understand the text.”

Now that we have read the title, looked at the picture, and read the text on page 3, let’s take a look at one more feature. Text is the words that tell the story. That type of text is usually in complete sentences, like the text we just read. There can also be another type of text in nonfiction. We see this type of text on page 3, too. This type of text is a feature in nonfiction called labels. Can you find the label on page 3? This label lets us know the kind of animals in the picture. These animals are called bonnet macaques.

Now I’ll write “label” in the feature column. Turn and talk about what the purpose of the label is.

Kids turn and talk and then share out. Kids should share that the purpose of the label is to identify, or name, what is in the picture.

It’s time to continue reading. Let’s turn to page 4. On the left side of page 4, I see another nonfiction feature. This feature is called a heading. A heading gives you an idea of what the main text on the pages will be about. A heading comes before the text and is often larger, bolder, or in a different color than the main text. This heading is “Stay Safe.”

Let’s also look at some of the other features on this page that we’ve already learned about. Those features are pictures and labels. Turn and talk with a partner about these and what you see on page 4 before I read the text.

Kids turn and talk. You might also want to remind them of the title of the article, “Better Together, and ask kids how they think these pages might relate to that. Then read page 4 aloud.

Talk with kids about the connection of these pages to the title “Better Together.” Ask how giraffes are better together. They should be able to say that giraffes stay safe when they are in groups and can all look out for danger.
COLLABORATE (25 minutes)

We’ve found out that in nonfiction we get information from the title, text, pictures, headings, and labels. Now it’s your turn. As I read page 5, page 6, and then page 7, notice the ways we get information, including the headings, text, pictures, and labels.

Read page 5 first. Have kids partner up to turn and talk about the page, paying attention to the ways to get information, as well as the content itself. They should talk about how the heading “Raise Young,” and the text, picture, and label help them understand how penguins care for their young in groups.

Then, read page 6. For this page, partners can continue to talk about how the heading, text, picture, and label help them understand what they are reading. In this case, it is how bees share where to find food and bring it back to the group. On page 7, finish by asking the following question.

All right! Now let’s think about the whole article and all that we’ve learned by using the nonfiction features to help us better understand. In what ways are some animals better together?

Have kids turn and talk about what they’ve learned.

SHARE THE LEARNING (10 minutes)

Have kids share out some of the features of nonfiction, their purpose, and the information they got from them. Kids share out using the respectful sharing protocol.

Okay, now it’s time to share about the features we learned and what we learned from them. I am going to invite [student name] to share. We are going to share using respectful language. So when I ask: “[student name] would you like to share your new learning?” You can say: “Yes, thank you.” Then you can share your learning. After you share, you can invite someone else to share. To do that, you need to call on the person by name and use the same language we just practiced. When we use polite, respectful sharing language, everyone pays closer attention to the important information being shared.

Kids share out and invite others to share, always using the respectful sharing language that was modeled. There should be time for about three or four kids to share with the whole group. Once they are finished, have everyone turn and share with the person next to them, so that all have a chance to be heard.

Learning about nonfiction features and their purpose will help us when we read other nonfiction articles, and we can be on the lookout for other features and their purposes, too. Great job today, everyone!
THINK SHEET

Write or draw each feature.
Write or draw each purpose.

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<tr>
<th>FEATURE</th>
<th>PURPOSE</th>
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HOJA DE PENSAR

Escribe o dibuja cada característica.
Escribe o dibuja cada función.

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<th>CARACTERÍSTICA</th>
<th>FUNCIÓN</th>
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This frame is a template of the language arts lesson. It has the instructional moves and language of the lesson, but the specific content has been removed. This way you can use the Lesson Frame for the other articles in the issue or for any nonfiction text you might be teaching.

### What You Will Need
- Nonfiction text
- Think Sheet template
- Pencils

### CONNECT & ENGAGE (5 minutes)

Display the digital magazine.

Take a look at this article about ____. This article is nonfiction. Swipe through the pages and turn and talk about what you think you know about nonfiction.

Kids turn and talk.

Anyone have any ideas?

Kids share out. They might mention that it’s true or real and not made up. Check their responses and restate those that are accurate, as well as add any nonfiction characteristics you think are important.

### MODEL (10 minutes)

We are going to read this article called _____. Nonfiction articles like this all have titles. ____ is the title of this article. The title tells us something about the article. I can tell that this article is about _____.

Display the two-column chart on the Think Sheet. Show kids their Think Sheets and tell them to write or draw on them as you figure out, as a class, the features found in this article and their purposes.

Titles are a feature of nonfiction. That means nonfiction almost always has a title. I am going to write “title” on our Think Sheet in the feature column. Then I’m going to write “to tell something about the article” in the second column. That is the purpose of the title.

Now take a look at the picture of ____ on page(s) ___. Pictures in nonfiction usually help us better understand the text by giving us more information that we can see. I’ll read the text aloud, and then let’s talk about how the text and the picture(s) work together to help us better understand.

Read aloud the text on page(s) ___.

The text says ___________. How do you think the picture(s) help us understand that?

Kids share out.

Good thinking, everyone! I’m going to write “pictures” in the feature column of the Think Sheet, and for the purpose column, I’ll write “to show us something to help us better understand the text.”
GUIDE (10 minutes)
Before we continue reading, let’s talk a little more about nonfiction. You can read nonfiction in many different ways. You can read the title and the text. You can look at the pictures. And you can do that in any order you choose. So now that we have read the title, looked at pictures and the text on a couple of pages, let’s see if there are any other features in this article.

With kids, see if there are other nonfiction features in the article.

Turn and talk about the new features. How do they help us as we read nonfiction?

Kids share out. Check their responses and restate those that are accurate, as well as add any nonfiction characteristics you think are important.

That’s right. Now let’s add that information to our Think Sheets.

SHARE THE LEARNING (10 minutes)
Have kids share out some of the features of nonfiction, their purpose, and the information they got from them.

Okay, now it’s time to share about the features we learned and what we learned from them. I am going to invite [student name] to share. We are going to share using respectful language. So when I ask: “[student name] would you like to share your new learning?” You can say: “Yes, thank you.” Then you can share your learning. After you share, you can invite someone else to share. To do that, you need to call on the person by name and use the same language we just practiced. When we use polite, respectful sharing language, everyone pays closer attention to the important information being shared.

Kids share out and invite others to share, always using the respectful sharing language that was modeled. There should be time for about three or four kids to share out with the whole group. Once they are finished, have everyone turn and share with the person next to them, so that all have a chance to be heard.

Learning about nonfiction features will help us when we read other nonfiction articles, and we can be on the lookout for other features and their purposes, too. Great job today, everyone!
BETTER TOGETHER

SCIENCE

Standards Supported
• NGSS Crosscutting Concepts: Patterns:
  Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)
• NGSS Crosscutting Concepts: Patterns:
  Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (1-LS1-2)

What You Will Need
• Interactive digital magazine
• Science Master (pages 11–12)

ENGAGE
Prior to conducting this activity, obtain photos of different types of animals living in groups. Display the photos to the class. Challenge students to recognize what all of the photos have in common. If necessary, guide them to recognize that all of the animals live in groups. Brainstorm ideas about why the animals might do that.

EXPLORE
Display the “Better Together” article with the the interactive digital magazine. Read aloud the headline and text on the opening pages. Brainstorm ideas about why the animals in the photo might be better off living in a group. Then read the article aloud or have students read it in groups, with a partner, or on their own.

EXPLAIN
After reading, inform students that many different kinds of animals live in groups. Ask: Which animals did you learn about in this article? (bonnet macaques, giraffes, emperor penguins, honeybees) Why do they live in groups? (to stay safe, raise young, and find food) What do all of these reasons help the animals do? (survive) Point out that the article identified one benefit of living in groups for each type of animal. Ask: Do you think living in groups helps all of these animals in more than one way? Invite students to share and give reasons to support their opinions.

ELABORATE
Brainstorm a list of other types of animals that live in groups. As a class, discuss how living in groups helps each type of animal survive.

EVALUATE
Have students complete the Science Master for this lesson. Encourage them to share and compare their results in small groups or with a partner.

SCIENCE BACKGROUND
Like humans, many different types of animals live in groups. Some groups are small. There may only be five wolves in a pack. Other groups are large. A wildebeest herd can number up to a million. Regardless of size, all groups have one common purpose. They help animals survive.

One of the main reasons animals live in groups is for defense. Living in groups helps keep animals safe. There are more eyes to spot potential predators, and there are more bodies to fight off predators when they attack.

Teamwork also helps animals find and get food. Honeybees are very organized with this task. Worker bees find flowers, collect nectar, and do a waggle dance when they get back to the hive so other worker bees know where to go.

Animals that live in groups also work together to raise their young. Giraffe mothers leave their babies in a “nursery.” Some mothers guard the calves while others socialize and eat. Working together helps the giraffes survive.
SCIENCE: BETTER TOGETHER

Draw a picture of animals that live in a group.

Name the animals.

Write one thing these animals do in a group.

Circle how living in a group helps the animals.

They can stay safe.
They can care for their young.
They can find food.
Haz un dibujo de animales que vivan en grupo.

Nombra a los animales.

Escribe algo que estos animales hagan en grupo.

Encierra en un círculo en qué ayuda a estos animales vivir en grupo.

- Están a salvo.
- Cuidan de sus crías.
- Consiguen comida.
**Standard Supported**
- **C3: Human-Environment Interaction: Place, Regions, and Culture:** Identify some cultural and environmental characteristics of specific places. (D2.Geo.6.K-2)

**What You Will Need**
- Interactive digital magazine
- Social Studies Master (pages 14–15)

**SOCIAL STUDIES BACKGROUND**

Students around the world go to school each day. The schools they go to can be very different, and how they get there can vary, too. It all depends on where they live.

In the United States, many students walk or ride the bus to school. Some get a ride from their parents. In big cities, students may ride the subway.

In some countries, like Myanmar, students live along large rivers and waterways. They ride to school in a boat. During winter in snow-covered parts of Canada, the easiest way to get to school is on a snowmobile.

Sometimes, getting to school can be an adventure. In Colombia, students who live high atop a mountain in a rainforest ride a zip line as they zoom across the valley below. It’s the quickest and easiest way to get to school.

**ENGAGE**

Invite volunteers to share how they got to school today. Make a list of all the different ways they identify and poll the class to see which option is most popular. Brainstorm ideas about why that is the most popular option where you live.

**EXPLORE**

Display the “Off to School” article with the interactive digital magazine. Read aloud the headline and text on the opening pages. Have students examine the photo. Discuss what a rickshaw is and why students might ride in a rickshaw to go to school. Then read the article aloud or have students read it in groups, with a partner, or on their own.

**EXPLAIN**

After reading, have students turn and talk with a partner to identify how students in different parts of the world go to school (rickshaw/India; school bus/Brazil; subway train/Japan; boat/Myanmar; snowmobile/Canada; walk/England and Uganda). Ask: **Why do you think students go to school in so many different ways?** (Possible response: Transportation options vary in different parts of the world. For example, only big cities have subway trains. Only places near water would use a boat.) Remind students that they live in the same place but go to school in different ways. Encourage them to identify which types of transportation featured in the article might work in the different places the article showed. Challenge students to give logical reasons that support their opinions.

**ELABORATE**

Have students examine the “Map to Explore” feature on page 16. Challenge them to label each country on the map.

**EVALUATE**

Have students complete the Social Studies Master for this lesson. Encourage them to share and compare their results in small groups or with a partner.
SOCIAL STUDIES: OFF TO SCHOOL

Draw a picture that shows how you get to school.

Write the names of two friends who go to school the same way you do.

Write the name of the country where you go to school.

*Bonus: Find your country on a map.
ESTUDIOS SOCIALES: A LA ESCUELA

Dibuja cómo vas a la escuela.

Escribe los nombres de dos amigos que vayan a la escuela como tú.

________________________________________

________________________________________

________________________________________

________________________________________

Escribe el nombre del país donde vayas a la escuela.

________________________________________

________________________________________

*Extra: Encuentra tu país en el mapa.
A VIEW OF THE WORLD

SOCIAL STUDIES

Standard Supported
• C3: Spatial Views of the World: Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. (D2.Geo.2.K-2)

What You Will Need
• Interactive digital magazine
• Social Studies Master (pages 17-18)

ENGAGE
Display an item, such as a toy car, along with a drawing and a photo of that same item. Have students compare and contrast what they see. Encourage them to identify things they can see in one example that they can’t in the others.

EXPLORE
Display the “A View of the World” article with the interactive digital magazine. Read aloud the headline and text on the opening pages. Have students compare and contrast the photo and map of the world. Then read the article aloud or have students read it in groups, with a partner, or on their own.

EXPLAIN
After reading, remind students that people can view the world in three different ways: flat maps, photos, and a globe. Ask: Which option ONLY allows you to see the entire world? (globe) Why? (A globe is a round map of Earth. Globes come in many sizes, but all show the whole world.) Have students examine the images of photos and flat maps in the article. Ask: How are these two tools alike? (Both show Earth; both can be zoomed in to show smaller places.) How are they different? (Photos show what a place is really like. Flat maps are drawings with borders and labels that name places.) Which would you want to use to find your way to a new city? (flat map) Why? (Flat maps show the names of cities and streets. Photos don’t.)

ELABORATE
Provide a globe, flat map of the world, flat map of your local area, and photos of local places students will recognize. Have students find where they live on the globe and each map. Challenge them to match each photo with the correct location on the local map.

EVALUATE
Have students complete the Social Studies Master for this lesson. Encourage them to share and compare their results in small groups or with a partner.

SOCIAL STUDIES BACKGROUND

Photographs and maps are essential tools that help people learn about the world around them.

Photographs show what places really look like. They can be taken from space, showing all of Earth and where its land and oceans are located. Or they can be closer up, zooming in on a country, state, town, or even a city park.

Maps are drawings of those same places. Most maps are flat. A round map of Earth is called a globe.

Maps and globes have elements like borders and labels that help people understand where they are. Like photos, maps can show the entire world or they can zoom in to show a specific area.
### SOCIAL STUDIES: A VIEW OF THE WORLD

Circle the word that tells what each picture shows.

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<thead>
<tr>
<th></th>
<th>photo</th>
<th>flat map</th>
<th>globe</th>
</tr>
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<tbody>
<tr>
<td><img src="image1" alt="Globe" /></td>
<td><img src="image2" alt="Flat map" /></td>
<td><img src="image3" alt="Photo" /></td>
<td></td>
</tr>
<tr>
<td><img src="image4" alt="Globe" /></td>
<td><img src="image5" alt="Flat map" /></td>
<td><img src="image6" alt="Photo" /></td>
<td></td>
</tr>
</tbody>
</table>

Circle “T” or “F” to tell if these sentences are true or false.

1. A globe is a photo of Earth from space.   T  F
2. A map is a drawing.      T  F
3. All maps are flat.       T  F
4. Photos and maps both show us the world.  T  F
ENCIERRE EN UN CÍRCULO LA PALABRA QUE DIGA QUÉ HAY EN EL DIBUJO.

1. Un globo terráqueo es una foto de la Tierra desde el espacio.  
   V  F

2. Un mapa es un dibujo.  
   V  F

3. Todos los mapas son planos.  
   V  F

4. Las fotos y los mapas nos enseñan el mundo.  
   V  F
**LANGUAGE ARTS**  
*Think Sheet, pages 6–7*  
Students should write or draw on their Think Sheets features found in an article and their purposes.

**BETTER TOGETHER**  
*Science: pages 11–12*  
Students should draw a group of the same type of animal and write the name of that animal. They should write a sentence telling one thing these animals do in a group. They may circle one or more reasons why living in a group helps the animals.

**OFF TO SCHOOL**  
*Social Studies: pages 14–15*  
Students should draw a picture showing how they get to school. They should write the names of two friends who go to school this same way. They should write the name of the country where they live. Provide assistance to help students find this country on a globe or map.

**A VIEW OF THE WORLD**  
*Social Studies: pages 17–18*  
Row 1: flat map; photo  
Row 2: globe; flat map  
1. F  
2. T  
3. F  
4. T

**ARTES DEL LENGUAJE**  
*Hoja de pensar, páginas 6–7*  
Los estudiantes deben escribir o dibujar en sus Hojas de pensar las características encontradas en un artículo y cada una de sus funciones.

**MEJOR JUNTOS**  
*Ciencias: páginas 11–12*  
Los estudiantes deben dibujar un grupo del mismo tipo de animal y escribir el nombre de dicho animal. Deben escribir una oración que exprese lo que hacen en grupo esos animales. Pueden encerrar en un círculo una o más razones por las que estos animales viven en grupo.

**A LA ESCUELA**  
*Estudios sociales: páginas 14–15*  
Los estudiantes deben dibujar un cuadro que muestre cómo van ellos a la escuela. Deben escribir los nombres de dos amigos con quienes van a la escuela de la misma forma. Deben escribir el nombre del país donde viven. Ayude a los estudiantes a encontrar su país en un globo terráqueo o mapa.

**EL MUNDO EN UNA FOTO**  
*Estudios sociales: páginas 17–18*  
Fila 1: mapa; foto  
Fila 2: globo terráqueo; mapa  
1. F  
2. V  
3. F  
4. V