

# Language, Literacy & Vocabulary!



NATIONAL  
GEOGRAPHIC

Windows on Literacy®



## TEACHER'S GUIDE

### Explore the Northeast

Includes:

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

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# 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

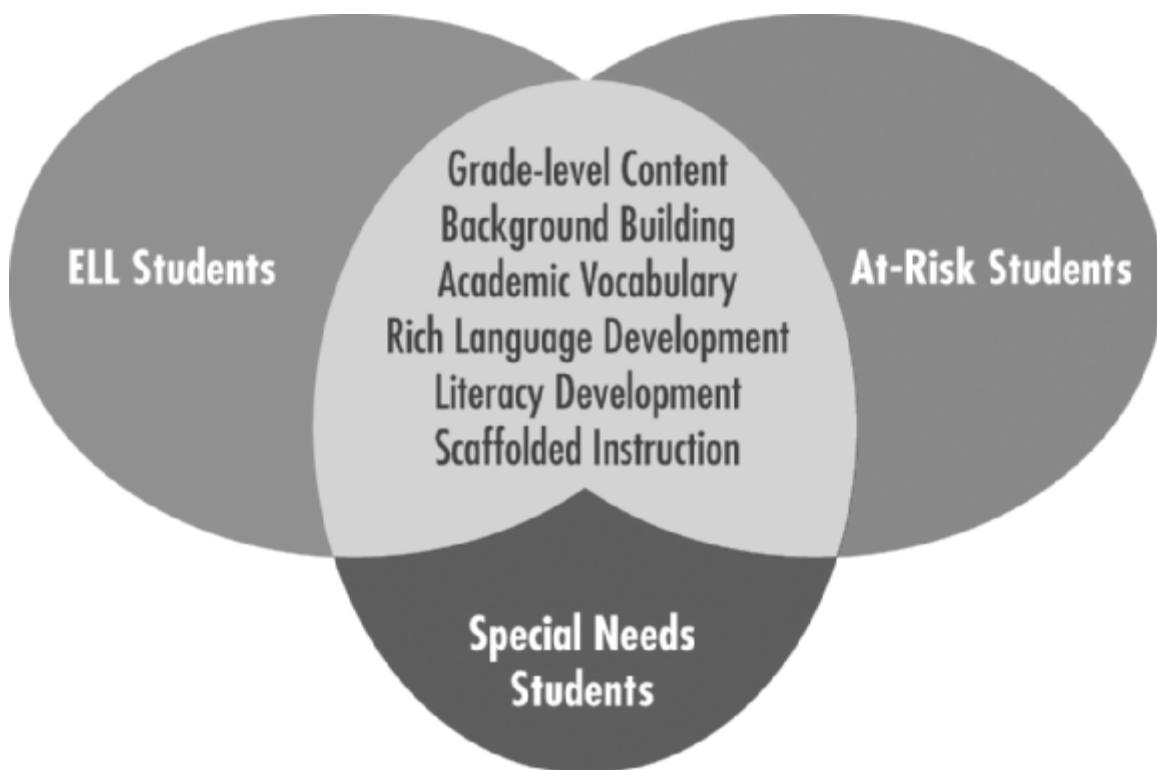
Achieving academic success is essential for students to make adequate yearly progress and for continued academic growth. Conclusive data and research show that students who do not master academic content and vocabulary fall further and further behind their peers as they advance through the grade levels. 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
- Alignment with TESOL standards
- Key vocabulary repeated and applied in different contexts
- Low readability
- Vocabulary definitions on page
- Glossary of content vocabulary
- Simple, yet engaging page layouts
- Strong picture-text correspondence
- Familiar language and simple sentence structures
- Build background feature
- Recap and summarize feature
- 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.



# 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

- Administer Pre-Test

##### Prepare to Read

- 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

- 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

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

#### Day 4 • Lesson D

##### Make Connections

##### Read

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

#### Day 5 • Lesson E

##### Extend Learning

##### Extend Learning

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

##### Assess

- 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

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

#### Week 1 • Day 2 • Lesson B

##### Understand the Big Idea

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

#### Week 1 • Day 3 • Lesson C

##### Take a Closer Look

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

#### Week 2 • Day 1 • Lesson D

##### Make Connections

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

#### Week 2 • Day 2 • Begin Lesson E

##### Extend Learning

- Zoom in on Words
- Extend Word Practice
- Build Language Skills for ELLs

#### Week 2 • Day 3 • Complete Lesson E

##### Extend Learning

- 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

## STANDARDS

### Academic Language/ELD

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

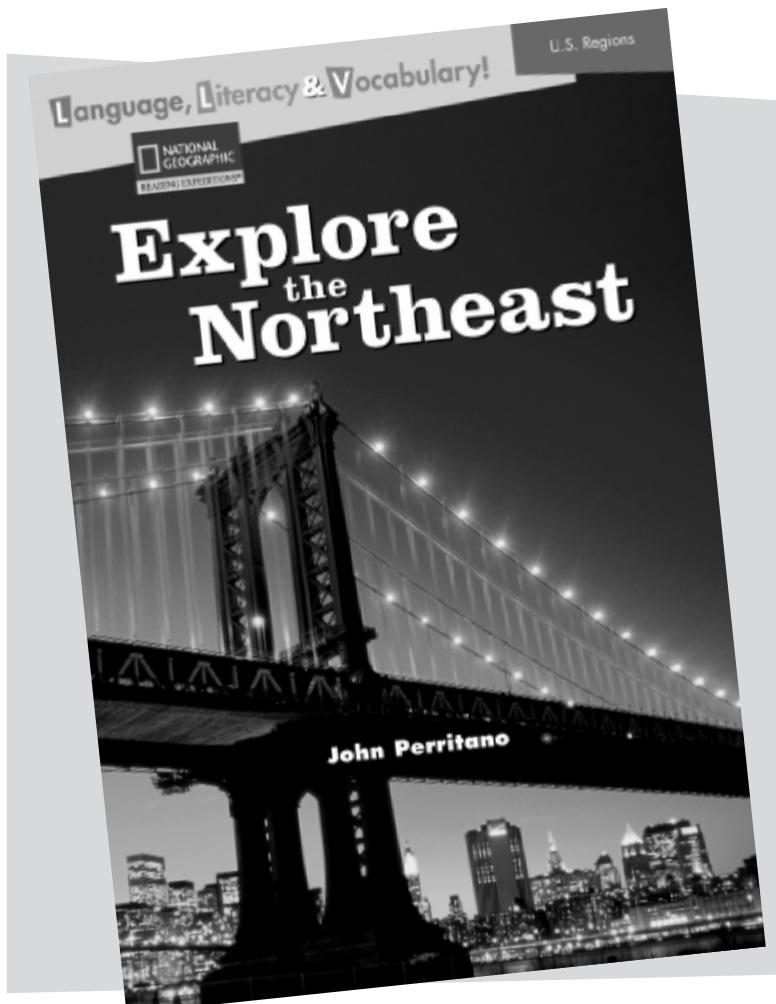
### Social Studies

- Describe the geography, history, economy, and people of the Northeast
- Describe what life is like in the Northeast
- Explain how a canal affected the history of the Northeast
- Make connections to related concepts and experiences

### Reading/Language Arts

- Learn and apply the target comprehension strategy: Determining Importance
- Use compound words and possessives in reading, writing, listening, and speaking
- Conduct research and write about the Northeast

# Explore the Northeast



## 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 Northeast is shaped by its geography, history, economy, and people.

### Comprehension Strategy

Determining Importance

### Key Concept Words

canal	industry
commerce	region
culture	tourist

### High-Utility Words

cliffs	shores
beaches	trail
ports	

### Extend Learning

- Zoom in on Words Compound Words and Possessives  
Research and Write Write About the Northeast  
Read and Compare Read More About the Northeast

### Readability Level

Fry 3.4

### 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

### Extend Reading Opportunities

Teacher's Guide, page 24

### Assess Learning

Teacher's Guide, page 25

### Home Connection

Teacher's Guide, page 25

## MATERIALS

- *Explore the Northeast*
- Audiolesson 1
- Learning Masters, pages 29–40
- Transparencies 1, 2, 3, E

### Learning Masters / page 44

#### Explore the Northeast

#### ASSESSMENT Pre-Test

#### Reading Expeditions: Language, Literacy & Vocabulary

Name \_\_\_\_\_

#### Explore the Northeast Pre-Test



1. Look at the picture. What two bodies of water are connected by the Erie Canal?

2. What was the Erie Canal used for when it was built in the 1800s?

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

- \_\_\_\_\_ 3. industry      a. an area, such as a group of states, with something in common  
\_\_\_\_\_ 4. tourist      b. the buying and selling of things  
\_\_\_\_\_ 5. region      c. a channel that is dug to connect two bodies of water  
\_\_\_\_\_ 6. culture      d. a visitor to a place  
\_\_\_\_\_ 7. canal      e. a large-scale business  
\_\_\_\_\_ 8. commerce      f. a way of life

Circle the letter of the correct answer.

9. Which of the following cities is the nation's capital?  
a. Washington, D.C.      c. New York City  
b. Boston      d. Buffalo
10. Which of these sentences is NOT true about the Northeast region?  
a. The region has beaches, mountains, and big cities.  
b. The fishing industry is important to the region.  
c. Most states in the region border the Atlantic Ocean.  
d. It is the largest region of the United States.

### Optional Pre-Test

# Lesson A

## Build Background

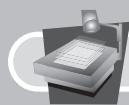
Student Book, pages 2–5

### OBJECTIVES

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

### MATERIALS

- *Explore the Northeast*
- Audiolesson 1, Track A
- Learning Masters, pages 28–29
- Transparencies 1, 2, 3, E



### Transparency 1

Using I-Conditions, Language, Literacy & Vocabulary

*Explore the Northeast*

BUILD BACKGROUND  
Five Regions

### Preview the Text

Distribute copies of *Explore the Northeast*. Read aloud the title and the name of the author. Ask students to identify what they see on the cover. (a bridge in a large city) Then have students turn to pages 2–3. Read the caption aloud. Ask:

- What are some things you see in this photo?
- What time of year is it? How can you tell?
- How can you tell this is a small town?
- What questions do you have about this photo?
- What do you think this book will be about?

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

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

### Read and Discuss

Display *Transparency 1* and have students turn to pages 4–5 in *Explore the Northeast*. Lead the following activities:

- Talk about the large map and the inset. Help students locate the region where they live in the inset map. Then say: Look at the Northeast region on the large map. Name the states that are in the Northeast region. Introduce the word *culture*. Talk about the culture, or way of life, of the people in the region where students live.
- Read aloud the text on page 4, or play *Audiolesson 1*. Invite students to name the 11 states in the Northeast region.

### Key Concept Words

region, culture

## Create a Northeast T Chart

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

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

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 Northeast 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 a question and talk about it in detail.

### Independent Practice

Assign *Learning Masters, page 28*. Have students complete the map. Save the maps for later reference for students when they have finished reading *Explore the Northeast*.

### Learning Masters / page 28

Reading Expeditions: Language, Literacy & Vocabulary

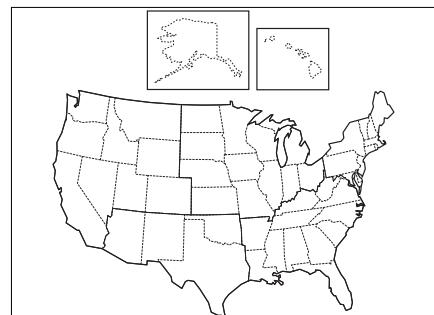
Name \_\_\_\_\_

*Explore the Northeast*

BUILD BACKGROUND

#### Five Regions Map

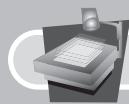
- Use the information on page 4 of *Explore the Northeast* to fill in the name of each region.
- Choose five pencils or crayons of different colors.
- Color each region a different color.
- Fill in the map key with the correct color and name for each region.



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Map Key	_____	_____	_____
_____	_____	_____	_____

# Lesson A *continued*



## Transparency 2

Reading Expeditions: Language, Literacy & Vocabulary  
Explore the Northeast

VOCABULARY  
Key Concept Words

canal  
commerce  
culture  
industry  
region  
tourist

1 CANADA  
2  
3  
4

U.S. Regions • Transparency 2



## Learning Masters / page 29

Reading Expeditions: Language, Literacy & Vocabulary  
Explore the Northeast  
UNDERSTAND THE BIG IDEA

Name \_\_\_\_\_

**Study Guide**  
Pages 6–7  
Read Questions You Will Explore on page 6 of *Explore the Northeast*. Write what you already know about each question.

Questions	What I Already Know About This
1. Why is water important to the Northeast?	
2. Why do people come to the Northeast?	

Pages 8–9  
Read about the Appalachian Mountains and the Atlantic coast on pages 8–9 of *Explore the Northeast*. Write two facts about each place.

Place	Facts
Appalachian Mountains	1. 2.
Atlantic coast	1. 2.

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## Teach Key Concept Words

Use *Transparency 2* to introduce the Key Concept Words. Invite students to talk about the pictures. Say:

**region** A region is a large area. A group of states that are near each other and have something in common is a region. (Point to the map.) These states are the Northeast region of the United States.

**industry** An industry is a large-scale business. (Point to Photo #2.) Fishing is an important industry in the Northeast region. Fishing provides jobs for many people.

**commerce** Commerce is the buying and selling of things. (Point to Photo #2.) The fishing industry is part of the commerce of the Northeast.

**canal** A canal is a channel that is dug to connect two bodies of water, such as a lake and a river. A canal is made by people. (Point to Photo #3.) Boats and ships travel on canals.

**culture** Culture is a way of life. The jobs people have and the food people eat are part of a region's culture. (Point to Photo #4.) Eating seafood is part of the culture of the Northeast.

**tourist** A tourist is a visitor to a place. (Point to the map.) What places in the Northeast would you like to visit?

## Practice Key Concept Words

Write sentences on the board with blanks to be filled in with the Key Concept Words. Have students read the sentences aloud and fill in each blank. Choose from these options to support students at various proficiency levels:

### Customize Instruction for ELLs

**Newcomers/Beginning** Allow students to choose a Key Concept Word by pointing to a word on Transparency 2.

**Developing** Have students refer to Transparency 2 to find the words that complete the sentences. Then have them say their own sentences that use the Key Concept Words.

**Expanding/Bridging** Encourage students to write their own sentences that use the Key Concept Words and read the sentences aloud.

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 Northeast* and many other social studies texts. You may wish to review these words and their meanings with students.

- cliffs** (page 9)      **beaches** (page 9)      **ports** (page 10)  
**shores** (page 9)      **trail** (page 8)

## Teach the Comprehension Strategy

### Determining Importance

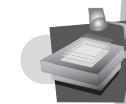
**Introduce** Discuss the strategy of determining the most important ideas when reading. Say: When we read an article, some information is more important than other information. The important ideas are what the article is mostly about. Have students identify important things they noticed when they looked through *Explore the Northeast*, such as headings, captions, and words in bold print. Display and discuss *Transparency E*, a checklist to help determine the important ideas.

**Model** Tell students: Let's find the important ideas in an informational article. Display *Transparency 3*, page 11 of *Explore the Northeast*. Read the page aloud, pausing at key points to model the strategy:

- I look for key words in the heading. This heading tells me that this page will be about factories.
- I study the features to get clues about the important ideas. The words *textile mills* are in bold print. At the bottom of the page, I read that a textile mill is a factory where cloth is made. The picture and caption tell me more about this kind of factory.
- I read the first and last sentences of the paragraph to look for important ideas. The first sentence tells me that there are many rivers in the Northeast. The last sentence tells me that textile mills gave many people jobs. Other sentences tell me that the rivers powered the textile mills.
- I separate the important ideas from the interesting details. The most important idea is that the many rivers in the Northeast powered the factories that gave many people jobs. The details about the cloth made in the textile mills are interesting but not as important.

Guide students to use this strategy as they read.

**Practice and Apply** Students will practice and apply the strategy of determining importance as they read *Explore the Northeast*. See lesson notes on pages 15, 16, and 19.



### Transparency E

TRANSPARENCY E

COMPREHENSION STRATEGY CHECKLIST  
Determining Importance

**Look for key words in the title and in the headings.**  
These words can help you predict what the important ideas may be.

**Study the features in the article.**

- Words in bold print are important and may tell about the important ideas.
- Pictures often help explain the important ideas. Look at the pictures. Ask yourself: How does this picture relate to what I am reading?
- Captions and labels may explain more about the important ideas.

**Read the first and last sentences in each paragraph carefully.** A writer often puts important information here.

**Separate important ideas from interesting details.**

- Ask yourself:
- What information seems the most important?
  - What are the two or three things the author wants me to remember?
  - Are there details that are fun and interesting, but not all that important?

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### Transparency 3

Reading Standard: Language, Usage & Vocabulary  
*Explore the Northeast*

COMPREHENSION STRATEGY  
Determining Importance



Working in Factories

The Northeast has many rivers. In the 1800s, people built factories by these rivers. The rushing water powered the factories. Many of the factories were textile mills. These mills turned cotton and wool into cloth. People used the cloth to make clothes and other goods. Many people moved to the Northeast for jobs in the mills.

Textile mill = a factory where cloth is made

U.S. Regions • Transparency 3

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# Lesson B

## Understand the Big Idea

### OBJECTIVES

- Describe the geography, history, economy, and people of the Northeast
- Describe what life is like in the Northeast
- Practice the comprehension strategy: Determining Importance

### MATERIALS

- *Explore the Northeast*, pages 6–15
- Audiolesson 1, Track B
- Learning Masters, pages 30–31
- Transparency 2

### 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 1.
- **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 Northeast

Student Book, pages 6–15

### Review and Recall

Display the T chart. Ask students to share some things they already know about the Northeast and some things they want to learn about this region. Then display *Transparency 2* and ask:

- What states are in the Northeast **region**?
- What does a **canal** look like?
- What places have you visited as a **tourist**?

### Small Group Reading

Pages 6–7

#### Build Background/ Set Purpose

Discuss the photo on pages 6–7. Talk about some things students might do if they were visiting Boston. Then read aloud the Big Idea and Set Purpose statements. Read aloud Questions You will Explore:

- Why is water important to the Northeast?
- Why do people come to the Northeast?

### Check Understanding

What are two things that are found in the Northeast? (Possible responses: big cities like Boston, the capital of the United States, mountains)

Pages 8–9

#### Key Concept Word tourist

### Support Comprehension

Have students look at the pictures. Ask if these are places they would like to visit.

### Check Understanding

What is the coast of Maine like? (It has boulders and jagged cliffs.)

Pages 10–11

### Support Comprehension

In the 1800s, people ate whale meat and melted down whale blubber, or fat, for oil that was used in lamps and to make soap, candles, and paint.

### Check Understanding

Why did people build factories by rivers? (The rushing water powered the factories.)

Pages 12–13

### Key Concept Words

industry, commerce

### Support Comprehension

Talk about the kinds of things people buy and sell. Discuss the differences between a loan and a gift.

### Practice the Comprehension Strategy: Determining Importance

Use page 12 to model the strategy of determining importance.

Let's read page 12 and find the most important idea. First, look for key words in the heading. Study the features, such as the words in bold print, pictures, and the caption, to get clues about the important idea. Then read the first and last sentences of the paragraph. (Pause for silent reading.)

I think the most important idea is that many people in the Northeast make a living by catching sea animals. I ask myself "What details are interesting but are not that important?" Knowing what kinds of sea animals are caught is interesting. Also, it's interesting that Native Americans called Chesapeake Bay "the great shellfish bay."

### Check Understanding

Why is the fishing industry important in the Northeast? (It brings in money and jobs.)

Pages 14–15

### Support Comprehension

Help students locate New York City and Washington, D.C., on a map. Talk about things that make up a city's culture, such as museums, theaters, libraries, art galleries, restaurants, and ethnic neighborhoods.

### Check Understanding

What is the nation's capital, and where is it located? (Washington, D.C., is located in the Northeast.)

### Stop and Think!

Have students respond to the question on page 15: What is life like in the Northeast? (Possible response: Many people work in the fishing industry or for financial companies. People live in big cities and in small towns. People can enjoy the beaches and the mountains.)

### Read and Respond

Have students complete *Learning Masters, pages 30–31* as they reread *Explore the Northeast*, pages 6–15. Then ask: What would you do first if you were a tourist in the Northeast? Have students compare their responses.

### Learning Masters / page 30

Reading Expeditions: Language, Literacy & Vocabulary

Name \_\_\_\_\_

Explore the Northeast

UNDERSTAND THE BIG IDEA

#### Study Guide

Pages 6–7

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

Questions	What I Already Know About This
1. Why is water important to the Northeast?	
2. Why do people come to the Northeast?	

Pages 8–9

Read about the Appalachian Mountains and the Atlantic coast on pages 8–9 of *Explore the Northeast*. Write two facts about each place.

Place	Facts
Appalachian Mountains	1. 2.
Atlantic coast	1. 2.

### Learning Masters / page 31

Explore the Northeast

UNDERSTAND THE BIG IDEA

Reading Expeditions: Language, Literacy & Vocabulary

Name \_\_\_\_\_

#### Study Guide

Pages 10–13

Read pages 10–13 in *Explore the Northeast*. Write something you learned about each business in the Northeast.

Business	What I Learned
whaling	
textile mills	
fishing	
financial companies	

Pages 14–15

Read pages 14–15 of *Explore the Northeast*. Answer the questions.

1. What is the capital of the United States? \_\_\_\_\_

Stop and Think! What is life like in the Northeast? \_\_\_\_\_

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# Lesson C

## Take a Closer Look

### OBJECTIVES

- Review and recall key concepts
- Explain how a canal affected the history of the Northeast
- Practice the comprehension strategy: Determining Importance

### MATERIALS

- *Explore the Northeast*, pages 16–23
- Audiolesson 1, 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 1.
- **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 Erie Canal

Student Book, pages 16–23

### Review and Recall

Have students describe the land of the Northeast. Then have them turn to page 16 of *Explore the Northeast* and respond to the Recap: Describe what life is like in the Northeast.

### Small Group Reading

Pages 16–17

**Key Concept Word**  
canal

### Build Background/ Set Purpose

Read the title on page 16, “The Erie Canal.” Have students talk about what they see in the picture on pages 16–17. Tell them that the picture shows a scene from the 1800s. Ask: What did people in the 1800s use boats for? (to travel and to transport things) Then read the Set Purpose statement on page 16 and the introduction on page 17.

### Check Understanding

Why did DeWitt Clinton decide to build a canal? (to make a way for people in the Northeast to travel west by boat)

What would the Erie Canal connect? (the Hudson River and Lake Erie; the Northeast and the Midwest)

Pages 18–19

### Support Comprehension

Point out the tools shown in the picture on page 18. Talk about the difficulty of digging the Erie Canal using hand tools, instead of modern machinery.

Discuss the meaning of the word *opening* as it is used on page 19.

Point out the names *New York* on page 18 and *New York City* on page 19. Explain that because the state of New York and the city of New York have the same name, we put *City* after the name when we are talking about the city.

## Practice the Comprehension Strategy: Determining Importance

Ask: What features on these pages might tell you about the most important idea on each page? (key words in the headings, pictures, captions, the first and last sentences on the pages)

Have students study these features. Then ask: What are the most important ideas on these pages? (The Erie Canal took a long time to build because it was dug by hand. The Erie Canal allowed people to travel easily between the Northeast and the Midwest.)

What are some details that are interesting but are not important? (Possible responses: Some people said the idea of a canal was silly and would not work. DeWitt Clinton was on the first boat that arrived from Buffalo.)

## Check Understanding

Why did it take a long time to build the Erie Canal? (The Erie Canal was dug by hand.)

What did the Erie Canal allow people to do? (travel easily between the Northeast and the Midwest)

Pages 20–21

## Support Comprehension

Discuss the multiple meanings of the word *lock*.

Have students use their fingers to trace on the map the movement of boats between the Hudson River and Lake Erie.

## Check Understanding

How did boats travel uphill on the Erie Canal? (Teams of horses and mules walked beside the canal and pulled the boats forward.)

Pages 22–23

## Support Comprehension

Have students discuss experiences they have had with train travel and boat travel. Discuss why traveling by train would be easier and faster than traveling by boat on the Erie Canal.

## Check Understanding

Why did people stop using the Erie Canal for transportation? (Traveling by train was easier and faster. Also, trains could haul more goods than boats could.)

## Stop and Think!

Have students respond to the question on page 23: How did the Erie Canal change the Northeast? (Possible response: It helped the Northeast grow by making travel easier between the Northeast and the Midwest.)

## Read and Respond

Have students complete *Learning Masters, pages 32–33* as they reread *Explore the Northeast*, pages 16–23. Have students draw a picture that shows how people used the Erie Canal during the 1800s. Ask students to share and discuss their drawings.

## Learning Masters / page 32

Reading Expeditions: Language, Literacy & Vocabulary

Name \_\_\_\_\_

Explore the Northeast

TAKE A CLOSER LOOK

### Study Guide

Pages 16–17

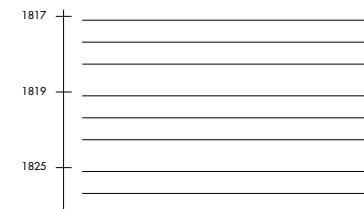
Read pages 16–17 of *Explore the Northeast*. Answer the questions.

1. Why was it difficult for people in the Northeast to travel west in the 1800s?
- 
2. What was DeWitt Clinton's idea?
- 

Pages 18–19

Read pages 18–19 of *Explore the Northeast*. On the lines next to the Erie Canal time line, write what happened during each year.

Erie Canal Time Line



## Learning Masters / page 33

Explore the Northeast

TAKE A CLOSER LOOK

Reading Expeditions: Language, Literacy & Vocabulary

Name \_\_\_\_\_

### Study Guide

Pages 20–21

Practice the Comprehension Strategy: Determining Importance  
Read pages 20–21 of *Explore the Northeast*. Fill in the chart to find the most important idea on each page.

Page 20	Page 21
Key Words	Key Words
Important Idea	Important Idea

Pages 22–23

Read pages 22–23 of *Explore the Northeast*. Answer the questions.

1. Why did people stop using the Erie Canal?
- 

Stop and Think! How did the Erie Canal change the Northeast?

---

# Lesson D

# Make Connections

Student Book, pages 24–29

## OBJECTIVES

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

## MATERIALS

- *Explore the Northeast*, pages 24–29
- Audiolesson 1, 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 1.
- **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

What are some things workers had to do to build the Erie Canal? (Possible responses: dig it by hand; dig through mountains and forests; make locks between places with different water levels)

Have students turn to page 24 of *Explore the Northeast* and respond to the Recap: Explain how the Erie Canal helped the Northeast.

## 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

Tell students: Choose one thing that is in the Northeast and tell why it is important to the region. (Possible response: Big cities such as New York, Boston, and Washington, D.C., provide jobs and places to live.)

Pages 26–27

### Support Comprehension

Tell students that glaciers are large masses of ice that move across the land. Explain that as glaciers move, they can scoop out large areas of land. Tell students that these areas can then fill with water from melting glaciers and become lakes.

Have students find Pennsylvania on the map on page 5 to see where many Amish live.

### Check Understanding

How was Niagara Falls formed? (by melting glaciers)

What do the Amish believe in? (Possible responses: a simple way of life, hard work, family time)

Pages 28–29

## Support Comprehension

Explain that an immigrant is a person who comes to a new country to live. Tell students that, in the past, most immigrants came to America by ship.

Have students tell the meanings of the compound words *surfboard* and *snowboard* by discussing the meanings of the words *board*, *surf*, and *snow*.

## Check Understanding

What was the importance of Ellis Island? (More than 12 million immigrants entered the United States through Ellis Island.)

The Northeast is considered the home of what sport?  
(snowboarding)

## Read and Respond

### Apply the Comprehension Strategy: Determining Importance

Have students complete *Learning Masters, pages 34–35* as they reread *Explore the Northeast*, pages 24–29. On page 11, they will summarize the key concepts, and on page 12, they will apply the comprehension strategy of determining importance. Then have students make a poster that tells what they learned about the geography, history, economy, and people of the Northeast region. Display the posters in the classroom.

### Learning Masters / page 34

Reading Expeditions: Language, Literacy & Vocabulary

Name \_\_\_\_\_

Explore the Northeast

MAKE CONNECTIONS

#### Summarize Key Concepts

Think about what you have learned about the Northeast region. Fill in the missing word for each key concept by choosing a word from the Word Box. Then write a sentence about each key concept. Use information from *Exploring the Northeast*.

1. Washington, D.C., and New York are two of the big \_\_\_\_\_ in the Northeast.

2. Factory towns grew up along the region's many \_\_\_\_\_ in the 1800s.

3. In the mid-1800s, the \_\_\_\_\_ was the main link between the Northeast and the Midwest.

4. The \_\_\_\_\_ in the Northeast are used for snowboarding.

WORD BOX

cities  
Erie Canal  
mountains  
rivers

### Learning Masters / page 35

Explore the Northeast

Reading Expeditions: Language, Literacy & Vocabulary

MAKE CONNECTIONS

#### Study Guide

Practice the Comprehension Strategy: Determining Importance  
Read pages 26–29 of *Explore the Northeast*. Fill in the chart to find the most important idea on each page.

Page 26	Page 27
Key Words	Key Words
Important Idea	Important Idea
Page 28	Page 29
Key Words	Key Words
Important Idea	Important Idea



# Lesson E

## Extend Learning

Student Book, pages 30–33

### OBJECTIVES

- Understand and practice using compound words and possessives
- Practice and use vocabulary and High-Utility Words
- Conduct research and write about the Northeast

### MATERIALS

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

### Learning Masters / page 36

Reading Expeditions: Language, Literacy & Vocabulary

Name \_\_\_\_\_

*Explore the Northeast*

ZOOM IN ON WORDS

#### Compound Words

Make compound words by drawing a line from a word in the first column to a word in the second column. Write the compound words you make. See the example.

	Compound Words
shell	side
rail	fall
mountain	fish
up	road
water	hill

#### Possessives

Read each phrase. Change the phrase to make a possessive. Then write a sentence about the picture that includes a possessive. The first phrase is done for you.



beaches of the Northeast: the Northeast's beaches

sand of the beach: \_\_\_\_\_

sand castle of the tourist: \_\_\_\_\_

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### Zoom in on Words



#### Teach Compound Words

Point to the chalkboard and say *chalkboard* aloud. Explain why it is a compound word. Using page 30, do the following:

- Read aloud the text and captions.
- Ask students to identify the compound word in each caption and the two shorter words that make up each compound word.
- Have students use the caption and the two shorter words to tell the meaning of each compound word.

#### Teach Possessives

Have students name objects in the room by including the names of the persons or things the objects belong to, for example: Juan's coat. Explain that -'s means "of" or "belonging to." Using page 31, do the following:

- Read aloud the text and captions.
- Ask students to tell what belongs to each word in bold print.

### Extend Word Practice Optional

#### Compound Words Search

Have students work with partners to find as many compound words as possible in *Explore the Northeast*. After five minutes, have partners read their lists aloud. Compare groups' lists to develop a class list. (Possible responses: *Northeast, Southwest, snowboard, uphill, railroad, waterfall, Horseshoe, Gateway, surfboard, mountainside, sometimes*)

#### To Whom or What Does It Belong?

Have students work with partners. Ask one student to write the names of three common objects. Have the other student write a word with -'s before the name of each object to show possession. Tell students to choose one word pair and write a sentence that uses the words. Have partners reverse roles and repeat the activity.

#### Independent Practice

*Learning Masters, page 36.* Have students share the sentences they write for the word pairs.

## Build Language Skills for ELLs

Optional

### Teach High-Utility Words

Review the High-Utility Words.

Have students find the sentences that use the words: *trail* (page 8); *cliffs* (page 9); *beaches* (page 9); *shores* (page 9); *ports* (page 10). Have them look up the words in a dictionary. If the words have different meanings, discuss the meanings. Then create a chart like this one. Help students generate sentences by asking questions like these: Have you ever walked on a *trail*? Where is a runner who *trails* behind the other runners?



### High-Utility Words

Word	Part of Speech	Meaning	Sentence
trail	noun	path	We walked on the <u>trail</u> by the shore.
	verb	to follow; to be behind	The injured runner <u>trailed</u> behind the others.

### Build Oral Language Skills

Have groups of students of mixed proficiency levels present a travelogue of the Northeast that includes information about its land, history, economy, and people. Encourage students to include Glossary Words and High-Utility Words. Choose from these options to allow students of various proficiency levels to participate:

#### Customize Instruction for ELLs

**Newcomers/Beginning** Have students make pictures on poster board that show special places to see or things to do that relate to the theme of the group's travelogue. Have students work with a more proficient partner to write labels or captions for their pictures.

**Developing** Assign each student one place or activity of interest. Have students dictate their lines to a more proficient English speaker. Encourage students to practice rereading and performing their lines before speaking to the class.

**Expanding/Bridging** Have students use additional resources to gather information for their travelogues. Suggest that they answer questions from classmates at the end of their presentations.

# Lesson E *continued*

## Learning Masters / page 37

Explore the Northeast RESEARCH AND WRITE

Name \_\_\_\_\_

**Note-Taking Chart**

Fill in the name of the state in the Northeast you want to research. As you read about the state, take notes about its geography, history, economy, and culture. Write the information in the chart.

State: \_\_\_\_\_

Important Ideas About	Source Information	
	Title _____ Page _____	Title _____ Page _____
Geography		
History		
Economy		
Culture		

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## Learning Masters / page 38

Reading Expeditions: Language, Literacy & Vocabulary Explore the Northeast RESEARCH AND WRITE

Name \_\_\_\_\_

**Writing Frame**

You have researched a state in the Northeast. Use this writing frame to write a brochure about the state.

Title: _____	
The state of _____ (state name) is a great place to visit. It is known for _____ (reason for visiting).	
This state has _____ (geography facts).	
Visitors can _____ (things to see and do).	
The people of _____ (state name) work in many industries. Some of the industries are _____ (list industries).	
The state of _____ (state name) was _____ (history facts).	
_____	
<b>Revising and Editing Checklist</b>	
When you <b>revise</b> , ask:	When you <b>edit</b> , ask:
• Are my facts correct? • Is my information clear?	• Did I indent paragraphs? • Do the subjects and verbs agree?

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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 one of the states in the Northeast region to research and write its name at the top of the note-taking chart. Explain to students what a brochure is. If possible, show some sample brochures.

Point out classroom and library resources, including home-language materials, that students can use to research information. Visit [www.ngschoolpub.org](http://www.ngschoolpub.org).

### Organize Information

Guide students to fill in the note-taking chart. Tell them to record the name and page number of the sources where they found information about the state's geography, culture, economy, and history. Students can draw or collect images to support the information. Help them determine which facts should be included in the brochure.

### Writing Model

Title: Welcome to Maryland!

The state of Maryland is a great place to visit. It is known for its shellfish, including blue crabs. This state has mountains, valleys, rivers, beaches, and Chesapeake Bay. Visitors can see many places that are important to our country's history. They can hike, bike, camp, or ski in many state and national parks. They can also have fun on a beach.

### 2 Drafting

Have students use their note-taking charts to write drafts. Encourage them not to worry about mistakes. Show a completed version of *Learning Masters, page 38* as a writing model. Then choose from these options to support students at various proficiency levels:

### Customize Instruction for ELLs

**Newcomers/Beginning** Allow students to draw pictures that show what they learned about the state they chose. Have them dictate labels or captions for the drawings to a more proficient partner.

**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 brochure on a separate sheet of paper.

### 4 Sharing and Publishing

Encourage students to illustrate their writing and to add labels and captions. Have students share their writing with options such as a recording, poster, or class travel book.

### 5 Assess Writing

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

#### Scoring Rubric

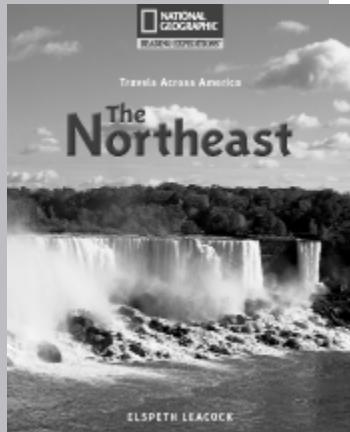
Score	Newcomers/Beginning	Developing	Expanding/Bridging
5	<ul style="list-style-type: none"><li>The drawings show detailed information about the state's geography, history, economy, and culture.</li><li>The writing includes four or more labels or complete sentences about the state.</li><li>The work shows detailed information from the student's research.</li></ul>	<ul style="list-style-type: none"><li>The writing shows an appropriate use of the writing frame or another organizing structure.</li><li>The writing includes four or more facts about the state's geography, history, economy, and culture.</li><li>The writing shows detailed information from the student's research.</li></ul>	<ul style="list-style-type: none"><li>The writing shows a good organization of ideas.</li><li>The writing includes four or more facts about the state's geography, history, economy, and culture.</li><li>The writing shows detailed information from the student's research.</li><li>The writing shows a strong understanding of English grammar and spelling conventions.</li></ul>
3	<ul style="list-style-type: none"><li>The drawings show information about the state's geography, history, economy, and culture.</li><li>At least two labels give information about the state.</li><li>The work shows some information from the student's research.</li></ul>	<ul style="list-style-type: none"><li>The writing shows an attempt to use the writing frame or another organizing structure.</li><li>The writing includes at least two facts about the state's geography, history, economy, and culture.</li><li>The writing shows some information from the student's research.</li></ul>	<ul style="list-style-type: none"><li>The writing shows some organization of ideas.</li><li>The writing includes at least two facts about the state's geography, history, economy, and culture.</li><li>The writing shows some information from the student's research.</li><li>The writing shows some understanding of English grammar and spelling conventions.</li></ul>
1	<ul style="list-style-type: none"><li>The drawings do not show information about the state's geography, history, economy, and culture.</li><li>Labels are not related to the state.</li><li>The work shows little or no information from the student's research.</li></ul>	<ul style="list-style-type: none"><li>The writing does not use an organizing structure such as the writing frame.</li><li>The writing does not include any facts about the state's geography, history, economy, and culture.</li><li>The writing shows little or no information from the student's research.</li></ul>	<ul style="list-style-type: none"><li>The writing shows little organization of ideas.</li><li>The writing does not include any facts about the state's geography, history, economy, and culture.</li><li>The writing shows little or no information from the student's research.</li><li>The writing shows little understanding of English grammar and spelling conventions.</li></ul>

# Wrap-Up

## Read and Compare



Students can expand their knowledge of the Northeast and explore new concepts by reading one or more of these National Geographic *Reading Expeditions* titles. For detailed lesson plans, visit [www.ngschoolpub.org](http://www.ngschoolpub.org).



**Summary** *The Northeast* is written as a travelogue. Becky, the tour guide, takes readers on a journey of the Northeast where they learn about the land, businesses, people, and culture of the region. Interesting and fun facts are interspersed throughout the text and in sidebars. An almanac containing statistical data and facts is included at the end of the book.

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

- geography
- economy
- culture
- history

**Readability Level** Fry 3.5

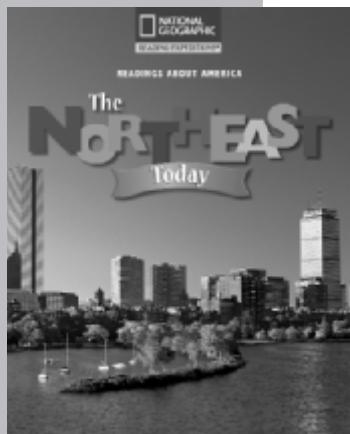


**Summary** This book describes the role of the Northeast in the early history of the United States. It explores how a region of small farms grew to a center of commerce and government. Topics include the textile and whaling industries, the Erie Canal, Irish immigration, and the Harlem Renaissance. Comparisons are drawn between the Northeast today and the Northeast of past centuries.

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

- immigrants
- whaling
- textile mills
- Erie Canal

**Readability Level** Fry 4.3



**Summary** This book takes a close-up look at the physical and cultural geography of the Northeast. An urban and a rural place of interest are contrasted. American inventions, including the diner and snowboarding, are explored. Cultural diversity is celebrated with a look at the Mummers Parade, and the folklore surrounding "The Legend of Sleepy Hollow" is highlighted.

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

- geographic features
- fishing industry
- snowboarding

**Readability Level** Fry 4.4

## Assess Learning

Choose from these options to measure students' mastery of the standards listed on page 32 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 Northeast*. 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 Northeast. In the Share and Learn activity, family members can talk about things to see and do in the Northeast.

### Learning Masters / page 45

Explore the Northeast

Reading Expeditions: Language, Literacy & Vocabulary

ASSESSMENT Post-Test

Name \_\_\_\_\_

#### Explore the Northeast Post-Test



1. Look at the picture. Label the canal.

2. Tell how people used the Erie Canal in the 1800s.

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

- |                   |   |
|-------------------|---|
| _____ 3. region   | a. a large-scale business                                       |
| _____ 4. commerce | b. an area, such as a group of states, with something in common |
| _____ 5. industry | c. a visitor to a place   |
| _____ 6. canal    | d. the buying and selling of things                             |
| _____ 7. tourist  | e. a way of life  |
| _____ 8. culture  | f. a channel that is dug to connect two bodies of water         |

Circle the letter of the correct answer.

9. Where were many factories built in the Northeast in the 1800s?  
 a. near mountains       c. along rivers  
 b. next to the Erie Canal       d. along the coast
10. What is the capital of the United States?  
 a. New York City       c. Boston  
 b. Washington, D.C.       d. Buffalo

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### Learning Masters / page 39

Reading Expeditions: Language, Literacy & Vocabulary

Explore the Northeast

FAMILY FOCUS

Name \_\_\_\_\_

Dear Family,  
Your child has been reading the book *Explore the Northeast*. Use the information on this page to talk about the Northeast with your child.  
Thank you.

#### Key Ideas

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

- Mountains and water are important to life in the Northeast.
- Factory towns grew up along the region's many rivers in the 1800s.
- In the mid-1800s, the Erie Canal was the main link between the Northeast and the Midwest.
- Many big cities are located in the Northeast.

#### WORDS TO KNOW

**canal** a channel that is dug to connect two bodies of water

**commerce** the buying and selling of things

**culture** a way of life

**industry** a large-scale business

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

**tourist** a visitor to a place

#### Share and Learn

Talk about this scene with your child. *What are the people doing? How is fishing important to the people of the Northeast?* Ask your child to tell about some other things that people might see or do in the Northeast.



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# Language, Literacy & Vocabulary!



NATIONAL  
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## LEARNING MASTERS

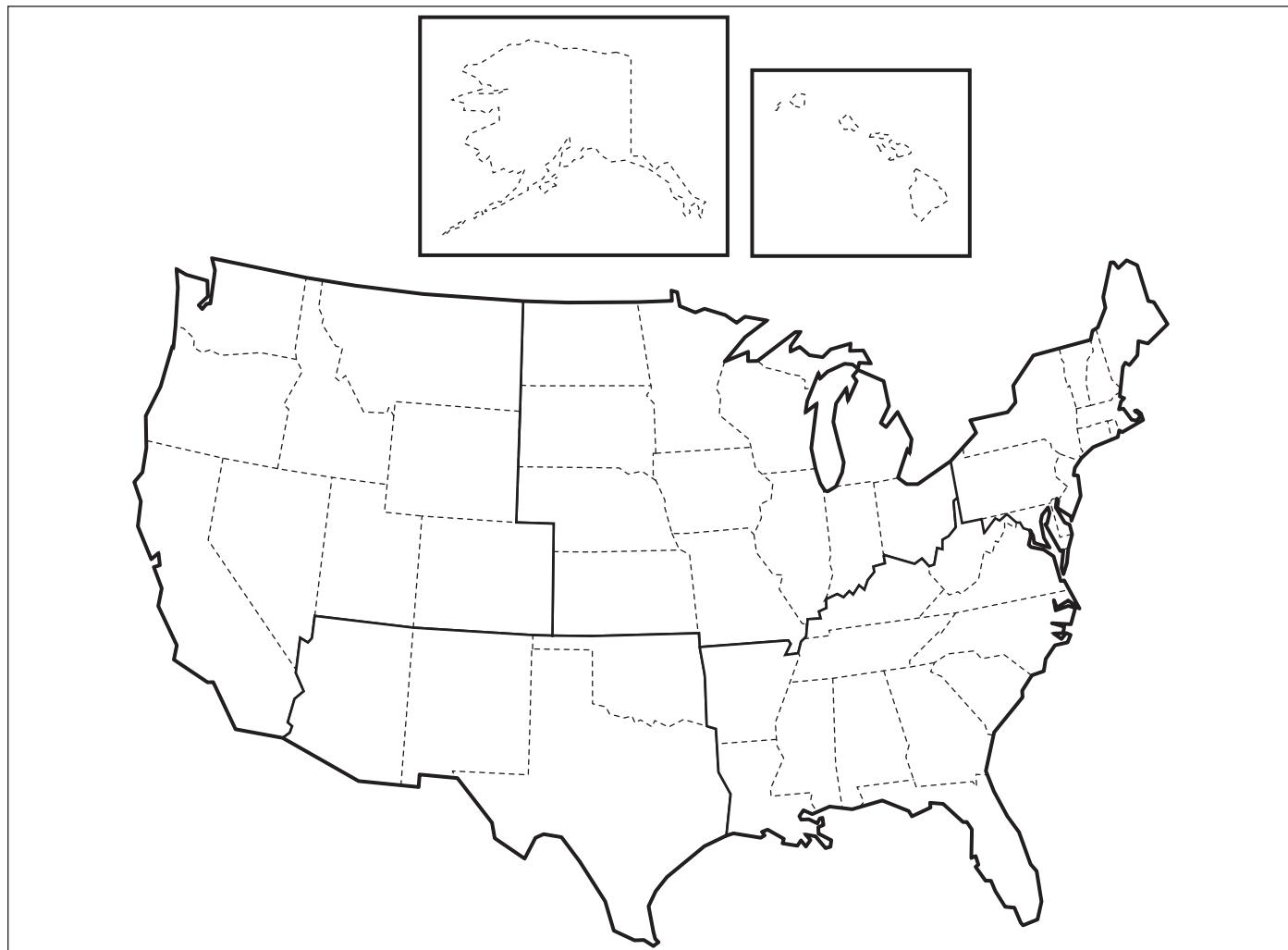
### Explore the Northeast

## BUILD BACKGROUND

Name \_\_\_\_\_

# Five Regions Map

- Use the information on page 4 of *Explore the Northeast* to fill in the name of each region.
- Choose five pencils or crayons of different colors.
- Color each region a different color.
- Fill in the map key with the correct color and name for each region.



## Map Key

 \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

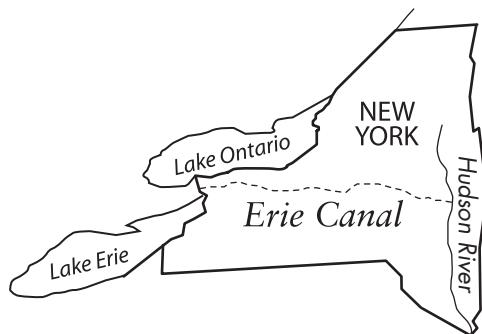
Name \_\_\_\_\_

**BUILD BACKGROUND**

# The Northeast

Look at the picture.

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

**KEY CONCEPT WORDS****canal****commerce****culture****industry****region****tourists**

New York is part of a group of states called the Northeast

\_\_\_\_\_ . The Northeast has many mountains, lakes, and rivers. You can see on the map that a \_\_\_\_\_ connects the Hudson River and Lake Erie. This channel was dug in the 1800s so people in the Northeast could travel west by boat.

Today, many \_\_\_\_\_ visit the Erie Canal and other places in the Northeast. They do many things. They swim in the ocean and eat fish, lobster, and other seafood. The fishing business is an important \_\_\_\_\_ of the Northeast. The buying and selling of fish and other seafood are part of the \_\_\_\_\_ of the Northeast.

The Northeast has many big cities with museums and theaters. They are part of the way of life, or \_\_\_\_\_, of the Northeast.

## Study Guide

Pages 6–7

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

Questions	What I Already Know About This
1. Why is water important to the Northeast?	
2. Why do people come to the Northeast?	

Pages 8–9

Read about the Appalachian Mountains and the Atlantic coast on pages 8–9 of *Explore the Northeast*. Write two facts about each place.

Place	Facts
Appalachian Mountains	1. 2.
Atlantic coast	1. 2.

Name \_\_\_\_\_

UNDERSTAND THE BIG IDEA

# Study Guide

Pages 10–13

Read pages 10–13 in *Explore the Northeast*. Write something you learned about each business in the Northeast.

Business	What I Learned
whaling	
textile mills	
fishing	
financial companies	

Pages 14–15

Read pages 14–15 of *Explore the Northeast*. Answer the questions.

1. What is the capital of the United States? \_\_\_\_\_

**Stop and Think!** What is life like in the Northeast?

## TAKE A CLOSER LOOK

Name \_\_\_\_\_

# Study Guide

Pages 16–17

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

1. Why was it difficult for people in the Northeast to travel west in the 1800s?

---

---

2. What was DeWitt Clinton's idea?

---

---

Pages 18–19

Read pages 18–19 of *Explore the Northeast*. On the lines next to the Erie Canal time line, write what happened during each year.

## Erie Canal Time Line

1817 — \_\_\_\_\_

---

---

1819 — \_\_\_\_\_

---

---

1825 — \_\_\_\_\_

---

---

Name \_\_\_\_\_

TAKE A CLOSER LOOK

# Study Guide

Pages 20–21

**Practice the Comprehension Strategy: Determining Importance**

Read pages 20–21 of *Explore the Northeast*. Fill in the chart to find the most important idea on each page.

Page 20	Page 21
Key Words	Key Words
Important Idea	Important Idea

Pages 22–23

Read pages 22–23 of *Explore the Northeast*. Answer the questions.

1. Why did people stop using the Erie Canal?

---

---

**Stop and Think!** How did the Erie Canal change the Northeast?

---

---

## MAKE CONNECTIONS

Name \_\_\_\_\_

## Summarize Key Concepts

Think about what you have learned about the Northeast region. Fill in the missing word for each key concept by choosing a word from the Word Box. Then write a sentence about each key concept. Use information from *Exploring the Northeast*.

1. Washington, D.C., and New York are two of the big \_\_\_\_\_ in the Northeast.

---

---

2. Factory towns grew up along the region's many \_\_\_\_\_ in the 1800s.

---

---

3. In the mid-1800s, the \_\_\_\_\_ was the main link between the Northeast and the Midwest.

---

---

4. The \_\_\_\_\_ in the Northeast are used for snowboarding.

---

---

**WORD BOX****cities****Erie Canal****mountains****rivers**

Name \_\_\_\_\_

MAKE CONNECTIONS

# Study Guide

**Practice the Comprehension Strategy: Determining Importance**

Read pages 26–29 of *Explore the Northeast*. Fill in the chart to find the most important idea on each page.

Page 26	Page 27
Key Words	Key Words
Important Idea	Important Idea
Page 28	Page 29
Key Words	Key Words
Important Idea	Important Idea

## ZOOM IN ON WORDS

Name \_\_\_\_\_

## Compound Words

Make compound words by drawing a line from a word in the first column to a word in the second column. Write the compound words you make. See the example.

shell	side
rail	fall
mountain	fish
up	road
water	hill

### Compound Words

shell	fish	shellfish
		_____
		_____
		_____
		_____

## Possessives

Read each phrase. Change the phrase to make a possessive. Then write a sentence about the picture that includes a possessive. The first phrase is done for you.



beaches of the Northeast: the Northeast's beaches

sand of the beach: \_\_\_\_\_

sand castle of the tourist: \_\_\_\_\_

Name \_\_\_\_\_

RESEARCH AND WRITE

## Note-Taking Chart

Fill in the name of the state in the Northeast you want to research. As you read about the state, take notes about its geography, history, economy, and culture. Write the information in the chart.

**State:** \_\_\_\_\_

<b>Important Ideas About</b>	<b>Source Information</b>	
	Title _____ Page _____	Title _____ Page _____
<b>Geography</b>		
<b>History</b>		
<b>Economy</b>		
<b>Culture</b>		

## RESEARCH AND WRITE

Name \_\_\_\_\_

## Writing Frame

You have researched a state in the Northeast. Use this writing frame to write a brochure about the state.

**Title:** \_\_\_\_\_

The state of \_\_\_\_\_ is a great place to visit. It is  
(state name)

known for \_\_\_\_\_.  
(reason for visiting)

This state has \_\_\_\_\_.  
(geography facts)

Visitors can \_\_\_\_\_.  
(things to see and do)

The people of \_\_\_\_\_ work in many industries. Some  
(state name)

of the industries are \_\_\_\_\_.  
(list industries)

The state of \_\_\_\_\_ was \_\_\_\_\_.  
(state name) (history facts)

\_\_\_\_\_.

### Revising and Editing Checklist

When you **revise**, ask:

- Are my facts correct?
- Is my information clear?

When you **edit**, ask:

- Did I indent paragraphs?
- Do the subjects and verbs agree?

Name \_\_\_\_\_

## FAMILY FOCUS

Dear Family,

Your child has been reading the book *Explore the Northeast*. Use the information on this page to talk about the Northeast with your child.

Thank you.

**Key Ideas**

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

- Mountains and water are important to life in the Northeast.
- Factory towns grew up along the region's many rivers in the 1800s.
- In the mid-1800s, the Erie Canal was the main link between the Northeast and the Midwest.
- Many big cities are located in the Northeast.

**WORDS TO KNOW**

**canal** a channel that is dug to connect two bodies of water

**commerce** the buying and selling of things

**culture** a way of life

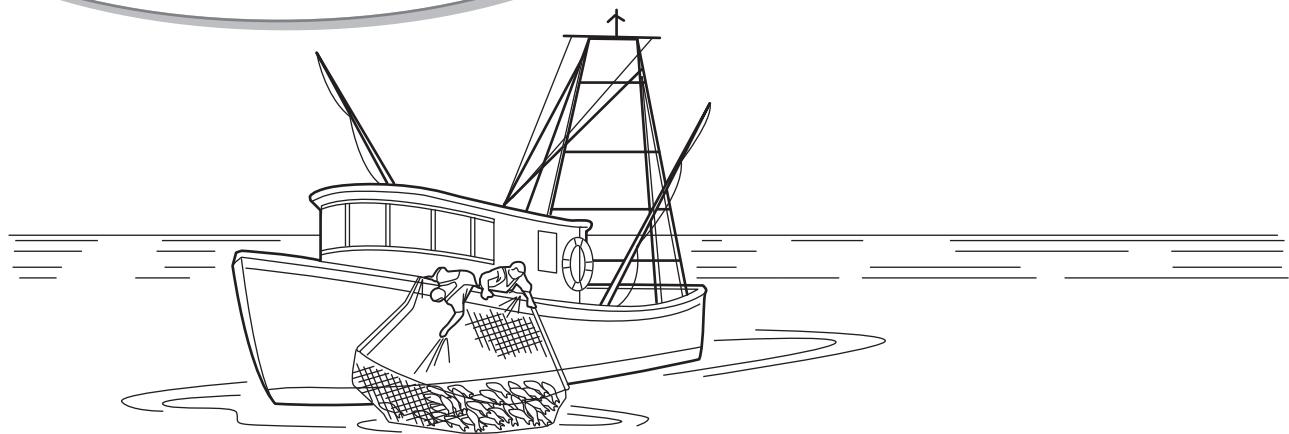
**industry** a large-scale business

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

**tourist** a visitor to a place

**Share and Learn**

Talk about this scene with your child. What are the people doing? How is fishing important to the people of the Northeast? Ask your child to tell about some other things that people might see or do in the Northeast.



## ENFOQUE EN LA FAMILIA

Name \_\_\_\_\_

Estimada familia,

Su escolar está leyendo el libro *Explore the Northeast* (*Explora el Noreste*). Favor de usar esta página para hablar con su escolar sobre el noreste.

Gracias.

**Ideas clave**

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

- Las montañas y el agua son importantes para la vida en el Noreste.
- Los pueblos de fábricas crecieron a lo largo de los muchos ríos de la región en el siglo XIX.
- Durante la mitad del siglo XIX, el canal Erie fue el vínculo más importante entre el Noreste y el Medio Oeste.
- Muchas ciudades grandes se ubican en el Noreste.

**VOCABULARIO**

**canal** (*canal*) vía artificial excavado para conectar dos masas de agua

**comercio** (*commerce*) la compra y venta de bienes

**cultura** (*culture*) manera de vivir

**industria** (*industry*) negocio de gran escala  
**región** (*region*) área, tal como un grupo de estados, que tiene algo en común

**turista** (*tourist*) visitante a un lugar

**Compartir y aprender**

Hable con su escolar sobre esta escena. ¿Qué están haciendo las personas? ¿Porqué es importante la pesca a la gente del Noreste? Pídale a su escolar que le diga otras cosas que se puede ver o hacer en el Noreste.



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## ASSESSMENTS

### Explore the Northeast

# Answer Key

## Pre-Test p. 43

- 1.** the Hudson River and Lake Erie
- 2.** Possible response: The Erie Canal was used for transportation.
- 3.** e
- 4.** d
- 5.** a
- 6.** f
- 7.** c
- 8.** b
- 9.** a
- 10.** d

## Post-Test p. 44

- 1.** Students should correctly label the water as the *canal*.
- 2.** Possible response: People used the Erie Canal to travel easily between the Northeast and the Midwest.
- 3.** b
- 4.** d
- 5.** a
- 6.** f
- 7.** c
- 8.** e
- 9.** c
- 10.** b

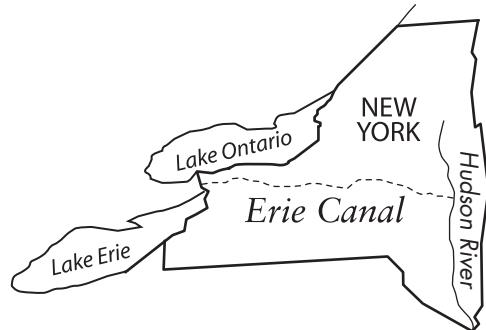
Name \_\_\_\_\_

## ASSESSMENT Pre-Test

# **Explore the Northeast**

## **Pre-Test**

- 1.** Look at the picture. What two bodies of water are connected by the Erie Canal?
- 



- 2.** What was the Erie Canal used for when it was built in the 1800s?
- 

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

- |                          |  |
|--------------------------|--|
| _____ <b>3.</b> industry | <b>a.</b> an area, such as a group of states, with something in common |
| _____ <b>4.</b> tourist  | <b>b.</b> the buying and selling of things                             |
| _____ <b>5.</b> region   | <b>c.</b> a channel that is dug to connect two bodies of water         |
| _____ <b>6.</b> culture  | <b>d.</b> a visitor to a place   |
| _____ <b>7.</b> canal    | <b>e.</b> a large-scale business                                       |
| _____ <b>8.</b> commerce | <b>f.</b> a way of life  |

Circle the letter of the correct answer.

- 9.** Which of the following cities is the nation's capital?
- |                            |                         |
|----------------------------|-------------------------|
| <b>a.</b> Washington, D.C. | <b>c.</b> New York City |
| <b>b.</b> Boston           | <b>d.</b> Buffalo       |
- 10.** Which of these sentences is NOT true about the Northeast region?
- |  |
|--|
| <b>a.</b> The region has beaches, mountains, and big cities.   |
| <b>b.</b> The fishing industry is important to the region.     |
| <b>c.</b> Most states in the region border the Atlantic Ocean. |
| <b>d.</b> It is the largest region of the United States        |

## Explore the Northeast Post-Test

1. Look at the picture. Label the canal.
  2. Tell how people used the Erie Canal in the 1800s.
- 

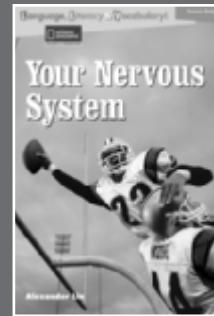
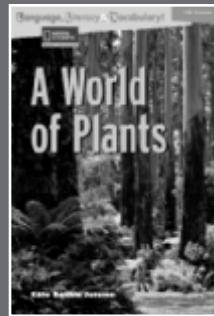
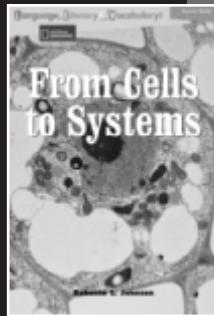
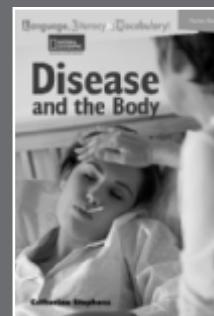
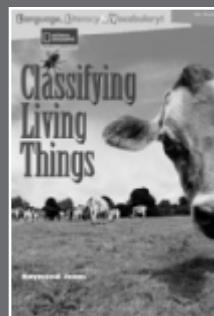
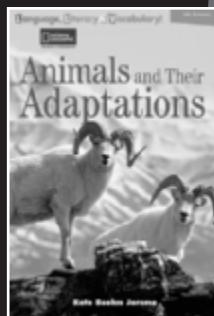
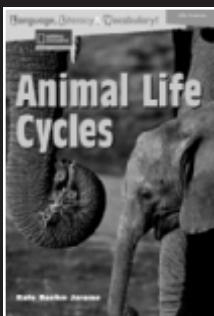
Write the letter of the correct definition next to each word.

- |                          |  |
|--------------------------|--|
| _____ <b>3.</b> region   | <b>a.</b> a large-scale business                                       |
| _____ <b>4.</b> commerce | <b>b.</b> an area, such as a group of states, with something in common |
| _____ <b>5.</b> industry | <b>c.</b> a visitor to a place   |
| _____ <b>6.</b> canal    | <b>d.</b> the buying and selling of things                             |
| _____ <b>7.</b> tourist  | <b>e.</b> a way of life  |
| _____ <b>8.</b> culture  | <b>f.</b> a channel that is dug to connect two bodies of water         |

Circle the letter of the correct answer.

9. Where were many factories built in the Northeast in the 1800s?  
**a.** near mountains                           **c.** along rivers  
**b.** next to the Erie Canal                   **d.** along the coast
10. What is the capital of the United States?  
**a.** New York City                           **c.** Boston  
**b.** Washington, D.C.                       **d.** Buffalo





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