



# Lonely Planet Kids Classroom Link for Teachers English Language Arts

Grades 1-6

Address English Language Arts educational standards with Lonely Planet Kids books





## Lonely Planet Kids Books: Valuable Tools for the Classroom

Lonely Planet Kids books put the exciting, colorful world into students' hands with:

- appealing illustrations, photos, and graphics
- intriguing and memorable historical and scientific facts
- entertaining stories about the many wonderful cultures of the world
- inspiring how-to guides about interesting jobs and adventures
- geographical information to help students understand their world



Lonely Planet Kids books can serve as the source for meaningful research, discussions, and writing from which students can build new knowledge and perspectives of themselves, cultures, environments, and life on this planet, and respond to the status of society and science.

### Tips on How to Use Lonely Planet Kids Books to Address English Language Arts Standards:

Each Lonely Planet Kids book covers individual science or social science topics – all provide engaging tools for students to practice reading, writing, speaking, and listening skills appropriate for their academic level.

#### READING

Through reading independently or listening to a teacher read aloud from a Lonely Planet Kids book, students can cultivate pleasure in reading and develop domain-specific vocabulary and understanding through teacher direction and assignments.

#### WRITING

Lonely Planet Kids books provide inspiration and informational text material for student research and writing projects. Students can respond in writing to prompts based on book content after reading independently or listening to a teacher read.

#### SPEAKING & LISTENING

Students can engage in collaborative, exploratory, thought-provoking discussions about cultural, historical, geographical, and scientific information found in Lonely Planet Kids books. Students can present and demonstrate comprehension of what they learned.



### Lonely Planet Kids and Common Core

Teachers using Lonely Planet Kids books in the classroom report that they fit nicely within the Common Core curriculum's focus on nonfiction reading, research, and data interpretation.

**“Amazing World Atlas provides many opportunities for readers to look over a two page spread and gain a lot of information ... [using] a variety of text features. This book could be used across curriculum in upper elementary school to teach nonfiction reading skills and data interpretation in math. Students liked the fact that the Amazing World Atlas had quizzes to test each other; they love to read together!”**

—FOURTH GRADE TEACHER



## Activity Ideas

Lonely Planet Kids books are an endless source for fun, creative activities to complement the English Language Arts curriculum. Here are just a few ideas from *Amazing World Atlas* and *How to Be a Space Explorer* to start.

### What in the world am I?

Have students personify a country, planet or landmark from their reading, while other students guess. "I have the tallest mountain on Earth and a flag with points. Who am I?"

### My Atlas

Let students create their own hand-drawn atlases or how-to guides based on their reading and research. How do they decide what is important to include?

### Explorer's Journal

Students create a journal to describe imagined adventures in countries around the world or on other planets. What would it be like to live there?

### Adventures in Verse

Students channel their inner poet and write about what it feels like when thinking about the universe or about what life might be like in a distant country. What are the key words needed to describe a place?

### Fantastic Voyage

Let students' imaginations run wild. Using real facts about destinations, students write and illustrate their own adventure narrative.

### Life in 3D

Have students create dioramas of a country, a planet, or the solar system. Which details help define each place and how can we represent them visually?

### A Friend from Abroad

You have a visitor from a faraway land! Students have tea with their new friend and ask them all about life where they are from, then switch roles.

### Worlds on Stage

As a group, students write, act out, and create costumes for a play about a team of astronauts visiting each planet in the solar system. What will they find? Or make world travel the theme.

### The Ambassadors

Pretend to be an ambassador from another country or planet, and make your home sound like an excellent place to visit. Why should we all want to move to Venus?

### The Great Debate

Organize a formal class debate. Would it be better to spend money on a vacation to another country or on a vacation to another planet?

### If I could...

Students start an essay with "If I could live anywhere else in the galaxy (or world)..." and defend their choice based on what they have learned.

### Explorer Games

Students work in teams to invent a board game about exploring the world or universe. What facts will explorers need to know to win?

### Global Festival

Put on an international or interplanetary awareness festival. Students are responsible for becoming the experts on their country or planet of choice and create posters or booths about the destination to share their knowledge with other students or groups.

### Destination Investigation

Have students find an inspiring, amazing fact about a different country and create a report based around that fact. What else can they find out by using other resources to add detail?

## English Language Arts Educational Guidelines Checklist

Lonely Planet Kids books are the perfect resources for creating reading, writing, and communication activities to teach and reinforce English Language Arts skills. Teachers of any grade level can incorporate Lonely Planet Kids books into classroom lessons and curricula that address these general educational guidelines:

(Note: See expanded guidelines on page 6-12 for more specifics.)

	READING	WRITING	SPEAKING & LISTENING
General ELA Educational Guidelines (Universal)	<b>Reading</b> <b>COMPREHENSION</b> <input type="checkbox"/> Understanding <input type="checkbox"/> Connecting <input type="checkbox"/> Inferring <input type="checkbox"/> Comparing <input type="checkbox"/> Predicting <input type="checkbox"/> Summarizing <input type="checkbox"/> Discussing <input type="checkbox"/> Questioning <input type="checkbox"/> Discerning <input type="checkbox"/> Justifying <input type="checkbox"/> Retrieving <input type="checkbox"/> Integrating <input type="checkbox"/> Synthesizing <input type="checkbox"/> Evaluating <input type="checkbox"/> Extracting <input type="checkbox"/> Identifying <input type="checkbox"/> Referencing <input type="checkbox"/> Explaining <input type="checkbox"/> Describing <input type="checkbox"/> Contrasting <input type="checkbox"/> Sequencing <input type="checkbox"/> Navigating <input type="checkbox"/> Locating <input type="checkbox"/> Tracing <input type="checkbox"/> Responding <input type="checkbox"/> Processing <input type="checkbox"/> Researching <input type="checkbox"/> Posing problems, questions & ideas <input type="checkbox"/> Recognizing structures, purposes & relationships	<b>Writing</b> <b>COMPOSITION</b> <input type="checkbox"/> Planning <input type="checkbox"/> Editing <input type="checkbox"/> Narrative writing <input type="checkbox"/> Stamina building <input type="checkbox"/> Drafting <input type="checkbox"/> Evaluating <input type="checkbox"/> Expository writing <input type="checkbox"/> Revising <input type="checkbox"/> Presenting <input type="checkbox"/> Creative writing <b>VOCABULARY &amp; GRAMMAR</b> <input type="checkbox"/> Punctuating <input type="checkbox"/> Adding variety <b>TRANSCRIPTION</b> <input type="checkbox"/> Spelling <input type="checkbox"/> Handwriting	<b>Spoken Language</b> <input type="checkbox"/> Listening <input type="checkbox"/> Responding <input type="checkbox"/> Justifying <input type="checkbox"/> Articulating <input type="checkbox"/> Expressing ideas <input type="checkbox"/> Engaging audiences <input type="checkbox"/> Describing <input type="checkbox"/> Evaluating <input type="checkbox"/> Presenting <input type="checkbox"/> Speculating <input type="checkbox"/> Summarising <input type="checkbox"/> Discussing <input type="checkbox"/> Staying on-topic <input type="checkbox"/> Improvising <input type="checkbox"/> Performing

### English Language Arts Common Core Standards Checklist

Looking for specifics? When creating lessons, incorporating any Lonely Planet Kids book can be the perfect way to engage students entertainingly and meaningfully while addressing any of these ELA Common Core standards:

(Note: For teachers not using Common Core standards, general guidelines on pages 6-12 integrate the standards of most US states, Canadian provinces, and English-speaking countries so as to be of use to teachers of English Language Arts around the world, regardless of specific regional standards.)

	Reading Informational Texts CCSS.ELA-LITERACY.RI						Writing CCSS.ELA-LITERACY.W						Speaking & Listening CCSS.ELA-LITERACY.SL					
	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6
Common Core (Most US states)*	<b>KEY IDEAS &amp; DETAILS</b>						<b>TEXT TYPES &amp; PURPOSES</b>						<b>COMPREHENSION &amp; COLLABORATION</b>					
	<input type="checkbox"/> 1.1	<input type="checkbox"/> 2.1	<input type="checkbox"/> 3.1	<input type="checkbox"/> 4.1	<input type="checkbox"/> 5.1	<input type="checkbox"/> 6.1	<input type="checkbox"/> 1.1	<input type="checkbox"/> 2.1	<input type="checkbox"/> 3.1	<input type="checkbox"/> 4.1	<input type="checkbox"/> 5.1	<input type="checkbox"/> 6.1	<input type="checkbox"/> 1.1	<input type="checkbox"/> 2.1	<input type="checkbox"/> 3.1	<input type="checkbox"/> 4.1	<input type="checkbox"/> 5.1	<input type="checkbox"/> 6.1
	<input type="checkbox"/> 1.2	<input type="checkbox"/> 2.2	<input type="checkbox"/> 3.2	<input type="checkbox"/> 4.2	<input type="checkbox"/> 5.2	<input type="checkbox"/> 6.2	<input type="checkbox"/> 1.2	<input type="checkbox"/> 2.2	<input type="checkbox"/> 3.2	<input type="checkbox"/> 4.2	<input type="checkbox"/> 5.2	<input type="checkbox"/> 6.2	<input type="checkbox"/> 1.2	<input type="checkbox"/> 2.2	<input type="checkbox"/> 3.2	<input type="checkbox"/> 4.2	<input type="checkbox"/> 5.2	<input type="checkbox"/> 6.2
<b>CRAFT &amp; STRUCTURE</b>						<b>PRODUCTION &amp; DISTRIBUTION</b>						<b>PRESENTATION OF KNOWLEDGE &amp; IDEAS</b>						
<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.3	<input type="checkbox"/> 3.3	<input type="checkbox"/> 4.3	<input type="checkbox"/> 5.3	<input type="checkbox"/> 6.3	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.3	<input type="checkbox"/> 3.3	<input type="checkbox"/> 4.3	<input type="checkbox"/> 5.3	<input type="checkbox"/> 6.3	<input type="checkbox"/> 1.3	<input type="checkbox"/> 2.3	<input type="checkbox"/> 3.3	<input type="checkbox"/> 4.3	<input type="checkbox"/> 5.3	<input type="checkbox"/> 6.3	
<b>INTEGRATION OF KNOWLEDGE &amp; IDEAS</b>						<b>RESEARCH TO BUILD &amp; PRESENT KNOWLEDGE</b>						<b>Language CCSS.ELA-LITERACY.L</b>						
<input type="checkbox"/> 1.4	<input type="checkbox"/> 2.4	<input type="checkbox"/> 3.4	<input type="checkbox"/> 4.4	<input type="checkbox"/> 5.4	<input type="checkbox"/> 6.4	<input type="checkbox"/> 1.4	<input type="checkbox"/> 2.4	<input type="checkbox"/> 3.4	<input type="checkbox"/> 4.4	<input type="checkbox"/> 5.4	<input type="checkbox"/> 6.4	<input type="checkbox"/> 1.4	<input type="checkbox"/> 2.4	<input type="checkbox"/> 3.4	<input type="checkbox"/> 4.4	<input type="checkbox"/> 5.4	<input type="checkbox"/> 6.4	
<input type="checkbox"/> 1.5	<input type="checkbox"/> 2.5	<input type="checkbox"/> 3.5	<input type="checkbox"/> 4.5	<input type="checkbox"/> 5.5	<input type="checkbox"/> 6.5	<input type="checkbox"/> 1.5	<input type="checkbox"/> 2.5	<input type="checkbox"/> 3.5	<input type="checkbox"/> 4.5	<input type="checkbox"/> 5.5	<input type="checkbox"/> 6.5	<input type="checkbox"/> 1.5	<input type="checkbox"/> 2.5	<input type="checkbox"/> 3.5	<input type="checkbox"/> 4.5	<input type="checkbox"/> 5.5	<input type="checkbox"/> 6.5	
<input type="checkbox"/> 1.6	<input type="checkbox"/> 2.6	<input type="checkbox"/> 3.6	<input type="checkbox"/> 4.6	<input type="checkbox"/> 5.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 1.6	<input type="checkbox"/> 2.6	<input type="checkbox"/> 3.6	<input type="checkbox"/> 4.6	<input type="checkbox"/> 5.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 1.6	<input type="checkbox"/> 2.6	<input type="checkbox"/> 3.6	<input type="checkbox"/> 4.6	<input type="checkbox"/> 5.6	<input type="checkbox"/> 6.6	
<b>LEVEL OF TEXT COMPLEXITY</b>						<b>Language CCSS.ELA-LITERACY.L</b>						<b>KNOWLEDGE OF LANGUAGE</b>						
<input type="checkbox"/> 1.7	<input type="checkbox"/> 2.7	<input type="checkbox"/> 3.7	<input type="checkbox"/> 4.7	<input type="checkbox"/> 5.7	<input type="checkbox"/> 6.7	<input type="checkbox"/> 1.7	<input type="checkbox"/> 2.7	<input type="checkbox"/> 3.7	<input type="checkbox"/> 4.7	<input type="checkbox"/> 5.7	<input type="checkbox"/> 6.7	<input type="checkbox"/> 2.3	<input type="checkbox"/> 3.3	<input type="checkbox"/> 4.3	<input type="checkbox"/> 5.3	<input type="checkbox"/> 6.3		
<input type="checkbox"/> 1.8	<input type="checkbox"/> 2.8	<input type="checkbox"/> 3.8	<input type="checkbox"/> 4.8	<input type="checkbox"/> 5.8	<input type="checkbox"/> 6.8	<input type="checkbox"/> 1.8	<input type="checkbox"/> 2.8	<input type="checkbox"/> 3.8	<input type="checkbox"/> 4.8	<input type="checkbox"/> 5.8	<input type="checkbox"/> 6.8	<b>VOCABULARY ACQUISITION AND USE</b>						
<input type="checkbox"/> 1.9	<input type="checkbox"/> 2.9	<input type="checkbox"/> 3.9	<input type="checkbox"/> 4.9	<input type="checkbox"/> 5.9	<input type="checkbox"/> 6.9	<input type="checkbox"/> 1.9	<input type="checkbox"/> 2.9	<input type="checkbox"/> 3.9	<input type="checkbox"/> 4.9	<input type="checkbox"/> 5.9	<input type="checkbox"/> 6.9	<input type="checkbox"/> 1.6	<input type="checkbox"/> 2.6	<input type="checkbox"/> 3.6	<input type="checkbox"/> 4.6	<input type="checkbox"/> 5.6	<input type="checkbox"/> 6.6	
<b>KNOWLEDGE OF LANGUAGE</b>						<b>CONVENTIONS OF STANDARD ENGLISH</b>						<b>KNOWLEDGE OF LANGUAGE</b>						
<input type="checkbox"/> 2.3	<input type="checkbox"/> 3.3	<input type="checkbox"/> 4.3	<input type="checkbox"/> 5.3	<input type="checkbox"/> 6.3	<input type="checkbox"/> 1.1	<input type="checkbox"/> 2.1	<input type="checkbox"/> 3.1	<input type="checkbox"/> 4.1	<input type="checkbox"/> 5.1	<input type="checkbox"/> 6.1	<input type="checkbox"/> 2.3	<input type="checkbox"/> 3.3	<input type="checkbox"/> 4.3	<input type="checkbox"/> 5.3	<input type="checkbox"/> 6.3			
<b>VOCABULARY ACQUISITION AND USE</b>						<b>KNOWLEDGE OF LANGUAGE</b>						<b>VOCABULARY ACQUISITION AND USE</b>						
<input type="checkbox"/> 1.4	<input type="checkbox"/> 2.4	<input type="checkbox"/> 3.4	<input type="checkbox"/> 4.4	<input type="checkbox"/> 5.4	<input type="checkbox"/> 6.4	<input type="checkbox"/> 1.2	<input type="checkbox"/> 2.2	<input type="checkbox"/> 3.2	<input type="checkbox"/> 4.2	<input type="checkbox"/> 5.2	<input type="checkbox"/> 6.2	<input type="checkbox"/> 1.6	<input type="checkbox"/> 2.6	<input type="checkbox"/> 3.6	<input type="checkbox"/> 4.6	<input type="checkbox"/> 5.6	<input type="checkbox"/> 6.6	
<input type="checkbox"/> 1.5	<input type="checkbox"/> 2.5	<input type="checkbox"/> 3.5	<input type="checkbox"/> 4.5	<input type="checkbox"/> 5.5	<input type="checkbox"/> 6.5	<b>KNOWLEDGE OF LANGUAGE</b>						<b>VOCABULARY ACQUISITION AND USE</b>						
<b>VOCABULARY ACQUISITION AND USE</b>						<b>KNOWLEDGE OF LANGUAGE</b>						<b>VOCABULARY ACQUISITION AND USE</b>						
<input type="checkbox"/> 1.4	<input type="checkbox"/> 2.4	<input type="checkbox"/> 3.4	<input type="checkbox"/> 4.4	<input type="checkbox"/> 5.4	<input type="checkbox"/> 6.4	<input type="checkbox"/> 2.3	<input type="checkbox"/> 3.3	<input type="checkbox"/> 4.3	<input type="checkbox"/> 5.3	<input type="checkbox"/> 6.3	<input type="checkbox"/> 1.6	<input type="checkbox"/> 2.6	<input type="checkbox"/> 3.6	<input type="checkbox"/> 4.6	<input type="checkbox"/> 5.6	<input type="checkbox"/> 6.6		
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<b>VOCABULARY ACQUISITION AND USE</b>						<b>KNOWLEDGE OF LANGUAGE</b>						<b>VOCABULARY ACQUISITION AND USE</b>						
<input type="checkbox"/> 1.4	<input type="checkbox"/> 2.4	<input type="checkbox"/> 3.4	<input type="checkbox"/> 4.4	<input type="checkbox"/> 5.4	<input type="checkbox"/> 6.4	<input type="checkbox"/> 1.6	<input type="checkbox"/> 2.6	<input type="checkbox"/> 3.6	<input type="checkbox"/> 4.6	<input type="checkbox"/> 5.6	<input type="checkbox"/> 6.6	<b>VOCABULARY ACQUISITION AND USE</b>						
<input type="checkbox"/> 1.5	<input type="checkbox"/> 2.5	<input type="checkbox"/> 3.5	<input type="checkbox"/> 4.5	<input type="checkbox"/> 5.5	<input type="checkbox"/> 6.5	<b>VOCABULARY ACQUISITION AND USE</b>						<b>VOCABULARY ACQUISITION AND USE</b>						

\*Last updated September 2014. For more information on the above noted educational standards, please visit: Common Core State Standards Initiative ([www.corestandards.org](http://www.corestandards.org))

## Addressing English Language Arts Guidelines

Guidelines and suggested questions below are based on a compilation of general K-6 ELA standards. They are general goals that students at any level in any curriculum should practice and work toward. Teachers can tailor these suggested questions to the appropriate level of expectations for their students and to curricula requirements.

- We suggest reading or assigning selected sections of a book at a time. This enables you to delve more deeply into specific topics or concepts, and to maintain student engagement.
- Young students who cannot read these books independently can still benefit from listening to a teacher read them aloud and then responding to oral questions, engaging in discussions, writing responses or compositions, or performing presentations based on the content they heard.

### READING GUIDELINES & EXAMPLE QUESTIONS

Address reading standards with Lonely Planet Kids books. Students can practice important reading comprehension skills using the books as informational texts. The following example questions show how teachers can integrate Lonely Planet Kids books into the reading curriculum.

#### KEY IDEAS & DETAILS

##### Ask and answer questions about key details.

- According to *How to Be a Space Explorer*, why is Mars considered a place for humans to colonize? What questions should you ask when deciding whether a planet is suitable to inhabit?
- Based on what you learned in *Amazing World Atlas*, write a question about Italy to be added to our next quiz.
- What questions came to mind when you read about Antarctica in *Amazing World Atlas*?

##### Draw inferences, referring explicitly to examples in text or quoting and citing accurately from text to support analysis.

- What types of things do Italians like to do in their free time, and what clues in *Amazing World Atlas* led you to that conclusion?
- Why did NASA stop pursuing the idea of colonizing the Moon and shift their focus to Mars? Provide an accurately cited quote from *How to Be a Space Explorer* to support your answer.

##### Determine the central idea and key points; recount and explain how key details support these.

- What is the central idea of the "Looking for Life" section in *How to Be a Space Explorer*, and what details support this idea?
- What are some key points made in *Amazing World Atlas* regarding Japanese culture?

##### Summarize without opinions.

- Without interjecting your own opinions, summarize the "Cadet Camp" section in *How to Be a Space Explorer*.

##### Describe individuals, locations, events, ideas, or steps in procedures; explain relationships between these in terms of time, sequencing, cause and effect, distances, etc.

- Based on what you read in *How to Be a Space Explorer*, describe, compare, and contrast Mercury and Mars. Which one is closer to the Sun? What impact does this have on each planet?
- Based on what you learned in *Amazing World Atlas*, describe Antarctica and its relationship with the weather—how and why would the landscape change if Earth's temperature rose dramatically?



## CRAFT & STRUCTURE

### Know and use text features to locate key information efficiently; navigate text for specific purposes, applying appropriate text processing strategies (eg skimming, scanning, confirming).

- Using text features, look for and read the section about the sun, and determine how hot the sun's core is.
- Using your memory, which continent was the last to be discovered? Check the text to confirm if you were correct. What text features helped you to find that information?

### Compare and contrast overall structures of two texts on the same topic.

- Compare and contrast the information presented about Mexico in *Amazing World Atlas* with the information presented about Mexico in *National Geographic's Countries of the World: Mexico*. What are some differences between how the two texts are structured?

### Distinguish author's main purpose; distinguish one's own point of view from author's; determine how author's point of view is conveyed; suggest alternative perspectives.

- What is the author's main purpose in writing *How to Be a Space Explorer*?
- What is your point of view as it relates to the USA, the United Kingdom, and Thailand? What is the *Amazing World Atlas* author's point of view about these three places? How is that perspective conveyed? How do your perspectives differ? What are other possible perspectives?



## INTEGRATION OF KNOWLEDGE & IDEAS

### Use text's graphics to identify key ideas, make predictions, interpret and integrate information presented visually or quantitatively, and locate answers to questions quickly or solve problems efficiently.

- Using the time zone map in *Amazing World Atlas*, what do you notice about the way time zones are established? How are Asia's time zones different from North America's? Based on the time zone map and the regular world map, how many time zones do you predict Antarctica might have?
- In *How to Be a Space Explorer*, find the distances between the Sun and the solar system's various planets. Compare Mercury and Neptune's distances from the Sun (for example, is Neptune twice as far, 10 times as far, etc.?). Based on that information, what conclusions can you draw about the conditions of those planets?

### Trace and evaluate author's use of evidence to support specific claims, distinguishing claims not supported by evidence and fact from opinion.

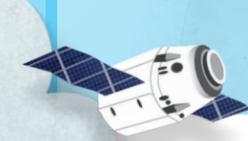
- What claim does the author make about gravity? What evidence is given to support this claim?
- In the Thailand section of *Amazing World Atlas*, find an example of an opinion.
- *Amazing World Atlas* says that "Antarctica's landscape is barren, but beautiful. There are hardly any plants or animals on the land..." Which part of this statement is factual?

### Describe the logical connection between particular sentences or paragraphs (eg comparison, cause and effect, sequencing).

- *How to Be a Space Explorer* says, "Around the young Sun, all this gassy and dusty material then formed itself into a swirling disc. The material was orbiting the star, because of the growing mass—and gravitational pull—of that central Sun." Identify the connection between the two sentences—comparison, sequencing, or cause and effect.

### Read books for various purposes, identify intended audiences, and determine differences between and characteristic features of imaginative, informative, and persuasive texts.

- How would you classify *How to Be a Space Explorer*—imaginative, informative, or persuasive? What makes it that classification? Who is the intended audience? What purpose would someone have when reading it? How is this purpose different than if someone is reading the novel *Have Space Suit—Will Travel* (by Robert A. Heinlein)?



## READ FOR PERSPECTIVE

### Conduct research on issues or interests by generating ideas and questions and posing problems; gather, evaluate, and synthesize data from multiple texts on the same topic.

- Based strictly on the information found in *Amazing World Atlas*, what is your impression about life in Africa? What are some things you knew or thought previously about Africa before reading this book? What previous opinions were confirmed or changed after reading this book? What questions do you still have about life in Africa that you could research further?
- What is one problem with the idea of living on Mars? Propose a solution to this problem based on what you learned from *How to Be a Space Explorer* and other books on space used in your research.
- Which is most useful in determining \_\_\_\_\_: the data found on page \_\_\_\_ of *How to Be a Space Explorer* or the data found on page \_\_\_\_? (Teacher, fill in the blanks.)

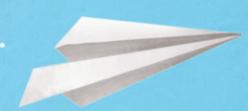
### Link text to personal experiences, prior knowledge, other texts, or teacher-provided background information.

- Of the interesting Australian festivals listed in *Amazing World Atlas*, which stood out to you and why? What do you think is similar and different between Australians and the people from your country, based on the information in the book? What personal experiences have you had that has led you to this conclusion?
- Have you read a book on someone from a different country? What connections can you make between that book and *Amazing World Atlas*?
- What did you already know about gravity that helped you to understand the "Gravity Simulator" section in *How to Be a Space Explorer*?

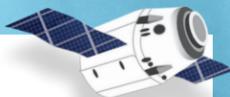


### Respond to texts drawn from a range of cultures and experiences.

- Discuss with a partner: After reading *Amazing World Atlas*, what emotions do you feel about all the different kinds of people around the world? Why do you feel those things? What experiences in your life have influenced your perspective of the world? How does your perspective differ from your partner's? What could be the reason for the differences in your perspectives?
- Based on what you read in *Amazing World Atlas*, where do you think is the best place in the world to live, and why? Give examples from the book that led you to that conclusion. Where do you want to visit most?



## WRITING GUIDELINES & EXAMPLE PROMPTS



Address writing guidelines by using Lonely Planet Kids books as the informational texts to which students can respond in writing and practice important composition skills. The following example prompts show how teachers can integrate Lonely Planet Kids books into the writing curriculum.

### TEXT TYPES & PURPOSES

#### Write routinely, fluently over extended and short time frames for a range of purposes and audiences.

As part of a daily warm-up activity, for 5-10 minutes students can write responses to prompts displayed on the board that are drawn from a previously read Lonely Planet Kids book. Example prompts:

- Write a five-sentence paragraph about the country you would like to visit most. Give three supporting details based on what you learned in *Amazing World Atlas*.
- Write a free-response piece to *How to Be a Space Explorer* on how it makes you feel to imagine traveling through space.
- Write a one-page short story, using descriptive details, about an imaginary trip to a country you learned about in *Amazing World Atlas*.
- Write a one-page letter to a relative or friend designed to convince him or her to plan a vacation to a country you learned about in *Amazing World Atlas*. Support your argument with relevant details.
- After reading *How to Be a Space Explorer*, write a one-page proposal to the government suggesting they establish a space-cadet camp for kids. Provide relevant supporting explanations about why this would benefit the country.

As part of a class- or school-wide pen-pal letter exchange program with students in another country, students can routinely write letters to a pen pal. Example letter topics:

- Describe what life is like in your own country. Then present information you learned in *Amazing World Atlas* about your pen pal's country, and ask questions about what life is really like there.
- Exchange information with your pen pal on a country or planet you learned about in *Amazing World Atlas* or *How to Be a Space Explorer* that you would like to visit. Ask your pen pal to tell you about a country or planet that they have researched and would like to visit.

#### Write clear, logically organized, well-structured opinion or informative pieces with a topic introduction, relevant supporting reasons, evidence, cited quotes, concrete details, analysis, and a closing statement or paragraph, avoiding plagiarism, and using organizational strategies (eg definition, cause and effect).

As part of the formal writing curriculum, students can write opinion, informative, or explanatory essays or paragraphs—incorporating expository writing structures and strategies that you are currently teaching into the prompts. Example prompts:

- Write a four-paragraph essay arguing why space exploration is an important initiative that society should still invest in, citing relevant supporting information found in *How to Be a Space Explorer*.
- Write a report about a country of your choice based on information found in *Amazing World Atlas* and other resources.

#### Write well-elaborated narratives to develop real or imagined experiences or events with descriptive details, appropriately sequenced events, temporal signal words, dialogue, a narrator, setting, developed characters, and closure.

As part of the creative writing curriculum, students can write narratives based on actual or imagined events. Example prompts:

- Write a true or imagined story about a vacation you took to a different country or planet, or about a kid who grows up in a different country or planet. Include descriptions of the setting, well-developed characters, elaborate factual details based on information found in *Amazing World Atlas* or *How to Be a Space Explorer*, dialogue, and a sequenced plot with a climax, problem, and resolution.



#### Prepare poems and/or play scripts inspired by ideas brought up in a text.

Also as part of the creative writing curriculum, students can write poems and play scripts drawn from a Lonely Planet Kids book. Incorporate into the prompts specific poetic or theatrical structures and devices that you are currently teaching. Example prompts:

- Write a poem about being a kid from a country of your choice, describing the scenes, people, and culture you see every day there, expressing what you like and dislike about it. Draw on what you learned in *Amazing World Atlas*.
- Write an “I am” poem from the perspective of a country or planet of your choice. Draw on what you learned in *Amazing World Atlas* or *How to Be a Space Explorer*.
- Write a play set in another country, for example life in an Italian classroom, a story about a Japanese family, a kid going on a vacation or moving to another country, or kids going on a round-the-world trip. Draw on what you learned in *Amazing World Atlas*.
- Write a play about a group of students or actual astronauts preparing for and going on a space journey. Draw on what you learned in *How to Be a Space Explorer*.

### RESEARCH TO BUILD & PRESENT KNOWLEDGE

#### Gather information from provided sources to answer a question; conduct research to build knowledge through investigating a topic, conveying ideas and information through selection and analysis of relevant content in ways that suit the purpose and audience; take notes, categorize and summarize gathered information, and provide a list of sources.

As part of the researching curriculum, students can work in groups, in pairs, or individually to retrieve, collect, organize, analyze, and report on topics that Lonely Planet Kids books can address along with multiple other resources.

Example prompts:

- Imagine our class is going to establish a “cadet camp” to train to become astronauts. Use *How to Be a Space Explorer* to write a sequence of instructions on what steps our class needs to take in order to get ready for space travel.
- What is the best planet to explore when making plans to colonize another planet? Conduct research from *How to Be a Space Explorer* and other documented resources to collect and analyze information so that you can knowledgeably write a report that answers this question.

The following three areas of writing can be emphasized and practiced, or even be the focal point of the lesson, during any assigned writing activity that is based on a Lonely Planet Kids book:

### PRODUCTION & DISTRIBUTION OF WRITING

Go through each step of the writing process (identifying purpose and audience, planning, drafting, revising, editing, publishing, evaluating); focus on the topic, respond to questions and suggestions from others, add details, and expand, reduce, or combine sentences to strengthen writing.

Practice legible, fluid penmanship and keyboarding skills; use digital tools to produce and publish writing using suitable formatting.

### CONVENTIONS OF STANDARD ENGLISH

Demonstrate command of conventions of formal Standard English grammar, usage, and spelling when writing (using a dictionary when necessary); print or type correct capitalization and punctuation; produce and expand complete simple and compound sentences in response to prompts.

### VOCABULARY ACQUISITION & USE

Use accurately precise domain-specific and general academic vocabulary acquired through reading.



## SPEAKING & LISTENING GUIDELINES & EXAMPLE DISCUSSION QUESTIONS & PRESENTATION IDEAS

Address writing guidelines using Lonely Planet Kids books as the informational texts to which students can respond, practicing important presentation and discussion skills. The following example discussion questions and presentation ideas show how teachers can integrate Lonely Planet Kids books into the communication curriculum.

### PARTICIPATE IN SOCIETY

**Participate as knowledgeable, reflective, creative, critical members of collaborative discussions, responding to texts drawn from a range of cultures and experiences.**

- Reflect on what we have read in *Amazing World Atlas* about the world and all its different countries, landscapes, animals, people, and cultures. What stands out to you; what interests you most; what excites you; what overwhelms you; what confuses you; what inspires you; what intrigues you; what do you want to learn more about?

**Communicate discoveries found in the research process with relevant details, in ways that suit the purpose and audience, sequencing ideas and findings logically, and accentuating the main ideas.**

- After conducting research on your chosen topic about space or the world in books like *How to Be a Space Explorer* or *Amazing World Atlas*, share your discoveries with the class (or a partner or the school), including relevant details and making sure you have a clear main idea that you would like your audience to understand.

**Perform poems and plays written in response to texts read.**

- Now that you are done writing and rehearsing the play or poem that was inspired by (Teacher, insert a Lonely Planet Kids title), read it to the class using emotion in your voice, appropriate volume, pacing, and enunciation.

**Engage in group or one-on-one debates in response to texts read.**

(Note: These debates can be formal or informal.)

- After utilizing *How to Be a Space Explorer* to find evidence to support your position on whether space exploration is a worthy way to spend money, present your argument in a class or one-on-one debate.
- After utilizing *Amazing World Atlas* to find evidence to support your position on whether people are generally the same regardless of where they are from, present your argument in a class or one-on-one debate.

The following three areas of communication can be emphasized and practiced, or even be the focal point of the lesson, during any assigned discussion or presentation activity that is based on a Lonely Planet Kids book:

### COMPREHENSION & COLLABORATION

**Practice active listening skills (eg showing interest, initiating comments, contributing ideas and answers, asking clarifying questions, posing thought-provoking questions in response to others' comments, considering and evaluating different viewpoints, building on others' contributions, paraphrasing or summarizing what has been read aloud or presented, listening for specific purposes, and listening to build understanding).**

**Practice interaction skills (eg turn-taking, recognizing contributions of others, speaking clearly, using appropriate volume and pace, making positive statements, and voicing disagreement in appropriate ways).**

**Practice oral presentation skills (eg gaining, maintaining, monitoring listeners' interest, staying on topic, using pacing and enunciation when reading aloud what they have written in response to text, and using eye contact).**

**Use language to develop understanding (eg formulating, articulating, justifying questions, answers, arguments, or opinions, speculating, hypothesizing, imagining, and exploring ideas).**

**Give well-structured, on-topic, elaborated descriptions, explanations, interpretations, and expressions of feelings and ideas; recount an experience with relevant details, drawing on text, background information, and points brought up in discussion.**

**Determine main ideas and supporting details of texts read aloud or information presented visually, quantitatively, or orally, and distinguish claims not supported by evidence; discuss similarities between texts about similar topics.**

### CONVENTIONS OF STANDARD ENGLISH

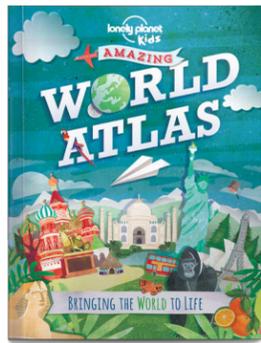
**Demonstrate command of conventions of standard English grammar, usage, and pronunciation when speaking, using complete, coherent sentences; differentiate between contexts that call for formal English (eg presentations) or informal English (eg small-group discussions).**

### VOCABULARY USE

**Use accurately precise, domain-specific and general academic vocabulary acquired through reading.**

# More titles for kids and teachers from Lonely Planet Kids

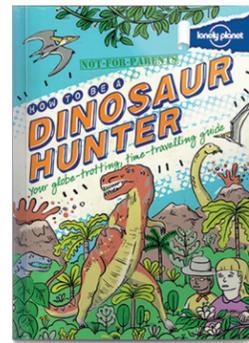
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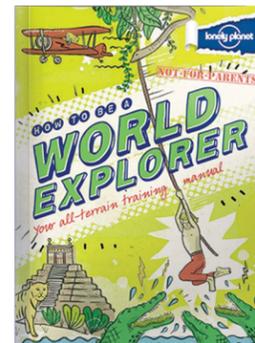
**Amazing World Atlas**  
Discover what an awesome, cool and quirky world we live in. *Amazing World Atlas* is a mind-blowing mix of history, culture, and fascinating facts.



**How to be a Space Explorer**  
Buckle up! *How to be a Space Explorer* is a practical manual for all aspiring astronauts, packed with jaw-dropping stories from real-life space exploration.



**How to be a Dinosaur Hunter**  
Get ready to journey through space and time. This book will show you where and how to find dinosaur remains, ranging from bones and teeth to eggs and footprints.

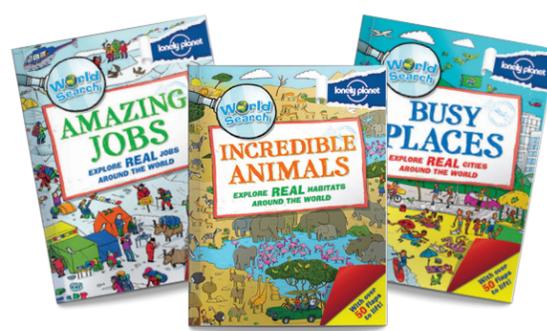


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It's a wonderful world out there just waiting to be discovered, but are you ready to be an explorer? This book will teach you all you need to know to venture through all the landscapes on Earth.



Our "Adventures" series all feature interactive stickers and activities that enhance learning and encourage students to interact with some of the planet's most sensorial and stimulating environments.

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## Coming in 2015!

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- How to Be an International Spy*
- You Rule! Create Your Own Country*
- Around the World Adventures Sticker Atlas*



# Keep the Adventure Going

## LONELY PLANET KIDS BOOKS

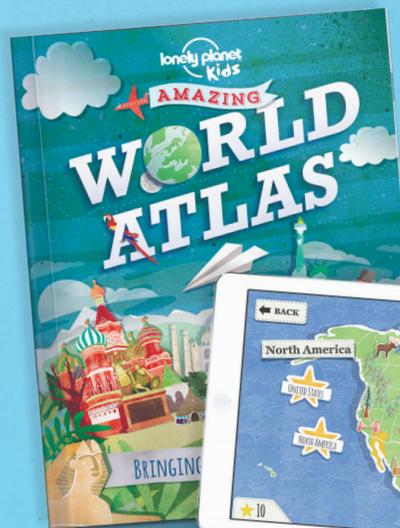
Stock your classroom shelves with all the latest titles from Lonely Planet Kids. Browse our catalog and watch book trailers at [www.lonelyplanet.com/kids/books](http://www.lonelyplanet.com/kids/books)

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